



Fleecefield Primary School History Year 3

	Term 1	Term 2	Term 3
Unit of work	Stone Age	Iron Age	Ancient Egyptians 'Pharaohs'
Link to Programme of study	A study of the prehistoric period of the Stone Age- The three stages of the Stone Age. The oldest period, the Paleolithic period, Middle Stone Age – Mesolithic and the Neolithic period called the New Stone Age. Our Ancestors used tools made out of stones to help them hunt and eat food.	A study of an aspect or theme in British History that extends pupils chronological knowledge – starting 800 BC until the Roman conquest 43 CE.(common era).	A study of a sophisticated ancient civilization that happened over 3000 BCE.
Composite knowledge	How did the Stone Age people live? How did they survive? How do we know about this period of history? To recall the three stages of the Stone Age period?	What was significant about the Iron Age? What was the impact of iron in Britain and Europe? How did the Iron age shape conflicts and influence warfare?	Who were the influential rulers of the ancient Egyptians? What did they invent that influenced the way we live today? Scripture/communication– preservation of the body. Engineering – link with pyramid
Intentional knowledge they need to understand (Component knowledge)	<p><b>Chronology:</b> Timeline Ancient settlement 3,000 BCE the oldest period of the Stone Age approximately 2.5 million years ago. New Stone age dates back to 8-10000 years BC.</p> <p><b>Significant individuals:</b> archaeologist – Skara Brae</p> <p><b>Sources/Artefacts:</b> Village of Skara Brae discovered in 1850- cave paintings (Lascaux cave in France). Discovery of Jewellery, ornaments and dice games, stones tools, Stonehenge</p> <p><b>Conflict:</b></p> <p><b>Settlements:</b> Skara Brae and the caves, hunter gatherers. Moved from Nomadic to permanent home and</p>	<p><b>Chronology:</b> Timeline 800 BCE until 43 CE and compared with the Stone Age 2.5 million years</p> <p><b>Significant individuals:</b> Don Brothwell, the York University archaeologist who led the scientific investigation of Lindow Man, the bog body found in Cheshire in 1984.</p> <p><b>Sources/Artefacts:</b> Iron Weapons – photos of weaponry- photos and videos Maiden castle in Dorset/ Oswestry in Shropshire</p> <p><b>Conflict:</b> Fighting between farmers was common, for resources. Developed better weapons/armour and helmets.</p> <p><b>Settlements:</b> Roundhouses and forts (Hillforts)- place of shelter.</p>	<p><b>Chronology:</b> Timeline c3000 – 30 BCE Timeline - Iron Age ended 43 CE with the Roman conquest and Ancient Egyptians civilisations ended 30 BCE.</p> <p><b>Significant individuals:</b> Tutankhamun 1342 – 1325 BC Discovered by Howard Carter famous archaeologist – 1922 King Tut was a black significant figure- black African.</p> <p>Queen Cleopatra/– Rules in a male dominated era.</p> <p><b>Sources/Artefacts:</b> tombs/ Great Pyramid- Cairo – Giza/ purposes British museum website – valley of the kings Papyrus – hieroglyphics</p> <p><b>Conflict:</b></p>



	start farming.		Conflict over Tutankhamun ruling <b>Settlements:</b> River Nile fertile land – farming – boats to transport – valley of the kings and queens.
National Curriculum KS1 (skills)	Pupils should about : <ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to develop a chronologically secure knowledge &amp; understanding of British, local &amp; world history</li> <li><input type="checkbox"/> Address and sometimes devise historically valid questions about change, cause, similarity &amp; difference, and significance</li> <li><input type="checkbox"/> Develop the appropriate use of historical terms</li> <li><input type="checkbox"/> Note connections, contrasts and trends over time</li> <li><input type="checkbox"/> Establish clear narratives within and across periods studied</li> <li><input type="checkbox"/> Construct informed responses by selecting and organising relevant historical information</li> <li><input type="checkbox"/> Understand how knowledge of the past is constructed from a range of sources</li> <li><input type="checkbox"/> Understand that different versions of the past may exist giving some reasons for this</li> </ul>		
vocabulary	Surviving, ancestors, nomadic, gatherers, settlers, symbols, scavenging, predators.	Conquest, significant, weapons, blacksmith, settlements, fortified, inhabitant, ore, civilizations.	Fertile, influential, irrigation, mummy, preserved, embalming, tombs, ritual, immortal.
Links to prior knowledge	Identify dates on timeline – Crimean war, Mary Seacole/Florence Nightingale, The Great Fire of London.	Link to Stone Age (BC to AD) previous Yr 2 history curriculum Mary Seacole, Florence Nightingale and the GFL	Ending of the Stone Age and the Ancient Egyptians until the death of Cleopatra, starts of the Roman Empire.
Key knowledge for assessment	To understand the importance of the use of stones as effective tools for surviving. Explain the change of hunter gatherers to permanent settlers. What are the possible reasons why Stonehenge was built?	Timeline – Identify dates on the timeline to show the beginning and end of an era (Stone age – Iron age). How do we know about the Iron Age (artefacts – sources – Hill forts – castle in Dorset) How does the Iron age relate to the Stone Age How did the use of Iron change how we live today?	Understand the BC timeline What artefacts teach us about the Egyptians? How did the invention of papyrus influence our lives today? What is the legacy of the ancient Egyptians? Writing, farming, embalming.
Cross-curricular links	Cave paintings drawings. English – Write a non-chronological report about the Stone Age Core book – Stone Age Boy.		