



History Medium Term Plan

One event or person in history can lead to a lifelong change.

Year 3 History LTP	Autumn	Spring	Summer
Unit of work	<p style="text-align: center;">Stone Age to Iron Age</p> <p style="text-align: center;">What was everyday life like during this era and how does it compare to our lives today?</p>	<p style="text-align: center;">Ancient Egypt</p> <p style="text-align: center;">How did the beliefs of the Egyptians affect the way they lived?</p>	<p style="text-align: center;">Romans</p> <p style="text-align: center;">What was the Romans' lasting legacy when they left Britain?</p>
Values	Resilience	Hope	Justice
Concepts	<p>Lasting Legacies</p> <p>Everyday life</p>	<p>Lasting Legacies</p> <p>Everyday life</p> <p>Invasion and power</p>	<p>Pivotal Pioneers</p> <p>Invasion and power</p> <p>Lasting Legacies</p> <p>Everyday life</p>
Link to programme of study	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>-know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day:</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>-the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt</p>	<p>Use maps to identify the extent of the Roman empire.</p> <p>Use evidence to build up a picture of a past event and reconstruct life in Britain during this time.</p> <ul style="list-style-type: none"> · Ask a variety of questions about how and what the Romans achieved. · Identify key features and events of the Roman empire. <p>-Organising historical information- giving reason and opinion.</p> <p>-Making historical connections- effect of invasion on society.</p>

<p>What we need to know</p>	<p>To know that BC means before Christ</p> <p>To know AD means anno domini, which translates to 'in the year of the lord.'</p> <p>To know a primary source is a document or object which was created during the time period.</p> <p>To know a secondary source is a document or object produced after the time period, for example a history book or painting.</p> <p>The Stone Age was a pre-historical period that was before written record.</p> <p>We can use lots of these sources to find out about life in The Stone Age. Some information is for certain and some we can deduce.</p> <p>It took place around 2.5 million years ago and lasted until 2,500 BC.</p> <p>We call it The Stone Age because our ancestors, used tools made of stone.</p> <p>There are three periods of the Stone Age: Palaeolithic (Old Stone Age) first stone tools to the end of the last Ice Age, Mesolithic (Middle Stone Age), End of last Age Ice until the start of farming then the Neolithic (New Stone Age) from the start of farming until the start of using metal tools.</p> <p>Archaeologists used artefacts to find out about this period.</p> <p>The humans who lived in these eras experienced/ used different tools, homes, food and habits.</p> <p>To know that farming practices were brought to Britain through migration.</p>	<p>The ancient Egyptian civilisation began 5,000 years ago when people started building villages next to the River Nile in north-east Africa. It lasted for around 3,000 years.</p> <p>(3100 B.C. to its conquest by Alexander the Great in 332 B.C).</p> <p>The Ancient Egyptians left evidence such as the pyramids, artefacts that were found there and methods of communications such as the use of hieroglyphics and papyrus rolls.</p> <p>The Nile was important because it provided water for crops but also fertile soil - this means that people settled near the banks of the Nile as it was considered a prime location.</p> <p>The Nile also provided mud for bricks and pots, opportunities for fishing, papyrus reeds and a key means of transport.</p> <p>Most Egyptian men worked, and jobs were passed on down through the family. Most Egyptians did not go to school but they did learn a trade'.</p> <p>Some Egyptian people were employed to build the pyramids</p> <p>Pharaohs ruled over the Egyptian people and were revered as gods.</p> <p>Mummification was the process of preserving a body - this process was very important to the Egyptians as they believed this would prepare the body for their journey into the afterlife.</p> <p>The bodies of important people, such as pharaohs, were placed in these pyramids, which were built as tombs.</p> <p>Religion was very important in Ancient Egypt. The Ancient Egyptians worshipped their many gods and</p>	<p>Know that Ancient Egypt fell to the Roman Empire.</p> <p>The Roman Empire began in 27 BC, and after that single emperors ruled, one after the other, until their deaths. The first emperor was Caesar Augustus.</p> <p>The Romans invaded Britain and started ruling it in 43 AD</p> <p>The Romans invaded land all over the world You may have heard people say 'the Roman Empire' before. They had an empire because they didn't stay in Rome, they went across the world invading different countries and making them part of their empire.</p> <p>They even invaded Britain which is why we have so many Roman legacies in the UK today, for example water sanitation systems and straight roads.</p> <p>The Roman Empire covered land in parts of Britain and all around the mediterranean sea.</p> <p>Roman armies were very strong and well trained They were famous for being some of the best fighters in the world!</p> <p>They would often fight and defeat armies much bigger than them.</p> <p>People often say it's because of how strong, organised and well trained the Roman armies were.</p> <p>In addition to Romanisation, Romans used their powerful armies to suppress uprisings, such as Boudica's rebellion in 60 AD.</p> <p>Romans also built walls to keep their enemies at bay, like Hadrian's Wall (built 122 AD).</p>
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	<p>Of the different types of animals in The Stone Age, some are now extinct and some we still see today.</p> <p>The Cheddar Man is an important find because his is the oldest complete skeleton found in Britain.</p> <p>Evidence of our Stone Age Ancestors has also been found in our local area.</p> <p>Early humans began using metal tools 2500 BCE (4500 years ago) made of Bronze. They used it to make things like jewellery as well as things for farming and building. This was called the Bronze Age. This was followed by The Iron Age which lasted until the Romans came to Briton in 43AD.</p>	<p>goddesses due to the qualities and characteristics they believed that they brought to the afterlife</p> <p>Howard Carter was a famous Egyptologist who discovered Tutankhamun's tomb.</p> <p>In 332 BC Alexander the Great and his Greek army conquered Ancient Egypt.</p> <p>It wasn't until 30 BC that the Romans went to war with the Greeks and took over the lands.</p>	<p>They may have lived long ago but they invented things we still use today such as concrete, newspapers, books, calendars and central heating.</p> <p>The rich Romans had servants All the rich Romans would have servants to do anything they wanted for them.</p> <p>Rich Romans really enjoyed eating and drinking and would often get their servants to feed them while they were lying down and relaxing.</p> <p>A domus was a type of house a rich person would live. A villa was a luxurious estate for rich Romans living in the countryside.</p> <p>Poor Romans who lived in the countryside would live in shacks or cottages.</p> <p>The Fall of Rome didn't happen in a day, it happened over a long period of time. There are a number of reasons why the empire began to fail.</p> <p>Some of these reasons were:</p> <ul style="list-style-type: none"> • Politicians and rulers of Rome became more and more corrupt. • Civil wars and infighting within the Empire. • The Empire became so large it became difficult to govern. <p>The next 500 years would be known as the Dark Ages of Europe.</p>
<p>Cross curricular opportunities</p>	<p>Literacy: Instructional writing</p> <p>Computing: Research</p> <p>DT: Designing and making shelters/tools</p>	<p>Literacy: Explanation <i>How to mummify</i></p>	<p>Literacy: Letter writing/diary entries</p> <p>Geography: Map work</p>

<p>Building on what we know</p>	<p>An awareness of the past and the passing of time.</p> <p>Understanding the chronology of time – The Stone Age started millions of years before e.g now or The Great Fire of London.</p> <p>Being able to identify similarities and differences between different ways of life in different periods.</p> <p>Understand how to find out about the past and different ways of representing that.</p> <p>To locate or place an event on a timeline using BC/AD</p>	<p>Egypt is a country in the continent of Africa.</p> <p>The climate of Egypt is different to that of the UK.</p> <p>Identify differences between ways of life at different times.</p> <p>To locate or place an event on a timeline using BC/AD</p> <p>How early humans lived and survived in Stone Age Briton.</p>	<p>That the Romans had taken control of Egypt in 30BC.</p> <p>That invasions have an impact on those living in the country.</p> <p>That we can use BC/AD to organise events on a timeline chronologically.</p>
<p>Vocabulary</p>	<p>Palaeolithic, Metholithic, Neolithic. The Stone Age. The Bronze Age. The Iron Age. Chronology, artifacts, archeology, millions, ancestors, sources. The Cheddar Man, evidence</p>	<p>The Nile, pharaohs, Egypt, papyrus, mummification, tombs, afterlife, sources, evidence, hieroglyphics, Egyptologist,</p>	<p>Empire, invasion, emperor, Rome, Romans, centurion, legion.</p>
<p>Quick Fire 5</p>	<p>When was the stone age era?</p> <p>Name and identify features of the three eras of The Stone Age.</p> <p>Order these: Bronze Age Stone Age Iron Age</p> <p>Decide which information is certain and which can be deduced.</p> <p>Describe why the Cheddar man is so important.</p>	<p>Describe The Nile and its' importance to Egyptian people.</p> <p>Describe why the pyramids were built and who built them.</p> <p>Describe the process of mummification.</p> <p>What linked Tutankhamun and Howard Carter.</p> <p>Who invaded Ancient Egypt and when did this happen?</p>	<p>When did the Roman Empire begin?</p> <p>When was Britain invaded?</p> <p>What were the Roman's beliefs?</p> <p>What legacies did the Romans leave/key inventions?</p> <p>What were some of the reasons the Roman Empire collapsed?</p>

	Name local Stone Age finds.		
Disciplinary Knowledge	<p>Sources and evidence</p> <ul style="list-style-type: none"> • To understand that the nature of sources will differ depending on time period covered. • To know that history is often incomplete, depending on what evidence has survived; sources may miss information. • To begin to explore how Historians use sources to interpret the past and answer questions. • To know that sources can be separated into primary and secondary resources. • To be able to start to use evidence to justify their opinions. <p>Change and continuity</p> <ul style="list-style-type: none"> • To be able to identify areas of change and continuity across Prehistoric Britain. Cause and consequence • To begin to identify how new innovations came to prehistoric Britain and the impact these had. <p>Historical significance</p> <ul style="list-style-type: none"> • To begin to link the impact key innovations had on improving civilisations and why Historians class them as significant. <p>To understand chronology</p> <ul style="list-style-type: none"> • To begin to use timelines to place a small number of key changes during early human development in Britain. • To know the key dates and events within periods covered • To be able to use words and phrases relating to the passing of time such as century, decade, period. • To know that how to use BC and AD. • To begin to understand where the people/period being studied fit into a wider chronological framework (timeline). 	<p>Sources and evidence</p> <ul style="list-style-type: none"> • To understand that the nature of sources will differ depending on time period covered. • To know that history is often incomplete, depending on what evidence has survived; sources may miss information. • To begin to explore how Historians use sources to interpret the past and answer questions. • To know that sources can be separated into primary and secondary resources. • To be able to start to use evidence to justify their opinions. <p>To identify similarities and differences</p> <ul style="list-style-type: none"> • To be able to identify similarities and differences in life style, between concurrent time period of Ancient Egypt and prehistoric Britain. Historical significance • To begin to link the impact key innovations had on improving civilisations and why Historians class them as significant. <p>To understand chronology</p> <ul style="list-style-type: none"> • To know the key dates and events within periods covered • To be able to use words and phrases relating to the passing of time such as century, decade, period. • To know that how to use BC and AD. • To begin to understand where the people/period being studied fit into a wider chronological framework (timeline) 	<p>Sources and evidence</p> <ul style="list-style-type: none"> • To start to know what type of sources will be available for different time periods. • To know that as more evidence about a period is found historians interpretations of that period might change. • To be able to use different interpretations to gain a wider picture of key people and time periods. • To be able to use evidence to justify their opinions • To be able to identify what things we still have from the Ancient Greeks and Romans today. • To be able to compare what things continued to be the same between these periods. • To be able to compare how things changed during and between these time periods <p>Change and continuity</p> <ul style="list-style-type: none"> • To be able to identify what things we still have from the Ancient Greeks and Romans today. • To be able to compare what things continued to be the same between these periods. • To be able to compare how things changed during and between these time periods <p>To identify similarities and differences</p> <ul style="list-style-type: none"> • To be able to identify some similarities and differences between Ancient Greece and Roman Britain. <p>Cause and consequence</p> <ul style="list-style-type: none"> • To investigate why groups of civilisations moved to different areas and the impact they had on them. <p>Historical significance</p> <ul style="list-style-type: none"> • To start to link the legacy civilisations have had on modern day Britain with the significance historians give them. <p>To understand chronology</p> <ul style="list-style-type: none"> • To be able to use a class timeline locate and plot periods in time.

			<ul style="list-style-type: none">• To know what is happening in different areas of the world at the same time as the period in time they are covering.• To explore what is meant by 'ancient' and 'modern' in depth and explore the difference.• To know when to use BC and AD.• To be able to describe events using words and phrases such as century, decade, BC, AD, after, before, during, Romans, era, period.
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