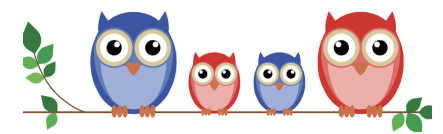


History Year 3

Autumn Term: Stone Age Britain: what do archaeologists think they know about it?	Thread: Invasion, migration and settlement	NC Focus: changes in Britain from the Stone Age to the Iron Age
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Key line of enquiry 1	Key line of enquiry 2	Key line of enquiry 3	Key line of enquiry 4	Key line of enquiry 5	Key line of enquiry 6
What do archaeologists think they know about the Stone Age?	What do we know about the Paleolithic era?	What do we know about Homosapiens' early settlement of Britain?	What do we know about the Mesolithic era?	Why did humans begin to farm during the Neolithic Era?	Can I use a timeline of Stone Age Britain?
Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught
<p>Natural climate change has meant that different groups of humans have come to and left Britain at different times.</p> <p>Stone tools and footprints at Happisburgh show that the first known Britons came to Britain c. 950,000 years ago.</p> <p>Around 500,000 years ago teeth and bones found at Boxgrove show Homo heidelbergensis lived in Britain.</p> <p>Ice Ages around 450,000 and 20,000 years ago resulted in long periods when no humans lived in Britain.</p> <p>Homo sapiens came to Britain c. 40,000 years ago, left during the most recent Ice Age and returned c. 12,000 years ago.</p>	<p>The Paleolithic Era took place between two million years ago and ten thousand years ago.</p> <p>Many of the types of Paleolithic humans who lived in Britain used stone tools, which were often made of flint.</p> <p>These tools, especially hand axes, are some of the main sources of evidence archaeologists have for this period.</p> <p>Archaeologists have worked out how Paleolithic humans might have used their hand axes.</p> <p>Archaeologists think that they probably used them to skin animals for clothing and strip branches for fire and shelter.</p>	<p>Dating different human remains suggests the presence of modern humans in Britain has been brief and sporadic.</p> <p>It has only become continuous at the end of the last Ice Age, c.12,000 years ago.</p> <p>The modern humans who appeared in Britain were highly adaptable hunter-gatherers.</p> <p>Flints found far from where they were acquired show that they moved around Britain far more than the Neanderthals had.</p>	<p>The Mesolithic Era began around 12,000 years ago.</p> <p>Britain was attached to the mainland but sea levels rose making it an island, reducing contact with the rest of Europe.</p> <p>The first evidence for houses in Britain and Ireland comes from the Mesolithic Era; a lot of evidence is from campsites.</p> <p>Mesolithic people hunted wild animals, fished and gathered wild plants, likely moving camps in different seasons.</p> <p>Howick house is called 'Britain's oldest house' with its remains suggesting it was built c.7600 years ago.</p>	<p>The Neolithic Era saw lots of changes for early humans in Britain.</p> <p>Animal bones found during excavations suggest that this is when humans began to domesticate animals such as cattle.</p> <p>This was the first time that people started deliberately planting and harvesting crops.</p> <p>Excavations at Skara Brae have unearthed barley seeds, suggesting cultivation.</p> <p>New technologies developed: this is the first period from which archaeologists find pottery, including at Skara Brae.</p>	<p>Archaeologists have discovered many different artefacts from across the Stone Age.</p> <p>The types of artefacts found show the changes that have taken place throughout the period.</p> <p>Generally, archaeologists have found more artefacts from the more recent parts of the Stone Age.</p> <p>Different types of artefacts can be dated to different parts of the Stone Age.</p>
Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered
<p>Understanding how we know about the past</p> <p>Using archaeological</p>	<p>Using evidence to describe the past</p> <p>Identifying features of early</p>	<p>Placing events on a timeline</p> <p>Understanding migration</p>	<p>Identifying continuity and change</p> <p>Comparing periods</p>	<p>Explaining cause and consequence</p> <p>Understanding long-term</p>	<p>Constructing and interpreting timelines</p>

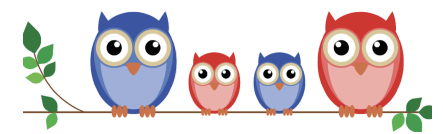


evidence Making inferences from artefacts Asking historical questions Understanding that evidence can be interpreted	human life Understanding chronology (early Stone Age) Using subject-specific vocabulary Explaining how historians build knowledge	Using fossil and artefact evidence Making simple inferences Explaining change over time	Using archaeological evidence Drawing conclusions from information Communicating historical ideas clearly	change Using evidence to answer "why" questions Identifying impact on society Developing historical explanations	Sequencing events chronologically Using dates (BC/BCE) accurately Identifying duration and overlap Summarising learning across a period
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
Homo sapiens, Archaeologist, prehistoric, Ice Age	Paleolithic Era, nomadic, hand axe, flint	Homo sapiens, Ice Age, Hunter-gatherer	Mesolithic Era, settlement, campsite	Neolithic Era, domesticated, pottery	Stone Age, artefact, archaeologists, dated

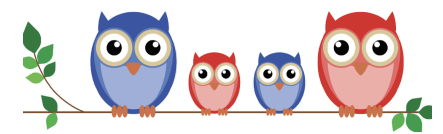
History Year 3

Bronze and Iron Age Britain: how did life change during this time?	Thread: Invasion, migration and settlement	NC Focus: changes in Britain from the Stone Age to the Iron Age
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Key line of enquiry 1	Key line of enquiry 2	Key line of enquiry 3	Key line of enquiry 4	Key line of enquiry 5	Key line of enquiry 6
When was the Bronze Age and how did they make Bronze?	How did bronze change the way of life in Britain?	How and why did the Iron Age begin in Britain and who were the celts?	How did the use of iron impact farming?	How did settlements and trade change during the Iron Age?	Were there any similarities and differences between the Bronze and Iron Ages?
Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught
The Bronze Age began nearly 4000 years ago in Britain. This took place because many humans across the world began to make bronze.	Bronze was harder, longer lasting and could be made sharper than wood or stone tools. This meant that larger areas of wildwood could be cleared for agriculture and	The Bronze Age was gradually replaced by the Iron Age in Britain approximately 2800 years ago.	Iron farming tools like the ard plough could be used in heavy clay soils and wetter conditions. This allowed a greater variety of crops to be grown, such as oats, and	Large Iron Age hillforts, like at Castell Henllys and Maiden Castle, were built bigger than any previous settlement. It is debated by historians whether these hillforts	Settlements were often very different e.g. Bronze Age farming communities vs Iron Age hillforts. Wattle and daub roundhouses occurred in both; farming tools were used in both but



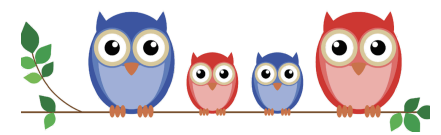
<p>Bronze is made by melding the metals copper and tin to combine their properties. The Bronze Age began at different points for different civilisations. Copper is common but tin less so; tin had to be traded to make bronze.</p>	<p>more crops could be planted. This meant that a surplus could be traded or stored in case of disaster. Populations also grew as the land could support more people, who were needed for increased farming. Archaeologists have found many examples of Bronze Age hoards in Britain. These hoards show how bronze was used.</p>	<p>This happened when iron working began to replace bronze manufacture. Iron is a common metal and is harder and tougher than bronze but harder to smelt as it requires very high temperatures. At the time of this change, much of what is now England was inhabited by the Celtic people who had spread across Europe. Historians are not sure when they came to Britain or whether they did so peacefully.</p>	<p>more land to become available for farming. Iron also allowed the creation of stronger tools, such as axes, meaning further clearing of the wildwood. With more farming, the number of enclosed settlements grew and land ownership became more important</p>	<p>were for protection or to show off. The earthworks of some hillforts remain, and archaeologists have found lots of artefacts when digging them up. The potter's wheel arrived in Britain allowing a greater range of quality pottery to be made. Coins were imported to Britain and modified, encouraging trade and shared values for goods.</p>	<p>were more effective in the Iron Age. Art styles changed from the Bronze Age to the Iron Age but metalworking was important in both periods. Conflict between groups of people seems to have become more common in the Iron Age as distinct tribes developed. A good description of the similarities and differences will use knowledge from across this unit.</p>
Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered
<p>Placing periods on a timeline</p> <p>Understanding chronology (Stone → Bronze → Iron)</p> <p>Explaining processes (how bronze is made)</p> <p>Using historical vocabulary accurately</p> <p>Identifying cause and effect</p>	<p>Explaining cause and consequence</p> <p>Identifying change over time</p> <p>Using archaeological evidence (e.g. hoards)</p> <p>Making inferences from artefacts</p> <p>Communicating explanations clearly</p>	<p>Understanding migration and invasion</p> <p>Interpreting historical uncertainty</p> <p>Analysing evidence to answer "why" questions</p> <p>Identifying continuity and change</p> <p>Using subject-specific vocabulary</p>	<p>Explaining cause and consequence</p> <p>Linking technology to social change</p> <p>Using evidence to support answers</p> <p>Describing economic and social impacts</p> <p>Drawing simple conclusions</p>	<p>Interpreting archaeological sites (e.g. hillforts)</p> <p>Comparing different types of settlements</p> <p>Understanding trade and economic change</p> <p>Using evidence from artefacts</p> <p>Identifying similarities and differences</p>	<p>Comparing periods</p> <p>Identifying continuity and change</p> <p>Summarising key learning</p> <p>Drawing conclusions from evidence</p> <p>Using historical language precisely</p>
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
Bronze Age, Ore, smelting, melding	Hoard, agriculture, wildwood, surplus	Iron Age, smelting, celts, tribe	Crops, ard plough, sickle, wildwood, enclosed	Hillfort, earthworks, ramparts, pottery	Settlement, Beaker people, metalwork



History Year 3

Ancient Egypt: What stayed the same across 3000 years?	Thread: Power, government and religion	NC Focus: the achievements of the earliest civilizations – a depth study of one of the following: Ancient Egypt;
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Key line of enquiry 1	Key line of enquiry 2	Key line of enquiry 3	Key line of enquiry 4	Key line of enquiry 5	Key line of enquiry 6
Where did the Ancient Egyptians live and why was the River Nile so important?	How did the kingdoms of Egypt change over time?	What was Howard Carter's greatest discovery?	What did Ancient Egyptian writing look like and how did it change over time?	How did the Ancient Egyptians treat dead bodies?	How have things stayed the same across 3000 years of Ancient Egyptian history?
Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught
<p>At one time there were two Egyptian kingdoms: Upper Egypt and Lower Egypt, but around 3,000 BCE they were united.</p> <p>The civilisation known as the Ancient Egyptians began over 3,000 years before the birth of Christ, 3,000 BC or BCE.</p> <p>They lived near a large river they called the Nile, in North Africa, protected from enemies by dry land to their sides.</p> <p>The River Nile was long, deep and filled with a dark black mud.</p> <p>When the Nile flooded, this mud made the land the Egyptians live on turn black, and become very fertile.</p>	<p>The ruler of Ancient Egypt was called the pharaoh; they owned all the land, and taxed their subjects.</p> <p>The pharaohs, whose subjects believed to be both gods and humans, ruled in the Old, Middle and New Kingdoms.</p> <p>During the Old Kingdom the Ancient Egyptians built pyramids to bury their pharaohs in, the most famous at Giza.</p> <p>In the Middle Kingdom Egypt grew rich and strong, stopped using pyramids and buried pharaohs in the Valley of the Kings.</p> <p>In the New Kingdom Egypt grew stronger, using their chariots and strong bronze weapons to take over more land.</p>	<p>On the 6 November 1922, an excavation in the Valley of the Kings led by Howard Carter discovered something incredible.</p> <p>His team discovered a set of stone steps leading down a doorway covered in hieroglyphs.</p> <p>Inside the doorway Carter could see a room filled with beautiful objects made from precious woods and metals.</p> <p>Howard Carter and his team had discovered the tomb of an Egyptian ruler called Tutankhamun.</p> <p>He was buried with objects as Egyptians believed he needed them in the afterlife and they wanted to show off his wealth.</p>	<p>In Rosetta, some hundred years before Carter's discovery of Tutankhamun, some soldiers dug up a large black stone.</p> <p>It was covered in both Greek and hieroglyphic writing; archaeologists used the Greek to translate the hieroglyphs.</p> <p>These hieroglyphs were pictures, rather than words, and there were more than 1,000 of them.</p> <p>Scribes would write in hieroglyphs to record things the pharaohs said or did and to compose religious messages.</p> <p>Over time scribes wanted to make hieroglyphs simpler and eventually they were only used for religious writings.</p>	<p>The Ancient Egyptians believed in many gods; one of these was Anubis, who guided the souls of the dead to the afterlife.</p> <p>The Ancient Egyptians believed that when they died they would go to the afterlife if they had pleased the gods.</p> <p>They believed that everybody had a soul, and that when someone was dead, their soul returned to their body each night.</p> <p>This led them to try and preserve dead bodies with linen and by drying them in sand but with only partial success.</p> <p>By the end of the Old Kingdom they had started to embalm and mummify the bodies, placing the organs in canopic jars.</p>	<p>The River Nile remained the heart of the civilisation and was always highly important for the fertility it brought.</p> <p>The pharaohs ruled throughout this time, but where and how they were buried changed over time.</p> <p>While beliefs about the afterlife stayed the same, the methods of preserving bodies became very advanced over time.</p> <p>Detailed hieroglyphs were used throughout, but gradually were used less and usually just for religious writings.</p> <p>A good description of how much things stayed the same will use knowledge from throughout this unit.</p>
Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered



<p>Using maps and atlases</p> <p>Identifying geographical features</p> <p>Explaining cause and effect (e.g. flooding → fertile land)</p> <p>Using historical vocabulary (BC/BCE, civilisation)</p> <p>Describing similarities and differences</p>	<p>Placing events on a timeline</p> <p>Understanding chronology</p> <p>Identifying change over time</p> <p>Comparing different periods</p> <p>Using evidence to support answers</p>	<p>Using primary and secondary sources</p> <p>Asking and answering historical questions</p> <p>Understanding significance</p> <p>Interpreting evidence</p> <p>Making simple inferences</p>	<p>Analysing artefacts</p> <p>Understanding how historians use evidence</p> <p>Explaining why things changed</p> <p>Using subject-specific vocabulary</p> <p>Communicating historical ideas clearly</p>	<p>Explaining beliefs and their impact</p> <p>Identifying continuity and change</p> <p>Sequencing a process (mummification)</p> <p>Using evidence to support explanations</p> <p>Empathy and historical imagination</p>	<p>Identifying continuity</p> <p>Comparing different periods</p> <p>Summarising key learning</p> <p>Drawing conclusions from evidence</p> <p>Using historical language accurately</p>
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
Civilisation, BC, BCE, fertile	Laws, taxes.subjects, pyramid, chariot	Excavation, valley of the kings, hieroglyphics, tomb	Rosetta, translate, scribe, religion, religious	Afterlife, soul, Ba, mummification, canopic jars	continuity