



History - Year 3 - Medium Term Plan
Autumn 2, Unit 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
<p>One:</p> <p>How long ago did prehistoric man live?</p>	<p>To recognise that prehistory was a long time ago and was the beginning of the history of mankind.</p>	<ul style="list-style-type: none"> - I can explain why prehistory was a long time ago. - I can find BC and AD on a timeline and explain why history is split into sections. 	<ul style="list-style-type: none"> - changes in Britain from the Stone Age to the Iron Age. 	<ul style="list-style-type: none"> - Stone Age - BC - AD - prehistory - Ancient Egypt - Ancient Greece - Romans - Anglo-Saxons - Vikings - Tudors - Victorians - period 	<p>Watch:</p> <p>Teacher video:</p> <p>Teaching chronology</p> <p>Teacher video:</p> <p>Physical timeline</p> <p>Have ready:</p> <p>One 1,000-sheet strong toilet roll per group of six pupils or per class if the activity is done as a whole class activity</p> <p>Access to a large space to unravel toilet rolls, e.g. hall or playground</p> <p>s note this is needed only for part of the lesson.</p> <p>Marker pens</p> <p>Sticky notes for each group of six pupils.</p> <p>Interactive presentation:</p> <p>Key events timeline</p> <p>Interactive presentation:</p> <p>Ordering civilisations</p> <p>Link:</p> <p>Kapow Primary timeline.</p>

<p>Two:</p> <p>What does Skara Brae tell us about life in the Stone Age?</p>	<p>To use archaeological evidence to learn about prehistoric houses.</p>	<ul style="list-style-type: none"> - I can use evidence to make observations about Stone Age houses. - I can explain my observations. - I can explain the limitations of archaeological evidence. 	<ul style="list-style-type: none"> - changes in Britain from the Stone Age to the Iron Age. 	<ul style="list-style-type: none"> - Palaeolithic - Mesolithic - Neolithic - Skara Brae settlement - archaeological evidence - evidence - limitations - primary source - secondary source 	<p>Watch:</p> <p>Teacher video: Using archaeological sources</p> <p>Teacher video: Skara Brae</p> <p>Have ready: Presentation: Gimme five.</p> <p>Video: Digital Dwelling at Skara Brae by Alice Wattersson (0:00-01:27)</p> <p>Link: Historic Scotland - Skara Brae 3D scan.</p> <p>Kapow Primary timeline.</p> <p>Interactive presentation: Skara Brae.</p> <p>Marker pens</p> <p>Whiteboards</p> <p>Laptops or tablets for children to explore the links</p> <p>Print in advance: Activity: Skara Brae</p> <p>Activity: Certainties and possibilities</p>
<p>Three:</p> <p>Who was the Amesbury Archer?</p>	<p>To use archaeological evidence to investigate the Bronze Age and explain the limitations of this evidence.</p>	<ul style="list-style-type: none"> - I can make deductions about a Bronze Age man using evidence. - I can identify limitations of archaeological evidence. 	<ul style="list-style-type: none"> - changes in Britain from the Stone Age to the Iron Age. 	<ul style="list-style-type: none"> - Amesbury Archer - Archaeological evidence - Stonehenge - evidence - artefacts - deduction 	<p>Watch:</p> <p>Teacher skill video: Using archaeological sources</p> <p>Teacher video: Archaeological</p>

					<p>evidence and the Amesbury Archer</p> <p>Have ready:</p> <p>Presentation: 3, 2, 1.</p> <p>Presentation: Who was this man?</p> <p>Kapow</p> <p>Primary timeline</p> <p>Presentation: Who was this man?</p> <p>A collection of at least eight items of evidence for the class that the children used in school the day before this lesson such as a plate, a maths book, a pen, a crisp packet, a ruler, or items from the subjects that the children studied.</p> <p>Link: BBC - What was life like in the Bronze Age?</p> <p>Print in advance:</p> <p>Activity: Artefacts</p> <p>Activity: Artefacts</p> <p>Activity: Detective work</p>
<p>Four:</p> <p>How did bronze change</p>	<p>To explain how bronze transformed prehistoric life.</p>	<ul style="list-style-type: none"> - I can describe how bronze came to Britain. - I can state three areas of life that bronze changed. 	<ul style="list-style-type: none"> - changes in Britain from the Stone Age to the Iron Age. 	<ul style="list-style-type: none"> - duration - similarities - differences - bronze - copper 	<p>Watch:</p> <p>Teacher video: Similarities and differences</p> <p>Teacher video:</p>

<p>life in the Stone Age?</p>		<p>- I can identify similarities and differences between the Stone Age and Bronze Age.</p>		<p>- tin</p>	<p>The Bronze Age Have ready: Presentation: Speak like an expert. Link: BBC - Ancient Voices Bronze Age. Bronze items, or if none are available, copper, iron, tin or brass, e.g. a school bell or cymbals Stones or pebbles Interactive presentation: Bronze Age Kapow Primary timeline Presentation: Finding food in the Stone and Bronze Ages Sticky notes Scissors Whiteboards. Whiteboard pens. Print in advance: Activity: Stone Age hunting and gathering Activity: Bronze Age farming Activity: Stone and Bronze Age statements</p>
<p>Five:</p>	<p>To understand the importance of trade during the Iron Age.</p>	<p>- I can explain how trade increased during the Iron Age.</p>	<p>- changes in Britain from the Stone Age to the Iron Age.</p>	<p>- trade - import - export</p>	<p>Watch: Teacher video: Iron Age trade</p>

<p>How did the trade change the Iron Age?</p>		<ul style="list-style-type: none"> - I can identify which items were exchanged during the Iron Age. - I can explain why coins were introduced. 		<ul style="list-style-type: none"> - goods - barter - Bronze Age trading goods - Roman Empire 	<p>Teacher video: Historical interpretation Pupil video: Would you survive? Have ready: Presentation: Explain the answer. Link: BBC Bitesize - Trade (01:39). Interactive presentation: What was the object? Interactive presentation: Logboat Kapow Primary timeline Interactive Presentation: Trade Interactive presentation: Trading in the Bronze Age Interactive presentation: Import or export? Interactive presentation: How were goods exchanged? Interactive presentation: How did coins end bartering? Whiteboards. Print in advance: Activity:</p>
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					<p>Would you survive? Activity: Would you survive? Activity: Iron Age survivals list</p>
<p>Six: What changed between the Stone Age and the Iron Age?</p>	<p>To compare settlements in the Neolithic and Iron Age.</p>	<ul style="list-style-type: none"> - I can use pictures as historical sources. - I can identify changes and continuities between Neolithic and Stone Age settlements. - I can explain in which prehistoric period I would prefer to live. 	<ul style="list-style-type: none"> - changes in Britain from the Stone Age to the Iron Age. 	<ul style="list-style-type: none"> - change - continuity - king or chief - reconstruction 	<p>Watch: Teacher video: Comparing Neolithic and Iron Age settlements Teacher video: Change and continuity. Have ready: Presentation: Bingo - key vocabulary. Kapow Primary timeline Interactive presentation: Neolithic and Iron Age settlements Link: BBC animation - Iron Age. Link: BBC Iron Age forts and tribes. Pupil whiteboards. Print in advance: Activity: Neolithic reconstruction Activity: Iron Age reconstruction Activity:</p>

					Change and continuity
<p>Assessment:</p> <ol style="list-style-type: none">1. When does BC begin?2. Why does a timeline split history into periods?3. Prehistory is split into the:4. What was found in the house at Skara Brae?5. Archaeological sources do not give evidence about:6. Bronze is better than flint because:7. People in the Stone Age found food by:8. How did people find food in the Bronze Age?9. During the Iron Age, Britons exported:10. Describe what life was like in a house in Skara Brae.					



History - Year 3- Medium Term Plan
Spring 2, Unit 2: Why did the Romans settle in Britain?

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: To understand why the Romans invaded Britain.	To understand why the Romans invaded Britain.	<ul style="list-style-type: none">- I can explain the meaning of empire and invasion.- I can understand the chronology of the Roman invasion.- I can explain why the Romans invaded Britain.	<ul style="list-style-type: none">- The Roman Empire and its impact on Britain.	<ul style="list-style-type: none">- empire- invasion- Romans- Celts- Julius Caesar- Emperor Claudius- enslaved- chronology- tin- togas- settlers	Watch: Teacher video: Empire, invasion and settlers Have ready: Presentation: The Roman Empire (see Attention grabber). Presentation: Why did the Romans invade Britain? (see Main event).

					<p>Link: BBC Bitesize - How the Romans conquered Britain. Link: Horrible History - The Roman invasion of Britain. Link: Kapow Primary timeline (see Attention grabber and Main event). Print in advance: Activity: Why did the Romans invade Britain? (one per pupil.) Activity: Why did the Romans invade Britain? (support version.)</p>
<p>Two: How did Britons respond to the Roman Invasion?</p>	<p>To create a visual interpretation of Boudicca.</p>	<ul style="list-style-type: none"> - I can identify the consequences of the Roman invasion for the Britons. - I can use sources to make inferences about Boudicca's personality. - I can create an interpretation of Boudicca using sources. 	<ul style="list-style-type: none"> - The Roman Empire and its impact on Britain. 	<ul style="list-style-type: none"> - Boudicca - King Prasutugus - tribes - Iceni - Cassius Dio - interpretation - primary source - secondary source - inference 	<p>Watch: Teacher video: Interpreting visual and written sources Have ready: Presentation: Brain dump. Presentation: Boudicca's statue. Presentation: Primary sources for Boudicca. Whiteboards and pens (one each). Art resources, e.g. paints, pencil crayons or pastels, to</p>

					<p>create a visual interpretation of Boudicca (optional s. See Main event). A4 paper (one each). Link: Kapow Primary timeline. Link: BBC Bitesize - Who was Boudicca? Print in advance: Activity: Drawing inferences about Boudicca (one per pupil). Activity: Drawing inferences about Boudicca (extension). Activity: Representations of Boudicca (one between two).</p>
<p>Three: Why was the Roman army so successful? (Part 1)</p>	<p>To understand how Roman soldiers were equipped for war.</p>	<ul style="list-style-type: none"> - I can explain why the Romans needed a powerful army. - I can identify the equipment of a Roman soldier. - I can create a replica Roman shield. 	<ul style="list-style-type: none"> - The Roman Empire and its impact on Britain. 	<ul style="list-style-type: none"> - Picts - Pilum - galea - armour - scutum - caligae - tunic - gladius - legionary 	<p>Have ready: Presentation: 3, 2, 1. Link: BBC Bitesize - What was life like in the Roman army? - Activity 1 - Roman legionary's equipment. Link: BBC Bitesize - The Roman army. Link: Kapow Primary timeline (see Recap and</p>

					<p>recall).</p> <p>Presentation: Roman Britain (see Attention grabber).</p> <p>Whiteboards and pens (one each).</p> <p>Materials to make shields (optional s. See Main event): large cardboard boxes or strong card to make shields (one per pair); strong tape to create a handle for the shield (a few pieces per pair); paints, felt tips, pastels or crayons to decorate the shields.</p> <p>Print in advance:</p> <p>Activity: Roman soldier (one per pupil).</p> <p>Activity: Roman soldier (support).</p> <p>Activity: Shield-making instructions (optional - a copy for each adult supporting the children to make shields).</p>
Four:	To understand Roman army battle formations.	- I can explain how the Roman army was organised.	- The Roman Empire and its impact on Britain.	- legion - legatus - cohort	Watch:

<p>Why was the Roman army so successful? (Part 2)</p>		<ul style="list-style-type: none"> - I can perform simple manoeuvres and drills. - I can explain why the Roman army was successful. 		<ul style="list-style-type: none"> - century - centurion - contubernium - formations - testudo (tortoise) - wedge 	<p>Teacher video: Roman army formations Have ready: Presentation: Noughts and crosses. Link: BBC Bitesize - What was life like in the Roman army? - Activity 1 - Roman legionary's equipment. Link: BBC Bitesize - The Roman army. Presentation: Roman army manoeuvres (see Main event). Link: Kapow Primary timeline (see Recap and recall). Access to a large space to carry out the Roman army drill and manoeuvres. Presentation: Roman army tactics.) The shields made by the children in the previous session. A small softball for testing the manoeuvres. Whiteboards and pens (one between two).</p>
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					Print in advance Activity: Roman army formations (one copy).
Five: What do artefacts tell us about life in Roman times?	To make inferences about life in Roman times.	<ul style="list-style-type: none"> - I can describe an artefact. - I can make observations about the artefact. - I can make deductions about Roman life. 	- The Roman Empire and its impact on Britain.	<ul style="list-style-type: none"> - artefact - observation - deduction - tablet 	<p>Watch: Teacher video: Interpreting sources - using artefacts</p> <p>Have ready: Presentation: Explain the answer. A collection of Roman artefacts. These can be loaned from a local museum or alternatively use</p> <p>Activity: Roman artefacts (see Main event). Large pieces of sugar paper (one for each artefact). A table for each artefact. Set up the classroom so one artefact is on each table with a large sheet of sugar paper to record children's observations and deductions. Marker pens (two or three per artefact and table). Link: Kapow Primary timeline (see Recap and</p>

					<p>recall).</p> <p>Presentation: Using Roman artefacts (see Attention grabber).</p> <p>Presentation: Roman tablet (see Main event). Flipchart or large sheets of paper. Print in advance:</p> <p>Activity: Roman artefacts (cut up, one per tables use if Roman artefacts are unavailable).</p> <p>Activity: Artefact guide (extension).</p>
<p>Six:</p> <p>How did the Romans change modern Britain?</p>	<p>To identify the Roman legacy in Britain.</p>	<ul style="list-style-type: none"> - I can explain the meaning of a legacy. - I can identify how the Romans changed Britain. - I can identify and explain the impact of the most significant Roman legacy. 	<ul style="list-style-type: none"> - The Roman Empire and its impact on Britain. 	<ul style="list-style-type: none"> - legacy - aqueduct - state - government - legal system 	<p>Watch: Teacher video: The Roman legacy</p> <p>Have ready: Presentation: Speak like an expert.</p> <p>Link: Kapow Primary timeline (see Recap and recall).</p> <p>Presentation: Why did the Romans leave Britain? (see Attention grabber).</p> <p>Presentation: Roman legacies (see Main</p>

					<p>event). <i>Link: BBC Bitesize - What did the Romans do for us? Whiteboards and marker pens (one between two). Print in advance: Activity: Roman legacy cards (cut up, one set per pair).</i></p>
<p>Assessment:</p> <ol style="list-style-type: none"> 1. What does 'empire' mean? 2. What is an invasion? 3. Why did the Romans invade Britain? 4. Why did Boudicca lead a rebellion? 5. How did the testudo formation protect the soldiers? 6. How was the Roman army organised? 7. What does a 'legacy' mean? 8. Why did the Romans build roads? 9. Why did the Romans build towns? 10. How did the Romans change Britain? 					



History - Year 3 - Medium Term Plan
 Summer 2, Unit 3: What did the Ancient Egyptians believe?

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Who were the Egyptians and when did they live?	To know when and where the ancient Egyptians lived.	<ul style="list-style-type: none"> - I can identify ancient civilisations. - I can describe the features of Egypt. - I can sequence key periods on a timeline. - I can identify other events that happened at the same time as the ancient Egyptian civilisation. 	<ul style="list-style-type: none"> - 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; The Shang Dynasty of Ancient China. 	<ul style="list-style-type: none"> - civilisation - delta - Egypt - Late period - Lower Egypt - Middle Kingdom - New Kingdom - Old Kingdom - period - Ptolemaic period - Nile - Upper Egypt 	Watch: Teacher video: The features of ancient Egypt Teacher video: Teaching chronology Pupil video: The features of Egypt Have ready: Presentation: Egypt. Flipchart or poster paper. A roll of backing paper, cut into sheets approximately 100 cm by 50 cm Alternatively, glue pieces of A4 paper, until approximately 100 cm in length. Rulers Scissors Coloured paper, card or tissue paper Glue sticks Marker pens Link: Kapow Primary timeline. Print in advance: Activity: Civilisation

					sorting cards Activity: Timeline cards Activity: Timeline: support version Resource: Knowledge organiser
Two: Who were the Ancient Egyptian gods and goddesses?	To explain the importance of the Egyptian gods and goddesses.	<ul style="list-style-type: none"> - I can explain the Egyptian creation story. - I can identify the characteristics of important gods and goddesses. - I can explain the meanings of the symbols and characteristics of my god or goddess. 	<ul style="list-style-type: none"> - 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; The Shang Dynasty of Ancient China. 	<ul style="list-style-type: none"> - Atum - creation story - Horus - Isis - Nun - Osiris - Ra - Sekhmet 	Watch: Pupil video: What did the Egyptians believe? Teacher video: Egyptian beliefs Have ready: Presentation: Quizmaster: Presentation: Egyptian gods and goddesses. Colouring pencils Devices Whiteboards and marker pens Link: Kapow Primary timeline. Link: BBC Bitesize - Who were the ancient Egyptian gods? Print in advance: Activity: Egyptian creation storyboard. Activity: Exploring an Egyptian god or goddess.

<p>Three:</p> <p>Why and how did the Egyptians build the pyramids?</p>	<p>To evaluate the challenges of building an Egyptian pyramid.</p>	<ul style="list-style-type: none"> - I can explain why the ancient Egyptians built pyramids. - I can suggest how the ancient Egyptians built pyramids. - I can identify the problems of building a pyramid and suggest solutions. 	<ul style="list-style-type: none"> - 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; The Shang Dynasty of Ancient China. 	<ul style="list-style-type: none"> - casing stones - pharaoh - foundations - limestone blocks - pulley - pyramid - quarrying - ramp - vizier 	<p>Watch:</p> <p>Teacher video: Building pyramids</p> <p>Pupil video: Egyptian pyramids</p> <p>Have ready: Presentation: Pyramids.</p> <p>Audio: The pyramid challenge</p> <p>Whiteboards and marker pens</p> <p>Link: BBC KS2 History - Ancient Egypt pyramids.</p> <p>Link: BBC Class clips - Ancient Egyptian beliefs and the construction of the pyramids</p> <p>Print in advance: Activity: Design proposal</p> <p>Activity: Design proposal: support version</p>
<p>Four:</p> <p>How and why did the Egyptians mummify people?</p>	<p>To explain how and why the Egyptians mummified people.</p>	<ul style="list-style-type: none"> - I can explain the link between ancient Egyptian beliefs and mummification. - I can describe the stages involved in mummification. 	<ul style="list-style-type: none"> - 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; The Shang Dynasty of Ancient China. 	<ul style="list-style-type: none"> - amulet - canopic jars - embalmer - immortal - linen - natron - preserve - resin - sarcophagus 	<p>Watch:</p> <p>Pupil video: Mummification</p> <p>Have ready: Presentation: Speak like an expert.</p> <p>Presentation: Mummification.</p> <p>Tomatoes Teaspoons Bowls Salt.</p>

					<p>Bicarbonate of soda. Bandages Masking tape A warm, dry area (e.g. near a radiator) to store the mummified tomatoes for a couple of weeks. Devices with a camera. Link: Kapow Primary timeline. Print in advance: Activity: Mummification observations Activity: Sequencing mummification cards.</p>
<p>Five: What does the Book of the Dead tell us about ancient Egyptian beliefs?</p>	<p>To make inferences about Egyptian beliefs, using primary sources.</p>	<ul style="list-style-type: none"> - I can explain which sources are used to discover Egyptian beliefs. - I can identify the meaning of symbols from Egyptian papyrus. - I can explain some Egyptian beliefs about the afterlife. 	<ul style="list-style-type: none"> - 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; The Shang Dynasty of Ancient China. 	<ul style="list-style-type: none"> - ankh - Anubis - Book of the Dead - Opening of the mouth ceremony - hieroglyphics - Osiris - papyrus - weighing of the heart ceremony 	<p>Have ready: Presentation: Gimme five. Presentation: The Book of the Dead. Link: BBC History - The afterlife in ancient Egypt Print in advance: Resource: Scenes from the Book of the Dead Downloads Presentation: Reading a papyrus (download from the link: The British Museum</p>

					- Reading a papyrus
Six: What did the ancient Egyptians believe?	To evaluate significant ancient Egyptian beliefs.	<ul style="list-style-type: none"> - I can assess a video for strengths and areas for development. - I can identify significant aspects of ancient Egyptian beliefs. - I can explain ancient Egyptian beliefs. 	<ul style="list-style-type: none"> - 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; The Shang Dynasty of Ancient China. 	<ul style="list-style-type: none"> - criteria - historically significant 	<p>Watch: Teacher video: Historical significance Have ready: Presentation: Bingo - key vocabulary. Presentation: Creating a video. Audio: Video challenge. Whiteboards and marker pens Plain or scrap paper. Pencil crayons Devices that record video Link: BBC Bitesize - Who were the ancient Egyptian gods? Print in advance: Activity: Video planning Activity: Video planning: support version</p>
<p>Assessment:</p> <ol style="list-style-type: none"> 1. Which of the following is not an Egyptian period of history? 2. Which river runs through Egypt? 3. Pharaohs were important because... 4. What was the main role of the Egyptian gods? 5. Why were the pyramids built? 6. Why are archaeologists uncertain about how the pyramids were built? 7. Why did the ancient Egyptians mummify people? 8. What was a Book of the Dead? 9. What can we learn from a Book of the Dead? 10. Why were the Egyptian gods important? 					