

History Medium Term Plan - Year 3

Autumn: Stone Age to Iron Age

Overarching enquiry question: How much did life change from the Stone Age to the Iron Age?			
	Disciplinary and Substantive Knowledge	Vocabulary	Enquiry Based Learning Sequence
Pre-learning	- Buildings, settlements and ways of life change over time (Y1 School History; Y2 Church). - People lived differently in the past (Y1 Changes Within Living Memory). - Historical evidence helps us learn about people who lived long ago (Y2 Great Fire of London). - Some events and changes had a lasting impact on communities (Y1 and Y2 units).	Prehistory chronology archaeologist	Session 1 – What is prehistory? Learning - Prehistory is the time before written records. - It began about 1 million years ago. - It ended in Britain in AD 43 with the Roman invasion. - Historians use archaeology to learn about the past.
	<u>Substantive Knowledge</u> - Prehistory is the time before written records. - Historians learn about prehistory through archaeology and artefacts. - Early humans were hunter-gatherers that used simple stone tools. - They were nomadic, moving from place to place. - In the Neolithic period, people began farming crops and animals. - Farming led to permanent settlements and villages. - Skara Brae is a Stone Age village (c. 3200 BC). - Artefacts from Skara Brae help us understand daily life in the Stone Age. - The Bronze Age came after the Stone Age. - Bronze is made by mixing copper and tin. - People developed better tools and weapons. - The Iron Age began around 800 BC. - Iron tools were stronger and more effective than bronze. - People lived in tribes, often in roundhouses. - Hill forts were built for protection. - People had beliefs and spiritual leaders (Druids) - The Iron Age ended with the Roman invasion.	Hunter-gatherer nomadic gather hunt	Session 2 - What was life like for hunter-gatherers? Key Learning - Early humans were hunter-gatherers. - They moved from place to place (nomadic) – no permanent homes. - They hunted animals and gathered plants for food. - They had simple tools made from stone.
		Farming settle crops livestock village	Session 3 - How different was life in the Stone Age when man started to farm? Learning - During the Neolithic period, people began to farm. - Farming allowed people to settle in one place. - People grew crops and kept animals. - Key changes: permanent homes, villages formed, more reliable food supply
		Skara Brae Settlement	Session 4 - What can we learn about life in the Stone Age from a study of Skara Brae? Learning - Skara Brae is an old Stone Age village - Skara Brae dates from 3200 BC (Neolithic Period) - Discovered 200 years ago. - Artefacts from Skara Brae have helped historians to understand lots about Stone Age life.

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	<u>Disciplinary Knowledge</u> • Understanding chronology across longer periods (Stone → Bronze → Iron Age). • Using BC/AD to place events in time. • Understanding prehistory vs history (no written evidence). • Using archaeological evidence (artefacts, settlements like Skara Brae). • Asking questions about the past (e.g. How do we know? What changed?). • Identifying change and continuity (tools, homes, food). • Understanding cause and consequence (farming → settlement). • Interpreting evidence to make inferences about daily life. • Understanding significance (e.g. Amesbury Archer, Skara Brae). • Comparing different periods (Stone vs Bronze vs Iron Age).	Bronze Age bronze copper tin smelt Iron Age Iron hill fort round house	Session 5 - How should we remember the Bronze Age? <u>Learning</u> • Bronze age lasted approximately 3300 BC to 1200BC. • Bronze is made from copper and tin. • Improved tools and weapons • Amesbury Archer - grave of a man in Amesbury. He was buried with over 100 bronze items. Session 6 – What was life like in the Iron Age? <u>Learning</u> • The Iron Age began around 800 BC. • Iron tools were stronger and more effective. • People lived in tribes and clans. - o Roundhouses (wattle and daub) - o Hill forts for protection • Beliefs: Druids and spiritual practices • The Iron Age ended with Roman invasion.
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Spring & Summer (Depth Study) – Ancient Egyptians

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Overarching Enquiry question: What were the achievements of the Ancient Egyptians?

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	- People lived in Britain long before written records (Stone Age to Iron Age). - Settlements developed from small communities into more organised societies (Stone Age to Iron Age). - People used artefacts and archaeological evidence to understand the past (Stone Age to Iron Age, Skara Brae). - Societies can have leaders, beliefs and social groups (Stone Age to Iron Age). - People's beliefs can influence how they live (Stone Age to Iron Age)	Ancient Civilisation	Lesson 1: What are the Ancient Civilisations? <u>Learning</u> - Ancient means something from a very long time ago. - An ancient civilisation is a group of people who lived together long ago and had things like homes, jobs, leaders and beliefs. - These civilisations lived beyond living memory (no one alive today can remember them). - Some of these civilisations were happening at the same time. - Ancient Egypt was one of several civilisations, not the only one.
Historical concepts	<u>Substantive Knowledge</u> - Ancient civilisations are groups of people from a very long time ago with organised societies. - Ancient Egypt existed around 5,000 years ago in north-east Africa and lasted about 3,000 years. - The River Nile was central to life: - Provided water for farming (irrigation) - Flooded yearly, making land fertile - Used for travel and trade - Ancient Egyptian society had a hierarchy (pyramid structure): - Pharaoh at the top - Priests, scribes, nobles - Farmers and slaves at the bottom - Pharaohs were powerful rulers and seen as gods. - Pyramids were built as tombs for pharaohs. - The discovery of Tutankhamun's tomb (by Howard Carter) provides evidence of Egyptian life. - Ancient Egyptians believed in many gods. - Temples were used for worship. - Ancient Egyptians believed in the afterlife:	Ancient Egypt Civilisation Africa	Lesson 2: When and where was Ancient Egypt? <u>Learning</u> - Ancient Egypt was a civilisation in north-east Africa. - Ancient Egypt began about 5,000 years ago and existed for around 3,000 years. - The main periods of Ancient Egyptian history are called the Old Kingdom, the Middle Kingdom, and the New Kingdom.
		River Nile Flooding Irrigation Farming Trade	Lesson 3: Why was the River Nile important to Ancient Egyptians? <u>Learning</u> - The River Nile was very important in Ancient Egypt. - Ancient Egyptians lived along or around the River Nile. - The River Nile flooded every year. - Ancient Egyptian farmers used irrigation to grow crops. - Ancient Egyptians travelled along the River Nile to trade.
		Society Hierarchy Scribe Priest Slave	Lesson 4: How was Ancient Egyptian Society Structured? <u>Learning</u> - Ancient Egyptian society was shaped like a pyramid. - People at the top had the most power, and those at the bottom had the least. - The pharaoh was at the top of society.

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	- o Bodies were mummified for preservation - o Organs stored in canopic jars - o People buried with belongings for the next life • Hieroglyphics were a system of writing using symbols. • Scribes were trained to read and write. • Cleopatra was the last pharaoh; after her, Egypt became part of the Roman Empire. • Ancient Egyptians made key achievements: - o Pyramids - o Writing system - o Farming techniques - o Calendar		• Priests and scribes and royalty were educated and could read and write. • Farmers and slaves were at the bottom of the society.
	<u>Disciplinary Knowledge</u> • Understanding chronology over long timescales (thousands of years ago). • Using terms like ancient, civilisation, BC/AD. • Understanding that knowledge comes from archaeological evidence (e.g. tombs, artefacts). • Using artefacts to make inferences (e.g. Tutankhamun's tomb). • Asking historical questions (e.g. Why was the Nile important?). • Understanding cause and consequence (e.g. Nile flooding → farming success). • Identifying similarities and differences between societies. • Understanding beliefs and how they shaped actions (afterlife → mummification). • Recognising significance (e.g. Cleopatra, pyramids, Tutankhamun). • Interpreting different types of evidence (objects, structures, writings).	Pharaoh Pyramid	Lesson 5: Why did Ancient Egyptians build pyramids? <u>Learning</u> • Pharaohs ruled over the people, like royalty. • Pharaohs were considered gods. • Some pharaohs were buried inside pyramids. • Some pharaohs built pyramids to house their bodies after they had died.
		Tomb Tutankhamun Howard Carter	Lesson 6: What can we learn about Ancient Egypt from Tutankhamun's tomb? <u>Learning</u> • Howard Carter discovered the tomb of Tutankhamun. • Inside the tomb were over 5,000 objects, showing us how rich and powerful the pharaoh was. • These objects included a golden death mask, a gold coffin, a chariot, jewellery, clothes and even a dagger made from space rock (meteorite). • The items tell us that Ancient Egyptians believed in the afterlife (life after death). • They buried important people with things they might need in the next life.
		God Goddess Temple	Lesson 7: What gods did Ancient Egyptians believe in? <u>Learning</u> • Ancient Egyptians worshipped over 2000 gods. • Each god had a different responsibility. • Pharaohs built temples and statues for the gods. • Temples were a place to worship specific gods.
		Mummy Mummification Canopic jars	Lesson 8: How and why did Ancient Egyptians become mummies? <u>Learning</u> • Ancient Egyptians thought people would need their bodies in the afterlife, so they tried to preserve them.

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			- Mummification is the process of turning a dead body into a mummy. - The body was carefully dried, cleaned and wrapped in bandages. - Important organs were removed and stored in canopic jars.
		Afterlife Book of the Dead	Lesson 9: What did the Ancient Egyptians believe about life after death? Learning - Ancient Egyptians believed in the afterlife, which is a life after death. - They thought the afterlife would be similar to life on Earth, so people would need their bodies and belongings. - People were buried with food, clothes, jewellery and treasures to use in the afterlife. - They believed a person's heart was weighed to decide if they could enter the afterlife.
		Hieroglyphics Symbols Scribe	Lesson 10: How did Ancient Egyptians write? Learning - Hieroglyphics were a type of writing used by Ancient Egyptians. - Hieroglyphics used pictures and symbols to represent words and sounds. - Only certain people, called scribes, were trained to read and write hieroglyphics. - Hieroglyphics were written on walls, paper (papyrus), and in tombs.
		Cleopatra Pharaoh Roman Empire	Lesson 11: Who was Cleopatra and why is she remembered? Learning - Cleopatra was the last pharaoh of Ancient Egypt. - Cleopatra was a powerful who helped to lead and protect Egypt. - She worked with important Roman leaders like Julius Caesar and Mark Antony. - She was the last pharaoh, and after her death, Egypt became part of the Roman Empire.
		Achievement Pyramids Hieroglyphics	Lesson 12: What were the achievements of the Ancient Egyptians? Learning

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		Irrigation Farming Medicine Calendar Trade	• Ancient Egyptians made many important achievements that helped their civilisation grow. • They built huge buildings like the pyramids, which are still standing today. • They developed a system of writing called hieroglyphics. • They were skilled at farming, using the River Nile and irrigation to grow food. • They made advances in medicine, such as treating injuries and understanding the body. • They created their own calendar to track time and seasons. • Many of their achievements still help us understand history today.
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