


Year 3 Long Term Plan 2023/24

	Stone Age	Remembrance	What was more impressive – The Bronze Age or Iron Age?	What were some of the significant achievements for the Ancient Egyptians?
	Autumn 1	Autumn 2 – 1 week only	Autumn 2	Summer 1
Key Vocabulary	Prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, archaeology, flint, artefacts, Ice Age, quarry, Stone Age, Forage, hunter-gatherer, domesticated, reconstruction drawing, decay, evidence, settlement, community, slave, Neolithic, crop, revolution, role, significance, period, smelting, bronze, torc, tribe, wattle and daub, hill fort, ingot	Remembrance, commemorate, Commonwealth, conflict, sacrifice.	Prehistory, prehistoric, archaeology, artefacts, quarry, domesticated, reconstruction drawing, decay, evidence, settlement, community, slave, crop, revolution, role, significance, period, smelting, bronze, torc, tribe, wattle and daub, hill fort, ingot	Old Kingdom, Middle Kingdom, New Kingdom, Dynasty, Hereditary, Pharaoh, pyramid, tomb, temple, priest, scribe, Rosetta Stone, hieroglyphics, papyrus, Shaduf, mummy mummification, scarab beetles, afterlife, canopic jars, polytheism, Nile, flood, irrigation,
Previous Knowledge	Nursery – n/a Reception – n/a KS1 – have a basic understanding about what a period in history is. Have basic understanding of BC/AD centred around knowledge that Christ was born 2000 years ago.	Nursery – understand that we celebrate some events annually. Reception - understanding that poppies are used to remember people who died in the war. KS1 – understand the story of the poppy and how it came to be a symbol of remembrance. Understand the difference between celebrate and commemorate.	Nursery – n/a Reception - n/a KS1 - have a basic understanding about what a period in history is. Have basic understanding of BC/AD centred around knowledge that Christ was born 2000 years ago. They understand the term invasion from learning about Castles and why defences were needed and built. KS2 – after learning about the Stone Age , they understand that communities became more settled. They understand in pre-history there were no written records.	Nursery – Concept of Kings and Queens Reception - Concept of Kings and Queens in fairytales KS1 – Monarchy – Queen Victoria/Queen Elizabeth, King William 1 (Normans – castles). KS2 – form links to Stone Age-Iron Age Compare building works (Stone Henge vs pyramids – links to calendar). Compare society – rule of one Pharaoh compared to Celtic tribes. Housing – wood in Britain compared to mud in Egypt (not as many forests...) Beliefs – both Celts and Egyptians were polytheistic (many gods) and similarities in burial practices. Trade – Egyptians trade vs Celtic trade.
NC Objectives Lesson sequence	NC – Children should be taught about the changes in Britain from the Stone Age to Iron Age <ul style="list-style-type: none"> Why is it called ‘The Stone Age’? What was life like in the Old and Middle Stone Age? How much change happened in the New Stone Age? What can the village of Skara Brae tell us about the Stone Age? Why did Neolithic people build monuments? Was great progress made in the Stone Age? 	NC - know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) (War Memorial)	NC – Children should be taught about the changes in Britain from the Stone Age to Iron Age <ul style="list-style-type: none"> What difference did Bronze make? How does the Amesbury Archer help us know more about the Bronze Age? Do we agree that not much happened in the Iron Age? Was home life much better in the Bronze Age than Iron Age? Do we think that the Bronze and Iron Age were a dangerous time to live? What was more impressive, the Bronze Age or Iron Age? Big finish 	NC – 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"> Where and when did the earliest civilisations develop? How was Egyptian society structured? What was the importance of the River Nile to the Egyptians? How did agricultural advancement support the civilisation? The role of the scribe and their importance to us today. What did the advancements allow the Egyptians to accomplish?

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge sentences</p>	<p>I know that pre-history means before information was written down.</p> <p>I know that the Stone Age gets its name from the flint used to make weapons and tools.</p> <p>I know that the three periods of the Stone Age are called Palaeolithic (Old Stone Age), Mesolithic (Middle Stone Age) and Neolithic (New Stone Age).</p> <p>I know that in the Palaeolithic Stone Age, people were hunter gatherers who moved around to find food. I know the people made simple tools out of wood, bone and stone. I know that people learnt how to control fire.</p> <p>I know that in the Mesolithic period, tools became more sophisticated which allowed people to hunt more efficiently.</p> <p>I know that in the Neolithic period, people began to build more permanent homes and began to keep animals and trade. I know that people began to build monuments with links to the solstice such as Stone Henge.</p> <p>I know that the Stone Age end when people discovered how to use metal (but this doesn't mean they no longer used stone).</p>		<p>I know that in around 2500 BCE, people began to smelt copper.</p> <p>I know that around 2150 BCE, copper was mixed with tin to make bronze – a stronger metal.</p> <p>I know that people at this time were very skilled craftsmen as we have evidence of weapons and jewellery including items made from gold.</p> <p>I know that the development of weapons and jewellery meant people had more to fight over and became a more war-like.</p> <p>The Amesbury Archer was an important discovery as it gave us clues that people in Bronze Age believed in taking important items with them in the afterlife.</p> <p>I know that iron was discovered about 1000 years BC and by 800 BCE it was the most popular metal.</p> <p>I know that the discovery of iron led to big advances in farming, which led to an increase in food production and an increase in population.</p> <p>I know that people lived in hill forts which were used for increased defence and for trading centres.</p> <p>I know that people who lived in the Iron Age were known as Celts.</p> <p>I know that the Iron Age came to an end after the invasion of the Romans in 43AD.</p> <p>I know that we know quite a lot about the Celts because the Romans brought writing to Britain.</p>	<p>I know that civilisation occurs when human society reaches an organised level (e.g religion, trade, skilled labour, government) and people start to keep written records. People live in urban settlements such as cities.</p> <p>I know that Ancient Civilizations grew up around rivers which they used for water, agriculture, transport and trading.</p> <p>I know that Ancient Civilizations made substantial achievements in developing writing, science, medicine, astronomy, mathematics.</p> <p>I know that Ancient Egypt civilization was concurrent with the neolithic period of Stone Age Britain, and I know that the pyramids of Giza were built at a similar time to Stone Henge.</p> <p>I know that the leaders of Ancient Egypt were called Pharaohs and it was a hereditary position similar to monarchy. I know that women in ancient Egypt could become pharaohs and can name Nefertiti, Hatshepsut and Cleopatra.</p> <p>I know that we have learnt so much about the ancient Egyptians through archaeological discoveries and the writing left behind.</p> <p>I know that the ancient Egyptians believed in the afterlife and were buried with objects which would be useful to them or precious to them.</p> <p>I know that many ancient Egyptians were farmers who used the flooding of the River Nile to grow crops in the fertile land. I know they developed sophisticated farming techniques such as irrigation.</p>
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Key knowledge to support planning and teaching	<p>The Stone Age is a period of time we cover from approximately 800,000 BCE where there is evidence of the first humans in Britain.</p> <p>Palaeolithic period - simple tools made from wood, bone and stone. They moved around to find food and were given the name 'hunter-gatherers'.</p> <p>Mesolithic period - tools became more sophisticated. They made sharp tiny flint blades that were called microliths. They also used contraptions called spear throwers that threw spears further and enabled them to hunt more efficiently.</p> <p>Neolithic period - people became more settled and built more permanent homes. Began to keep animals including cattle, sheep, goats and boars. Monuments with links to the solstice were built - some people had an understanding of astronomy, and the position of the Sun in relation to the Earth.</p>			<p>We know a little bit more about the Celts because of the Romans and their writing. The Celts were very connected with nature, and everything had a spirit.</p> <p>Iron is smelted (a process involving heating and melting at very high temperatures) from iron ore.</p> <p>The Lindow Man was discovered in the Lindow Moss peat bog in 1984. The peat helped to preserve his body. The evidence shows that he was killed very violently.</p> <p>Hill Forts were built as a place of defence, because it easy to see any enemies approaching. They were built as homes where people lived and traded. They acted as a central point for people to gather. They were considered status symbols.</p>	<p>The timeline of Ancient Egyptian studies runs over a lengthy period, usually focussing on the period from the late part of the fourth millennium BCE -and the unification of upper and lower Egypt. Within that timeframe, the history of the lands is usually broken into three kingdoms: Old, Middle and New. During these three kingdoms, the lands were ruled by a sequence of pharaohs, The use of pyramids and other tombs as burial places means that we have lots of evidence about the lives and riches of the most powerful people in the empire, as well as some about the poorer sections of Egyptian life.</p> <p>Most people who lived in Ancient Egypt were farmers. The land around the River Nile provided excellent soil for agriculture as a result of the annual flooding of the rivers between June and September. Farmers' produce was owned by the landowner or the state. Other Ancient Egyptians worked in professional roles, such as doctors and engineers, while the upper classes of scribes and officials could be identified by their white kilts. Slavery existed in Ancient Egypt, although it was possible for a slave to buy his freedom, Women had more rights than in many civilizations of similar times, including the right to own land and property, and to trade and make contracts. It was also possible for a number of women to become pharaohs of the kingdom.</p>
	Skills and Disciplinary concepts.	<p>CHRONOLOGICAL UNDERSTANDING</p> <p>Source analysis (archaeology)</p> <p>Continuity and change</p> <p>Trade / Society / Agriculture</p>	<p>CHRONOLOGICAL UNDERSTANDING</p>	<p>CHRONOLOGICAL UNDERSTANDING</p> <p>Source work (chronology)</p> <p>Source work (cause and consequence)</p> <p>Source work (enquiry)</p> <p>Trade / Society (Monarchy) / Religion</p>	<p>CHRONOLOGICAL UNDERSTANDING</p> <p>Source work (chronology)</p> <p>Source work (cause and consequence)</p> <p>Source work (enquiry)</p> <p>Trade / Society (Monarchy) / Religion</p>
Diversity	<p>During the Stone Age, what were other civilizations doing at the same time?</p>	<p>Role of the Commonwealth</p> <p>Role of women in the war</p> <p>Different coloured poppies</p>	<p>During the Bronze Age, Iron Age, what were other civilizations doing at the same time?</p> <p>Cartamandua – Celtic Queen from Yorkshire</p>	<p>Queens Nefertiti and Hapsheput</p>	
Local	<p>Starr Carr (Yorkshire)</p> <p>Leeds Hippo (113,000 years ago)</p>	<p>Local war memorial</p>	<p>Otley Chevin – evidence of Iron Age settlement</p>	<p>Temple Works in Leeds is based on an Egyptian temple and is being redeveloped into part of the British museum.</p> <p>Leeds Museum has one of the only Egyptian mummies which can be accurately dated.</p>	
Misconceptions	<p>Stone Age people were at the same time as the dinosaurs</p> <p>That one era ended, and another began instead of a gradual transition</p> <p>That once bronze was discovered, people no longer used stone</p>		<p>That once bronze was discovered, people no longer used stone.</p>		
What does this look like at	<p>Resources</p> <p>Rising Stars planning scheme of work</p> <p>Artefacts from Starbeck Education – Stone Age tools</p>		<p>Timeline constructed in class</p> <p>Maps (link to Geography)</p> <p>Mylearning.org</p> <p>MrTDoesPrimaryHistory</p> <p>Examples of iron age scissors in history cupboard</p>	<p>Timeline constructed in class</p> <p>http://www.ancientegypt.co.uk/</p> <p>http://primaryhomeworkhelp.co.uk/egypt/</p>	

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	Activities	Go back in time 700,000 years Look at a timeline, create a human timeline – explain BC and AD Empty the class rubbish bin – what can we learn from the bin? Exploring artefacts – what do they tell us about Stone Age? Research Starr Carr Research Cheddar Man Identify continuities and changes between Stone Age periods	Make a poppy of different colours and be able to explain the meaning. Create a memorial to a fallen soldier on the Bramhope Memorial.	Sequenced timeline and scaled timeline form a centre point of reference for the topic and work well as a display. Mind map resource – what have you learnt about the ‘hoard’? Look at what Bronze Age people left behind – what does it tell you? Make / draw a reconstruction of an Iron Age farm including key details. Hold a class vote – which was the best / most dangerous age to live in?	Timelines activities overlaying periods of previous learning, adding to new learning.
	Enrichment	Puku B archaeology workshops in school? Herd Farm Stone Age workshops (forest school)		Herd Farm visit to the Iron Age Roundhouse	Leeds City Museum – Egyptian mummy
	Cross Curricular links/Texts	Stone Age Boy / Stig of the Dump	The Last Post Flo of the Somme Where the Poppies Now Grow		Egyptian Cinderella Secrets of a Sun King (Year 4,5,6)
Outdoor Learning		Dig a trench in the school grounds and ‘excavate’.			
Assessments		Chronological understanding –children can sequence events, can use a scale to calculate intervals between events, Greater Depth –begin to identify links between events, relate this timeline to others they have studied (concurrency). Source Analysis, Interpretation and Evaluation –children can extract information from various types of source (artefact, pictorial, written) and interpret information from multiple sources into one conclusion Greater Depth -identify limitations of sources, evaluate the accuracy and bias of sources with limited support Historical Enquiry –create and pursue a line of enquiry, create their own enquiries to pursue with support Greater Depth – begins to make decisions over which sources to use, justify their source selection.		Chronological understanding –children can sequence events, can use a scale to calculate intervals between events, Greater Depth –begin to identify links between events, relate this timeline to others they have studied (concurrency) Source Analysis, Interpretation and Evaluation –children can extract information from various types of source (artefact, pictorial, written) and interpret information from multiple sources into one conclusion Greater Depth -identify limitations of sources, evaluate the accuracy and bias of sources with limited support Historical Enquiry –create and pursue a line of enquiry, create their own enquiries to pursue with support Greater Depth – begins to make decisions over which sources to use, justify their source selection.	Chronological understanding –children can sequence events, can use a scale to calculate intervals between events, Greater Depth – begin to identify links between events, relate this timeline to others they have studied (concurrency). Source Analysis, Interpretation and Evaluation –children can extract information from various types of source (artefact, pictorial, written) and interpret information from multiple sources into one conclusion Greater Depth -identify limitations of sources, evaluate the accuracy and bias of sources with limited support Historical Enquiry –create and pursue a line of enquiry, create their own enquiries to pursue with support Greater Depth –begins to make decisions over which sources to use, justify their source selection.