

History Long Term Plan

Year 3	Key Skills	Content/Unit or Topic	Curriculum Links	Key Facts	Key Vocabulary
<p>Chronological Understanding</p>	<p>Place the time studied on a time line</p> <p>Use dates and terms related to the study unit and passing of time</p> <p>Sequence several events or artefacts</p>	<p><u>Prehistoric Britain</u> Stone Age to Bronze Age then Bronze Age to Iron Age - place on a timeline Stone Age period began 3million years ago. Bronze Age followed the Stone Age when humans started to use metal. Iron Age began after Bronze Age when tools and weapons became more advanced.</p> <p><u>Ancient Egypt</u> When was the ancient Egyptian period? Ancient Egyptian history lasted for around 5500 years. It started in the Stone Age and ended in Roman times. Timeline of events.</p>	<p><u>Prehistoric Britain</u> English - use of Stone Age Boy to write narrative about stone age life Instructions- how to wash a woolly mammoth. D&T/Art - creating prehistoric tools/weapons, cave paintings, clay beakers, prehistoric necklaces PE/Drama/Music - Prehistoric dances, acting out scenes from lives of early humans e.g. hunting/gathering, making music for entertainment Geography - Skara Brae, Stonehenge Prehistoric day - artefact experience, food, dwelling building and archaeologist visit.</p> <p><u>Ancient Egypt</u> PE/drama/music - Egyptian dance/movements Art - hieroglyphs English - Diary and alt story endings Geography - The River Nile DT- floating vessels (river Nile) Trip- Bolton Museum Egyptian Day</p>	<p><u>Prehistoric Britain</u> Dates of beginning and endings of the different ages - timeline Key places - Skara Brae, Stonehenge</p> <p><u>Ancient Egypt</u> Sticky facts - Cleopatra was the last pharaoh of Egypt before the Romans took over. The Egyptians were the first civilization to invent writing. Egyptian men and women wore make-up. Tutankhamen was known as the boy king, famous because his tomb was found in 1922. Timeline of events/dates</p>	<p><u>Prehistoric Britain</u> archaeologists, artefact, Neolithic, Palaeolithic, Mesolithic, B.C.E chronology, tribal, hunter-gatherers, shelter, civilization, settlement, prey</p> <p><u>Ancient Egypt</u> Archaeologist, pharaohs, tombs, pyramid, hieroglyphs, vizier, scribe, sarcophagus, mummy, papyrus, scarab</p>

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		<p><u>Roman Britain</u> When/why the Romans invaded Britain.</p>	<p><u>Roman Britain</u> PE/Drama/Music - Roman army dance Art - Roman mosaics Geography - Roman Empire English - Newspaper article about Boudicca's rebellion. Recount about the Pompeii disaster. DT- Roman food Roman Day</p>	<p><u>Roman Britain</u> Dates of invasion Sticky facts- The Romans created roads, the Latin language, introduced coins Boudicca was queen of the Iceni tribe</p>	<p><u>Roman Britain</u> centurion, emperor, aqueduct, gladiator, Londinium, conquer, invade, Romanisation, senate, Roman baths</p>
<p>Range and depth of historical knowledge</p>	<p>Find out about everyday lives of people in time studied</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p>	<p><u>Prehistoric Britain</u> Compare and contrast How did their lives differ from our modern day lives? Compare all areas of life, diet, homes, way of living Understand why humans had different roles during these periods How Bronze Age technology impacted their lives Bronze Age ruins</p> <p><u>Ancient Egypt</u> Compare and contrast How did their lives differ from our modern day lives?</p>	<p>As above</p>	<p>As above</p>	<p>As above</p>

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		<p>Compare all areas of life, diet, homes, way of living Understand the different roles within Egyptian society.</p> <p><u>Roman Britain</u></p> <p>How did the lives of the Romans differ from our lives? What did the Romans bring to Britain? What did the Romans do for entertainment? Why did Romans use slaves?</p>			
<p>Interpretations of history</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p>	<p><u>Prehistoric Britain</u></p> <p>Why did people live in caves? Why did they create cave paintings/jewellery/music ? Why was bronze/iron better to use?</p> <p><u>Ancient Egypt</u></p> <p>Were archaeologists, such as Howard Carter,</p>			

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	<p>Look at representations of the period – museum, cartoons etc</p>	<p>justified in disturbing the tombs of the pharaohs? Was it reasonable that pharaohs' cats and servants were buried with them?</p> <p><u>Roman Britain</u> Was Boudicca right to resist the Romans? Was it fair of the Romans to charge Brits taxes?</p>			
<p>Historical enquiry</p>	<p>Use a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p>	<p><u>Prehistoric Britain</u> What was life like for prehistoric humans? How did their lives differ from our modern day lives? What would their diet consist of? What would it have been like living in Skara Brae?</p> <p><u>Ancient Egypt</u> What was life like for ancient Egyptians? How did their lives differ from our modern day lives?</p>			

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		<p>What were hieroglyphs? Why were pyramids built?</p> <p><u>Roman Britain</u> Why did the Romans invade Britain? What was it like in a Roman house? Why was Hadrian's wall built?</p>			
Organisation and communication	<p>Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT</p>	<p><u>Prehistoric Britain</u> Narrative Instructional writing Prehistoric art Model making for homework Den building prehistoric day.</p> <p><u>Ancient Egypt</u> Diary writing- Howard Carter Alternative story ending- Egyptian Cinderella Hieroglyphs Virtual tour of pyramids ICT.</p> <p><u>Roman Britain</u> Newspaper reporting</p>			

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		Recounting the Pompeii disaster Mosaics Dance- marching and Roman army formations			
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