



Year 3 History Autumn 2 Funky Pharaohs	
Previous learning: They sequence significant dates and events in chronological order, deciding how a timeline gets them to sequence, and cause and effect, of different events.	
Sticky Knowledge	
<ol style="list-style-type: none"> 1. Egypt was a civilised time compare to the UK 2. A pharaoh was a ruler of ancient Egypt. 3. Courts and doctors used then are still used today although practices have changed. 4. Ancient Egyptian civilisation grew up around the banks of the Nile, it was important for survival e.g. farming, seasons, transport, and building of other cities. 5. They had their own religion and ways of explaining day and night etc. 	
Lesson 1 History Driver	<u>Timeline</u>
	<ul style="list-style-type: none"> • To place key events from the Ancient Egyptian period on a timeline. • Identifying where Egypt is in the world and exploring important dates along the Ancient Egyptian timeline.
Lesson 2 History Driver	<u>How can we discover what Ancient Egypt was like over 5,000 years ago?</u>
	<ul style="list-style-type: none"> • To know that relevant historical information can be presented as written texts, tables, diagrams, captions and lists. • To locate the Nile valley on a world map & make deductions from map evidence. • To grasp importance of the Nile and significance of annual floods * They can explain that the Nile provided not only water for crops but also fertile soil, mud for bricks and pots, fishing, papyrus reeds and a key means of transport (especially important)
Lesson 3 History Driver	<u>Hierarchy of ancient Egypt</u>
	<ul style="list-style-type: none"> • To be able to describe hierarchy structures in ancient civilisations (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.
Lesson 4 History Driver	<u>Role of the pharaoh</u>
	<ul style="list-style-type: none"> • To know that a profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.
Lesson 5 History Driver	<u>Tales from the tomb</u>
	<ul style="list-style-type: none"> • To understand that the materials and decoration used to make an artefact can tell us about the status of the owner. • To be able to describe how artefacts can also show us what people believed, what was important to them and how they spent their time.
Lesson 6 History driver	<u>God and goddesses</u>
	<ul style="list-style-type: none"> • To find out about ancient Egyptian gods and goddesses. • To explore the belief system of the ancient Egyptians, investigating the many different deities and what each one represented

Vocabulary	
Pharaoh, tomb, Howard Carter, pyramids, mummy, mummification, hieroglyphics, afterlife., ankh, canopic jar, embalming, Nile, papyrus. BC, AD, irrigation, cartouche, Gods, sphinx,	
Local Connection	Lyfta links
Hands On History Museum- Ancient Egypt	A camel's companion (September release)

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Lesson 1 History Driver	What did the Ancient Egyptians believe about life after death and how do we know? <ul style="list-style-type: none"> • To sequence the stages of mummification • To grasp the importance of the afterlife to Egyptian beliefs and can explain how particular objects help us to understand their ideas
Lesson 2 History Driver	What does the evidence tell us about everyday life for men, women and children? <ul style="list-style-type: none"> • To explain that most men were farmers *Women spent much time baking bread, collecting water etc *Most houses were made of mud bricks, contained 4/5 rooms and had storage silos for grain
Lesson 3 History Driver	Farming <ul style="list-style-type: none"> • To look at the 3 farming seasons. • To understand the different farming techniques used. • To recognise why farming was so important.
Lesson 4 History Driver	Inventions <ul style="list-style-type: none"> • To investigate the inventions and achievements of the ancient Egyptians.. • To investigate the inventions of the ancient Egyptians and how they were used to improve their lives. The children will reflect on these inventions and how they might still be used today either as they were or having been developed over the years.
Lesson 5 History Driver	Journaling week
Vocabulary	
Pharaoh, tomb, Howard Carter, pyramids, mummy, mummification, hieroglyphics, afterlife., ankh, canopic jar, embalming, Nile, papyrus. BC, AD, irrigation, cartouche, Gods, sphinx,	
Local Connection	Lyfta links

Year 3
History
Summer 2
Silly civilisations

Previous learning:

Children continue to learn about chronology by creating timelines using these periods and are introduced to reading and ordering BC dates. Children will draw upon the skill of recounting key events in Year 2 and build on this in Year 3 by sequencing key events. Children develop their understanding of everyday life in the Stone Age, Bronze age and Iron Age, finding out about the people, places and changes over time that influence human development. Children will draw upon the skill of interpreting secondary sources to gather information about the past in Year 2. In Year 3, children will build on this by making comparisons through enquiry. Children will draw upon the skill learnt in Year 2, of how to answer a historical question. In Year 3, children will build on this further by giving reasons for their answers and creating their own historical questions about the subject being explored.

Sticky Knowledge

The Stone Age in Britain began c750,000 BC and ended in c2500 BC.

The Stone Age is split into three periods, the Palaeolithic, the Mesolithic and the Neolithic.

Stone Age tools were made from stone, wood and bone.

Farming became more efficient in the Iron Age.

- Hill forts were used link with year 2 work
Forts were Built on hills for protection
- Settlements near rivers for water and good soil for farming.
- Roos carr figures show settlement was around Patrington.
- Used the humber we know because of the boat found in the east riding museum.

Lesson 1
History Driver

I can order the events of the Stone Age.

- To be able to use a given timeline (e.g. during The Stone/ Iron Age), to sequence events into chronological order.
- To be able to use historical terms to describe different periods of time.

Lesson 2
History Driver

I can describe aspects of everyday life in the Stone Age.

- To be able to describe the everyday lives of people from past historical periods.
- Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming.

Lesson 3
History Driver

I can describe the events that ended the Stone Age.

- To understand that the lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron.
- To be able to describe the roles of tribal communities and explain how this influenced everyday life.

Lesson 4
History Driver

What was everyday life like in the Bronze Age.

- To understand that Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.

Lesson 5
History Driver

What was the farming boom?

- To understand that throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology.

Vocabulary

Prehistory, Palaeolithic, Mesolithic, Neolithic, AD, BC, Jesus Christ, fire, nomad, tools, weapon, Stone Age, settlement

Local Connection

Roos Carr figures