

HISTORY MEDIUM TERM PLAN (MTP) YEAR 3 2020: Taught 1st half of each term

HISTORY MTP Y3	Autumn 1: 8 WEEKS		Spring 1: 6 WEEKS		Summer 1: 6 WEEKS	
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<p>Taken from the Year group curriculum map</p>	<p>Topic Title: Stone Age to Iron Age</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age (late Neolithic hunter-gatherers and early farmers, Skara Brae, Bronze Age religion eg. Stonehenge) • Iron Age hill forts, tribal kingdoms and art and culture during the Iron Age. • Use evidence to describe the culture and traditions from Stone Age - Iron Age. <p>Key Skills:</p> <ul style="list-style-type: none"> • Look at books, videos, photographs, pictures and artefacts to find out about the past and develop understanding of using primary sources. • Explore that there are different accounts of history. • Use archaeological evidence to predict and make assumptions as to what may have happened in the past. <p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era) • Use a timeline to place historical events in chronological order. • Describe dates of and order significant events from the period studied. <p>Key Vocabulary</p>	<p>Topic Title: Ancient Egypt</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • An overview of where and when the first civilisations appeared and an in depth study of Ancient Egypt. • Use evidence to describe the clothes, way of life and actions of people in the past. • Use evidence to describe buildings and their uses by people in the past. <p>Key Skills:</p> <ul style="list-style-type: none"> • Look at books, videos, photographs, pictures and artefacts to find out about the past and develop understanding of using primary sources. • Explore that there are different accounts of history. • Use archaeological evidence to predict and make assumptions as to what may have happened in the past. <p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era) • Use a timeline to place historical events in chronological order. • Describe dates of and order significant events from the period studied. <p>Key Vocabulary</p> <p>Era, BCE/CE, Stone age, Iron age, Neolithic, Britons, Romans, Emperor, conquest, Ancient Egypt, mummies, Caesar, nomad/nomadic, hill fort, religion, Skara Brae, Celts, Boudicea, archaeology, pyramids, sphinx, invasion, tomb, pharaoh.</p>	<p>Topic Title: Roman Britain</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Roman impact on the British Isles - including Julius Caesar's attempted invasion in 55-54 BCE, the structure and power of the Roman army - the successful invasion by Claudius and the conquest of the British Isles (eg. Hadrian's Wall) and resistance to Roman conquest. (eg. Boudicea) • Use evidence to describe the clothes, way of life and actions of people in the past. • Use evidence to describe buildings and their uses by people in the past. <p>Key Skills:</p> <ul style="list-style-type: none"> • Look at books, videos, photographs, pictures and artefacts to find out about the past and develop understanding of using primary sources. • Explore that there are different accounts of history. • Use archaeological evidence to predict and make assumptions as to what may have happened in the past. <p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era) • Use a timeline to place historical events in chronological order. • Describe dates of and order significant events from the period studied. • Identify key events in the history of the British Isles - understanding the significance of the Roman Empire upon the
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	<p>Era, BCE/CE, Stone age, Iron age, Neolithic, Britons, Romans, Emperor, conquest, Ancient Egypt, mummies, Caesar, nomad/nomadic, hill fort, religion, Skara Brae, Celts, Boudicea, archaeology, pyramids, sphinx, invasion, tomb, pharaoh.</p>		<p>future developments of the British Isles (eg. Roman Baths, Caerwent, Fishbourne Roman Palace)</p> <p>Key Vocabulary</p> <p>Era, BCE/CE, Stone age, Iron age, Neolithic, Britons, Romans, Emperor, conquest, Ancient Egypt, mummies, Caesar, nomad/nomadic, hill fort, religion, Skara Brae, Celts, Boudicea, archaeology, pyramids, sphinx, invasion, tomb, pharaoh.</p>	
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Lesson 1	<p>Lesson objective (s):</p> <p>To find out what we already know about the Stone age</p> <p>Brief outline of main tasks:</p> <p>What does pre-historic mean?</p> <p>What is stone age?</p> <p>Why is it called stone age?</p>	<p>Lesson objective (s):</p> <p>To develop a chronologically secure knowledge and understanding of world history.</p> <p>I know where some people and events fit into a chronological framework by using common words and phrases about the passing of time.</p> <p>I can use specialist dates and terms and place topics studied into different periods</p> <p>Brief outline of main tasks:</p> <p>Give children a few minutes to talk with partner and share what they already know about Ancient Egypt. Hand out post its and ask children to write what they already know on them – add to display.</p> <p>Draw blank timeline on board and label 2014, dinosaurs and 0. Explain that the 0 is when Jesus was born. When do you think the Ancient Egyptians were around? Invite children to place mark on timeline and then show</p> <p>Watch interactive timeline at http://www.childrensuniversity.manchester.ac.uk/media/services/thechildrensuniversityof</p>	<p>Lesson objective (s):</p> <p>The Roman Empire and its impact on Britain</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.</p> <p>To understand where the Roman Empire began.</p> <p>Brief outline of main tasks:</p> <p>To draw a timeline</p>	
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Lesson 2	<p>Lesson objective (s):</p> <p>To explore the food of stone age people.</p> <p>Brief outline of main tasks:</p> <p>Discuss hunting</p> <p>Discuss the natural food eaten, e.g berries.</p> <p>Dogs- hunting</p>	<p>Lesson objective (s):</p> <p>To be able to recognise how my life is different to that of Ancient Egyptians by describing some of the Pharaohs.</p> <p>To show what they know and understand about the past in different ways.</p> <p>Brief outline of main tasks:</p> <p>Ask children what know already about Pharaohs. Explain who they were and why they were so important in Ancient Egyptian society.</p>	<p>Lesson objective (s):</p> <p>To investigate what Roman soldiers wore and carried and why, make comparisons with soldiers of today.</p> <p>Brief outline of main tasks:</p> <p>Watch 'The Rotten Romans'.</p> <p>Discuss that some of the ideas that Roman army leaders used are still used today. Use a non-fiction text in the class and show children a picture of a Roman soldier – what is he wearing? Look at his armour shield and weapons. What is each part for? Why was it so effective?</p> <p>Children should look at pictures of Roman soldiers in non-fiction texts and try to colour the soldier accurately, thinking about the material each item is made of. Then, add an image of a Celtic warrior and annotate with reasons why the Romans were victorious. (Better armour, better organised – turtle, discipline, tactics, clever inventions – spear, divide and rule, forts).</p>	
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Lesson 3	<p>Lesson objective (s):</p> <p>To explore the clothing of stone age people.</p> <p>Brief outline of main tasks:</p> <p>How they kept themselves warm</p> <p>Materials used to cover themselves</p>	<p>Lesson objective (s):</p> <p>To be able ask and answer questions about the past.</p> <p>To understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.</p> <p>Brief outline of main tasks:</p> <p>Pyramids</p> <p>Explain why the Pharaohs had the pyramids built – what do you think was inside the pyramids? Discuss and share ideas.</p> <p>Remind them that lots of different things were buried with the Pharaohs. How many rooms do you think would be in the pyramid?</p> <p>Use website to explore pyramids around Giza and to show chi how to use interactive tour.</p> <p>http://www.pbs.org/wgbh/nova/ancient/explore-ancient-egypt.html</p>	<p>Lesson objective (s):</p> <p>To establish a chronological understanding of the Roman Invasion of Britain.</p> <p>Successful invasions by Claudius and conquest.</p> <p>Brief outline of main tasks:</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. Who invaded Britain and when?</p> <p>What do you already know?</p>
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Lesson 4	<p>Lesson objective (s):</p> <p>To explore the homes of stone age people. Brief outline of main tasks:</p> <p>Brief outline of main tasks:</p> <p>Discuss what type houses stone age people lived in.</p> <p>What materials were used to build houses.</p>	<p>Lesson objective (s):</p> <p>To understand the reasons why people in the past acted as they did from a range of sources.</p> <p>To identify some of the different ways in which the past can be represented and that different versions of the past might exist.</p> <p>Brief outline of main tasks:</p> <p>Burials and Mummies</p> <p>Explain why important people were mummified before being buried – stops the body rotting.</p> <p>Recap what they learnt from the museum visit yesterday. How do we know about mummification – tomb scenes, examining mummies?</p> <p>Use interactive to explain process</p> <p>http://oi-archive.uchicago.edu/OI/MUS/ED/mummy.html</p>	<p>Lesson objective (s):</p> <p>To look at the events of 'Boudicca's Rebellion' from different perspectives.</p> <p>Brief outline of main tasks:</p> <p>Who Boudicca was?</p> <p>Comprehension activity</p>	
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Lesson 5	<p>Lesson objective (s):</p> <p>To research the Iron age.</p> <p>Brief outline of main tasks:</p> <p>I can identify key dates in the Iron Age era.</p> <p>I can explain who used iron during this time.</p> <p>I can explain why iron was used.</p> <p>I can give examples of artefacts made from iron</p>	<p>Lesson objective (s):</p> <p>To be able to recognise that my life is different from the lives of people in the past by describing the events of Ancient Egyptian death ceremony.</p> <p>To be able to describe some of the main events that I have studied – death ceremony</p> <p>Brief outline of main tasks:</p> <p>Death ceremony and afterlife</p> <p>Discuss the importance of the Book of the Dead – watch video clip explaining what it is.</p> <p>http://www.britishmuseum.org/channel/exhibitions/2011/book_of_the_dead/video_botd_schools_film.aspx</p>	<p>Lesson objective (s):</p> <p>To understand the impact of technology, culture and beliefs - Roman Music</p> <p>Brief outline of main tasks:</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Name some instruments that musicians play today. Do you think these instruments would have been around during Roman times. Children to compare the instruments used in the roman times and now.</p>	
Lesson 6	<p>Lesson objective (s):</p> <p>To be able ask and answer questions about the past.</p> <p>To understand some of the methods of historical enquiry.</p> <p>Brief outline of main tasks:</p> <p>Hot seat an Iron Age child. Think what questions you would ask them.</p>	<p>Lesson objective (s): ASSESSMENT</p> <p>To be able to explain what I know about Egyptians.</p> <p>Brief outline of main tasks:</p> <p>Children work independently to answer questions relating to the areas taught during this half term.</p> <p>History assessment to be used to record progress.</p>	<p>Lesson objective (s): ASSESSMENT</p> <p>To be able to explain what I know about the Romans.</p> <p>Brief outline of main tasks:</p> <p>Children work independently to answer questions relating to the areas taught during this half term.</p> <p>History assessment to be used to record progress.</p>	

Lesson 7	<p>Lesson objective (s):</p> <p>To explain what I Know about the Iron Age.</p> <p>Brief outline of main tasks:</p> <p>Children create an information text over two pages.</p> <p>I can identify key dates in the Iron Age era.</p> <p>I can explain who used iron during this time.</p> <p>I can explain why iron was used.</p> <p>I can give examples of artefacts made from iron</p>	Term end	Term end	
Lesson 8	<p>Lesson objective (s): ASSESSMENT</p> <p>To explain what I Know about the Iron Age.</p> <p>Brief outline of main tasks:</p> <p>Children work independently to answer questions relating to the areas taught during this half term.</p> <p>History assessment to be used to record progress.</p>			