



St Peter's History Medium term Plan 2020-21

Year 3



Autumn 1	Spring 1	Summer 1
<p>Stones and Bones! Britain from the Stone Age to the Iron Age: 6000BC to 43AD</p> <p>Historical context: the 1st early humans probably arrived in Britain around 800,000 BC; modern humans about 40,000 BC; meaning of 'prehistory' (see vocab below)</p> <p>Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae. How long hunter-gatherers had been in Britain (800,000 years) compared with only 8,000 years of farming in Britain</p> <p>Religion: Stone circles, including Stonehenge</p> <p>The Bronze Age: around 2500 BC people began working with metal for the 1st time, e.g. copper, gold and bronze. Where the metal came from and what it was used for (significance)</p> <p>The Iron Age: learned how to use iron in around 800 BC & why this was significant</p> <p>Daily life in the Iron Age (research opportunity)</p> <p>How the Iron Age came to an end: The Roman invasion and the introduction of the Roman civilisation (see Year 4)</p> <p>Legacy: things that remain in Britain today from the prehistoric period, e.g. Stonehenge - this is one of the most significant, world famous sites that is visited by tourists</p> <p>How we know: writing did not exist in Britain at this time so archaeology is the only original source of information</p> <p>Use historical sources, e.g. books, pictures, eye-witness accounts, artefacts, buildings and visits, internet</p>	<p>Journey to Ancient Egypt The achievements of Ancient Egypt: 3100 BC to 332BC</p> <p>Historical context: Hunter-gatherer societies cover 90% of human history. An overview of where and when the first civilizations appeared: Ancient Sumer; The Indus Valley; The Shang Dynasty of Ancient China. The meaning of the word 'civilisation' (see vocab below)</p> <p>Significance of Writing: Egyptian hieroglyphs, which began in around 3100 BC (contrast with prehistoric Britain). Egyptian hieroglyphs 2nd writing script in the history of the world</p> <p>Religion: the gods/goddesses they worshipped (compare with religion in Bronze age Britain)</p> <p>Pharaohs and Pyramids: understand the meaning of a 'dynasty' and the most famous Pharaohs</p> <p>Daily life, including farming and the importance of the River Nile (compare with daily life in prehistoric Britain)</p> <p>How the civilisation came to an end (defeat by Alexander the Great)</p> <p>Legacy: The remains of Ancient Egypt that exist in Egypt today (e.g. Pyramids, Sphinx)</p> <p>How we know: The discoveries and achievements of archaeologists e.g. Howard Carter; Egyptian hieroglyphs</p> <p>Use historical sources, e.g. books, pictures, eye-witness accounts, artefacts, buildings and visits, internet</p> <p><u>Challenge Vocabulary</u> Civilisation (more developed society, e.g. use of writing); dynasty; archaeology; ancient, BC <u>Class timeline</u></p>	<p>Journey to Ancient Greece A study of Greek life and achievements and their influence on the western world: 800BC to 146BC</p> <p>Historical context: Greece before 800BC (Hunter-gatherer societies followed by farmers)</p> <p>Significance of Writing: 24 letters in the Greek alphabet; the first alphabet to use vowels</p> <p>Religion: Greek gods and temples (e.g. the Parthenon – the temple to Athena); Greek myths</p> <p>Significance: The first Olympic games</p> <p>Significance: The introduction of Democracy in Athens</p> <p>Significance of theatre: first existed in Ancient Greece</p> <p>The life of Alexander the Great, including the conquering of Ancient Egypt</p> <p>Greek city states, including Athens and Sparta</p> <p>Daily life (compare with Egypt and prehistoric Britain)</p> <p>How the Greek Empire came to an end: defeat by the Romans</p> <p>Legacy: The modern Olympic games; Democracy; the remains of Greek buildings today e.g. the Parthenon; theatre/movies</p> <p>How we know: Archaeology, e.g. Greek pottery, remaining buildings; Greek writing</p> <p>Use historical sources, e.g. books, pictures, eye-witness accounts, artefacts, buildings and visits, internet</p>

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<p><u>Challenge Vocabulary</u></p> <p>Pre-historic (started with use of stone tools; ended when writing came to Britain); BC; AD; archaeology</p> <p><u>Class timeline</u></p> <p>Sequence the following events in order: Stone age began in Britain (10000 BC); Last Ice Age ended in Britain (6000BC); Building of Stonehenge began (3000BC); Bronze Age began in Britain (2500BC); Iron Age began in Britain (800BC); Romans came to Britain (43AD)</p> <p>Most children will need support to discuss the 4 digits dates above, as they will not have secured their mathematical understanding of 4 digit numbers. The children simply have to place the events in order; the events don't need to be placed on a timeline with a scale.</p>	<p><u>Class timeline</u></p> <p>Sequence the following events in order: 1st Pharaoh in Egypt (3100BC); Egyptian hieroglyphs used for writing (3000BC); the pyramids were built (2500BC); the Sphinx was built (2400BC); Tutankhamun was the pharaoh (1300BC); Alexander the Great (King of Greece) conquered Ancient Egypt (332BC)</p> <p>Most children will need support to discuss the 4 digits dates above, as they will not have secured their mathematical understanding of 4 digit numbers. The children simply have to place the events in order; the events don't need to be placed on a timeline with a scale.</p>	<p><u>Challenge Vocabulary</u></p> <p>Democracy; civilisation; archaeology; ancient, BC</p> <p><u>Class timeline</u></p> <p>Sequence the following events in order: Greek writing invented (800BC); the 1st Olympic games (776BC); democracy began in Athens (500BC); Parthenon built in Athens (447BC); Alexander the Great became King of Ancient Greece (336BC); the Romans conquered Ancient Greece (146BC)</p> <p>Most children will need support to discuss the 4 digits dates above, as they will not have secured their mathematical understanding of 4 digit numbers. The children simply have to place the events in order; the events don't need to be placed on a timeline with a scale.</p>