**Year 3**

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| **Linked to the text “Stone Age Boy”** | **Place**BritainSkara BraeStone Henge | **People and problem/event**People: hunter gatherers, first farmers Place: BritainProblem: survival, finding food and shelterPossibility: assets and threats, new materials |
| **Purpose*** Use historical enquiry skills to further develop an understanding of what life was like in the past and compare to different periods of time
* Use a range of different resources, including artefacts, photographs, information from books and the internet to help explain what life was like during pre-history
* Place historical events on a timeline using important dates
* Research Skara Brae and Stonehenge
* Understand how life changed during the Stone Age, Bronze Age and Iron Age
 | **Aims**To learn about changes in Britain from the Stone Age to the Iron Age, including:* late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
* Stonehenge
* Iron Age hill forts
* How to make bronze
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| **Historical language/concepts**Archaeologist, artefact, century, Neolithic, Mesolithic, Palaeolithic, hunter-gatherers, settler, settlement, Skara Brae, Stone Henge, bronze, iron, stone | **Research Skills*** Use various sources of evidence to answer questions
* Research a specific event from the past to then present the information to an audience
* Use various sources to piece together information about a period in history
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| **Other links/information: COJOs, art – cave paintings** |
| **Linked to the text “Zeraffa Giraffa”** | **Place**Ancient Egypt | **People and problem/event**People: Howard CarterPlace: EgyptProblem: King Tut’s tomb found – conflict between archaeologist and localsPossibility: understanding of World history |
| **Purpose*** To be able to place the Ancient Egyptian civilisation on a timeline and compare to Britain at that time
* To become ancient Egyptians – seeing life as it was for them (family life, clothing, make up, food, music, dancing, amulets)
* To investigate the language and hieroglyphics used during Ancient Egypt times
* To explore the afterlife and the process of mummification
* To examine the story of Howard Carter and the discovery of King Tut’s tomb
 | **Aims*** Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations
* Know and understand the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt
* To learn about the following: Egyptian men and women wore makeup as it was thought to have healing powers; they used mouldy bread to help with infections; they were one of the first civilisations to invent writing; they also used ink to write, and paper called papyrus; The Ancient Egyptians were scientists and mathematicians; they had numerous inventions including ways to build buildings, medicine, cosmetics, the calendar, musical instruments
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| **Historical language/concepts**Archaeologist, ancient, civilisation, afterlife, Canopic jars, Egyptologist, hieroglyphics, mummification, papyrus, pharaoh, sarcophagus, artefact, source, infer, deduce, interpret | **Research Skills*** Use various sources of evidence to answer questions
* Research a specific event from the past to then present the information to an audience
* Use various sources to piece together information about a period in history
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| **Other links/information: Liverpool World Museum, geography map skills** |