**Year 3**

|  |  |  |
| --- | --- | --- |
| **Linked to the text “Stone Age Boy”** | **Place**  Britain  Skara Brae  Stone Henge | **People and problem/event**  People: hunter gatherers, first farmers  Place: Britain  Problem: survival, finding food and shelter  Possibility: 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 |
| **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 |
| **Other links/information: COJOs, art – cave paintings** | |
| **Linked to the text “Zeraffa Giraffa”** | **Place**  Ancient Egypt | **People and problem/event**  People: Howard Carter  Place: Egypt  Problem: King Tut’s tomb found – conflict between archaeologist and locals  Possibility: 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 |
| **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 |
| **Other links/information: Liverpool World Museum, geography map skills** | |