











South Gosforth First School – History

Long Term Planning – Year 3

<u>Term:</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>History Topic – Enquiry Question</u>	<p>What was better – Stone, Bronze or Iron?</p> 		<p>Should the Ancient Egyptians have been proud of their pyramids?</p> 		<p>How vicious were the Vikings?</p> 	
<u>History Curriculum Area</u>	<p>Chronological Understanding</p> <p>Historical enquiry</p>		<p>Historical Interpretations</p> <p>Historical enquiry</p>		<p>Historical Interpretations</p> <p>Historical enquiry</p>	
<u>History Key Concepts Covered</u>	<p>British History</p>		<p>Exploration & Civilisations</p>		<p>Exploration & Civilisations</p> <p>British History</p>	
	<p><u>Technological Advancement</u> – Changes in technology over time within a specific society</p> 		<p><u>Empire</u> – A group of nations under one ruler or government</p>  <p><u>Technological Advancement</u> – Changes in technology over time within a specific society</p> 		<p><u>Exploration</u> – Travelling across or through something to discover something new</p>  <p><u>Invasion</u> - To enter an enemy or group's land as an enemy, by force, in order to conquer</p>  <p><u>Rebellion</u> - An armed fight or uprising against the rulers of an area</p>	



<p><u>National Curriculum Objectives</u></p>	<p><i>Children should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>Children should understand how our knowledge of the past is constructed from a range of sources.</i></p>	<p><i>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>Children should understand how our knowledge of the past is constructed from a range of sources.</i></p>	<p><i>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>Children should understand how our knowledge of the past is constructed from a range of sources.</i></p>
<p><u>Broken Down Objectives & Suggested Activities</u></p>	<p>How easy is it to use a Stone Age tool? (children use flint knapping)</p> <p>Could I be a Stone Age hunter? Children explore how early humans lived an attempt to hunt a wild animal.</p> <p>What does Skara Brae tell us about Stone Age life?</p> <p>Where would I choose to build a settlement for my tribe?</p> <p>How easy was it to make Bronze?</p> <p>Why did humans prefer Iron to Bronze?</p>	<p>How important was the Nile to the success of the Egyptians?</p> <p>Did the Egyptians use slaves to build pyramids? Compare evidence</p> <p>What do the artefacts found in the tombs tell us about the Pharaohs?</p> <p>Why were the Pyramids built on such a scale?</p> <p>How did the Egyptian Gods influence daily life?</p> <p>Was Howard Carter right to open up Tutankhamun's tomb?</p>	<p>Was Christopher Columbus the first European to reach North America?</p> <p>Why was the Viking raiding strategy so effective?</p> <p>How were Viking sailors different to the sailors of Christopher Columbus?</p> <p>Why were the Vikings such good traders?</p> <p>What was daily life in a Viking settlement like?</p> <p>Were the Vikings more than just fierce warriors?</p>

<p><u>Prior Learning & Understanding – ‘Why here, why now?’</u></p>	<p>Children develop their understanding of chronology from KS1 where they have focused on events within specific time periods. Here they will look at change and trends over a broader timescale and begin to use chronological terms such as BCE/CE.</p>	<p>In KS1 children evaluate and debate Columbus’ achievements and they build on these skills by applying them to the building of the Pyramids in Egypt and using historical evidence to answer whether the Egyptians can be proud of their pyramids.</p>	<p>This unit builds on children’s understanding of exploration from KS1, and introduces the idea of invasion. Children understand that invasion and conquest were often reasons for exploration. This unit also has a local history link.</p>
<p><u>Key Skills</u></p>	<p>I can place the time studied on a timeline</p> <p>I can sequence several events or artefacts</p> <p>I can use dates and terms related to the study unit and passing of time</p> <p>I can use a range of sources to find out about a period</p>	<p>I can identify and give reasons for different ways in which the past is represented</p> <p>I can identify reasons for and results of people’s actions</p>	<p>I can identify and give reasons for different ways in which the past is represented</p> <p>I can use a range of sources to find out about a period</p>
<p><u>Enhancements, Enrichment & ‘Hooks’ (Linked to ‘Intent’)</u></p>	<p style="text-align: center;">Stone Age workshop</p> <p style="text-align: center;">Children look at the archaeological evidence from Skara Brae to see how it informs us about the Stone Age.</p>	<p style="text-align: center;">Egyptians online workshop from British Museum</p> <p style="text-align: center;">Visit to Great North Museum</p>	<p style="text-align: center;">Viking Britain box of delight</p> <p style="text-align: center;">Debate – how vicious were the Vikings?</p> <p style="text-align: center;">Jorvik Viking Centre virtual lesson</p> <p style="text-align: center;">Quizzes – based on the TV show the chase to review and recall key questions and facts.</p>
<p><u>Key Vocabulary</u></p>	<p>Palaeolithic Era, Mesolithic Era, Neolithic Era, alliance, bronze, iron, hillfort, loom, flint, settlement, Celts, archaeologists</p>	<p>pharaoh, pyramid, mummification, canopic jar, afterlife, Nile, hieroglyphics, Giza, architect, quarry, fertile, irrigation, immortality, rituals</p>	<p>Scandinavia, raid, Norsemen, clans, tribute, Danegeld, longship, reputation, strategy, legacy</p>
<p><u>Pupil Outcomes</u></p>	<p>Children will understand that technological advances can take place over a long period of time.</p>	<p>Children appreciate that multiple artefacts and sources help us understand the past.</p> <p>Children recognize that past achievements are sometimes achieved with great sacrifice of others.</p>	<p>Children will be able to provide a balanced argument on the historical reputation of a group of people.</p> <p>Children can present answers to enquiry questions and justify these with evidence.</p>

	<p>Children will understand that technological advances can lead to an improvement in the lives of humans.</p> <p>Children can appreciate the importance of artefacts in building up a picture of life in the past.</p>	<p>Children can present answers to enquiry questions and justify these with evidence.</p>	
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