

**Year group: 3    Term: 3    Topic Title: Ancient Egypt**

<b>Lesson Number</b>	<b>Lesson question</b>	<b>Pupil Knowledge</b>
<b>1</b>	Who were the Ancient Egyptians?	<p>Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about where and when the ancient Egyptians lived.</p> <ul style="list-style-type: none"><li>• The Ancient Egyptians lived over 3000 years from 3150 BC to 30 BC.</li><li>• The civilization of Ancient Egypt was located along the Nile River in northeast Africa.</li></ul>
<b>2</b>	What was life like in Ancient Egypt?	<p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the daily lives of many ancient Egyptian people.</p> <ul style="list-style-type: none"><li>• Daily life in ancient Egypt revolved around the Nile and the fertile land along its banks. The yearly flooding of the Nile enriched the soil and brought good harvests and wealth to the land.</li><li>• The people of ancient Egypt built mudbrick homes in villages and in the country. They grew some of their own food and traded in the villages for the food and goods they could not produce.</li><li>• Most ancient Egyptians worked as field hands, farmers, craftsmen, and scribes. A small group of people were nobles. Together, these different groups of people made up the population of ancient Egypt.</li></ul>
<b>3</b>	How did the Egyptians bury their dead?	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the mummification process used by the ancient Egyptians.</p>

<b>4</b>	Who was Tutankhamun?	Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning about the discovery of the tomb of Tutankhamun.
<b>5</b>	<b>How did the Ancient Egyptians write?</b>	Note connections, contrasts and trends over time and develop the appropriate use of historical terms by exploring ancient Egyptian writing systems.
<b>6</b>	<b>What was religion like in Ancient Egypt?</b>	Construct informed responses that involve thoughtful selection and organisation of relevant historical information by distinguishing information about the different gods. <ul style="list-style-type: none"> <li>• There were over 200 different Egyptian Gods.</li> <li>• The main gods were Ra, Horus, Ma'at, Hathor, Sekhmet and Anubis.</li> <li>• Children will know each God was represented and what they were believed to be responsible for.</li> </ul>

**Year group: 3    Term: 4    Topic Title: Prehistoric Britain**

<b>Lesson Number</b>	<b>Lesson question</b>	<b>Pupil Knowledge</b>
<b>1</b>	How do we know about life in the Stone Age?	<ul style="list-style-type: none"> <li>•The age of the Earth and when life began.</li> <li>•How scientists, palaeontologists, archaeologists and historians learn about this period. Forms of Evidence.</li> <li>•How people left Africa and migrated across the world, eventually into the UK</li> </ul>
<b>2</b>	What were the different periods in the Stone Age?	<ul style="list-style-type: none"> <li>•Features of, and developments within, the Palaeolithic era – humans lived in caves or simple huts and were hunters and gatherers. They used basic stone and bone tools, as well as crude stone axes, for hunting birds and wild animals. They cooked their prey, including woolly mammoths, deer and bison, using controlled fire. They also fished and collected berries, fruit and nuts.</li> </ul>

		<ul style="list-style-type: none"> <li>• Features of, and developments within, the Mesolithic era – Introduction of agriculture. Humans used small stone tools, now also polished and sometimes crafted with points and attached to antlers, bone or wood to serve as spears and arrows. They often lived nomadically in camps near rivers and other bodies of water.</li> <li>• Features of, and developments within, the Neolithic era - Switched from hunter/gatherer mode to agriculture and food production. They domesticated animals and cultivated cereal grains. They used polished hand axes, adzes for ploughing and tilling the land and started to settle in the plains. Advancements were made not only in tools but also in farming, home construction and art, including pottery, sewing and weaving. <ul style="list-style-type: none"> <li>• Fossils and their construction</li> <li>• Cave paintings</li> </ul> </li> </ul>
3	Which animals lived during the Stone Age?	<ul style="list-style-type: none"> <li>• The difference between extant and extinct.</li> <li>• Animals in the UK during the ice age that have since become extinct – Smilodon (sabre-toothed tiger), megatherium, woolly mammoth and cave lions.</li> <li>• How historians disagree about how some major mammals became extinct (woolly mammoth)</li> </ul>

**Year group: 3 Term:5 Topic Title: Ancient Greece**

<b>Lesson Number</b>	<b>Lesson question</b>	<b>Pupil Knowledge</b>
<b>1</b>	Who were the ancient Greeks?	Know and understand significant aspects of history: nature of ancient civilisations, expansion and dissolution of empires in the context of learning about the Ancient Greek Empire: How did it grow and why? Develop a chronologically secure knowledge and understanding of the Greek timeline. <ul style="list-style-type: none"><li>• 776 BC (First Olympic games are held) through to 146 BC (Greece falls to the Roman Empire)</li></ul>
<b>2</b>	What was the political system in Ancient Greece?	Note connections, contrasts and trends over time. Ask questions about similarity and difference in the context of learning about the three democratic systems in Ancient Greece: The Ekklesia, the Boule and the Dikasteria.
<b>3</b>	What were the origins of the Olympics?	Understand our knowledge of the past is constructed from a range of sources e.g. Greek vases. Note connections, contrasts and trends over e.g. How the Olympics have changed over time but how some features have remained the same. <ul style="list-style-type: none"><li>• Children will learn about the changes to Olympic events.</li><li>• The ancient Olympic games only allowed people of Greek descent to participate.</li><li>• Only men were allowed to compete in the ancient Greek games.</li><li>• The ancient Olympic games were held as a religious event to honor the Greek God, Zeus.</li><li>• The ancient Olympics yielded only one winner.</li><li>• The ancient games were always held in Olympia.</li></ul>

4	<b>What was the battle of Marathon?</b>	<p>Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses of the Battle of Marathon facts.</p> <ul style="list-style-type: none"> <li>• Battle of Marathon took place between Athens and Persia</li> <li>• Pheidippides of Athens ran to Sparta to ask for their help.</li> <li>• The Athenians won the battle through use of tactics.</li> <li>• Pheidippides ran 26 miles to Athens to deliver the good news but died on arrival.</li> <li>• The modern day marathon is 26 miles and is named after the battle.</li> </ul>
5	<b>What was religion like in Ancient Greece?</b>	<p>Understand the methods of historical enquiry, how evidence is used to make historical claims when learning about the gods and goddesses.</p> <p>The Greeks had many gods and goddesses. The children will learn about Zeus, Poseidon, Hades, Hera, Ares, Athena, Apollo, Aphrodite, Hermes and Artemis. They will also learn about what each god was responsible for.</p>
6	<b>What was the Trojan War?</b>	<p>Understand how our knowledge of the past is constructed from a range of sources. Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses in the context of finding out about the Trojan War.</p> <ul style="list-style-type: none"> <li>• The Trojan was is a story from the Iliad – a famous poem written by Homer.</li> <li>• Children will learn the story of the trojan war.</li> <li>• The Greeks hid in a large wooden horse that the trojans thought had been left as a gift. At night, the Greeks jumped out of the horse and let the Greek army into Troy.</li> </ul>