Subject Area – History Year Group - Three

	Term 1	Term 2	Term 3
Unit of work	**Stone Age/Iron Age Britain**	**Ancient Egypt**	**Ancient Greece**
Link to Programme of study	Changes in Britain from the Stone Age to the Iron Age	The achievements of the earliest civilizations	A study of Greek life and achievements and their influence on the western world
Composite Knowledge	**Continuity and change:** **-What were the significant changes in Britain from the Stone Age to the Iron Age?**	**Similarity, difference and significance:** **-What made the Ancient Egyptian civilisation significant and what is its legacy?**	**Similarity, difference and significance:** **-What made the Ancient Greek civilisation significant and how did they impact the world today?**
Component knowledge	**Continuity and change:** -What are the different eras of the Stone Age? -How do we know about life in the Stone Age? -How did dwellings change from the Paeleolithic Era to the Neolithic Era? -How did tools and weapons change from the -Paeleolithic Era to the Neolithic Era? -Why did Neolithic people form settlements? -How did the discovery of bronze and iron change life in Britain? -What was the impact of the Roman invasion? **Chronology**: Stone Age 15,000BCE - 3000BCE Bronze Age 2500BCE – 800 BCE Iron Age 700BCE – 55BCE **Sources/Artefacts:** Archaeological digs, Stonehenge, weapons landscape (hill forts), Cave paintings, animal fossils e.g. mammoth and Saber tooth tiger, Clothing Livestock, Houses, Materials used	**Similarity, difference and significance:** -5000 BC Egyptian agriculture to 1325 BCE King Tutankhamun through to Cleopatra in 69BCE **Chronology**: -Who were the Ancient Egyptians? -Who were the influential rulers of the ancient Egyptians? -What do artefacts tell us about what life was like in Ancient Egypt? - What do archaeological sites tell us about what life was like in Ancient Egypt? -What do we know about the achievements of Tutankhamun and Cleopatra? - Which is the most important legacy of the Ancient Egyptians? **Sources/Artefacts**: -Cairo museum virtual tour -Statues and replicas	**Similarity, difference and significance:** -Who were the Ancient Greeks? -What were some of the significant achievements of the Ancient Greek's? -What do artefacts tell us about what life was like in Ancient Greece? - What do archaeological sites tell us about what life was like in Ancient Greece? -What do we know about the achievements of Alexander the Great? - What is the significance of the Olympics? **Chronology**: 'Classical Golden Age', - 500 BCE to 323BCE **Sources/Artefacts:** Greek pots, columns, temples ruins, stories, old weapons, clothes, armour, texts, paintings, pictures, food/diets

National Curriculum KS2 (skills)	Pupils should: • have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline • draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history • compare historical periods, identifying similarities between them • compare historical periods, identifying differences between them • begin to identify trends over time • remember and use names and words from the areas I have studied in Year 6 as well as remembering some names and words from previous study • use words and phrases to indicate time, talking about decades, centuries, millennium etc. • understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. • ask questions to develop their understanding and also ask questions of what people have said • challenge sources of information • begin to make purposeful selection about information they wish to include in responses • organise information purposefully when responding to or asking questions • remember key facts and information from areas of study in Year 6 and can remember information from previous areas of study • build my understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding		
Vocabulary	Stone age Bronze age Iron age Prehistoric Chronological Era Settlements Invasion Impact Changes Modern	Ancient Egyptians Chronological Primary source Secondary source Artefact BCE CE Pharaoh Hieroglyphics Rosetta Stone Pyramids of Giza	Chronological Ancient Greeks Significant Power Development Compare Contrast Influence BCE and CE Ancient Civilisation National International Archaeologist
Links to prior knowledge	KS1 – events beyond living memory that are significant nationally or globally	KS1 – events beyond living memory that are significant nationally or globally -the lives of significant individuals in the past -significant historical events, people and places	KS1 – events beyond living memory that are significant nationally or globally -the lives of significant individuals in the past -significant historical events, people and places