



South Gosforth First School
History – Year 3 Long Term Plan



Purpose of Study

In ensuring high standards of teaching and learning in History, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. Children are encouraged to make links to their prior learning in History and other subjects and identify themes and trends that run through each History unit of work. For example, children are encouraged to think about the concept of exploration or cultural change within the context of different time periods and different parts of the world. Children are given the opportunity to learn about local History that is relevant to them and the History of different cultures around the world. They will develop their own lines of enquiry by asking and answering questions based on sources and artefacts, and they are encouraged to think about the key historical concepts through creative activities such as drama, hot seating, discussion and debate, the use of video and 'Mantle of the Expert'. At South Gosforth First School, we ensure that History has the same importance given to it as the core subjects, as we feel that this is important in enabling all children to gain a deeper understanding of the complexities of the subject.

Aims

In line with the National Curriculum for History it is our aim to ensure that all pupils:

- Know and understand the history of the British Isles as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.



Autumn	Stone Age to Iron Age	
Character Culture Creativity Challenge	Key Concepts Chronology, Change & Continuity Cause and Consequence Using Evidence	
	Prior Learning 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.	
	Key Learning Intentions To place events, artefacts and historical figures on a timeline using dates. To show an understanding of the concept of change over time using evidence. To know about changes in Britain from the Stone Age to the Iron Age. To use an increasing range of evidence to ask and answer questions about the past.	
	Overview of Historical Knowledge (Substantive Knowledge) Children will be introduced to the fact that people have been living in Britain for a very long time. The settlements, art and culture of Stone Age and Bronze Age Britain will be compared to the tribal kingdoms of Iron Age Britain. They will study the change of lifestyle for the earliest settlers, hunter gatherers, to that of farmers. They will then make an in depth study of buildings. The children will look at the first settlements. They will study Skara Brae, Europe's most complete Neolithic village and make deductions about the way of life by studying evidence of buildings, the materials used, tools and bones left behind.	Key Vocabulary Palaeolithic Era, Mesolithic Era, Neolithic Era, bronze, iron, hillfort, loom, flint, settlement, Celts, archaeologists
	Overview of Historical Skills (Disciplinary Knowledge) Children will know the importance of archaeological evidence where there is a lack of written and formally recorded evidence. They will understand that the past is constructed from a range of sources and that one of the difficulties of studying the Stone Age to Iron Age is the lack of written evidence.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	Children understand the concept of 'prehistory' and how this period of history they are going to study in this unit is different in that there are no recorded forms of evidence. They develop their sense of chronology, understanding that humans have inhabited the islands of Great Britain and Ireland for a long time.	Begin to create timeline as a class – order Stone Age, Bronze Age and Iron Age. Use world maps to show where we have evidence of the earliest humans living. Explore vocabulary activities to define 'prehistory'. Matching types of archaeological evidence to pictures – explain how and why each type can help us learn about a period of prehistory.
	Pupils grasp that the term Stone Age covers an enormous period of time - over 9,000 years. They can explain what the view of Stone Age people used to be: spending all day simply hunting and gathering; They understand that Stone Age people were not primitive:	Children examine photos of reconstruction of evidence showing tools and how they gathered food - Annotate picture with what it tells us. Use example of Star Carr to show carved headdress and cave paintings in France – what does this tell us?



	making and using tools, fashioned from flint and wood; proper burials and ceremonies.	Children to bullet point yes and no answers to the question 'Were Stone Age people simple hunter gatherers?'
	Children can describe some differences in Mesolithic and Neolithic periods of the Stone Age. They know that Stonehenge was built about 5,000 years ago, in stages. They can explain how it was built. They can speculate as to likely use and come to a reasoned judgement using evidence. They understand that it was one of many similar constructions from that time. They use provisional and tentative language (might have, perhaps, possibly, maybe etc.)	Compare and contrast 2 images of settlements from Mesolithic and Neolithic periods – what is the same, what is different? Use timelapse video (BBC) to show the construction and appearance of Stonehenge – locate on map and plot journey the stones took to get from Wales – children speculate how they think they got there. Look at the 4 main theories as to its potential use or reason for being built. Children to record their choice and give reasons why they believe that.
	Children understand that bronze is an alloy of copper and tin. They know that mining metals and smelting of bronze changed tools and the way people farmed and lived. They can use artefacts to make deductions. They understand who the Beaker people were, where they came from and how they changed Britain.	Show images of bronze age artefacts – what do they notice about them, how are they different to the tools and artefacts of the Stone Age? Place Bronze Age on timeline. Use world map to locate when Britain and other countries began to use bronze. Match artefact to use ie. Cup/shield/pot and its use and then the material it is made from. Compare and contrast 2 images of settlements from Stone Age and Bronze age – what is the same, what is different?
	Children will understand who the Celtic people were, where they came from and what life was like in an Iron Age settlement. They will know that Bronze is a better metal than Iron but iron was easier to make. Most of what we know about the Celts was written by the Romans. Children will know that even though this period of time is referred to as the Iron Age, all other materials such as stone and bronze were still used.	Use maps to plot migration of Celtic people into Britain. Introduce Danebury as a place of an Iron Age hill fort. Use images to show what archaeologists have found there – use zones of relevance with image to annotate 'what I can see' 'what I can work out' and 'what I don't understand'. Match artefact to use ie. Cup/shield/pot and its use and then the material it is made from.
	Assessment Children are to sequence images to show the timeline of prehistory – They can then add captions to give further explanations for their choices.	
	Enhancements Stone Age workshop	



Spring	Ancient Egyptians	
Character	Key concepts Chronology, Change & Continuity Historical Significance Using Evidence	
Culture	Prior Learning The children build on their skills of analysing different accounts of the same event (Columbus in Year 2). They continue to develop their chronology of the ancient world but now move to develop their knowledge of civilisations and the wider culture around this. They have looked at the importance of rivers next to settlements in Newcastle and London. They have looked at monarchs as a type of ruling power in Europe. They have explored monotheistic religions (Christianity and Judaism).	
Creativity	Key Learning Intentions To know about the achievements of the earliest civilisations (Ancient Egypt) To place events, artefacts and historical figures on a timeline using dates. To use an increasing number of sources to gain an accurate insight into historical events. To begin to present different accounts of events and discuss why they differ.	
Challenge	Overview of Historical Knowledge (Substantive Knowledge) The children will know that Ancient Egypt is just one of 5 major ancient civilisations which emerged about 5000 years ago, each being organised with cities. They will understand this was the time when people changed from being hunter gathers to living in large, organised settlements. In the case of Egypt the people were brought together under one king, the pharaoh, and were capable of building pyramids and temples which still stand today, close to the all-important river Nile. They will know that compared to their previous unit of pre-history, Ancient Egypt is one of the earliest civilisations to have left written, pictorial and archaeological records of its culture, including medicine, mathematics, and astronomy that allows us to know so much of a civilisation that existed 5,000 years ago.	Key Vocabulary pharaoh, pyramid, mummification, canopic jar, afterlife, Nile, hieroglyphics, Giza, architect, quarry, fertile, irrigation, immortality, rituals
	Overview of Historical Skills (Disciplinary Knowledge) Children will appreciate that multiple artefacts and sources help us understand the past. They will continue to use sources to present answers to enquiry questions and justify these with evidence. They will be able to identify and give reasons for different ways in which the past is represented.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	Pupils are able to locate the Nile valley on a world map & make deductions from map evidence. They grasp importance of the Nile and significance of annual floods They can explain that the Nile provided not only water for crops but also fertile soil, mud for bricks and pots, fishing, papyrus reeds and a key means of transport. The children understand where Ancient Egypt fits in the	Use maps, atlases, digital maps to locate Egypt and the river Nile. Discuss location of pyramids. KS2 History: Ancient Egypt. The River Nile - BBC Teach – to discuss and explain the importance of the river Nile. Children can annotate sources showing examples of transport, the shaduf (tool for moving water).



	chronology of the periods of history they have studied so far.	Use timeline to show when the Ancient Egyptian civilisation began and when it ended – emphasise how long this was.
	Children can explain why pyramids were built and that much of our understanding of the civilisation comes from sources found in the pyramids – only discovered in the last 200 years. They know that Howard Carter is one of the most famous archaeologists to have discovered evidence. They know that Ancient Egyptians wrote in hieroglyphics and these need to be deciphered before we can fully understand the society.	KS2 History: Ancient Egypt. Pyramids - BBC Teach Agree/disagree – the Pyramids were built by slaves Use sources – photos, descriptions, books to explore Howard Carter’s discovery of Tutankhamun’s tomb. Choose 3-4 examples of objects found in tomb – children to annotate with what it tells us about the Ancient Egyptians.
	Children will know the role of the gods and goddesses. They grasp the importance of the afterlife to Egyptian beliefs and can explain how particular objects help us to understand their ideas. They will know that there were many copies of the Book of the Dead written by priests and scribes as magic spells to protect the spirit of the dead person on the journey to the afterlife. Only when hieroglyphics were deciphered about 200 years ago could we fully understand the source.	Explore the different gods and goddesses – label what each deity is worshipped for. https://www.bbc.co.uk/bitesize/articles/zrcg2sg - process of mummification Explore pages from the Book of the Dead – children to annotate what they think is happening in each stage. Key Stage history has a mantle of the expert ‘embalmer’ task (see resources).
	Children will build on their knowledge of the ruling pharaohs to grasp that this is a very hierarchical society where most men were farmers and women spent much time baking bread, collecting water etc. They will know that most houses were made of mud bricks, contained 4/5 rooms and had storage silos for grain	Use zones of inference and British Museum source from tomb of Nebamun discovered in 1820 on the west bank of the Nile at Thebes, to deduce more about life in ancient Egypt and the role of the Nile. https://www.bbc.co.uk/teach/class-clips-video/daily-life-in-ancient-egypt/zfhtscw Key Stage history have a task to use sources to deduce the occupation of people using objects from a robbed tomb (see resources).
	Pupils will know that Cleopatra was the last ruler of Ancient Egypt and it was invaded and conquered by the Romans. They will know that there are different interpretations of Cleopatra throughout history.	This is an optional lesson, if there is time, that will link into their work in Year 4 showing where the Roman empire fitted in this timeline. The children will also study the Ancient Greeks and look at how the Roman Empire invaded there too.
	Assessment Children annotate carefully chosen images of Ancient Egypt to answer the following key assessment question: ‘How can we tell from this picture that the Ancient Egyptians believed in the afterlife?’	



	Enhancements Egyptians online workshop from British Museum Visit to Great North Museum
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Summer	Vikings	
Character Culture Creativity Challenge	Key Concepts Cause and Consequence Using Evidence	
	Prior Learning The children understand the importance of farming and using the land to survive from their study of the Egyptians and the importance of the river Nile. From their Stone Age unit of work, they have an understanding of what a settlement is and what the early types of settlement in Britain looked like. They have used sources to find out about the way of life by studying evidence of buildings, the materials used, tools and bones left behind.	
	Key Learning Intentions To know about the Viking struggle for the Kingdom of England. To use an increasing range of evidence to ask and answer questions about the past. To use an increasing number of sources to gain an accurate insight into historical events. To begin to present different accounts of events and discuss why they differ. To begin to explore the reasons for some of the events and changes in history.	
	Overview of Historical Knowledge (Substantive Knowledge) Children will be introduced to the idea that people from other societies have been coming to Britain for a long time. They will know that the word Viking means raider but that they were also traders and settlers, especially later in the period. Children will build on their knowledge of place by knowing where they attacked and landed in England from Scandinavia carrying out raids on monasteries which is why the monks criticised them so much. Children will know that they were highly skilled shipbuilders, taking them vast distances across dangerous seas 5. They did not worship a single god but made offerings to a large number such as Odin (Wednesday named after him) Thor (Thursday) and Freya (Friday).	Key Vocabulary Settlement Raiders Longship Invade Trade Monk Monastery Scandinavia Lindisfarne
	Overview of Historical Skills (Disciplinary Knowledge) Children will gain a deeper understanding of the nature and use of evidence and how this might lead to different interpretations by comparing the accounts of the Lindisfarne Raids from the perspective of both the Saxon monks and the Vikings. They will look at the cause , consequence and motivation of the Viking raiders and settlers. They will ask and answer historical enquiry questions .	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	Where did the Vikings come from? The children will know the Vikings came from Scandinavia and landed in many different places on the British Isles. They will know that they were expert sailors and shipbuilders who travelled far overseas from their homeland. They will know that they came to Britain looking for better land to farm, they will know	Use maps and atlases to identify the modern names of the countries that the Vikings came from. Examine how the Vikings would have travelled from their home to Great Britain. Children to plot the journey on a map. Place the arrival of the Vikings on a timeline - compare to other units the children have studied so far. Use diamond ranking to show the main reasons why the Vikings came to Great Britain.



	that the land they came from was not easy to farm and made it difficult to live there.	Use pictures and photos to examine the Viking longships. Children to create their own dragon head, used to frighten the enemy as they came to land in new territory.
	Were the Vikings really that vicious? Children understand how the Vikings gained their reputation through the exaggerated accounts written by monks. They grasp that until recently monks' records were main source of evidence. They will know Lindisfarne was one of the first landing sites. They can distinguish between a Saxon and Viking account of the same event. Pupils understand that most negative accounts come from period when they were raiding.	https://www.bbc.co.uk/bitesize/clips/zirpr82 - The importance of Lindisfarne for the Vikings. This video explains what a monastery was and who lived there. It begins to explore where the idea of 'Vicious Vikings' from, with excerpts from the Saxon Chronicles and the idea of historical bias. Give pupils different accounts and ask them to decide if they show the Vikings in positive or negative light - which words and phrases tell you? (use Key Stage history resources saved in the resources file in Curriculum-history) Then pupils to decide if the account is from Vikings or Saxons. Pupils to decide who they think is right? Will we ever know?
	How have the views of Vikings changed? Pupils grasp the significance of archaeological evidence esp. recent finds at Jorvik. They can identify which source historians used when making statements, e.g. about trade routes and jewellery so that they can see that Vikings were more than simple raiders; they also traded. They grasp the importance of finds at Jorvik-York in shaping our revised view of the Vikings.	Introduce Jorvik, what it is, why it is there - where the place name York comes from. Look at sources showing pictures recent finds from archaeological digs - pupils to guess what the objects might be. (use Key Stage history resources saved in the resources file in Curriculum-history) Introduce the concept of trade and what that would have meant the Vikings did. Show a list of countries where Viking artefacts have been discovered, children to mark on a map to show how far the Vikings travelled to sell their goods.
	What can we learn about the Viking settlements? Children know what a settlement is and can compare the types of Viking settlement with that of Stone Age/Iron Age settlement. Children can locate places on a map of the UK with the main Viking suffixes. They know that modern Yorkshire had the densest Viking population and so has more Viking names than anywhere.	Compare and contrast Viking settlement to Iron Age fort - what is the same, what is different? Emphasise how much time there was between the 2 periods of history. https://www.jorvikvikingcentre.co.uk/the-vikings/viking-place-names/ - this website shows the different suffixes that show Viking settlements. Chn to use google maps to mark on as many as they can find - chn to realise that the majority of places are located in the Yorkshire region.
	How important was religion to the Vikings? The children will have an understanding of the Norse gods and some of the myths that are associated with those gods and goddesses. They will know that the English words of Wednesday, Thursday and Friday come from the names of the Norse gods of Odin (Woden), Thor and Freya. They will know that the Vikings	https://www.bbc.co.uk/bitesize/articles/zvmjwty - there are a lot of videos that show the different stories of the Norse gods that some children may be familiar with through the Marvel films. Look at the burial rituals and compare to the Egyptian rituals - what is the same, what is different?



	believed in the afterlife and that they were buried with things that were important to them. They will make comparisons to the Egyptian afterlife beliefs.	
	Assessment Were the Vikings raiders or settlers? Children are to sort the cards and make a decision on the answer of this question, based upon the evidence presented.	
	Enhancements N/A	