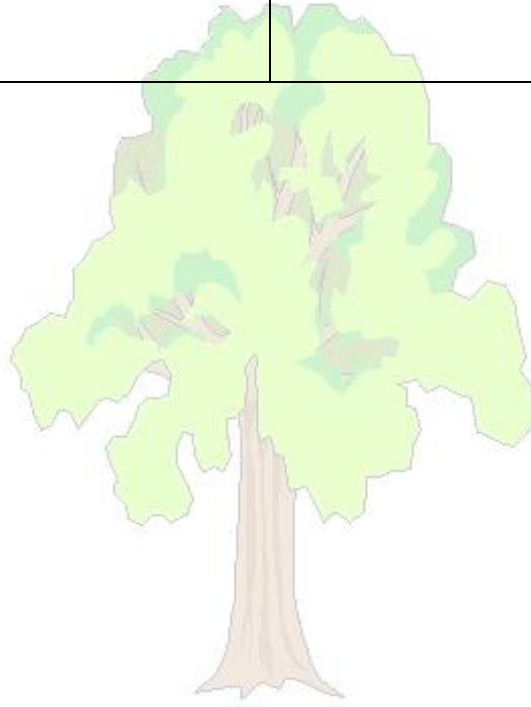


### Year 3 History Long Term Plan

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>What was Prehistoric life like for humans?</p> <p>Civilisation Progress Settlements</p>	<p>What big changes followed the Stone Age?</p> <p>Civilisation Progress Settlements Conflict</p>				<p>How did the Romans invade and how successful were they?</p> <p>Civilisation Empire Conflict</p>



## Year 3 History Medium Term Plan

Term 1 History- What was life like for prehistoric humans?		
National Curriculum Links	Key Vocabulary	Pupil Offer
<b>HISTORY</b> changes in Britain from the Stone Age to the Iron Age <ul style="list-style-type: none"> <li>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.</li> </ul>	Archaeologists, Artefact, Barrow, B.C, Forge, Henge, Hunter-gatherers, Mesolithic, Neolithic,, Palaeolithic, Prehistoric, Prey, Ritual, Tribe/Tribal,  <i>NB Lithic at end of word means stone</i>	Pupils construct a clay model of Stonehenge.

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5
Lesson Overview including Substantive knowledge	<p style="color: red;">What was life like in the Stone Age?</p> <p style="color: green;"><b>Civilisation Settlements</b></p> <p>Pupils will be learning about life in the Stone Age. They will think about when the Stone Age occurred using a timeline.</p> <p>They will be introduced to lots of new vocabulary at this point and will need to think about what everyday tasks a Stone Age person might have completed.</p> <p>Pupils take a careful look at an image of life in the Stone Age.</p>	<p style="color: red;">Were Stone Age people simply hunter-gatherers?</p> <p style="color: green;"><b>Civilisation</b></p> <p>They will use images of an artefact to interpret what the artefact might have been used for.</p> <p>Pupils will then use their knowledge to decide whether Stone Age people were just hunter-gatherers.</p>	<p style="color: red;">How did farming change the Stone Age?</p> <p style="color: green;"><b>Progress</b></p> <p>Pupils will be given a selection of changes that took place from Palaeolithic to Neolithic times.</p> <p>Pupils will need to work in small groups to decide how important the changes were.</p>	<p style="color: red;">What can we learn about life in the Stone Age from a study of Skara Brae?</p> <p style="color: green;"><b>Civilisation Settlements</b></p> <p>Pupils grasp that discovery of Skara Brae was quite recent and that changed our view of early communities about 10,000 years ago. Pupils can make deductions about way of life by studying evidence of buildings left behind e.g. How do we know that the people living there were fishermen?</p>	<p style="color: red;">Why is it so difficult to work out why Stonehenge was built?</p> <p style="color: green;"><b>Civilisation</b></p> <p>Pupils are shown a video tour of the site and discover when, where, and how it was built. They speculate as to why it was built Then play Who wants to be a millionaire working out which of the given explanations is the most plausible, before being given most recent expert view.</p> <p style="text-align: center;"><b>Retrieval- BIG QUESTION</b></p> <p>Pupils consider how different life in the Stone Age may have been compared to their modern day lives. Pupils will be given a group of cards with aspects of Stone Age life and they will need to decide in small groups how much harder or easier it would have been in the Stone Age compared to modern day.</p>
Disciplinary Knowledge	I can describe everyday lives of people in time studied	I can ask questions about artefacts and research to find the answers.  I can suggest sources of evidence, from a selection provided, to help answer questions.	I can discuss continuity and change during, and between, the times periods covered.	I can suggest sources of evidence, from a selection provided, to help answer questions.	I can present findings about the past using role play, writing and drawing skills.
Organisation and Communication	Annotation of an image to describe life in the Stone Age.	Descriptions of what an artefact might have been used for.  A short answer to the question posed at the beginning of the lesson.	Pupils place different changes from this time period on to a spectrum to show how big or small the changes were in their opinions.	A differentiated matching activity.	Pupils write high quality caption to accompany photo in new guide book for tourists, which explains why Stonehenge was built.  Pupils also work in small groups to build their own model of Stonehenge.  Group work and presentation of how they ranked certain aspects of Stone Age life.
Famous People	Starr Carr			Skara Brae	Stonehenge

**Term 2 History- What big changes followed the Stone Age?**

National Curriculum Links	Key Vocabulary	Pupil Offer
HISTORY Changes in Britain from the Stone Age to the Iron Age	Archaeologists, Artefact, Barrow, B.C, Forge, Henge, Hunter-gatherers, Mesolithic, Neolithic,, Paleolithic, Prehistoric, Prey, Ritual, Tribe/Tribal, bronze, copper, tin, iron, smelting, ore, pottery.	Pupils record a news report about what might have happened at Maiden Castle.

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Lesson Overview including Substantive knowledge</b>	<p><b>Prior Unit Retrieval</b> How should we remember the Bronze Age? <b>Progress</b></p> <p>Use a timeline to show pupils how the Bronze Age follows the Stone Age but that there is some crossover.</p> <p>Pupils will look at images of three different Bronze Age archaeological finds in Britain</p> <p>They will identify as many differences as they can between the Bronze Age and Stone Age and write them down in a list.</p>	<p><b>What happened at Maiden Castle?</b> <b>Settlements</b> <b>Conflict</b></p> <p>Pupils can use their contextual knowledge of Iron Age hill fort life to speculate as to what might have happened. They can come to a conclusion as to the possible reasons for the bodies and substantiate their judgement using at least one piece of evidence.</p> <p>More able pupils can begin to weigh up the strengths and weaknesses of each theory.</p> <p>Crime watch AD50 Pupils have context explained then act as detective teams to solve the mystery, using dossier of clues. They then choose between 4 alternative explanations offered by archaeologists before writing their own explanation of what, where who, when and most importantly why there were 52 dead bodies at Maiden Castle.</p>	<p><b>What happened at Maiden Castle?</b> <b>Settlements</b> <b>Conflict</b></p> <p>Following on from the previous lesson, pupils are to work in groups of two or three to record a fake news reports. They will report on what happened at Maiden castle.</p> <p>Pupils will write a short script and record their reports on the iPads and then show them to the rest of the class</p>	<p><b>Retrieval- BIG QUESTION</b> <b>Stone Age vs Iron Age</b> <b>Which Age would you have preferred to have lived in?</b> <b>Civilisation</b></p> <p>To consolidate learning from Stone Age to Iron Age, each pupil will need to think about which Age they would have preferred to have lived in.</p> <p>As a class will discuss which valid reasons we might give for each Age and then pupils will decide for themselves.</p> <p>Pupils will then take part in a mini-debate trying to convince the rest of the class about the best Age.</p>	<p><b>What time periods have we studied so far this year?</b></p> <p>Pupils will encounter terms BC and AD in this lesson. They will be shown how BC count down to 0 whilst AD years count up.</p> <p>Pupils will use timelines to place events that they have studied on a timeline. This will include the periods studied and specific dates such as Must farm, Skara Brae, and Stonehenge.</p>
<b>Disciplinary Knowledge</b>	<p>I can describe changes in Britain from the Stone Age to the Iron Age</p> <p>I can discuss continuity and change during, and between, the times periods covered.</p>	<p>I can present findings about the past using role play, writing and drawing skills.</p>	<p>I can present findings about the past using role play, writing and drawing skills.</p>	<p>I can suggest sources of evidence, from a selection provided, to help answer questions.</p>	<p>I can use the language BC and AD</p> <p>I can place the times studied on a timeline</p>
<b>Organisation and Communication</b>	<p>Pupils write a list of the main differences between the Stone Age and Bronze Age and then use their lists to evaluate a video about the Bronze Age by recording how many of the big changes were mentioned.</p>	<p>Pupils produce their own explanation in form of a police file to make it more motivating.</p>	<p>New report on the events that took place at Maiden castle.</p>	<p>Pupils write a short paragraph outlining which time would have been better and justifying their selections.</p>	<p>Completed timelines.</p>
<b>Famous People</b>					

**Term 6 History- How did the Romans invade and how successful were they?**

National Curriculum Links	Key Vocabulary	Pupil Offer
<p><b>HISTORY</b></p> <ul style="list-style-type: none"> <li>A study of the Roman Empire and its impact on Britain</li> </ul> <p>- Julius Caesar’s attempted invasion in 55-54 BC</p> <p>- the Roman Empire by AD 42 and the power of its army</p> <p>- successful invasion by Claudius and conquest, including Hadrian’s Wall</p> <p>- British resistance, Boudica</p>	<p>empire, emperor, invasion, conquest, resistance, military, Rome, legacy, hypocaust, aqueduct, villa</p>	<p>Trip to Canterbury Roman Museum</p>

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5
<p><b>Lesson Overview including Substantive knowledge</b></p>	<p><b>ROMAN INVASION OF BRITAIN</b> <b>Conflict</b></p> <p>Pupils will be learning about the concept of the Roman Empire, and the invasions of Julius Caesar and Claudius.</p> <p><b>Prior Unit Retrieval</b> <b>Empire</b></p> <p>We will be asking the question: ‘Why would the Roman army want to leave sunny Italy to invade cold Britain? Children to provide reasons for invasion of Britain drawing upon their knowledge of Iron Age Britain from previous historical enquiry.</p>	<p><b>Boudicca</b> <b>Conflict</b></p> <p>Children understand why the Celts would have been apprehensive about taking on the Roman army. Children understand personal motivation of Boudicca and can link to actions taken by Romans. Children can see that Boudicca has been interpreted in different ways, and that stereotype warrior is not the only picture we have of her. Children realise that most pictures come from Roman accounts – no surviving pictures. The more able grasp that later interpretations are affected by later discovery of evidence.</p>	<p><b>CONTROLLING THE EMPIRE</b> <b>Empire</b></p> <p>Pupils have to work out why the Roman army was so strong. The find and then rank the reasons they think most important. They then critique a short BBC film excerpt. How well does it explain why the Roman army was so successful? What does it include/leave out? Does it emphasise the right points.</p>	<p><b>Civilisation</b></p> <p><b>What can we tell about Roman life from a study of this villa/fort?</b></p> <p><b>RESEARCH PROJECT</b></p> <p>Case study following trip to Canterbury Roman museum</p> <p>Children will need to draw on the experiences from their school trip and work collaboratively to help them draw and label a Roman town with all the key buildings included in the right places</p>	<p><b>Retrieval- BIG QUESTION</b> <b>Empire</b></p> <p>Children use a timeline to order the events of the Roman Invasion including failed attempts and conflict with Boudicca.</p> <p>To answer the second part of the question, children will write to persuade about how successful the Roman invasion was. Role-play opportunities to support writing: If they were in control of the Roman Empire, would they think it had been a success?</p>
<p><b>Disciplinary Knowledge</b></p>	<p>I can place the times studied on a timeline</p> <p>I can use the language BC and AD</p>	<p>I can discuss continuity and change during, and between, the times periods covered.</p> <p>I can suggest sources of evidence, from a selection provided, to help answer questions.</p>	<p>I can select and record information relevant to the study.</p>	<p>I can ask questions about artefacts and research to find the answers.</p> <p>I can present findings about the past using role play, writing and drawing skills.</p> <p>I can describe everyday lives of people in time studied</p>	<p>I can describe how some of the things I have studied affect life today.</p> <p>I can place the times studied on a timeline</p>
<p><b>Organisation and Communication</b></p>	<p>Report explaining why Claudius decided to invade</p>	<p>Description of differences between to contrasting images of Boudicca.</p>	<p>60-second radio broadcast</p>	<p>Working in groups to draw plans for a Roman town</p>	<p>Persuasion – Was the Roman invasion of Britain a success? Forming their own opinions. Using evidence to persuade the reader.</p>
<p><b>Famous People</b></p>	<p>Julius Caesar, Claudius and Celts</p>	<p>Boudicca</p>			