

HISTORY SCHEME OF WORK – YEAR 3

Statutory requirements (National Curriculum)	Leighton essentials	Suggested activities
<ul style="list-style-type: none"> - Changes in Britain from the Stone Age to the Iron Age 	Changes in Britain from Stone Age to Iron Age (spring)	<p>Examples (non-statutory)</p> <ul style="list-style-type: none"> • The creation of a Stone Age timeline introducing key events. • Research of Stone Age homes during Palaeolithic, Mesolithic, early and late Neolithic times, including Skara-Brae. Children to draw and record research/knowledge focusing on materials used, shape, design, location. More able to describe changes over time. • Research of Stone Age food including discussion of late Neolithic-hunter gatherers and early farmers. Children to produce a Stone Age menu. • Research using books, the internet and given knowledge to create a fact file or non-chronological report on Stone Age beasts. • Cross curricular performing arts opportunity. Children to create dramatic performances around the changes in Britain during the Stone Age. Events to be performed in chronological order. <ul style="list-style-type: none"> - Bronze Age religion, technology and travel, for example, Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture <p>Residential visit to the Round House at Burwardsley?</p>
<ul style="list-style-type: none"> - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient 	An overview of the four ancient civilizations and an in-depth study of Ancient Egypt as an ancient civilisation (depth study) (summer)	<p>Comparing the four civilisations of Ancient Egypt, Ancient Sumer, Indus Valley and Shang Dynasty</p> <p>Explore Howard Carter and his discoveries in Egypt.</p> <p>Explore everyday life and jobs in Ancient Egypt –Why was the River Nile so important to the Ancient Egyptians?</p>

Autumn Term

Spring Term

Summer Term

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<p>Egypt, The Shang Dynasty of Ancient China</p>		
<p>- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>	<p>Influential People British Royal Family</p> <p>Whole school remembrance activities (autumn)</p>	<p>Why did they stay in London during the war?</p> <p>What did they do?</p> <p>What was the impact?</p> <p>Acrostic poem</p>

Autumn Term

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