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| O:\Leighton Academy Logo JPEG.jpg | Year 3 Scheme of Work  2022-23 | **Coordinator: Joanne Leigh**  **Last updated: LS 20.7.22** |
| **Statutory requirements (National Curriculum)** | **Leighton essentials** | **Suggested activities** |
| * Changes in Britain from the Stone Age to the Iron Age | Changes in Britain from Stone Age to Iron Age (spring) | **Examples (non-statutory)**   * 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. * Bronze Age religion, technology and travel, for example, Stonehenge * Iron Age hill forts: tribal kingdoms, farming, art and culture   Residential visit to the Round House at Burwardsley? |
| * 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 Egypt, The Shang Dynasty of Ancient China | An overview of the four ancient civilizations and an in-depth study of Ancient Egypt as an ancient civilisation (depth study) (summer) | Comparing the four civilisations of Ancient Egypt, Ancient Sumer, Indus Valley and Shang Dynasty  Explore Howard Carter and his discoveries in Egypt.  Explore everyday life and jobs in Ancient Egypt –Why was the River Nile so important to the Ancient Egyptians? |
| * 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. | Influential People British Royal Family  Whole school remembrance activities (autumn) | Why did they stay in London during the war?  What did they do?  What was the impact?  Acrostic poem |