

Year 3 – The Stone Age

Lesson Title	National Curriculum Reference	Lesson Outcomes	Rocket Words	Resources Needed
Who lived during the Stone Age, and how do we know?	* Pupils should be taught about changes in Britain from the Stone Age to the Iron Age *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 * Pupils should note connections, contrasts and trends over time * Pupils should develop the appropriate use of historical terms * Pupils should understand how our knowledge of the past is constructed from a range of sources * Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information * Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance	- Understand that humans evolved after the extinction of the dinosaurs - Describe how animals and humans developed over the Stone Age - Explain how we know about the Stone Age today	archaeologist artefacts Ice Age timeline prehistoric	Pencils, scissors and glue
What did prehistoric people eat?		- Understand that early humans were hunter-gatherers - Identify foods that were part of a Palaeolithic diet - Analyse what Stone Age artefacts tell us about Palaeolithic diets	cave art diet woolly mammoth hunter-gatherer Palaeolithic	Scissors and glue. Optional: art materials such as plain or black paper, pastels, paint or charcoal, for example
Did farming make a big difference to prehistoric life?		- Understand that farming changed what people ate - Identify new foods that early farmers ate - Explain how diets changed from the Palaeolithic to the Neolithic period	domesticated flint farming tools Neolithic	Menus from the previous session, scissors and glue
Where did prehistoric people live?		- Understand that homes changed during the Stone Age - Explain why homes changed during the Stone Age - Identify the similarities and differences between Neolithic and modern-day homes	shelter temporary permanent settlement Skara Brae	Scissors and glue
What is so special about Stonehenge?		- Recognise that Stonehenge is an important monument - Understand the likely purpose of Stonehenge - Investigate how Stonehenge was built	quarries beliefs henge monument structure	Wooden/interlocking blocks or similar, string, sticks/wooden pencils or similar
Assessment: How has a Stone Age site changed over time?		- Identify what would be found in a Neolithic home during the Stone Age - Identify what would be found in a Neolithic site in the present day - Explain how a Palaeolithic site would differ from a Neolithic site	re-enact reconstruction decayed artefacts excavation	Tracing paper, colouring pencils

Year 3 – Bronze Age to Iron Age

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What happened after the Stone Age?	* Pupils should be taught about changes in Britain from the Stone Age to the Iron Age *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 * Pupils should note connections, contrasts and trends over time * Pupils should develop the appropriate use of historical terms * Pupils should understand how our knowledge of the past is constructed from a range of sources * Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information * Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance	- Understand how the Bronze Age began - Identify differences between Stone and Bronze Age tools - Analyse what Bronze Age artefacts can tell us about the people who lived then	copper bronze artefact migration archaeologist	Scissors and glue
How did the Bronze Age change the world?		- Understand how people got what they needed in the Bronze Age - Understand how people traded resources in the Bronze Age - Consider why money is now used to buy resources	tin trade goods plough Bell Beaker people	Scissors
How did the discovery of iron change life in Britain?		- Understand that iron is a very useful metal - Understand how iron changed daily life in Britain - Explain how the arrival of the Celts changed the culture in Britain	iron smelt Celts tribe culture	Art materials, e.g. paint, pastels, colouring pencils, etc.
Where did people live in the Iron Age?		- Recognise that homes changed after the Stone Age - Identify the different aspects of an Iron Age roundhouse - Analyse the similarities and differences between Stone Age and Iron Age homes	loom hearth blacksmith roundhouse wattle and daub	Pens and pencils, and flipchart paper or similar. Optional: the Neolithic work the children produced in lesson 6 of the Year 3 'The Stone Age' unit.
Why did people live in hillforts?		- Recognise the purpose of hillforts - Identify some of the defensive elements of a hill fort - Explain which defensive elements were the most successful	ditch hillfort palisade rampart defensive	Recorded questions from the previous lesson, colouring pencils
Assessment: How can we show the changes and connections over these two Ages?		- Discuss the way people lived in the Bronze and Iron Age - Identify differences between the Bronze and Iron Ages - Describe how the differences changed people's lives, and the practices that remained the same	quern cauldron improved agriculture communities	Pens and pencils. Optional: equipment to record the children's performances

Year 3 – Ancient Egypt

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Was Ancient Egypt the first great civilisation?	* Pupils should be taught the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China * 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 * Pupils should note connections, contrasts and trends over time * Pupils should develop the appropriate use of historical terms * Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance * Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information	- Identify the first civilisations - Compare the time spans of the first civilisations - Understand how to place BCE dates on a timeline	ancient BCE time span timeline civilisation	Handouts, base 10 (dienes) cubes, scissors and glue
How did the Ancient Egyptians farm in a desert?		- Recognise the importance of the Nile in Ancient Egyptian life - Understand the farming seasons in Ancient Egypt - Identify other uses for the Nile, as well as farming	cycle harvest crops flooding fertile soil	Handouts, scissors, glue, split pins, atlases or globes (optional)
How do we know so much about the Ancient Egyptians?		- Identify some of the ways we know about the past - Understand what information the Ancient Egyptians recorded and the writing system they used - Understand the importance of the Rosetta Stone to historians	decode symbol Rosetta Stone scribe hieroglyphics	Handouts, season wheels from the previous session, paint or colouring pencils/pens
What did Ancient Egyptians believe about the afterlife?		- Identify who was buried in the pyramids - Understand the process of mummification - Explain why pharaohs were mummified	preserve mummification afterlife pharaoh pyramid	Handouts, scissors, glue, colouring pencils, apples cut into slices, plastic cups, salt, and kitchen roll
What was found in Tutankhamun's tomb?		- Understand why pharaohs began to be buried in secret tombs - Recognise the significance of Howard Carter's discovery - Consider whether mummies should be displayed in museums	excavation sarcophagus Howard Carter Tutankhamun tomb	Handouts, mummified and control apples from the previous session
Assessment: What would a year in the life of an Ancient Egyptian be like?		- Recall information about daily life in Ancient Egypt - Describe the major events that would happen in an Ancient Egyptian year - Explain what would be found in a pharaoh's pyramid and the ritual of mummification	architect quarry Shemu Peret Akhet	Handouts, colouring pencils