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| Year group: 3 | Subject Area: History | Unit 1: Chronology (Stone Age to 1066) Stone Age | | | | Subject Leader: A McLoughlin |
| Prior linked knowledge | National curriculum objectives | | | | Future linked knowledge | |
| To know what chronological order is To know what history is To understand that artefacts teach us about the past | Changes in Britain from the Stone Age to the Iron Age | | | | To know that a period of time becomes a civilisation To know that societies had structure | |
| Notes | Cross-curricular links | | | | Possible hooks/enrichment activities | |
| Book – The Stone Age Boy | Science: Rocks and Soils Art: Cave art and making jewellery | | | | Stone age workshop or survival workshop | |
| Lesson Sequence | | | | | | |
| Stone Age | | | | | | |
| Lesson 1 <i>What is prehistory?</i> To know what is meant by prehistory. To identify where it comes on a timeline and why it is at the beginning. Talk about how we know about prehistory because of artefacts rather than written documents. To know what the Stone Age is and that it is divided into 3 distinct periods. | Lesson 2 <i>What were the settlements like in the different Stone Ages?</i> To know how settlements differed across the 3 Stone Age periods. To know what their dwellings were like and why they changed over time. | Lesson 3 <i>How did the materials used by the Stone Age changed across the period?</i> To know which materials Stone Age people used for making tools and weapons. To know how and why these changed over the 3 periods. | Lesson 4 <i>How did the materials used by the Stone Age changed across the period?</i> To know which materials Stone Age people used for making clothes and jewellery. To know how and why these changed over the 3 periods. | Lesson 5 <i>What is the Bronze Age?</i> To know that the Bronze Age followed the Stone Age and why it was called the Bronze Age. To identify some of the changes from the Stone Age (tools, weapons, homes etc.). | Lesson 6 <i>What is the Iron Age?</i> To know that the Iron Age followed the Bronze Age and why it was called that. To identify some of the changes from the Stone Age (tools, weapons, homes etc.). | Lesson 7 <i>What happened after the Iron Age?</i> To know when the Iron Age ended and that the Roman civilisation followed in Great Britain. |

| Key vocabulary | | | | | | |
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| Archaeologists Prehistory Artefacts Neanderthals Palaeolithic (Old Stone Age) Mesolithic (Middle Stone Age) Neolithic (New Stone Age) Hunter-gatherer | Dwelling Caves Conical frame Timber Stone Midden | Bone Flint Animal skin | Clay Shells Stones | Bronze Bronze as an alloy (tin and copper) Weapons Tools | Iron Ore Smelting | Romans Empire Julius Caesar |
| Key skills throughout unit | | | | | | |
| <ul style="list-style-type: none"> • Recognise the part that archaeologists have had in helping us understand more about what happened in the past • Use various sources of evidence to answer questions • Use various sources to piece together information about a period in history • Research a specific event from the past • Use their 'information finding' skills in writing to help them write about historical information • Thoroughly research, and identify similarities and differences between given periods in history • To place key periods of time chronologically in a time line • Begin to use more than one source of information to bring together a conclusion about an historical event • Use specific search engines on the internet to help them find information more rapidly. | | | | | | |

| Year group: 3 | Subject Area: History | Unit 2: Local History | Subject Leader: A McLoughlin |
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| Prior linked knowledge | National curriculum objectives | | Future linked knowledge |
| Knowing that an area can change in its use, buildings and jobs. | <ul style="list-style-type: none"> • A local history study linked to periods of time studied under chronology;, or a local study that could extend beyond 1066 | | <ul style="list-style-type: none"> • To know that industries and land use we have now will change |
| Notes | Cross-curricular links | | Possible hooks/enrichment activities |
| Use of Local History Library@ETR (Sunderland Council) for factsheets about local industries.(History Subject Leader has copies) There may be other industries that could be looked at, such as pottery. | Geography: Locating on historical maps where industries of the past were found | | <ul style="list-style-type: none"> • Coal, Glass and Ships workshop at the Sunderland Museum • Visit the places discussed to see how they have changed – river walk |

| Lesson Sequence | | | |
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| How Industry has Changed in Sunderland | | | |
| <p>Lesson 1 <i>What industries did Sunderland have in the past?</i></p> <p>Know what industries Sunderland was famous for in the past – shipbuilding, coal mining, glass making. Know where in Sunderland these industries were found</p> | <p>Lesson 2 <i>How has the land use changed in Sunderland (coal mining)?</i></p> <p>Know that the Stadium of Light was built on Monkwearmouth Colliery. Know why the stadium has that name. Know why there is a Davy Light monument outside of the stadium.</p> | <p>Lesson 3 <i>How has the area around the River Wear changed?</i></p> <p>Know that ship building is no longer a major industry and so the use of the River Wear and surrounding areas has changed. Know which changes have taken place (building of bridges, marina etc.)</p> | <p>Lesson 4 <i>What modern industries have replaced those from the past?</i></p> <p>Know that local industry has changed and why. Know that car manufacturing is important to Sunderland (Nissan). Know the timeline of Nissan in Sunderland (when it was built, types of cars etc.)</p> |
| Key vocabulary | | | |
| <p>Industry River Wear Ship building Coal mining Glass making</p> | <p>Stadium of Light Davy Lamp Colliery Coal mining</p> | <p>River Wear Ship building</p> | <p>Car manufacturing Nissan</p> |
| Key skills throughout unit | | | |
| <ul style="list-style-type: none"> • Use sources of evidence to answer questions • Describe a key event from Sunderland’s history using a range of evidence from different sources • To explain that something which has happened in the past can affect the way we live today • To recognise that industry and land use will continue to change as technology changes | | | |

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| Year group: 3 | Subject Area: History | Unit 3: Ancient Ancients (approx. 3000 years ago) Ancient Egyptians | Subject Leader: A McLoughlin | | |
| Prior linked knowledge | National curriculum objectives | | Future linked knowledge | | |
| To know that societies change over time To know what a civilisation is | The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in-depth study of Ancient Egypt | | Knowledge of further ancient civilisations (Mayans and the Greeks) | | |
| Notes | Cross-curricular links | | Possible hooks/enrichment activities | | |
| | Geography: locating where Egypt is in the world and the River Nile DT: making a shaduf Maths: pyramids | | Workshop at the Oriental Museum, Durham or at the Museum of the North Looking at artefacts – what are they and what where they used for | | |
| Lesson Sequence | | | | | |
| Ancient Egyptians | | | | | |
| Lesson 1 <i>Which advanced societies were around 3000 years ago?</i> <i>Who lead the civilisation of the Ancient Egyptians?</i> To know what is meant by ancient society/civilisation. To know which societies are classed as being ancient. To know the chronological order of these societies. To know that the Ancient Egyptians were led by pharaohs and those were part of a dynasty. To know who Tutankhamen was and when he ruled. | Lesson 2 <i>How was the society structured and how did it change over time?</i> To know that the society was structured as a hierarchy and was a class system. To know which people were at which level of the class system. | Lesson 3 <i>What were the pyramids and why were they built?</i> To know what the use of the pyramids were and why they were important to the Egyptians. To know the processes involved in building them | Lesson 4 <i>How did religion influence daily life?</i> To know that religion was an important part of Egyptian life. To know that they worshipped gods and goddesses and they take different forms. | Lesson 5 <i>What was mummification?</i> To know the process/stages involved in mummification. To know the significance of the process for the Ancient Egyptians | Lesson 6 <i>Why was the River Nile important?</i> To know where the River Nile is located in Egypt. To know how it was used by the Ancient Egyptians and the importance of it in their daily lives. |

Key vocabulary

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| Society Ancient Advanced Egypt Sumer Indus Valley Shang Dynasty Pharaohs Tutankhamen Supreme leader Dynasty | Pharaoh Vizers High priests & Nobles Officials, scribes Craftsmen Slaves, labourers and peasants | Pyramid Burial places/monuments Afterlife Limestone | God Goddesses | Mummification Afterlife Canopic jars High priests Embalming | River Nile Canals Delta Irrigation Farming |
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Key skills throughout unit

- Use a timeline to show main events within a period of history
- Recognise the part that archaeologists have had in helping us understand more about what happened in the past
- Use various sources of evidence to answer questions
- Use various sources to piece together information about a period in history
- Research a specific event from the past
- Use their 'information finding' skills in writing to help them write about historical information
- Thoroughly research, and identify similarities and differences between given periods in history
- To place key periods of time chronologically in a time line
- Appreciate that some ancient civilisations showed greater advancements than people who lived centuries after them
- Begin to use more than one source of information to bring together a conclusion about an historical event
- Can they use specific search engines on the Internet to help them find information more rapidly?