

Year 3 – Tribal Tales (Stone Age)

As HISTORIANS we will explore:

Chronology | Similarity and difference | Continuity and change

Key Knowledge:

How do we know what life was like in the Stone Age?

Explore what 'prehistory' means.
Understand the terms primary and secondary sources and benefits of using both types.
Begin to understand how archaeologists can use carbon dating.

What were the first people in Britain like?

Using artistic interpretations (secondary sources), children analyse images and explore what life may have been like for people in prehistoric Britain.
Study what animals lived in Britain at the time prehistorical Britain.

What was life like in the Mesolithic Period?

Explore how the landscape changed after the Ice Age and it's impact on human life.
Study some settlements of the Mesolithic Period and where they were established.
Consider the evidence suggesting people of the Mesolithic may have had religious beliefs (antler headdress, graves, sculptures).
Explore cave paintings from the Mesolithic era and what interpretations we can make.
Know that humans lived a hunter-gatherer lifestyle and explore evidence for this.
Understand that a tsunami may have flooded Doggerland, leaving Britain as an island.

How did life change during the Neolithic Period?

Explore the significant changes to daily during the Neolithic period – farming and agriculture, settlements and warfare.
Analyse images of Skara Brae and draw conclusions about what life was like there.
Study Neolithic stone circles and explore ideas about their purpose e.g. Stone Henge

How did life change during the Bronze Age and Iron Age?

Explore the impact of trade and travel on Bronze Age society and technology
Explore why people started to live in hillforts and what Iron Age homes were like

Who were the Indus valley people?

Know that Indus valley was home to one of the first large civilisations 5000 years ago.
Consider the importance of the river and why people settled there.
Study how cities were structured, comparing these to settlements in Britain at the time.
Compare the materials used to make their buildings.
Explore the differences in language and how Indus valley had their own written language.
Children will consider the role and importance of trade for both peoples
Explore technological advancements in Indus Valley civilisation.
Consider historical clues giving different explanations to what happened to the civilisation.

As GEOGRAPHERS we will explore:

Interconnection
Change and sustainability
Place and space

Key Knowledge

Where did the Stone Henge stones come from?

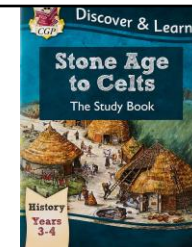
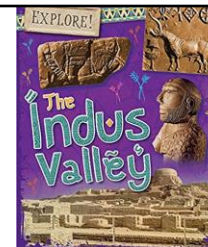
Locate Stone Henge on a map and the Preseli mountains in Wales, and compare this to the location of Nottingham using directional language and compass points.
Know that the smaller bluestones at the Stonehenge site were traced back to the **Preseli Mountains** in Wales (180 miles away from Stonehenge)
Explore different theories for how the stones were transported.

What were other civilisations like at this time?

Locate, Pakistan and India on a modern map and compare that to the location of Indus valley civilisation.
Explore the importance to the Indus River to how successful the Indus valley civilisation was.
Explore how environmental factors affected the design of Indus valley etc, mud bricks, high walls, wide streets for elephants to pass etc.

Key Vocabulary

AD, alliance, archaeologist, BC, bronze, Bronze Age, Celts, cemetery, climate, copper ore, cremated, crop, domesticated, empire, evidence, fertile land, flint, forage, fossil, Gaul, glacial period, glacier, harvest, hillfort, historian, hunter-gatherer, interglacial period, Iron Age, loom, mammoth, Mesolithic, Neolithic, prehistory, primary source, ritual, Romans, secondary source, settlement, sickle, source, Stone Age, summer solstice, timeline, tsunami, winter solstice



Year 3 – Extreme Earth

As GEOGRAPHERS we will explore:

Change and sustainability

Place and space

Environment

National curriculum concepts:

Geographical skills

Human and physical geography

Place knowledge

Locational knowledge

Key Knowledge:

What is the Earth made of?

Study the structure of the Earth: crust, mantle and inner/outer core

Understand that the Earth's mantle is almost solid and is churned around by heat from the core

Understand that the crust is made up of plates that are constantly moving

How do natural disasters happen?

Understand that a natural disaster is a violent event that happens outside of the control of humans

Volcanoes

Understand that a volcano happens when magma rises up and erupts through the crust

Understand that most volcanoes are located where plates of the Earth meet – locate these fault lines on a map.

Know that active volcanoes have been erupting for the last 10,000 years, whereas dormant volcanoes haven't but could erupt again in the future.

Know that extinct volcanoes are not expected to erupt again.

Locate active volcanoes on a world map

Appreciate the impact a volcanic eruption has on humans, plants and the weather

Earthquakes

Know that an earthquake is caused when two tectonic plates get stuck and pressure that builds up is released.

Know where are 7 major tectonic plates in the world.

Understand that a major earthquake can sometimes cause a tsunami and the devastating consequences this can have on coastal regions.

Understand the earthquakes are measured by richter scale and the significance of the scale – higher the number, the bigger the earthquake.

Tsunamis

Know that a tsunami is a giant wave caused by the impact of an earthquake under the ocean.

Know that the earthquake causes a large amount of water to be displaced very quickly causing a series of waves, which get bigger and bigger as they reach land.

Know that tsunamis cause devastation to land, buildings and lives.

Key Knowledge:

Tornadoes

Know that a tornado is a swirling funnel of air that forms when warm air rises from the ground into big, cumulonimbus clouds.

Know that there can be thunder and lightning at the same time when there is a tornado.

Understand you can see tornadoes due to the dust and water droplets caught in the clouds.

Know that most tornadoes happen in America – Tornado Alley – where there are over 500 each year.

What happened in Haiti in 2010?

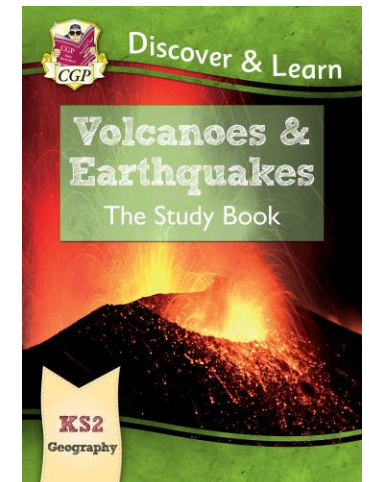
Know that Haiti is a country in the Caribbean (linking to Y2 knowledge)

Locate Haiti on a World Map in relation to the UK and what tectonic plates it is located on/near to

Know that there was an earthquake in Haiti in 2010, which had impact on the country, as it was already the poorest in the western hemisphere.

Key Vocabulary

Drought, greenhouse effect, flood, climate, heatwave, famine, wildfires, infrastructure, geology, population growth, poverty, aftershock, cone, constructive plate boundary, continent, continental plate, crater, crust, destructive plate boundary, earthquake, effusive eruption, epicentre, eruption cloud, explosive eruption, focus, fold mountain, foreshock, geothermal energy, inner core, lava, magma, magma chamber, main vent, mantle, minerals, oceanic plate, outer core, Richter scale, secondary vent, subduction zone, tectonic plates, volcano



Year 3 - Egyptians

As HISTORIANS we will:

Chronology | Significance | Source Enquiry

Key Knowledge:

When and where did the Ancient Egyptians live?

Study the timeline of the Ancient Egyptians

Study the work of Egyptologists and archaeologists and how this has developed our understanding of Ancient Egypt, including the discovery of the Rosetta Stone (link to Indus Valley – we still don't know how to translate their written language).

How did the Ancient Egyptians settle and thrive?

Understand the importance of the Nile in helping the Egyptians overcome the challenging climate (link to Indus Valley)

Explore farming methods, emphasising the importance of the Nile

Who were the pharaohs?

Study the beliefs Ancient Egyptians had about their pharaohs and their roles and responsibilities.

Explore the lives and legacies of some of the pharaohs

What did the Ancient Egyptians believe?

Study a selection of Ancient Egyptian gods

Explore the roles of priests in Ancient Egyptian religion and the importance of temples

Understand the Ancient Egyptians beliefs about the afterlife and mummification

Explore in detail the process of mummification

Explore the importance of the pyramids to the Ancient Egyptians, why they built them and how they built them.

What was life like for the Ancient Egyptians?

Compare attitudes toward men and women in Ancient Egypt with modern day Britain

Study what life was like for Ancient Egyptian children and the life of children depending on class and gender

Explore the trade and travel of the Ancient Egyptians and the impact this had on Egypt's relationships with the rest of the world

What happened to the Ancient Egyptians?

Explore the multiple invasions of Ancient Egypt (Link to Roman Empire)

Develop understanding of the impact of conquest on a society's culture and identity

As GEOGRAPHERS we will explore:

Place and space

Interconnection

Environment

National curriculum concepts:

Place knowledge

Local knowledge

Human and physical geography

Geographical skills

Key Knowledge:

Where is Egypt?

Know that Egypt is in the continent of Africa

Know the countries that surround it

What is it like in Egypt?

Study the human and physical geography of Egypt

Study the climate

Revise features of rivers

Study the features of the River Nile

Compare the Nile with other major rivers in the world

Key Vocabulary

Akhet, ankh, archaeologist, bartering, Blue Nile, burial chamber, Canopic jar, chariot, demotic, Duat, Egyptologist, excavate, goldsmith, hieratic, hieroglyphs, high priest, jackal, kohl, lapis lazuli, legend, linen, merchant, mummy, natron salt, Nile, obelisk, papyrus, Peret, pharaoh, pyramid, sanctuary, scarab, scribe, shaduf, Shemu, shrine, tax, tomb raiders, White Nile

