



# St Peter's History Medium Term Plan



## Year 3

Autumn 1	Spring 1	Summer 1
<p align="center"><b>Stones and Bones!</b></p> <p align="center">Britain from the Stone Age to the Iron Age: 6000BC to 43AD</p>	<p align="center"><b>Journey to Ancient Egypt</b></p> <p align="center">The achievements of Ancient Egypt: 3100 BC to 332BC</p>	<p align="center"><b>Journey to Ancient Greece</b></p> <p align="center">A study of Greek life and achievements and their influence on the western world: 800BC to 146BC</p>
	<p>Links to prior learning: Y3 - Stones and Bones</p>	<p>Links to prior learning: Y3 - Stones and Bones Y3 - Journey to Ancient Egypt</p>
<p><b>Lesson 1 - To identify the historical context of prehistoric Britain.</b> Historical context: the 1<sup>st</sup> early humans probably arrived in Britain around 800,000 BC; modern humans about 40,000 BC; meaning of 'prehistory' (see vocab below).</p> <p align="center"><b>Class timeline</b></p> <p align="center">Sequence the following events in order: Stone age began in Britain (10000 BC); Last Ice Age ended in Britain (6000BC); Building of Stonehenge began (3000BC); Bronze Age began in Britain (2500BC); Iron Age began in Britain (800BC); Romans came to Britain (43AD).</p>	<p><b>Lesson 1 - To identify the historical context of Ancient Egypt.</b> Historical context: Hunter-gatherer societies cover 90% of human history. An overview of where and when the first civilisations appeared: Ancient Sumer; The Indus Valley; The Shang Dynasty of Ancient China. The meaning of the word 'civilisation' (see vocab below)</p> <p align="center"><b>Class timeline</b></p> <p align="center">Sequence the following events in order: 1<sup>st</sup> Pharaoh in Egypt (3100BC); Egyptian hieroglyphs used for writing (3000BC); the pyramids were built (2500BC); the Sphinx was built (2400BC); Tutankhamun was the pharaoh (1300BC); Alexander the Great (King of Greece) conquered Ancient Egypt (332BC).</p>	<p><b>Lesson 1 - To identify the historical context of Ancient Greece.</b> Historical context: Greece before 800BC (Hunter-gatherer societies followed by farmers)</p> <p align="center"><b>Class timeline</b></p> <p align="center">Sequence the following events in order: Greek writing invented (800BC); the 1<sup>st</sup> Olympic games (776BC); democracy began in Athens (500BC); Parthenon built in Athens (447BC); Alexander the Great became King of Ancient Greece (336BC); the Romans conquered Ancient Greece (146BC).</p>
<p><b>Lesson 2 - To identify the religious beliefs of people during prehistoric Britain.</b> <b>Religion:</b> Stone circles, including Stonehenge.</p>	<p><b>Lesson 2 - To identify the religious beliefs of the Ancient Egyptians.</b> <b>Religion:</b> the gods/goddesses they worshipped (compare with religion in Bronze age Britain) Osiris was the most worshipped.</p> <p>Pharaohs and Pyramids: understand the meaning of a 'dynasty' and the most famous Pharaohs.</p>	<p><b>Lesson 2 - To identify the religious beliefs of the Ancient Greeks.</b> <b>Religion:</b> Greek gods and temples (e.g. the Parthenon - the temple to Athena); Greek myths (compare with Ancient Egypt religion. Compare with Ancient Egyptian religion.</p>
<p><b>Lesson 3 - To recognise the significance of the Bronze Age.</b> The Bronze Age: around 2500 BC people began working with metal for the 1<sup>st</sup> time, e.g. copper, gold and bronze. Where the metal came from and what it was used for (significance).</p>	<p><b>Lesson 3 - To identify what daily life was like for an Ancient Egyptian.</b> <b>Daily life:</b> e.g. farming and the importance of the River Nile, food, housing (compare with daily life in prehistoric Britain).</p>	<p><b>Lesson 3 - To identify what daily life was like for an Ancient Greek.</b> <b>Daily life</b> (compare with Egypt and prehistoric Britain) food and housing. <b>Significance:</b> The first Olympic games <b>Significance:</b> The introduction of Democracy in Athens <b>Significance</b> of theatre: first existed in Ancient Greece</p>

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		<p>The life of Alexander the Great, including the conquering of Ancient Egypt</p> <p>Greek city states, including Athens and Sparta.</p>
<p><b>Lesson 4 - To identify what daily life was like during prehistoric Britain.</b></p> <p><b>Writing:</b> pre-historic people used symbols and cave art to communicate.</p> <p><b>Daily life</b> comparison between Stone, Bronze, Iron Age; comparison between farming and hunter gathering. Compare food, housing, farming; how long hunter-gatherers had been in Britain (800,000 years) compared with only 8,000 years of farming in Britain (Skara Brae) The Iron Age: learned how to use iron in around 800 BC &amp; why this was <b>significant</b>.</p>	<p><b>Lesson 4-</b> To identify how the Ancient Egyptian civilisation to come an end.</p> <p><b>Invasion:</b> how the civilisation came to an end (defeat by Alexander the Great).</p>	<p><b>Lesson 4 - To recognise the significance of the Greek alphabet.</b></p> <p>Discuss what children already know about hieroglyphics from Ancient Egyptian times.</p> <p><b>Significance of writing:</b> 24 letters in the Greek alphabet; the first alphabet to use vowels.</p>
<p><b>Lesson 5- To identify how prehistoric Britain came to an end.</b></p> <p><b>Invasion:</b> how the Iron Age came to an end: The Roman invasion and the introduction of the Roman civilisation (Year 4).</p>	<p><b>Lesson 5 - To use hieroglyphics as a source of evidence to collect information about the past.</b></p> <p><b>Significance of Writing:</b> Egyptian hieroglyphs, which began in around 3000 BC (<b>contrast with prehistoric Britain</b>). Egyptian hieroglyphs 2nd writing script in the history of the world.</p>	<p><b>Lesson 5 - To identify how the Greek Empire came to an end.</b></p> <p><b>Invasion:</b> how the Greek Empire came to an end: defeat by the Romans.</p>
<p><b>Lesson 6 - To identify the legacy that prehistoric people left behind.</b></p> <p><b>Legacy:</b> things that remain in Britain today from the prehistoric period, e.g. Stonehenge - this is one of the most significant, world famous sites that is visited by tourists</p> <p>How we know: writing did not exist in Britain at this time so archaeology is the only original source of information</p>	<p><b>Lesson 6 - To identify the legacy of the Ancient Egyptians.</b></p> <p><b>Legacy:</b> The remains of Ancient Egypt that exist in Egypt today (e.g. Pyramids, Sphinx)</p> <p>How we know: The discoveries and achievements of archaeologists e.g. Howard Carter; Egyptian hieroglyphs</p>	<p><b>Lesson 6 - To identify the legacy of the Ancient Greeks.</b></p> <p><b>Legacy:</b> The modern Olympic games; Democracy; the remains of Greek buildings today e.g. the Parthenon; theatre/movies; the legacy of the Athenian democratic system</p> <p>How we know: Archaeology, e.g. Greek pottery, remaining buildings; Greek writing</p>

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<p style="text-align: center;">Use historical sources, e.g. books, pictures, eye-witness accounts, artefacts, buildings and visits, internet, visitors, statistics</p>		
<p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p>Pre-historic (started with use of stone tools; ended when writing came to Britain); BC; AD; archaeology</p>	<p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p>Civilisation (more developed society, e.g. use of writing); dynasty; archaeology; ancient, BC, hieroglyphs</p>	<p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p>Democracy; civilisation; archaeology; ancient, BC</p>