

YEAR 3 – AUTUMN – TOPIC STONEAGE TO THE IRONAGE

WOULD YOU RATHER BE A HUNTER GATHERER OR A FARMER?

In this unit, the children are introduced to the idea of the past beyond living memory which is their experience up to Y3. They will begin to appreciate that people have been living in Britain for a very long time and that time period, makes up the majority of our history.

They will begin to look at a range of archaeological evidence to support their thinking of how hunter-gatherers lived, survived and developed overtime towards the Neolithic period. They will learn about the development of man and their ideals, beliefs, home life and culture as they move into the Bronze and Iron Age. Throughout this learning, they will continue to focus on the viewpoint of a child and the societal structure they grew up in.

They will also have the opportunity to look at several historical sites in this country to inform and make conclusions from.

The unit has an overarching questions of:

Would you rather be a hunter gather or a famer?

This is then broken down into smaller blocks of enquiry:

Enquiry 1: Where does the stone, bronze and Iron Age fit into history?

Enquiry 2: How do we know anything about the Stoneage, it was so long ago?

Enquiry 3: What would people do to survive this time?

Enquiry 4: What evidence is there to suggest life began to change?

Enquiry 5: Did the arrival of metals make life better or worse?

Throughout this unit, there are many opportunities to begin to build their knowledge of chronology. It is sequenced chronologically so they can understand and appreciate the changes over time periods and where that fits into our history.

They will also be provided with opportunities to compare and contrast the different time periods studied and draw conclusions from this relating to the overarching questions. This will then be drawn together in a final assessment piece.

YEAR 3 – SPRING – TOPIC

ANCIENT EGYPT

WERE THE EGYPTIANS SUPERIOR TO THE NATIVE BRITONS?

In this unit, the children will learn about the achievements of one of the first Ancient Civilisations, the Egyptians

During the first half of this topic they will investigate how the geographical area compares to that of Britain and what that may suggest about the climate and therefore the lives of people who live there. They will begin to learn about Howard Carter and how his discovery, as well as the ruins that have been left behind, help us to learn about this civilisation.

In the second stage of this study, the children will begin to learn about life as child in ancient Egypt and the jobs they made do depending on their social class. They will learn about the importance of the Nile and farming and how they develop innovative tools for that period to support irrigation. Additionally, the children will learn about iconic elements of Egyptian culture. They will begin to learn about their religious including from the creation story, Gods, mummification and the journey to the afterlife.

The unit has an overarching questions of:

Would you rather be a hunter gather or a farmer?

This is then broken down into smaller blocks of enquiry:

Enquiry 1: When was the time of the Ancient Egyptians?

Enquiry 2: How do we know anything about the Ancient Egypt?

Enquiry 3: Was daily life tough for Egyptians?

Enquiry 4: Did Egyptian culture differ to that of other people?

Enquiry 5: How did religion affect beliefs in Ancient Egypt?

Throughout this unit, there are many opportunities to compare this civilisation to that of the Bronze Age people during the same period in history. This will allow children to develop a broader understanding of what is going on in the world and the advances of different people's social, cultural and religious beliefs.