

## History – Year 3

### Content

NC objectives - areas of study	End point of area of study	Vocabulary		
<p>1. Stone, Bronze and Iron Age <b>development</b> over time – weaponry, tools, hunter/gathering moved to farming. <b>Beliefs</b> – including current theories about Stonehenge.</p> <p>2. Study of ancient <b>civilisation</b> Rome – incorporating empire and slavery.</p>	<p>1. To understand that everything that exists was built on what came before it. Eg. the basic stone tools used <b>developed</b> into better stone tools then into bronze then iron. To know some of the ways in which it is believed people practised their <b>beliefs</b>.</p> <p>2. To understand how and why the Roman empire expanded, explaining the role of the army, the enslaving of conquered populations and consolidation by settling Roman citizens in newly taken areas. Explain the spread of Roman <b>civilisation</b> – <b>trade</b> took place between all areas of the empire. Their <b>beliefs</b> also spread with the growth of the empire.</p>	Basic	Adventurous	Technical
		<p>Stone Age T1: weapon, agriculture, hunter, gatherer, development</p> <p>Stone Age T2: Fort, jewellery, society, defence, invention</p> <p>Ancient Rome: army, conquer sacrifice, invade</p> <p>T6 defend, community, trade</p>	<p>source</p> <p>Ancient Rome:</p> <p>T6 resistance factor</p>	<p>Stone Age: Neolithic, Mesolithic, Paleolithic, ancestor, sacred, alloy</p> <p>Stone Age T2: smelting, mould, casting, torc, artefacts, hoard</p> <p>Ancient Rome: Empire, legions slavery, gladiator civilisation, citizenship emperor T6 uniformity Icen</p>

### Knowledge

Substantive Knowledge	Disciplinary Knowledge
<p>Stone, Bronze, Iron age – concepts <b>development</b>, <b>trade</b> and <b>beliefs</b>  <i>How did life develop over the Ages?</i>  <b>Lesson 1: LO: To understand how human beings have developed</b>                      Begin with earliest known human ancestor Lucy (narrative) – explain how humans have <b>developed</b> from australopithecines to homo sapiens.                      Humans had a common ape ancestor but did NOT evolve from</p>	<p><b>Each lesson:</b> Tell chn – we are being Historians now. Plenary: Children to ask how do Historians know what we have just learned? Constant referral back to Historian roles, eg. archaeology and story-telling (creating a narrative from the available evidence).  <b>Historical concepts to explore through the Stone/Bronze/Iron Ages:</b></p>

chimpanzees. Introduce dates on timeline, beginning of Stone Age in Britain, and Paleolithic, Mesolithic and Neolithic periods. Features of each (eg. nomadic in Paleolithic to hunter/gatherers in Neolithic). Ensure chn know people have been living in Britain for a very long time (since 800,000 on and off). Read *Stone Age Boy* to set the scene for further learning.

Vocabulary – Paleolithic, Mesolithic, Neolithic, ancestor

[How do we know what came before?](#)

**Lesson 2: LO: To understand the change from hunter gathering to**

**farming** Teach about the **development** from nomadic hunter/gatherers to farming. (Had time to develop skills, skilled craftsmen didn't have time for hunting so division of labour – organisation is a sign of civilisation).

Vocabulary – development, hunter, gatherer, agriculture

**Lesson 3: LO: To know the value of Skara Brae to historians**

Learn about Skara Brae: Tools, crop remains and bones found at Skara Brae show the villagers were hunters, fishermen and farmers. They grew crops such as wheat and barley, and reared sheep, cattle and pigs. Use Skara Brae as an example of how Historians know anything at all about the Stone Age, as it was so long ago. From these remains, narratives about how people lived in those days can be woven together.

Vocabulary – source

[How do we mark important places from History?](#)

**Lesson 4: LO: To understand the development of tools**

Impact of inventions – stone tools, to bronze then iron: human innovation and ability to adapt caused these **developments**, focus on their impact.

Better tools/weapons lead to more efficient hunting and skilled jobs.

Compare tools people had at the beginning to the end of the Stone Age.

Vocabulary - weapon

**Lesson 5: LO: To know some theories about religious beliefs**

Stonehenge shows developing **religious beliefs**. People worshipped the sun, moon, and natural elements on which harvest depended. Evidence suggests Stonehenge was a sacred site. Explore the different theories about Stonehenge, showing that History is contested – opinions depend on which evidence is used.

Vocabulary - sacred

*Cause and consequence:* cause, desire for more and better, consequence, better tools; cause producing goods of value, consequence put up fences to protect and keep; cause religious beliefs, consequence Stonehenge.

*Continuity and change:* human desire for more and better continues, how they achieved it and what they invented changed; continuously made tools, materials changed; continuously farmed (from when started), methods changed.

***Historical concepts to explore through the Romans:***

*Cause and consequence:* cause invasion, consequence slavery; cause invasion, consequence spread of empire and Roman ideas and way of life; cause desire to invade, consequence powerful army.

*Analyse trends:* track over time the ups and downs of the empire in Britain.

*Significance:* reasons why the Roman empire was significant. What lasting impact does it have on the world as we know it? Laws and government, roads, trade routes, engineering. Significance of their beliefs – the impact these had on their success.

*Written response to big question:* Why was the Roman empire significant?

**Lesson 6: LO: To know that trade helped develop bronze**

Children should know that people from other countries came and brought knowledge (link to **trade**) about how to mix tin and copper to create the alloy bronze. This was a significant **development**, allowing huge improvements to tools and creativity through producing jewellery. Learn about the Beaker people.

Vocabulary - alloy

**Lesson 7: LO: To understand the role of trade in developing jobs**

Teach about **trade** – the jobs that developed when people began making objects of value (weaponry, jewellery). Look at examples on British Museum website. Farmers could sell surplus and buy other goods. Know that by the end of the Bronze Age, merchants were dealing in large-scale regional trade. The entire Mediterranean was connected by trade routes, as was the Middle East, Central Europe, Central Asia, and East Asia. Exotic items (unavailable locally) would have been traded.

Vocabulary: jewellery

**Lesson 8: LO: To visit Flag Fen (focus Bronze Age)**

Explore how life **developed** beyond day to day survival, moved to building societies. Analyse evidence and artefacts available on trip.

Vocabulary: society, artefacts

[Looking at local history and the reasons why there is a museum.](#)

**Lesson 9: LO: To understand the transition from bronze to iron**

Learn about the transition from bronze to iron. Know that bronze was made by melting tin and copper together, where tin and copper came from and how bronze tools were made (using moulds). Know that iron was more readily available, tools were made by smelting, reheating it and beating it into shape. People made better ploughs and sickles which improved farming.

Vocabulary – smelting, mould, casting

**Lesson 10: LO: To know why iron forts were built**

Iron forts were built in *response* to this development- people had things they wanted to protect. Know that forts are evidence that life was not peaceful in this time. People lived in tribes and had their own identities. Know how and where hill forts were built.

Vocabulary – fort, defence

**Lesson 11: LO: To know how Iron Age hoards inform historians**

Explore the Snettisham Hoard of gold and silver torcs, what does it tell us that the society at the time? Iron Age people buried their treasure – why?

Lindow Man is a well preserved bog body. Investigate why his body was preserved and what it tells us about diet, health and beliefs in the Iron Age. (British museum has resources).

Vocabulary – torc, hoard

**Lesson 12: LO: To understand that huge changes occurred over the Ages**

Compare changes learned about through the Stone, Bronze and Iron Ages, using tools and farming as threads through each. Compare features of each age eg inventions in Iron Age. Work with the enquiry question - which period would have been the best to live in and why?

Vocabulary – invention, development

Consider how things would be different if the course of events had been different.

**Romans – concepts – civilisation, trade and beliefs**

*Were the Romans civilised?*

**Lesson 1: LO: To understand the reasons for the success of the Roman empire**

Chronology – show on timeline where Romans fit – relate to previous learning. Learn overview of reasons for the success of the Roman empire, from small town in Italy to an empire stretching across most of Europe, Africa and the Middle East. Start with Titus narrative (provided). Reasons: Army (brutality and consistency of the legions), slaves (workforce), civilization (roads to travel, bridges to go over rivers, writing which led to education), entertainment (circus/gladiators).

Vocabulary – empire, slavery

**Lesson 2: LO: To understand the role of the army**

Role of the army in success of empire building (legions – tough training, discipline and stamina). Army was key to empire building, they fought efficiently so overcame resistance.

Vocabulary – army, legions

**Lesson 3: LO: To understand why Romans enslaved people they defeated**

Learn about the enslaving of conquered populations and treatment of slaves (including gladiators). Rome survived on conquest - it needed the spoils of war (in taxes, slaves, and other items) to keep it functioning, eg slaves built the roads.

Vocabulary – slavery, conquer

[Explore the results of right and wrong behaviour in the past.](#)

**Lesson 4: LO: To know why gladiatorial games were important**

Explore reasons why the Romans organised gladiatorial games. Eg. Games brought society together by bringing them to watch. It was entertaining and exciting which meant people were not thinking about other things i.e. rebelling.

Vocabulary - gladiator

**Lesson 5: LO: To know the form of civilisation the Romans created**

Consolidation by settling Roman citizens in newly taken areas, and offering Roman citizenship to many. Standardised laws, ways of governing, a writing system, roads, measures, engineering employed all over empire. These are the hallmarks of a **civilisation**.

Vocabulary – civilisation, citizenship

**Lesson 6: LO: To know why the Romans invaded Britain**

Consider how and why Emperor Claudius successfully invaded Britain (Compare to Caesar who had failed). 40,000 men plus war elephants were sent, taking over Britain to show how powerful Claudius was as emperor and to expand the empire.

Vocabulary – emperor, invade

[What if the Romans hadn't invaded?](#)

Term 6

*Why did the Roman empire expand then fall?*

**Lesson 7: LO: To know how uniformity in Roman times helps historians**

Know how we know so much about the towns that Romans built in Britain (written records/remnants of buildings/roads still used/uniformity, they built their towns the same everywhere they went).

Vocabulary - uniformity

**Lesson 8: LO: To understand the spread of Roman civilisation**

Explain the spread of Roman **civilisation** – **trade** took place between all areas of the empire. Explore where (all the countries around the Mediterranean Sea because of ships) and what was traded (luxury goods, many goods moved all around the empire, eg olive oil from Greece once it was conquered).

Vocabulary – conquer, trade

**Lesson 9: LO: To understand Roman beliefs about their gods**

**Beliefs** – how their beliefs in gods affected their lives and their invincibility. They believed gods controlled every aspect of life – harvest, war, weather. When things went badly they believed the gods were angry, tried to keep them happy by sacrificing and worshipping them.

Vocabulary - sacrifice

**Lesson 10: LO: To know that Boudicca resisted Roman rule**

Know that Romans came close to losing Britain because of Boudicca - explore why. Iceni tribe led by Boudicca defeated the Ninth legion and destroyed Colchester and London, but were defeated by the Roman Army eventually.

Vocabulary – resistance, Iceni

[What if people didn't resist rules?](#)

**Lesson 11: LO: To know why Hadrian's wall was built**

Know that Hadrian's wall was built to defend Roman Britain from the Picts invading from Scotland. It had its own community of soldiers, slaves and families (use narrative to explore way of life there).

Vocabulary – defend, community

[Why do we fight and argue?](#)

**Lesson 12: LO: To know the reasons for the fall of the Roman Empire**

Contributing factors causing the empire to fall – Britain continued to resist, empire was too large an area to protect, attacked on all sides (link back to Hadrian's wall), financial crisis due to constant war and overspending.

Vocabulary - factors

## Concepts

**Civilisation**

**Trade**

**Beliefs (including religious)**

**Development**

## SKILLS

Chronological understanding	Range and depth of historical knowledge	Interpretations of History	Historical enquiry
<p><b>Place</b> the specific time studied on a wider time line.</p> <p><b>Sequence</b> events (using artefacts or other sources) <b>creating</b> a timeline within the time studied.</p> <p><b>Use</b> dates related to the passing of time, including BC/AD, era.</p> <p><b>Describe</b> events and periods from the past using dates – <b>know</b> the century events studied occurred in.</p> <p><b>Use</b> maths skills to work out how long ago events happened, and their duration.</p>	<p><b>Find</b> out about everyday lives of people in time studied and <b>compare</b> with our lives today.</p> <p><b>Identify</b> reasons for and results of people’s actions.</p> <p><b>Comprehend</b> and <b>empathise</b> with reasons for what people did in the past (behaviour, beliefs).</p>	<p><b>Distinguish</b> between different sources and <b>evaluate</b> their usefulness</p> <p><b>Compare</b> representations of the period – museum, cartoons etc.</p> <p><b>Identify</b> and <b>explain</b> different ways in which the past is represented.</p> <p><b>Understand</b> that early Britons would not have communicated/ eaten/dressed/played nor had the same beliefs as we do and this would have affected their actions.</p> <p><b>Identify</b> and <b>describe</b> what life would have been like for the early settlers</p> <p><b>Suggest</b> why certain events happened as they did in history (<b>create</b> a narrative).</p>	<p><b>Use</b> a range of sources to find out about a period, create questions.</p> <p><b>Select</b> and <b>record</b> information relevant to the study. Begin to use the library, e-learning for <b>research, solve</b> the posed questions.</p> <p><b>Develop</b> a narrative supported by evidence.</p> <p><b>Recognise</b> the part that archaeologists have had in helping us understand and develop narratives about the past. <b>Recognise</b> that our understanding of the past may change when new evidence is found.</p>

## ASSESSMENT

**KNOW MORE, REMEMBER MORE, DO MORE...**

In this unit of learning, progress has been made when a learner knows more. This ‘distance travelled’ from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.