

Y3/4 History Curriculum
Medium Term Plan

Year 3/4 Cycle A				
Topic		Lesson Focus	Key Knowledge	Vocabulary
Changes in Britain from Stone Age to Bronze Age Cycle A	1	To know when the Stone age, Iron age and Bronze age periods happened.	<p>This period is prehistory (before history was written down) and understand how to use BCE (Before the Common Era) CE (Common Era)</p> <ul style="list-style-type: none"> ● Stone age began around 2.5 million years ago ● Bronze age was approx 3000 BCE - 800 BCE ● Iron age was approx 800 BCE - the Roman invasion in 43 CE 	<p>Historian archaeologist archaeology</p> <p>Prehistoric - relating to the period before written records about history</p> <p>Homo sapiens</p> <p>Paleolithic (old Stone Age)</p> <p>Mesolithic (middle Stone Age) Neolithic (new Stone Age)</p> <p>BCE- Before the Common Era (Before Christ)</p> <p>BC/ BCE</p> <p>AD/ CE</p> <p>Era time period</p>
	2	To know early man made simple tools from stone to improve their lives.	Know that early man used the natural resources around them to make things from plants and stone. Stone was difficult to use; tools were basic thus early man had a nomadic and dangerous existence as hunter gatherers. Some artefacts have been found by archaeologists which tell us about this time period.	<p>Nomadic – travelling from place to place, usually related to pastures and seasons</p> <p>Tribes civilized</p> <p>Settlement – place where people live</p> <p>Hunter gatherer wild domestic</p>

	3	To know that during the Neolithic era prehistoric man began to lead a more settled lifestyle.	Know that tools allowed humans to begin simple farming techniques. Know that food had been provided through hunting and gathering. Understand that farming was a safer option.	Nomadic – travelling from place to place, usually related to pastures and seasons Tribes civilized Settlement – place where people live Hunter gatherer wild domestic
	4	To know that bronze was discovered and better tools could be made.	Bronze was an alloy made from 90% copper and 10% tin. It had to be forged but it allowed more precise tools to be made which were stronger and more effective, thus they improved the quality of life. Know that these new tools allowed more effective farming and better food production.	bronze copper tin tools change improve farm efficient food production archaeologists artefact
	5	To know that the Bronze Age people valued and used Bell Beakers.	Bell beaker people came from Europe, they traded Bell beakers for bronze. Bell beakers had many uses. Bell beakers were an important part of culture during the Bronze Age and people were even buried with their beakers, therefore historians (archaeologists) can find out about the past from these artefacts.	Europe traders Bell beaker clay bronze
	6	To know that a shipwreck was found in Britain that dates back to the Bronze Age.	Know that a shipwreck was discovered in 2009 off the coast of Devon. Know that archaeologists found 295 artefacts dating back to the Bronze Age. Know that this collection of artefacts helps us to know about this time period.	traders Europe artefact archaeologist ingot shipwreck
	6	To know that iron was discovered and was a better material for tool making.	Iron was naturally found therefore more easily accessible; no melting and mixing of different metals was needed. This was a quicker process for making stronger tools. Know that iron was long lasting and that historians use artefacts to find out about the past.	Iron developed improved archaeologists artefact

	7	To know that better tools led to farming settlements being built.	<p>The concept of farming reached Britain between about 4500 BCE and 5000 BCE. It revolutionised lives by creating settlements and a safer way of living. Know what an early farming settlement would look like. Know what tools and techniques were used to farm. Know that people lived in Hilltop forts during the Iron Age.</p>	<p>revolutionized Nomadic Hunter gatherer wild domestic Tribes civilized Settlement – place where people live</p> <p>Hilltop fort</p>
	8	To compare and contrast the houses throughout the Stone Age, Bronze Age and Iron Age.	<p>Know that better tools allowed people to build better homes.</p> <p>Compare the changes made in housing from the Stone Age to the Iron age.</p> <p>Explain how this made lives better.</p> <p>Children should demonstrate knowledge:</p> <p>Know that in the Stone Age people were nomadic so lived in simple houses made of wattle (woven wood) and daub (mud and straw).</p> <p>Know that in the Bronze Age most people lived in small villages or on farms. They built houses from materials that could be found nearby, such as wood or stone.</p> <p>Know that in the Iron Age people lived in Hilltop forts. These were surrounded by walls and ditches and warriors defended their people from enemy attacks. Inside the hill forts, families lived in round houses.</p>	<p>caves nomads wattle daub</p> <p>Settlements farming village</p> <p>Hilltop forts tribe protect</p>

<p>Roman Empire and its Impact on Britain Cycle A</p>	1	<p>To know when the Roman invasion of Britain took place.</p>	<p>Know what invasion means. Know that the Romans occupied Britain from 43 BCE to 410 CE. To have some understanding of why they invaded. They invaded to control the minerals (iron, zinc, copper gold and silver) and to take slaves from Britain.</p>	<p>BC/ BCE AD/ CE Era time period Enquire research change Similar different Reason cause evidence Artefact source evidence Rome Britania Minerals slaves Roman British Celt Julius Caesar Claudius Invasion conquer invade peace</p>
	2	<p>To know that a warrior called Boudicca tried to fight back.</p>	<p>Boudicca was the Queen of the Iceni tribe and led a group of Celts to fight back against the Romans. After the Romans took their land and whipped Boudicca, they decided to revolt and take revenge. The Iceni tribe attacked Colechester, set fire to the city. After the success of this they raided London and St Albans. The Romans soon retaliated and took charge again. The Roman army was highly skilled, well trained and difficult to beat. Hadrian's wall was built as a defence from tribes.</p>	<p>Invasion invade peace Conquest conquer power taxes Resistance revolt Boudica Queen of the Iceni tribe Romanisation Hadrian's wall</p>

	3	To know that the Romans changed the lives of people in Britain.	Know that after their conquest, the Romans built highly civilised towns with roads linking them. Know every town with a name ending in 'chester' or 'caster' or 'cester' was once a Roman town e.g. Doncaster, Dorchester, Cirencester, Chester, Lancaster, Manchester. These names can be found on maps and are used today. Know what a Roman town house looked like.	Romanisation civilised transport network cester caster
	4	To know that our modern day calendar was based upon the Roman calendar.	Know that we still use Roman numerals today. Know that our modern day calendar is based upon the Roman calendar. Explore the Roman calendar and notice how it is similar to our modern calendar.	numeral calendar legacy modern
	5	To know that some of our modern government and laws are based upon Roman laws.	Rome was ruled by officials called Senators like our modern government and politicians. The Roman laws were written down clearly, and applied to all citizens equally. The Romans wanted everyone to know the laws so they engraved the laws on tablets of metal called the Roman Twelve Tables. They introduced laws that we use today such as: You were innocent until proven guilty of any crime. Every citizen had the right to challenge their accusers in court.	government senator law citizen guilty accuse defend testify legacy modern

Y3/4 Cycle B

Ancient Egyptian Civilisation Cycle B	1	To know when and where the Egyptians lived.	Know that this period is 3000BCE-30BCE and place this in a timeline in their books. Know that this comes after the Stone Age, Bronze Age and Iron age and before the Roman invasion of Britain. Locate Egypt on a world map (link to Geography). Note where major ancient Egyptian cities were located and understand why people settled there. Note the comparison with our local area being a settlement near a river.	Egypt Egyptians Thebes/Cairo Nile Red Sea Mediterranean Sea Sahara desert North Africa Civilisation settlement
	2	To understand the significance of the river Nile to the Egyptians.	Know that the river was the most important aspect in Egyptian life as it provided water, transportation and fertile land for farming (food). Use images as sources to make conclusions about the importance of the river to the Egyptians. The Nile was the quickest and easiest way to travel from place to place. This allowed for effective trade routes. The three most	Civilisation settlement transport trade papyrus historical source archaeologist historian

		important crops were wheat, flax, and papyrus which was their main type of cloth. The Egyptians made paper and boats from the papyrus reeds.	
3	To know about the technology and tools used by the Egyptians.	<p>They will know that the Egyptian people used and developed technology to use the Nile effectively. Children will use sources to draw conclusions about tools and technology.</p> <p>They used spears and nets to catch fish. They would also use the nets to catch birds that flew close to the surface of the water.</p> <p>They will know that they used basin irrigation (man-made ditches full of trapped water, dykes and canals that crossed the farmlands and controlled water flow). They used a shaduf (hand-operated device for lifting water). They will know that Nilometers were used to predict the volume and measure water levels in the inundation of the Nile</p> <p>They will understand that the Nile and these inventions are still valued and used today.</p>	<p>Flooding farming</p> <p>Channelled diverted basin irrigation</p> <p>Transport trade canal</p> <p>invention technology engineer</p> <p>basin irrigation shaduf nilometer papyrus</p> <p>historical source archaeologist historian</p>
4	To know about Egyptian beliefs and rituals including mummification.	<p>They will learn that the Egyptians had many gods. They will know that the Pharaoh was believed to be the go-between Egyptian humans and the gods. When he died he became a god.</p> <p>The Egyptians believed in the afterlife. The afterlife had many rituals such as mummification. They wanted to preserve the body for as long as possible after death to allow the spirit to have a place to stay. They will know that archaeologists have found these artefacts and used them to learn about the Egyptians.</p> <p>Mummification meant that the body was: cleaned, organs were removed (placed in jars) and the body stuffed with sawdust, dried out with salts, wrapped in linen cloth called a shroud, then placed in a coffin (sarcophagus). The burial chamber would also contain jewels, amulets, food and drink.</p> <p>The organs were placed in the following jars:</p> <p> Duamatef- Jackal head for the stomach</p> <p> Imsety- human head for the liver</p> <p> Qebehsenuf- falcon's head for the intestines</p> <p> Hapi- baboon for the lungs</p>	<p>Pharaoh belief afterlife</p> <p>Mummification burial chamber tomb</p> <p>Sarcophagus canopic jar shroud</p> <p>Duamatef Imsety Qebehsenuf Hapi</p> <p>archaeologist artefact</p>

			A sarcophagus is a decorated stone coffin.	
	5	Learn about the discovery of Tutankhamun's tomb and what it taught us about the past.	<p>The children will look at a variety of sources to learn about the discovery of Tutankhamun's tomb. They will know that it was found by a British archaeologist (Howard Carter) in 1922, nearly 3000 years after his death. They will use the paintings on the walls of the burial chamber to learn about the journey to the afterworld. There were hundreds of artefacts that tell us about the life of the king.</p> <p>Know that historians do not have all the answers- Tutankhamun died suddenly and we do not know how but there is evidence of blow to the head or broken leg.</p>	Pharaoh Tutankhamun archaeologist artefact sources evidence
Ancient Greece Cycle B	1	To understand when the Ancient Greek civilization lies on the timeline.	<p>Ancient Greece refers to the years 700-480 BCE.</p> <p>Know where this is on the timeline of periods already studied. Place this time period on a timeline of previously studied times.</p> <p>Know the most successful time was the Classical Golden Age (480-323 BCE) known for its art, architecture and philosophy. That this marked the height of Ancient Greek civilisation and power. Use sources from the classical age to draw conclusions about life in this period.</p>	<p>Classical Golden Age</p> <p>BCE Ancient</p>
	2	To know about the most powerful states in Ancient Greece.	<p>Ancient Greece was split into many different states and each one was ruled in its own way. Each state had its own laws, government and money but they shared the same language and religion. The two most important city states were Athens and Sparta. Know the similarities and differences between the two states. (see long term map for specific details).</p>	<p>Athens Athenian</p> <p>Sparta Spartan Perioeci Helots</p> <p>Acropolis Parthenon</p> <p>State government democracy citizen slave civilisation rights justice</p> <p>Ekklesia (assembly)</p> <p>Boule (Council)</p> <p>Demos krakos</p>

	3	To know about the Greek Gods.	<p>To know that religion and Greek gods were an important part of life. That we know so much about their Gods through art and sculpture. Children will be historians and learn about the 12 gods and goddesses using a variety of sources inc images of artwork, paintings on vases, sculptures and understand that this is how historians find out about the past.</p> <p>Zeus- God of the Sky, Poseidon- God of the Sea, Ares- God of War, Aphrodite- Goddess of Love, Hera- Goddess of Women, Demeter- Goddess of Harvest, Athena- Goddess of Strategy ,Apollo- God of the Sun, Music and Poetry, Artemis- Goddess of the Hunt ,Hephaestus- God of Fire, Hermes- the Messenger God, Dionysus- God of Wine</p>	<p>historical source archaeologist historian belief god goddess</p>
	4	To use historical artefacts to find out about the ancient Olympics.	<p>Children will learn that the games began in 776BCE in Olympia.. The different city states often fought but during the Olympics, peace was declared and everyone came together to enjoy the games. The Olympic Games were held in Olympia, hence the name Olympics. They were held there because the gods lived on Mount Olympus and the games were in honour of Zeus- the king of the gods. The children will be historians and look at Greek vases and artwork from the time period that depict the Olympics. They will make conclusions about what the Olympics were like.</p>	<p>Olympics Olympian Olympus Zeus Gladiator arena athlete Source evidence pottery Archaeologist archaeology</p>
	5	To compare and contrast the ancient Olympics with the modern day games.	<p>Know that athletes had to be a free man, train for 10 months before, winners of the games were considered heroes, received olive branches for winning, but also became famous. Sometimes they received large sums of money from their home town. Modern winners receive medals.</p> <p>The original Olympics had fewer events than what we have at the modern Olympics today. The first Olympics was only a single event. It was called the stadion and was a running race that went the length of the stadium, or around 200 meters. It wasn't until the 14th Olympics that they added in a second event. More events were added over the next several Olympics. The ancient Games included running, long jump, shot put, javelin, boxing, pankration (boxing and wrestling) and equestrian events.</p> <p>Events that still continue today are boxing, wrestling discus, and running. No longer have chariot racing, gladiator competitions or horse racing. New events such as basketball, football and diving have been added.</p>	<p>Legacy similarity difference continuity change Gladiator arena athlete</p>

*ongoing skill throughout year