

Long Term Plan 2022-2023

Year 3 (KW, SH)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PBL	How can we show respect, tolerance and consideration for others? How new was the 'new' Stone Age (Neolithic era)?	How new was the 'new' Stone Age (Neolithic era)?		How has Evington changed since 1888?	How was life in Ancient Egypt different from life in Egypt today?	
Science		Rocks and fossils	Forces and magnets	Plants		Animals including humans Light
History	Changes in Britain from the Stone Age to the Iron Age	Changes in Britain from the Stone Age to the Iron Age		Local History	Ancient Egypt	
Geography		Geography of the Stone Age Map work		Map work UK, regions, counties, cities Compare a Region in France Human Geography settlements and land use Field Work		
Art	Self -portraits Cave paintings using natural tools and media Tools sketching	Rocks observational drawing Shape – Stone Henge sketch Fossils sketch using black outline pens Layers of the Earth-inspired by Rebecca Vincent		Plants- Texture-sketching Using a variety of media including pastels, pens and watercolours Trellis artwork – inspired by Henry Morris Map art inspired by Mondrian	Ancient Egyptian art inspired by artefacts	

RE	How is new life welcomed into the world?	What does dark mean? What does light mean? (Hindus, Sikhs and Muslims) Which special days and festivals are important for Christians? Christmas	Who is my neighbour?	Which special days and festivals are important for Christians? Easter	Values: What matters most? (All religions and humanists)	
RSE	Being safe including online relationships: What are the rules that keep us safe? Families - What is the same and different about us?	Careers: What job would you like? (Archaeologists) What can we do about bullying?	How can we describe our feelings?	Being safe including online relationships: What are the rules that keep us safe? (how to avoid risks, hazards and danger, both at home and outside)	What are the rules that keep us safe? (Peer pressure)	How can I improve my healthy lifestyle?
Computing	E-Safety: Hector's World Digital communications and passwords Explain how to respect online Design a 3D	Design a 3D Photo as logo/Collage: Identify how we can show respect, tolerance and consideration. O: Create a logo and a collage.	Intro Tinker, Predict, Test & Review programming: Try different map games O: Explain taught skills and why certain algorithms were used to sequence.	Virtual Map & Web Search/ Spreadsheet: O: Explore virtual map, know how to conduct a web search & begin to use Edexcel S to calculate & create graphs	Uses of technology: Compare Egyptian technology to present. S: Web, iMovie, 2simple O: Explain how changing technology impacts on society.	Programming LOGO: Plan & create a modern Pyramid City. O: Programme a LOGO so it follow a set of commands
Design and Technology		Neolithic Pouches sewing unit	Moving monsters pneumatics	Healthy Sandwich	Shadufs Moving mechanisms	Packaging Including computing design
French	Phonetics 1&2 (C) I'm Learning Fr/Sp/It (E)	Animals (E)	Musical Instruments (E)	Fruits (E)	Ancient Britain (E)	I Can... (E)
PE	Ball skills and cricket	Gymnastics	Dance	Basketball	Athletics	Tennis
Music	Ukulele Lesons with Leicestershire music services					

MAYFLOWER PRIMARY SCHOOL



Year 3

Project Based Learning

How 'new' was the New

Stone Age (Neolithic)? 6 weeks

Key focus: Changes in Britain from the Stone Age to the Iron Age

Faculty: Humanities

Thinking Skills Focus:

Visual tools for metacognition: Mind maps, storyboards, sketching, conceptual frameworks (flow charts, maps, venn diagrams etc), graphic organisers, dual coding

Sustainable Development Goals Focus:

Gender Equality – assumption v evidence

Life on land – how used the land to survive/land use

Life below water – settlements near water/animals followed

RRSA Articles:

A2. No discrimination

A27. Food, clothing, a safe home

RSE: Careers: What job would you like? (Archaeologists)

International link:

Diversity Focus:

World populations not just in Britain

Outdoor learning:

Collecting natural resources for their art work

Essential Questions:

What Britain was like after the last Ice Age?

What was life like in the 'Old' Stone Age (Palaeolithic)?

What was life like in the Middle Stone Age (Mesolithic)?

What was life like in the New Stone Age (Neolithic)?

Why were few people living in Britain at the time?

Why were they nomadic?

Can I draw conclusions using the evidence I have?

Do I realise that for some questions there are no clear answers?

Summary of the project:

Children will be introduced to the idea that people have been living in Britain for a very long time. They will learn about the changes that occurred between the middle Stone Age [Mesolithic Times] to the Iron Age – a period of over 10,000 years! Pupils will be encouraged to recognise the continuities too. For example there is very little change in houses, house-building or settlement size, until well into the Iron Age. For most of the period there is no written evidence, so the archaeological record is very important. There is a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based.

The children will research the 3 different eras within the Stone Age and compare their findings to answer the PBL question.

They will record their answers using drawings, artwork and homework tasks.

<p>Key Vocabulary:</p> <p>Palaeolithic Mesolithic Neolithic Shelters Roundhouse Hunter gatherer Nomad Nomadic Hide – animal skin Skara Brae Stonehenge</p>	<p>Prior Learning:</p> <p>In planning to ensure the progression teachers have introduced pupils to historical periods that they will study more fully at key stage 2.</p> <p>Pupils have been taught about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • significant historical events, people and places in their own locality.
<p>Key Skills</p> <p>Chronology</p> <p>Place the time studied on a timeline. Sequence several events or artefacts. Use dates relating to the passing of time.</p> <p>Range and Depth of Historical Knowledge</p> <p>Find out about everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have had to do something. Study change through the lives of significant individuals.</p> <p>Interpretations of History</p> <p>Identify and give reasons for different ways in which the past is presented. Distinguish between different sources and evaluate their usefulness. Look at representations of the period – museum, cartoons etc</p> <p>Historical Enquiry</p> <p>Use a range of sources to find out about a period Select and record information relevant to the study Begin to use textbooks and the internet for research</p> <p>Organisation and Communication</p> <p>Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT.</p>	

Begin to construct own responses that involve thoughtful selection and organisation of relevant **Historical information.**

Use Historically accurate terms to talk about the passing of time.

Launch:

Start to read our whole class text
in English – Stone Age Boy
Complete a KWL grid
Watch a video about Prehistory

Outcome:

Share their findings through history, English, art and design on the school's website.

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Year 3

Project Based Learning

How was life in Ancient Egypt different from life in Egypt today?

Faculty: Humanities – History and Geography STEAM – Art and D&T

Thinking Skills Focus:

Visual tools for metacognition: Mind maps, storyboards, sketching, conceptual frameworks (flow charts, maps, venn diagrams etc), graphic organisers, dual coding

Sustainable Development Goals Focus:

SDG 5- Gender equality
SDG 14 -Life on Land
SDG 15-Life under water

RRSA articles: 24, 4, 6

RSE: How can I improve my healthy lifestyle? (Following on from Science and D&T in Summer 1)

International link: Egypt today

Diversity Focus: How diverse was Ancient Egypt? What does the evidence tell us?

Outdoor learning:

Essential Questions:

What is the legacy of Ancient Egypt?
What is a civilisation?
Why couldn't the Ancient Egyptian civilisation have survived without the River Nile?
Why was the River Nile flooding a good thing for Egyptians?
Why did the Ancient Egyptians have only 3 seasons a year?
How did the Egyptians use the natural resources along the River Nile and the River Nile itself?
What did they invent? Why?
What were the roles in society?
What can evidence reveal about the Ancient Egyptian civilisation?
Why did the Ancient Egyptian civilisation last for 3000 years?
How was the River Nile used throughout history?
What is Egypt like today?
What have they learnt from Ancient Egypt?

Summary of the project:

The children will find out about the way of life of people living in ancient Egypt from archaeological discoveries. Children will develop their understanding of characteristic features of a civilisation; identify the different ways the past is represented; and use sources of information to make simple observations, inferences and deductions. They will design, make and create art work and D&T models to share their use of artefacts in enquiries. They will ultimately gain the knowledge and apply their understanding to focus on the sustainable use of natural resources.

They will be introduced to the geography of rivers in order to understand the importance of the river Nile.

They will understand the nature of a river: that it flows downwards from high ground to the sea and that it has the power to erode and shape the landscape over time. They will begin to learn geographical vocabulary associated with rivers and their features.

	They will learn how a river forms on high ground and how it changes as it journeys to the sea. They will be able to use maps, atlases and digital computer mapping to follow the journey of a river. They will label of the river Nile and begin to notice features along the way.
<p>Key Vocabulary:</p> <p>Words associated with the passing of time, eg ancient, modern, BC, AD</p> <p>Words associated with aspects of society e.g Civilisation, society, food and farming, science, technology, architecture, beliefs</p> <p>Words associated with Ancient Egypt, eg River Nile, Pharaoh, Sphinx, hieroglyphics, Rosetta Stone, Howard Carter, mummies, canopic jars, mummification.</p> <ul style="list-style-type: none"> • Introduction to the geographical terminology about rivers – Upper course, middle course, lower course, source, tributary, meander, flood plain, bank, mouth <p>SDGs focus: natural resources, efficient, sustainable management,</p>	<p>Prior Learning:</p> <p>used a range of sources of evidence, including artefacts, pictures and written sources</p> <p>sort historical sources into categories</p> <p>studied the way of life of people living a long time ago -Prehistory– Stone Age</p> <p>know about chronology and have used time lines</p> <p>have an SDGs overview</p> <p>know about SDG 14 -Life on Land, SDG 15-Life under water and SDG5 - gender equality</p>

<p>Launch:</p> <p>‘The Egyptian Cinderella’ novel in English lessons</p> <p>Becoming an Egyptologist</p>	<p>Outcome:</p> <p>Action: Children will compare ancient Egypt to modern Egypt and find similarities and differences, giving reasons why.</p> <p>They will share their ideas and artefacts in a padlet to share with the whole school community via a QR code.</p>
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HISTORY SKILLS

Chronology	Place the time studied on a timeline. Sequence several events or artefacts. Use dates relating to the passing of time.
Range and Depth of Historical Knowledge	Find out about everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have had to do something. Study change through the lives of significant individuals.
Interpretations of History	Identify and give reasons for different ways in which the past is presented. Distinguish between different sources and evaluate their usefulness. Look at representations of the period – museum, cartoons etc
Historical Enquiry	Use a range of sources to find out about a period Select and record information relevant to the study Begin to use textbooks and the internet for research
Organisation and Communication	Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT. Begin to construct own responses that involve thoughtful selection and organisation of relevant Historical information. Use Historically accurate terms to talk about the passing of time.

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Year 3 Project Based Learning How has Evington changed since 1888?

Key focus: Geography, History (Art and Design, ICT, English, RE, Maths)
Faculty: Humanities

Thinking Skills Focus: Visual tools for metacognition: Mind maps, storyboards, sketching, conceptual frameworks (flow charts, maps, venn diagrams etc), graphic organisers, dual coding

Sustainable Development Goals Focus:

Land use
Rural – Urban
Urbanisation and consequences

RSE: Being safe including online relationships: What are the rules that keep us safe? (Road safety)

International link: Link to region in France – Erasmus visit to Lille

Diversity Focus:

The creation of the Madani High School and mosque

Outdoor learning:

Historical walk around local area

Essential Questions:

How has the landscape changed over time? Which buildings are there in 1888, 1932 etc? Which buildings are not there?
Why have the buildings and land use changed?
How have they changed?
What have the buildings been used for? How have the factories in the area changed?

How did the war impact on what the buildings were used for?
How has the community changed?
What can the buildings in the area tell us about the time they were built (the features of Edwardian houses)?
How did some of the streets get their names (related to Arthur Wakerley)? Who was Arthur Wakerley? Why should we remember him? How should he be remembered for his contribution to the local area?

What are the positives and negatives of urbanization?
Why do some areas become urbanized and some don't?
Can we compare and contrast localities?

Summary of the project:

Children look at the directories, census and photos of the different kinds of factories. They Compare maps of Evington from 2015 – 1888. What was there as we go back in time? Start with most recent map and use a coloured code to highlight landmarks/features i.e. Mayflower, Ethel road, Madani High School etc... They share 2015 map first, identify landmarks and use a colour code and record results on a table.

Children go on an Evington Valley trail and write about it. They also visit factories.

Children develop understanding about the contribution of Arthur Wakerley in the local area (and beyond).

What has happened to the local area? What do you think the view would have been out of the classroom window 100 years ago? Why? Why do some places become urbanized and some don't? What do you predict the view from the school will be in 100 years' time? Through linking Network school and Erasmus schools on Google Maps. Compare and contrast.

What can you tell the children from your link school about your local area?	<p>Alice Hawkins as a prominent figure. Children find information about her and create a presentation about her for the children from our link school.</p> <p>Children create a poster about Leicester to persuade their Linking friend to visit.</p> <p>Our final outcome will be writing persuasive letters to the council to instate a statue of Arthur Wakerley.</p>
<p>Key Vocabulary:</p> <p>local area, urbanisation, landmarks, colliery, Architect, Mayor, Politician, Humanitarian, urban/rural</p> <p>Types of house- terraced, semi-detached, detached</p> <p>Features- chimney, fire place, bay window, double glazing</p>	<p>Prior Learning:</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map; and use and construct basic symbols in a key.</p> <p>Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.</p> <p>Follow a route on a map.</p>

<p>Launch:</p> <p>Photos/ video</p> <p>Local Area walk and hunt with Ismail Dale</p>	<p>Outcome:</p> <p>Persuasive letter writing</p>
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YEAR 3 GEOGRAPHY SKILLS:

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

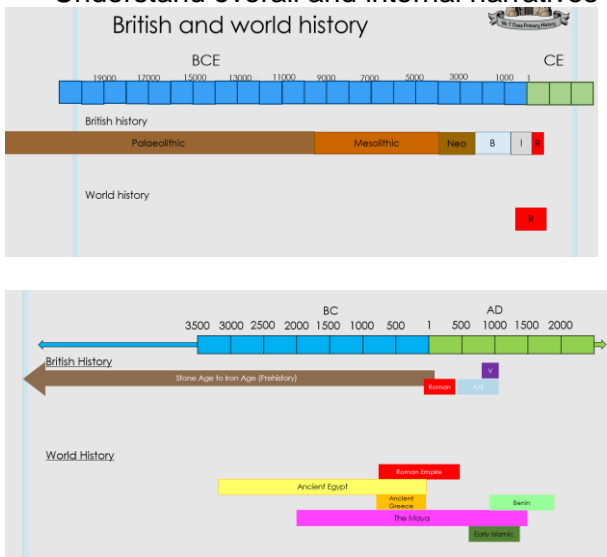
Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Follow a route on a map with some accuracy.

Try to make a map of a short route experience.

Year 3 - How did the Stone age change the world? / What was 'new' about the new stone age?

Curriculum Objectives	Vocabulary				Links across the curriculum
<ul style="list-style-type: none">Understanding that man moved from hunter-gatherer to farmer from rural to urban, from fighting for survival to a sophisticated survival. Use of tools. Building construction	period	Overall narrative	Concurrence	Internal narrative	Maths – scaling Art – building construction Stone age cave paintings using natural resources such as berries etc.
	Pre-history	Nomadic/nomad	Palaeolithic	Mesolithic	
	Neolithic	Shelters	Roundhouse	Hunter gatherer	
		Skara Brae	Stonehenge	Hide – animal skin	
SDG 5 - Gender Equality – assumption v evidence SDG 14 - Life below water – settlements near water/animals followed SDG 15 - Life on land – how used the land to survive/land use					
Lesson Sequence	Key Knowledge				Key Skills
<p>1. What did we learn in Key Stage 1? How are timelines organised? What is the overall narrative?</p> <p>(Children need to know what they will go on to learn in Year 4)</p> <p>Living timeline</p>	<ul style="list-style-type: none">Understand beyond and within living memory using the timelineKnow how timelines work (maths link)Understand periods of timeUnderstand overall and internal narratives 				<ul style="list-style-type: none">Reading timelines e.g. an arrow is a singular event, a bar is a period of time, if the bars touch each other there was interaction, if they are not touching, they are concurrentPlace the time studied on a timeline.Sequence several events or artefacts.Use dates relating to the passing of time.
<p>2. How did lifestyles change between the stone age and the iron age? Stonehenge – pagans, religion</p>	<ul style="list-style-type: none">Know that the stone age was split into old Palaeolithic, middle Mesolithic and new Neolithic stone ageUnderstand that we moved from hunter-gatherers to farmersUnderstand that art and culture changed (cave paintings, stories)Understand the importance of Stonehenge – ritual, community				<ul style="list-style-type: none">Find out about everyday lives of people in time studied.Look at representations of the period – museum, cartoons etc

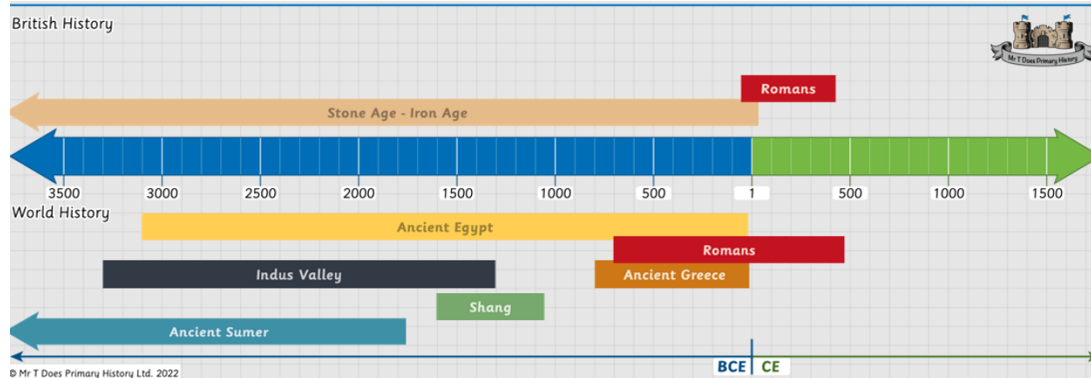
		<ul style="list-style-type: none"> ○ Identify and give reasons for different ways in which the past is presented. ○ Distinguish between different sources and evaluate their usefulness (representations of Stonehenge). Excavations – local and Creswell Crags and Skara Brae.
<p>3. What Britain was like after the last Ice Age? What was life like in the 'Old' Stone Age (Palaeolithic)? Why were they nomadic? Why were few people living in Britain at the time?</p> <p>How did buildings, food and the use of materials change between the stone age and the iron age?</p>	<ul style="list-style-type: none"> • To know that in the Paleolithic period (roughly 2.5 million years ago to 10,000 B.C.), early humans lived in caves or simple huts or tepees and were hunters and gatherers. They used basic stone and bone tools, as well as crude stone axes, for hunting birds and wild animals. • To understand that the houses were designed to match the needs of the people e.g. nomadic people preferred tepees as they were portable. They lived in caves when appropriate. • To know what materials were used and why (ie natural materials, materials found by gathering). 	<ul style="list-style-type: none"> ○ Find out about everyday lives of people in time studied. ○ Cause and effect ○ Identify reasons for and results of people's actions. ○ Understand why people may have had to do something.
<p>4. What was life like in the Middle Stone Age (Mesolithic)?</p> <p>How did buildings, food and the use of materials change between the stone age and the iron age?</p>	<ul style="list-style-type: none"> • To know what life was like in the Middle Stone Age. During the Mesolithic period (about 10,000 B.C. to 8,000 B.C.), humans used small stone tools, now also polished and sometimes crafted with points and attached to antlers, bone or wood to serve as spears and arrows. They often lived nomadically in camps near rivers and other bodies of water 	
<p>5. What was life like in the New Stone Age (Neolithic)?</p> <p>How did buildings, food and the use of materials change between the stone age and the iron age?</p>	<ul style="list-style-type: none"> • Understand the different materials that the houses were made of (doors, windows, roofs, chimneys, what was it like to be in) • Understand that we moved from prey to predators. • Understand the impact of farming – e.g. animals • Understand the importance of fire – food, protection, 	
<p>6. What was life like in the Bronze Age?</p>	<ul style="list-style-type: none"> • Understand the move from using animal products like bones, skin and horns to stone tools to bronze and iron. Around 2500BC settlers from mainland Europe brought new skills to Britain. They were metalworkers who knew how to work with copper. Gradually, Britons learned to make objects from copper, gold and bronze. By 2100BC, Britons were mining metals. Trading ships travelled to mainland Europe carrying copper, tin and precious objects made by metalworkers. Some settlers who arrived belonged to the Beaker culture. 	

	<p>Beaker people lived in clans led by powerful chiefs. They held religious ceremonies at stone circles, and buried their dead in circular graves. These customs became part of life in Ancient Britain.</p>	
<p>7. What was life like in the Iron Age?</p>	<ul style="list-style-type: none"> Understand the impact of the move to using iron <p>Around 800 BC people in Britain learned how to use iron. This discovery had a dramatic impact on everyday life. Iron tools made farming much easier than before and settlements grew in size. People in Iron Age Britain lived in clans that belonged to tribes led by warrior kings. Rival tribes fought with deadly iron weapons. Many people lived in hill forts to keep safe from attacks. During the Iron Age, the Celtic people spread out across Europe and many settled in Britain. The ancient Britons followed a Celtic way of life. They enjoyed feasting, music and poetry. They produced fine metalwork which they traded with people in mainland Europe.</p>	<ul style="list-style-type: none"> Find out about everyday lives of people in time studied. Cause and effect Identify reasons for and results of people's actions. Understand why people may have had to do something. Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT. Begin to construct own responses that involve thoughtful selection and organisation of relevant Historical information.
<p>8. Can I draw conclusions using the evidence I have?</p>	<ul style="list-style-type: none"> To understand the legacy of the Stone Age To draw conclusions using evidence To realise that for some questions there are no clear answers 	
<p>Golden Threads: settlement / migration civilisation society religion</p>	<p>Second order concepts: Change and continuity, Cause and consequence, Historical interpretation, Sources and evidence</p>	<p>Links across the history curriculum Year 1 – Gender roles – toys being for everyone Year 3 - Links to Ancient Egypt (concurrence) and Year 4 - Romans Year 6 - Maya are a Stone Age society- how similar and how different are they to Stone Age Britain? How did the Maya make best use of the resources available to them? Local history: Creswell Crags Bradgate Park (the ice at Creswell Crags melted and washed some artefacts towards the area that is now Bradgate Park).</p>

Changes

Hunter-gatherers	Farmers
Rural	Urban
Fighting for survival	sophisticated
Natural tools – e.g. bones etc	Stone → bronze and iron tools
teepees	Roundhouses, wattle and daub Community, fences, villages

Year 3 – The Achievements of the earliest Civilisations - How was life in Ancient Egypt different from life in Egypt today?

Curriculum Objectives <ul style="list-style-type: none">The achievements of the earliest civilisations- an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt;	Vocabulary				Links across the curriculum
SDG 5 - Gender equality SDG 14 - Life on Land SDG 15 - Life under water	period	Overall narrative	Concurrence	Internal narrative	Maths – scaling Geography- maps, land use, changing land use, rivers Science/geography: seasons RE: different belief systems/ belief in the afterlife
	Howard Carter	ancient	modern	civilisation	
	society	food	farming	science	
	technology	architecture	beliefs	River Nile	
	Pharaoh	Sphinx	hieroglyphics	Rosetta Stone	
	mummies	Canopic jars	River vocabulary	religion	
Lesson Sequence	Key Knowledge				Key Skills
1. What did we learn in Key Stage 1 and during the Stone Age to Iron Age topic? How are timelines organised? What is the overall narrative? (Children need to know what they will go on to learn in Year 4)	<ul style="list-style-type: none">Know how timelines work (maths link)Understand periods of timeTo understand where the earliest civilisations come on the overall narrative timeline.To know that the Ancient Egyptians ran concurrently with each other but that there was no direct interaction. 				<ul style="list-style-type: none">Reading timelines e.g. an arrow is a singular event, a bar is a period of time, if the bars touch each other there was interaction, if they are not touching, they are concurrentPlace the time studied on a timeline.Sequence several events or artefacts.Use dates relating to the passing of time.
2. When and where did the first civilisations appear? What is a civilisation?	<ul style="list-style-type: none">To know when and where the first civilisations appeared.To be able to locate on a map and on a time line (internal narrative timeline) (see above).To know the key events/legacy events in Ancient Egypt (internal narrative timeline – see below).				
3. Where in Egypt? What is Egypt like today?	<ul style="list-style-type: none">To know where Egypt is on a world map.To know the religion of modern day Egypt.To know the language/s of modern day Egypt.To know facts about the everyday life of modern Egyptians.				<ul style="list-style-type: none">Find out about everyday lives of people in time studied.Compare with our life today.

4. What was the importance of the River Nile? What was its impact on Ancient Egyptians? Why couldn't the Ancient Egyptian civilisation have survived without the River Nile?	<ul style="list-style-type: none"> To know the location of the River Nile To know the uses and benefits of the River Nile To know why the River Nile flooding was a good thing for the Ancient Egyptians To know what natural resources from the River Nile were used and how they were used. 	<ul style="list-style-type: none"> Identify reasons for and results of people's actions. Understand why people may have had to do something.
5. Why did the Ancient Egyptians have only 3 seasons a year?	<ul style="list-style-type: none"> To know that the three seasons correspond to the cycle of the Nile and agriculture. 	<ul style="list-style-type: none"> Compare with our life today.
6. What were the different roles in Ancient Egyptian society?	<ul style="list-style-type: none"> To know that in general, men and women had different roles in the society of Ancient Egypt. However, unlike in many ancient civilizations, women were considered men's equals under the law. Just like men, women could run businesses, borrow money, and own property. To know that there were six classes of society: (1) the pharaoh, or king, (2) government officials, (3) nobles and priests, (4) scribes and soldiers, (5) artisans and merchants, and (6) peasants and slaves. The pharaoh, or the king, was at the very top of the Egyptian hierarchy. 	<ul style="list-style-type: none"> Find out about everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have had to do something. Identify and give reasons for different ways in which the past is presented.
7. What did the Ancient Egyptians invent?	<ul style="list-style-type: none"> The Ancient Egyptians have been credited with MANY inventions that really changed the world and are still used today. Some of the inventions include writing (hieroglyphics), ink, make up, advancement in medicine, toothpaste, door lock, plow, calendar, and sundial to name a few. 	<ul style="list-style-type: none"> Distinguish between different sources and evaluate their usefulness.
8. What did the Ancient Egyptians believe and how do we know?	<ul style="list-style-type: none"> The ancient Egyptians were a polytheistic people who believed that gods and goddesses controlled the forces of the human, natural, and supernatural world. To know the names of some of the gods/goddesses and what they represented. 	<ul style="list-style-type: none"> Look at representations of the period – museum, cartoons etc
9. What can evidence reveal about the Ancient Egyptian civilisation?	<ul style="list-style-type: none"> To know how we can learn about Ancient Egypt studying evidence/ artefacts such as hieroglyphics, pyramids, mummies, the Sphinx of Giza, King Tut's tomb etc. 	
10. Why/how did the Ancient Egyptian civilisation last for 3000 years?	<ul style="list-style-type: none"> To know that the success of ancient Egyptian civilization came partly from its ability to adapt to the conditions of the Nile River valley for agriculture. 	
11. What is the legacy of Ancient Egypt? What can we learn from Ancient Egypt?	<ul style="list-style-type: none"> Understand the legacy of Ancient Egypt To make connections to modern times Ancient monuments, art, writing and grand temples aside, the ancient Egyptians invented a number of items which one simply takes for granted in the modern day. 	

	Paper and ink, cosmetics, the toothbrush and toothpaste, even the ancestor of the modern breath mint, were all invented by the Egyptians. The Ancient Egyptians are the first civilisation to consider an afterlife.	
Golden Threads: legacy country famine peasant power religion ruler settlement slave society trade	Second order concepts: Similarities and differences, Cause and consequence, Change and continuity, Sources and evidence	Links across the history curriculum: Year 4 - Romans- polytheism (the belief in many gods) Year 6 - Mayan civilisation. What are the similarities and differences between Ancient Egyptian writing/hieroglyphs and Maya writing? Which is which? Can you tell the difference? Can Year 3 read the Maya writing? How did the Maya make best use of the resources available to them? Local history: Ancient Egypt display at New Walk museum



Year 3 – Local History - How has Evington Changed Since 1888?

Curriculum Objectives		Vocabulary				Links across the curriculum
<ul style="list-style-type: none">Local History Study – a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality	period	Overall narrative	Concurrence	Internal narrative	Maths – scaling Geography- maps, land use, changing land use, compasses, fieldwork, following a route	
	map	local area	urbanisation	landmarks		
	urban	rural	Mayor	politician		
	colliery	architect				
	Types of house- terraced, semi-detached, detached		Features of houses- chimney, fire place, bay window, double glazing			
SDG 1- No poverty SDG 3 - Good Health and Well-Being SDG 10 – Reduced Inequalities						
Lesson Sequence	Key Knowledge				Key Skills	
1. Look at most recent map of the local area	<ul style="list-style-type: none">To identify buildings and landmarks in the local area such as Mayflower Primary School, Mayflower Methodist Church, Leicester General Hospital.				<ul style="list-style-type: none">Identify and give reasons for different ways in which the past is presented.Distinguish between different sources and evaluate their usefulness.Use a range of sources to find out about a periodSelect and record information relevant to the studyBegin to use textbooks and the internet for research	
2. To go back through historical maps of the same local area to 1888 to identify what has changed and how.	<ul style="list-style-type: none">To identify how the local area, buildings and landmarks have changed since 1888 using historical maps.To be able to infer when buildings were built/changed usage. <p>Key Questions: How has the landscape changed over time? Which buildings are there in 1888, 1932 etc? Which buildings are not there? Why have the buildings and land use changed? How have they changed? What have the buildings been used for? How have the factories in the area changed? How did the war impact on what the buildings were used for? How has the community changed? What can the buildings in the area tell us about the time they were built (the features of Edwardian houses)?</p>					
3. To go on a walk of the local area and discuss what the buildings are currently used for and what they were used for in the past.	<ul style="list-style-type: none">To walk around the local area to look at buildings such as houses, churches, schools, factories.To know how we can use buildings and architecture to learn about the past.					
4. To learn about significant individuals in the locality.	<ul style="list-style-type: none">To know about the life of Arthur Wakerley.To create an internal narrative timeline of Arthur Wakerley's life.				<ul style="list-style-type: none">Find out about everyday lives of people in time studied.Compare with our life today.Identify reasons for and results of people's actions.	
5. To learn about significant individuals in the locality.	<ul style="list-style-type: none">To know why Arthur Wakerley is a significant individual.					

	<ul style="list-style-type: none"> To appreciate his local legacy (Wakerley houses, Turkey Café, Leicester Synagogue, street names named after himself and his family). <p>Key Questions: How did some of the streets get their names (related to Arthur Wakerley)? Who was Arthur Wakerley? Why should we remember him? How should he be remembered for his contribution to the local area?</p>	<ul style="list-style-type: none"> Understand why people may have had to do something. Study change through the lives of significant individuals. Begin to use textbooks and the internet for research Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT.
6. To know that some areas become more urbanised than others.	<ul style="list-style-type: none"> To know the differences between urban and rural areas. To know why and how rural areas become urbanised. To know the positive and negative effects of urbanisation. <p>Key Questions: What are the positives and negatives of urbanization? Why do some areas become urbanized and some don't? Can we compare and contrast localities? What can you tell the children from your link school about your local area?</p>	
Golden Threads: Legacy (Street names and buildings Whitwick Colliery disaster) Church City (Changing building use) Rights/ Society Social Justice (Social change- Wycliffe School for the Blind Wakerley houses)	Second order concepts: Change and continuity, Cause and consequence, Similarities and differences, Historical significance, Sources and evidence	Links across the history curriculum Local History: Year 3 - Link school (compare and contrast) Years 1 and 4 - significant people and places in their own locality. Year 5 - buildings bombed during WW2/ boot and show factory being used to make bombs and grenades during WW2. Year 5 - link to Judaism/synagogue Year 5 - Greeks- legacy of architecture and buildings