

Year 3 Scheme of Learning: History

History in the classroom:

History Working Walls	
Learning Objective	Enabling Effective Learning Environments.
Declarative Knowledge	<ul style="list-style-type: none">• Linked to history unit being taught• Use of children's work• Use of pupil voice• Use of text and images• Use of history skills and icons
Procedural Knowledge	<ul style="list-style-type: none">• Chronology• Interpretation• Similarities and differences• Source Enquiry• Significance• Cause and Consequence
Key Vocabulary	Linked to history unit being taught.
Cross curricular links	Use of maps

Year 3 - Would you like to live in the Stone Age, Bronze Age or Iron Age?

Lesson 1	
Learning Objective	Was Stone Age man simply a hunter and gatherer, concerned only with survival?
Declarative Knowledge	<ul style="list-style-type: none"> • Pupils grasp that the term Stone Age covers an enormous period of time and that the period covered in the lesson is from about 9,000 years ago. • They can explain what the view of Stone Age man used to be: spending all day simply hunting and gathering. • They can demonstrate understanding of four key pieces of evidence to show Stone Age man was not primitive: making and using tools, fashioned from flint and wood; proper burials; hunting ceremonies; organised way of life. • They can make simple deductions about life style based on evidence. • The most able can grasp that the Stone Age was a massive period of time and that most finds come from the very late Stone Age. • To know Star Carr archaeologists have found bones of birds and fish. • To know spears were used for hunting with cut flints tied to wooden poles – not yet bows or arrows. Most hunting took place in open spaces. • To know heavy hand-axes were used to break bones of large animals. • To know animal skins. These were first scraped with flints. • To know stags, deer were very important to Stone Age people. The male deer were hunted for their meat, antlers and skin. • To know there were small shelter which were often found near lakes. • To know at Star Carr they found evidence of paddles, so they clearly had canoes or flat boats that they hollowed out using flints.
Procedural Knowledge	Interpretation, chronology
Key Vocabulary	Archaeologist, artefacts, hunter gatherer, flints, prehistoric

Lesson 2	
Learning Objective	How different was life in the Stone Age when man started to farm?
Declarative Knowledge	<ul style="list-style-type: none"> • To learn of the major changes that came in the Neolithic period with the arrival of farming from the Near East. • To look at the features of life in the New Stone Age and work out which are the really big changes, which are small changes and which mark continuity from the Middle Stone Age (Mesolithic period). • Pupils can locate move to farming on a simple timeline. • They can identify BIG changes that came in the New Stone Age (Neolithic period). • They grasp that hunter and gatherers were living alongside early farmers about 5,000 years ago. • They can explain the impact of farming esp. taming wild animals, growing wheat etc. • The most able can describe relative significance of each change. <p>Big changes</p> <ul style="list-style-type: none"> • Training oxen to pull the ploughs. • Growing crops such as wheat and barley. • Has small farms. Started to live on small settlements. <p>Small changes</p> <ul style="list-style-type: none"> • Kept pigs and cattle. • People started to make pots. • People started to have complicated burial ceremonies. • People cleared woodland (i.e. this had already started). <p>Stayed the same</p> <ul style="list-style-type: none"> • Some still hunted. • Continued to use stone tools.
Procedural Knowledge	Similarities and differences/ continuity and change
Key Vocabulary	Neolithic times, hunter gatherer, farming, settlement, burial ceremony

Lesson 3	
Learning Objective	What can we learn about life in the Stone Age from a study of Skara Brae?
Declarative Knowledge	<ul style="list-style-type: none"> • To locate Skara Brae on a timeline. • To know when people live there. • To know a settlement was inhabited between about 3100BC and 2500BC, with only minor changes of lifestyle during that time. • Radiocarbon results obtained from samples collected during these excavations indicate that occupation of Skara Brae began about 3180 BC with occupation continuing for about six hundred years. • Around 2500 BC, after the climate changed, becoming much colder and wetter, the settlement may have been abandoned by its inhabitants. • To know Skara Brae was inhabited before the Egyptian pyramids were built, and flourished for centuries before construction began at Stonehenge. • It is some 5,000 years old. But it is not its age alone that makes it so remarkable and so important. It is the degree to which it has been preserved. • The structures of this village survive in impressive condition. So, amazingly, does the furniture in the village houses. • Nowhere else in northern Europe are we able to see such rich evidence of how our remote ancestors actually lived. • Pupils grasp that discovery of Skara Brae was quite recent and that changed our view of early communities about 10,000 years ago. • Pupils can make deductions about way of life by studying evidence of buildings left behind e.g. • How do we know that the people living there were fishermen? • How do we know that they ate pigs and cattle? • How do we know that they grew crops? • How do we know that their houses were dark? • Village life appears to have ended around 2,500 BC. No one knows why. Some argue that it was because a huge sandstorm engulfed their houses, others that it was more gradual.
Procedural Knowledge	Source Enquiry
Key Vocabulary	Neolithic, Skara Brae, Radiocarbon dating, Settlement, Stonehenge, preserved, dwelling, excavation.

Lesson 4	
Learning Objective	Why is it so difficult to work out why Stonehenge was built?
Declarative Knowledge	<p>Focus on Bronze Age:</p> <ul style="list-style-type: none"> • To work out how, where, when and possibly why Stonehenge was built based on evidence provided. • Pupils understand that it was built about 5,000 years ago, in stages. • They can explain how it was built. • They can speculate as to likely use and come to a reasoned judgement using evidence. • They understand that it was one of many similar constructions from that time. • They use provisional and tentative language (might have, perhaps, possibly, maybe etc.) • To know where the stones stand (Salisbury). • To know where the stones came from (Wales). • To think about how they got there. • To know 50 years ago, another team of archaeologists re-examined the site and found even more clues. • To know many theories are still prevalent as to why Stonehenge was built.
Procedural Knowledge	Interpretation
Key Vocabulary	Stonehenge, Theories, Society

Lesson 4b	
Learning Objective	How should we remember the Bronze age?
Declarative Knowledge	<ul style="list-style-type: none"> • To know where the Bronze age first into the chronological framework. • To know metalwork was, as the name of the period suggests, a key element of Bronze Age life. The first bronze objects were simple flat axes and daggers, but more specialised tools, weapons and ornaments started to appear. • To know people began living in settlements. • The existence of roundhouses within fields showed that people were beginning to live a more settled lifestyle. • The outside walls were to keep farm animals in and wild animals out. • To know burial customs changed. The Early Bronze Age was a landscape of monuments. The most familiar sites from the period were round barrows. The ashes of the dead and their grave goods were often placed in pottery urns, like this one here, which were buried beneath barrows or inserted into existing mounds. • To know new style of Beaker pottery was used. • To know people arrived in Britain from Europe with knowledge of how to make objects from metal and how to make things from clay. • To know archaeologists were discovering even more sites which help us to understand even more about the Bronze Age. At a place called Must Farm in Cambridgeshire they struck gold. About 300 years ago and all the villagers just dropped everything and fled. All the objects from their daily life were left. Gradually they got covered in mud and preserved by the damp conditions, only to be revealed just recently. What we can learn about life in the late Bronze Age from Must Farm is amazing. • To look at the findings and discover what the Bronze Age was like. • To know Grimspound is one of the best known prehistoric settlements on Dartmoor, probably dating from the Late Bronze Age (about 1450–700 BC). • There are remains of 24 houses enclosed within a stone wall, and further houses outside the enclosure. • To know the differences between the Stone Age and Bronze Age. • To know how these differences improved the lives of people living in Britain.
Procedural Knowledge	Significance, similarities and differences
Key Vocabulary	Bronze Age, Settlements, Metal work, Impact, Britain

Lesson 5	
Learning Objective	What can a hill tell us about the iron age?
Declarative Knowledge	<ul style="list-style-type: none"> • To know where the Iron Age fits into the chronological framework. • To know what life was like during the Iron Age. • To know important there was Iron Age settlement at Danebury about 2,500 years ago. • To know the excavations showed that within the fort there was evidence of 73 roundhouses, 500 rectangular buildings and thousands of deep storage pits. • The circular houses were for people, the store buildings and pits held their most valuable commodity grain. • The pits were dug from the chalk. They had a narrow entrance, so the base was wider than the neck of the pit. The pits were filled with grain and then sealed. • To know food eaten at Danebury was produced locally. • Barley and wheat were the main crops. Milk provided protein as did pork, beef, horse and mutton. Chickens were kept, mainly for eggs. Honey provided sweetness while salt obtained from the south coast offered a much needed preservative. Farms were to be found about a mile apart and half a mile from water. Rarely were they found away from higher chalk uplands where sheep could graze. • Tools. • The ground was broken with a large plough drawn by oxen. Crops were sown by hand and reaped by hand using a sickle. At the tip of the plough was often found a thick iron bar pointing into the soil. • How do we know what they planted? • Pits were dug for grain storage and at the bottom of these pits, when excavated, were found numerous examples of wheat. Grain would be of different qualities for human consumption, animal feed and seed. • They used a quern stone. A handler would have been fitted into a slot on the upper surface of the top stone. Grain was fed into the hole at the top and then came out of the groove at the bottom. • To look evidence and label artefacts.
Procedural Knowledge	Source Enquiry, interpretation
Key Vocabulary	Iron Age, Commodity, Roundhouse, excavation, Danebury, sickle

Lesson 5b	
Learning Objective	Which Iron Age invention improved life the most?
Declarative Knowledge	<ul style="list-style-type: none"> • To know coins were rejected as most considered it was too early to invest in them. • Most tribes were still trading using the bartering method, simply exchanging goods. • To know coins were being used mainly for purposes of showing status rather than as a means of buying and selling. • To know what an ard was. <p>To know that an ard was a good invention because:</p> <ol style="list-style-type: none"> a) It allowed Iron Age farmers to break up harder soils so they could grow more. b) It meant they could grow crops that they could never have grown before. c) It then gave them time for other activities. d) But it didn't turn the soil over like a plough so they had to cut the soil again in the opposite direction in a criss-cross pattern. This took twice as long. <ul style="list-style-type: none"> • To use a selection of helpful books/internet sites/YouTube videos so that they can inform themselves and carry out research. • To know a chariot would be really helpful in battle as it would enable you to fight quickly and also to retreat. • To know An Iron Age sickle used for harvesting the corn. • To know what a lathe or wood turning tool was. This was really important because it helped shaped the wood for the spokes of the chariot and make the shafts (long handles) for spears and javelins. To know what a spear or javelin was used for. • To know the Holcombe mirror, on the left, was discovered during excavations at a late Iron Age settlement beneath a Roman villa in Devon. • To know a quern stone was for grinding wheat to make flour. This was an essential piece of technology. The grain kernels could now be crushed between two heavy stones, moved by a handle, to make flour.
Procedural Knowledge	Interpretation
Key Vocabulary	Iron sickle, chariot, lathe, javelin, Holcombe mirror

Lesson 6	
Learning Objective	Can you solve the mystery of the 52 skeletons of Maiden Castle? Source-based history mystery.
Declarative Knowledge	<ul style="list-style-type: none"> • To find out what happened at Maiden castle using historical evidence. • To know that there might have been some sort of struggle/fight/battle. • Maiden Castle is the largest Iron Age Hill Fort in Britain and is in Dorset near the south coast. • Hill forts developed in the Late Bronze Age and Early Iron Age. There are 31 in Dorset. • The enormous ramparts and ditches would have been dug out by hand, to provide refuge in times of crisis. • It is clear from sites like Maiden Castle that things were far from peaceful across Britain long before the Romans invaded in AD43. Tribes would have been frequently at war with their neighbours. • When the Romans invaded in AD43 they went straight to crush the tribes of England.
Procedural Knowledge	Interpretation
Key Vocabulary	Maiden Castle, Ballista, Hill fort, Ramparts, Evidence

Year 3 - What impact did the Romans have on Britain during their settlement?

Lesson 1	
Learning Objective	<p>When did the Romans exist?</p> <p>To understand where the Romans and Roman Britain fits into a continuing chronological narrative.</p>
Declarative Knowledge	<ul style="list-style-type: none"> To know that the Romans started life as the Romans from 753BC To know that Romans lived in Italy before they started expanding into other countries. To know that the Empire started a long time before Roman Britain did. To know when the Empire was split in 2.
Procedural Knowledge	Chronology
Key Vocabulary	Roman Empire, Roman Britain, AD, BC, expansion

Lesson 2	
Learning Objective	<p>What did the Romans achieve?</p> <p>To understand the achievements of the Romans and the impact that they had on Britain.</p>
Declarative Knowledge	<ul style="list-style-type: none"> To know that the Romans managed to achieve a lot and it affected Britain in a number of ways i.e, they built big brick and stone buildings with central heating. They built sewage systems and paved, straight roads that stretched right across the country to connect up all their new Roman towns. The Romans wrote down their history, their literature and their laws. They spoke Latin, and it wasn't long before some Britons started to use it too. The area south of the Fosse Way (Lincoln to Exeter) was the wealthiest and most Romanised part of Britain where Latin was spoken. To know lots of words and phrases today come from Latin. Our coins are based on a Roman design. To know that Romans gave us new towns, plants, animals, a new religion and new ways of reading and counting. Even the word <i>Britain</i> comes from the Romans. To know that the Romans built 10,000 miles of road across Britain. Many of these are used today as modern roads, such as the Fosse Way which went from the Roman towns of Lincoln to Exeter. Around AD 50 the Romans built a small city called Londinium which we now know as London.
Procedural Knowledge	Continuity and Change
Key Vocabulary	Achievements, impact

Lesson 3	
Learning Objective	<p>What were Roman houses like? To understand the changes and continuity between Roman housing and Celtic.</p>
Declarative Knowledge	<ul style="list-style-type: none"> To know how housing in Britain changed when the Romans came. To know if houses changed or continued to be the same from Stone Age to Iron Age? (Some materials stayed the same but generally they changed a lot and became much better – protection against enemies and weather, designs, efficiency etc.) To know Romans liked buildings that were strong and decorative and that showed how rich or powerful you were To know the poor would live in more cramped wooden houses.
Procedural Knowledge	Continuity and change
Key Vocabulary	Domus, atrium, verandah, pillars, insulae

Lesson 4	
Learning Objective	<p>How was Roman society different or the same? To understand the continuity and change within society from the Iron Age to Roman Britain.</p>
Declarative Knowledge	<ul style="list-style-type: none"> To know society means the groupings of people that make up a community. The people in Britain were called Celts. They lived together in groups called tribes that were ruled by a chief. They lived in settlements such as hillforts. They didn't have a government, an army or pay taxes. <p>To know Romans had a structure in Italy that separated people:</p> <ul style="list-style-type: none"> Emperor – ruler of the Empire. Patrician Families – wealthy landowners, senators, magistrates. Plebeians – working class who made money from their jobs – smiths, artisans, bakers etc. Freed slaves – had either been given their freedom or had paid for it. Women and children – had no rights but were at least free. Slaves – Generally prisoners of war or sometimes abandoned children. To know most of the people who came over to Britain were soldiers, not civilians. To know changes to society included town planning, taxation and laws.
Procedural Knowledge	Continuity and change; cause and effect
Key Vocabulary	Emperor, Patrician Families, Plebeians, Freed slaves, Slaves

Lesson 5	
Learning Objective	What did the Romans eat? To understand the differences in food collection and meal structures between Romans and Celts.
Declarative Knowledge	<ul style="list-style-type: none"> To know that Roman was different from the Stone/Iron Ages. To know the different ways in which food was collected or produced.
Procedural Knowledge	Continuity and change
Key Vocabulary	asparagus, globe artichokes, figs, medlars, sweet chestnuts

Lesson 7	
Learning Objective	Who was Boudicca? To understand that primary sources need careful analysis and that they can contradict each other.
Declarative Knowledge	<ul style="list-style-type: none"> To know who she was and why she revolted against the Romans. To know that we only know about Boudicca from Roman writers and that this most likely includes a lot of bias. The Iceni were a Celtic tribe ruled by a king called Prasutagus. When he died in AD 60 he left some of his kingdom to the Roman Emperor but also some to his daughters. The Emperor wasn't happy as he expected to own all of Prasutagus's land, so the Roman soldiers started to take over the Iceni lands. The Romans stole money and took crops. When Prasutagus's wife, Boudicca, protested, they beat her and her two daughters. Boudicca was angry and led the Celtic tribes into a rebellion against the Romans. She took her army to Colchester (where the Romans' headquarters were). They set fire to the city and the temple of Claudius. Boudicca's army then went on to burn down other Roman cities including London. Many of the Roman army were still fighting in Wales but quickly returned to attack Boudicca. The Romans were better organised and had better equipment and defeated Boudicca's army. Historians believe that Boudicca poison herself as she didn't want to surrender to the Romans or be killed by them.
Procedural Knowledge	Significance, interpretation, source enquiry
Key Vocabulary	Surrender, rebellion, Prasutagus