

Year 3

Autumn: Would you prefer to live in the Stone Age, Bronze Age or the Iron Age?

Intended outcome of the unit	Lesson	Objective
- Understand that prehistory was a long time ago. - Accurately place AD and BC on a timeline. - Identify conclusions that are certainties and possibilities based on archaeological evidence. - Explain the limitations of archaeological evidence. - Use artefacts to make deductions about the Amesbury Archer's life. - Identify gaps in their knowledge of the Bronze Age. - Explain how bronze was better than stone and how it transformed farming. - Explain how trade increased during the Iron Age and why coins were needed. - Identify changes and continuities between the Neolithic and Iron Age periods. - Explain which period they would prefer to have lived in, providing evidence for their choice.	1	How Long ago did prehistoric men live? To recognise that prehistory was a long time ago and was the beginning of the history of mankind.
	2	What does Skara Brae tell us about life in the Stone Age? To use archaeological evidence to learn about prehistoric houses.
	3	Who was Amesbury Archer? To use archaeological evidence to investigate the Bronze Age and explain the limitations of this evidence.
	4	How did Bronze change life in the Stone Age? To explain how bronze transformed prehistoric life
	5	How did Bronze change the Iron Age? To understand the importance of trade during the Iron Age
	6	What changed between the Stone Age and the Iron Age? To compare settlements in the Neolithic and Iron Age.
Key Vocab: Stone Age, BC, AD, prehistory, Ancient Egypt, Ancient Greece, Romans, Anglo-Saxons, Vikings, Tudors, Victorians, period, Palaeolithic, Mesolithic		

Year 3
Spring: Why did the Romans settle in Britain?

Intended outcome of the unit	Lesson	Objective
- Explain how the Britons felt when the Romans left Britain. - Suggest reasons for the Anglo-Saxon invasion of Britain. - Name the key features of Anglo-Saxon settlements. - Identify changes and continuities in settlements from prehistoric Britain. - Make inferences about artefacts. - Describe how Anglo-Saxon beliefs changed. - Explain how missionaries spread Christianity. - Explain the threat the Vikings posed to the Anglo Saxons. - Identify the qualities needed to be a monarch in 1066.	1	Who were the Anglo-Saxons and the Scots? To understand why the Anglo-Saxons invaded Britain.
	2	How did the Anglo-Saxons settle in Britain? To identify the features of Anglo-Saxon settlements and how they changed from prehistoric times.
	3	What does Sutton Hoo tell us about Anglo-Saxon life? To make inferences about who was buried at Sutton Hoo and Anglo-Saxon life.
	4	How did Christianity arrive in Britain? To understand how Anglo-Saxons converted to Christianity.
	5	Was King Alfred really great? To create an interpretation of Alfred the Great.
	6	How did Anglo-Saxon rule end? To understand how Anglo-Saxon rule ended.
Key Vocab: Angles, Britons, convert, empire, inference, invasion, Kingdom, missionary, paganism, Pope, Romans, Saxons, settlement, settlers		

Year 3
Summer: How different were the beliefs in Ancient Egypt?

Intended outcome of the unit	Lesson	Objective
- Identify the different reasons for migration to Britain. - Identify the ancient civilisations and key periods in ancient Egypt. - Describe the physical features of Egypt. - Explain the Egyptian creation story. - Identify the characteristics of important gods or goddesses. - Explain why the pyramids were built. - Identify the stages and challenges of building a pyramid. - Explain the links between ancient Egyptian beliefs and mummification. - Name sources that can be used to find out about ancient Egyptian beliefs. - Explain some Egyptian beliefs about the afterlife.	1	Who were the Egyptians and when did they live? To know when and where the ancient Egyptians lived.
	2	What did the ancient Egyptians believe? To explain the importance of the Egyptian gods and goddesses.
	3	Why and how did the Egyptians build the pyramids? To evaluate the challenges of building an Egyptian pyramid.
	4	How and why did the Egyptians mummify people? To explain how and why the Egyptians mummified people.
	5	What does the Book of the Dead tell us about ancient Egyptian beliefs? To make inferences about Egyptian beliefs, using primary sources.
	6	What did the ancient Egyptians believe? To evaluate significant ancient Egyptian beliefs.
Key Vocab: afterlife, Book of the Dead, civilisation, historically significant, immortal, mummification, preserve, Ra, River Nile, sarcophagus		