

**Year 3 HISTORY Topic 1: Amazing Archaeologists**

**Key Assessment Questions**

*What's the difference between prehistoric and historic eras? What does BC and AD mean? Why is it important? What is the role of an archaeologist and historian? Describe a source of evidence from period? How do historians use evidence? How did life change for people across the 3 ages (materials, settlement and farming)?*

**SCHOOL VALUES (Autumn 1): Service and Friendship** Children will explore the idea of the changes to settlements over Stone Age to Iron Age. By the Iron Age, people had started to live in hillfort communities. How did they serve each other in these communities? Could you have lived as a Stone Age nomad?

**KNOW**

**DO**

**UNDERSTAND**

Terms

Know what the term **history** means something that happened in the past.  
Know that **prehistory** is a time before people and events were written down. Know that **age** means a long period of time. Know **era** that means the same as age.

**VOCABULARY**  
Talk about the past and present from own life, events and people covered in KS1. Explain the terms **ancient civilisation** and **chronological, sources** and **evidence**. Explain why this period is counted as history **beyond living memory**. (Revisit)  
New Vocabulary introduced: **prehistory, BC and AD and age, era, Celts, tribal kingdom, hillfort, hunter gatherer, archaeologist and artefact.**

Chronological Understanding

- Know what the word **chronological** means - where events are put in the correct time order.
- Know that **BC** means anything that happened before Christ was born. Know that **AD** means events after Christ's birth.
- **Paleolithic**- Old **Mesolithic** – Middle **Neolithic** - New

Create a timeline showing periods of Stone Age, Bronze Age to the Iron Age and where they fit with other periods studied in Year 2.  
Understand why these periods have been named by historians (characterized by the materials people used).  
Name and explain 3 periods within the Stone Age.

Revisit timeline work from Year 2.  
**Make the link to Aboriginals studied in Year 2. Explain that they date back to prehistoric era.**  
**Maths Link:** understanding place value will help to make a timeline of the 3 ages.

Enquiry (Sources and interpretation)

- Know that a **source** is a thing or a person that gives us information.
- Know that an **archaeologist** makes findings and digs up remains and artefacts from the ground.
- Know that an **artefact** is something that an archaeologist finds, it becomes a source for the historian.
- Know that a **hunter-gatherer** means a person in who had to find food from the wild. Know that a **tribal kingdom** is a community of people with a leader. Know that a **hillfort** is a settlement at the top of a hill, surrounded by fencing to protect it.

Is it true to say that Stone Age man was just a simple hunter gatherer only interested in food and shelter? (Understand how evidence can be used by historians to show that Early Stone Age man was not merely primitive.)\*  
Research aspects of life (food, clothing, housing, religion, technology) in the Stone, Bronze and Iron Ages by looking at sources. Literacy Link  
Consider artefacts discovered at prehistoric sites and what historians argue they say about life in the Neolithic Stone Age (Skara Brae/ Stonehenge).  
Explain why some archaeologists/historians don't always agree on the same things e.g. the timing of the Stone age. This is called **historical interpretation.**

As historical enquiry skills are developed and children should now understand more of how knowledge of the past is constructed from a range of sources  
**Geography Link** – children should be able to name and locate significant historical sites: **Skara Brae** and **Stonehenge**.  
DT Link – Design and make their own Iron Age clay pots, stew and weapons.  
Children should begin to understand that different versions of the past may exist because archaeologists and historians understand evidence in different ways.

Enquiry: Cause & consequence & continuity & similarity & difference & significance

- Know that periods of prehistory are very important to understand the world we live in now.
- Know that life changed for people in Britain over these 3 periods, we know this from the way that people went from being nomads to living in hillfort communities.
- I know that historians have some influence in deciding who should be remembered in history.

How much did life change when man learned to farm? \* How do historians understand this change? What does archaeologist Raksha Dave argue about the introduction of farming to Britain?  
<https://www.youtube.com/watch?v=5AoOh7wXgnY>  
Describe extent of changes to life over the 3 ages and reasons for these with focus on settlement.  
What does historian Dr Mairi Davies argue about the women archaeologists involved in discovering Skara Brae? What does this tell us about how historians have influence on deciding who is remembered in history?  
<https://www.bbc.co.uk/news/uk-scotland-north-east-orkney-shetland-47639736>

Children are now making links between main events, situations and changes within and across different periods in Britain.  
They are also looking at trends and contrasts over time. Understand reasons for changes.

## Year 3 Geography    Amazing Archaeologists

Assessment Questions		
<p>- Where are some famous prehistoric sites in the UK? Show me on a map (Skara Brae, Malvern Hills, Stone Henge). What do the terms <b>population</b>, <b>settlement</b> and <b>land-use</b> mean? Describe how settlement and the way people lived changed from the Stone Age to the Iron Age.</p> <p>- Why did the Celts build Hillforts? How did they use the land? Describe the human and physical geography of a hillfort.</p>		
Know	Do	Understand
<p><b><u>Locational Knowledge</u></b> I know where Skara Brae, Stonehenge and the Malvern Hills are on a map of the UK.</p> <p><b><u>Human and Physical Geography</u></b> I know that Stone Age people were hunter/gatherers that moved from place to place. They eventually created tools, built canoes and slowly formed farming communities, growing crops and rearing animals for food. I know that the Bronze Age saw the development of more sophisticated tools and weapons made from bronze. In the Iron Age people began to form tribes for community and protection. Hill forts were created. I know that by the Iron Age, people would build the walls of their homes using wattle and daub.</p> <p><u>Vocabulary</u> <b>Stone age, Bronze Age, Prehistory, hunter gatherer, settlements, Paleolithic, Mesolithic, Neolithic, artefacts, tribes, clans, druids, tools, hill forts, Skara Brae, Stonehenge, Malvern Hills</b> <b>Geography Core Concepts:</b> Settlement (compare Stone Age nomads to Celtic Hillfort settlements) Environment    Population    Land-Use</p>	<p><b><u>Locational knowledge</u></b> <b>NC name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</b> Locate and label prehistoric sites in the UK (Skara Brae, Stonehenge, The Malverns, as well as Britain and London on a map of the UK. Explain topographical features of these sites, using maps.</p> <p><b><u>Human and Physical Geography</u></b> <b>NC: describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</b> Explain how settlements changed in Britain from the Stone Age to the Iron Age. Give reasons why hill forts were so effective at keeping enemy tribes out during the Iron Age. Comment on whether hill forts were natural or manmade structures.</p> <p><b><u>Geographical Skills and Fieldwork</u></b> <b>NC:</b></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> <p>Use photographs and evidence from the trip to the Malvern Hills to explain why Celtic tribes formed settlements at the top of hills. Observe and comment on the physical features of the Malvern Hills using maps of the area and aerial photographs.</p> <p><b><u>Fieldwork Opportunities</u></b> Trip to the Malvern Hills to visit the British camp Iron Age hill fort. Use google earth to track route from Birmingham to the Malvern Hills.</p>	<p>In this topic the children, develop their locational knowledge of the UK, revising the four countries and their positions in relation to one another. They become more familiar the UK'S position within Europe and in turn, the world. The children develop an understanding of how the earliest people lived as lone hunter/gatherers and how this evolved over thousands of years through the development of skills and resources so that people began to live more successfully in community settlements. As their knowledge of human and physical geography grows, the children will be able to explain why the British Camp hill fort was built where it was and the benefits of building forts where hills were naturally found. Children will visit the Malvern Hills to experience its vastly differing landscape in comparison to their immediate local area.</p>

**Year 3 MUSIC Topic 1: Amazing Archaeology**

KNOW	DO	UNDERSTAND
<p>I know that:</p> <ul style="list-style-type: none"> <li>• Changing the dynamics, pitch, duration and timbre of a sound can create a different musical effect.</li> <li>• A melodic ostinato can be used to accompany a song</li> <li>• You need to listen carefully to other performers when singing in two parts</li> <li>• Music can be structured and these structures can be used to create different compositions (ternary and rondo)</li> </ul> <p><b>Vocabulary:</b>                      dynamics pitch                      duration timbre                      ostinato melody                      structure drone                      sequence ternary                      rondo</p>	<p><b>Music express: Environment (3)</b> The children will listen to 'The sound collector' and identify instruments they could use for each of the 16 sounds. They will perform them, thinking of how to make them more descriptive (duration, dynamic, frequency). They will identify features of the local area, and learn to sing 'My Place' in two parts. They will then learn an ostinato using tuned percussion to accompany. When listening to 'under the bridge', the children will think how the lyrics are reflected through sound and will experiment with different ways to use their voices expressively.</p> <p>They will listen for the 'drone' and explore ways of adding this to their performance. Using a pictorial representation of the composition, they will look at the ternary structure (ABA). Using a conductor, they will perform a composition for the next part of the song. The children will learn the chant 'Our place' and explore the ternary structure (ABA) and then the rondo structure (ABACA). They will create a soundscape for the piece, using the local environment as inspiration to create sounds looking at pitch, duration, dynamics and how they can be made creatively.</p>	<p><i>This follows on from year 2 where the children used stories as inspiration for compositions. They have explored pitch, dynamics and duration and are able to make sounds with their voices, bodies and sound makers. They have drawn soundscapes before, and followed a leader when performing improvisations, identifying a clear start and stop signal. In year 2, they also worked on playing different ostinato as accompaniments. They have structured pieces with a beginning middle and end but have not looked at formal structures.</i></p> <p><b>NC Areas covered:</b></p> <ul style="list-style-type: none"> <li>• Pupils sing, using their voices with increasing accuracy, fluency, control and expression</li> <li>• Pupils compose music</li> <li>• Pupils explore structure, timbre, and appropriate musical notations</li> <li>• Pupils create music on their own and with others</li> </ul>