

Year 3: Autumn - Prehistoric Britain

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> • Geography: Human settlements can be a city, town or village, depending on their size (Y1) • A very long time ago, people lived in small villages, in roundhouses with just one room (Y1) • Science: Natural rocks are either igneous, sedimentary or metamorphic (Y3) • Science: A fossil is physical evidence of an ancient plant or animal. It could be their preserved remains, or other traces that they made when they were alive (Y3) • Science: Trace fossils include imprints of a mark left by an animal, the imprint of a feather or poo (Y3) 	<ul style="list-style-type: none"> • Homo sapiens have lived on Earth for a relatively short time; they shared the Earth with Neanderthals but not with dinosaurs • Prehistory refers to the study of humans before there was writing • Prehistoric Britain is split into the Stone Age (Palaeolithic, Mesolithic, Neolithic), Bronze Age and Iron Age • Hunter-gatherers are people who travel looking for animals to hunt and plants and berries to gather • Agriculture is the farming of plants (arable) and animals (pastoral) to eat • Hunter-gatherer diets gradually gave way to agriculture and farming in the Neolithic period • The move towards farming meant that prehistoric communities became more settled, larger and homes became more sophisticated • The lack of written sources mean that it is difficult to know what people believed • The design of hillforts, stone circles and geoglyphs suggest that the natural world was very important • Stonehenge and other stone circles are made of sedimentary and igneous rocks • Burials and grave goods suggest that people believed in an afterlife • The role of women in prehistoric Britain changed over time 	<ul style="list-style-type: none"> • Comparing prehistoric Britain with the civilisations in Ancient Egypt, and <u>recognising</u> that the two units overlapped in time (Y3 Spr) • The similarities and differences between prehistoric communities across the world (Y5) • Geography: Hunter-gatherer communities that live in the world today (Y4) • Geography: The development of agriculture from subsistence to commercial (Y5)
Disciplinary and procedural	<ul style="list-style-type: none"> • Historical evidence: History is the study of humans who lived in the past (Y1) • Historical evidence: Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources (Y2 Aut) • Chronology: Use vocabulary like now, before now, a long time before now to describe periods in time (Rec) • Chronology: Recognise historical periods or events using arrows on a blank timeline (Y1) 	<ul style="list-style-type: none"> • Historical evidence: Archaeology is the branch of history that deals with the remains of human life • Historical evidence: Archaeologists study artefacts, <u>ecofacts</u> and features • Historical evidence: There are limits to what historians can learn from any collection of sources 	<ul style="list-style-type: none"> • Historical evidence: Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically (Y3 Spr) • Historical evidence: Archaeologists follow a similar process to scientists: Planning; Measuring & Observing; Recording & Presenting; <u>Analysing & Evaluating</u> (Y6)

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VCS	<ul style="list-style-type: none"> • Community & family: People in history lived in communities that look different to ours today (Y2 Sum) 	<ul style="list-style-type: none"> • Community & family: In communities in history, different people often had very defined roles. In the earliest communities families had to be self-sufficient, and did everything (hunt, cook, clean, build, heal) themselves • Community & family: There are many factors which can cause communities to change over time • Quest for knowledge: Sometimes people's knowledge and beliefs are based on the natural world around them. People in the past had different knowledge or beliefs to us; this does not mean that they are more 'stupid' than people today • Quest for knowledge: Animal sacrifices could be an important part of worship • Quest for knowledge: People held different beliefs about an afterlife. 	<ul style="list-style-type: none"> • Community & family: Communities can be brought together by geographical location, or by a shared identity (Y4 Spr) • Community & family: Trade can impact what a community looks like (Y4 Spr) • Quest for knowledge: Knowledge was developed and shared across different civilisations across many continents (Y4 Spr) • Quest for knowledge: Some people believed in multiple Gods (Y3 Sum)

Year 3: Spring - Ancient Egypt

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> Geography: There are seven continents in the world, six of which people live on (Y1) Geography: Hot deserts have a very hot and dry climate (Y2) Prehistoric Britain is split into the Stone Age (Palaeolithic, Mesolithic, Neolithic), Bronze Age and Iron Age (Y3 Aut) Stonehenge and other stone circles are made of sedimentary and igneous rocks (Y3 Aut) Burials suggest that people believed in an afterlife, and reflect the lives they lived (Y3 Aut) 	<ul style="list-style-type: none"> Ancient Egyptians lived in Egypt (Africa) at the same time as prehistoric Britons lived in Britain (Europe). The Nile is a river that flows through Egypt and other countries in Africa. The Ancient Egyptians relied on the Nile for farming and transport An empire is a group of countries or places ruled by one person An autocracy is place where one person or one group can rule exactly as they want to forever Ancient Egypt was an empire, led by an autocratic pharaoh Ancient Egyptians believed that the pharaoh was half man, half god The Ancient Egyptians believed in an afterlife called the Field of Reeds. They used the Book of the Dead to navigate there The Ancient Egyptians mummified bodies to preserve them for the afterlife The Ancient Egyptians built and buried pharaohs inside huge pyramids, along with all the items they would need for the afterlife. Pyramids were built using sedimentary rock Egyptians used hieroglyphics to share stories with future generations The Ancient Egyptians made a range of developments in surgery and science Pharaohs fought battles outside of Egypt and received tributes and riches from the people they conquered, like the Kingdom of Kush at some points Working class people held many important jobs in Ancient Egypt, but they had little personal power 	<ul style="list-style-type: none"> Ancient Maya also built pyramids to honour their gods but, unlike Egyptians, built temples on top of them (Y4 Aut) Ancient Maya also used hieroglyphics to write (Y4 Aut) Ancient Greeks (Y3 Sum) and Romans (Y5) worshipped gods who were responsible for different parts of life. In the Roman Empire, the Imperial Cult elevated the emperor to having a god status after he died (Y5). The Ancient Maya civilisation (Y4 Aut) and the Roman Empire (Y5) were relatively autocratic civilisations.
Disciplinary and procedural	<ul style="list-style-type: none"> Historical evidence: Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources (Y2 Aut) Historical evidence: Archaeology is the branch of history that deals with the remains of human life (Y3 Aut) Causation: Some things have lots of causes (Y2 Spr) 	<ul style="list-style-type: none"> Historical evidence: Sources do not provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically Causation: Some things have lots of causes that are connected in some way 	<ul style="list-style-type: none"> Historical evidence: Historians cross-reference sources in order to build confidence (Y5) Causation: Causes can be categorised as economic, physical, institutional, social, environmental or others (Y5)
VCs	<ul style="list-style-type: none"> Power, empire & democracy: The King or Queen in England has power to make new rules or laws (Y2 Spr) Quest for knowledge: Sometimes people's knowledge and beliefs are based on the natural world around them. People in the past had different knowledge or beliefs to us; this does not mean that they are more 'stupid' than people today (Y3 Spr) 	<ul style="list-style-type: none"> Power, empire & democracy: Different places have different systems of government. Some can be autocratic Power, empire & democracy: Empires are large areas of land that are controlled by one person or group of people Power, empire & democracy: People get their power in different ways. For example, some are powerful because they have divine status, i.e. seen as half man or half god; some are rich; some have powerful armies Quest for knowledge: Some people believed in multiple Gods 	<ul style="list-style-type: none"> Power, empire & democracy: Some places have a democracy. Not all democracies are the same. The UK has a democracy (Y3 Sum)

Year 3: Summer - Ancient Greece

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> • Geography: Europe is made up of 50 countries; Russia is split across Asia and Europe (Y3) • An empire is a group of countries or places ruled by one person (Y3 Spr) • An autocracy is a system of government where one person or one group can rule exactly as they want to forever (Y3 Spr) • Ancient Egypt was an empire, led by an autocratic pharaoh (Y3 Aut) • The pharaoh was considered a god on Earth, and the Egyptians built pyramids to honour them after they died (Y3 Aut) 	<ul style="list-style-type: none"> • A city-state is a city and the surrounding land that has its own government and identity • A government is the system or people who rule a place • A civilisation is a group of people and their society, culture and way of life • Ancient Greece was not an empire, but was made of lots of city-states like Athens and Sparta • Democracy is a system of government where everyone has a say • Athens developed a democracy, which was more limited than ours today • Ancient Greeks used skills in architecture to build temples to honour their gods • Architectural orders include Doric, Ionic and Corinthian, and these influences can be seen in our buildings today • Ancient Greeks believed in multiple gods and wrote myths • The Ancient Greeks contributed knowledge that is relevant today, including medicine, science, mathematics and astronomy • The Ancient Greeks borrowed and built on the ideas of other civilisations like those in Ancient Sumer and Ancient Egypt 	<ul style="list-style-type: none"> • The Ancient Maya lived in city-states, but the relationships between them were generally less harmonious than those in Ancient Greece (Y4 Aut) • Ancient Rome evolved from a monarchy, to a republic, dictatorship, one empire and then two empires. Some of these contained features of a democracy, but all were more autocratic (Y5) • The Ancient Maya, like the Ancient Egyptians and Greeks, built temples to honour their gods. The Maya built these at the top of step pyramids (Y4 Aut) • Roman gods were based on Greek gods (Y5) • Science: Isaac Newton built upon Aristotle's philosophy to promote the scientific method, the approach to science that we still use today (Y5) • Science: Aristotle developed a method for classifying plants and animals, but there are reasons why we do not use this today (Y4)
Disciplinary and procedural	<ul style="list-style-type: none"> • Similarity & difference: Similarities and differences exist between two individuals who lived in the past (Y2 Sum) • Chronology: Recognise historical periods or events using arrows on a blank timeline (Y1) • Historical significance: Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today (Y2 Spr) 	<ul style="list-style-type: none"> • Similarity & difference: Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences • Chronology: Use vocabulary like decade and century 	<ul style="list-style-type: none"> • Similarity & difference: Historians can consider the similarities and differences between people in two different civilisations from the past (Y4 Aut) • Chronology: Describe historical periods and times using dates [AD only] and as a given number of years ago (Y4 Spr) • Chronology: Use vocabulary like decade, century and millennium (Y5)
VCs	<ul style="list-style-type: none"> • Power, empire & democracy: Different places have different systems of government. Some can be autocratic (Y3 Spr) • Power, empire & democracy: Empires are large areas of land that are controlled by one person or group of people (Y3 Spr) • Power, empire & democracy: People get their power in different ways. For example, some are powerful because they have divine status, i.e. seen as half man or half god; some are rich; some have powerful armies (Y3 Spr) 	<ul style="list-style-type: none"> • Power, empire & democracy: Some places have a democracy. Not all democracies are the same. The UK has a democracy • Power, empire & democracy: City-states have independent identities and governments. 	<ul style="list-style-type: none"> • Power, empire & democracy: Empires grow and shrink as the power of its leader changes (Y4 Spr) • Power, empire & democracy: Drivers of power can be categorised into institutional, economic, physical, intellectual and informal (Y5)