



# Orton Wistow Primary School – Curriculum Plan



Subject : History

Year : 3

Term : Autumn



## Vocabulary

Define the word and include etymology if useful.

**Hunter-gatherer** - A member of a group of people who live by hunting animals and gathering edible plants for their main food sources, and who do not keep animals or farm land.

**Neolithic** - The New Stone Age time period from 8500 to 4500 BC.

**Settlement** - A community of people living together, such as a village, town, or city.

**Hill fort** - A prehistoric fortification (to defend a place against attack; a fortress; a fort; a castle) constructed on a hill.



## Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing

Know that the earliest settlers were **hunter-gatherers** and lived in caves.

Know that **hunter-gatherers** were living alongside early farmers about 5,000 years ago.

Know that discovery of the **settlement** of Skara Brae was quite recent and that changed our view of early communities about 10,000 years ago.

Know that Stonehenge was built about 5,000 years ago, in stages during the Bronze Age.

Know characteristics of life in an Iron Age **hill fort** community.



## Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing

Understand that Britain was once covered in ice.

Understand the impact of farming especially: taming wild animals and growing wheat.

Understand how Stonehenge was built and that it was one of many similar constructions from that time.



## Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Make deductions about lifestyle of Stone Age man from images.

Give reasons to suggest Stone Age man was interested in art and ceremonials.

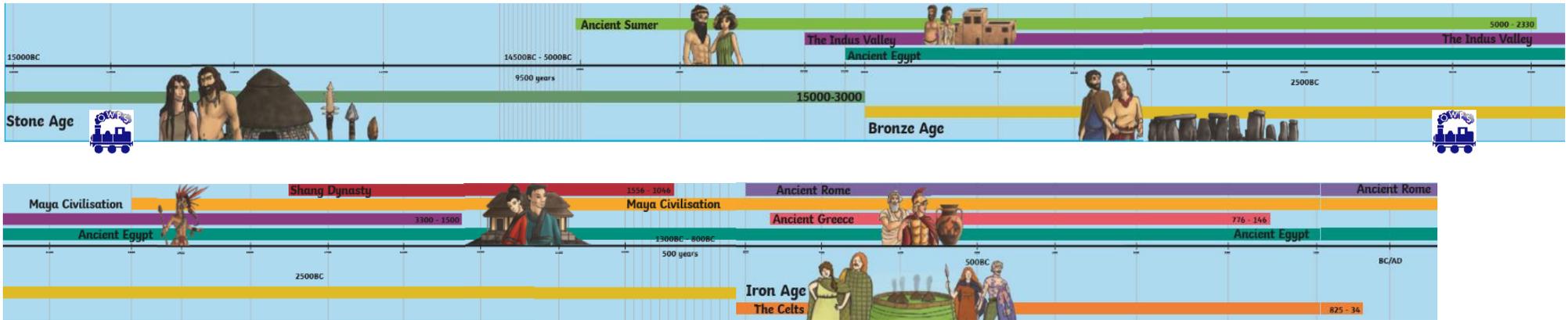
Locate the move to farming on a simple timeline.

Discuss significance of changes as well as continuities of the **Neolithic** period.

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?

Draw inferences from archaeological finds.

### Useful Information



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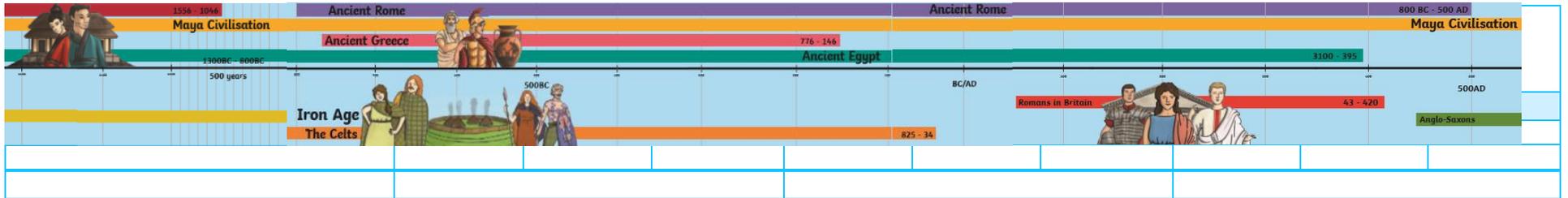
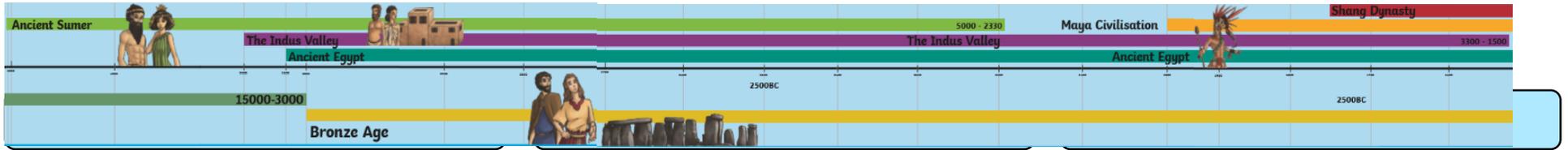
																					
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<p><b>Silo</b> - A vertical building, usually cylindrical, used for the storage of grain.</p> <p><b>Mummification</b> - The preserving of a dead body, by making it into a mummy.</p>	<p>Know the location of Egypt on a map.</p> <p>Know that water was stored in canals and ditches.</p> <p>Know that most houses were made of mud bricks, contained 4/5 rooms and had storage <b>silos</b> for grain.</p>	<p>Understand the importance of the Nile and significance of annual floods.</p> <p>Understand that much of our understanding of the Ancient Egyptian civilization came within the last 200 years.</p>	<p>Locate Ancient Egypt in time and place.</p> <p>Locate the Nile valley on a world map and make deductions from map evidence.</p>																		



									
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<p><b>Civilisation</b> - An organised society with its own culture and way of life, existing in a particular area over a particular period of time.</p> <p><b>Hieroglyphics</b> - A writing system where picture symbols stood for meanings or sounds. It meant 'sacred carving'.</p> <p><b>Hierarchy</b> - A social, religious, economic or political system or organisation in which people or groups of people are ranked with some superior to others based on their status, authority or some other trait.</p> <p><b>Canopic jar</b> - Jars with intestines, stomach, lungs and liver - all of which were thought to be needed in the afterlife.</p> <p><b>Sarcophagus</b> - A stone coffin adorned with a sculpture or inscription containing a mummy.</p> <p><b>Papyrus</b> - A type of plant grown in abundance in ancient Egypt turned into a paper-like material for writing.</p> <p><b>Tomb</b> - A chamber or vault to protect the dead, the most elaborate built within pyramids or underground.</p>	<p>Know the different sequence the stages of <b>mummification</b>.</p> <p>Know that the Nile provided not only water for crops but also fertile soil, mud for bricks and pots, fishing, <b>papyrus</b> reeds and a key means of transport (especially important when moving the heavy stones to build the pyramids).</p> <p>Know that there were at least 3 other major <b>civilisations</b> elsewhere in the world at this time:</p> <ul style="list-style-type: none"> <li>• Indus Valley</li> <li>• Sumer (Mesopotamia Modern Iraq)</li> <li>• Shang Dynasty China</li> </ul>	<p>Understand that Ancient Egyptians wrote in <b>hieroglyphics</b> and these need to be deciphered before we can fully understand the society.</p> <p>Understand that there were many copies of the Book of the Dead written by priests and scribes as magic spells to protect the spirit of the dead person on the journey to the afterlife. Only when hieroglyphics were deciphered about 200 years ago could we fully understand the source.</p> <p>Understand that this is a very <b>hierarchical society</b>.</p> <p>Understand the importance of the afterlife to Egyptian beliefs and can explain how particular objects help us to understand their ideas.</p>	<p>List at least 3 or 4 iconic features of Ancient Egyptian civilization.</p> <p>List at least 4 different types of evidence: pyramids, hieroglyphics, papyrus rolls, artefacts found in <b>tombs</b>.</p> <p>Explain why pyramids were built and who built them using a range of clues.</p> <p>Explain why pyramids, graveyards and other important monuments we can see today were sited on the desert's edge.</p> <p>Explain that most men were farmers and women spent much time baking bread, collecting water etc.</p> <p>Locate the 3 other major civilisations approximately on a map, exploring their similarities.</p>						



### Useful Information



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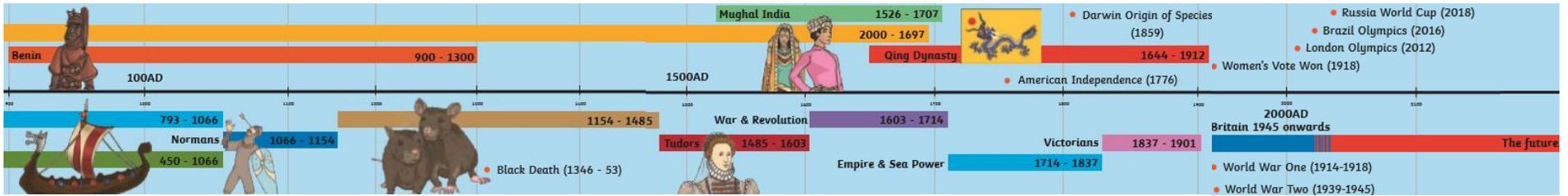
																					
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<b>The Globe</b> - A three-story, circular Elizabethan theatre in London built by Shakespeare's playing company in 1559.	Know that Elizabeth used portraits to control her image.  Know that Katharine of Aragon (Henry VIII's Spanish first wife) was buried at	Understand that portraits are a product of the time in which they were painted.	Compare portraits of Henry VIII and explain why some portraits have become iconic.																		



			
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<p><b>Reign</b> - The period during which a monarch rules.</p> <p><b>Monarch</b> - Ruler over a kingdom.</p> <p><b>Armada</b> - A fleet of warships, especially with reference to the Spanish Armada.</p> <p><b>Propaganda</b> - A set of messages aimed at influencing the opinions or behaviour of lots of people.</p> <p><b>Protestant</b> - Being Roman Catholic was most common in Tudor times until a German monk spread the idea of a different way.</p> <p><b>Break with Rome: The English Reformation</b> - It took place in 16<sup>th</sup> century England when the Church of England broke away from the authority of the Pope and the Roman Catholic Church.</p>	<p>Peterborough Abbey (now the Cathedral) in 1536 and still lies there now.</p> <p>Know and sequence between 4 and 6 key events leading up to the <b>Break with Rome</b>.</p> <p>Know that portraits of Elizabeth I were in fact a form of <b>propaganda</b>.</p> <p>Know some of the Elizabethan main pastimes: feasts, fairs, dancing, jousting and tournaments, hawking, archery and the theatre [<b>The Globe</b>].</p> <p>Know the key events in the course of the <b>Armada</b>.</p>	<p>Understand the reasons why Henry wanted a certain type of portrait.</p> <p>Understand why Henry VIII broke from Rome: religion, love for Anne etc.</p> <p>Understand that it was necessary for Elizabeth to be shown as younger and more virtuous than she was especially in the 1590s when the problem of succession loomed.</p> <p>Understand how a visit to the theatre was different for different levels of society.</p> <p>Understand why England and Spain went to war, (including religion, tension on the high seas).</p> <p>Understand that life was different depending on which level of social living you were.</p>	<p>Sequence between 4 and 6 key events leading up to the Break with Rome.</p> <p>Analyse factors to the Break with Rome.</p> <p>Confidently assert their own opinion, backed up by relevant evidence.</p> <p>Sequence undated images of Elizabeth dating from her as princess to one painted after her death.</p> <p>Make deductions about relative wealth of individuals from their inventories giving reasons.</p> <p>Explain and analyse reasons for the Spanish defeat.</p> <p>Analyse a photo of a Tudor palace and make deductions as to what was novel about it.</p>



### Useful Information



### Timeline

1485	1509	1528	1534	1542	1558	1577	1585	1591	1603
Battle of Bosworth / Henry VII King of England	Henry VIII reigns	Henry VIII sacks Cardinal Wolsey	Henry VIII forms the Church of England	Mary Queen of Scots lays claim to the throne	Elizabeth I Queen of England	William Drake sails around the world	England and Spain at war	First performance of a Shakespeare play	James of Scotland first Stuart King

### FAMOUS FIGURES

#### Henry VIII (1491-1547)

Most famous for having 6 wives with their fate remembered best by the rhyme 'Divorced, beheaded, died, divorced, beheaded, survived.' His second wife Anne Boleyn gave him a daughter (who later became Queen Elizabeth I) before he executed her in 1536. He broke away from the Catholic Church claiming himself at the head of the Church of England but was also well-known for being athletic, good-looking, intelligent, speaking many languages and playing musical instruments.

#### Elizabeth I (1533-1603)

Initially the Catholic Church said Henry and Anne were not lawfully married so she should not be Queen and Mary Queen of Scots should be Queen instead. Elizabeth found out several plots to overthrow her and had Mary executed in 1587. In 1588 the King of Spain sent the Spanish Armada (a fleet of ships) to take England. Elizabeth won the war and it was seen as a great victory. She had no children of her own so the throne went to King James of Scotland (Stuarts begin and the Tudors end).

#### William Shakespeare (1564-1610)

The famous writer and actor performed several times for Elizabeth I and wrote many famous plays including Romeo and Juliet, Macbeth and Hamlet.

