

History Progression of Knowledge

Year 3

Enquiry	What was the gift of the Nile? The Ancient Egyptians	What was the most significant change during the Stone Age?	What happened when the Romans invaded Britain?
Prior Learning links and rationale	This unit considers where, why and how cities were built.	<ul style="list-style-type: none"> • Ancient Egyptians Year 3 - builds on chn's understanding of settlements and challenges them think about why people moved from hunter gatherer societies to settled farming communities. 	<ul style="list-style-type: none"> • Stone Age to Iron Age - Year 3 building a chronology of British (pre)History
Vocabulary	Civilization Nile Valley Pharaoh Papyrus Tomb Sarcophagus Artefacts Afterlife Hieroglyphics Mummification Sphinx Egyptologist Pyramid Rosetta Stone Ancient	chronology BC/AC archaeology hunter gatherers farming artefacts settlement agriculture artefact Palaeolithic Mesolithic Neolithic settlement tribes shelter	empire emperor invasion conquest Caesar Claudius legion cavalry BC/AD Celts iron age slaves crops cattle precious metals fame power Gaul (France) Boudicca rebellion Colchester Iceni tribe morale weapons tactics baths Basilica amphitheatre forum aqueduct barbarians
Disciplinary Concepts	<ul style="list-style-type: none"> • chronology • significance • change and continuity • similarity and difference • cause and consequence • interpretation. 	<ul style="list-style-type: none"> • chronology • significance • change and continuity • similarity and difference • cause and consequence • interpretation. 	<ul style="list-style-type: none"> • chronology • significance • change and continuity • similarity and difference • cause and consequence • interpretation.
Substantive Concepts	<ul style="list-style-type: none"> • Power • Society • Legacy • Conquest 	<ul style="list-style-type: none"> • Power • Society • Legacy • Conquest 	<ul style="list-style-type: none"> • Power • Society • Legacy • Conquest
Key Knowledge	Pupils are able to locate Ancient Egypt in time and place.	They understand the hunter gatherer lifestyle of Mesolithic people.	Children understand the size and timescale of the Roman empire by looking at maps and timelines.

	<p>They can name 3 or 4 iconic features of Ancient Egyptian civilization</p> <p>Pupils are able to locate the Nile valley on a world map.</p> <p>Pupils understand the importance of the Nile and significance of annual floods</p> <p>They recognise that the Nile provided not only water for crops but also fertile soil, mud for bricks and pots, fishing, papyrus reeds and a key means of transport (especially important when moving the heavy stones to build the pyramids)</p> <p>Pupils can list at least 4 different types of evidence: pyramids, hieroglyphics, papyrus rolls, artefacts found in tombs.</p> <p>They know that Ancient Egyptians wrote in hieroglyphics and these need to be deciphered before we can fully understand the society.</p> <p>Pupils can explain why pyramids were built</p> <p>They use a range of clues to come to an independent conclusion as to who built them</p> <p>Pupils know that this was a very hierarchical society</p>	<p>Children can locate the move to farming on a simple time line and understand that hunter-gatherers were living alongside farmers about 5,000 years ago.</p> <p>They know about the impact of farming e.g taming animals, growing wheat</p> <p>Children know and understand the different periods of time e.g Mesolithic Neolithic</p> <p>Pupils can make deductions about way of life at Skara Brae by studying evidence left behind.</p> <p>Pupils understand that Stonehenge was built about 5,000 years ago, in stages.</p> <p>They can speculate as to its likely use and come to a reasoned judgement using evidence.</p> <p>They understand that it was one of many similar constructions from that time.</p> <p>They use provisional and tentative language (might have, perhaps, possibly, maybe etc.)</p>	<p>Children to understand the terms empire and invasion.</p> <p>Children identify 2 reasons for Claudius's invasion of Britain.</p> <p>Children are able to recognise why the Roman army was so powerful and prioritise these factors, based on importance</p> <p>Children to know that the Iron Age people (Celts) lived in Britain before the Roman invasion.</p> <p>Children can explain why Boudicca was angry with the Romans.</p> <p>Children understand that Boudicca has been interpreted in different ways and give some reasons for this.</p> <p>Children grasp how sophisticated Roman lifestyle was for rich (evidence)</p> <p>Understand that society was diverse and that poor lived very differently.</p> <p>Children can recognise the legacy of the Roman empire in Britain.</p>
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