

**THE WINTERTON FEDERATION MEDIUM TERM PLAN HISTORY Summer Term YEAR 3**

<b>Ancient Egypt</b>	<b>Learning Objective</b>	<b>Activity</b>	<b>Success Criteria</b>
<b>Session 1</b>	To introduce the definition and time scale of human prehistory.	Children will explore the meaning of the term 'prehistory' and identify the Stone Age, Bronze Age and Iron Age on a timeline. They find out what archaeologists do and how they find out about the past without written records Create an archaeological dig by burying some items in a sandpit, then ask children to find them. What tools would they use?	I know what the term 'prehistory' means I know the names of the three periods of prehistory I can describe how we can find out about the prehistoric past
<b>Session 2</b>	To find out about early humans and the Palaeolithic period.	Explore the Palaeolithic period and how the first people came to Britain. Examine different species of early man and find out about the lives and achievements of early Homo sapiens. Draw a picture of what you think life was like in early stone age Britain and then share with others.	I can explain how and when people first came to Britain I know what kind of animals early humans encountered I know where early humans lived
<b>Session 3</b>	To find out about people who lived in the Mesolithic period.	Find out how Britain's coastline changed during the Mesolithic period and compare to today. Examine the site of Star Carr to find out about the lives of people during this period, including aspects such as food, housing, clothes and tools. Think about what skills are important in school and whether the same skills were important for people at Star Carr. Build a model of a Mesolithic Hut identifying the suitable materials which would have been used. Explain about hunter-gatherers and how their diet would change. Discuss how our diets would change if we only ate locally-sourced seasonal produce & create a plate to illustrate this.	I know what happened to Britain's coastline when the ice sheets of the last Ice Age retreated I know where Doggerland is I can describe what Mesolithic life was like

<b>Session 4</b>	To find out how people lived in the Neolithic period.	Explore how life developed from the Mesolithic to Neolithic period. They will examine the site of Stonehenge and use a variety of sources to find and infer facts. Model how the stones may have been transported on rollers. What technology do we have now that would make the task easier? Create an advert advertising Stonehenge.	I know where and when agriculture was developed I know when people in Britain started farming I know what Stonehenge is and how the landscape developed
<b>Session 5</b>	To find out about how people lived in the Bronze Age.	Explore how bronze is made and the effect bronze had on life in Britain. Explore life and community in Britain's first permanent settlements. Make simple card looms and weave cloth. Compare and contrast the huts from Star Carr to Skara Brae.	I know how bronze is made I know how people were buried in the Bronze Age I know what happened to the climate at the end of the Bronze Age
<b>Session 6</b>	To find out about how people lived in the Iron Age.	Children will find out how iron was mined and used during the Iron Age and how this changed life in Britain. They will examine Roman and Greek accounts of life in Iron Age Britain. Create own Iron Age accessory or shield.	I know how iron is made I know what Iron Age houses were like I know what happened at the end of the Iron Age
<b>Session 7</b>	To recap and summarise the prehistory of Britain.	Consolidate learning and describe what life was like, and how people and technology developed throughout prehistory. Give out various dates/events on card and challenge children to put into chronological order. Create their own timeline & illustrate to show pre-history.	I know what the three ages of prehistory are I know how long British prehistory is I can explain how life changed in Britain during prehistory
<b>Cross Curricular Links</b>	<b>Art &amp; Design Engineering</b>	Weaving; Pottery artefacts; Cave Painting; jewellery. Food, Origins of Sewing	