



History Medium Term Planning

Year 3



<u>Topic and term</u>	<u>Knowledge</u>	<u>Children will be able to...</u>	<u>Prior Knowledge</u>	<u>Key Vocabulary</u>
Predator	To study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	- As a class create a timeline from the different time periods. I can answer questions on plants and animals that lived in each of the time periods. The Triassic was a time of a single world continent, when the first pterosaurs took flight and dinosaurs evolved along with many other animals. In the Jurassic, both plant-eating and meat-eating dinosaurs grew enormous. The world broke into two continents. In the Cretaceous, flowering plants and many insects evolved. Duck-billed dinosaurs and horned dinosaurs developed. T. rex ruled in these last dinosaur days. Most dinosaurs we know come from the end of the Cretaceous period. But dinosaurs probably lived in great numbers in all three periods of dinosaur time: Jurassic, Triassic, and Cretaceous. The smallest dinosaurs were probably from the late Triassic and early Jurassic. That's where we find the smallest ornithischian dinosaurs so far. Dinosaurs got biggest in the late Jurassic and Cretaceous. <u>Dinosaurs:</u> Tyrannosaurus Rex, Stegosaurus, Triceratops, Velociraptor. - To research Pre-historic animals from the Stone Age including Mastodons, sabre-toothed cats, giant ground sloths, woolly	Children will know about events that happened before their grandparents were born. Children will be able to name different dinosaurs.	predator, Northern, Southern, Hemisphere, Pre-historic, stone age, continents, dinosaurs, T-rex, stegosaurus, omnivore, triceratops, pterodactyl, predators, herbivore, carnivore, extinct, woolly mammoth, cave bear, sabre toothed tiger, dire

mammoths, bison and deer. To identify and name Pre-historic animals from the Stone Age. To label them and give a description of each one.

Mastodons, sabre-toothed cats, giant ground sloths, woolly mammoths, bison and deer.

- To identify which animals have become extinct in the 19th and 20th century and why. To order extinct animals on a timeline in chronological order

Extinct- (of a species, family, or other group of animals or plants) having no living members; no longer in existence.

Paradise Parrot- 1920s, Tasmanian Tiger 1930s, Japanese sea line 1950s, Guam flying fox 1960s, Caspian Tiger 1970s, Golden Toad 1980s, Rotund rocksnail 1990s, Pinta Giant tortoise 2010s, west African black rhinoceros 2010s

- To know why animals are becoming extinct. To know people started poaching in the 1700s. to name animals that are poached and why. To know the difference between hunting and poaching. To write a balanced argument based on hunting and poaching.

Poaching is the illegal taking of wildlife, in violation of local, state, federal, or international law.

As rural poverty was prevalent in the 1700s, many people turned to poaching just to survive. Commoners protected poachers as an act of rebellion, because food was so scarce. There were tough punishments for poaching during this period. In 1723 the "Black Act"

wolf,

		made poaching with a blackened face a capital offence (those caught could be hanged). While hunting was reserved for the privileged, it was illegal to buy and sell wild animals. It remained illegal to do so until the mid-1800s. Gangs of poachers formed outlaw bands and sold animals through the black market. In the UK, poaching is classed as a wildlife crime and is defined as killing or taking a bird, mammal or fish without legal right or consent from the landowner. Commercial poachers kill grizzly bears, moose, bighorn sheep, elk, mountain lions, eagles and snakes. The crucial distinction to be made between poaching and hunting is where each sits in the eyes of the law. Put simply, poaching is hunting without legal permission from whoever controls the land. Hunting is regulated by the government, and hunters must obtain permits authorising them to kill certain animals.		
Tribal Tales	To know the changes in Britain from the Stone Age to the Iron Age. To understand how Stone Age	To predict what people learnt from Stone Age paintings. Cave art, generally, the numerous paintings and engravings found in caves and shelters dating back to the Ice Age (Upper Paleolithic), roughly between 40,000 and 14,000 years ago. See also rock art. The first painted cave acknowledged as being Paleolithic, meaning from the Stone Age, was Altamira in Spain. Cave art is significant because it was what people in prehistoric times did in order to record history and culture. But, prehistoric cave art was	Children will have experience using books and the internet to find out more information about the past. Children will know you can find artefacts from the past in museums.	tribe, tribal, natives, Stone Age, Iron Age, Bronze Age, stones, flint, spears, weapons, History, chronological,

people hunted their food and what they ate.

To identify the differences between the stone age, the Bronze Age and Iron Age.

To predict what people learnt from Stone Age paintings.

To describe what a typical day would have been like for a Stone Age man, woman or child.

also significant because it also served as a warning to people who were to come later. For example, they could show the way to kill a beast or warn them of a beast.

- To write a fact file about what a Stone Age person ate, how they hunted it and the weapons they used to hunt their food

While Stone Age people had various scrapers, hand axes, and other stone tools, the most common - and possibly most important - were spears and arrows. Both of these were what we call composite tools, because they were made of more than one material.

Early Stone Age people hunted with sharpened sticks. Later, they used bows and arrows and spears tipped with flint or bone. People gathered nuts and fruits and dug up roots. They went fishing using nets and harpoons.

Their diets included meat from wild animals and birds, leaves, roots and fruit from plants, and fish/ shellfish. Diets would have varied according to what was available locally.

- To draw an animated comic strip with annotations of the day in the life of day of a Stone Age man, woman or child.

Stone Age people, as the first humans, were the first clothing and shoemakers. In warmer climates, they made their clothes out of **linen**, since it was cool and lightweight, but in colder climates and during the ice ages, they made their clothes out of leather.

Stone age people gathered food, hunted, made tools, sharpened stones, cooked food, skinned animals and made clothes.

Cavemen, or Neanderthals wore clothing mostly made from the skins of

hunt, hunting, museum, past, artefacts, stone age man, woman, child, typical day, similarities, differences, change, life,

animals they hunted. The clothing was often heavy and thick, to protect against the elements, especially exposure to the cold. The skins were crafted into crude shirts, pants and even shoes, often held together with a primitive form of string.

- To describe the changes in Britain from the Stone Age, Bronze age to the Iron Age. To draw a timeline which includes the Stone Age, Bronze Age and Iron Age. I can include significant changes throughout History using words and drawings.

"A.D." stands for anno domini, Latin for "in the year of the lord," and refers specifically to the birth of Jesus Christ. "B.C." stands for "**before Christ**." In English, it is common for "A.D." to precede the year, so that the translation of "A.D."

The Bronze Age is a historic period, approximately 3300 BCE to 1200 BCE.

The Bronze Age is a period characterized by the use of copper and its alloy bronze as the chief hard materials in the manufacture of some implements and weapons.

The Iron Age was a period in human history that started between 1200 B.C. and 600 B.C.

The use of iron became more widespread after people learned how to make steel, a much harder metal, by heating iron with carbon.

- To draw and complete a comparison table for the Stone Age, Bronze Age and Iron Age to show their similarities and differences.

Iron Age - Humans used iron to make tools, and farmed land instead

		of hunting. Bronze Age - In this era, metals were used to make hunting tools. Humans also began to farm land. Stone Age - When the first humans began to live in Europe.		
Ancient Greece.	To study Greek life and achievements and their influence on the western world. To know about and can talk about the struggle between the Athenians and the Spartans. To know about some of the things that the Greeks gave the world. To know that the Greeks were responsible for the birth of the Olympics.	● To explore Ancient Greece and Ancient Greek events. To draw and write a timeline identifying Ancient Greek Events using words and images. 2000 BCE- First Settlers- Wandering tribes begin to settle in Greece c. 850 BCE- The Greek alphabet was developed from the Phoenician alphabet. 776 BCE- First recorded Olympic games. The games were held at Olympia. There was one event — the men's 200. 600 BCE- The first Greek coins appeared. 508 BCE- Democracy began in Athens ● To explore Greek life. To draw an animated comic strip of the day in the life of an Ancient Greek man, woman or child. The Greeks wore light clothes as the climate was hot for most of the year. Their garment usually consisted of two main parts: a tunic (either a peplos or chiton) and a cloak (himation). Clothes were secured with ornamental clasps or pins at the shoulder and belt, sash, or girdle at the waist. There were many jobs for men in Ancient Greece including farmer, fisherman, soldier, teacher, government worker, and craftsman. The women, however, were generally homemakers and would raise the children and cook the meals. ● In a group I can create a mind map with information	Children will know how to use books and the internet to find out more information about the past. Children know what certain objects from the past might have been used for. Children know about an event that happened before my grandparents were born.	ancient, Greece, Athenians, Athens, Spartans, Olympics, modern, past, culture, Gods, Goddesses, war, Greek alphabet, 8th or 9th century, BC foot race, javelin contest, wrestling matches, Gods and Goddesses: Apollo, Zeus, Poseidon, Hades, Aphrodite, Athena, Hestia, Demeter,

To know that the Greek Gods were an important part of the Greek culture.

To know how to locate Greece on a map.

about the different wars and when they occurred and key information. To explore the Greeks at war. To research how many wars occurred during the Ancient Greek period. Persian Wars (first half of the 5th century BC), the Peloponnesian Wars (459-446 & 431-404 BC), and the Corinthian Wars (394-386 BC).

The Peloponnesian War was a war fought in ancient Greece between Athens and Sparta—the two most powerful city-states in ancient Greece at the time (431 to 405 B.C.E.). This war shifted power from Athens to Sparta, making Sparta the most powerful city-state in the region.

- To explore and use the Greek alphabet. To create a poster displaying the Greek alphabet

The Greek alphabet has been used to write the Greek language since the late ninth or early eighth century BC.

The letters of the Greek alphabet are: alpha, beta, gamma, delta, epsilon, zeta, eta, theta, iota, kappa, lambda, mu, nu, xi, omicron, pi, rho, sigma, tau, upsilon, phi, chi, psi, omega.

- To compare life in Athens and Sparta. To create a Venn Diagram to compare Athens and Sparta to show their similarities and differences.



The main difference between Athens and Sparta is that Athens was a form of democracy, whereas

Sparta was a form of oligarchy. Athens and Sparta are two prominent Greek rival city-states. Moreover, Athens' economy was mainly based on trade, whereas Sparta's economy was based on agriculture and conquering.

- To create a table compare ancient and modern Olympics.

The Greeks loved sport and the Olympic Games were the **biggest** sporting event in the ancient calendar.

The Olympic Games began over 2,700 years ago in Olympia, in south west Greece. Every **four years**, around 50,000 people came from all over the Greek world to watch and take part. The ancient games were also a religious festival, held in honour of **Zeus**, the king of the gods. There were no gold, silver and bronze medals. Winners were given a **wreath of leaves** and a **hero's welcome** back home. Athletes competed for the glory of their city and winners were seen as being touched by the gods.

Only men, boys and unmarried girls were allowed to attend the Olympic Games. **Married women** were barred. The ancient Games included running, long jump, shot put, javelin, boxing, pankration and equestrian events.

The modern Olympic Games are leading international sporting events featuring summer and winter sports competitions in which thousands of athletes from around the world participate in a variety of competitions. The Olympic Games are considered the world's foremost sports competition with more than 200 nations participating.^[3] The Olympic Games are normally held every four years, alternating between

		The Summer and Winter Olympics every two years in the four-year period. To research Greek Gods and Goddesses. To write a non-chronological report on Greek Gods and Goddesses (over 2 lessons) Greek Gods - Zeus, Hera, Poseidon, Apollo, Artemis, Ares, Hephaestus, Hermes, Hestia and Dionysus. Greek Goddesses - Aphrodite, Artemis. Athena. Athena and Demeter.		
Scrumdiddlyumptious	To know a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	- To research about what life was like as a Mayan. To know why the Mayans were significant and that they invented chocolate. To write a fact file about Mayans. The Maya are probably the best-known of the classical civilizations of Mesoamerica. Originating in the Yucatán around 2600 B.C., they rose to prominence around AD. 250 in present-day southern Mexico, Guatemala, northern Belize and western Honduras. The ancient Maya discovered these foods hundreds of years ago, yet these foods are still found in many home kitchens, not to mention restaurants, today. Tamales, Corn Tortillas, Chocolate, Traditional Breakfast, Avocados and Guacamole, Poc Chuc. The Mayans consumed chocolate by first harvesting the seeds -- or beans -- from cacao trees. They fermented and dried them, roasted them, removed their shells, and ground them into paste. - To chronologically order where chocolate came from and how it has developed over time.	Children will have experience recounting the life of someone famous in Britain who lived in the past and what they contributed. Children will have experience using books and the internet to find out more information about the past.	Mayans, chocolate, John Cadbury, Birmingham and Cadburys, AD, Benin, West Africa, civilisation, Quaker, chronologically, change, time, investigate,

2000 BC, Amazon: Cocoa, from which chocolate is created, is said to have originated in the Amazon at least 4,000 years ago.

Sixth Century AD: Chocolate, derived from the seed of the cocoa tree, was used by the Maya Culture, as early as the Sixth Century AD.

1513, A Slave is Bought for Bean

1528, Chocolate Arrives in Spain: Cortès presented the Spanish King, Charles V with cocoa beans from the New World and the necessary tools for its preparation. And no doubt Cortès taught him how to make *Chocolatl*.

1585, Chocolate Goes to Market: The first shipment of beans intended for the market makes it to Spain.

1609, Chocolate is Lauded in Literature: The first book devoted entirely to chocolate, "Libro en el cual se trata del chocolate," came from Mexico.

1830, The Drink Became a Confection: Solid eating chocolate was developed by J. S. Fry and Sons, a British chocolate maker.

1849, Cadbury Brothers Exhibited Chocolate: The exhibition was at Bingley Hall at Birmingham, England.

1938, World War II: The U.S. government recognized chocolate's role in the Allied Armed Forces. It allocated valuable shipping space for the importation of cocoa beans which would give many weary soldiers the strength to carry.

- To investigate the life of John Cadbury and its significance to us. To create a poster on John Cadbury.

John Cadbury was born in 1802 and he owned a small chocolate

company in Birmingham, England. He is famous for creating the modern chocolate bar by developing a process to harden chocolate. To sugar-lovers stateside, Cadbury is best known as the maker of the cream-filled eggs that appear in stores each spring for Easter. Cadbury was actually the first company to use them to showcase its chocolates. Founder John's son, Richard, actually came up with the idea, and from 1861, Cadbury chocolates were sold for Valentine's Day in heart-shaped boxes covered in cupids and roses.

- To understand what a Quaker is and its significance to Cadbury and chocolate. To investigate the history of chocolate. To write a report on how important Quakers were to Cadbury and chocolate.

Quakers are people who belong to a historically Protestant Christian set of denominations known formally as the Religious Society of Friends. The Cadburys were a Quaker family who had moved from Exeter to run a draper's shop in Birmingham by the start of the 19th Century. It was their Quaker beliefs which steered them into the fledgling chocolate industry, just like some other notable Quaker families - the Frys, Rowntrees and Terrys.

It was in 1824 that Quaker businessman John Cadbury opened his first shop, a grocer's in Birmingham's Bull Street. It was to be the beginnings of a family business that would make milk chocolate the popular treat it remains in the UK and act as a pioneer of good business practices.

Active Planet	To study an aspect of history. To understand how an event from the past has shaped our lives today. To know how to place features of historical events and people from the past societies and periods in a chronological framework.	● To order recent famous volcano eruptions on timeline in chronological order. To research volcanic eruptions that have been recorded in the 21st century. Mount Nyiragong (Congo) 2002, Mount Merapi (Indonesia) 2010, Puyehue-Cordón Caulle (Chile) 2011, Etna (Italy) 2013, Mount Ontake (Japan) 2014, Volcán de Fuego (Guatemala) 2018, White island (New Zealand) 2019 ● To create a table about what Pompeii was like in 79AD before Mount Vesuvius erupted and what Pompeii is like today. Of the many eruptions of Mount Vesuvius, a major stratovolcano in southern Italy, the most famous is its eruption in 79 AD, which was one of the deadliest. Around noon on August 24, 79 ce, a huge eruption from Mount Vesuvius showered volcanic debris over the city of Pompeii, followed the next day by clouds of blisteringly hot gases. Buildings were destroyed, the population was crushed or asphyxiated, and the city was buried beneath a blanket of ash and pumice. Today Pompeii remains one of the most popular archaeological sites of an ancient area in the modern world. The buildings and homes of the city remain preserved, with the final moments of Pompeii's citizens etched into the remains. ● To learn about John Park Finley. To write a fact file on John Park Finley and his work on tornadoes. (April 11, 1854 – November 24, 1943) who was an American meteorologist- the first person to study tornadoes intensively.	Children will be able to use their chronology skills to understand the meanings of BC/AD. Children may have previously read about Pompeii when researching in books/internet.	Pompeii, Mount Vesuvius, Naples, Italy, ash, figures, statues, chronological order, timeline, volcanoes, eruptions, earthquakes, seismic monitor, invented, society, past, severe weather tracker, tornadoes, past, present, future, John Park Finley, study, track, technology, pioneers, data
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		He also wrote the first known book on the subject as well as many other manuals and booklets, collected vast climatological data, set up a nationwide weather observer network, started one of the first private weather enterprises, and opened an early aviation weather school.		
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