



## History Progression Map Year 3

	Spring 2	Summer 2
Topic	Stone age to Iron age	Ancient Egyptians
Learning Objective (from DC Pro)	<ul style="list-style-type: none"> <li>• I am aware of the different periods from the past and can identify some of the similarities and differences between these periods.</li> <li>• Understand that a timeline can be divided into AD and BC.</li> <li>• Have knowledge and understanding of some of the main events people and changes from the past.</li> <li>• Use evidence to describe the culture and leisure activities from the past.</li> <li>• Use evidence to describe the life style of people in the past.</li> <li>• Identify some of the different ways in which the past is represented.</li> <li>• Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama, roleplay and using ICT.</li> <li>• Give reasons for and results of the main events and changes using simple concepts such as cause and effect</li> <li>• Use a variety of documents, printed sources, artefacts, the internet, databases pictures etc as evidence about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• I am aware of the different periods from the past and can identify some of the similarities and differences between these periods.</li> <li>• Understand that a timeline can be divided into AD and BC.</li> <li>• Have knowledge and understanding of some of the main events people and changes from the past.</li> <li>• Use evidence to describe the culture and leisure activities from the past.</li> <li>• Use evidence to describe the life style of people in the past.</li> <li>• Identify some of the different ways in which the past is represented.</li> <li>• Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama, roleplay and using ICT.</li> <li>• Give reasons for and results of the main events and changes using simple concepts such as cause and effect</li> <li>• Use a variety of documents, printed sources, artefacts, the internet, databases pictures etc as evidence about the past.</li> <li>•</li> </ul>
Skills	Chronological awareness, Knowledge and understanding, organise, evaluate and communicate information, understand Historical concepts, Historical Enquiry.	Chronological awareness, Knowledge and understanding, organise, evaluate and communicate information, Understanding Historical concepts, Historical Enquiry.
Sticky Knowledge	<p><b>Overall knowledge</b></p> <ul style="list-style-type: none"> <li>• The stone-age period is said to have started around 3 million year ago when humans started to live in Europe.</li> <li>• The stone-age was followed by the bronze-age period. This is when humans started to use metal.</li> <li>• The bronze-age was followed by the iron-age when tools and weapons became more advanced and were used for farming.</li> </ul>	<p><b>Overall Knowledge</b></p> <ul style="list-style-type: none"> <li>• The Egyptians worshiped many gods and goddesses these could be human or part human part animal. Ra was the most important god, he was god of the sun and the lord of the other gods. Another important god was Anubis, he was god of the dead and was often seen with a head of a dog.</li> <li>• Tutankhamen was known as the boy king, famous because his tomb was one of the only tombs found with everything in it in 1922 by Howard Carter.</li> </ul>



## History Progression Map Year 3

- During the Palaeolithic Age (old stone age), man gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts.
- Understand that we are still discovering what life was like in stone age as things weren't recorded by writing things down.

### Society/Diversity

- During the Neolithic Age (towards end of the stone age), the humans formed settled communities, and domesticated plants and animals for the first time in history.
- Similar things were happening nationally.

### Local area

- Know that this was a similar occurrence locally, nationally and internationally

### Rulers/ Leaders

- Know that there was not a king or queen.

### Childhood

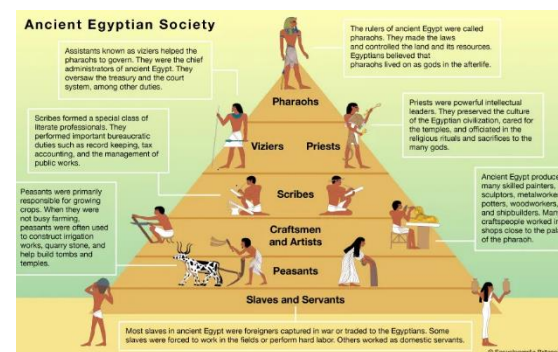
- Toy axes/ stones

### Role of women

- Women were in charge of gathering, cooking, looking after children, preserving tribal harmony.

- The River Nile is the life source upon which life in Ancient Egypt flourished. It created (and still creates) banks of fertile soil for the Egyptians to live and farm on.
- The Egyptians were the first civilization to invent writing
- Understand that the whole rule of the Ancient Egyptians lasted for 550 years approximately.
- Note achievements of other civilisations including the Indus Valley.

### Society/Diversity



### Local area

- Know that at this time England and the rest of Europe was going through the Neolithic period.

### Rulers/ Leaders

- **Pharaohs were the leaders in Ancient Egypt- Note the achievements of 2.**
- **Childhood** Children played with dolls and animal figures. Know that Egyptian children used to play with toys in cradles, small wooden animals, rattles, miniature weapons.

### Role of women

- Women typically worked around the home. They **prepared food, cooked meals, cleaned the house, made clothing, and took care of the children.** Poor women would help their husbands work the fields. Wealthier women would manage the servants or perhaps run a business of their own.



## History Progression Map Year 3

Vocachildren played with dolbulary	Archaeologists, artefact, Neolithic, B.C, A.D, chronology, tribal, Hunter gatherers, shelter, civilisations, settlement, prey, archaeologists, similarities/ differences information finding skills historical information historian	Canopic Jars, Egypt, Egyptians, Pyramids, Desert, Mummification, Pharaoh, plough, mattock, Coffin, Nile, God, archaeologists excavate evidence similarities/ differences information finding skills historical information historian
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