



Godfrey Ermen Primary School Year 3 History Unit Overview



Autumn Unit 1- Local History	Spring Unit 2- British History	Summer Unit 3-World History
How has transport in our local area changed over time?	Changes in Britain from the Stone Age to the Iron Age	Ancient Egypt
<p>L1: <i>I can share what I already know about transport in our local area. Timeline work plotting period studied and revisiting previous periods studied. HCh</i></p> <p>What was transport like before the 1700s? <i>Using sources of evidence depicting modes of transport pre 1700s children to make inferences around transport that may have been used in the era.</i></p> <p>L2: The Bridgewater Canal- why was it built and how did it change transport in the area? HI HCo HE HL <i>Pupils know when the Bridgewater canal was built.</i> <i>Pupils can identify the main reason why the Bridgewater canal was built.</i> <i>- To move coal from Worsley coal mines to Manchester (a distance of 10 miles)</i> <i>They know that this was an important part of the industrial revolution (they study this in depth in Y6)</i> <i>They can name Francis Egerton, The 3rd Duke of Bridgewater as the main benefactor and James Brindley as the engineer who executed the plan.</i></p>	<p>L1. <i>I can share what I already know about life in the Stone Age. Timeline work plotting period studied and revisiting previous periods studied. HCh</i></p> <p>Was Stone Age man simply a hunter and gatherer, concerned only with survival? HI HCo HE <i>Pupils understand that Britain was once covered in ice.</i> <i>They know that the earliest settlers were hunter- gatherers and lived in caves.</i> <i>Pupils can make deductions about lifestyle of Stone Age man from images.</i> <i>They can advance at least 2 reasons to suggest Stone Age man was interested in art and ceremonials.</i></p> <p>L2: How different was life in the Stone Age when man started to farm? HCh HI HCo HE <i>Pupils can locate the move to farming on a simple timeline. They grasp that hunter- gatherers were living alongside early farmers about 5,000 years ago.</i> <i>They can explain the impact of farming esp. taming wild animals, growing wheat etc.</i> <i>Pupils can talk about relative significance of changes as well as continuities and can use precise language to describe periods of time e.g. Neolithic.</i></p> <p>L3: What can we learn about life in the Stone Age from a study of Skara Brae? HI HE</p>	<p>L1: <i>I can share what I already know about life in Ancient Egypt. Timeline work plotting period studied and revisiting previous periods studied. HCh</i></p> <p>What can we quickly find out to add to what we already know about Ancient Egypt? <i>Pupils are able to locate Ancient Egypt in time and place and to mention at least 3 or 4 iconic features of Ancient Egyptian civilisation</i> <i>Pupils can identify features that would NOT have been present in Ancient Egypt from an anachronism picture e.g. tractors, thermos flask and can suggest what the Ancient Egyptians had instead</i></p> <p>L2: How can we discover what Ancient Egypt was like over 5,000 years ago? HCo HE <i>Pupils are able to locate the Nile valley on a world map & make deductions from map evidence.</i> <i>Pupils grasp importance of the Nile and significance of annual floods</i> <i>They can explain 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)</i> <i>Pupils know that water was stored in canals and ditches</i> <i>They can explain why pyramids, graveyards and other important monuments we can see today were sited on the desert's edge.</i></p> <p>L3: What sources of evidence have survived and how were they discovered? HI HCo HE <i>Pupils can list at least 4 different types of evidence: pyramids, hieroglyphics, papyrus rolls, artefacts found in tombs</i></p>

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<p>They can explain the main structure of the canal which was a gravity flow canal that used a aqueduct to move the coal. The first if it's kind.</p> <p>L3:</p> <p>Rail transport- how has it evolved over time. Why is Patricroft Station special? HCh HI HE HL</p> <p><i>Pupils understand the evolution from Horse and carriage to George Stephenson's Rocket to modern day diesel and electric passenger trains.</i></p> <p><i>Pupils understand the role of the Rocket in developing Steam trains used in the Industrial Revolution.</i></p> <p><i>Pupils can explain why Patricroft Station is important: Patricroft marks a historic intersection between rail and canal – the place where the Bridgewater Canal, the first true man-made canal, is crossed by the first steam powered passenger and goods railway line from Manchester to Liverpool. And another 'first' – it's the location of the first railway pub, the Queen's Arms.</i></p> <p><i>Pupils know that Queen Victoria visited Patricroft station before travelling on a barge on the Bridgewater Canal to Worsley in 1851.</i></p> <p>BBC resource https://www.bbc.co.uk/bitesize/articles/z94r3j6#zctrq7h</p> <p>L4: HL</p> <p>What does transport in Eccles / Salford/ Manchester look like now? (Including trams)</p>	<p><i>Pupils grasp that discovery of Skara Brae was quite recent and that changed our view of early communities about 10,000 years ago. Pupils can 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?</i></p> <p><i>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?</i></p> <p>L4:</p> <p>Why is it so difficult to work out why Stonehenge was built? HI HE</p> <p><i>Pupils understand that it was built about 5,000 years ago, in stages. They can explain how it was built. They can speculate as to likely use and come to a reasoned judgement using evidence. They understand that it was one of many similar constructions from that time. They use provisional and tentative language (might have, perhaps, possibly, maybe etc.)</i></p> <p>L5:</p> <p>How much did life really change during the Iron Age and how can we possibly know? HCo HE</p> <p><i>Pupils can list 2 or 3 characteristics of life in an Iron Age hill fort community. They can draw inferences from archaeological finds. They can explain how artists' impressions are created from fragments of finds.</i></p> <p>L6:</p> <p>Can you solve the mystery of the 52 skeletons of Maiden Castle? HI HE</p> <p><i>Pupils can use their contextual knowledge of Iron Age hill fort life to speculate as to what might have happened. They can come to a conclusion as to the possible reasons for the bodies and substantiate their judgement using at least one piece of evidence. More able pupils can begin to weigh up the strengths and weaknesses of each theory.</i></p>	<p><i>Pupils grasp that much of our understanding of the Ancient Egyptian civilization came within the last 200 years. They grasp that Ancient Egyptians wrote in hieroglyphics and these need to be deciphered before we can fully understand the society. Pupils can explain why pyramids were built</i></p> <p>L4:</p> <p>What does the evidence tells us about everyday life for men, women and children? HI HCo HE</p> <p><i>Pupils grasp that this is a very hierarchical society. Pupils can explain that most men were farmers. Women spent much time baking bread, collecting water etc. Most houses were made of mud bricks, contained 4/5 rooms and had storage silos for grain.</i></p> <p>L5 & 6:</p> <p>What did the Ancient Egyptians believe about life after death and how do we know? HI HCo HE</p> <p><i>Pupils can sequence the stages of mummification</i></p> <p><i>They grasp the importance of the afterlife to Egyptian beliefs and can explain how particular objects help us to understand their ideas</i></p> <p><i>Pupils understand that there 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</i></p> <p><i>Pupils understand the importance of maat, creation myths and the role of gods and goddesses</i></p> <p>L7:</p> <p>What did Ancient Egypt have in common with other civilisations from that time? HCh HCo HE</p> <p><i>Pupils know that there were at least 3 other major civilisations elsewhere in the world at this time and can locate them approximately on a map:</i></p> <ul style="list-style-type: none"> • Indus valley • Sumer (Mesopotamia) Modern Iraq)
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<p>Pupils revisit transport in the past and in Salford by examining photographs over the years and completing an enquiry lesson.</p> <p>https://salfordmuseum.com/wp-content/uploads/sites/3/2019/01/Local-History-Teachers-Toolkit.pdf</p> <p>Pupils can name different modes of transport in The North West and how they've evolved.</p> <p>They can explain how Manchester is easily accessible to the rest of the country by road and rail. Look at the railway network and how this has changed over time.</p> <p>L5:</p> <p>Air travel- why is Barton airport (City Airport) important? HI HE HL</p> <p>Pupils understand that City Airport is also known as the Barton Aerodrome, and it was the first purpose-built municipal airport in the UK- opening in 1930.</p> <p>Pupils understand what this would mean for North West- greater travel opportunities etc , they understand that this would only benefit the wealthier members of society at the time.</p> <p>They understand that today it is used by a variety of different aircraft, such as commercial, private, military, police and air ambulance and therefore it is still of great importance today.</p> <p>L6:</p>	<p>L7:</p> <p>Assessment Task-</p> <p>To sequence images from early Stone Age to Iron Age and provide a written/verbal explanation as to why they have been sequenced in that order.</p> <p>Revisit mind map and timeline recording new learning and key events within the period. Compare and Contrast with life in the time of The Great Fire of London (Y2) HCh</p>	<ul style="list-style-type: none"> • Shang dynasty China. <p>They can note similarities and differences between the civilisations.</p> <p>L8.</p> <p>Assessment Task-</p> <p>How can we tell from this picture that the Ancient Egyptians believed in the afterlife?</p> <p>Pupils identify the picture as a process of mummification, referring to canopic jars.</p> <p>Pupils refer to the afterlife, and discuss the purpose of various charms, scarab beetles etc.</p> <p>Revisit mind map and timeline recording new learning and key events within the period. Compare and Contrast with life in the time of The Stone Age (Y3 Term 2) HCh HCo</p>
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How has air travel changed in Manchester? **HCh**

HL

Pupils understand that Barton Aerodrome was deemed unsuitable for larger aircraft in the mid 1930s so a plan was developed to build a larger airport (Ringway now know as Manchester Airport)

They can place key facts about Manchester air travel on a timeline.

Pupils can discuss the trends of destinations available and passenger numbers over time.

L7: Assessment Task:

**The North West has seen many 'firsts' in transport.
Discuss these and why they were so important.**

Using images of the different transport firsts in the North West pupils to name and share the importance of each one to the local area.

Revisit mind map and timeline recording new learning and key events within the period. Link to Y2 unit on Who was Godfrey Ermen and what Buildings are special in Salford. **HCh**

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