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| **History**  **Year 2/3**  **2024 – 2025** | | |
| **Term 1**  **Would you rather live in the Stone Age, Bronze Age or Iron Age?** | | |
| Vocabulary | Knowledge | Objectives |
| * Artefacts * Settlements * Trade * Prehistory * Mesolithic * Neolithic * Palaeolithic | Understand that prehistory was a long time ago.  Accurately place AD and BC on a timeline.  Identify conclusions that are certainties and possibilities based on archaeological evidence.  Explain the limitations of archaeological evidence.  Use artefacts to make deductions about the Amesbury Archer’s life.  Identify gaps in their knowledge of the Bronze Age.  Explain how bronze was better than stone and how it transformed farming.  Explain how trade increased during the Iron Age and why coins were needed.  Identify changes and continuities between the Neolithic and Iron Age periods.  Explain which period they would prefer to have lived in, providing evidence for their choice. | * I can recognise the chronology and significance of prehistory. * I can explore archaeological evidence to learn about Skara Brae. * I can use archaeological evidence to investigate the Bronze Age. * I can explain how bronze transformed prehistoric life. * I can explain the importance of trade during the Iron Age. * I can compare settlements in the neolithic period and iron age by exploring continuity and change. |
| **Term 2**  **What did the ancient Egyptians believe?** | | |
| Vocabulary | Knowledge | Objectives |
| * Afterlife * Hieroglyphics * Mummification * River Nile * Sarcophagus * Ra | Identify the ancient civilisations and key periods in ancient Egypt.  Describe the physical features of Egypt.  Explain the Egyptian creation story.  Identify the characteristics of important gods or goddesses.  Explain why the pyramids were built.  Identify the stages and challenges of building a pyramid.  Explain the links between ancient Egyptian beliefs and mummification.  Name sources that can be used to find out about ancient Egyptian beliefs.  Explain some Egyptian beliefs about the afterlife. | * I can say when and where the ancient Egyptians lived. * I can explain the importance of the Egyptian gods and goddesses. * I can explain why pyramids were built. * I can explain how and why the Egyptians mummified people. * I can use hieroglyphics. * I can talk about significant ancient Egyptians beliefs. |
| **Term 3 How hard was it to invade & settle in Britain?** | | |
| Vocabulary | Knowledge | Objectives |
| * Empire * Settlement * Angles/Saxons * settlers * Invasion * Missionary * Paganism | Explain how the Britons felt when the Romans left Britain.  Suggest reasons for the Anglo-Saxon invasion of Britain.  Name the key features of Anglo-Saxon settlements.  Identify changes and continuities in settlements from prehistoric Britain.  Make inferences about artefacts.  Describe how Anglo-Saxon beliefs changed.  Explain how missionaries spread Christianity.  Explain the threat the Vikings posed to the Anglo-Saxons.  Identify the qualities needed to be a monarch in 1066. | * I can understand why the Anglo-Saxons invaded Britain. * I can identify the features of Anglo-Saxon Settlements and how they have changed from prehistoric times. * I can make inferences ab out who was buried at Sutton Hoo. * I can understand how Anglo Saxons converted to Christianity. * I can say my opinion of Alfred the Great. * I can explain how Anglo-Saxon rule ended. |