

Medium term Plan For Year 3 Cycle 2

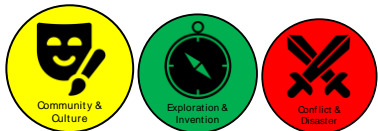


Please ensure that you have addressed the required prior learning that will have already taken place during your prior learning launch lesson.

Prior Learning		
Autumn	Spring	Summer
<p>(Cycle 1 - Summer Term)</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements - <u>Grace Darling</u></p> <p>Children will have learnt about Grace Darling's life and the impact she had on sea rescues. They will be able to compare old and new from two time periods - Grace's lifetime and their lifetime whilst being able to explain the cause/consequence/effect of her key life events.</p> <p>Skills (beyond their lifetime): sequencing events and timelines, describing change, making comparisons, use secondary sources for research and identify what has changed/stayed the same since Grace Darling.</p>	<p><u>Rampaging Raiders</u></p> <p>The children will have learnt that Britain was a place of invasion after the Romans left Britain and from 0-1000 AD Britain was invaded and fought over by Vikings, Saxons, Scots and Picts.</p> <p>They will have learnt about life in Anglo Saxon Britain, and impact the Vikings had which meant changes to law e.g. Danegeld and criminal justice systems.</p> <p>They will have learnt about Anglos Saxon and Viking Kings and their handling of invasions and the outcome of these battles/invasions.</p> <p>They will know Britain was split into 7 Anglo Saxon kingdoms and</p>	<p><u>Ancient Greece</u></p> <p>The children will know that the period of Ancient Greece falls many years before Viking/Anglo Saxon Britain (ESSENTIAL TO SHOW VIA TIMELINE) and that the Greek period again was a significant number of years long.</p> <p>They will be able to explain how Ancient Greece ways of life have had an impact on modern society e.g. democracy, theatre, arts, mechanics (e.g. wheel)</p> <p>The children will have researched and learnt about the Battle of Thermopylae and cause/effect of this.</p>

Vikings invaded via Lindisfarne > then onto York which created centuries of battles.

They will be able to explain events chronologically and apply these to timelines, writing and understand the difference between primary sources and secondary sources.

Year 3 - Cycle 2

Rampaging Raiders	Go Greece Lightning	Going for Gold
Key Concepts Covered	Key Concepts Covered	Key Concepts Covered
<div data-bbox="215 376 591 507" style="text-align: center;">  </div> <p data-bbox="107 517 389 544"><u>National Curriculum</u></p> <p data-bbox="107 550 651 608"><i>Britain's settlement by Anglo-Saxons and Scots</i></p> <p data-bbox="107 614 692 641"><i>Examples (non-statutory) This could include:</i></p> <ul data-bbox="107 647 680 975" style="list-style-type: none"> - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire - Scots invasions from Ireland to north Britain (now Scotland) - Anglo-Saxon invasions, settlements and kingdoms: place names and village life - Anglo-Saxon art and culture - Christian conversion - Canterbury, Iona and Lindisfarne <p data-bbox="107 981 651 1070"><i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p data-bbox="107 1077 692 1104"><i>Examples (non-statutory) This could include:</i></p> <ul data-bbox="107 1110 663 1334" style="list-style-type: none"> - Viking raids and invasion - resistance by Alfred the Great and Athelstan, first king of England - further Viking invasions and Danegeld ☐ - Anglo-Saxon laws and justice - Edward the Confessor and his death in 1066 <p data-bbox="255 1374 555 1401" style="text-align: center;">Second Order Concepts</p>	<div data-bbox="779 376 1263 507" style="text-align: center;">  </div> <p data-bbox="725 517 1008 544"><u>National Curriculum</u></p> <p data-bbox="725 550 1301 608"><i>A study of Greek life and achievements and their influence on the western world</i></p> <p data-bbox="869 679 1173 707" style="text-align: center;">Second Order Concepts</p> <p data-bbox="725 751 1272 809">I understand the difference between BC, AD, BCE and CE (C)</p> <p data-bbox="725 815 1211 879">I can place dates and events on a timeline for a historical period (C)</p> <p data-bbox="725 924 1308 1023">I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity (S&D)</p> <p data-bbox="725 1067 1272 1150">I can identify and give reasons for historical events and explain the impact (C&C)</p> <p data-bbox="725 1211 1308 1294">I can explain what changed and stayed the same in relation to at least one of the 4 key concepts (CO&C)</p> <p data-bbox="725 1355 1308 1437">I can explain what changed and stayed the same in relation to at least one of the 4 key concepts (CO&C)</p>	<div data-bbox="1576 376 1711 507" style="text-align: center;">  </div> <p data-bbox="1344 517 1626 544"><u>National Curriculum</u></p> <p data-bbox="1344 550 1928 608"><i>Changes in an aspect of social history - Leisure and Entertainment in the 20th century</i></p> <p data-bbox="1487 647 1792 675" style="text-align: center;">Second Order Concepts</p> <p data-bbox="1344 719 1928 815">I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity (S&D)</p> <p data-bbox="1344 860 1895 943">I can identify and give reasons for historical events and explain the impact (C&C)</p> <p data-bbox="1344 1003 1928 1086">I can explain what changed and stayed the same in relation to at least one of the 4 key concepts (CO&C)</p> <p data-bbox="1344 1147 1872 1198">I can identify historically significant people and events and their impact (S)</p> <p data-bbox="1344 1259 1928 1342">I can explore a range of secondary sources and can differentiate between fact and opinion.(HE)</p> <p data-bbox="1344 1402 1872 1437">I know the difference between primary and secondary sources.(HE)</p>

<p>I understand the difference between BC, AD, BCE and CE (C)</p> <p>I can place dates and events on a timeline for a historical period (C)</p> <p>I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity (S&D)</p> <p>I can explain the links between significant events (CO&C)</p> <p>I can explore a range of secondary sources and can differentiate between fact and opinion.(HE)</p> <p>I know the difference between primary and secondary sources.(HE)</p>	<p>I can identify historically significant people and events and their impact (S)</p> <p>I know the difference between primary and secondary sources.(HE)</p>	<p>I can use research skills to find answers to specific historical questions about our locality. (HE)</p>
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End points

At the end of each unit the children will:

Autumn	Spring	Summer
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<p>Know:</p> <ul style="list-style-type: none"> -the difference between BC and AD, - key events within Viking/Anglo Saxon Britain that had an impact on society - the difference between primary/secondary sources - the difference between fact and opinion <p>And know how to:</p> <ul style="list-style-type: none"> -place events and dates on a timeline for a historical period/s - Explain similarities and differences between different invaders of Britain (Vikings, Scots, Anglo Saxons) ■ Explore and research a range of secondary sources to support historical knowledge. 	<p>Know:</p> <ul style="list-style-type: none"> - How to place events and dates on a timeline for a historical period/s and link to where Ancient Greece fell before the Vikings time period - Can describe Ancient Greek culture and compare similarities and differences to Viking/Anglo Saxon Britain - How some aspects of Ancient Greece are still relevant in today's society - what did the Greeks ever do for us? What has stayed the same? E.g. democracy, theatre - Identify historically significant people and events and their impact - i.e. King Leonidas and King Xerxes <p>And know how to:</p> <ul style="list-style-type: none"> - Differentiate different sources into primary/secondary - Identify and give reasons for historical events and explain impact. E.g. Battle of Thermopylae. 	<p>Know:</p> <ul style="list-style-type: none"> - How entertainment and leisure was experienced and changed/developed over the 20th century - Understand similarities and differences between then and now and what factors can cause change - Successes and failures of the 20th century leisure and entertainment <p>And know how to:</p> <ul style="list-style-type: none"> - Answers questions and be able to research about leisure and entertainment in our local area - Develop points for a historical argument and explain the impact of specific events/actions. - Compare two different time periods using a range of sources.
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Year 3 History – Autumn Term 2 *Rampaging Raiders*

National Curriculum: Britain's settlement by Anglo-Saxons, Vikings and Scots

Examples (non-statutory) This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- *Anglo-Saxon invasions, settlements and kingdoms: place names and village life*
- *Anglo-Saxon art and culture*
- Christian conversion – Canterbury, Iona and Lindisfarne

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory) This could include: - *Viking raids and invasion*

- resistance by Alfred the Great and Athelstan, first king of England
- *further Viking invasions and Danegeld* □
- *Anglo-Saxon laws and justice*
- *Edward the Confessor and his death in 1066*

- Key concepts Addressed



- Delivered through the following Second Order concepts

<i>Chronology C</i>	<i>Similarity & Difference (S & D)</i>	<i>Cause & Consequence (C & C)</i>	<i>Continuity & Change (CO & C)</i>	<i>Significance (S)</i>	<i>Historical Enquiry (HE)</i>
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- I understand the difference between BC, AD, BCE and CE (C)
- I can place dates and events on a timeline for a historical period (C)
- I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity (S & D)
- I can explain the links between significant events (CO & C)
- I can explore a range of secondary sources and can differentiate between fact and opinion. (HE)
- I know the difference between primary and secondary sources. (HE)

ACTIVITIES – WRITTEN ESPECIALLY WILL NEED TO BE TAILORED TO THE ABILITIES OF ALL CHILDREN.

School Trip:

Lesson	Objective	Activity
1	I understand the difference between BC, AD, BCE and CE (C)	<p>Introduce Britain on map, explain in history we will be exploring invaders and settlers of Britain.</p> <p>Go through BC, AD, BCE and CE, what do they mean?</p> <p>Refer to history timeline on classroom wall throughout.</p> <p>Outcome: Children write definitions of each year.</p> <p>Game, give a year (from timeline) chn come and point to where that year is on the classroom timeline.</p> <p>Show children they will be studying AD 0 -1000 for this topic. How long ago was that?</p> <p>BBC Bitesize page - Who were the Anglo Saxons? Work through page - videos and interactive game. Pre learning (Romans had left Britain) and Vikings invade later.</p> <p>Who were the Anglo-Saxons? - BBC Bitesize</p>
2	I can place dates and events on a timeline for a historical period (C)	<p>Recap on previous learning - what are the differences between BC AD BCE and CR</p> <p>Explain they are going to order key events and dates of this period on their own timeline.</p> <p>E,g (Twinkl resource) Making your own is preferable to suit chn's needed.</p> <p>Outcome: produce a clear timeline with correct dating.</p> <div data-bbox="689 1177 1205 1348" data-label="Image"> </div> <p>Plenary: Show images of England, then Viking homelands (cold, snow, rain) = why would you want to invade Britain? Discuss whole class.</p>

[Who were the Vikings? | KS2 History - BBC Bitesize](#)

3

I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity (S&D)

- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture

What was life like in Anglo Saxon Britain?

Explore and research:

- Settlements
- The seven Saxon Kingdoms
- Place names
- Village life
- Art and culture

Outcome: produce a map of the Seven kingdoms of Anglo Saxon Britain

And write a letter to a pen pal in a different kingdom writing about what life is like in your village covering bullet point list above. In letter, mention the map is to show where he is. Linking the 2 activities together.

Seven Kingdoms of Anglo-Saxon Britain

Find and label the seven kingdoms of Anglo-Saxon Britain.



4

I can explain the links between significant events (CO&C)

- further Viking invasions and Danegeld □

What was Danegeld?

- I can explain who King Ethelred II was and say when and why Danegeld was introduced
- Important to explain about Vikings were always invading and taking over kingdoms - show further Viking Invasions and refer to timeline

Resources and support below:



[Danegeld KS2 Lesson Pack - History: Vikings and Anglo-Saxons \(twinkl.co.uk\)](#)

Show PP explaining what Danegeld was.

Outcome:

- The children act out the events of the Viking poem and/or draw illustrations of the verses.

		<ul style="list-style-type: none"> • Short summary: explain about King Ethelred and why he introduced Danegeld • Produce a Viking invasion timeline.
5	<p>I can explore a range of secondary sources and can differentiate between fact and opinion.(HE)</p> <p>- Anglo-Saxon laws and justice</p>	<p>Laws and Justice in Anglo Saxon Britain. LO: I can explain how the legal system worked in Anglo Saxon Britain. Crime and Punishment (resources e.g. ropes optional!)</p> <p>Whole class discussion:</p> <ul style="list-style-type: none"> • Why do we have laws? • What happens if we break the law? • What justice do we get if commit a crime? (do several examples) <p>Have laws and justice changed over history? Explain law and justice was very different back in Anglo Saxon times...</p> <p>Go through different methods of crime and punishment.</p> <p>Make a statement > fact or opinion? What is a fact? What is an opinion. Make sure chn are clear on this</p> <p>Learning: Wergild activity</p> <p>Outcome: sorting activity, In a table write a statement, chn tick if it's a fact or opinion (based on law and justice in Anglo Saxon Britain.</p> <p>Look at some case studies (secondary sources) decide a modern day alternative punishment , debate.</p> <p>Resources: Crime & Punishment: Anglo-Saxon Laws & Justice LKS2 Lesson Pack 2 (twinkl.co.uk)</p>

<p>6</p>	<p>I know the difference between primary and secondary sources. (HE)</p> <p>- Edward the Confessor and his death in 1066</p>	<p>Establish clear difference between primary and secondary resources: Write definitions in books.</p> <p>Explore the life of Edward Confessor and his death in 1066. Who were the claimants to the throne in 1066? (1/6) History - The Norman Conquest - YouTube Use above as a hook. Can stop at who would be the next king. 5th January 1066: Death of Edward the Confessor - YouTube (teacher support) What happened to the Anglo-Saxons and Vikings? - BBC Bitesize</p>  <p>Outcome: produce a short fact file about Edward the Confessor and his death in 1066. Add about leaving no heirs and discuss with children using historical vocab, heir, claimant, throne, threat</p> <p>From his life produce a table showing primary/secondary resources to support fact file.e.g.</p> 
<p>Vocabulary - PROVIDED IN KNOWLEDGE ORGANISERS 2X) . KEEP AS A REFERENCE FOR ALL LESSONS.</p>		

Year 3 History - Spring Term 2

National Curriculum: A study of Greek life and achievements and their influence on the western world



Key concepts:

Second Order Concepts

<i>Chronology ©</i>	<i>Similarity & Difference (S & D)</i>	<i>Cause & Consequence (C & C)</i>	<i>Continuity & Change (CO & C)</i>	<i>Significance (S)</i>	<i>Historical Enquiry (HE)</i>
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- I understand the difference between BC, AD, BCE and CE (C)
- I can place dates and events on a timeline for a historical period (C)
- I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity (S & D)
- I can identify and give reasons for historical events and explain the impact (C & C)
- I can explain what changed and stayed the same in relation to at least one of the 4 key concepts (CO & C)
- I can identify historically significant people and events and their impact (S)
- I know the difference between primary and secondary sources. (HE)

ACTIVITIES - WRITTEN ESPECIALLY WILL NEED TO BE TAILORED TO THE ABILITIES OF ALL CHILDREN.



1. Children should have a copy of an Ancient Greece map to stick in their books as a reference point.

<i>Lesson</i>	<i>Objective</i>	<i>Activity</i>
	<i>Prior Learning session</i>	<i>Invading forces to the British isles -chn will know that Britain has been invaded by Vikings, Saxons , they will be aware invaders had different cultures, armies, leaders.</i>

In geography, children will know the location of key European countries and their capital cities .
They will be aware of the terms AD, BC, but will not have studied BC.

1

- I understand the difference between BC, AD, BCE and CE (C)
 - I can place dates and events on a timeline for a historical period (C)
- LO: I can show key events of Ancient Greece on a timeline

Posed question: How far back in time was Ancient Greece?

Vocabulary: BC, AD, BCE, CE, ancient, Europe, Greece

Stoneferry Starter: Recap - what is BC? AD? BCE? CE? Children recall the differences between them.

Lesson: Explain to children they will be learning about an Ancient culture that took place before the Vikings and Anglo Saxons - from 740 - 480 BC. How many years was this before the Vikings? (recall time period of 0-100- AD).
Show a map of Europe (on IWB, Google Earth), chn to identify Britain and recall where Vikings invaded from looking at the map.
Where is Greece? See if children can locate Greece on map/atlas
Explain this is where they will be learning about what life was like in Ancient Greece over 2000 years ago.
Pre - assessment: mind map - what do they already know about Ancient Greece? Record in books
Timeline - recall how to read timelines, focus on BC go over line of direction and how numbers increase when you go further back in time. **Show Powerpoint (TES resource)**
Outcome: Children to produce a timeline of key dates and events for Ancient Greece- NOT A CUTTING AND STICKING ACTIVITY. They will draw and make their own timeline using TES resource. Search tes ancient Greece timeline (free, first) [Download | Teaching Resources \(tes.com\)](#)
Reflection: PP Tes - introduction to Ancient Greece with S+L discussion and opportunities.

<p>2</p>	<ul style="list-style-type: none"> I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity (S & D) <p>LO: I can compare what life was like in Ancient Greece to now.</p>	<p>Posed question: What was life like in Ancient Greece?</p> <p>Vocabulary: clay, tiled, courtyard, olives, figs, squid, shellfish, sacrifice, tunic, citizen, Sparta and Athens (explain 2 very different cities), slaves</p> <p>Stoneferry Starter: Where is Greece? Locate on a small map for books. How many years ago was Ancient Greece (multiple choice/true or false style question) - refer to timeline if needed from last lesson.</p> <p>Lesson: Explain that they will be learning about what life was like in Ancient Greece Powerpoint of info (TES daily life in in Ancient Greece)- at the end of each theme (Speech and L) get children to discuss what is similar and different with A. Greece compared to now: Homes > Food > Clothes > Jobs > men > women > slaves > marriage > In pairs/threes can they tell each other 3 things about every day life in Greece? Outcome: In books, children to produce a table for each section and complete, pictures can be added to table for visual support. Link to Vikings and compare. Discuss similarities and differences (S+L)</p> <table border="1" data-bbox="696 826 1541 1225"> <thead> <tr> <th>Life in Ancient Greece</th> <th>Greeks</th> <th>Vikings</th> <th>Present Day</th> </tr> </thead> <tbody> <tr> <td>1. Homes</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Food</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Clothes</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Jobs</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. Men</td> <td></td> <td></td> <td></td> </tr> <tr> <td>6. Women</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Life in Ancient Greece	Greeks	Vikings	Present Day	1. Homes				2. Food				3. Clothes				4. Jobs				5. Men				6. Women			
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<p>3</p>	<ul style="list-style-type: none"> I can explain what changed and stayed the same in relation to at least one of the 4 key concepts (CO&C) Relation to ... 1. Hierarchy and Power 	<p>Posed question: Why did the Ancient Greeks invent democracy?</p> <p>Vocabulary: democracy, vote, citizen, election, government, Athens, power, assembly, metic (foreign resident)</p> <p>Stoneferry Starter: can you remember 5 things about life in Ancient Greece?</p> <p>Lesson: Explain that the Ancient Greeks started democracy. Discuss as whole class what democracy is - explain and use</p>																												

2. Community and culture
 LO: I can explain how the Greeks invented democracy

a powerpoint to support. Children should make connections that we live in a democracy in the UK today, we vote for our leaders and discuss who has the right to vote? (men/women/over 18 etc)

[Democracy | Educational Videos for Kids - YouTube](#) <use
[Introduction to Greek Democracy \(KS2\) - YouTube](#) < (for teacher knowledge)

Give each child their own card which will say a citizen on it (young girl, young boy, child under 10, 30 yr old woman, rich man, rich woman, slave, 30 year old male, citizen not from Athens) ask them to sort themselves into 2 sections, can vote/can't vote. Reveal card by card who can't vote > each group e.g. rich woman card sits down, then slaves, etc until the only people left standing are the rich, 30y/o males. Children should see visually how few people could actually vote.

Life was different in Ancient Greece - explain in Athens, the Athenians only allowed certain citizens to vote- e.g. women, slaves, people who lived outside of Athens, poor people etc were not allowed. is that fair?

[Ancient Athens Democracy for Kids and Teachers - Ancient Greece for Kids \(mrdonn.org\)](#)

[Ancient Greece for Kids: Government \(ducksters.com\)](#)



Outcome:

Produce a poster showing who can/can't vote for their new Athens leader in the upcoming Greek elections. Was this real democracy?

Plenary: Quiz - [Quiz: Ancient Greece - Government \(ducksters.com\)](#)

4

I know the difference between primary and secondary sources. (HE)
 LO: To research and describe an importation Ancient Greek artefact: Vases

Posed question: How do artefacts help us to work out what life was like in the past?

Vocabulary: artefact, evidence, sources, archaeology, vases
 Stoneferry Starter: Why was democracy unfair when voting in Athens?

Lesson: Children to write the difference between primary and secondary sources- write definitions/ stick pictures/sentences (sen/wts) in books.



Look at photos of Greek vase (Greek vase Olympic photo pack on twinkl)

Discuss materials, patterns, uses. Why is the Olympic theme relevant? (discuss Olympics - Greeks began the Olympics in Athens)

Look at primary sources - (broken clay, pot, actual Greek vase) look at secondary sources of different Greek vases showing life in Ancient Greece.

Children to be absolutely clear on difference between primary/ 2nd sources.

Outcome: create and design own vase based on life in Ancient Greece using secondary sources.

Name _____ Date _____

My Ancient Greek Pottery

LOB: To learn about daily life in Ancient Greece from the pictures on their vases.
To create our own vase design in the style of the Ancient Greeks.

What type of vase have you chosen and what was it used for?

Pictures on Ancient Greek vases give us an idea of what life might have been like over 2000 years ago. Decorate your vase with a picture that will tell people in the future what life was like the 21st century.
Describe your picture and why you chose it below.

5

I can identify historically significant people and events and their impact (S)

LO: I can explain who King Leonidas was and what Spartan life was like.
(Lesson 1 of 2)

Resource: TES powerpoint 'the Battle of Thermopylae'

Posed question: Who was King Leonidas of Sparta?

Vocabulary: Sparta, war, Athens, Persians, Battle of Marathon

Stoneferry Starter: Using map, can they locate Thermopylae, Athens and Sparta .



		<p>Lesson: Explain that they will be looking at the Battle of Thermopylae which took place in 480 BC. Add to timeline from lesson 1 if not on. But in order to understand the battle, we need to understand the King and his Spartans who fought it. Who were the Spartans? Explain what life was like in Sparta This is Sparta: Fierce warriors of the ancient world - Craig Zimmer - YouTube Pause after each fact is show on video (Speech and language discussion) e.g. why did they leave some new born babies on a mountain to die? At what age did boys go to train? What was different about life for Spartan girls compared to women from Athens? King Leonidas was a Spartan soldier - let's see what his life was like. Most Hardcore Soldier: Spartan - YouTube Compare Spartan life to Athens life. Explain that these 2 cities although very different, did come together to fight the Persian army in the battle of Thermopylae. Outcome: To produce a fact file about life in Sparta, including rules, lifestyle, King Leonidas and it was not a democracy like Athens.</p> <p>Plenary: Watch clip of Spartans meeting the Athenians on way to defend Greece. Spartans What is your Profession (HD) - YouTube - play from 32 seconds into video and explain how Leonidas was strong leader and Spartans were respected and feared across all of Ancient Greece. Discuss how the Athenians were intimidated (what were their jobs?) , as Spartans had trained as soldiers since being young boys and feared nothing.</p>
6	<p>I can identify and give reasons for historical events and explain the impact (C&C) LO: I can explain who King Leonidas was and how he led the Battle of Thermopylae and the impact this had. (Lesson 2 of 2) Resource: TES powerpoint 'the Battle of Thermopylae'</p>	<p>Posed question: Why was the last stand of the 300 Spartans so important for the future of Ancient Greece? Vocabulary: Sparta, war, Athens, Persians, Battle of Marathon, Xerxes, Persia, invasion, defend, betrayal, traitor, alliance, unite, dominate. Stoneferry Starter: 5 facts about Sparta - true or false? Lesson: Summarise the pre-learning to children. Show Persia on map. King Xerxes of Persia was incredibly powerful and wanted to dominate the world. He was invading countries from Asia and beyond. Countries had a choice > let Persia invade and follow their rule, refuse and</p>

men die/women/elderly+children to be slaves. Sparta told Persian messenger that Sparta would never give up or surrender, they were Sparta and loyal to their city which they would defend to death!

King Leonidas decided to take 300 Spartans to defend Greece at the pass where Persian ships would land. | About 7000 other citizens from other Greek states followed Leonidas and the 300.

3 day battle -use a powerpoint or video some examples provided [Battle of Thermopylae - YouTube](#)

[The Battle of Thermopylae : Last Stand of The Greeks - Military History Animated. - YouTube](#)

[The LEGENDARY Battle of Thermopylae - THE 300 SPARTANS - YouTube](#)

Outcome: Produce a timeline of the sequence of events of the Battle of Thermopylae with a short summary of what happened at each point.

Explain why the 300 Spartan's sacrifice actually inspired the rest of Greece to unite and fight against the Persians and they defeated the Persians and prevented the invasion .

Plenary: S+L - would the sacrifice of the 300 Spartans inspired you to fight for Greece?

Optional* Play clip from 1.26 in - do not show before that)

10,000 spartans leading 30,000 greeks, 3-1 ods (outnumbering Persians) so Leonidas and Spartans had a massive impact on defending Greece.

[300 Ending Scene and Motivational Speech - YouTube](#)

Year 3 History – Summer Term 2 – Going for Gold

National Curriculum

Changes in an aspect of social history – Leisure and Entertainment in the 20th century














Key concepts:



Second Order Concepts

<i>Chronology</i> ©	<i>Similarity & Difference</i> (S & D)	<i>Cause & Consequence</i> (C & C)	<i>Continuity & Change</i> (CO & C)	<i>Significance</i> (S)	<i>Historical Enquiry</i> (HE)
<ul style="list-style-type: none"> I can describe and evidence similarities and differences within a time period in relation to society, culture, religion or ethnic diversity (S&D) I can identify and give reasons for historical events and explain the impact (C&C) I can explain what changed and stayed the same in relation to at least one of the 4 key concepts (CO&C) I can identify historically significant people and events and their impact (S) I can explore a range of secondary sources and can differentiate between fact and opinion.(HE) I know the difference between primary and secondary sources.(HE) I can use research skills to find answers to specific historical questions about our locality. (HE) 					

ACTIVITIES – WRITTEN ESPECIALLY WILL NEED TO BE TAILORED TO THE ABILITIES OF ALL CHILDREN.

<u>Lesson</u>	<u>Objective</u>	<u>Activity</u>			
Prior Learning And lesson 1	Children will have learnt about life in Ancient Greece, including culture, life style, homes and living, leisure and entertainment, Olympics ,food. This information can be used to make comparisons to the 20 th Century. I can describe and evidence similarities and differences within a time period in relation to society, culture, religion or ethnic diversity (S&D)	<p>Recap of Ancient Greece: what was life like back in Ancient Greece? How did people live? (S+L) Discuss: men, women, democracy, culture e.g. theatre, religion e.g. temples for different gods/goddesses, food, Olympics Which areas would be classed as Leisure and Entertainment? Then explain what leisure /entertainment mean. Sorting activity: put pictures of leisure/entertainment into columns e.g.</p>  <p>Include (3 of each): sports, dancing, relaxing, people around dinner tables eating</p> <table border="1"> <tr> <td>Ancient Greece/Rome</td> <td>20th Century (explain this means years 1900- 2000, may be misconceptions to address)</td> <td>21st Century - 2022</td> </tr> </table>	Ancient Greece/Rome	20 th Century (explain this means years 1900- 2000, may be misconceptions to address)	21 st Century - 2022
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		<p>Discuss what's similar and different, make links to previous units orally e.g. We still have the Olympics today but the differences are... The Romans brought the baths to Britain and today we go to spas/baths to socialise and relax.</p>																														
2	<p>I know the difference between primary and secondary sources.(HE) I can explore a range of secondary sources and can differentiate between fact and opinion.(HE)</p> 	<p>Posed question: What's the difference between a primary source and a secondary source? Vocabulary: primary, secondary, fact, opinion, Stoneferry Starter: Show Amy Johnson death mentioned in Newspaper article (you can make bigger) is this a primary or secondary source? Why? Then show Ancient Greece text book -) is this a primary or secondary source? Why? Then show</p>  <p>RESOURCES NEEDED FOR THIS LESSON – PRIMARY/SECONDARY Lesson: children to look at different leisure and entertainment sources from the 20th century and sort them into a table examples: <i>try and get images for local area.</i> Primary examples >Old fashioned cinema ticket, photographs of social dancing, games, TV, radio, newspaper articles e.g. opening cinema, bathing at seaside, leaflets for theme park, Secondary: history book, biography, websites, statistics Outcome: Children to sort the sources into primary and secondary sources in a table. Write 2 short definitions of primary/secondary resources. Refer to support sheet already in books. Explain difference between fact/opinion. Discuss with both sources you can have facts/opinions as historians. Plenary: which source is more useful to find out about things that happened in your local area, primary or secondary, why?</p>																														
3.	<p>I can explain what changed and stayed the same in relation to at least one of the 4 key concepts (CO&C)</p>  	<p>Posed question: What has changed and stayed the same when going to the seaside in the 20th century compared to the 21st century? Vocabulary: seaside, tourism, tourists, leisure, social, entertain Stoneferry Starter: show photo of Scarborough beach in 20th century – what is the same? what is different? (compared to now when you go to seaside) Lesson: Look at a slide show of different images of Scarborough beach/leisure activities in Scarborough during 20th century and now (then/now photos side by side) (plenty of images to snip off google) for each picture, children to discuss what is the same, and what is different Outcome: produce a table showing what has changed and stayed the same since 20th century. Include title.</p> <table border="1" data-bbox="705 1069 1523 1460"> <thead> <tr> <th>SEASIDE</th> <th>20TH CENTURY</th> <th>21ST CENTURY</th> <th>SAME</th> <th>DIFFERENT</th> </tr> </thead> <tbody> <tr> <td>1. CLOTHES</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. ENTERTAINMENT</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. FOOD</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. SWIMMING AREA (pool)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. BEACH</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	SEASIDE	20 TH CENTURY	21 ST CENTURY	SAME	DIFFERENT	1. CLOTHES					2. ENTERTAINMENT					3. FOOD					4. SWIMMING AREA (pool)					5. BEACH				
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<p>4.</p>	<p>I can use research skills to find answers to specific historical questions about our locality. (HE)</p> 	<p>Posed question: What was going to the cinema like in Hull during the 20th century? Vocabulary: theatre, cinema, pictures, ushers, matinee, intervals Stoneferry Starter: S+L – what is it like when you go to the cinema now? Children share their answers and scribe onto flipchart with 2022 Leisure and Entertainment (a reference point for later in lesson) e.g. 3d, 2d, 4d, showings, online booking, trailers, food/entertainment such as bowling, arcades in some cinemas. Lesson: Using Ipads/laptops – children to research and find out information about going to cinema in the 20th century in Hull. Show images of the Cecil, ABC, Odeon cinemas in Hull, what can they find out about cinema? Outcome: Then research and answer following questions (differentiate number of questions to suit ability levels e.g. only 1-3 for wts).</p> <ol style="list-style-type: none"> 1. Oldest cinema in Hull? 2. How cinemas have there been in Hull? 3. How much did it cost to go to cinema in 1950? 4. How was it organised to see a film? (e.g. queue up, show times) 5. What was food like? 6. Why did films have intervals? 7. What did a cinema look like in Hull? (interior and exterior) (20th century) <p>Plenary: S+L do you think cinemas have improved since the 20th century? How? Why? Is there anything from 20th century you'd like to see return to cinema?</p>
<p>5.</p>	<p>I can identify and give reasons for historical events and explain the impact (C&C)colour TV</p> <p>12th January 1950 This date marked a momentous day as the public were introduced to colour television for the first time. This was demonstrated in the Walker building, Washington across 8 television sets, all playing a short program in unison. It was met with a somewhat lukewarm reception by the public, who still largely continued to watch television in black and white.</p> 	<p>Posed question: How did the introduction of colour TV change entertainment and leisure? Vocabulary: television, broadcast, programme, black+white, Stoneferry Starter: Show > Dorothy entering Technicolor - YouTube</p> <p>Explain going to cinema > before 1937, there were black and white movies, then technicolour. First colour film was... wizard of Oz in 1937. Explain a lot of films were still shot in black and white as well, films suddenly didn't show in colour after 1937.</p> <p>Can children think of 3 different things that would be better in colour on TV than black and white? E.g. sports match, Royal event/wedding</p> <p>Lesson: Research date 12.1.1950 when colour TV was first shown. See info <.</p> <p>S+L : What might be a factor that might have slowed down the sales of colour TV increasing? (cost, preferences, availability) e.g. 1966 world cup final was broadcast in b+w.</p> <p>Outcome: Was the invention of colour TV good or bad? Children to split into two groups : good/ bad and write points on flip chart paper altogether.</p> <p>Teacher take a picture of their good/points after sharing then Seesaw or print to stick in History books.</p> <p>Plenary:S+L would you prefer to watch a movie/tv in colour and B+w? Why?</p>
<p>6.</p>	<p>I can identify historically significant people and events and their impact (S)</p>	<p>Posed question: What was the impact of the Beatles? Vocabulary: perform, musicians, global, famous, mania Stoneferry Starter: Show Beatle mania The Beatles - Beatlemania! (London 1964) - YouTube</p>

How did the Beatles impact society?

The Beatles, considered by many to be the greatest band in history, had an immense impact on society. The band's music is still influential today. The Beatles helped introduce the world to the British Invasion, which revolutionized rock 'n' roll. They were also responsible for coining the term "Fab Four" to describe their collective personality.




Answer after- who were the Beatles? Where are they from? Why are they famous? Gauge from children and write key points on flip chart/white board. Explain they were famous during 1960s. Refer to video as this video was in 1960s but is still being shown in black and white (previous lesson about impact of colour) over 10 years on and B+W being used still. Play a Beatles song – show video of them performing live.

Lesson: research the Beatles using secondary source [Impact Of The Beatles | How The Beatles Changed The World - Upbeat Geek](#).

Print this off as a reference sheet and discuss with the children.

Outcome: Subheadings about the Beatles and their impact as a consequence match with a ruler:

See below: **impact section needs to be shuffled for children!!!**

THE BEATLES ADD A PHOTO FOR VISUAL SUPPORT		THEIR IMPACT ADD A PHOTO FOR VISUAL SUPPORT
Music		e.g. songs known all over the world and are still known, played to this day.
Fashion and Hair 		 Fans followed the trends which then influenced shops/retail.
Liverpool		Liverpool became a tourist hot spot for Beatle fans increase in tourism/fans and also increased city financially, trade, wealth
Hull		Performed in Hull at venues x,y,z
Paul McCartney		Worked alongside other famous pop stars e.g. Michael Jackson Wrote songs for many artists – increase and benefit music industry
John Lennon		Impact of song 'Imagine' – world peace, hippy movement Impact of his death and what it meant for world.

OPTION 2 alternative OUTCOME . USE THE SECONDARY SOURCE TO WRITE TOP 7 FACTS ABOUT HOW THE BEATLES CHANGED THE WORLD IN THEIR HISTORY BOOKS.

*JR mum to visit to discuss cinema and Beatles

