

Year 3/4/5/6	Term: Spring 2	Subject: History (changes in Britain from the Stone Age to the Iron Age)	
<p>Key Vocabulary:</p> <p>Ancient Archaeologist Artefact Barrow Bronze Century Circa Civilisation Druids Era Extinct Flint Hearths Hillfort Invasion Loom Mesolithic Migration Neanderthal Neolithic Nomad Palaeolithic Rampart Sacrifice Settler/settlement Stone circle Trade</p>	<p>Key Questions:</p> <p>What happened before and after this event? What caused this event? How do these events/times connect or contrast? Why was this event important? Which events are the most significant? Why? How do we know that this happened? What was it like for men/women/children/older people living at this time? Describe the culture of this period.</p>	<p>Resources</p> <p>Worksheets Pictures Videos Books Ipads Clay Mud Straw Water String Sticks Art straws Fabric Squares Fruit Art straws Paint</p>	<p>Cross-curricular links:</p> <p>English DT Art</p>
<p>National Curriculum Objectives:</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of</p>			

relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- **changes in Britain from the Stone Age to the Iron Age**
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- 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
- see <https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study/national-curriculum-in-england-history-programmes-of-study> for examples of content for each topic

<p>Most children will be able to: talk about life and survival in the Ages.</p>	<p>Some children will be able to: say why the Stone Age, Bronze Age and Iron Age are referred to by these names and when the time period started/finished. They understand the importance of how life progressed over these years.</p>	<p>Some children will have developed further and will be able to: confidently talk about life in the Ages and the impact it has had on Britain today.</p>	
<p>Progression of Skills (Y3/4) Chronology Show their increasing knowledge and understanding of the past by: Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...). Making some links between and across periods, such as the differences between clothes, food, buildings or transport.</p>		<p>Progression of Skills (Y5/6) Chronology Show their chronologically secure knowledge by: Sequencing events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...). In depth study of different periods, using appropriate vocabulary</p>	

Events, People and Changes

Be able to describe some of the main events, people and periods they have studied by:

Understanding some of the ways in which people's lives have shaped this nation.

Describing how Britain has influenced and been influenced by the wider world.

Understanding some significant aspects of history – nature of ancient civilisations

Communication

Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology.

Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.

Enquiry, Interpretation and Using Sources

Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.

Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance.

Understand some of the methods of historical enquiry, how evidence is used to make historical claims.

Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. §

Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources).

Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.

when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability...). Analyse connections, trends and contrasts over time.

Events, People and Changes

Show their knowledge and understanding of local, national and international history by:

Understanding significant aspects of history – nature of ancient civilisations

Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history.

Establishing a narrative showing connections and trends within and across periods of study.

Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.

Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time.

Communication

Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.

Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.

Enquiry, Interpretation and Using Sources

Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed.

Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.

Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.

	Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. Begin to recognise why some events, people and changes might be judged as more historically significant than others.
Planned Learning Experiences:	Assessment Opportunities and Learning Outcomes:
Session 1 History topic launch	
Learning Objective: I can say when the Stone Age, Bronze Age and Iron Age began and ended. Activity: sorting activity to introduce Stone, Bronze and Iron Age, then timeline activity. Stone Age comprehension	Timeline
Session 2 How did people survive in the Stone Age?	
Learning Objective: I can understand what humans needed for survival in the Stone Age. Activity: Hunting and tools. Hunter gatherer activity. Create an advert for a Stone Age tool and present to the class.	Tool advert
Session 3 How did people survive in the Stone Age?	
Learning Objective: I can understand what was found at Skara Brae and why it was important. Activity: Settlements Bronze Age reading comprehension. Write a newspaper report on Skara Brae.	Newspaper report
Session 4 How did tools/clothing/homes change in the Bronze and Iron Age?	
Learning Objective: I can say how tools and homes developed over the three periods. Activity: Research how the above things developed. Iron Age reading comprehension.	Discussion.
Session 5 – Session 9 Homes and settlements	
Learning Objective: I can design, create and evaluate a Stone Age home. Activity: Plan, create and evaluate a Stone Age Village	Finished home