



May we give them roots to grow and wings to fly.

Our Curriculum – Medium-Term Planning



Term and Year:	Autumn 1
Class:	Year 3/4
Subject:	History
Key Unit Question:	Nothing really changed from the Stone Age to the Iron Age in Britain, did it?
Memorable Experience:	Hancock Museum: Pre-History Workshop

Vocabulary that will be taught:

Archaeologists: People who work out history by looking at artefacts that have been found
Artefacts: An object made by human beings, usually with historical or cultural interest
B.C.: Before Christ: A date like 2500BC means 250 years before Christ was born
Chronology: The ordering of events, for example, the stone, bronze and iron age

Civilization: A group that lived during a period of time
Settlement: A place where there were several shelters, like a small village
Prehistory: The period of time before written records

National Curriculum Objectives:

- Changes in Britain from the Stone Age to the Iron Age

Rationale:

This unit of work marks the beginning of the more formal history curriculum in KS2. Given that this is the start of all human history and is a KS2-specific topic, it makes sense to study this in Y3 as their first historical topic. This allows children to understand the progression of chronology easier as they start at the beginning. Also, it allows children to understand how human life started, human's first achievements and the growth of civilisation as a whole. This can then be referred back to throughout other historical topics which have similar starting points or existed at similar times such as the Egyptians, Greeks, Romans and Maya. The very distant past is a mysterious time and study of this period draws students into some mathematical thinking given the periods of time covered and some speculative thought due to the gaps in primary source material and the wide-ranging possible interpretations of existing evidence. Students begin to consider the arc of development over time that has shaped the history of Britain. Chronological knowledge and understanding are developed via a range of activities using timelines, key terms and dates. The unit builds upon Key Stage One discussion of change and introduces some of the key vocabulary, concepts and skills necessary for the development of historical thought. This unit lays the foundations for later study of World, European and British civilisations, the development of chronological understanding, evaluation of historical significance and the work of an historian in historical enquiry.

Prior Knowledge:

Children have learnt about significant individuals and their impact locally, nationally and internationally. They have looked at the theme of remembrance and national identity, but this will be the first time that they will have looked at a 'period' of history as a whole.

Children have learnt about the idea of significance and understanding why it is important that we remember certain people and events. This will serve them well for understanding why we remember certain periods.

They have placed the lives of individuals and some periods into chronological context but not yet had the opportunity to formally compare periods against each other.

What do we intend pupils to know and be able to do at the end of this unit?

Substantive knowledge:

- I know what archaeologists do
- I know how Skara Brae taught us about the Stone Age
- I know the differences between the Stone Age, Bronze Age and Iron Age

Disciplinary knowledge:

- I can sequence several events or artefacts
- I can find out about everyday lives of people in the time studied
- I can use a range of sources to find out about a period



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Key lesson questions		Activities/Key points
Lesson 1	<p>Who lived in Britain before me?</p> <ul style="list-style-type: none"> I can recognise the passing of time in history I can sequence several events or artefacts on a timeline I can use terms such as BC and AD when creating a timeline 	<ul style="list-style-type: none"> Pupils need to develop their knowledge of the length of time Britain has been settled. The vocabulary of time to include century and millennia and become familiar with some of the main terms used to describe the different periods in the past. Suggested activity – dynamic timeline Give each student a picture of a key building/ artefact from History. Class needs to try and to place themselves in order/place pictures in sequence on the floor. (See History of the World in 100 objects website for possible images) Provide a very simple timeline for pupils to add selected detail to. This can be fixed into books as an ongoing reference resource. End lesson with a jumbled-up timeline – can pupils put it right?
Lesson 2	<p>How do we know so much about the Stone Age?</p> <ul style="list-style-type: none"> I can use a range of sources to find out about a period I can observe small details about artefacts I can identify reasons why artefacts may have been used 	<ul style="list-style-type: none"> Recall with pupils how they found out about things that happened/ people who lived before they were born - talk, photographs, films, recordings, paintings, letters, diaries, objects, books etc. What do they think happens as we go further back in time – refer back to last lesson’s timeline? We need to go even further back than the timeline. There are fewer items and eventually no writing at all. Why? To find out about Britain’s first people we need to use some quite odd things – bones, preserved foot prints, skeletons etc. Show pupils images of archaeologists at work - why do they need to dig down? Teacher to model how archaeologists would excavate ancient artefacts. Using delicate tools such as brushes, etc. Discuss with children why it is importance to be careful we are excavating. Children to work in small teams. Each team to be given a tray filled with sand and several SA objects. Children to use paint brushes to carefully excavate their artefacts. Put all artefacts on the table and discuss what they may be used for. children to use their own historical inquiry and judgements when discussing what the artefacts have been used for. All children to choose an artefact to observe and sketch. children to then write what the object may have been used for, what it was made from and when it would have been used. Encourage children to write in full sentence answers and explain why using the conjunction because to justify their opinions and predictions. Discuss several of the objects, looking for difference of opinions. Introduce the idea that this happens all the time with archaeologists when they excavate also.
Lesson 3	<p>What was life like in the Stone Age and how do we know?</p> <ul style="list-style-type: none"> I can place the period studies on a timeline I can find out about everyday lives of people in the time studied I can compare with our life today 	<ul style="list-style-type: none"> Explain that Skara Brae is 8 houses from the Stone Age that were discovered in Scotland on the island of Orkney after a big storm in 1850 by William Watt. Explain that this shows that the Stone Age people were no longer nomadic and were now farming and keeping livestock (animals). Watch video showing walk around of Skara Brae: https://www.youtube.com/watch?v=FFqgZn0ZUxY Discuss how Skara Brae teaches us about life in the Stone Age: <ul style="list-style-type: none"> Farming/food (animal bones and limpets) Homes and settlements (homes, beds etc.) Society (no weapons suggests a peaceful life) Religious rituals (carved stones)

Lesson 4	<p>What was life like in the Bronze Age and how do we know?</p> <ul style="list-style-type: none"> • I can place the period studies on a timeline • I can find out about everyday lives of people in the time studied • I can compare with our life today 	<ul style="list-style-type: none"> • Ask the children why they think that people in Britain stopped using stone. Watch the following video link on the Bronze Age - https://www.youtube.com/watch?v=cH_uowNBjNo • Explain that it was the coming of metal that caused people to stop using stone to make tools, weapons, etc. We call this the Bronze Age and it started around 2,500 BC to 700 BC. Stone tools were still used but bronze weapons and tools, and gold jewellery were introduced. Take a tour around Great Orme copper mines in northern Wales. These are the largest copper mines from the Bronze Age. https://www.youtube.com/watch?v=GA7Q9ChZFQg • Discuss how ideas came from other countries/civilizations <ul style="list-style-type: none"> - Ancient Sumerians – first to enter bronze age and made technological advances e.g., first writing systems and invention of the wheel - Civilizations in Greece began working with bronze before 3000BC - the British Isles were around 1900BC – when the Beaker People came from Europe • Discuss life in the Bronze Age: <ul style="list-style-type: none"> - Farming/agriculture/food (irrigation and metal ploughs) - Trade (trade for bronze and bronze products, invention of the wheel – animal drawn vehicles) - Homes and settlements (homes, beds etc.) - Society (potter’s wheel and textile production – pottery and clothing produced – those who traded metals were more important and wealthier – some bronze age societies developed a ruling class - some bronze age kings ruled empires and administered laws) - Religious rituals (stone circles e.g. Stonehenge)
Lesson 5	<p>What was life like in the Iron Age and how do we know?</p> <ul style="list-style-type: none"> • I can place the period studies on a timeline • I can find out about everyday lives of people in the time studied • I can compare with our life today 	<ul style="list-style-type: none"> • Give background to the changes that ushered in the Iron Age – discovery of iron c.1000BC. https://www.youtube.com/watch?v=j6rCMT0ss_k&list=PLcvEcrsF_9zKsCp4fUadIg6ea9Fd5ADrO&index=34 • The Iron Age marks the end of prehistory after the Stone Age and the Bronze Age. In Britain the Iron Age comes to an end when the Romans invade in 43AD • Discuss life in the Iron Age: <ul style="list-style-type: none"> - Farming/agriculture/food (Iron ploughs called ards were more efficient than earlier bronze or wooden ploughs. This meant they could till heavier soils so more land could be used for farming – as farming became more productive – populations began to rise. - Trade (grain) - Homes and settlements (hill forts – protect tribes from enemies) - Society (tribes – battle/invasion - laws – druids, the manufacture, casting and trading of bronze had required special skills and made those people who possessed these skills wealthy and powerful. Iron was more readily available than bronze and was easier to work.
Lesson 6	<p style="text-align: center;">Nothing really changed from the Stone Age to the Iron Age in Britain, did it? End of Unit Assessment / Knowledge Harvest</p>	