

Thematic Concepts	Governance & Societal structure, Invasion and Settlement, Language and Communication		
Disciplinary Concepts	chronology, cause and consequence, interpretation, similarity and difference, significance		
Year group	3	Stone Age to Iron Age	
Term	Autumn term		
National Curriculum	Changes in Britain from the Stone Age to the Iron Age		
Prior knowledge	Know some similarities between the past and now. Compare and contrast different times within the past. Know the difference between the past and now using common words.		
Links to other subjects	English – Stone Age Boy		
Enrichment	Stone Age to Iron Age experience		
Skills progression	<u>Chronological Understanding</u> Use timelines to place events in order and recognise that the past can be divided into different periods of time BC/ AD/ century/ decade.	<u>Historical knowledge of events of people and changes in the past</u> Use evidence to describe the past? -war, religion, food, society, entertainment/arts, housing, achievements. Use evidence to find out how any of these may have changed during a time period. Describe similarities and differences between people, objects and events. Show changes on a timeline.	<u>Historical enquiry</u> Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visitors to collect information about the past. Begin to suggest some sources of information to help answer these questions.
		<u>Interpretations of History</u> Look at two versions of the same event and identify differences.	<u>Organisation and communication</u> Present findings about the past using speaking, writing, ICT and drawing skills. Use dates and terms with increasing accuracy. Discuss different ways of presenting information for different purposes.
Topic specific (Sticky) vocabulary	Pre-history, Stone Age, Bronze Age, Iron Age, settle, Stonehenge, crops, domesticate, archaeology, migration		

<p>End points</p>	<p>Key concepts that MUST be understood by all children. This is the first unit of the year and all children MUST understand that History takes place over time. There are several key points that must be understood by all children to understand History. 1) History happens over time e.g. the stone age did not stop one day and then it was the bronze age- the change from the stone to the bronze age happened over a period of time as a consequence of different ‘waves’ of migration. 2) Time lines can be misleading, things change over time therefore time lines can run parallel. 3) Not all of history has written or pictorial records therefore historians have to use evidence (artefacts, buildings etc) to create theories on why things happen.</p> <p>Children know Pre-History is a time before written records. Children know these times were split into the stone, bronze and iron ages. Children understand we know about these times due to artefacts, buildings and archaeological sites which people use to interpret the past. Children know throughout these periods there was migration into Britain from Europe bringing ‘new ideas’. Children know Stone Age people used stone tools and were mostly hunter gatherers. Over time they started to settle, plant crops and domesticate animals. Children know during the bronze age people used bronze to make tools, household goods, weaponry and jewellery. During the Bronze age people settled, agriculture and domesticated animals became widespread. People built megalithic structures like Stonehenge. Children know the location and the structure of Stonehenge and can offer theories of how and why it was built. Children know that during the iron age communities began to grow into large tribal groups, farming and agriculture improved and Iron replaced bronze as the main metal used. Children know this period of prehistoric Britain ended with the invasion by the Romans.</p>
<p>Final Question</p>	<p>This question will encourage children to make links to what they already know and, in some cases, encourage the children to look at history from a different perspective.</p> <p>What would the builders of Stonehenge think of the cathedral of Christ the King in Liverpool?</p> <p>Possible follow up questions. Why do they both structures seem to be stretching upwards.</p>