


Year: 3/4      Subject: History		Topic Question/Title:		Term - Autumn 1	Curriculum - B
PoS: Stone Age to Iron Age		How did Britain change from the Stone Age to the Iron Age?			
<p><b>Prior Knowledge</b></p> <p>Y3 – The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</p> <p>Ancient Egypt – a depth study</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world. Children should know and understand significant aspects of the history of the wider world including the nature of ancient civilisations.</p> <p>Y2 - How has the way we play changed?</p> <p>Why were Mary Seacole and Florence Nightingale heroes?</p> <p>How do we know about the Great Fire of London?</p>			<p><b>Key Vocabulary</b></p> <p>General: Change, continuity, similarity and difference, significance, ancient, modern, artefact, chronology, chronological</p> <p>Specific: Paleolithic, Mesolithic, Neolithic, bronze, iron, tin, nomadic, hunter-gatherer, farmers, Archaeology, Archaeologist, settlement, Prehistory.</p>		<p><b>Outcome</b></p> <p>Posters (or non-chronological reports) showing changes during these times. Link to chronology.</p> <p>(Could be done on long pieces of paper showing changes in housing, food, society, tools and materials)</p>
<p><b>Future Learning</b></p> <p>The Iron Age to Romans - Know how Britain changed from the Iron Age to the end of the Roman occupation</p> <p>Know how the Roman occupation of Britain helped to advance British society</p> <p>The impact of the Romans on Britain and the significance of their legacy.</p>			<p><b>Stimulus</b></p> <p>Stone Age Boy</p> <p>Cave art</p> <p><b>First hand experiences (enrichment)</b></p> <p>Visitor</p> <p>Creating shelter – deciding on suitable natural materials to create a shelter.</p> <p>Creating tools – using available wood and stone to create tools for differing purposes.</p> <p>Food – gathering food and using them in recipes.</p> <p>Cave painting</p> <p>Museum loan objects</p>		<p><b>World of Work</b></p> <p>Researchers</p> <p>Archaeologists</p> <p>Curators</p>
<p><b>National Curriculum PoS</b></p> <p><u>Events, People and Changes</u></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"><li>Use some dates and historical terms when ordering events and objects.</li><li>Demonstrate awareness that the past can be divided into different periods of time.</li><li>Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, BC, AD, CE, BCE etc.</li><li>Explore main events, situations, changes and links within (and across) different periods e.g. differences/similarities between clothes, food, buildings or transport.</li><li>Use some dates and historical terms when ordering events and objects.</li><li>Demonstrate awareness that the past can be divided into different periods of time.</li></ul> <p><u>Communication</u></p> <ul style="list-style-type: none"><li>Discuss historical events, issues, connections and changes.</li><li>Select and organise historical information to present in a range of ways.</li><li>Use relevant historical terms and vocabulary. When doing this, they should use specialist terms like <i>settlement</i>, <i>invasion</i> and vocabulary linked to chronology.</li><li>Write about historical events and changes by selecting and organising historical information and dates.</li><li>Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire.</li></ul> <p><u>Enquiry, Interpretation and Use of Sources</u></p> <ul style="list-style-type: none"><li>Use sources to address historically questions.</li><li>Describe some of the different ways the past can be represented e.g. through artists’ pictures, museum displays, films and written sources.</li></ul>		<p>Substantive Knowledge</p> <p>Key learning</p> <ul style="list-style-type: none"><li>Prehistory is the beginning of our British history narrative.</li><li>What Britain was like after the last Ice Age</li><li>How few people lived in Britain at the time</li><li>Britain became an island during this time.</li><li>People were nomadic but began to settle during the Mesolithic times. Why were people nomadic?</li><li>How they fed and clothed themselves</li><li>Know what is meant by ‘hunter-gatherers</li><li>People began to farm during the Mesolithic and Neolithic times. Settlements grew and society grew.</li><li>Family groups grew into tribes in the Bronze Age and the Iron Age.</li><li>Communities traded with each other including over the English Channel.</li><li>Immigrants brought new animals and crops to Britain. What impact this had on settlement</li><li>That new inventions can have dramatic impacts on the way people live and work, but that also, as in the case of houses, sometimes the continuities are as important as the changes.</li><li>We know about this time because of archaeology.</li><li>Archaeologists disagree with each other</li><li>About some recent discoveries that are changing the way we think about the Stone Age - understand what was found at Skara Brae and why it is important.</li></ul> <p>To draw conclusions using the evidence we have</p>		<p>Possible evidence</p> <p>The development of Britain from the Stone Age to the Iron Age.</p> <ul style="list-style-type: none"><li>Achievements – the first achievements of Stone Age people and began to rank these in order of importance. A simple reason should have been given for these.</li><li>Housing – noting the changes from caves to roundhouses, including the materials, shape, size, and features</li><li>Society – investigating the changes in society from fairly equal Stone Age tribes to more power-based societies through the Bronze Age and then Celtic tribes with kings/leaders during the Iron Age</li><li>Food – understanding the differences between hunter-gatherers and farmers and the importance of the development of farming</li><li>Skara Brae – understand its importance to archaeologists and our understanding of life at this time.</li></ul>	

<ul style="list-style-type: none"><li>• Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence</li><li>• 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.</li></ul>	Disciplinary Knowledge	Possible evidence
	<p><i>Significance</i></p> <p><i>Change and continuity</i></p> <ul style="list-style-type: none"><li>• Know how Britain changed between the beginning of the Stone Age and the Iron Age</li><li>• Know the main differences between the Stone, Bronze and Iron Ages</li><li>• Know how the way of life changed during this time</li><li>• Know about significant changes</li></ul> <p><i>Similarities and differences</i></p> <p><i>Cause and consequence</i></p>	<p>Why were the changes significant?</p> <p>Can the children construct a simple timeline showing some of the changes throughout the Stone Age? Bronze Age and Iron Age? Link to housing, settlement, food, society and tools (use of materials)</p> <p>How were these times similar/different?</p>
	Methods of Enquiry	Possible evidence
	<p><b>Chronology</b> Children can sequence periods of history, identify concurrent periods of history using a timeline, can use a scale to calculate intervals between events, understand duration as a measure of how long something occurred for Use some dates and historical terms when ordering events and objects. Demonstrate awareness that the past can be divided into different periods of time. Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Egyptian, BC, AD, CE, BCE etc.</p> <p><b>Source work</b>  Children can extract and interpret information from various types of source (artefact, pictorial inc. primary and secondary sources) Describe some of the different ways the past can be represented e.g. through artists’ pictures, museum displays, films and written sources. Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence Recognise how sources of evidence are used to make historical claims. Ask questions such as, ‘What might this tell us about...?’ Recognise why some events happened and what happened as a result. Ask questions such as, ‘Why did...?’ ‘What were the effects?’</p> <p><b>Enquiry</b> – Pursuing a line of enquiry with support Select and organise historical information to present in a range of ways.</p> <p>Ask questions to deepen understanding Locate answers to own and given questions.. Begin to draw conclusions based on source work with support. Discuss historical events, issues, connections and changes. Use relevant historical terms and vocabulary. Write about historical events and changes by selecting and organising historical information and dates.</p>	<p><b>C</b> Chronological understanding</p> <p>To arrange important events in chronological order. Introductory chronology studying the periods of the Stone Age Making links between the periods of the Stone Age To understand the periodisation of history Children can sequence eras, can use a scale to understand duration, understand duration as a measure of long events last for</p> <p><b>S</b> Source Analysis and Interpretation – - Extracting evidence from archaeological sources - Extracting and interpreting from other sources of evidence - Drawing conclusions from sources and understanding limitations Children can extract information from various types of source (artefact, pictorial, written), interpret information from various sources, draw conclusions from sources with support Comparing and contrasting How do we learn about prehistory?</p> <p><b>E Historical Enquiry</b> To research facts about the Stone Age. To find out about food and farming in the Stone Age. To find out about everyday life in the Stone Age To find out about tools used from Stone Age to Iron Age Conduct an enquiry to identify the purpose of an archaeological site and use questions to deepen understanding To find out about Skara Brae and Stonehenge</p>

<b>Year: 3/4      Subject: History</b>		<b>Topic Question/Title: <i>What was the impact of the Romans on Britain?</i></b>		<b>Term - Spring 1&amp;2      Curriculum - B</b> 	
<b>PoS: Iron Age to Romans</b>					
<b><u>Prior Knowledge</u></b> How did Britain change from the Stone Age to the Iron Age? Children have learnt about the development of Britain from the Stone Age to the Iron Age. Within this, they have looked at the core elements: Achievements – the first achievements of Stone Age people and began to rank these in order of importance. A simple reason should have been given for these. Housing – noting the changes from caves to roundhouses, including the materials, shape, size, and features Society – investigating the changes in society from fairly equal Stone Age tribes to more power-based societies through the Bronze Age and then Celtic tribes with kings/leaders during the Iron Age Food – understanding the differences between hunter-gatherers and farmers and the importance of the development of farming Skara Brae		<b><u>Key Vocabulary</u></b> General: Change, continuity, similarity and difference, significance, duration, decade chronology, interval, sequencing, primary source, secondary source, evidence, BC, AD, CE, BCE,  Specific: ancient, modern, civilisation, citizens, century, Roman, government, religion, political, culture, society, legacy, achievements, Europe, Italy, Rome, military, conquer, invade, rebellion, Empire, Emperor, settlement, transport, trade, hygiene, sanitation, economy, Hadrian’s Wall, Boudicca,		<b><u>Outcome</u></b> Iron Age jobs talks, Legacy Poster	
<b><u>Future Learning</u></b> In Y4 <i>The achievements of the earliest civilizations</i> – an overview of where and when the first civilizations appeared Ancient Egypt – <i>a depth study</i> Ancient Greece – <i>a study of Greek life and achievements and their influence on the western world</i> . Children should know and understand significant aspects of the history of the wider world including the nature of ancient civilisations.  Y5 <i>How has the early Islamic civilisation influenced the wider world?</i> Early Islamic Civilisation Britain’s settlement by Anglo-Saxons and Scots		<b><u>Stimulus</u></b> Museum artefacts Virtual tours/videos  <b><u>First hand experiences (enrichment)</u></b> Roman visitors with artefacts and army drill		<b><u>World of Work</u></b> Researchers, Archaeologists, Curators, Builders	
<b><u>National Curriculum PoS</u></b>  <b><u>Events, People and Changes</u></b> The Roman Empire and its impact on Britain <b><u>Chronology</u></b> <ul style="list-style-type: none"> <li>Use some dates and historical terms when ordering events and objects.</li> <li>Demonstrate awareness that the past can be divided into different periods of time.</li> <li>Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, BC, AD, CE, BCE etc.</li> <li>Explore main events, situations, changes and links within (and across) different periods e.g. differences/similarities between clothes, food, buildings or transport.</li> <li>Use some dates and historical terms when ordering events and objects.</li> <li>Demonstrate awareness that the past can be divided into different periods of time.</li> </ul> <b><u>Communication</u></b> <ul style="list-style-type: none"> <li>Discuss historical events, issues, connections and changes.</li> <li>Select and organise historical information to present in a range of ways.</li> <li>Use relevant historical terms and vocabulary. When doing this, they should use specialist terms like <b>settlement, invasion</b> and vocabulary linked to chronology.</li> <li>Write about historical events and changes by selecting and organising historical information and dates.</li> <li>Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire.</li> </ul> <b><u>Enquiry, Interpretation and Use of Sources</u></b> <ul style="list-style-type: none"> <li>Use sources to address historically questions.</li> </ul>		<b>Substantive Knowledge</b>  Know how Britain changed from the Iron Age to the end of the Roman occupation What was life in Britain like before the Romans invaded and settled? Iron Age tribes and settlements Everyday living in the Iron Age (Celts)  Why did the Romans come to Britain? <b>The Romans attempted to invade twice before they were successful on their third attempt.</b> <b>Why they wanted to control minerals and exports from Britain</b> <b>Why we know so little about life before the Romans – which sources can we use?</b> What does the chronology of Roman Britain look like? Who was Boudicca and what did she do? What was the reaction to the Roman invasion? How did the locals react to Roman invasion? <b>Why did some tribes welcome the Romans but some did not.</b>  What were the main Roman settlements and how were these connected? What are the most significant Roman achievements <b>How did the Romans influence the culture of the people already here?</b> What is the legacy of Roman Britain? To identify the threats to Britain and decline in Roman control The end of Roman Britain What did the Romans do for us?  <ul style="list-style-type: none"> <li>Julius Caesar’s attempted invasion in 55-54 BC</li> <li>the Roman Empire by AD 42 and the power of its army</li> </ul>		<b>Possible evidence</b>  Sequenced timeline and scaled timeline Use maps to locate position of Iron Age tribes in Britain. Consider the tribes in our area of the UK – what can you find out about them? Did they support the Romans or try to resist them? Were they led by men or women? Present talks about roles in a Celtic tribe. Children should be taught about the spread of the Roman Empire in a geographic and chronological sense, using maps and timelines. They should make links between new and existing learning. Order the story (storyboard) to show chronological understanding Compare reactions to Roman invasion using significant people. Produce a fact sheet comparing the similarities and differences between the Romans and the Celtic tribes. Maps showing major settlements and roads built by the Romans  Show examples of Roman achievement ( roads, army, engineering, hygiene, Hadrian’s Wall, heating systems –housing etc.) How Britain was ‘Romanised’.  Create a fact sheet about the Romans for another class. The children could work in teams producing a section each.	

<ul style="list-style-type: none"><li>Describe some of the different ways the past can be represented e.g. through artists’ pictures, museum displays, films and written sources.</li><li>Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence</li><li>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.</li></ul>	<ul style="list-style-type: none"><li>successful invasion by Claudius and conquest, including Hadrian’s Wall</li><li>British resistance, for example, Boudica</li><li>‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li></ul>	
	Disciplinary Knowledge	Possible evidence
	<p><i>Significance</i> Know how there was resistance to the Roman occupation and know about Boudicca. Know about at least one famous Celtic leader and one famous Roman emperor Know about the legacy of the Romans</p> <p><i>Change and continuity</i> Know how Britain changed from the Iron Age to the end of the Roman occupation</p> <p><i>Similarities and differences</i> How was Celtic Britain different/similar to Roman Britain?</p> <p><i>Cause and consequence</i> Recognise why some events happened and what happened as a result. Ask questions such as, ‘Why did...?’ ‘What were the effects?’</p>	<p>Which of the Roman achievements in Britain had the most significant impact on people at the time.</p> <p>How the different Celtic tribes reacted to Roman invasion and the consequences of those choices.</p> <p>How were these times similar/different?</p> <p>Know how the Roman occupation of Britain helped to advance British society</p>
	Methods of Enquiry	Possible evidence
	<p><b>Chronology</b> Children can sequence periods of history, identify concurrent periods of history using a timeline, can use a scale to calculate intervals between events, understand duration as a measure of how long something occurred for Use some dates and historical terms when ordering events and objects. Demonstrate awareness that the past can be divided into different periods of time. Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Egyptian, BC, AD, CE, BCE etc.</p> <p><b>Source work</b> Children can extract and interpret information from various types of source (artefact, pictorial inc. primary and secondary sources) Describe some of the different ways the past can be represented e.g. through artists’ pictures, museum displays, films and written sources. <i>Why do we have Roman accounts but not Celtic accounts?</i> Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence.</p> <p>Recognise how sources of evidence are used to make historical claims. Ask questions such as, ‘What might this tell us about...?’</p> <p><b>Enquiry</b> Pursuing a line of enquiry with support Select and organise historical information to present in a range of ways.</p> <p>Ask questions to deepen understanding Locate answers to own and given questions. Begin to draw conclusions based on source work with support. Discuss historical events, issues, connections and changes. Use relevant historical terms and vocabulary. Write about historical events and changes by selecting and organising historical information and dates.</p>	<p><u>C Chronological understanding</u> To arrange important events in chronological order. Introductory chronology studying the periods of the Stone Age Making links between the periods of the Stone Age To understand the periodisation of history Children can sequence eras, can use a scale to understand duration, understand duration as a measure of long events last for Use some dates and historical terms when ordering events and objects Demonstrate awareness that the past can be divided into different periods of time Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Roman, Egyptian, BC, AD, CE, BCE etc.</p> <p><u>S Source Analysis and Interpretation</u> Extracting evidence from archaeological sources Drawing conclusions from sources and understanding limitations Children can extract information from various types of source (artefact, pictorial, written) to find out about a period, interpret information from various sources, draw conclusions from sources with support <b>Assess sources for accuracy and bias – Roman accounts not favourable towards the Celts</b> <b>Use different sources of evidence to consider their reliability.</b> Select and record information relevant to the study.</p> <p><u>E Historical Enquiry</u> Use relevant historical terms and vocabulary. Write about historical events and changes by selecting and organising historical information and dates. Begin to use the library and internet for research. Use sources to address historically valid questions. <i>The source and enquiry tasks produce several pieces of work involving note taking and written answers to show skill progression.</i></p>