



EGERTON PRIMARY SCHOOL KNUTSFORD

HISTORY END POINTS ASSESSMENT

"Ready to learn. Ready to thrive. Ready for tomorrow."

"The farther backward you can look, the farther forward you are likely to see."

Winston Churchill

Year 3

Stone Age to Iron Age



End Point Assessment

Changes in Britain from the Stone age to Iron age

I can place the Stone, Bronze and Iron Ages in Britain on a timeline.

I can explain how people lived during the Stone Age.

I can say the changes between the Stone Age.

I can describe what people ate during the Stone Age.

I can explain what a hunter-gatherer is.

I can talk about Skara Brae and its importance.

I can say why tools were important during the Stone Age.

I can say what the North West was like during the Stone Age.

I can describe the importance of Stonehenge.

I can say why Bronze replaced Stone and the changes it brought to society.

I can talk about the technology, religion and travel in the Bronze Age.

I can explain the importance of trade within the Iron Age.

I can explain the importance of technology within the Iron Age.

I can compare the changes across the Stone Age.

Skills

I can place historical events and periods on a timeline: I can correctly sequence the Stone, Bronze and Iron Ages and compare them to other historical periods.

I can ask and answer questions about how people lived in the past: I can investigate how people in the Stone Age met their needs for food, shelter and tools.

I can identify and explain changes over time: I can analyse the differences between life in the Early, Middle and Late Stone Ages.

I can explain why events occurred and their impacts: I can explore why bronze replaced stone and how it changed societies.

I can compare life in different time periods or regions: I can evaluate how the North West of Britain in the Stone Age differed from other areas.

I can evaluate historical evidence and draw conclusions: I can analyse why tools were essential for survival and how they evolved over time.

Key Vocabulary

Archaeologists	Scientists who study the history of humans by looking at what man-made objects were left behind
Axe	A cutting tool that consists of a heavy edged head fixed to a handle that is used especially for felling trees and chopping and splitting wood.
Hunter-Gatherer	People who do not grow their own food, but instead gather and hunt for food from available resources

Mesolithic	The Middle Stone Age
Neanderthal	A species of very early human that lived in Europe and parts of Asia from about 300,000 to 30,000 years ago
Neolithic	The New Stone Age
Palaeolithic	The Old Stone Age
Prehistoric	The period of time before written records
Settlements	Places where people live and sometimes work
Skara Brae	A Neolithic village. It is a prehistoric settlement where a farming community lived around 5,000 years ago
Society	is a large group of people who share the same laws, rights and resources
Stonehenge	A prehistoric monument on Salisbury Plain in Wiltshire, England. It is a circular group of huge stone blocks
Timeline	Shows the order in which events happened

Chronology	Settlements	Enquiry and Interpretation	Technology, Travel and Religion	Significant People, Places and Events
-------------------	--------------------	-----------------------------------	--	--

Year 3

Local History



End Point Assessment
A local history study
I can explain the origin on Knutsford
I can discuss the history of Knutsford
I can provide examples of how Knutsford High Street has changed over the last 100 years
I can identify similarities and differences between Knutsford High Street over the last 100 years
I can list significant events in Knutsford's history
I can describe a significant event/person in Knutsford's history
I can discuss the history of Egerton Primary School

Skills
I can understand and organise historical events: I can place the origin of Knutsford and significant events in its history on a timeline.
I can identify changes over time as well as what has remained the same: I can explore how Knutsford High Street has changed over the last 100 years, identifying similarities and differences.
I can explain why events happened and the impact they had: I can discuss the significance of key events or people in Knutsford's history and their effects on the town.
I can ask and answer questions about local history using a range of sources: I can investigate the origin of Knutsford or the history of Egerton Primary School through maps, photos and written records.
I can interpret sources using evidence to draw conclusions about the past: I can use historical photographs, maps and other sources to understand how the High Street evolved.
I can compare experiences across time periods: I can compare life on Knutsford High Street 100 years ago with today.

Key Vocabulary	
Chronological Order	The order in which things happen
Non-Chronological Order	not being arranged according to the natural order of time.
BCE	Before the Common Era
CE	Common Era
Landmarks	features or structures around the world that are easily recognised or unique
Knutsford	is a town located in Cheshire, North-West of England
Past	having existed or taken place in a period before the present time
Present	existed or happening at this current time
Architecture	is the science of the design of structures or buildings such as houses, places of worship, and office buildings
Similarities	things that are the same
Differences	things that are different
Sources	the variety of where you can obtain evidence. (e.g., books, newspapers, photographs)
Evidence	A piece of proof about an event indicating whether something is true.
Significance	the importance of something or someone

Change over time	Chronology	Significant People, Places and Events	Enquiry and Interpretation	Local History
-------------------------	-------------------	--	-----------------------------------	----------------------