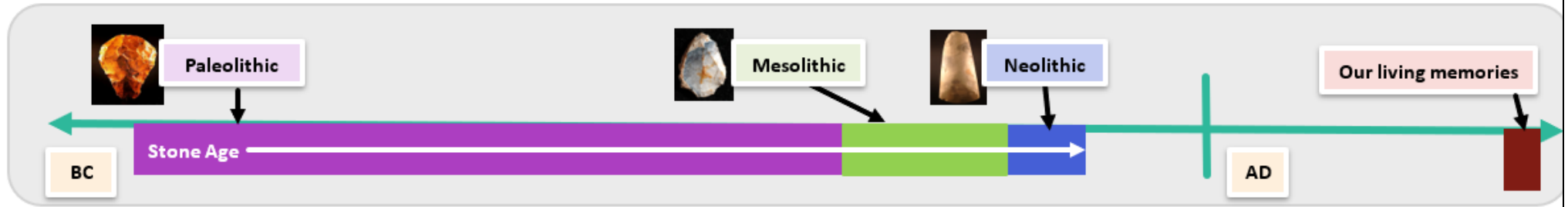


**Year 3 Autumn**



**The Stone Age**

**Enquiry Question** *How did life change during the Stone Age?*



**Making Connections/Required Prior Knowledge**

**Substantive Knowledge to be Explicitly Taught  
(knowledge about the past)**

**Making connections/How Knowledge Will Be Built Upon**

- Discuss KS1 History – more recent History (AD) – look at a time line for context – discuss BC and show where this appears on a timeline – going to explore much earlier history
- Make connections with Year 3 Unit 2 – The Bronze Age and year 4 The Ancient Egyptians
- Make the connections with a Chronology across previously studied units – Focus on BC
- What are the challenges about trying to find out about historical events that happened so long ago? The availability of sources and evidence
- What evidence – sources did we have to use to find out about periods of history so long ago? Archaeological remains
- The challenges – the historical information and conclusions as to what life was like can change as new archaeological discoveries are made that change our understanding of prehistoric ages

- know that prehistory refers to the study of humans before there was writing,
- Know The Stone Age gets its name from the stone (flint) used to make weapons and tools.
- know some ways life changed from the early (Palaeolithic), middle (Mesolithic) and new (Neolithic) Stone Age, e.g. tools, hunting & gathering, settlements
- Know the major change that happened later in the Stone Age was that people started to settle in communities and farm the land and trade.
- Know that people migrated around Europe during this period of history. From the later Stone Age onwards, they brought farming and craft techniques with them.
- Know about the Stone Age from studying archaeological remains and artefacts.
- Know that the new archaeological finds often change our interpretation of what happened in the Stone Age

- Comparing prehistoric Britain with the civilisations in **Ancient Egypt**, and recognising that the two units overlapped in time (Y4 summer)

	<ul style="list-style-type: none"> <li>• Know the period ended with the development of metalworking</li> <li>• use archaeological evidence from Skara Brae to explain what life in a Neolithic settlement was like.</li> <li>• <b>Star Carr</b> was a Mesolithic hunting camp near Scarborough, North Yorkshire.</li> <li>• <b>Stonehenge</b> is a Neolithic stone monument near Salisbury, Wiltshire</li> </ul> <p><b>Chronological Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know about the ancient history time period of the Stone Age</li> <li>• Know the period known as the Prehistoric Age spans from the last Ice Age in 800,000 BC to the Roman invasion in 43 AD. The majority of this period is commonly referred to as the Stone Age</li> <li>• Know The Stone Age is split into the Palaeolithic (Old) Stone Age, Mesolithic (Middle) Stone Age and Neolithic (New) Stone Age</li> <li>• It is hard to give exact dates from this period as it happened so long ago</li> </ul>	
<p><b>Disciplinary Concepts</b> See DISCIPLINARY CONCEPTS &amp; HISTORICAL ENQUIRY table below.</p>	<p><b>Substantive Concepts</b> concepts that children will come across repeatedly throughout their education in history <b>Highlighted concepts covered in unit</b></p>	<p><b>Vocabulary</b></p>
<p>Constructing / Communicating the past Change and development Using sources as evidence</p>	<p>Leadership, <b>agriculture</b>, <b>migration</b>, <b>civilisations</b>, childhood, worship, <b>society</b>, equality</p>	<p>Agriculture, Flaking, Tools, Hunter-Gatherer, Palaeolithic Era, Mesolithic Era, Neolithic Era, Prehistory</p>
<p><b>DISCIPLINARY CONCEPTS &amp; HISTORICAL ENQUIRY</b></p> <ul style="list-style-type: none"> <li>• Disciplinary concepts are concepts used in the study of history. They form the basis of many questions’ historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance</li> <li>• Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past.</li> <li>• Disciplinary knowledge is separated into disciplinary concepts and historical enquiry.</li> </ul> <p><b>Key Assessments – Highlighted</b></p>		
<p><b>Constructing / Communicating the past</b></p> <ul style="list-style-type: none"> <li>• <b>Beginning to discuss and ask and answer more complex questions about the past</b></li> <li>• <b>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</b></li> <li>• <b>When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology.</b></li> <li>• <b>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</b></li> </ul> <p><b>Sequencing the past- Chronology</b></p> <ul style="list-style-type: none"> <li>• An increasing knowledge and understanding of local, British and world history within an increasing secure chronological framework</li> <li>• Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...).</li> </ul>		

- Making some links between and across periods, such as the differences between clothes, food, buildings or transport.
- Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time

#### **Change and development** **Continuity and Change**

- Beginning to make links and connections within and between different periods of time / areas of the content specified in the history curriculum
- Understanding some of the ways in which people's lives have shaped this nation.
- Understanding some significant aspects of history – nature of ancient civilisations;
  - Identify key things that stayed the same between periods.
  - Identify key things that changed between periods.

#### **Cause and effect**

- An increasing understanding of historical concepts such as continuity and change, cause and consequence, similarity and difference and significance
- Describing how Britain has influenced and been influenced by the wider world

#### **Significance and interpretations** **Historical Significance**

- Showing an increasing knowledge and understanding of local, British and world history within an increasingly secure framework

#### **Historical Interpretations**

- Using a greater depth and range of historical knowledge to provide more reasoned explanations
- A developing understanding of specific historical abstract terms such as civilisation

#### **Historical Enquiry** **Historical Investigations**

- An increasing proficiency in the effective use of historical enquiry and selection of evidence
- Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.
- Understand some of the methods of historical enquiry, how evidence is used to make historical claims.
- Becoming a more independent learner

#### **Using sources as evidence**

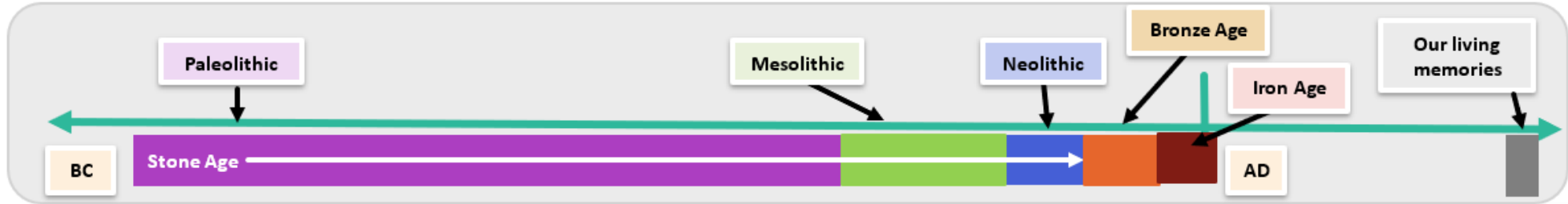
- An increasing awareness of the different ways in which the past is represented and interpreted
- Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.
- Identify some of the different ways in which the past can be represented, and that different 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.



## The Bronze Age and Iron Age

**Enquiry Question** *How did life change from the Bronze Age to the Iron Age?*



### Making Connections/Required Prior Knowledge

Discuss KS1 History – more recent History (AD). Look at a time line for context. Discuss BC and show where this appears on a timeline. We are going to explore much earlier history

Make connections with Year 3 Autumn – The Stone Age

- Make the connections with a Chronology across previously studied units – Focus on BC
- What are the challenges about trying to find out about historical events that happened so long ago? The availability of sources and evidence
- What evidence – sources did we have to use to find out about periods of history so long ago? Archaeological remains
- The challenges – the historical information and conclusions as to what life was like can change as new archaeological discoveries are made that change our understanding of prehistoric ages

### Substantive Knowledge to be Explicitly Taught (knowledge about the past)

- summarise the significance of the Beaker People, e.g. migration, trade
- know why they are called the ‘Bronze Age’ and ‘Iron Age’,
- know some ways life changed from the Bronze Age to the Iron Age, e.g. settlements, roundhouses, hillforts
- demonstrate understanding of what life was like in NW England during this period
  - Knows that in the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery.
  - Knows that people in Britain probably learned how to produce the metal from the Beaker people who came from Western Europe. (They were called Beaker people due to the shape of their pots, which were like upturned bells.)
  - Knows that Amesbury Archer was buried around 2300 BC. Burials like the Amesbury Archer are very useful for finding out how people lived and what they thought was important.
  - Knows that during the Iron Age, people began to make tools and weapons from iron. Iron was better than bronze because it was more common, lighter and harder.

### Making connections/How Knowledge Will Be Built Upon

year 4 The Ancient Egyptians

<ul style="list-style-type: none"> <li>Stonehenge is a historic site that developed throughout this period. Lots of people added to it over many years.</li> </ul>	<ul style="list-style-type: none"> <li>Knows the use of iron led to big advances in farming with the use of iron tools. This led to more food being available and therefore an increase in the population.</li> <li>Knows we have fewer Iron Age objects than those from the Bronze Age, as iron rusts and is less durable.</li> <li>Today, we call the people who lived in Britain during the Iron Age ‘Celts’. They were made up of many different tribes, but they did have similar languages and beliefs.</li> <li>Knows that Hillforts developed during the Iron Age. Communities lived on hills for protection</li> <li>Knows there were advances in house building</li> <li>demonstrate understanding of what life was like in NW England during this period</li> </ul> <p><b>Chronological Knowledge</b></p> <ul style="list-style-type: none"> <li>Knows that the Bronze Age and Iron Age spanned from around 2500BC to 500BC.</li> <li>Knows the dates of some of the main events that happened in the Bronze and iron age.</li> <li>Knows the first Iron Age objects were made about 1000 BC, and by 800 BC, iron had become the most popular metal.</li> </ul>	
<p><b>Disciplinary Concepts</b> See DISCIPLINARY CONCEPTS &amp; HISTORICAL ENQUIRY table below.</p>	<p><b>Substantive Concepts</b> concepts that children will come across repeatedly throughout their education in history <b>Highlighted</b> concepts covered in unit</p>	<p><b>Vocabulary</b></p>
<p>Constructing / Communicating the past Sequencing the past- Chronology</p>	<p>Leadership, <b>agriculture</b>, migration, <b>civilisations</b>, childhood, worship, <b>society</b>, equality</p>	<p>Bronze, Smelt, Wattle and daub, Hillfort, Roundhouses, Tribe, Celts.</p>
<p><b>DISCIPLINARY CONCEPTS &amp; HISTORICAL ENQUIRY</b></p> <ul style="list-style-type: none"> <li>Disciplinary concepts are concepts used in the study of history. They form the basis of many questions’ historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance</li> <li>Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past.</li> <li>Disciplinary knowledge is separated into disciplinary concepts and historical enquiry.</li> </ul> <p><b>Key Assessments – Highlighted</b></p>		
<p><b>Constructing / Communicating the past</b></p> <ul style="list-style-type: none"> <li>Beginning to discuss and ask and answer more complex questions about the past</li> </ul>		

- 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

#### Sequencing the past- Chronology

- An increasing knowledge and understanding of local, British and world history within an increasing secure chronological framework
- 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.
- Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time

#### Change and development Continuity and Change

- Beginning to make links and connections within and between different periods of time / areas of the content specified in the history curriculum
- Understanding some of the ways in which people's lives have shaped this nation.
- Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.

#### Cause and effect

- An increasing understanding of historical concepts such as continuity and change, cause and consequence, similarity and difference and significance
- Describing how Britain has influenced and been influenced by the wider world

#### Significance and interpretations Historical Significance

- Showing an increasing knowledge and understanding of local, British and world history within an increasingly secure framework

#### Historical Interpretations

- Using a greater depth and range of historical knowledge to provide more reasoned explanations
- A developing understanding of specific historical abstract terms such as empire, civilisation, monarchy and democracy

#### Historical Enquiry Historical Investigations

- An increasing proficiency in the effective use of historical enquiry and selection of evidence
- Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.
- Understand some of the methods of historical enquiry, how evidence is used to make historical claims.
- Becoming a more independent learner

#### Using sources as evidence

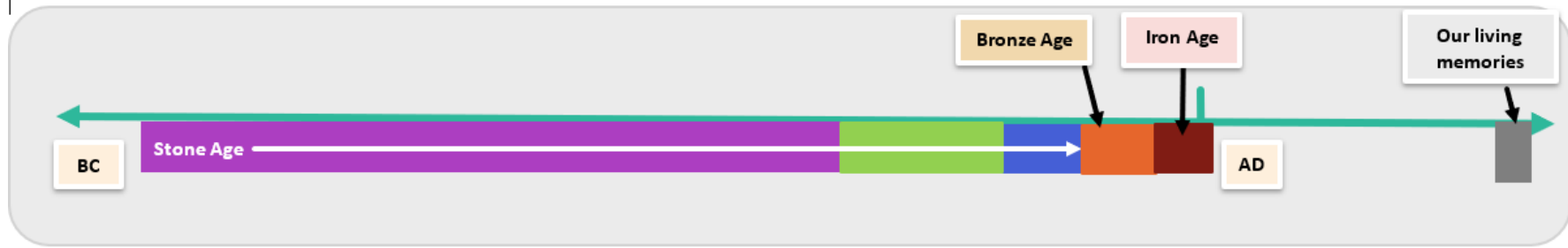
- An increasing awareness of the different ways in which the past is represented and interpreted
- Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.
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Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this



**Local History – Blackpool Tourism and Entertainment**

**Enquiry Questions** *How has Blackpool developed as a tourist resort? Which buildings make it the home of entertainment and showbusiness? Why should we protect them?*



Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge Will Be Built Upon
<p>Make links with Year 2 unit on Seaside Holidays in Blackpool</p>	<p>know some of the key events of Blackpool’s past in Entertainment over different time periods.</p> <p>Know the history of Blackpool’s famous entertainment venues – The Winter Gardens, Blackpool Tower and Tower Circus, The Grand Theatre and their significance in the growth and development of Blackpool as a holiday resort</p> <p>Listed Buildings – Know how a listing marks and celebrates a building's special architectural and historic interest, and how it protects it for future generations.</p> <p>Know which buildings or places are of special local, national or even world interest.</p> <p>Gain a better understanding of our local area and develop a sense of pride in it.</p> <p><b>Chronological Knowledge</b> Know about the time period that the significant local history was created.</p>	<p>Year 6 unit on Blackpool during the war</p>

Disciplinary and Procedural	Vertical Concepts	Vocabulary
Historical Enquiry Using sources as evidence	Leadership, agriculture, migration, civilisations, childhood, worship, society, equality	significant, architecture, campaign, leisure, heritage, migration, time period, listed, locality, grade, economy.

### DISCIPLINARY CONCEPTS & HISTORICAL ENQUIRY

- Disciplinary concepts are concepts used in the study of history. They form the basis of many questions' historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance
- Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past.
- Disciplinary knowledge is separated into disciplinary concepts and historical enquiry.

#### Key Assessments – Highlighted

##### Constructing / Communicating the past

- Beginning to discuss and ask and answer more complex questions about the past
- 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.
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