

Medium Term Plan for History

Y3-Stone Age

Autumn 2

Class Text: Stone Age Boy by Satoshi Kitamura

Hook: Children to be mini archaeologists and excavate Stone Age artefacts

Topic Reflection: Would you rather live in the Stone, Bronze or Iron age?

Historical enquiry: What was it like to live in the Stone Age? How did the development of skills and knowledge affect daily life in the Stone Age?

Historic Concepts:

vocabulary

EYFS + KS1

- ✓ Chronology
- ✓ Continuity and Change
- ✓ Duration
- ✓ Significance
- ✓ Interpretation and Diversity
- ✓ Cause and Consequence.

KS2

- ✓ Chronology
- ✓ Continuity and Change
- ✓ Duration
- ✓ Significance
- ✓ Interpretation and Diversity
- ✓ Cause and Consequence
- ✓ Settlement
- ✓ Migration

Tier 1: human, people, hunt, fire, farmer, wheel.

Tier 2: hunter-gatherer, monument, prehistory, settlement, source

Tier 3: clan, thatched, tribe, archaeologist, Bronze Age, Celts, flint knapping, forage, hand axe, hill fort, interpretation, Iron Age, Stone Age

Previous Skills

Children can sequence events from living memory.
Use pictures and objects to gather information.
Begin to describe and ask questions about a source and make sensible conclusions.
Recognise that information about the past can be gathered from a range of sources.

Previous Knowledge

Know that significant individuals have made important contributions to our world e.g. Neil Armstrong, Helen Sharman, Tim Peake.
Know that events in the past influence life today e.g. The London Fire Brigade was also set up to help prevent disasters like the Great Fire of London from happening again.

Previous Understanding

Understand that we can use 'time markers' to place when events happened in context e.g. before I was born, before my parents were born, etc.
Understand that the past can mean earlier in the day, last week, month, year, etc.
Understand that now can mean this day, week, month, year.

	<u>Concepts</u>	<u>Learning Objective</u>	<u>Lesson Outcome</u>	<u>ARE Success Criteria</u>	<u>GD Success Criteria</u>	<u>SEND Success Criteria</u>
Lesson 1	Interpretation and Diversity	LO: To ask questions – who, what, how, where, why.	Children to complete a mini excavation. Experiencing how an archaeologist works, asking the questions who, what, how where, why in order to interpret what life was like.	I can ask questions and draw conclusions.	I can use my previous experience and knowledge to make connections to make refined interpretations.	See IEP/ My Plan/Birmingham Toolkit
Lesson 2	Chronology Continuity and Change Duration	LO: To place events on a time line using BC and AD.	Children will place the Stone Age on BC/AD timeline. Note context of previous learning (MB – develop CIP timeline further)	I can recognise that time is not only organised into before I was born, but also BC and AD. I am able to say when an event occurred in relation to previous learning, e.g. the Stone Age was long before The Great Fire of London.	I can ask questions like, 'what else was happening during this period of time?' I can explain the difference between BC and AD.	See IEP/ My Plan/Birmingham Toolkit
Visit to Creswell Crags						
Lesson 3	Cause and Consequence.	LO: To use sources to find out what life was like.	Children will use the enquiry question – 'what was life like in the stone age?'	I can explain what sources are - artefacts, photographs, eyewitness accounts	I can suggest various interpretations of a given source.	See IEP/ My Plan/Birmingham Toolkit

			Deduce this from sources artefacts, photographs, eyewitness.	etc. from the time of the event and give examples within the context food and farming.		
Lesson 4	Interpretation and Diversity	LO: To recognise the difference between sources and interpretations.	Children will continue with the enquiry question – ‘what was life like in the stone age?’ Gather this from interpretations.	I can explain what an interpretation is and give examples in the context of Stone Age homes.	I can suggest what knowledge is needed in order to make an interpretation.	See IEP/ My Plan/Birmingham Toolkit
Lesson 5	Chronology Continuity and Change Cause and Consequence.	LO: To compare and contrast the significant changes in a period of time.	Children will compare and contrast the changes from Stone Age to Bronze Age.	I can identify the significant changes from Stone Age to Bronze Age. I can say what was similar and what was different.	I can suggest reasons why some things stayed the same and why other things changed.	See IEP/ My Plan/Birmingham Toolkit
Lesson 6	Interpretation and Diversity	LO: To ask questions – who, what, how, where, why.	Children will ask questions, use sources and interpretations to ascertain the significance of Iron Age	I can say what was significant about the Iron Age: that iron not only replaced bronze in the making of tools, but was also used to make weapons. That people lived in tribes, were at war and that people from the Iron Age are also known as Celts.	I will be able to confidently say whether a source or an interpretation has helped me answer a question.	See IEP/ My Plan/Birmingham Toolkit
	Knowledge: The Stone Age, Bronze Age and Iron Age covers 98% of human history in Britain. Some of the major advances in technology were achieved during this period, including the control of fire, agriculture, metalworking and the wheel.					

The Bronze Age was when people discovered how to get metal out of rocks.

The Iron Age was when a metal called iron replace bronze. That people lived in tribes and that these tribes were often at war. People from the Iron Age are sometimes called Celts. The Iron Age ended when the Romans invaded.

I know when these periods occurred in the context of other historical events I have studied.

Skills:

I can ask questions and use the answers to draw conclusions.

I can use both BC and AD on a timeline.

Understanding:

I know the difference between a source and an interpretation.

I recognise the role of an archaeologist and the significance of artefacts as a source.