

Year 3 History Autumn Term

Prior Learning: understanding of legacy and settlement. Understanding that Vikings used Iron tools, and this was much later than the iron age. Concept of AD and BC

Theme: Settlement, legacy, invention and technology

We will learn about how life in Britain changed from the Stone Age through the Bronze and Iron Ages. This change was driven by advancing technologies.

Chronology & Interpreting Evidence 1. Who were the Stone-Aged people and when did they live?

TWAL: to use a timeline to place events in order

Understand how timelines can be divided into BC and AD

To use sources to gather evidence about the past

To begin to draw conclusions about the way of life

That the Stone Age starts from 2.6 million BC

That Stone Age people were hunter gatherers and left messages for each other

We will create a timeline using the periods we have studied so far to help us to illustrate how long ago the Stone Age was. We will use AD and BC to describe the periods we have studied. We will look at cave paintings to make decisions about how people communicated during this period and gain the understanding that people were hunter gatherers

Interpreting Evidence & Significance 2. How did Stone Aged people live?

TWAL: to identify and describe historically significant places

To use sources to gather evidence about the past

To begin to draw conclusions about the way of life

That Skara Brae was built and occupied between 3000BCE and 2500 BCE

We will use sources, such as pictures of Skara Brae, to draw conclusions about how people lived their lives as a community. We will look at the tools they made and used to help them in their everyday lives.

Chronology and Continuity and Change 3. Who were the Bronze-Aged people and when did they live?

TWAL: to use timelines to place events in order

To identify examples of change

To consider how people experienced change

To consider the rate of change

We will add the end of the Stone Age period and the beginning of the Iron Age to our timeline. We will learn that Bronze Age people learned how to get metal from rocks which they used to make tools, jewellery and weapons.

Words we will know!

Protection – to look after themselves from attack.

Tribe – small communities or clans who shared a similar language, religious beliefs, traditions and culture.

Age – a period of history

Interpreting Evidence and Significance 4. How did the Bronze Aged people live?

TWAL: to identify and describe historically significant events

To use sources to gather evidence about the past

To begin to draw conclusions about the way of life

We will learn that farming became more widespread during the Bronze Age, people were able to farm more efficiently because their tools were made from Bronze. They still hunted or gathered some items, however the majority of food came from farms. We will think about who may have worn jewellery made from Bronze and what this said about them.

Chronology and Continuity and Change 5. Who were the Iron-Aged people and when did they live?

TWAL: to use timelines to place events in order

To identify examples of change

To consider how people experienced change

To consider the rate of change

We will add the end of the Bronze Age period and the beginning of the Iron Age period to our timeline. We will learn that bronze tools were better quality but people started to use iron instead of bronze because materials were hard to find.

Interpreting Evidence and Significance 6. How did the Iron Aged people live?

TWAL: to identify and describe historically significant events

To use sources to gather evidence about the past

To begin to draw conclusions about the way of life

We will learn that during the Iron Age people belonged to tribes who lived, farmed and fought together. They chose to build their settlements in hillforts to protect themselves from other tribes. They developed many tools which helped them with their daily life. During this period Celtic people spread across Britain and Europe and traded fine metal work.

age



tribe



protection



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Similarity and Difference 7. How were lives similar or different in the periods we have studied?

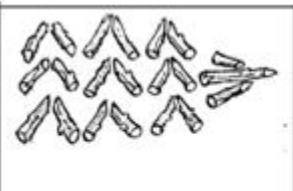
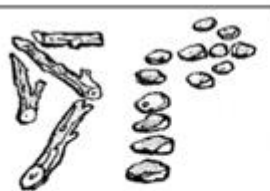
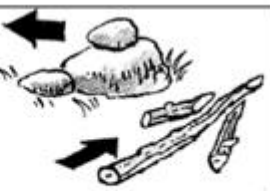
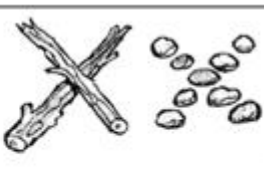
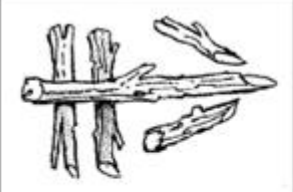



TWAL: to identify and similarities across the periods studied

To identify differences across the periods studied

We will discuss the three periods we have studied and pick out key trends. We will think about how and when lives started to change and what caused this. We will think about what stayed the same over time.

Outdoor Learning opportunities:

-create messages using codes used in stone age for others to follow

			
Water in this Direction	Turn (Left or Right)	This Way	Not this Way
			
This way over Obstacle	Party Split Up	Message this Way	Gone Home

-hunting using foam javelins