

<p>LKS2 Year 3/4 YEAR A</p>	<p style="text-align: center;">Stone Age</p> <p>September 2022 The Stone Age from mobile hunter gather to settled farmers and traders</p> <p>From September 2024 <u>Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</u></p> <p>Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer. (below)</p>	<p>Why did the Romans settle in Britain? Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today.</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>How have children's lives changed ? Investigating the changes in children's lives through time, children learn how children's spare time, health and work have changed. They explore the most crucial change – work – in more detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury and his impact.</p>
<p>Understanding</p>	<p>Explain that the Stone Age was a very long time ago and use historical terms to describe the periods that have taken place since then.</p> <p>Know Skara Brae is a Stone Age site that gives archaeologists information about the SA Discuss the objects at SB and Identify some certainties and some possibilities for the objects in the buildings. Begin to give evidence to support the deductions they have made.</p> <p>Archer of Amer Using artefacts make deductions about the Archer's life. Identify some types of information that they do not have for the Bronze Age.</p> <p>Bronze Age Explain how bronze was better than stone and how bronze transformed farming for prehistoric man</p>	<p>Know who the Romans were and where did they come from?</p> <p>Explain the meaning of empire and invasion.</p> <p>Know some reasons for the Roman invasions of Britain. Why did they invade?</p> <p>Understand the chronology of the Roman invasion of Britain.</p> <p>Identify the consequences of the Roman invasion.</p> <p>Know who Boudica was an create an interpretation of Boudicca using sources.</p>	<p>Make observations and deductions from different primary and secondary sources.</p> <p>Know when the Tudor and Victorian periods were.</p> <p>Suggest how children's lives have changed over time e.g. since Tudor and Victorian periods.</p> <p>Explain why children needed to work in Tudor period/Victorian period</p> <p>Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.</p> <p>Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.</p>

	<p>Identify some similarities and difference between Stone Age and Bronze Age and Bronze and Iron Age.</p> <p>Iron Age Explain how trade increased during the Iron Age and which items were imported and exported to mainland Europe. Explain why coins were needed.</p> <p>Justify which period they would live in and providing evidence for their choice. (final communicate)</p>	<p>Explain why the Romans needed a powerful army.</p> <p>Identify a soldier's equipment.</p> <p>Explain how the Roman army was organised and perform simple manoeuvres and drills.</p> <p>Make observations about Roman artefacts</p> <p>Explain the meaning of legacy, identifying how the Romans changed Britain</p> <p>Ordering Roman legacies by their significance.</p>	<p>Use sources to identify children's leisure activities and compare them over time.</p> <p>Explain why changes happen e.g. why leisure activities changed over time.</p> <p>Identify diseases from the past and discuss how effective the treatments were.</p>
vocabulary	<p>Earliest man, settlers, early/later era period BC (before Christ) thousand prehistoric millennium thousands of years Stone Age Palaeolithic Mesolithic Neolithic Stone Age, Bronze Age, Iron Age hunter gatherer, farmer agriculture Skara Brae remains archaeology sources artefacts stone tools weapons <i>may be perhaps could be this suggests settlement, sources evidence</i></p>	<p>Romans empire, Celts Celtic BC (Before Christ) AD (Anno Domini) thousand Julius Caesar, Claudius, Emperor Boudicca colony civilisation invasion conquest settlement migration revolt army soldier first hand/second hand evidence remains artefacts sources Historians opinions deduce this suggests archaeologists importance significance legacy impact effects <i>may be perhaps</i></p>	<p>Childhood Continuity/change apprentice chaffing wheat Master oath trapper hurrier/hurrying gin textile mills bird -carer Domestic servant mm working conditions Factory Acts parliament Government bill reform Lord Shaftsbury Chronological order Inference observation s primary source secondary source historically significant ragged schools poverty</p>
Chronological understanding Children identify and explain	<p>Begin to understand and use the complex terms AD Palaeolithic Mesolithic Neolithic</p>	<p>Place the beginning and end of the Roman Empire on a time line</p>	<p>Locate periods studied on a timeline e.g. Tudors and Victorians and understand where they 'fit' alongside other periods of British History so far.</p>

<p>change and continuity across periods of history, focusing on chronology. They refer to the timeline throughout each unit, looking at sequencing, intervals between events and the duration of each key event</p>	<p>Know the period in which their study is set and locate on a time line</p> <p>Place SA BA IA on a time line and look at intervals between them.</p>	<p>Understand where Roman Britain is placed on a timeline with the S. Age, Bronze, Iron Ages and other periods studied</p> <p>Understand the duration of time covered for Roman Empire from BC to AD</p> <p>Begin to date events and sequence some key events from the period on a time line e.g. Claudius's invasion / Julius C failed invasion</p> <p>Use BC and AD correctly for some key Roman Empire events</p>	<p>Know which period they are studying e.g. Tudors, Victorians.</p> <p>Use some dates relating to the periods studied e.g. 19th century</p> <p>Sequence sources chronologically</p>
<p>Range and Depth of Historical Knowledge</p>	<p>Find out about everyday lives in SA BA IA and compare with our life today</p> <p>Use artefacts to reconstruct everyday life in these periods.</p> <p>Look for links and effects between the time studied e.g. from Stone to Bronze</p>	<p>Find out about everyday lives of Roman and Celts and compare with our life today</p> <p>Identify some reasons for/ results of people's actions (e.g. Claudius'/Caesar's invasions)</p> <p>Understand why people may have had to do something e.g. soldiers in army, Celts</p> <p>Identify some key features of period</p>	<p>Find out about everyday lives in the period studied and compare with other periods Victorian/Tudor and also with our life today</p> <p>Understand why people may have had to do something e.g children working and why</p> <p>Begin to identify some key features of period</p> <p>Identify some reasons for/ and results of people's actions e.g. Lord Shaftsbury</p>
<p>interpretations of History</p> <p>Children will study how historians interpret the past and why events, people and changes were interpreted in different ways. They will learn to evaluate a range of historical interpretations, considering their reliability and quality</p>	<p>Begin to distinguish between the types of sources available and start to evaluate the usefulness of sources</p>	<p>Look at a wider range of sources available and evaluate the reliability and usefulness of a small range of sources</p> <p>Give some reasons for different ways in which the past is represented</p>	<p>Use a wider range of sources and discuss their reliability and usefulness</p> <p>Make observations and deductions from different primary and secondary sources.</p> <p>Identify a primary and secondary source and talk about it's usefulness and reliability</p>

<p>Historical Enquiry Children use a range of different sources to investigate the past identifying whether they are primary or secondary sources. They use sources of evidence to build up a picture of the past and can identify the reliability and limitations in the sources they use</p>	<p>Use range of sources to find out about the period</p> <p>Identify primary sources for the period studied</p> <p>Use artefacts to build up a picture of the past</p> <p>With support devise historical questions</p>	<p>Address and sometimes devise historical questions e.g. about causes for invasions</p> <p>Use a wider range of evidence to build up a picture of a past event / person</p> <p>Identify a primary and secondary source from the period</p> <p>Choose relevant material to present a picture of one aspect of life e.g. the army</p>	<p>Devise their own questions about children's lives in the past and use sources to try to answer their questions</p> <p>Choose relevant material to present a picture of one aspect of life in time past e.g. childhood pastimes</p> <p>Use primary and secondary sources to follow a line of enquiry e.g. childhood pastimes</p>
<p>Change and continuity</p>	<p>Identify a changes and continuity between 2 periods e.g. the Stone and Bronze</p> <p>Identify some changes and continuities between the 3 prehistoric periods.</p>	<p>Identify some changes and a continuity that came with Roman settlement of Celtic Britain</p>	<p>Compare and contrast childhood between 2 periods and identify some changes and continuities. E.g. work, leisure, disease</p> <p>Explain why changes happened e.g. why leisure activities changed over time for children</p>
<p>Organisation and Communication</p>	<p>Communicate knowledge /understanding in a via discussions, pictures, writing, drama</p> <p>Work independently and in groups</p>	<p>Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, drama etc</p> <p>Select and record information relevant to the study</p> <p>Work independently and in groups</p>	<p>Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, drama etc</p> <p>Select and record information relevant to the study</p>

<p>Communicating findings</p> <p>Final communicate for each unit</p>	<p>FINAL COMMUNICATE</p> <p>Answer the key question e.g. Time traveller: When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</p> <p>Choose their 'side' (or teacher supply!)</p> <p>Persuasive writing e.g. poster or presentation for the class debate with their opinion justifying by selecting historical sources/evidence to support their view.</p>	<p>FINAL CUMMUNICATE</p> <p>Final communicate e.g.</p> <p>A poster/booklet/presentation about an important Roman Legacy</p>	<p>FINAL COMMUNICATE</p> <p>Presentation in small groups about 1 aspect of childhood and how it changed/stayed the same</p> <p>To the class</p> <p>School</p> <p>Pastimes</p> <p>Work</p> <p>Health</p>
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