

*Our history curriculum aims to inspire pupils' curiosity about the past. It broadens their historical knowledge and equips them with key skills needed to become thoughtful and successful historians. Our intention is to provide pupils with an increased understanding of their own position in their community and the wider world.*

**Inspiring and enabling our school community to live life to the full**



## HISTORY YEAR 3

**Subject: Stone Age to Iron Age**

### Characteristics of an Effective Learner

Courage  
Commitment  
Collaboration  
Creativity  
Curiosity

#### **Prior Learning:**

**KS1-** understanding of basic timelines and how they can be used to show events; understanding of how to compare different time periods. Year 2- begin to debate and justify ideas about historical events and use secondary sources to find out information.

#### **Key Vocabulary taught in this unit:**

Archaeology, discovery, artefact, prehistoric/prehistory. BC/AD, chronological order, hunters and gatherers, farming. Stone Age, Neolithic, Bronze Age, Iron Age, seasonality

#### **Intent: What do we want the children to know, be able to do by the time they complete this unit)?**

**Continue to develop a chronologically secure knowledge of British, local and world history.** Timeline of main events across these time periods.

(Whole class timeline to show position of prehistory within larger scale history)

**Establish clear narratives within and across the periods studied.** Timelines- how did life change over time. Nomadic lifestyle to farming. Food- seasonality and gathering.

**Note connections, contrasts and trends over time.** How did inventions change people's lives? Discussion about how farming changed the way people lived. How the discovery of metal changed life.

**Develop the appropriate use of historical terms.** Archaeology, discovery, artefact, prehistoric/prehistory. BC/AD, chronological order, hunters and gatherers, farming. Stone Age, Neolithic, Bronze Age, Iron Age, seasonality

**Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.** Which was the most significant change for people living in prehistoric times? Which was the most important invention and why? Prehistoric inventions – ordering using diamond 9.

**Construct informed responses that involve thoughtful selection and organisation of relevant historical information.** Reading about Skara Brae and Stonehenge to understand different aspects of life in the past. Stone/Bronze/Iron Age inventions – ordering using diamond 9.

**Understand how our knowledge of the past is constructed from a range of sources.** Studying artefacts. \*Artefact box from Reading Museum. Looking at Stonehenge and Discovery of Skara Brae.

#### **Impact / Outcome:**

##### **What will the final product / result be?**

Children will be able to explain what life was like in prehistoric times in relation to food, living conditions and beliefs. They will be able to explain how life changed between the Stone Age and the Iron Age e.g. the beginning of farming, use of metal.

**P4C Inquiry (where appropriate)** Diamond 9 activity to discuss and rate inventions in prehistoric times.

Would you have rather lived in the Stone, Bronze or Iron Age and why?

