

Year	3	History	Would you rather live in the Stone Age, Iron Age or Bronze Age?
Pupils who are secure will be able to: <ul style="list-style-type: none"> • Understand that prehistory was a long time ago. • Accurately place AD and BC on a timeline. • Identify conclusions that are certainties and possibilities based on archaeological evidence. • Explain the limitations of archaeological evidence. 		<ul style="list-style-type: none"> • Explain how bronze was better than stone and how it transformed farming. • Explain how trade increased during the Iron Age and why coins were needed. • Identify changes and continuities between the Neolithic and Iron Age periods. • Explain which period they would prefer to have lived in, providing evidence for their choice. Use artefacts to make deductions about the Amesbury Archer's life. • Identify gaps in their knowledge of the Bronze Age. 	

Prior Learning	Future Learning
<ul style="list-style-type: none"> • What chronological means. • What a timeline is (Yr1) • To know what a monarch is (Yr2) • Other significant events which can be placed on the timeline in the first lesson (yr 2) 	<ul style="list-style-type: none"> • How to interpret sources to tell us about the lives and events of the past. (Year 5 and 6) • How to access the reliability of sources (Yr 5 and 6) • Using evidence to explain opinions and choices (Yr 4 and 5 and 6) • Prehistoric houses can be compared to the Anglo – Saxon and Roman houses (yr4) • Reasons why people came to Britain – trading links, to use and export materials (Yr3 and 4) • How to interpret timelines (yr 5 and 6)

What Pupils Need To Know Or Do To Be Secure

Key Substantive Knowledge	Key Disciplinary Skills/ Knowledge
<ul style="list-style-type: none"> • Prehistory started over 900,000 years ago. The precise dates for the start and end of prehistory vary from source to source and from country to country. • Prehistory is split into five parts to allow historians to compare and contrast periods as well as making it more manageable. The periods are: Palaeolithic, Mesolithic, Neolithic (Stone Age), Bronze Age , Iron Age. • Skara Brae dates from 3200 BC and so belongs to the Neolithic period of the Stone Age. It contains artefacts that helps us to understand how people from this era lived. • The Amesbury Archer was found in Amesbury, near Stonehenge in 2002. Historians believe this man has links to Stonehenge due to the location of his burial and items found there. • He was not born in Britain, but possibly Sweden or Germany, and travelled to Britain possibly for trade reasons – he is referred to as one of the 'Beaker people' due to the pottery goods he was buried with. • There are limitations to archaeological findings. • Bronze is made by combining tin and copper – people brought the bronze process to Britain when they migrated. • Stone Age people were hunter/gathers and nomadic. • Bronze Age people were farmers and lived in settlements. • During the Iron Age people lived in tribes with a chief/king. • Iron Age people built forts to defend and protect themselves. • Iron Age lasted until the Roman invasion of 43AD. 	<ul style="list-style-type: none"> Change and continuity Similarities and differences Cause and consequence Historical significance Sources of evidence Historical interpretations Posing a historical question Gathering, organising and evaluating evidence Interpreting findings, Analysing and making connections Evaluating and drawing conclusions Communicating findings

Lesson Sequence	Curriculum Drivers	Common Misconceptions
<ol style="list-style-type: none"> 1. How long ago did prehistoric man live? 2. What does Skara Brae tell us about life in the Stone Age? 3. Who was the Amesbury Archer? 4. How did bronze change life in the Stone Age? 5. How did trade change the Iron Age? 6. What changed between the Stone Age and the Iron Age? 7. Assessment 	<p>Oracy- Children can explore and use historical vocabulary which is linked to their unit of learning. Children will use their oral skills to enquiry, investigate and explore the unit and the choice they make using sources of evidence.</p> <p>Diversity - Children will understand how people throughout History have lived and how culture and society has changed over time.</p> <p>Social Intelligence: Children will have the opportunity to work in groups throughout this unit.</p>	<ul style="list-style-type: none"> • That there is a year 0 – there is no year 0, its 1AD and 1BC • That civilisations and periods in time are standalone units. The Britons were communicating/trading with the Romans before they invaded. • Prehistory means dinosaurs – prehistory means before the history of man was written down. • Children need to understand that primary sources do not necessarily tell the truth. Children will often think that, because a source comes from the time, it is reliable. It is essential to evaluate the reliability of primary sources by considering the purpose and audience of the source, its historical accuracy, and who created it. Portraits were produced by painters who were commissioned by the Tudor monarchs and, as such, projected

Key Vocabulary							
Archaeologist	Archaeology	AD	Amesbury Archer	Artefacts	BC	bartering	Bronze
change	continuity	export	import	millennium	settlement	trade	tribe