

ADVENT TERM 2

HISTORY – Year 3 - Medium Term Planning – STONE, BRONZE AND IRON AGE

LESSON 1	LESSON 2	LESSON 3
<p>LEARNING INTENTION: To know that chronological order means putting events in the order they happened. (Recap Y2)</p> <p>To know the different historical terms to describe different time periods.</p> <p>Skills: Sequence some events, objects, themes, periods and people from history covered by providing a few dates and/or periods labels and terms.</p> <p>Use dates and terms related to the unit and passing of time.</p> <p>Aim: To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>	<p>LEARNING INTENTION: To know that archaeological evidence informs us about life in pre-historic Britain.</p> <p>Skills: To select what is most significant in an historical account about people’s everyday life.</p> <p>Aim: To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>	<p>LEARNING INTENTION: To know that the invention of different tools had an impact on Stone Age people’s lives.</p> <p>Skills: Comment on the importance of the consequences of some key events and developments.</p> <p>Make valid statements about the main changes occurring in the units studied.</p> <p>Aim: To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>
<p>Key Vocabulary: Decade, century, millennia, era, AD, BC, CE, BCE, Stone Age, Bronze Age, Iron Age.</p>	<p>Key Vocabulary: Source, artefact, primary, secondary, deduce, historian, archaeological, evidence</p>	<p>Key Vocabulary: Palaeolithic, Mesolithic, Neolithic, axe, spear, scraper, hammerstone, thrower, harpoon, bow and arrow, tranchet adze, arrowhead, spearhead, hammer and chisel, invention, ingenuity</p>
<p>Recap & retrieval:</p> <ul style="list-style-type: none"> Chronological order means putting events in the order they happened. 	<p>Recall & retrieval:</p> <ul style="list-style-type: none"> Prehistory is divided into three main periods, the Stone Age, Bronze Age and Iron Age. 	<p>Recall & retrieval:</p> <ul style="list-style-type: none"> Prehistory is divided into three main periods, the Stone Age, Bronze Age and Iron Age.

		<ul style="list-style-type: none"> Archaeologists find out about prehistoric life by studying the artefacts and settlements left behind by prehistoric people.
<p>Key Knowledge:</p> <p>Child:</p> <ul style="list-style-type: none"> Prehistory in Britain started c750,000 BC, when several species of humans arrived from Europe. Prehistory is divided into three main periods, the Stone Age, Bronze Age and Iron Age. Each period is named after the main material used to make tools at that time. <p>Teacher:</p> <ul style="list-style-type: none"> Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE. BC stands for 'before Christ' meaning the time before Jesus Christ was born. BCE means 'before common era', which is an alternative version of BC. AD means '<i>anno Domini</i>', which is the Latin for 'in the year of our Lord' meaning after Jesus Christ was born. CE means 'common era' and indicated the time after AD 1, which is an alternative version of AD. 	<p>Key Knowledge:</p> <p>Child:</p> <ul style="list-style-type: none"> Archaeologists find out about prehistoric life by studying the artefacts and settlements left behind by prehistoric people. Stone Age life is defined by the use of stone for making tools and weapons. Bronze Age life is defined by the use of metals, including bronze to make tools and objects. Iron Age life is defined by the use of metals, including iron, to make tools and decorative objects. <p>Teacher:</p> <ul style="list-style-type: none"> Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. 	<p>Key Knowledge:</p> <p>Child:</p> <ul style="list-style-type: none"> An invention is a new creation that has never been made before. Stone Age tools were made from stone, wood and bone. They became more sophisticated and efficient over time. Each new invention helped to make everyday tasks easier, such as hunting, fighting and preparing food. <p>Teacher:</p> <ul style="list-style-type: none"> Ingenuity is working out how to achieve something in a way that has never been thought of before. Palaeolithic tools were simple. Mesolithic tools were shaped and sharpened by removing flakes of flint from the edges of stones. Neolithic tools were sharpened, polished and mounted on handles. Over time, tools became more complex as people developed new skills and formed new ideas. New, more efficient tools made tasks like hunting, chopping and digging easier. This meant that there was more food available and humans could build more permanent shelters and monuments. In the Palaeolithic, humans were just beginning to make tools. One of the first skills developed by early humans was using stones to hit and shape other stones. This was called

		<p>knapping. Another skill was using stone flakes to carve wood and bone.</p> <ul style="list-style-type: none"> • In the Mesolithic, the main new skill was creating microliths, which were tiny flakes of stone that were turned into arrowheads, barbs on harpoons or cutting edges on tools. • In the Neolithic, toolmaking skills were honed to make improvements. Stones were ground and polished to make them sharper and were fastened onto handles. Hammers and chisels made carving easier and the new skill of drilling was introduced.
<p>Diversity Links: Know that Neanderthals died out during the Palaeolithic Stone Age and homosapiens became dominant. The first homosapiens (humans) originated in Africa 200,000 years ago before migrating across the world. This means we all have common ancestors from Africa. Use this as part of the chronological study placing the key periods of the Stone Age in sequence.</p>	<p>Diversity Links:</p>	<p>Diversity Links:</p>

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<u>LESSON 4</u>	<u>LESSON 5</u>	<u>LESSON 6</u>
<p>LEARNING INTENTION: To know that the discovery of metal changed the way people lived in the Bronze Age.</p> <p>Skills: To comment on the importance of the consequences of some key events and developments.</p> <p>Aim: To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>	<p>LEARNING INTENTION: To know that invention and ingenuity had an impact on Iron Age people’s lives.</p> <p>Skills: To make valid statements about the main changes occurring in the units studied.</p> <p>To select what is most significant in an historical account.</p> <p>Aim: To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>	<p>LEARNING INTENTION: To know that the legacy of inventions and ingenuity in Pre-historic Britain still lives on today.</p> <p>Skills: To select what is most significant in an historical account.</p> <p>To comment on the importance of the consequences of some of the key events and developments.</p> <p>Aim: To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>
<p>Key Vocabulary: metal, bronze, copper, tin, plough, metallurgy, metal worker, sickle, ore, trade, tool, cape, craftsman</p>	<p>Key Vocabulary: Quern, loom, Iron, crop, Celt, pottery, blacksmith, arable farming</p>	<p>Key Vocabulary: Legacy, changes, similarities, differences, improvements</p>

<p>Recall & retrieval:</p> <ul style="list-style-type: none"> • Prehistory is divided into three main periods, the Stone Age, Bronze Age and Iron Age. • Archaeologists find out about prehistoric life by studying the artefacts and settlements left behind by prehistoric people. • Each new invention helped to make everyday tasks easier, such as hunting, fighting and preparing food. 	<p>Recall & retrieval:</p> <ul style="list-style-type: none"> • Prehistory is divided into three main periods, the Stone Age, Bronze Age and Iron Age. • Archaeologists find out about prehistoric life by studying the artefacts and settlements left behind by prehistoric people. • Each new invention helped to make everyday tasks easier, such as hunting, fighting and preparing food. • Metal tools and weapons were more efficient than stone, so farming, trade and wealth increased. 	<p>Recall & retrieval:</p> <ul style="list-style-type: none"> • Prehistory is divided into three main periods, the Stone Age, Bronze Age and Iron Age. • Archaeologists find out about prehistoric life by studying the artefacts and settlements left behind by prehistoric people. • Each new invention helped to make everyday tasks easier, such as hunting, fighting and preparing food. • Metal tools and weapons were more efficient than stone, so farming, trade and wealth increased. • Invention and ingenuity in the Iron Age led to improvements in everyday lives in weapons, farming, craft and entertainment.
<p>Key Knowledge:</p> <p>Child:</p> <ul style="list-style-type: none"> • The discovery of bronze ended the Stone Age and started the Bronze Age. • New bronze technologies changed the ways that people lived, farmed, fought, traded and dressed. • During the Bronze Age, tools and weapons were made from metals, such as bronze. • Metal tools and weapons were more efficient than stone, so farming, trade and wealth increased. <p>Teacher:</p> <ul style="list-style-type: none"> • The Bronze Age began with the start of metalworking in Britain. Bronze was a hard, strong metal that was made by mixing tin and copper. • Bronze tools were sharper and stronger than stone tools, so it was easier to farm than ever before. • Bronze axes were used to clear the land of trees and bronze ploughs helped farmers to turn and loosen the soil more easily. • Farming replaced hunting and gathering as the main way to produce food. Farmers could plant and 	<p>Key Knowledge:</p> <p>Child:</p> <ul style="list-style-type: none"> • Invention and ingenuity in the Iron Age led to improvements in everyday lives in weapons, farming, craft and entertainment. • Blacksmithing developed. • The Celts preserved meat and fish for the winter by smoking them. • There were improvements in pottery, woodworking and weaving. • Poetry, games and music were created in the Iron Age. <p>Teacher:</p> <ul style="list-style-type: none"> • The Iron Age in Britain started c700 BC when Celts from Europe settled in Britain and brought their ironworking skills with them. It ended after the invasion of the Romans in AD 43. • One of the greatest inventions in the Iron Age was the ard. This iron tipped plough cut through hard soil, meaning that farmers could plant crops throughout the year. This 	<p>Key Knowledge:</p> <p>Child:</p> <ul style="list-style-type: none"> • Invention and ingenuity through the ages changed the ways that people lived their daily lives. <p>Teacher:</p> <ul style="list-style-type: none"> • The Iron Age ended in AD 43 when the Roman emperor, Claudius, successfully invaded Britain. • Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. • Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. • Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. • Farming became more efficient and religion was an important part of life.

<p>grow crops all year round. They also kept livestock, such as goats, sheep and cows.</p> <ul style="list-style-type: none"> • More luxury items were produced in the Bronze Age than had ever been made before, like metal, pottery and cloth. As some people grew richer than others, society became more divided. • As farming improved during the Bronze Age, tribes got larger and started to spread out over the land. This led to tribes meeting each other. Tensions sometimes arose if tribe leaders had an argument or were jealous of each other's wealth. • With bronze axes, wood was easily chopped and boats and carts were made, allowing people to travel and trade over long distances. Tribes that were able to trade food, metals and cloth became wealthy. 	<p>made food production more efficient, allowing people to enjoy free time.</p> <ul style="list-style-type: none"> • The invention of the potter's wheel meant that clay pottery could be produced more quickly. • The invention of the pole lathe meant that wooden products could be made quickly. • The Celts used shears to cut the fleeces of sheep, spindles to spin the wool into yarn and looms to weave the yarn into cloth. The skill of weaving and the use of natural dyes meant that Iron Age clothing was colourful and patterned with checks or stripes. • Poets and storytellers called bards wrote stories about people and often turned them into songs. • Families invented board games to play around the hearth in the evening. Slabs with grid lines, dice and gaming pieces have been found by archaeologists. • The invention of the rotary quern had a great impact on Celtic life. A rotary quern was made of two round stones placed on top of each other. Barley and wheat were quickly ground up into flour to make bread and porridge. • Firedogs were invented so that meat could be roasted on a spit over the fire. 	
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Assessment

Cumulative quiz. Retrieval practice.