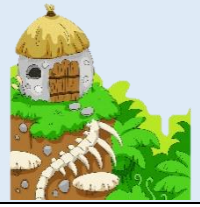
Year 3 Term 2

How useful is the world around us?

HISTORY



National Curriculum Links:
Changes in Britain from the Stone Age to the Iron Age.

Essential Prior Learning:
Not everyone lives as we do now – people's lives in the past were different. The past extends beyond living memory. People in the past still had the same basic needs – for food, water, resources, shelter, warmth, etc.

Progression in Skill:
Order the Stone, Bronze and Iron Ages on a scaled timeline, including today and the year 0, using BC and AD. Match artefacts to the time period. Begin to understand 'duration,' looking at periods of time rather than events. Show an awareness that historians may interpret sources in different ways. Understand how historians have constructed their knowledge of a period of when there are no written records and suggest why this might be. Identify the most significant change within a time period, explaining its importance. Identify why there was a shift from a hunter-gatherer society to one that farms. Describe the consequences of the development of new materials on society. Identify how people's lives changed from the Stone Age to the Iron Age and give some reasons for these changes. Recognise which time period saw the most change.

Understand that sometimes historians do not have enough evidence to know everything about a time period: historians are unclear what people believed at this time. Know that not every civilisation had a written language. Know when and why trade developed between people in Britain and abroad. From the beginning of the Stone Age to the end of the Iron Age, people shifted from nomadic hunter-gatherers to settled farmers. Know when and how trade developed between people in Britain and abroad. Explain why some people live a nomadic life and others are more settled. People move from one place to another and meet new people and learn new skills from each other. Settled communities begin to organise themselves with a leader.

Long-term Memory Knowledge:
Place Stone, Bronze and Iron Ages on a timeline, using today, 0 and BC/AD for reference. Match artefacts from the time periods to the appropriate age. Understand that the Stone, Bronze and Iron Ages were periods of time, rather than specific events. Know that historians may interpret the same source in different ways. Name some of the sources historians have used to learn about these time periods and know why there are no written records of these times; understand that sometimes there are not enough sources from a period in history to be sure about what life was like. Describe some of the changes that took place during these times, identifying the most significant and explaining its importance. Understand how the discovery and development of different materials led to changes in society. Identify which time period saw the most change.

Key Vocabulary	
pre-historic	a period before written records
hunter-gatherer	a person who lives by hunting, fishing and collecting wild food
flint	a hard grey-black rock flaked or knapped in ancient times to form a tool or weapon
settlement	a place where people live
hill fort	a fort built on a hill with defensive banks and ditches, as used by Iron Age peoples in north-western Europe
stone monuments	a structure made of stone e.g. Stonehenge

Progression in Resources:
Hands on artefacts, different sources

Relevance	
Now	Know that people living in the past lived differently to us and each other but there are similarities between us and them; begin to recognise stereotypes of people from the past and know where evidence exists to challenge these.
Future	Have a greater understanding of how our history has shaped our country; develop a chronologically secure understanding of the history of Britain.
Aspiration	Develop an interest in pre-history which could become a career in, for example, archaeology; travel to explore how other civilisations lived during these time periods.