

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:

Compare how their lives are similar or different to that of a child living in the past.

Continue to develop a chronologically secure knowledge of history.

Establish clear narrative within and across periods studied.

Note connections, contrasts and trends over time.

Regularly address and sometimes derive historically valid questions.

Develop the appropriate use of historical terms.

Construct an informed response by selecting and organising relevant historical information.

Use labelled diagrams, recounts or pictures to demonstrate an increased knowledge of significant events or figures.

Long-term Memory Knowledge:

The Stone Age, Bronze Age and Iron Age were the earliest periods in known human history.

The names of the Ages relate to the materials the people living in them worked with.

There are some similarities between the Ages but also some differences.

The Stone Age is the earliest period in human history that we have evidence for; fire was discovered during this time and humans began to farm the land.

During the Bronze Age, people began to work with metal, developed a writing system and invented the wheel.

The use of iron made farming easier, and settlements grew in size. Raids and fights between rival tribes were common.

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

Relevance

Now	Know that people living in the past lived differently to us and to each other, although we can find similarities between us and them; begin to recognise stereo-types relating to 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.