**Year 3 HISTORY Curriculum – Autumn Term**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Theme: Local History – Stone Age to Iron Age** | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | **Links across the curriculum** |
| Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve  thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.  Pupils should be taught about:   * changes in Britain from the Stone Age to the Iron Age | | | **Keyword** | Definition | **Keyword** | Definition | | **English** – Stone Age Boy by Satoshi Kitamura; Stig of the Dump by Clive King; How to wash a woolly mammoth.  **Art** – Rock cave paintings; Stonehenge art. |
| Archaeologist | People who work out our history by looking at artefacts that have been found | Mesolithic | Middle Stone Age | |
| Artefact | Object made by human beings | Neolithic | New Stone Age | |
| Barrow | Long mound where bodies were buried | Palaeolithic | Earliest period of the Stone Age when chipped stone tools were used | |
| Forge | Where heating melts and allows metal to be made | Prey | An animal that is hunted for its food | |
| Henge | Upright stones ditches and mounds | Ritual | A ceremony, often religious | |
| Hunter-gatherers | People who mainly live by hunting, fishing and gathering wild fruit | Tribe/Tribal | Group of people, often of related families, who live in the same area and share the same language, culture, and history | |
| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | | | | | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* | | | |
| Children have previously studied the history of our local area (Y1), we now look back further in the past and introduce the idea of life before that time. | | | | | Children will focus on developing historical skills and conceptual understanding as well as deepening historical knowledge by studying ancient times in years 4, 5 and 6. | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | |
| 1. What does prehistory mean? | | * Timeline of stone age (early, middle, late stone age) * Sequence in the correct order the names used by historians to describe different periods during this time. * Describe events and periods using the words: ancient, modern, BC, AD, century and decade | | | | | * Chronological understanding * Knowledge and understanding of events in the past | |
| 1. Was Stone Age man simply a hunter and gatherer, concerned only with survival? | | * Know that Britain was once covered in ice. * Understand that the earliest settlers were hunter-gatherers and lived in caves. | | | | | * Knowledge of people and changes in the past * Investigation | |
| 1. How different was life in the Stone Age when man started to farm? | | * Can locate the move to farming on a simple timeline. * Know that hunter-gatherers were living alongside early farmers about 5,000 years go. * Can explain the impact of farming esp. taming wild animals, growing wheat etc | | | | | * Critical thinking skills * Interpretation * Knowledge and understanding of people and events in the past | |
| 1. What can we learn about life in the Stone Age from a study of Skara Brae? | | * Can tell the story of how Skara Brae was discovered * Know that discovery of Skara Brae was quite recent and that changed our view of early communities about 10,000 years ago. | | | | | * Chronological understanding * Interpretation * Knowledge and understanding of people and events in the past | |
| 1. Why is it so difficult to work out why Stonehenge was built? | | * Content Focus on Bronze Age: how, where, when and why Stonehenge was built. * Understand that it was built about 5,000 years ago, in stages. | | | | | * Critical thinking skills * Knowledge and understanding of people and events in the past | |
| 1. How much did life really change during the Iron Age and how can we possibly know? | | * Identify characteristics of life in an Iron Age hill fort community * Can draw inferences from archaeological finds. * Explain how artists’ impressions are created from fragments of finds. | | | | | * Chronological understanding * Knowledge and understanding of events in the past * Interpretation | |
| 1. What have we learnt about this period of history? | | * Assessment of knowledge | | | | | * Knowledge and understanding of people and events in the past * Presenting, organising, communicating information and ideas | |
| **Themes and links** | | | | | | | | |
| **Historical themes** | **Where these are covered:** | | | | | | | |
| **Settlements** | * Lesson 2 * Lesson 3 | | | | | | | |
| **Invasion** |  | | | | | | | |
| **Democracy** |  | | | | | | | |
| **Evidence** | * Lesson 4 * Lesson 5 * Lesson 6 | | | | | | | |