

## History Lower Key Stage Two Autumn Term - Through the Ages

### How did life change between the Stone Age and the Iron Age? Continuity and Change

#### Our Curriculum Key Drivers - Flourishing for All, Diversity and Challenge

Curriculum enrichment (linked to Enquiry Question)	
Literacy Rich Curriculum	Disciplinary Reading and Writing

L	Enquiry questions	Connect knowledge (Super 6)	Key Teacher subject knowledge	Substantive knowledge	Disciplinary knowledge	Apply (lesson - planned in phases)	Key Vocabulary	Outcome of Lesson
1	What was life like in the Stone Age?	<p>Last Lesson:</p> <p>Last Term: (Y3) <a href="#">Movers and Shakers</a> (Y4) <a href="#">The Tudors</a> Last Year: (Y3): <a href="#">Clifford's Tower</a> <a href="#">Magnificent Monarchs</a> (Y4): <a href="#">Anglo-Saxons</a> <a href="#">Vikings in Yorkshire</a></p>	<p>Prehistory refers to the periods of history before written language was used. <a href="#">Prehistoric Britain</a> spans from the time of the Ice Ages to the Roman invasion.</p> <p><a href="#">Skara Brae</a> is a Neolithic settlement in the Orkney islands. This site, along with artefacts give us information about the Stone Age and the potential for historical inference.</p>	<p><a href="#">Community and Culture</a> Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle.</p> <p><a href="#">Exploration and Invention</a> Neolithic communities built permanent settlements and new tools, homes and food producing techniques were invented.</p>	<p>Y3 CK.C- Know that chronological conventions such as BC, AD, century, decade can be used to describe the passage of time.</p> <p>Y4 CK.C- Know how to accurately use chronological conventions such as BC, AD, century, decade as well as dates to describe the passage of time.</p> <p>Y3 HE.B - Know how to use more than one source of evidence for historical enquiry.</p> <p>Y4 HE.B - Know how to choose sources of evidence that will prove or disprove facts.</p>	<p>Disciplinary Reading: <a href="#">Who were the early people of Britain?</a></p> <p>Remind children of the difference between past and present and discuss how, as historians, we can talk about the past. Work through the information from the <a href="#">lime presentation</a> to introduce children to how historians describe time (<b>DO NOT INTRODUCE 'ERA'</b>). Explain that before Jesus was born (BC) and before the Romans arrived (link understanding to RE) different groups of people had lived in Britain since the end of the Ice Age when Britain's climate became much warmer - explore what this meant in terms of hunting/gathering/farming. Look at the <b>pre-prepared prehistory timeline</b> as a class, focusing on how BC dates get smaller the closer they get to the present.</p> <p>Use <a href="#">What was the Stone Age?</a> (as well as <a href="#">videos</a> for additional content) to place the three first prehistoric periods under 'Stone Age'. Explain that much of the evidence we have comes from artefacts, as there were no written records or photographs of the time. If time allows, sort the different <a href="#">flint tools</a> to explore the work of archaeologists. Refer to the <a href="#">settlements map</a> and then the <a href="#">Skara Brae presentation</a> to introduce the evidence and <a href="#">sources</a> they will be exploring to answer the enquiry question.</p>	<p>century millenia artefact settlement source inference</p>	<p>Y3: Children to use the <a href="#">sources</a> to complete the <a href="#">source inference grid</a>, thinking carefully about what the artefacts suggest about the Stone Age.</p> <p>Y4: Children to use the <a href="#">sources</a> to complete the <a href="#">source inference grid</a>, thinking carefully about what the artefacts suggest about the Stone Age and then what further we might need to know to make fully accurate inferences.</p>
2	What changed between the Stone Age and the Bronze Age?	<p>Last Lesson:</p> <p>Last Term: (Y3) <a href="#">Movers and Shakers</a> (Y4) <a href="#">The Tudors</a> Last Year: (Y3): <a href="#">Clifford's Tower</a> <a href="#">Magnificent Monarchs</a> (Y4): <a href="#">Anglo-Saxons</a> <a href="#">Vikings in Yorkshire</a></p>	<p>The <a href="#">Beaker people</a> brought Bronze Age technology to Britain - this migration made great changes to life and technology advanced quickly.</p>	<p><a href="#">Community and Culture</a> Bronze Age communities created permanent settlements made up of a number of families and created burial mounds and monuments.</p>	<p>Y3 CK.B - Know that both continuity and change has occurred between the specific periods of history studied that go beyond their own lives.</p> <p>Y4 CK.B - Know that continuity and change is shown by the similarities and differences between aspects of life in specific periods in time, describing these.</p>	<p>Disciplinary Reading: <a href="#">What impact did the Beaker folk have on Britain?</a> (use what is felt most accessible/relevant)</p> <p>Revisit the timeline from the first week and highlight the Bronze Age but also how this period was shorter than the Stone Age. Explain that there were lots of changes and these happened faster than in the Stone Age. Refer back to the reading text to explore how people migrated to Britain during the Bronze Age from other civilisations in Europe. Work through and expand upon the information in the <a href="#">Bronze Age presentation</a>, stopping after each section to support children to complete the <a href="#">table</a> and identify similarities and differences.</p>	<p>migration wealth trade tension</p>	<p>Y3: Complete the comparison <a href="#">table</a> row-by-row as discussions take place.</p> <p>Y4: Complete the comparison <a href="#">table</a> row-by-row as discussions take place, including reasons for differences.</p> <p><i>After the lesson, make photocopies of the table to use again</i></p>
3	How did the discovery of metal change the way that people lived?	<p>Last Lesson:</p> <p>Last Term: (Y3) <a href="#">Movers and Shakers</a> (Y4) <a href="#">The Tudors</a> Last Year: (Y3): <a href="#">Clifford's Tower</a> <a href="#">Magnificent Monarchs</a> (Y4): <a href="#">Anglo-Saxons</a> <a href="#">Vikings in Yorkshire</a></p>	<p>The <a href="#">Bronze Age</a> did not only occur in Britain and the use of Bronze in civilisations across the world brought many benefits.</p>	<p><a href="#">Exploration and Invention</a> Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects.</p>	<p>Y3 HE.A - Know how to analyse sources to find out facts about the time period being studied.</p> <p>Y4 HE.A - Know how to consider the utility and/or accuracy of sources when finding out facts about the time period being studied.</p>	<p>Disciplinary Reading: <a href="#">What can we learn about the Bronze Age from the Salcombe shipwreck?</a></p> <p>Review the developments made during the Bronze Age from last lesson and the information from the reading text. Explain that the Bronze Age in Britain was not isolated but that civilisations around the world had Bronze Ages too. Use the <a href="#">metal presentation</a> to explore how/why bronze was used before introducing the <a href="#">sources</a> of different Bronze Ages. Refer back to children's understanding of sources from lesson two and emphasise how we need to use a range of sources as well as ensuring these are useful and accurate.</p>	<p>civilisation ore craftsmen</p>	<p>Y3: Children to complete the <a href="#">source analysis grid (Y3)</a> using the <a href="#">sources</a> and information about the different Bronze Ages.</p> <p>Y4: Children to complete the <a href="#">source analysis grid (Y4)</a> using the <a href="#">sources</a> and information about the different Bronze Ages. Children to consider the utility and accuracy of the sources to determine whether they can make clear conclusions.</p>
4	Did wealth and power benefit everyone in the Bronze Age?	<p>Last Lesson:</p> <p>Last Term: (Y3) <a href="#">Movers and Shakers</a> (Y4) <a href="#">The Tudors</a> Last Year: (Y3): <a href="#">Clifford's Tower</a> <a href="#">Magnificent Monarchs</a> (Y4): <a href="#">Anglo-Saxons</a> <a href="#">Vikings in Yorkshire</a></p>	<p>During the Bronze Age, conflict surrounded the unfair distribution of wealth; those with access to metal ore became richer and those without became poorer.</p>	<p><a href="#">Hierarchy and Power</a> In the Bronze Age there was a difference between the wealth and status of people. People who controlled metal mines were rich and powerful.</p>	<p>Y3 RD.D - Know how to recognise and show an understanding of similarities and differences within a historical period.</p> <p>Y4 RD.D - Know how to recognise and show an understanding of similarities and differences within a historical period, suggesting reasons.</p>	<p>Disciplinary Reading: <a href="#">What can we learn about the Bronze Age from the Amesbury Archer?</a></p> <p>Review the tensions that developed during the Bronze Age compared to the Stone Age. Explore why conflicts occur and recap any historical conflicts they might have already discussed. Use the <a href="#">information text</a> to explain that tribal communities came to Britain to lead a hunter-gatherer lifestyle. They then created settlements, farmed, developed tools and weapons and created burial mounds and monuments. Tribes with metal ores were rich and powerful and built defensive walls around their settlements (refer to prior learning).</p>	<p>benefit tribes conflict raiders</p>	<p>Y3: Children to write a written answer to the EQ using the <a href="#">prompts and sentence starters (Y3)</a>.</p> <p>Y4: Children to write a written answer to the EQ using the <a href="#">prompts and sentence starters (Y4)</a>.</p>
5	How did the Celts live their Iron Age lives?	<p>Last Lesson:</p> <p>Last Term: (Y3) <a href="#">Movers and Shakers</a> (Y4) <a href="#">The Tudors</a> Last Year: (Y3): <a href="#">Clifford's Tower</a> <a href="#">Magnificent Monarchs</a> (Y4): <a href="#">Anglo-Saxons</a> <a href="#">Vikings in Yorkshire</a></p>	<p>Celtic settlers to Britain during the Iron Age constructed their settlements as <a href="#">hillforts</a> to defend their land from invasion by enemy tribes.</p>	<p><a href="#">Community and Culture</a> Hill forts were Iron Age settlements; the height of a hillfort gave tribespeople a good view of the area and the ditches and ramparts around the edge provided protection.</p>	<p>Y3 RD.B - Know that some events and developments in the past are seen as significant because they resulted in change.</p> <p>Y4 RD.B - Know that some events and developments in the past are seen as significant because they resulted in change, explaining the consequences for people in that era and/or over time.</p>	<p>Disciplinary Reading: <a href="#">What was Julius Caesar's impression of Iron Age Britain?</a></p> <p>Review the conflict that occurred between the rich and poor during the Bronze Age. Develop this to explain that there are three <a href="#">theories</a> for the end of the Bronze Age in Britain. Use the information about <a href="#">the Celts</a> to explain how they came to Britain and what they brought, focus on the fact that they were tribes, who fought against each other and often invaded others' land. Show the children the <a href="#">hillfort images</a> and share the <a href="#">hillforts information</a>, allowing them to ask and attempt to answer <a href="#">questions</a> about them. Introduce <a href="#">the 5Rs</a> to support discussion</p>	<p>hillfort defence ditches ramparts</p>	<p>Y3: Children to annotate the photograph of British Camp, Herefordshire from the <a href="#">hill forts images</a>, with the information they know about hillforts.</p> <p>Y4: Children to annotate the photograph of British Camp, Herefordshire from the <a href="#">hill forts images</a>, with the information they know about hillforts, explaining their significance.</p>
6	How was life different in the Iron Age?	<p>Last Lesson:</p> <p>Last Term: (Y3) <a href="#">Movers and Shakers</a> (Y4) <a href="#">The Tudors</a> Last Year: (Y3): <a href="#">Clifford's Tower</a> <a href="#">Magnificent Monarchs</a> (Y4): <a href="#">Anglo-Saxons</a> <a href="#">Vikings in Yorkshire</a></p>	<p>A focus on <a href="#">continuity and change</a> between historical periods gives children the opportunity to make connections between periods they have studied.</p>	<p><a href="#">Exploration and Invention</a> Invention and ingenuity through the ages led to the development of tools and weapons, subsequent improvements in farming as well as development of arts and crafts.</p>	<p>Y3 RD.A - Know and describe specific details about the people, events, problems and developments of the historical periods studied.</p> <p>Y4 RD.A - Know and describe specific details about the people, events, problems and developments of the historical periods studied, making connections between periods studied.</p>	<p>Disciplinary Reading: <a href="#">What can we learn about the Iron Age from a Greek explorer?</a></p> <p>Recap the comparison table from Lesson 3. Discuss what children already know about the Iron Age and the Celts who lived at the time in Britain from last lesson and the disciplinary reading. Highlight that much of what we know is from foreign explorers so might not be reliable. Work through and expand upon the ideas in the <a href="#">information packs</a>, to enable children to gather information, which aligns to the table from Lesson 3. Stop after each section to support children to identify what continued and what changed.</p>	<p>continuity change comparison</p>	<p>Y3: Children to complete the <a href="#">Venn diagram</a> to compare the three periods of prehistoric history. Label each section of the Venn diagram Stone Age, Bronze Age, Iron Age. Use the information from Lesson 3 and the <a href="#">information packs</a> to identify similarities and differences.</p> <p>Y4: Children to complete the <a href="#">Venn diagram</a> to compare the three periods of prehistoric history. Children to include reasons for things that didn't continue and things that changed.</p>
7	Repair and Rebuild Lesson					Disciplinary Reading:		