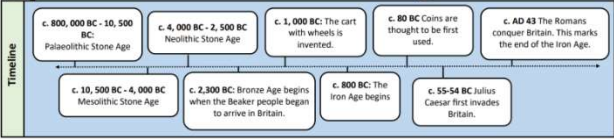



Enquiry Question: How did life in Britain change from the Stone Age to the Iron Age?	
<p>Disciplinary Concepts: change and continuity Substantive Concepts: settlement, invasion, invention</p>	
<p>Programme of Study Statements:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><small>Examples (non-statutory)</small></p> <p>This could include:</p> <ul style="list-style-type: none"> • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture </div>	<p>Key Vocabulary</p> <p>Year 3 Curriculum Mapping Resource folder:</p> <ul style="list-style-type: none"> • Vocabulary list • Glossary
<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> • use a range of primary and secondary sources to find out about the past • construct informed responses about one aspect of life or a key event in the past through careful selection and organization of relevant historical information • sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time • understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • note key changes over a period of time and be able to give reasons for those changes • find out about the everyday lives of people in time studied compared with our life today • identify key features, aspects and events of the time studied • use and understand appropriate historical vocabulary to communicate information 	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> • To understand the period of pre history is broken into 3 historical divisions: Stone Age, Bronze Age and Iron Age • To understand the three defining features of the Stone Age: <ul style="list-style-type: none"> ➤ Paleolithic People were nomadic hunters and found food by roaming ➤ Mesolithic Invention of canoes meant people could hunt for fish aswell as animals ➤ Neolithic People began to settle into farming villages, look after their own animals and grow crops • Bronze Age <ul style="list-style-type: none"> • People discovered how to get metal out of rocks • People were able to build better farming equipment and make bronze tools and weapons. • Iron Age <ul style="list-style-type: none"> • Iron was discovered and became the preferred metal to use for tools and weapons • People lived in tribes and they were often at war with each other. • Iron Age people began to protect themselves by settling in hillforts. Sometimes people from the Iron Age are called ‘Celts’.

<p>Prior Knowledge:</p> <ul style="list-style-type: none"> • understand the term invention • understand the concept of exploration • understand the concept of a settlement and a farming community 	<p>Future Knowledge:</p> <ul style="list-style-type: none"> • to know and understand why these lands were invaded and settled by others
<p>Timeline /chronology</p> 	
<p>Cultural Capital</p>	
<p>Visits and visitors</p> <ul style="list-style-type: none"> • Yate Heritage Centre – Stone Age Workshop/Loan Box • Stonehenge School trip • School Workshops.com: Stone Age Workshop 	<p>Experiences</p> <ul style="list-style-type: none"> • Making Stone Age huts • Cave paintings – charcoal
<p>Community Events and links</p>	<p>Global Issues</p> <ul style="list-style-type: none"> • Links to what was happening globally at the same time: Ancient Egyptians Rise of the Roman Empire
<p>Key texts</p> <ul style="list-style-type: none"> • Stone Age Boy –Satoshi Kitamura • Stig of the Dump – Clive King • The Boy With The Bronze Axe – Kathleen Fidler • The Secrets of Stonehenge – Mick Manning & Brita Granstrom • The Stone Age & Skara brae – Time Travel Guides • Stone Age Sentinel – Fergus Flemming & Paul Dowswell • Skara Brae – Dawn Finch 	<p>Famous People</p>