



# The History Curriculum

## Year 3

Intent	<p>At Benjamin Adlard Primary School we aim for a high-quality history curriculum which should inspire in pupils a curiosity and fascination about the Britain's past, world history and the role of significant people that have influenced the world we live in today. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; changes in living memory and beyond living memory and learn about the lives of significant people of the past. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.</p>
Implementation	<p>At Benjamin Adlard we have chosen to use resources from Rising Stars to support the delivery of our History curriculum. We have chosen this scheme as it provides stimulating resources which support pupils to consider questions, as well as to acquire knowledge, and therefore to have a greater depth of understanding.</p> <p>In Key Stage 1 and 2 each year group undertakes three half-termly units in History and these are outlined in the long term plan.</p> <p>Each of these units is informed by a Medium Term Plan which outlines the key question, key learning and key vocabulary for each unit</p>
Impact	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Have a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.</li> <li>• Have excellent knowledge of people, events and contexts from a range of historical periods and of historical concepts and processes.</li> <li>• Have the ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.</li> <li>• Have a desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics. <ul style="list-style-type: none"> <li>• Have the ability to think, react, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.</li> </ul> </li> <li>• Have a respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.</li> </ul>

## Progression through the National Curriculum

### Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

### Key stage 2

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. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- This could include:
- 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

- the Roman Empire and its impact on Britain
  - This could include:
    - Julius Caesar's attempted invasion in 55-54 BC
    - the Roman Empire by AD 42 and the power of its army
    - successful invasion by Claudius and conquest, including Hadrian's Wall
    - British resistance, for example, Boudica
    - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
  - This could include:
    - Viking raids and invasion
    - resistance by Alfred the Great and Athelstan, first king of England
    - further Viking invasions and Danegeld
    - Anglo-Saxon laws and justice
    - Edward the Confessor and his death in 1066
- a local history study
  - a depth study linked to one of the British areas of study listed above
  - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
  - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
  - the changing power of monarchs using case studies such as John, Anne and Victoria
  - changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
  - the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
  - a significant turning point in British history, for example, the first railways or the Battle of Britain
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Year 3 – History Curriculum	Unit 1 – The Stone Age
<b>National Curriculum Objectives Covered</b>	
Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	
Develop knowledge and understanding of British, local and world history.	
Establish clear narratives within and across the periods they study.	
Understand overview and depth.	
Address and devise historically valid questions about cause.	
Understand how our knowledge of the past is constructed from a range of sources.	
<b>Cross Curricular links</b>	
<ul style="list-style-type: none"><li>• Art: study and create your own cave painting, create prehistoric pottery, using different tools to create line-focused paintings</li><li>• DT: examining how monuments were constructed</li><li>• Outdoor learning: making a Stone Age dwelling, gathering fruits and berries from the local environment (making sure they are not poisonous!)</li><li>• Science: diet, creating mixtures of natural materials to create different colours to use in art, classification of plants based into categories of being edible or having other uses, decomposition focusing on the rate at which different materials decompose and what is left, then relating this to how archaeologists learn about the past and why we have certain gaps in our understanding of this period of history</li></ul>	
<b>Prior Learning</b>	
Year 1	Year 2
<b>Historical Knowledge – Constructing the past</b>	
<ul style="list-style-type: none"><li>- In discussion, can recall some of the key events and people associated with themes studied within family, local, national and global history, e.g. within the history of flight or the development of railways.</li><li>- Descriptions of the above demonstrate some understanding of the characteristic features of the period studied, e.g. technology available.</li></ul>	<ul style="list-style-type: none"><li>- Can confidently and accurately retell the story of events, etc. associated with themes studied within family, local, national and global history, e.g. the Gunpowder Plot and the Great Fire of London.</li></ul> <p>Descriptions of the above demonstrate an understanding of the characteristic features of the period studied, e.g. technology available or religion.</p>
<b>History Concepts – Change and development/Similarity and difference</b>	
<ul style="list-style-type: none"><li>- Knows a range of similarities, differences and changes within a specific time period, e.g. between early and modern trains or airplanes.</li></ul>	<ul style="list-style-type: none"><li>- Knows and can describe independently, confidently and accurately similarities, differences and changes both within and across time periods and topics, e.g. between holidays at different times in the past and today.</li><li>- Knows and is beginning to demonstrate an understanding of which are the most important differences and why.</li></ul>
<b>History Concepts – Cause and Effect</b>	

<ul style="list-style-type: none"><li>- Knows at least one relevant cause for, and effect of, several events covered, e.g. of the development of flight or of the railways.</li></ul>	<ul style="list-style-type: none"><li>- Knows several causes and effects of events covered, e.g. the Great Fire of London and The Gunpowder Plot.</li><li>- Knows that some of the causes and/or effects are of particular importance, e.g. for the Great Fire of London taking place.</li></ul>	
<b>Historical Enquiry – Using sources as evidence</b>		
<ul style="list-style-type: none"><li>- Knows how to extract some information from more than one type of source to find out about an aspect of the past. e.g. about their grandparent’s childhood. These sources could include written, visual, oral sources and artefacts including the environment.</li></ul>	<ul style="list-style-type: none"><li>- Knows how to select key information independently from several different types of source including written, visual, oral sources and artefacts, etc. to answer historical questions, e.g. about a local hero.</li><li>- Knows that some sources are more useful than others in providing information to answer a historical question.</li></ul>	
<b>History Programme of Study in Year 3</b> <b>By the end of this unit, pupils will :</b>		
<b>Historical Knowledge – Constructing the past</b> <ul style="list-style-type: none"><li>- Can identify some details from within and across several themes, societies, events and significant people covered in local, national and global history, e.g. using knowledge gained from their study of the Stone Age, identifying three of the main achievements of the people in the Neolithic period, and perhaps providing some reasons for their selection.</li></ul> <b>History Concepts – Change and development/Similarity and difference</b> <ul style="list-style-type: none"><li>- Knows the main similarities, differences and changes occurring within topics, e.g. the pupil can describe a range of the key changes between the Old and New Stone Ages.</li><li>- Knows links between changes, and begin to identify types of change.</li><li>- Will demonstrate an awareness of the significance of change and its impact.</li></ul> <b>History Concepts – Cause and Effect</b> <ul style="list-style-type: none"><li>- Knows and can describe some relevant causes for, and effects of, some of the key events and developments covered, e.g. reasons why changes took place during the Neolithic periods.</li><li>- Knows that some of the causes and/or effects are of particular importance, e.g. why the changes took place in the Neolithic period."</li></ul> <b>Historical Enquiry – Using sources as evidence</b> <ul style="list-style-type: none"><li>- Knows how sources can be used to answer a range of historical questions, e.g. 'Do you think the Bronze and Iron Ages were dangerous times to live?'</li><li>- Knows that some sources may be more useful than others in answering certain historical questions. "</li></ul>		
<b>History Programme of Study</b> <b>Next Steps – Progression through the history curriculum</b>		
<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Historical Knowledge – Constructing the past</b>		
<ul style="list-style-type: none"><li>- Knows a range of details from within and across local, national and global history, to demonstrate some overall awareness of themes, societies, events and people, e.g. using knowledge gained in their study of Ancient Egypt, identifying three or more of the main achievements of the Ancient Egyptians and providing some valid detailed reasons for their selections.</li></ul>	<ul style="list-style-type: none"><li>- Knows some features associated with themes, societies, people and events, e.g. use knowledge gained to demonstrate an understanding of aspects of the life within the Viking period, such as religion and food, but without links and grouping them into themes, e.g. social, cultural.</li><li>- Knows some links with other societies studied, e.g.</li></ul>	<ul style="list-style-type: none"><li>- Knows the most significant features of different themes, individuals, societies and events covered, e.g. can use knowledge gained to give an overview of the main features of the Maya civilisation.</li><li>- Knows and will begin to make links and group them into themes, e.g. social, cultural.</li><li>- Knows links with themes in other societies studied, e.g.</li></ul>

<ul style="list-style-type: none"> <li>- Will begin to make some reference to other societies, but their reasoning may be undeveloped.</li> </ul>	The Anglo-Saxons.	The Ancient Egyptians.
<b>History Concepts – Change and development/Similarity and difference</b>		
<ul style="list-style-type: none"> <li>- Knows why certain changes and developments were of particular significance within topics and across time periods.</li> <li>- Knows a comprehensive list of the changes of Crime and Punishment within the period studied.</li> <li>- Knows links between the changes.</li> <li>- Knows a clear rationale for why one change could be considered to be more important than others.</li> <li>- Knows insightful ideas about whether some things did not change very much within a period and why.</li> </ul>	<ul style="list-style-type: none"> <li>- Knows and can independently and confidently provide a comprehensive list of the changes within the period studied.</li> <li>- Knows valid reasons why some changes and developments were of particular importance within the particular UKS2 topic, e.g. decide why one or more changes in the Anglo-Saxon period is of particular importance.</li> <li>- Knows a range of links between the various changes.</li> <li>- Knows insightful ideas about whether some things did not change very much within a period and why this occurred.</li> </ul>	<ul style="list-style-type: none"> <li>- Knows and can compare similarities, differences and changes within and across topics, e.g. in terms of importance, progress or the type and nature of the change, e.g. provide some similarities and differences affecting differing locations within the world wars.</li> <li>- Knows a range of links between the various changes, e.g. the change in women's roles during the war with changes in women's rights.</li> <li>- Knows and will begin to understand and explain how some of the changes were exceptional or commonplace, e.g. as part of the impact of the war on their locality.</li> </ul>
<b>History Concepts – Cause and Effect</b>		
<ul style="list-style-type: none"> <li>- Knows and can independently and confidently comment on the importance of causes and effects for some of the key events and developments within the topics studied, e.g. the reasons for the changes in prison reform.</li> <li>- Knows that the same event can result in both positive and negative effects, e.g. the actions of the suffragettes.</li> </ul>	<ul style="list-style-type: none"> <li>- Knows and can explain the role of different causes and effects of a range of events and developments, e.g. can list a range of valid reasons why the Vikings left Scandinavia and chose to settle in Britain.</li> <li>- Knows and can place the causes and/or effects in an order of significance and explain why they are arranged in this order, e.g. the reasons why the Vikings left Scandinavia and chose to settle in Britain.</li> <li>- Knows and can make a link between the causes or effects of events within one period with those of another, e.g. events in the Viking period with those of other periods studied, such as why the Romans or the Anglo-Saxons chose to settle in Britain.</li> </ul>	<ul style="list-style-type: none"> <li>- Knows and can independently provide a comprehensive list of valid detailed reasons why events took place and the effects of those events, e.g. how the World Wars had an impact on their locality.</li> <li>- Knows how to order these causes and/or effects into a hierarchy of significance and will comment insightfully on why they have selected this order.</li> <li>- Knows a number of valid links between why certain events occurred in the period studied and events taking place in other periods or locations, or note how effects of events could be similar.</li> <li>- some of the causes as long or short-term triggers and how some effects can be immediate and others long term.</li> </ul>
<b>Historical Enquiry – Using sources as evidence</b>		
<ul style="list-style-type: none"> <li>- Knows possible uses of a range of sources for answering historical enquiries, e.g. the pupil can use a range of sources to compile a detailed description of what Dick Turpin was like.</li> <li>- Knows how to use the sources to compile a detailed description of what Dick Turpin was like.</li> <li>- Knows that some sources may be more useful than others by commenting on the importance of some of the sources.</li> </ul>	<ul style="list-style-type: none"> <li>- Knows, from a range of sources provided, to accept and reject sources based on valid criteria when carrying out particular enquiries, e.g. 'How useful is written evidence in finding out about the Anglo-Saxons?'</li> <li>- Can explain why they have made that selection, possibly with some references to utility and reliability.</li> </ul>	<ul style="list-style-type: none"> <li>- Knows and can comment with confidence on the value of a range of different types of sources for enquiries, including extended enquiries, e.g. can select and reject appropriate sources to exemplify the impact of the wars from those studied within the unit.</li> <li>- Knows and can explain confidently why they have made that selection, referring to both utility and reliability and considering the purpose, audience, accuracy and how the source was compiled.</li> </ul>

## Unit Overview

In this unit, the children will explore how life changed for people during different periods of the Stone Age, including the Early, Middle and New Stone Ages. They will cover why the period was called the Stone Age, and what archaeological evidence there is from the period, particularly in the form of artefacts and monuments. The main focus will be on the New Stone Age and how that contrasts with the earlier periods. The children will look in detail at the Neolithic settlement at Skara Brae and the conclusions we can reach from the evidence found at the site. Links will be made to the types of evidence introduced at Key Stage 1, and knowledge and skills will be further developed. The unit will also feed forward to Year 3 Unit 2: The Bronze Age and the Iron Age. Where possible, links should be made to the period in your locality. You should find support in identifying local sites through your local museum or local history groups. These opportunities will also support you in delivering the local history element of the Key Stage 2 history curriculum. The Big Finish, in which the children act/mime an area of Stone Age progress, provides opportunities for links to drama and role play. The learning can be shared with a wider audience within school.

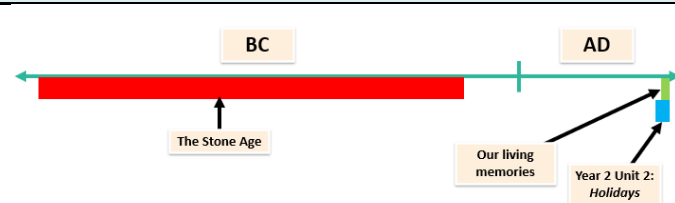
### Key knowledge acquired throughout this unit

- I know common words and phrases relating to the passing of time
- I know historical terms, and note connections and contrasts over time
- I know how our knowledge of the past is constructed from a range of sources
- I know why the period is called the 'Stone Age'.
- I know and can sequence the three periods of the Stone Age.
- I know some differences and similarities in people's lives in the Old and Middle Stone Ages.
- I know between features of the different periods of the Stone Age.
- I know how archaeologists and historians use remaining evidence to interpret the past.
- I know and can comparisons between family life in Neolithic times and today.
- I know that there are different interpretations of the sites.
- I know and can describe some of the key features of significant monuments.
- I know about some key areas of progress made during the Stone Age.

### Key skills acquired throughout this unit

- I can construct informed responses that involve the selection of relevant historical information
- I can regularly address historically valid questions about similarity and difference
- I can establish clear narratives within and across the periods they study.
- I can develop a chronologically secure knowledge and understanding of British history
- I can make valid inferences about people's beliefs at the time.
- I can communicate to others my understanding of change during the Stone Age.
- I can reach an overall judgement about the level of progress achieved during the Stone Age.

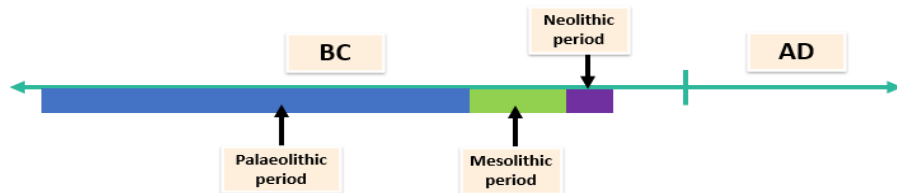
### Subject knowledge and teaching guidance



During this period, humans moved from being hunter-gatherers to farmers. For a long period of time, humans were fighting just to survive, but by the end of the period, they were living in organised groups and even had some leisure time.

The period known as the Prehistoric Age spans from the last Ice Age in 800,000 BC to the Roman invasion in 43 AD. The majority of this period is commonly referred to as the Stone Age.





We do not know the exact dates for these periods because they did not have a calendar system or write things down. Changes during this period took time to spread.

## Archaeology

- Archaeology is the remains of the past that archaeologists excavate (dig carefully and remove the findings) and use to help them work out how people lived in the past.
- Using science and history knowledge, archaeology can tell us an amazing amount, even if there are no written records.



© dtopal / Shutterstock

You could use these websites:

<https://www.bbc.co.uk/bitesize/articles/z33487h>

<https://www.youtube.com/watch?v=5AoOh7wXgnY>

- **Palaeolithic** – the earliest period where people first used chipped stone tools.
- **Mesolithic** – the middle period where stone tools were improved by making them smaller and more precise (known as microliths). The earliest farming developments began to emerge.

of the Stone Age where stone tools were further developed and settlements grew.

## What is Windmill Hill?

- It is a Neolithic 'causewayed enclosure'.
- There were large quantities of animal bones found there, which indicates feasting, trading and/or rituals.
- Large amounts of pottery and flints were found. There is also evidence of farming crops and animals.



© Iconpix / Alamy

There are several theories about what the purpose of a causewayed enclosure is but, we do not actually know the exact answer! They could have been used for: defence, a trade centre, a burial site or a place for the community to meet and feast.

Palaeolithic	Mesolithic
<ul style="list-style-type: none"> <li>• Made simple hand tools from flint. By the end of the period, tools were also made of bone, antler and could be shaped into various tools.</li> <li>• Lived in natural shelters such as caves if they were available, or tent-like shelters which could be moved around.</li> <li>• Lived and travelled in small groups that had contact with other local groups. There were no permanent settlements.</li> <li>• Found food by hunting large animals and gathering food such as plants and fruits.</li> </ul>	<ul style="list-style-type: none"> <li>• Had fine small tools known as microliths. Also used bows and arrows, harpoons, fishing basket and boats.</li> <li>• Lived a nomadic (mobile) lifestyle in huts made of natural materials. Began to have more permanent settlements at the end of the period.</li> <li>• Lived in tribes and bands that moved around.</li> <li>• Found food by hunting and gathering smaller animals in areas. There were plentiful food sources around rivers and marshland.</li> </ul>



## What has been found at Star Carr?



Engraved shale pendant



Antlers



Flint arrowheads



Wooden timbers



A headdress made from the top of the skull of a red deer

## The Story of Skara Brae

- Skara Brae was lost for thousands of years, buried underneath a dune.
- During the Winter of 1850, an enormous storm battered the island of Orkney.
- Storms are common on Orkney but, because of the extremely high tides and very strong winds, the grass was ripped from a large mound called 'skerrabra', revealing the ruins of Skara Brae.



- The period known as the Prehistoric Age spans from the last Ice Age in 800,000 BC to the Roman invasion in 43 AD. The majority of this period is commonly referred to as the Stone Age. During this period, humans moved from being hunter-gatherers to farmers. For a long period of time, humans were fighting just to survive, but by the end of the period, they were living in organised groups and even had some leisure time. As the Stone Age people left no written records, we are reliant on archaeological evidence, and there are often different interpretations of these finds. Evidence is still being found, and this means historians and archaeologists continue to expand their knowledge of the period, and viewpoints may change. Also, new scientific developments like refined isotopic and DNA analysis and improved radio-carbon dating of artefacts and remains has led to new interpretations. While studying this unit, you may be lucky enough to find information about new discoveries, possibly even in your own area.
- The period known as the Old (Upper) Stone Age or Palaeolithic period is from 800,000 BC through to 10,000 BC, when the last Ice Age ended. The Mesolithic or Middle Stone Age is 10,000 BC to 4,000 BC and the Neolithic or New Stone Age from around 4,000 to 2,500 BC. These dates are approximate, and as a result, you may find different dates given in other sources.
- The Stone Age gets its name from the stone used to make tools and weapons. Flint was dug up using picks and shovels made from bones and antlers. Looking at the reconstruction images of Grime's Graves in East Anglia (or any similar local areas) will give children an idea of how hard it was to mine at this time. The flint was then shaped using a hard rock in a process known as knapping. Towards the end of the time period, people discovered how to make things from metal. The spread of the use of metal was very gradual, so it is hard to put an exact date on the end of the Stone Age and the beginning of the Bronze Age.
- In the Palaeolithic period, people used very simple tools made from wood, bone and (most importantly) stone. During this period, they moved around to find food. This meant they lived in simple shelters or caves. They were given the name 'hunter-gatherers' from the ways they obtained their food. Their major food source was supplied through hunting. They hunted mammoths, but as these were very large and dangerous animals, it could be very risky. They also caught wild boar, reindeer and horses for food. Birds and fish supplemented their diet, and they also gathered nuts, roots and berries to eat. They began to use fire as a heat source, but also for cooking around 400,000 BC.
- In the Mesolithic period, their tools gradually became more sophisticated. They made sharp tiny flint blades that were called microliths. They also used rudimentary contraptions called spear throwers that threw spears further and more accurately than people, which enabled them to hunt more efficiently. Domesticated dogs also helped them with their hunting. They began to lead far more settled lives, and sometimes stayed in the same place for long periods of time. They began to move from caves and shelters to constructing timber-framed homes. They covered these with turf or skins to retain warmth inside.
- Star Carr is a Mesolithic hunting camp in North Yorkshire. Evidence suggests that the inhabitants mainly hunted deer. The most spectacular and interesting archaeological discoveries from Star Carr were the unusual objects thought to be ceremonial masks, which are made from the skulls and antlers of deer. More images and information about Star Carr can be found here: [www.starcarr.com](http://www.starcarr.com)
- In the Neolithic period, people became more settled as they built more permanent homes. They began to keep a range of animals including cattle, sheep, goats and boars. They domesticated dogs to use in herding the animals. Forests were cleared and crops like wheat and barley were grown. Tool design changed to make their farming much more efficient. The new designs included a tool called an *adze*, which had a flat stone blade attached to a handle. This could be used for digging soil and chopping wood. They became so good at farming that they sometimes had a surplus to trade with nearby communities. This helped strengthen links between communities, and resulted in an increase in the population.
- People became much more skilled in crafts like weaving and pottery. As settlements grew, more disputes occurred, resulting in fights over land. The move from being a society of hunter-gatherers to farmers in permanent settlements is often referred to as 'the Neolithic Revolution'. However, the changes were certainly not rapid, and it took many years for farming to spread across the country.
- Skara Brae was discovered in 1850 after a great storm blew the sand and grass off the top of a mound and people could see buildings below. Vere Gordon Childe excavated from 1928–1930, and his discoveries meant that the true value of the site was realised. The village at Skara Brae is so complete due to its remote location and the type of building materials used. Most Neolithic people built their houses from wood, but at Skara Brae they used stone. They did this because they had access to stone but little wood, and stone was better to protect against strong winds. Evidence suggests that people lived there between 3200 and 2500 BC. They kept cattle and sheep for food, and ate fish. They also grew barley and wheat as a food source.
- Evidence was found of eight sandstone houses that had been sunk into the ground to give them protection from the strong winds. The roofs had whalebone or driftwood-timber frames, and had once been covered with turf, skins, thatched seaweed or straw. There was just a single room with a hearth in the centre for the fire which provided light, warmth and cooking facilities. Archaeologists did not discover any weapons, so it seems that there were no disputes there at that time. The presence of dice games, jewellery and decorated pots suggests that life was easier, and they had some time for leisure and aesthetics. Stone beds were found in the houses. It is believed that these were made more

comfortable with animal skins. The houses also had stone dressers to store pots. They also had small pools in their homes to soften limpets that were used as bait. A burial site was found at Maeshowe, near Skara Brae. There is evidence of weaving and pottery, including heavier pots that would have been unsuitable with a nomadic lifestyle.

- Monuments were built for a variety of reasons. Some have been found to link to special lighting effects at the time of the solstice. This leads us to believe that some Stone Age people had an understanding of astronomy, and how the position of the Sun in relation to the Earth changed over a year. Some monuments are tombs, sites used for rituals, meeting and trading centres or places for feast and celebration.
- There are many theories regarding the purpose of Stonehenge. These include it being an ancient clock, a sacrificial monument, a funeral temple, or it could be a combination of these theories. It was built in stages over a period of 3,000 years, most likely beginning around 3000 BC. At that time, it was just a small circular ditch with banking. Inside the ditch were pits containing people's cremated remains. Some of these pits also contained grave goods. It then grew to the structure we know today.
- There are two types of stone at Stonehenge. The earlier, smaller bluestones came from southwest Wales. That means they travelled over 250 km. The larger, later sarsen stones were obtained more locally on the Marlborough downs. It is thought that the blue stones were carried by rollers on land and by rafts along the rivers. The sarsen stones weighed as much as 2.5 tonnes, and were probably brought on sledges. As the stones made such a difficult journey, we could conclude that the structure was very important to the people who created it.

### Key vocabulary and definitions

Stone Age	The Stone Age is a period in prehistory during which early humans started using stones, usually flint, to make tools and weapons. It is the earliest known period of human culture.
BC	BC means before Christ
Prehistory	belonging to a period in a time before written history.
Prehistoric	belonging to a period in a time before written history
Palaeolithic	Paleolithic means "old stone age."
Mesolithic	the Stone Age cultural period from about 10,000 to about 8,000 B.C., between the Paleolithic and the Neolithic periods, characterized by the use of small flint tools set in bone or wood.
Neolithic	The neolithic is the youngest part of the Stone Age. The word "neolithic" comes from two words in greek meaning "new" and "lithic", meaning "stone".

### Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To define the 'Stone Age' and its different periods.	To use sources to identify distinctive features of two time periods.	To compare change between the Neolithic period and earlier periods.	To know about life in Neolithic times from investigating historical and archaeological sources.	To provide valid reasons for the existence of monuments.	To perform a role play showing the extent of change during the Stone Age.

Year 3 – History Curriculum		Unit 2 – The Bronze Age and the Iron Age	
National Curriculum Objectives Covered			
<ul style="list-style-type: none"><li>• Develop knowledge and understanding of British, local and world history.</li><li>• Establish clear narratives within and across the periods they study.</li><li>• Understand overview and depth.</li><li>• Develop chronologically secure knowledge and understanding of British, local and world history.</li><li>• Understand how and why different interpretations of the past have been constructed.</li><li>• Understand how our knowledge of the past is constructed from a range of sources.</li></ul>			
Cross Curricular links			
<ul style="list-style-type: none"><li>• Art: studying and creating own Celtic knot patterns and chalk hill figures</li><li>• Computing: internet use and reliability of information</li><li>• DT: Celtic food, making a model roundhouse with wattle and daub, investigating tool designing, including the use of moulds</li><li>• English: researching information, writing a persuasive argument, drama and role play, communicating findings</li><li>• Geography: map work, settlements, physical geography features related to the location of a community or hill fort</li><li>• Maths: chronology, physically represent the length of each of the historical periods studied using units of measurement, an introduction to negative numbers through BC and AD</li><li>• RE: burial practices</li><li>• Science: properties of materials and decomposition, states of matter involving melting and solidifying</li></ul>			
Prior Learning			
Year 1		Year 2	
Historical Knowledge – Constructing the past			
<ul style="list-style-type: none"><li>- In discussion, can recall some of the key events and people associated with themes studied within family, local, national and global history, e.g. within the history of flight or the development of railways.</li><li>- Descriptions of the above demonstrate some understanding of the characteristic features of the period studied, e.g. technology available.</li></ul>		<ul style="list-style-type: none"><li>- Can confidently and accurately retell the story of events, etc. associated with themes studied within family, local, national and global history, e.g. the Gunpowder Plot and the Great Fire of London.</li></ul> <p>Descriptions of the above demonstrate an understanding of the characteristic features of the period studied, e.g. technology available or religion.</p>	
Historical Knowledge – Sequencing the Past			
<ul style="list-style-type: none"><li>- Knows how to depict on a timeline the sequence of a few objects or images and/or pieces of information related to a topic, e.g. events related to family life in the past in correct order.</li><li>- Knows how to use a range of common words relating to the passage of time, e.g. related to a discussion of their grandparent’s pupilhood, e.g. now, then, new old, when, before, etc.</li><li>- Know and can demonstrate a secure understanding of the words used.</li><li>- Will require little prompting to use these words.</li></ul>		<ul style="list-style-type: none"><li>- Knows how to sequence on an annotated timeline independently and with some confidence a number of objects or events related to an aspect of a topic studied, e.g. seaside holidays in the past in the correct order.</li><li>- Can explain why they have placed the items in this sequence.</li><li>- Knows and can use a wider range of terms and phrases, e.g. nowadays, in the past, previously, and depending on the context and opportunities be able to use more complex terms, e.g. last century, decade, and those related to time periods.</li><li>- Knows and can demonstrate secure understanding of the terms used.</li><li>- Independently use the terms appropriately.</li></ul>	
History Concepts – Significance and Interpretation			

<ul style="list-style-type: none"><li>- Knows and can demonstrate through examples and discussion an understanding of the term 'significance'.</li><li>- Knows and can give some valid reasons why someone or something is significant, e.g. an explorer making an important discovery.</li><li>- Knows and will begin to make connections between significant events or people, e.g. the explorers studied.</li></ul>	<ul style="list-style-type: none"><li>- Knows and can give a broad range of valid reasons why someone or something is significant.</li><li>- Knows and can demonstrate a secure understanding of the term significance.</li><li>- Knows and can give some valid reasons why one aspect of a person’s life or event is of particular importance in making them/it significant.</li><li>- Knows and can make valid connections and judgements between significant events or people, e.g. why one of our local heroes is more worthy of study than another.</li></ul>	
<b>Historical Enquiry – Using Sources as evidence</b>		
<ul style="list-style-type: none"><li>- Knows how to extract some information from more than one type of source to find out about an aspect of the past. e.g. about their grandparent’s childhood. These sources could include written, visual, oral sources and artefacts including the environment.</li></ul>	<ul style="list-style-type: none"><li>- Knows how to select key information independently from several different types of source including written, visual, oral sources and artefacts, etc. to answer historical questions, e.g. about a local hero.</li><li>- Knows that some sources are more useful than others in providing information to answer a historical question.</li></ul>	
<b>History Programme of Study in Year 3</b> <b>By the end of this unit, pupils will :</b>		
<b>Historical Knowledge – Constructing the past</b> <ul style="list-style-type: none"><li>- Can identify some details from within and across several themes, societies, events and significant people covered in local, national and global history, e.g. using knowledge gained from their study of the Stone Age, identifying three of the main achievements of the people in the Neolithic period, and perhaps providing some reasons for their selection.</li></ul>		
<b>Historical Knowledge – Sequencing the Past</b> <ul style="list-style-type: none"><li>- Knows how to sequence a number of the most significant events, objects, themes, societies, periods and people in LKS2 topics studied including some dates, labels and period names and terms, e.g. grouping a range of images related to the Bronze to Iron</li></ul>		
<b>History Concepts – Significance and Interpretation</b> <ul style="list-style-type: none"><li>- Knows and can identify a number of ways in which two versions of the same account may differ.</li><li>- Knows and can provide a reason why the two accounts of the same event might differ, e.g. in the story of the Amesbury Archer.</li><li>- Knows and can identify a number of ways in which the interpretations are the same and also different.</li><li>- Knows and can provide a reason why the sources may differ, but this is undeveloped.</li></ul>		
<b>Historical Enquiry – Using Sources as evidence</b> <ul style="list-style-type: none"><li>- Knows how sources can be used to answer a range of historical questions, e.g. 'Do you think the Bronze and Iron Ages were dangerous times to live?'</li><li>- Knows that some sources may be more useful than others in answering certain historical questions. "</li></ul>		
<b>History Programme of Study</b> <b>Next Steps – Progression through the history curriculum</b>		
<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Historical Knowledge – Constructing the past</b>		
<ul style="list-style-type: none"><li>- Knows a range of details from within and across local, national and global history, to demonstrate some overall awareness of themes, societies, events and people, e.g. using knowledge gained in their study of Ancient Egypt, identifying three or more of the main achievements of the Ancient Egyptians and providing</li></ul>	<ul style="list-style-type: none"><li>- Knows some features associated with themes, societies, people and events, e.g. use knowledge gained to demonstrate an understanding of aspects of the life within the Viking period, such as religion and food, but without links and grouping them into themes, e.g. social, cultural.</li></ul>	<ul style="list-style-type: none"><li>- Knows the most significant features of different themes, individuals, societies and events covered, e.g. can use knowledge gained to give an overview of the main features of the Maya civilisation.</li><li>- Knows and will begin to make links and group them into themes, e.g. social, cultural.</li></ul>



<ul style="list-style-type: none"> <li>some valid detailed reasons for their selections.</li> <li>Will begin to make some reference to other societies, but their reasoning may be undeveloped.</li> </ul>	<ul style="list-style-type: none"> <li>Knows some links with other societies studied, e.g. The Anglo-Saxons.</li> </ul>	<ul style="list-style-type: none"> <li>Knows links with themes in other societies studied, e.g. The Ancient Egyptians.</li> </ul>
<b>Historical Knowledge – Sequencing the Past</b>		
<ul style="list-style-type: none"> <li>Knows how to accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates and terms, e.g. they can accurately construct a timeline of Roman Britain and with some accuracy link this with a timeline of the Bronze to Iron Age (or other relevant topics previously studied).</li> <li>Knows and can provide detailed valid reasons why they have sequenced the events/objects in this way.</li> </ul>	<ul style="list-style-type: none"> <li>Knows how to sequence, with some independence and increasing accuracy, many of the significant events, societies and people within and across topics covered using appropriate dates, period labels and terms, e.g. place many of the important developments, people and events in the Anglo-Saxon period on an annotated timeline.</li> <li>knows some links between this sequence to the events and people within other time periods studied.</li> </ul>	<ul style="list-style-type: none"> <li>Knows how to sequence, with independence, many of the significant events, societies and people within and across the UKS2 topics covered using appropriate dates, period labels and terms, e.g. select independently from a range of material, and sequence accurately using appropriate labels and dates.</li> <li>Knows how to accurately identify links between this sequence and the events of other periods studied.</li> </ul>
<b>History Concepts – Significance and Interpretation</b>		
<ul style="list-style-type: none"> <li>Knows and can identify a range of ways in which two or more accounts of the same event differ.</li> <li>Knows and can comment on a range of possible reasons for the differences in a number of accounts, e.g. the pupil can identify a range of ways in which the accounts by Dio Cassius and Tacitus are the same and also different in their description of the battle and of Boudicca.</li> </ul>	<ul style="list-style-type: none"> <li>Knows and can confidently identify the ways in which interpretations of the same event or person can differ, e.g. can identify a number of differences in the interpretations presented about the Windrush journey.</li> <li>Knows and can explain why there may be differing interpretations and will make reference to the differing types of representation.</li> <li>Knows and can also understand why there may be some similarities in the interpretations.</li> </ul>	<ul style="list-style-type: none"> <li>Knows and can confidently and independently identify the different interpretations in a range of topics e.g. explain ways in which the different interpretations about Athenian society or about the Olympic Games differ.</li> <li>Knows and can give a range of valid reasons for the different interpretations in a range of topics, e.g. explain why there could be different interpretations about Athenian society or about the Olympic Games.</li> <li>Knows and can demonstrate insight into why some aspects of the interpretation may be the same.</li> <li>Knows and will make reference to the differing types of representation.</li> </ul>
<b>Historical Enquiry – Using Sources as evidence</b>		
<ul style="list-style-type: none"> <li>Knows possible uses of a range of sources for answering historical enquiries, e.g. the pupil can use a range of sources to compile a detailed description of what Dick Turpin was like.</li> <li>Knows how to use the sources to compile a detailed description of what Dick Turpin was like.</li> <li>Knows that some sources may be more useful than others by commenting on the importance of some of the sources.</li> </ul>	<ul style="list-style-type: none"> <li>Knows, from a range of sources provided, to accept and reject sources based on valid criteria when carrying out particular enquiries, e.g. 'How useful is written evidence in finding out about the Anglo-Saxons?'</li> <li>Can explain why they have made that selection, possibly with some references to utility and reliability.</li> </ul>	<ul style="list-style-type: none"> <li>Knows and can comment with confidence on the value of a range of different types of sources for enquiries, including extended enquiries, e.g. can select and reject appropriate sources to exemplify the impact of the wars from those studied within the unit.</li> <li>Knows and can explain confidently why they have made that selection, referring to both utility and reliability and considering the purpose, audience, accuracy and how the source was compiled.</li> </ul>
<b>Unit Overview</b>		
<p>In this unit, the children will explore the key features of the Bronze and Iron Ages, and come to conclusions about the developments within the periods. Links will be made to the Stone Age period, which they may have studied in the autumn term. Throughout the unit, the children will use a variety of sources of evidence to investigate the period, including archaeological</p>		

evidence with a focus on the Amesbury Archer, the Lindow Man, Roman written accounts of the Celts and reconstruction drawings of both periods. Differing interpretations of evidence will be considered. Where possible, options to study local sites have been included. You may decide to incorporate a visit to a local museum into the unit, and some ideas have been included on potential locations. The Big Finish in week 6 involves the children looking at the achievements of the Bronze and Iron Ages, and pitching them in a Dragons' Den scenario to decide which invention is the most important. You may decide to share the pitches with a broader audience in an assembly or to another class in the school.

#### Key knowledge acquired throughout this unit

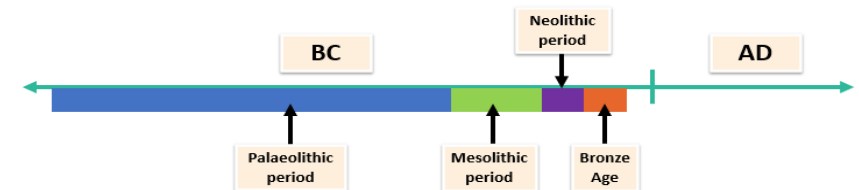
- I know and use common words and phrases relating to the passing of time
- I know how to address historically valid questions about change, similarity and difference
- I know and use historical terms
- I know that our knowledge of the past is constructed from a range of sources.
- I know and locate the Bronze Age on a timeline.
- I know and can describe some key features of the Bronze Age.
- I know why changes in the Bronze Age impacted people's lives.
- I know and understand about aspects of life in the Bronze Age.
- I know and can identify important features about the Iron Age.
- I know and can explain why there are differing viewpoints about the Iron Age.
- I know similarities and differences between Bronze Age and Iron Age houses and home life.
- I know some of the dangers Bronze and Iron Age people faced.

#### Key skills acquired throughout this unit

- Construct informed responses that involve thoughtful selection and organisation of relevant historical information
- Address historically valid questions about trends and significance.
- I can work out information about the Bronze Age from using sources.
  - I can organise and present information from my research.
  - I can support my opinions with accurate information.

#### Subject knowledge and teaching guidance

Around 2500 BC, people began to smelt (remove the metal from the ore) copper. This involved the metal being extracted from the rock and then broken into tiny pieces. To melt the metal, the ore was heated over a fire. To get the required shape, the molten metal was poured into a mould made from either clay or stone. After it had been given time to cool, it would be hammered into shape and then decorated.



### These images belong to the Bronze Age



### These images belong to the Iron Age



Iron is smelted (a process involving heating and melting at very high temperatures) from iron ore.



- Iron was much more common than copper and tin.
- Iron is generally lighter than bronze, so easier to transport.
- Iron is harder than bronze, so it made better weapons and tools.

Iron Age houses were often round with upright timbers for support, interwoven with twigs and branches from oak, hazel, willow or ash trees (this is known as wattle). This was mixed with daub made from clay, straw, soil and manure. The type of building material was very dependent on what was available locally. The roof was often made from timber and thatch. There was just one room for the whole family where they had their meals, slept and lived. The homes contained beds with a wooden base and a hay or feather mattress. Animal skins or blankets provided warmth. In the centre of the structure was a hearth. There was no chimney, so the smoke travelled up through the thatch. Food was cooked here in a huge pot over the fire. Fish and meat hung from the roof and the smoke helped to preserve them. People had very few personal possessions.

Reconstruction of an Iron Age house



Reconstruction of a Bronze Age house



Look at these interpretations of what the Amesbury Archer might have looked like!

<https://www.wessexarch.co.uk/our-work/amesbury-archer>

<https://salisburymuseum.org.uk/collections/stonehenge-prehistory/amesbury-archer>



The Amesbury Archer was buried with clothes, tools and weapons.

Where on this map would you site a fort? Why?



Hill forts were good for defence as you could spot the enemy easily from a long distance away, but it may have been difficult to live there, as they may not have been near to fresh water. They were not just places for defence, but also places where people lived and met. Markets were held there, and food could be stored.



- Around 2500 BC, people began to smelt (remove the metal from the ore) copper. This involved the metal being extracted from the rock and then broken into tiny pieces. To melt the metal, the ore was heated over a fire. To get the required shape, the molten metal was poured into a mould made from either clay or stone. After it had been given time to cool, it would be hammered into shape and then decorated.
- Around 2150 BC, copper was mixed with tin to make bronze. Bronze was much better because it is harder, stiffer, more durable and non-corrosive. The people in Britain probably learned how to produce the metal from the Beaker people who came from Western Europe. (They were called Beaker people due to the shape of their pots, which were like upturned bells.) The use of stone did not suddenly stop as it took some time for information about the new processes to spread, and for people to understand the benefits. Also, the metals needed to make bronze would not be found everywhere in Britain, which meant some areas advanced much more quickly than others. The main source of copper was Wales, while Devon and Cornwall were rich in tin. The conditions in the mines were terrible. Archaeologists know a great deal about them following the discovery of the Great Orme Mines in Wales in 1987. To reach the ore, the men had to dig out by hand the long and winding tunnels deep underground.
- As well as everyday items (e.g. tools like axes and domestic utensils like cauldrons for cooking), people also made beautiful objects like the Mold Cape (found in Wales in 1833). The cape is made from a single sheet of gold, and shows the high level of skill of some Bronze Age craftsmen. Gold was a rare metal, and therefore only the higher-status individuals in a community owned items made from the metal. Ireland was particularly rich in gold, and it is thought that many of the gold items found across Britain may have been made from Irish gold.
- Horses became an important form of transport during the Bronze Age. They were mainly used to pull carts, but they were sometimes used to pull chariots for warfare as well. The first wheels were made of solid wood, and later, more efficient wheels with spokes were developed. In 2016, a well-preserved Bronze Age wheel dating from 1100–800 BC was discovered at Must Farm.
- The Isleham hoard, discovered in Cambridgeshire in 1959, contained 6,500 pieces held inside an enormous ceramic jar. The hoard included many weapons, including swords, arrows, daggers and pieces of body armour, as well as horse equipment.
- The Amesbury Archer was found near Stonehenge in 2002, when a new housing estate was being developed. He was buried with over 100 artefacts including copper knives, gold hair ornaments, decorated pottery and even boars' tusks. He became known as the Amesbury Archer, as flint arrowheads and a stone wrist guard worn by archers at the time were found in the grave. Opinions have now been revised, and it is thought he was most likely to have been a metal worker. This interpretation is derived from the presence of a cushion stone, which was used for placing metal on while it was hammered into objects or being decorated. He was buried with five pots that are from the Beaker culture, and this helps to date the burial. (The Beaker people came from western Europe, and it is thought that they came to Britain around 2500 BC.) Radiocarbon dating tells us that the Amesbury Archer was buried around 2300 BC. Examination of his DNA shows that he grew up in what is now the Swiss Alps. This tells us a great deal about the movement of people at the time.
- For information on the Salcombe Shipwreck, look online. This Bronze Age boat was discovered in 2009 just 300 metres from the Devon coast. Nearly 300 artefacts from all over Europe were discovered, revealing a great deal about trade routes in that period. A study of the wreck gives you opportunities to look at the techniques used in marine archaeology.
- For the Dover Boat, visit the Canterbury Trust website. It was discovered in 1992, and was dated at 1550 BC. It tells us about the connections between Britain and Europe at the time. The children could imagine what a journey across the Channel would have been like in one of these boats.
- Depending on where you live, you could also study Must Farm in Cambridgeshire, a late Bronze Age settlement discovered at the edge of a quarry (it is still being excavated, see their website for details), or Flag Fen Bronze Age settlement near Peterborough (it contains extensive reconstructions on the site, see the Visit Peterborough website for details).
- The first Iron Age objects were made about 1000 BC, and by 800 BC, iron had become the most popular metal. Iron was more commonly found than both tin and copper, but it was more difficult to extract from the ground. The use of iron led to big advances in farming with the use of iron tools. This led to more food being available and therefore an increase in the population.
- Farms during the period had circular banks and enclosures. Farm animals (including sheep, goats, pigs and cattle) were kept, and crops like wheat, peas, beans and flax were grown. People built granaries raised up on posts or within bell-shaped pits. Technical innovations at the time included the rotary quern stone for grinding grain, the iron-tipped plough and the pole pottery wheel.
- We have fewer Iron Age objects than those from the Bronze Age, as iron rusts and is less durable. Today, we call the people who lived in Britain during the Iron Age 'Celts'. They were made up of many different tribes, but they did have similar languages and beliefs.
- Iron Age houses were often round with upright timbers for support, interwoven with twigs and branches from oak, hazel, willow or ash trees (this is known as wattle). This was mixed with daub made from clay, straw, soil and manure. The type of building material was very dependent on what was available locally. The roof was often made from timber

and thatch. There was just one room for the whole family where they had their meals, slept and lived. The homes contained beds with a wooden base and a hay or feather mattress. Animal skins or blankets provided warmth. In the centre of the structure was a hearth. There was no chimney, so the smoke travelled up through the thatch. Food was cooked here in a huge pot over the fire. Fish and meat hung from the roof and the smoke helped to preserve them. People had very few personal possessions.

- A typical Iron Age settlement would be like the one found at Chysauster in Cornwall. In Scotland, they built brochs (circular stone towers), and in Ireland they built crannogs (roundhouses constructed on artificial islands over a lake or river). Visit the Butser Farm Website for more information.
- Workers digging for peat found the Lindow Man in 1984 in Cheshire. The peat helped to preserve the body, meaning that the skin, hair, nails and some of the internal organs were intact. It is believed he died about 2,000 years ago between 2 BC and 119 AD. He was about 25 when he died. He weighed about 60–65 kilograms and was around 1.7 metres tall. The evidence suggests he met a very violent death – a cord strangled him, his throat was cut, his ribs were broken and he was hit on the head twice and the back, probably by a narrow-bladed axe. He was found face-down in the bog. We can even tell that his last meal was unleavened bread made from wheat and barley, cooked on a fire where heather had been burned. There are a number of theories about who he was and how he died. Some think he was a criminal, victim of an attack or possibly a human sacrifice made to please the gods. The good condition of his nails and the good quality of his diet suggests that he was someone quite important. He can be found at the British Museum, and there is a great deal of information about him on their website.
- Hill forts were good for defence as you could spot the enemy easily from a long distance away, but it may have been difficult to live there, as they may not have been near to fresh water. They were not just places for defence, but also places where people lived and met. Markets were held there, and food could be stored. Interpretations of hill forts have been revised over time. It is now thought that they could also be designed to mark the border between the territories of different tribes. They may also have been a status symbol to show just how rich and powerful a tribe was.
- The Snettisham Hoard, found in Norfolk, was not just one hoard but 12 separate ones that were found in the same area between 1948 and 1973. They comprised of torcs, ingots, bracelets, rings and coins which are very useful to help date the hoard. The first finds were made when a farmer was ploughing a field and thought he had found part of a metal bedstead. They form the largest deposit of Iron Age gold, silver and bronze artefacts ever found in Europe. At first, it was thought that the hoard had been buried by people fleeing from Caesar's invasion, and it was dated 55/54 BC. However, when the coins were dated, it placed the hoard earlier at 70 BC, discrediting the Caesar theory. What makes the hoard even more of a mystery is that there is no evidence of any contemporary settlement in the area.
- Possible developments to pitch to the Dragons will include the invention of the wheel, the rotary quern, developments in housing, weaponry, jewellery etc., or you may decide to select a couple from the list that have been covered in more detail and have more than one group preparing a pitch. You could show them a clip from the TV programme Dragon's Den to support understanding of how to pitch or model a pitch yourself.

#### Key vocabulary and definitions

Bronze	Yellowish -brown metal which is a mixture of copper and tin.
Smelt	Heating a metal until it melts.
Tribe	A group of people of the same race, language and customs.
Archer	Someone who shoots arrows using a bow.
Roundhouses	A circular building
Wattle and Daub	Interwoven twigs, plastered with a mixture of clay, lime, water, and sometimes dung and chopped straw.
Reconstruction	Not an original

#### Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To understand the importance of the improvements made by using bronze.	To use sources in order to find out more about Bronze Age life.	To reach a conclusion about the scale of the achievements made in the Iron Age.	To make a comparison between home life in the Bronze Age and the Iron Age.	To understand the dangers faced in Bronze and Iron Age Britain.	To reach an overall judgement comparing the Bronze Age to the Iron Age.

Year 3 – History Curriculum		Unit 3 – Local History	
National Curriculum Objectives Covered			
<ul style="list-style-type: none"><li>- Address and devise historically valid questions about significance.</li><li>- Construct informed responses that involve thoughtful selection and organisation.</li><li>- Develop appropriate use of historical terms</li></ul>			
Cross Curricular links			
Art: creative work responding to the locality, art in the style of a local artist			
DT: designing and making items for the campaign, models of buildings or sites of particular significance			
English: letter-writing, blogs, social media campaigns			
Geography: map work, routes, locality, physical and human geography and changes in recent memory			
Prior Learning			
Year 1		Year 2	
<ul style="list-style-type: none"><li>- Knows and can demonstrate through examples and discussion an understanding of the term 'significance'.</li><li>- Knows and can give some valid reasons why someone or something is significant, e.g. an explorer making an important discovery.</li><li>- Knows and will begin to make connections between significant events or people, e.g. the explorers studied.</li></ul>		<ul style="list-style-type: none"><li>- Knows and can give a broad range of valid reasons why someone or something is significant.</li><li>- Knows and can demonstrate a secure understanding of the term significance.</li><li>- Knows and can give some valid reasons why one aspect of a person’s life or event is of particular importance in making them/it significant.</li><li>- Knows and can make valid connections and judgements between significant events or people, e.g. why one of our local heroes is more worthy of study than another.</li></ul>	
Historical Enquiry – Planning and Carrying out a historical enquiry.			
<ul style="list-style-type: none"><li>- Can plan a small enquiry by asking relevant questions.</li><li>- Can find relevant information to answer questions using at least one story and another type of source, e.g. 'Which are the most significant explorers?'</li><li>- Can use appropriate historical vocabulary.</li></ul>		<ul style="list-style-type: none"><li>- Can pose a range of valid questions independently.</li><li>- Can find relevant information from more than one source to confidently answer these questions. e.g. to answer 'Why we should remember a local hero?'</li><li>- Can use a range of appropriate vocabulary in both their questions and answers.</li></ul>	
History Programme of Study in Year 3			
By the end of this unit, pupils will :			
History Concepts – Significance and Interpretation			
<ul style="list-style-type: none"><li>- Knows and can identify a number of ways in which two versions of the same account may differ.</li><li>- Knows and can provide a reason why the two accounts of the same event might differ, e.g. in the story of the Amesbury Archer.</li><li>- Knows and can identify a number of ways in which the interpretations are the same and also different.</li><li>- Knows and can provide a reason why the sources may differ, but this is undeveloped.</li></ul>			
Historical Enquiry – Planning and Carrying out a historical enquiry			
<ul style="list-style-type: none"><li>- Can independently devise a range of historically valid questions for a series of different types of enquiry.</li><li>- Will answer them with detailed structured responses making reference to specific sources of evidence related to 'Why should we preserve our locality?'</li><li>- Will use a range of relevant historical terms</li></ul>			
History Programme of Study			
Next Steps – Progression through the history curriculum			

Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>- Knows and can identify a range of ways in which two or more accounts of the same event differ.</li> <li>- Knows and can comment on a range of possible reasons for the differences in a number of accounts, e.g. the pupil can identify a range of ways in which the accounts by Dio Cassius and Tacitus are the same and also different in their description of the battle and of Boudicca.</li> </ul>	<ul style="list-style-type: none"> <li>- Knows and can confidently identify the ways in which interpretations of the same event or person can differ, e.g. can identify a number of differences in the interpretations presented about the Windrush journey.</li> <li>- Knows and can explain why there may be differing interpretations and will make reference to the differing types of representation.</li> <li>- Knows and can also understand why there may be some similarities in the interpretations.</li> </ul>	<ul style="list-style-type: none"> <li>- Knows and can confidently and independently identify the different interpretations in a range of topics e.g. explain ways in which the different interpretations about Athenian society or about the Olympic Games differ.</li> <li>- Knows and can give a range of valid reasons for the different interpretations in a range of topics, e.g. explain why there could be different interpretations about Athenian society or about the Olympic Games.</li> <li>- Knows and can demonstrate insight into why some aspects of the interpretation may be the same.</li> <li>- Knows and will make reference to the differing types of representation.</li> </ul>
<ul style="list-style-type: none"> <li>- Can independently devise significant historical enquiries based on a range of valid questions, e.g. related to 'What happened when the Romans came to Britain?'</li> <li>- Can answer the questions in some detail using a range of relevant and varied sources to support points made.</li> <li>- Work will be clearly structured with contrasting viewpoints considered.</li> <li>- Use a broad range of relevant historical terms.</li> <li>- Will work independently and with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>- Can confidently and independently devise significant historical enquiries based on a broad range of valid questions, e.g related to 'Was the Anglo-Saxon period really a Dark Age?'</li> <li>- Can answer the questions in detail using a broad range of relevant and varied sources to support points made.</li> <li>- Work is clearly structured with contrasting viewpoints considered.</li> <li>- Will use the evidence to reach a valid and substantiated overall conclusion.</li> <li>- Will use a broad range of relevant historical terms throughout.</li> <li>- Will follow a clear structure appropriate for presenting an argument.</li> <li>- Will work independently and with confidence.</li> <li>- Will begin to critically evaluate their enquiry and consider possible ways in which it could be improved or developed.</li> </ul>	<ul style="list-style-type: none"> <li>- Can independently plan and produce quality, detailed responses to a wide range of historical enquiries.</li> <li>- Will make reference to appropriate evidence from a wide range of complex, varied sources studied within the sessions and also from their own research to produce a structured argument to answer the sub-question and build towards reaching an overall conclusion.</li> <li>- Will reach a valid overall conclusion, e.g. 'Which of the world wars had the greater impact on their community?' with clear reference made to the preceding arguments and evidence.</li> <li>- Will confidently use a broad range of challenging, relevant historical terms throughout.</li> <li>- Will critically evaluate their enquiry and consider ways in which it could be improved or developed.</li> </ul>
<b>Unit Overview</b>		
<p>In this unit, the children will investigate their local area, and consider which buildings are of significance and should be preserved. They will conduct their own research, using sources including recommended websites, history books, street directories and census returns. They will also have the opportunity to visit and study local listed buildings and make links to historical events from the time of the building's construction, as well as to their prior learning. There is the possibility of inviting a panel of guests to take part in a question and answer session about local buildings, leading into the children planning and running a campaign to save a particular building. The Big Finish in week 6 provides an opportunity for the children to consolidate their learning into a big piece of creative work, illustrating what makes a building special. Their work will be exhibited and is a chance to share their learning with the school, family and friends.</p>		
<b>Key knowledge acquired throughout this unit</b>		<b>Key skills acquired throughout this unit</b>

- I know and use common words and phrases relating to the passing of time
- I know and understanding of British and local history
- I know and develop the appropriate use of historical terms
- I know that our knowledge of the past is constructed from a range of sources.
- I know why some of the buildings in my area are special.
- I know and can make links between a building and the history of the locality
- I know why different sites may be preserved.
- I know there are differing viewpoints as to whether a site should be preserved.
- I know and can explain why I believe a site should or should not be preserved.
- I know about my 'at risk' building and why it should be saved.
- I know what a campaign is and I can plan one to save my 'at risk' building.

- I can address and devise historical valid questions about change, cause, similarity, difference, and significance
- I can construct informed responses that involve selection of relevant information
- I can observe and describe architectural features.
- I can recognise the features that make a building worth saving.
- I can present my viewpoint on whether a building should be saved.

### Key knowledge to be taught

Listed buildings have been placed on the National Heritage List for England. The older a building is, the more likely it is to be listed. Usually, a building needs to be at least 30 years old to be listed. All buildings built before 1700, and most of those built between 1700 and 1840 which are close to their original design and condition, are listed. Anyone can nominate a building to be listed, and this nomination goes to Historic England for consideration.

Grade 1 listed buildings are those of exceptional interest – these make up only 2.5% of all listed buildings. Some Grade 2 buildings do have additional status as being more special, and these form 5.8% of all listed buildings. All the rest are standard Grade 2. When a building is listed, it does get some protection, as permission needs to be obtained before any changes can be made that will affect its special interest. Listed buildings can be altered and even demolished if they can no longer be preserved, or if a change is felt to be vital.

**Possible options for listed buildings in Gainsborough: (Excluded Parish Church and the Old Hall as these will be visited in other areas of the curriculum)**



Trinity Arts Centre, Gainsborough



X Church Gainsborough



Trent Bridge, Gainsborough



Gainsborough Water Tower

**Gainsborough Heritage Centre will be able to support heavily with this unit and they are also worth a visit with the children.**

- Depending on the suitability of local listed buildings, some flexibility will be needed on what constitutes your locality. Ideally you need to work as close to the school as possible to provide easy access for groups to work off-site. Historic England claims that 99% of England's population live within 1 mile of a listed building or place, so finding suitable sites should not be too challenging. You could also contact Historic England to see if the learning team can help you with your studies.

### Key vocabulary and definitions

Significant	Important
Listed	Building protected by law against being destroyed or changed.
Architecture	Planning, designing and constructing buildings.
Campaign	Planned set of activities that people carry out.
Migration	Move from one place to another to find work or live somewhere for a short period.
Worship	Show respect to God
Heritage	Qualities, traditions or features that have continued over many years.

### Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To understand what makes a building special.	To understand that there are a diverse range of reasons why buildings are listed.	To reach a decision on whether a building is worth saving.	To plan a campaign for an 'at risk' building.		To produce a creative response to our campaign buildings to show at an exhibition.