



# Year 3: History



## Autumn Term – The Stone Age

### Enquiry: How *did life change for Ancient Britons during the Stone Age?*

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
Pupils should be taught about changes in Britain from the Stone Age to the Iron Age. Through studying maps, reconstructions, cartoons, posters, photographs and artefacts, our Year 3 historians will know that time is divided into history, prehistory and deep time. They will date the Stone Age correctly into prehistory and develop their understanding of why and how archaeologists must use artefacts to understand life in Stone Age Britain.	<ul style="list-style-type: none"> <li>➤ How time is divided into 'history', 'prehistory' and 'deep time'.</li> <li>➤ Why the Stone Age is part of 'prehistory'.</li> <li>➤ The three periods and dates of the Stone Age in Britain.</li> <li>➤ How archaeologists use artefacts to understand life in Stone Age Britain.</li> <li>➤ Why most Ancient Britons were hunter gatherers.</li> <li>➤ The difference between Stone Age winter and summer camps.</li> <li>➤ Why in the New Stone Age Ancient Britons began to build permanent settlements.</li> <li>➤ How and why life for Ancient Britons changed from the Old to New Stone Age.</li> </ul>	<p><b>Selecting</b> Choosing the information most suitable and relevant.</p> <p><b>Sequencing</b> Arranging events or artefacts in their correct time order.</p> <p><b>Comparing and contrasting</b> Finding similarities and differences in how people lived at different times.</p> <p><b>Reasoning and speculating</b> Forming ideas about something without firm evidence.</p> <p><b>Synthesising</b> Combining a range of ideas and facts from different sources.</p> <p><b>Explaining</b> Showing understanding of how or why something happened.</p>

#### Sequence:

The children will be building on knowledge gained in Key Stage 1 and in earlier Key Stage 2 units about the importance of artefacts to historians as they attempt to describe and explain the past. They will build on their knowledge of what an archaeologist is and how they go about investigating the past through the items that people have left behind. They will make the links about people and events that occurred in history and prehistory

## Spring Term - The Bronze Age

### Enquiry: What *is the secret of the standing stones?*

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.	<ul style="list-style-type: none"> <li>➤ The Bronze Age was the period between the end of the New Stone Age and the start of the Iron Age.</li> <li>➤ How bronze was made from smelting copper and tin.</li> <li>➤ Some ways in which the invention of bronze changed the lives of people.</li> <li>➤ Why metal workers who could smelt bronze had such high status in Bronze Age society.</li> </ul>	<p><b>Selecting</b> Choosing the information most suitable and relevant.</p> <p><b>Sequencing</b> Arranging events or artefacts in their correct time order.</p> <p><b>Comparing and contrasting</b> Finding similarities and differences in how people lived at different times.</p> <p><b>Reasoning and speculating</b> Forming ideas about something without firm evidence.</p>

	<ul style="list-style-type: none"> <li>➤ The significance of the artefacts buried with the 'Amesbury Archer'.</li> <li>➤ Why the 'Amesbury Archer' was given the richest burial known in Bronze Age Britain.</li> <li>➤ What a monument is.</li> <li>➤ Why Bronze Age people may have built so many stone circle monuments.</li> <li>➤ The design, layout and possible purpose of the stone monuments at Merrivale.</li> </ul>	<p><b>Synthesising</b> Combining a range of ideas and facts from different sources.</p> <p><b>Explaining</b> Showing understanding of how or why something happened.</p>
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Sequence:

The children will already know about how life changed for people in Britain during the Stone Age and the importance of the stone monuments they left behind. They will be building on knowledge gained in Key Stage 1 and in earlier Key Stage 2 units about the importance of artefacts to historians as they attempt to describe and explain the past. They will build on their knowledge of what an archaeologist is and how they go about investigating the past through the items that people have left behind.

**Summer Term – The Iron Age**

**Enquiry: How do artefacts help us to understand the lives of people in Iron Age Britain?**

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age. Using maps, reconstructions, photographs, artefacts and data, our Year 3 historians will know that the Iron age followed the Bronze Age. They will discover why and how iron was used, the purpose of hill forts and the significance of artefacts in helping us to gain a deeper insight into this period in history. They will find out that iron age tribes made votive offerings and consider why many modern day cultures and societies continue to make votive offerings today.</p>	<ul style="list-style-type: none"> <li>➤ That the Iron Age followed the Bronze Age.</li> <li>➤ How iron was smelted and made into tools and weapons.</li> <li>➤ How iron was a much more useful metal than bronze.</li> <li>➤ What an Iron Age tribe was.</li> <li>➤ Why Iron Age Britain was often a violent time.</li> <li>➤ The purpose and features of Iron Age hill forts.</li> <li>➤ Why so many hill forts were built in Britain during the Iron Age.</li> <li>➤ The features of a typical Iron Age roundhouse.</li> <li>➤ The significance of artefacts discovered in roundhouses and hill forts.</li> <li>➤ What a votive offering is.</li> <li>➤ Why Iron Age tribes may have made so many votive offerings.</li> </ul>	<p><b>Selecting</b> Choosing the information most suitable and relevant.</p> <p><b>Sequencing</b> Arranging events or artefacts in their correct time order.</p> <p><b>Comparing and contrasting</b> Finding similarities and differences in how people lived at different times.</p> <p><b>Reasoning and speculating</b> Forming ideas about something without firm evidence.</p> <p><b>Synthesising</b> Combining a range of ideas and facts from different sources.</p> <p><b>Explaining</b> Showing understanding of how or why something happened.</p>

Sequence:

Previously, the children will have learned about how life changed for people in Britain during the Stone Age and will have made comparisons between life in the Bronze Age and Stone Age eras. They will be

building on knowledge gained in Key Stage 1 and in earlier Key Stage 2 units about the importance of artefacts to historians as they attempt to describe and explain the past. They will build on their knowledge of what an archaeologist is and how they go about investigating the past through the items that people have left behind.