

Pudsey Bolton Royd Primary School History Long-Term Plan

Year 3

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>
Enquiry Questions		
Which period of the Stone Age would you rather live in and why? What makes Star Carr significant? (Mesolithic site) (NC Attainment Target: Pupils should be taught about changes in Britain from the Stone Age to the Iron Age)	How did life continue to change when people started to use metal in Britain? How far have we come?	
Outcomes		
Debate work/ Paragraph of work to explain answers with reasons. Children to complete a piece of written work to answer the EQ explaining the reasons for their choice.	Leaflet or other information text.	
Linked Texts		
Stone Age Boy by Satoshi Kitamura Stig of the Dump by Clive King (class novel) Stone Age, Bone Age by Mick Manning. Other useful resources-Archaeosoup.com, Cheddar man, Mozaweb	The Boy with the Bronze Axe by Kathleen Fidler.	
Linked Experiences		
Artefacts to be ordered from Starbeck.com Calverley woods – Mesolithic site/ Neolithic carved stones Ilkley Moor – Neolithic site – standing stones. PE orienteering units	Artefacts to be ordered from Starbeck.com PE orienteering units	
Overview		
(*advancement/Invasion/settlements) In the first couple of lessons, focus on chronology to build up an overview of the Stone to Bronze age; use a timeline to show the children that the Stone Age is split into three parts, but the Bronze and Iron age are not. Explain that the first thing that we need to do is to understand WHEN these different ages took place and how long they lasted. Introduce the terms ‘duration’ – how long something lasts; and ‘prehistory’ – the time before writing. Using the class timeline show where we are now. Show them how long they’ve been alive for and how tiny an amount of time that is on the timeline. Now show them when the Stone Age was and ask how long ago, they	(*advancement/Invasion/settlements) To understand when the Stone Age to the Iron Age was in context and the durations of each period. In this Bronze age specific topic the children will begin to understand that the Bronze Age isn’t split up, and therefore will be able to make links to their previous Stone Age focus. The children will be able to use comparative skills to understand the differences in tools from the Stone Age to Bronze Age. The children will learn where Bronze Age fits in relation to Stone Age using timelines. They will gain understanding of British tools and mapping where they were found.	

Pudsey Bolton Royd Primary School History Long-Term Plan

Year 3

<p>think that was – ‘think about how long you’ve been alive, is it a long time or not that long ago?’ Highlight that there were different civilisations living at the same time as people in Stone Age Britain, but in different parts of the world. We call this ‘living concurrently.’ This means that Britain wasn’t the ONLY place where people lived at this time.</p> <p>What BC means and how it is structured (larger number=further in the past), the names of those periods and their duration and position in terms of children’s previous knowledge (plot all on classroom timeline).</p> <p>To understand the significance of the achievements of Stone Age man and gain knowledge of names and dates.</p> <p>Defining the Stone Age and its different periods. The children will learn how to name and sequence the three periods of the Stone Age and understand that there were 3 Stone Ages-Palaeolithic (old stone age), Mesolithic (middle stone age), Neolithic (new stone age).</p> <p>They will gain understanding of British tools and mapping where they were found.</p> <p>Understand the changes in housing in this period of pre-history.</p> <p>To gain an understanding of the methods of food collection in prehistoric Britain.</p> <p>To understand the importance and forms of entertainment for people form prehistory</p> <p>To know about Starr Carr (Mesolithic).</p> <p>To know about Stonehenge – what is Stonehenge? How was it built? Children can discuss what THEY think it was used for and start to give reasons for their decisions using evidence they have found so far. (Stonehenge was constructed in several stages spanning from the Neolithic period to the Bronze Age)</p> <p>To understand the methods of food collection in prehistoric Britain</p>	<p>Understand the changes in housing in this period of pre-history.</p> <p>To gain an understanding of the methods of food collection in prehistoric Britain.</p> <p>To understand the importance and forms of entertainment for people form prehistory</p> <p>To understand how and why prehistoric people built megalithic structures</p> <p>To begin forming reasoned responses to historical enquiries Explain that during the Bronze Age, there were many ‘henges’ built, which are circles of wood or stone. Explain that we aren’t sure why they were built but there could be a few reasons.</p> <p>To know about and compare Skara Brae with modern housing. Explain that, even though Stone Age people weren’t as advanced as us today, they did start to live in small communities and build house-like structures, improving their lives. Explain that we are going to look at a well-preserved Stone Age/Bronze Age settlement off the coast of Scotland called Skara Brae.</p>	
---	--	--

Knowledge and/or Skills Covered

Pudsey Bolton Royd Primary School History Long-Term Plan

Year 3

<p>Start to frame questions and answers in historically valid ways (eg about change, about differences). Note connections over time. Date events to the year. note connections within and across periods, both those that they study and others they draw on independently. Start to comment on historical changes, including suggestions about cause and effect. Start to Explain the difference between primary and secondary sources. Independently select and use sources to satisfy their curiosity about the past. Start to show awareness that there are sometimes different versions of what happened. Explain how the past can often be interpreted to inform opinions. identify themes within and between topics Note connections within and across periods, both those that they study and others they draw on independently. Start to comment on historical changes, including suggestions about cause and effect. Start to identify themes within and between topics.</p>	<p>Start to frame questions and answers in historically valid ways (eg about change, about differences). Note connections over time. Date events to the year. note connections within and across periods, both those that they study and others they draw on independently. Start to comment on historical changes, including suggestions about cause and effect. Start to Explain the difference between primary and secondary sources. Independently select and use sources to satisfy their curiosity about the past. Start to show awareness that there are sometimes different versions of what happened. Explain how the past can often be interpreted to inform opinions. identify themes within and between topics Note connections within and across periods, both those that they study and others they draw on independently. Start to comment on historical changes, including suggestions about cause and effect. Start to identify themes within and between topics</p>	
National Curriculum Attainment Targets		
<p>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.</p>	<p>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.</p>	
Important Vocabulary		
<p>Ancient, civilisation, republic, exile, voyage, navigate, reign, majority, achievements, beliefs, society,</p>	<p>Ancient, civilisation, republic, exile, voyage, navigate, reign, majority, achievements, beliefs, society,</p>	

Pudsey Bolton Royd Primary School History Long-Term Plan

Year 3

population, tribe, rural/urban, primary/secondary, source, theory, myth/legend, folklore, narrate, saga, epic, survive, equivalent, necessary, theme, version, opinion, interpret.	population, tribe, rural/urban, primary/secondary, source, theory, myth/legend, folklore, narrate, saga, epic, survive, equivalent, necessary, theme, version, opinion, interpret.	
---	---	--

Pudsey Bolton Royd Primary School History Long-Term Plan

Year 3

<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Enquiry Questions		
What legacy did new discoveries and inventions in the stone, bronze and iron age leave on Britain? What does the evidence tell us about life in the bronze and iron age?		
Outcomes		
Answering the debate question giving reasons for their answers covering the whole study.		
Linked Texts		
Linked Experiences		
Herd Farm? PE orienteering units		
Overview		
<p>Iron Age. To understand the changes in societal structures from the Stone Age to the Iron Age</p> <p>To understand how religious beliefs changed from the Stone Age to the Iron Age</p> <p>To gain an understanding of the methods of food collection in prehistoric Britain.</p> <p>To understand the importance and forms of entertainment for people from prehistory</p> <p>They will gain understanding of British tools and mapping where they were found.</p> <p>Understand the changes in housing in this period of pre-history.</p> <p>To identify and compare key features of settlements from prehistory with today</p> <p>Iron Age Hill Forts and how these are different from neolithic houses and settlements. What is a</p>		

Pudsey Bolton Royd Primary School History Long-Term Plan

Year 3

<p>roundhouse? Iron Age tools. Understand continuity and change within the iron age period linked to tools. To demonstrate their understanding of the topic and the changes between periods of prehistory - finishing the topic on prehistory by settling a very important debate. Show the children the statement:</p> <p><i>The Iron Age was better than the Stone Age because nothing really happened!</i></p> <p>We need to decide whether to agree with it or disagree with it –discuss amongst themselves for a few minutes and write down both sides on some big sheets of paper – what happened in the Stone Age, what happened in the Iron Age?</p>		
Knowledge and/or Skills Covered		
<p>Start to frame questions and answers in historically valid ways (eg about change, about differences). Note connections over time. Date events to the year. note connections within and across periods, both those that they study and others they draw on independently. Start to comment on historical changes, including suggestions about cause and effect. Start to Explain the difference between primary and secondary sources. Independently select and use sources to satisfy their curiosity about the past. Start to show awareness that there are sometimes different versions of what happened. Explain how the past can often be interpreted to inform opinions. identify themes within and between topics</p>		
National Curriculum Attainment Targets		
<p>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.</p>		

Pudsey Bolton Royd Primary School History Long-Term Plan

Year 3

Important Vocabulary

Vocabulary:

Ancient,
civilisation,
republic,
exile,
voyage,
navigate,
reign,
majority,
achievements,
beliefs,
society,
population,
tribe,
rural/urban,
primary/secondary
source,
theory,
myth/legend,
folklore,
narrate,
saga,
epic,
survive,
equivalent,
necessary,
theme,
version,
opinion,
interpret.

Stone Age-Iron Age specific

pre-history,
hunter-gatherer,
Nomad,
Palaeolithic,
Mesolithic,
Neolithic,
Tribe,

Pudsey Bolton Royd Primary School History Long-Term Plan

Year 3

<p>Neanderthal, Homo sapiens, Pelt, Beaker, Celt, Bronze, Roundhouse, Hillfort, Quern, Smelting, Druid, Borer, domesticate,</p> <p>Vocabulary for chronology: During, while several (years), more recently, millennium, age, chronological, approximate, change, process, originate, trace.</p>		
--	--	--