

Subject: History	Year group: Year 3	Topic: Iron Age	Initiation & activation activities:
Prior knowledge required: 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; 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; significant historical events, people and places in their own locality.		Vocabulary: Key Vocabulary: BC/AD, decade, ancient, century, timeline, period, Brits, settlers, settlement, invaders/invasion, conquer(ed), combat, archaeologists, excavate, evidence, similarities/differences, information finding skills, historical information, historian, source, eye-witness account, source Challenging Vocabulary: specific reason, recent history, time difference, historical argument, point of view	
Programme of Study: Year 3 & 4*	Implementation:	Impact –lesson sequence:	Evaluations and assessments:
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; note connections, contrasts and trends over time and develop the appropriate use of historical terms; regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance; construct informed responses that involve thoughtful selection and organisation of relevant historical information; understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.	Changes in Britain from the Stone Age to the Iron Age This could include: <ul style="list-style-type: none"> <i>Iron Age hill forts: tribal kingdoms, farming, art and culture</i> Chronological understanding <ul style="list-style-type: none"> Can they describe events and periods using the words: BC, AD and decade? Can they describe events from the past using dates when things happened? Can they describe events and periods using the words: ancient and century? Can they use a timeline within a specific time in history to set out the order things may have happened? Can they use their mathematical knowledge to work out how long ago events would have happened? GD – <ul style="list-style-type: none"> Can they set out on a timeline, within a given period, what special events took place? Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain? 		

<ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • Britain's settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	<p>Knowledge and interpretation</p> <ul style="list-style-type: none"> • Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? • Can they begin to picture what life would have been like for the early settlers? • Can they suggest why certain events happened as they did in history? <p>GD –</p> <ul style="list-style-type: none"> • Can they begin to appreciate why Britain would have been an important country to have invaded and conquered? <p>Historical enquiry</p> <ul style="list-style-type: none"> • Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? • Can they use various sources of evidence to answer questions? • Can they use various sources to piece together information about a period in history? • Can they research a specific event from the past? • Can they use their 'information finding' skills in writing to help them write about historical information? • Can they, through research, identify similarities and differences between given periods in history? <p>GD –</p> <ul style="list-style-type: none"> • Can they begin to use more than one source of information to bring together a conclusion about an historical event? • Can they use specific search engines on the Internet to help them find information more rapidly? 		
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- Remainder of the Programme of Study is taught in Years 5 and 6 at receiving middle school.