

Subject: History	Year group: Year 3	Topic: Bronze Age	Initiation & activation activities:
<p>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.</p>		<p>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</p>	
<p>Key Concepts Covered: Change, Continuity, Causation, Significance, Similarity and Difference, Perspective, Sources, Chronology, Empathy</p> <p>Substantive Concepts Covered: Society, Agriculture, Settlement, Economy, Tribe, Trade, Migration, Society, Agriculture, Settlement, Economy, Tribe, Trade, Peace, War, Conflict, Religion, Natural resources, Power, Social class, Tribe, Trade, Technology</p>		Impact –lesson sequence:	Evaluations and assessments:
Programme of Study: Year 3 & 4*	Implementation:		
<p>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.</p>	<p>Changes in Britain from the Stone Age to the Iron Age This could include:</p> <ul style="list-style-type: none"> • <i>Bronze Age religion, technology and travel, e.g. Stonehenge</i> <p>Chronological understanding</p> <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? <p>GD –</p> <ul style="list-style-type: none"> • Can they set out on a timeline, within a given period, what special events took place? <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? 		

<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 	<ul style="list-style-type: none"> • 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.