| **History**  **Medium Term Planning**  **Year A**  **Class 3 – Year 3&4** | | | | | |
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|  | **Autumn Term** | **Spring term** | | **Summer Term** | |
| **Unit of work** | **Stone Age**  **Old & New Stone Age**  How did life change from the old stone age to the new stone age and how quickly did it happen? | **Bronze age - Iron Age**  Which was better bronze or iron?  Did all changes happen at the same time? | | **The Roman Empire & its Impact on Britain** | |
| **Key disciplinary knowledge** | **continuity and change**  **similarity, difference**  **interpretation** | | **continuity and change,**  **cause and consequence**  **historical significance** | | **continuity and change,**  **cause and consequence,**  **historical significance,**  **interpretation** |
| **Golden thread…**  **substantive knowledge** | **Settlement** | | **Settlement** | | **Settlement / cities/ rivers**  **Achievements**  **Travel / Transport**  **Diversity** |
| **Links to Prior Learning** | In KS1 children have learned about the UK countries and capital cities.  Children will have developed a strong basis of using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artefacts. They understand that there is a past within their living memory and a past beyond that. | | Children will be building on their knowledge of life in The Stone Age. They will learn new knowledge about the Bronze and Iron Age and compare each age – similarities and differences. | | In KS1 children have learned about the UK countries and capital cities this will be reviewed and built on.  Children will have developed a strong basis of using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artefacts. They understand that there is a past within their living memory and a past beyond that.  The children will be building on their previous knowledge of British history of The Stone, Bronze and Iron Ages. |
| **Links to Future Learning** | The start of civilisation is revisited in Ancient Egypt. Children compare timelines between BCE dates within the Egyptian civilisation and the Neolithic within Britain. Children begin to develop an understanding of monarchy and develop further their understanding of trade and its importance in establishing a kingdom.  Children’s understanding of empire is built upon later when they study the Greeks and the Romans. Children begin to have a full understanding of a monarchy and understand that this is at the head of an empire. Children will develop further the story of Rome from the point of Julius Caesar and the similarities between Greek and Roman culture.  Children will have developed their understanding of migration and know that people explored and invaded different places. Children will know that iron weapons are used to defend and trade with. Children will explore further the concept of settlement. | | Children will continue their knowledge of locational history through the ages. Applying historical knowledge and skills. Comparing and contrasting throughout the ages and the effect on modern Britain. | | Children have previously broadened their understanding of Britain in the past. They’ve studied timelines across the ages and the development of resources, trade links, settlements and empires and how this effects modern Britain as we know it today.  Children will go on to study the ancient culture of the Maya.  Children will find out how the Romans punished criminals in their topic of ‘Crime and Punishment’. |
| **Links to Geography** | **space,**  **environment (physical and human processes)**  **environmental impact/sustainability**  Children will build on map skills and locational knowledge.  They will gain knowledge of early settlements and types of settlement linked to the age of History.  They will learn about human and physical changes to early Britain. | | **space,**  **environment (physical and human processes)**  **environmental impact/sustainability**  Children will build on map skills and locational knowledge.  They will gain knowledge of early settlements and types of settlement linked to the age of History. These will be compared from Stone to Iron Age.  They will learn about human and physical changes to early Britain. | | **scale, space, place,**  **interconnections**  Types of settlements in Early Britain linked to History. Why did early people choose to settle there?  Types of settlement in modern Britain  Understand the difference between: hamlet, village, town and city (link to local study in history)  Understand how land-use patterns changed over time – link to earliest settlement  Understand geographical similarities and differences through the study of human and physical geography of a region of the |
| **5 essential knowledge and skills nuggets** | What are the misconceptions about the old stone age?  How is the stone age divided up and what does evidence from each age tell us?  Can we use artefacts to tell us about the stone age?  What was life like in the old stone age?  What was ‘new’ about the New Stone Age?  What can we learn from using an hands on approach to pre-history?  How and why is archaeology so important? | How can we find out about what was different in the Bronze Age?  What is the significance of the recent findings at Must Farm? | | The impact on the past and how this effects our modern Britain.  How have Romans shaped Britain?  What knowledge and understanding are the children able to apply to modern Britain.  Can the children recall events of Britain through the ages? | |
| **Progression of Learning in lessons-Objectives covered** | 1. Can I understand that the old stone age is misrepresented? 2. Can I compare different periods of time using evidence? 3. Do I understand the past is made up of different periods of time? 4. Can I use evidence to say how people lived during the Stone Age? 5. Can I identify what life was like in the old stone age? 6. Can I compare the Palaeolithic, Mesolithic and Neolithic ages? 7. Can I explain why archaeology is important. I can realise that our understanding about the Stone Age is changing as new archaeological evidence is found? | 1. Can I use artefacts to understand how people lived? 2. Can I use artefacts to explain what the Bronze age was? 3. Can I explain how settlements and the landscape had changed by the Iron Age? 4. Can I explain why our understanding of pre-history is constantly changing due to archaeological evidence? 5. Answer the overall Enquiry e.g. When was it better to live – Stone Age, Bronze Age or Iron Age? | | 1. Can I show events on a chronological Timeline relating to my past understanding of historical periods? 2. Can I say what Britain was like in 55 B.C. and why the Romans wanted to invade Britain? 3. Can I understand what changed between the Roman invasions in 55-54 BC and 43AD? 4. Can I say whether it was easy for the Romans to invade and explain the reasons, using evidence? 5. Can I use sources of information to investigate Hadrian’s Wall and say why the Roman Empire stopped here? 6. Can I say what impact the Romans had on the way Britons lived? 7. Trip to a local Museum for a workshop and look around a Roman gallery 8. Can I explain how we can find out about the Romans? 9. Can I explain why roads were so important to Roman Britain and their towns? 10. Can I say what impact the Romans had on the way Britons lived? 11. Extended writing as the assessment piece. Can I prepare and write a report on why the Romans invaded and what they left behind – their legacy? | |
| **Vocabulary** | Stone age, Prehistoric, Palaeolithic, Mesolithic, Neolithic, artefacts, archaeologist, primary source, secondary source, flint, hunter gatherer, Nomad, landscape, homes, clothes, tools, Neolithic, nomadic, domestication, Archaeologist, Finds, Evidence, garment, bone needle, artefact, hand axe | Neolithic, nomadic, domestication, Artefact, tin, copper, bronze, Bronze Age, must farm, interpretation, evidence, unknown, iron age | | Chronological, B.C/BCE, A.D./ CE, Latin, peninsula, Empire, Invasion, immigration, resources, trade, economy, Emperor, Imperial rule, Invasion, retreat, Conquer, Legion, army, Control, Power, Rule, Client, kingdom, Rebellion, Evidence, sources, Hadrian’s wall, Defence, Border, Control, Vindolanda, amphitheatre, forum, public baths, hygiene, sewage, court, markets, customs, Archaeology, primary sources, secondary , sources, bias, social class, roads, engineering, aqueducts, Impact, law, elect, citizen, peace, prosperity, economy, taxes, calendar, worship, legacy  impact, consequence | |
| **Personal Development** |  |  | |  | |
| **Quick Quiz** | * Can you be a Stone Age expert? * Can you explain how the Stone Age has affected modern Britain? * Can you talk about the Stone Age way of life? | * Can you become a Bronze to Iron age expert? * Can you explain the life of people in the Bronze age? What did they discover? * Can you explain life in the Iron age? What is the impact of their achievements on modern Britain? | | * What did the Romans do for Britain? * How did the Romans make an impact on Britain? * Who were the Romans? * What did the Romans introduce to Britain? * Can you become a Roman expert? (google drive) | |