

Learning journey	History	Prehistoric Britain	Year 3 (Spr 1st)	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary	
<p><b>Previously in Key stage 1, the pupils will have learnt about:</b></p> <ul style="list-style-type: none"> <li>- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality.</li> </ul> <p><b>Before the start of the unit they will be able to:</b></p> <p>Pupils should develop an awareness of the past, using common words and phrases relating</p>	<p><b>The pupils will know</b> about prehistoric life in Britain.</p> <p><b>They will know</b> which animals lived during the Ice age.</p> <p><b>The pupils will investigate</b> the different periods in the Stone Age</p> <p><b>They will study</b> what life was like in a Stone Age settlement.</p> <p><b>They will investigate</b> how the Bronze Age changed the way people lived.</p> <p><b>They will learn</b> about the Celts and discover what life was like for them</p> <p><b>Using an artefact box the pupils will look</b> objects and sources from the time to compare with the modern day.</p>	<p><b>In the Summer 2<sup>nd</sup> term</b> the pupils will go onto study <b>the Ancient Greeks.</b></p> <p><b>They will learn about</b> the cultural significance of democracy.</p> <p><b>The pupils will</b> contribute to discussions the similarities and differences of Athens and Sparta.</p>	<p>Evolve Prehistory Archaeologist Palaeontologist Timeline Artefacts Extinct Palaeolithic Era Mesolithic Era Neolithic Era Hunter-gatherers Neanderthals Doggerland Ivory Ore Bronze Brittle Trade Hoard</p>	<p>Ice Age Glaciers Extinct Extant Ivory Nomadic Millet Permanent Stonehenge Tribes Hillforts Iron Clans Roundhouse Celts Thatched</p>

to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

### NC coverage and HWJS skills development

#### National curriculum coverage for history

##### The pupils will:

- Develop a chronologically secure knowledge of British and world history
- Develop the appropriate use of historical terms
- Address and devise historically valid questions about change, cause, similarity, 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

##### Through the study of Prehistoric Britain, the pupils will:

- Understand how did Bronze age changed how humans lived
- Identify the differences between the periods *e.g. tool, settlements etc*

#### HWJS skills development

**Chronology:** Timeline comparison of durations / different periods

**Characteristic features:** Use of iron / settlement / Stone age box / artefacts

**Change and continuity:** Between periods e.g. tool, settlements etc

**Cause and consequence:** How did Bronze age change how humans lived?

**Historical enquiry:** History box / artefacts

### Knowledge organiser

Prehistoric Britain | Year Three | Autumn One

Map of Europe during the Ice Age		Prehistoric Animals			Vocabulary	
					1	<b>Homo sapiens</b> The scientific name for humans.
		Woolly Mammoth (Extinct)	Woolly Rhinoceros (Extinct)	Elk (Extant)	2	<b>The Ice Age</b> A very long period when the earth was extremely cold.
					3	<b>Palaeolithic Era</b> The early stone age. Humans used very basic tools.
					4	<b>Mesolithic Era</b> The middle stone age. Humans perfected their tools.
					5	<b>Neolithic Era</b> The new stone age. Humans began farming.
					6	<b>Neanderthals</b> Another type of human. They are now extinct.
					7	<b>Extinct</b> Animals that used to be alive but now they are all dead.
					8	<b>Torc</b> A piece of bronze jewellery.
					9	<b>Bronze</b> The first metal humans used.
					10	<b>Iron</b> A metal that is harder and stronger than Bronze.

  

Stone Age Tools	
Hand Axe	Hammer Stone
Spear	

  

Timeline
300,000 BCE: First Homo sapiens
50,000 BCE: Homo sapiens have full language
12,000 BCE: End of the Ice Age
4,000 BCE: People start farming in Britain
600 BCE: Iron Age begins
43 CE: Romans invade Britain
2019 CE: Present day

  

Timeline
40,000 BCE: First Homo sapiens in Britain
6,000 BCE: Britain becomes an island
2,000 BCE: Bronze Age begins
0 CE: Jesus Christ is born

Connections / deepening understanding	RADE	Assessment
<p><b>English</b> – Narrative - Stone Age Boy  Explanation – Stonehenge  Instructions – How to Wash a Woolly Mammoth  <b>DT</b> - Stonehenge – Wheels and axles</p>	<p><b>Promoting social development:</b></p> <p><b>Promoting cultural development:</b></p>	<p><b>The pupils will be assessed</b> through ongoing assessment using the retrieval practice activities at the start of each session.</p> <p><b>By the end of the unit</b> most pupils will be able to explain when the period was in history. Name 3 animals that lived in the Ice Age. Identify how the periods were different to each other. Understand what people used Bronze for. Understand why people led nomadic lifestyles.</p>