



History Year 3 Long Term Plan

Themes (Number of weeks/Term)	Stone Age Autumn 1	The Bronze Age Spring 1	The Iron Age and Local Study Summer 1
NC Content/ Coverage	Prehistoric Britain: The Stone Age	Changes in Britain from the Stone Age to the Bronze Age	Key changes from the Bronze to Iron Age
Substantive Knowledge/skills	● I can describe the sequence of the Stone Age and its three main periods: Palaeolithic, Mesolithic, and Neolithic ● I can describe the key events within the Stone Age. ● I can explain the key differences between these three periods, especially how life changed from hunter-gatherers to early farmers. ● I can explain how daily life was connected to the seasons and food supply. ● I can describe what hunter-gatherers ate ● I can describe how hunter-gatherers survived by hunting and gathering. ● I can describe what tools were made of and how they were used for things like making clothes. ● I can describe the features of Stone Age art, such as cave paintings, and explain its role in their society. ● I can name some important structures from the period, like Stonehenge, and talk about the theories of their purpose.	● I can describe what the Bronze Age was. ● I can explain that the Bronze Age happened after the Stone Age and before the Iron Age. ● I can understand that it is called the Bronze Age because people started using bronze for the first time, by mixing copper and tin together. ● I can explain that bronze was much stronger than stone, so people could now make sharper cutting tools, more useful farming tools and better weapons. ● I can explain that bronze could be melted and poured into moulds, which allowed people to create more shapes for tools and other items. ● I can explain that people began to live together in villages for protection and friendship. ● I can explain that the people in the Bronze Age built houses using materials like wattle and daub (a mixture of mud and straw with thatched roofs) ● I can explain the importance of farming in the Bronze Age ● I can name which crops were grown and which animals were raised. ● I can explain that Bronze Age people traded goods with other communities, what the goods were and why they were traded.	● I can describe what the Iron Age is. ● I can explain that people in the Iron Age discovered how to make tools and weapons from iron, which was harder and stronger than bronze. ● I can explain that iron was used to strengthen the wheel. ● I can describe how iron tools made farming much easier and helped more food to be grown, leading to bigger populations. ● I can explain that many people lived in forts on top of hills to be safe from attacks and that these forts were like small towns with wooden houses and were surrounded by earth and wooden walls. ● I can describe how people in the Iron Age lived in tribes, led by warrior kings and rival tribes fought using iron weapons. ● I can explain that the Celtic people were living in Britain during the Iron Age, and they were known as fierce warriors. ● I can describe what the people in the Iron Age ate. ● I can explain that the people in the Iron Age worshipped many gods and goddesses. ● I can explain that religious leaders were called druids and that they performed ceremonies.



		• I can explain that Bronze Age people used long wooden boats to travel by sea and learned to use horses and carts to get around and to transport goods • I know why the invention of the wheel was a major development during the Bronze Age and can describe this. • I can explain that <i>some</i> Bronze Age civilisations started to develop early forms of writing. • I know that Bronze Age people learned to irrigate their crops and can describe how.	• I can explain that people in the Iron Age might have played board games • I can describe what happened at the end of the Iron Age and that it ended in Britain when the Romans invaded in 43 CE. • I can explain which was the most impressive out of the Bronze Age (Appleby log boat) and the Iron Age. • I can name some important Iron Age discoveries near Scunthorpe and explain what these can tell us.
Disciplinary skills and knowledge	Constructing the past I can identify some details from within and across the Stone Age e.g. three of the main achievements of the people in the Neolithic period and provide some reasons for this selection. Sequencing the past I can group a range of images related to the Stone Age into the correct time periods and provide valid reasons why I have chosen this time period for most of the images. Change and Development/Similarity and Difference I can make valid statements about the main similarities, differences and changes within the Stone Age I can see the link between these changes and begin to identify types of change. I can demonstrate an awareness of the significance of these changes and the impact it had on life during the Stone Age. Cause and Effect I can describe some relevant causes for, and effects of, some of the key changes which took place during the Neolithic period and why these are important. Significance and Interpretations	Constructing the past I can identify some details from within and across the Bronze Age - e.g. the invention of tools and weapons made from bronze and why this was significant. Sequencing the past I can sequence the most significant events, objects, themes, periods and people from the Stone Age to the Iron Age, including some dates, labels and period names and terms - providing valid reasons why I have chosen this time period for most of the events, images etc.,. Cause and Effect I can describe some relevant causes for some key developments which took place during the Bronze age and what impact this had on life. I can demonstrate an understanding that some of the causes and/or effects are of particular importance, e.g. the impact that new materials and resources had on weapons/tools etc... Significance and Interpretations I can select what is most significant in a historical account such as the introduction of new tools, weapons and materials. I can give a valid reason why I have selected a particular aspect as being most significant. I can identify a number of ways in which two versions of the same account may differ	Change and Development/Similarity and Difference I can make valid statements about the main similarities, differences and changes within the time periods studied and how this has had an impact on our local area. I can see the link between these changes and begin to identify types of change. I can demonstrate an awareness of the significance of these changes and the impact it had on life during the time periods studied up to now. Planning and Carrying out a Historical Enquiry I can independently devise a range of historically valid questions for enquiry – e.g. What does our local area tell us about the changes made throughout history? I can answer these questions with detailed structured responses referring to specific sources of evidence. I can use a range of relevant historical terms.

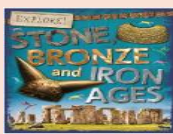


	I can select what is most significant in a historical account such as the introduction of tools and weapons. I can select what is most significant in cave paintings I can give a valid reason why I have selected a particular aspect as being most significant I can identify a number of ways in which two versions of the same account may differ. For example, a cave painting versus a Historian's interpretation. I can explain why the two accounts of the same event might differ, e.g. in the story of the Amesbury Archer. I can identify ways in which the interpretations are the same and also different. I can provide a reason why the sources may differ Using Sources as Evidence I know what archaeologists do and how they use artefacts to learn about the past. I can understand how sources can be used to answer a range of historical questions, e.g. 'Do you think the Stone Age was a dangerous time to live?' I can explain how some sources may be more useful than others in answering certain historical questions.	I can identify a number of ways in which the interpretations are the same and also different. I can provide a reason why the sources may differ Planning and Carrying out a Historical Enquiry I can independently devise a range of historically valid questions for enquiry – e.g. What was the most important invention in the Bronze Age? I can answer these questions with detailed structured responses referring to specific sources of evidence. I can use a range of relevant historical terms. Using Sources as Evidence I can understand how sources can be used to answer a range of historical questions. I can be aware that some sources may be more useful than others in answering certain historical questions.	
Teaching Sequence	L1- I can describe the Stone Age periods and their key events. L2- I can explain how the Palaeolithic hunter-gatherers survived and adapted to the seasons. L3- I can explain how life changed from hunter-gatherers to farmers across the Neolithic Period. L4- I can describe Stone Age tools and their uses.	L1- I can describe the Bronze Age and when it happened. L2- I can explain how bronze improved tools, farming and weapons. L3- I can explain how Bronze Age people lived together in villages and built their homes. L4- I can explain Bronze Age farming, including crops and animals. L5- I can describe how Bronze Age people traded and travelled by sea.	L1- I can describe the Iron Age and how iron improved farming tools and weapons. L2- I can explain how Iron Age people lived in tribes and hill forts for protection. L3- I can describe the diet of Iron Age people. L4- I can describe the role of the Celts in Britain and explain what made them strong warriors. L5- I can describe Iron Age beliefs and entertainment.



	L5- I can recognise the features of Stone Age art, such as cave paintings, and understand its role in their society. L6- I can describe Stonehenge and explain theories about its purpose.	L6- I can describe how the wheel changed travel and transport in the Bronze Age.	L6-I can describe the end of the Iron Age and what discoveries tell us about life at the time.
Key vocabulary	prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, archaeology, flint, flintknapping, Ice Age, forage, hunter-gatherer, domesticated, settlement, primitive	smelting, bronze, ore, status, archer, torc, marine archaeology, Tribe, wattle and daub, roundhouses, fort.	Hillfort, warrior, settlement, fortification, agriculture, metalwork, tribal leader, ancestor, Celtic, trade, pottery, ritual
Additional/ Cross Curricular and continuous Opportunities	Children will be regularly asked to place each of the periods and key events on a history timeline. Similarly, when studying significant people and events through other curriculum areas, children will be asked to place these on the timeline. At the start of each History unit, there will be a short retrieval quiz to retrieve key learning from previous units. Each unit will link to Geography through the exploration of maps linked to settlements and/or key events. During the local History and Geography local study unit in Y5, children will be expected to recall their knowledge of the Iron Age.		
Commentary: Why are we teaching what we are teaching, in the order we are teaching it? What does each unit build on/prepare children for? How are resources and skills changing over time?	This is our initial unit as children have a natural interest in this and, as such, it is a good 'hook' into their history learning which starts with Stone Age week. It builds upon the units taught across the EYFS and KS1 where the children were introduced to key historical vocabulary and events, extending this knowledge to explore pre-history and its chronology. Building upon the children's experience in Y2, of asking simple questions to explore the past, this unit develops pupils' skills of formulating and answering more complex questions using sources. Children will learn concepts such as dates, time-period, lifestyles, era, change and chronology. This prepares learners for their units on the Bronze and Iron Age as these events flow on as a chronological sequence in terms of the development of early man's survival. Pupils need to develop an in-depth understanding of chronology to be able to form their own hypotheses in Y5, so this unit also helps them to begin to understand the	Following chronologically from the Stone Age, this unit allows pupils to deepen and apply their understanding of prehistory by exploring how developments in materials and technology led to significant changes in human life. This unit builds directly on pupils' secure understanding of chronology by sequencing the Stone, Bronze and Iron Ages, using period names, dates and key features to justify their reasoning. Children will develop their ability to construct the past, understand cause and effect and begin to understand the concept of historical significance by identifying significant developments and drawing more in-depth conclusions about their impact on this and future time periods. Building on their prior experience of asking historical questions, pupils are supported to independently devise historically valid enquiries and answer them using a range of sources, recognising that some evidence is more useful than others. This unit leads naturally into the Iron Age study, as pupils are already equipped to compare materials, technology and ways of life, enabling them to understand why iron replaced bronze and how this transition further transformed society,	This unit builds purposefully on the historical skills developed through the Stone and Bronze Age units, enabling pupils to apply and refine their understanding of chronology, change and continuity across periods of prehistory. Pupils are now able to independently sequence and compare developments across the three time periods explored, using correct terminology and increasingly precise language. Pupils will build on their emerging understanding of historical significance by making supported judgements about which period or development was most impressive, drawing on evidence to justify their reasoning. Using local archaeological evidence, pupils further develop their ability to use sources as evidence and recognise what sources can and cannot tell us about the past. By concluding with the end of the Iron Age and Roman invasion of Britain, the unit reinforces pupils' understanding of periods of transition and prepares them to engage with more complex historical enquiry and comparative judgements as they begin their Y4 Roman Britain unit. All these Y3 units develop children's chronological skills ready for Y4 and into KS3 where they will be sequencing



	importance of seeking relevant sources when researching with a hypothesis in mind. This unit of work also further extends pupils' understanding of world history.	leading to further developed reasoning and comparison of periods of time.	more complex time periods and considering change and continuity in greater depth.
Adaptations for LA pupils	•Simplify tasks to focus on collecting less information. •Provide with templates, word banks and writing frames. • Pre-teach vocabulary • Use BBC Bitesize animations to support understanding • Use the picture book 'Stone Age Boy' as a hook into the topic and a way of introducing key vocabulary •Work in mixed ability pairs	•Children can use word banks or vocabulary cards. •Simplify tasks to focus on collecting less information. •Provide with templates and writing frames. •Work in mixed ability pairs • Pre-teach vocabulary • Use BBC Bitesize animations to support understanding • Provide sentence starters to support description and comparison	•Simplify tasks to focus on collecting less information. •Provide with templates and writing frames. •Work in mixed ability pairs • Pre-teach vocabulary • Use BBC Bitesize animations to support understanding • Provide sentence starters to support description and comparison
Adaptations for GD pupils	• What was the most important of the 3 ages we have studied and why? • Can they begin to use more than one source of information to bring together a conclusion particularly when some sources are conflicting?	• Compare a Bronze Age roundhouse with your home today. What are three similarities and three differences? • Bronze Age villages were usually near water sources. Why might this have been important? • Why do you think the invention of the wheel helped Bronze Age villages grow and become more successful?	• Why might a tribe choose to build a hillfort on top of a hill instead of on flat land? • If you were an Iron Age farmer, how could stronger iron tools improve your daily life? • Why do archaeologists often learn more from objects left behind than from written records when studying the Iron Age?
Resources/ approaches	• Visit to Creswell Craggs • Visit to Normanaby Hall- Stone Age and Early Cultures workshop • Use resources from Rising Stars and Oak Academy e.g. The Stone Age unit (RS) and Stone Age Britain: what do archaeologists think they know about it? (OA)	• Use resources from Rising Stars and Oak Academy the Bronze Age and the Iron Age (RS) and Bronze and Iron Age Britain: how did life change during this time? (OA) • Visit to N Lincs Museum to view Bronze Age artefacts (primary sources) • Murton Park- Prehistoric Day  	• Visit to N Lincs Museum to view Iron Age artefacts (primary sources) • Use resources from Rising Stars and Oak Academy e.g. The Bronze Age and the Iron Age (RS) and Bronze and Iron Age Britain: how did life change during this time? (OA) 



			
Career links	Field Archaeologists, Heritage officer, Museum Curator, History Teacher, Genealogist, Archivist, Paleoanthropologist, Finds Specialist, Experimental Archaeologist		