

Our Intent is: To support our children’s knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.



Forton Primary School History

**Clougha Class
Summer 1
Year A**

N.C. LINKS:
Pupils should be taught about:
Changes in Britain from the Stone Age to the Iron Age.

Etymology - "astronomy, astrology, scientific or occult study of heavenly bodies," from Old French *astrenomie*

Vocabulary:



Archer, Journey to Stonehenge by Jane Brayne

**Subject
Specific**

**Chronological
Understanding**

**Knowledge
and
Interpretation**

**Historical
Enquiry**

**Key Concept: MIGRATION Bronze Age –
Travel and the Amesbury Archer**

Key Questions: How did Britain change from the Stone Age to the Iron Age? Who was the Amesbury Archer?

Unit Overview:

To know where the Amesbury Archer had travelled from. What does the location of his grave and all the artefacts that were found with him tell us as archaeologists?

Britain, Stone Age, Bronze Age, Iron Age, Palaeolithic, Mesolithic, Neolithic, ancient astronomy, solstice, Stonehenge,

BCE, Before Common Era, CE Common Era, AD, Anno Dominates, order, timeline, ancient

Influence, important figures, influence, artefacts, legacy, effects

Archaeologists, understand, past, sources, period, research, first hand evidence, historian, second hand evidence, similarities,

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	religious ceremony,			differences, century
<p>Chronological Context:</p> <p>Palaeolithic Period (The Old Stone Age) – around 3,000,000 BC. Early humans used simple stone tools with sharp edges.</p> <p>Mesolithic Period (The Middle Stone Age) – around 10, 000 BC. Humans were hunter-gatherers and constantly on the move in order to stay warm and safe.</p> <p>Neolithic Period (The New Stone Age) – around 4500 – 2400 BC. Farming developed and villages were built.</p> <p>Stone Age – 15 000 BC – 3000 BC</p> <p>Bronze Age – 3000 BC – 800 BC</p> <p>Iron Age – 800 BC – AD 43</p> <p>Ancient Rome – 800 BC – AD 43</p> <p>Ancient Greece – 776 BC – 146 BC</p>	<p>bone marrow, earthwork, flint, hunter- gatherer, prehistoric, farming, shelter weapons, tools, stone, arsenic bronze, bronze, copper, smelt, tunic, urn, migrated, roundhouse, chronology, chronological order, timeline, Amesbury, Amesbury Archer,</p>			
. New Knowledge Progression:	Building on Prior learning KS1:		Building on Prior learning when B follow A:	

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- Children will learn how Britain changed from the Stone Age to the Iron Age.
- They will learn how people lived during these different periods and how they survived.
- Know about the different materials they used to make tools, weapons and crafts.
- Children will use historical sources to understand who the Amesbury Archer was and where he had travelled from.

Understand what a significant person in history is.
Sequence events that happened during Learie Constantine's life.
Explain the impact Learie Constantine had on Black History.
Understand where Learie Constantine fits into the chronology of history.

- New theme of MIGRATION

Key Skills (Disciplinary)

Chronology

- Use some dates and historical terms when ordering events and objects.
- Explore trends and changes over time.
- Use dates and historical terms when ordering events and objects.
- Identify where people and events fit into a chronological framework.
- Explore links and contrasts within and across different periods of time.

Events, people and changes

- Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.

Interpretation, Enquiry and Using Sources

- Use sources to address historically valid questions.
- Recognise that our knowledge of the past is constructed from different sources of evidence.
- Recognise how sources of evidence are used to make historical claims.
- Identify historically significant people and events in different situations

Communication

Our Intent is: To support our children's knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.

- Discuss some historical events, issues, connections and changes.
- Select and organise historical information to present in a range of ways.
- Use relevant historical terms and vocabulary linked to chronology.
- Discuss significant aspects of, and connections between, different historical events.
- Select and organise relevant historical information to present in a range of ways.
- Use relevant and appropriate historical terms and vocabulary linked to chronology.
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Sequence of Lessons:

1. LO – To explain how people survived during the Stone Age.
2. LO – To identify how life changed for people during the Stone Age.
3. LO - To describe some ways how life changed from the Stone Age to The Iron Age.
4. LO – To use historical sources to tell us about the past.
5. LO – To explore the use of artefacts found with a Stone Age man.

Enhancements: Ribchester Roman Museum

End of Unit Outcome: To write a non-chronological report all about the Stone Age to the Iron Age. Include information and facts about The Amesbury Archer.

Oral Assessment:

How did Britain change from the Stone Age to the Iron Age?

Who was the Amesbury Archer?

How did people survive during the Stone Age?

How did life change for people during the Stone Age?

Can you describe some ways about how life changed from the Stone Age to The Iron Age?

What historical resources to tell us about the past?