


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

<p>Pendle Class Summer 1&2 Year A</p>	<p>N.C. LINKS: Pupils should be taught about: Changes in Britain from the Stone Age to the Iron Age.</p>			
<p>Etymology – pre historic- 1660s, "of or belonging to history</p>	<p>Vocabulary:</p>			
<p> Iron Age. Found! by Moira Butterfield</p>	<p>Subject Specific</p>	<p>Chronological Understanding</p>	<p>Knowledge and Interpretation</p>	<p>Historical Enquiry</p>
<p>Key Concept: CIVILIZATIONS <u>Iron Age – Farming and Culture</u></p> <p>Key Question: How did life in Britain change from the Stone Age to the Iron Age?</p>	<p>Iron Age Prehistoric Archaeologist Celts Hillfort Wattle Daub Bronze Britons Tribe Farmers Village King Queen</p>	<p>BCE, Before Common Era, CE Common Era, BC Before Christ, AD Anno Domini, describe events, dates, century, ancient, decade, timeline, chronology. Chronological</p>	<p>Summarise events, describe, period, compare. Contrast, change, significant events, consequences</p>	<p>Artefact, understand, present, past, argument, debate, reasoned point, evidence, different experiences, primary sources, secondary</p>
<p>Unit Overview: To know how the adoption of iron directly impacted agricultural methods, artistic expression and coincided with the spread of the written word.</p>				

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<p>Chronological Context:</p> <p>2500BC Bronze Age begins.</p> <p>1500BC end of the use of Henges (like Stonehenge)</p> <p>800BC Iron Age begins.</p> <p>400BC Quern stone introduced.</p> <p>55BC Julius Caesar invades Britain.</p> <p>43AD Roman invasion of Britain – start of Roman Britain.</p>	<p>War Battle Warrior Woad Roundhouse Settlement Druid</p>	<p>order, long ago, millennium</p>		<p>sources, points of view</p>
<p>New Knowledge Progression:</p> <ul style="list-style-type: none"> • Understand how people survived during the Stone Age. • Know how life changed for people during the Stone Age. • Understand how we know about life in the Stone Age. • Understand ways in which life changed from the Stone Age to the Bronze Age. 	<p>Building on Prior learning from Clougha:</p> <ul style="list-style-type: none"> • Children will learn where the location of Egypt is in the world and about the River Nile. • They will learn about the importance of the Nile and how it helped Egyptian agriculture. • Find out about the different types of farming during different seasons. • How the flooding of the Nile helped develop Egyptian agriculture . 			

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- Understand what we know about Britain's prehistoric tombs and monuments.
- Know about the lives of the Celtic tribes in Iron Age Britain.

Key Skills (Disciplinary)

Chronology

- Use dates and appropriate historical terms to sequence events and periods of time.
- Identify where people, places and periods of time fit into a chronological framework.
- Describe links and contrasts within and across different periods of time including short-term and long-term time scales.
- Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.

Events, People and Changes

- Describe key aspects of a non-European society such as the early Islamic civilisation.

Interpretation, Enquiry and Using Sources

- Use a wider range of sources as a basis for research to answer questions and to test hypotheses.
- Recognise how our knowledge of the past is constructed from a range of sources.
- Evaluate sources and make simple inferences.
- Choose relevant sources of evidence to support particular lines of enquiry.
- Regularly address and sometimes devise historically valid questions and hypotheses.
- Give some reasons for contrasting arguments and interpretations of the past.
- Describe the impact of historical events and changes.

Communication

- Use appropriate vocabulary when discussing and describing historical events.
- Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.
- Choose relevant ways to communicate historical findings.
- Acknowledge contrasting evidence and opinions when discussing and debating historical issues.

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- Use appropriate vocabulary when discussing, describing and explaining historical events.
- Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.
- Choose the most appropriate way of communicating different historical findings.
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Sequence of Lessons:

1. To explain how people survived during the Stone Age.
2. To identify how life changed for people during the Stone Age.
3. To explore how we know about life in the Stone Age.
4. To explore ways in which life changed from the Stone Age to the Bronze Age.
5. To explore what we know about Britain's prehistoric tombs and monuments.
6. To understand about the lives of the Celtic tribes in Iron Age Britain.

Enhancements:

Exploring Iron Age tools – online – BBC Bitesize

End of Unit Outcome:

Iron Age pottery

Oral Assessment:

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

How did people survive during the Stone Age?

How did life change for people during the Stone Age?

How do we know about life in the Stone Age?

How did life change from the Stone Age to the Bronze Age?

What do we know about Britain's prehistoric tombs and monuments?

What do we know about the lives of the Celtic tribes in Iron Age Britain?