

## Stone Age to the Iron Age

“The Lord God formed man of the dust of the ground and breathed into his nostrils the breath of life.”-Genesis 2:7-9

**Year** Year 3/4

**Term** Autumn 1

**Subject** History

<b>National Curriculum Coverage</b>	Pupils should be taught about: <ul style="list-style-type: none"><li>Changes in Britain from the Stone Age to the Iron Age</li></ul>	
<b>Key Vocabulary</b>	Pre-history Stone Age Bronze Age Iron Age Hunter Gatherer Hillfort Skara Brae	
<b>Lesson overview/ Substantive Knowledge</b>	<b>Disciplinary Knowledge</b>	
	<b>Second Order Concept</b>	<b>Historical Skills</b>
<b><u>Lesson1: Stone age – Iron Age Key dates</u></b>	<ul style="list-style-type: none"><li>Chronology</li><li>Evidence and Enquiry.</li></ul>	Year 3 I can place the time studied on a time line. I can use dates related to the passing of time. I can sequence events or artefacts.  Year 4 I can place events from the period studied on a time line. I can use terms related to the period and begin to date events. I can understand more complex terms eg BC/AD.
<b><u>Lesson 2: The development of weapons and tools.</u></b>	<ul style="list-style-type: none"><li>Evidence and Enquiry.</li></ul>	Year 3 I can identify reasons for and results of people's actions. I can find out about everyday lives of people in time studied. I can use dates related to the passing of time. I can describe events and periods using the words: BC, AD and decade.  Year 4  I can identify key features and events of time studied. I can look at the evidence available and interpret ideas. I can use evidence to reconstruct life in the time studied.



<b><u>Lesson 3: Hunter-gatherers</u></b>	<ul style="list-style-type: none"> <li>• Evidence and Enquiry</li> <li>• Interpretations</li> </ul>	<p>Year 3</p> <p>I can observe small details - artefacts, pictures.</p> <p>I can use a range of sources to find out about a period.</p> <p>I can distinguish between different sources and evaluate their usefulness.</p> <p>Year 4</p> <p>I can use evidence to build up a picture of a past event.</p> <p>I can look at the evidence available and interpret ideas.</p> <p>I can look for links and effects in the time studied.</p>
<b><u>Lesson 4: The significance of Skara Brae</u></b>	<ul style="list-style-type: none"> <li>• Evidence and Enquiry</li> <li>• Continuity and change.</li> </ul>	<p>Year 3</p> <p>I can identify and give reasons for different ways in which the past is represented.</p> <p>I can find out about everyday lives of people in time studied.</p> <p>I can compare with our life today.</p> <p>Year 4</p> <p>I can use terms related to the period and begin to date events.</p> <p>I can use evidence to reconstruct life in the time studied.</p> <p>I can identify key features and events of time studied.</p> <p>I can offer a reasonable explanation for some events.</p>
<b><u>Lesson 5: Daily life during the Iron Age.</u></b>	<ul style="list-style-type: none"> <li>• Continuity and change</li> <li>• Evidence and enquiry</li> </ul>	<p>Year 3</p> <p>I can compare with our life today.</p> <p>I can find out about everyday lives of people in time studied.</p> <p>I can understand why people may have had to do something.</p> <p>I can use a range of sources to find out about a period.</p> <p>Year 4</p> <p>I can offer a reasonable explanation for some events.</p> <p>I can look at the evidence available and interpret ideas.' I can observe connections, contrasts and trends and interpret these.</p> <p>I can use evidence to build up a picture of a past event.</p>
<b>Lesson 6: Assessment: How did life change from the Stone Age to the Iron Age?</b>		
<b>Previous knowledge</b>	<b>Current Year</b>	<b>Future learning</b>
<b><u>KS1</u></b>	<ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will build a greater chronological understanding of British</li> </ul>



<ul style="list-style-type: none"><li>• Pupils have developed an understanding of chronology through their own personal timelines and history.</li><li>• Pupils have explored significant moments and inventions and how these can impact the future e.g. transport, The Great Fire of London, Queen Victoria.</li><li>• Pupils have started drawing comparisons between historical times and today, and raising their own enquiry questions.</li></ul>	<ul style="list-style-type: none"><li>• Understand what is meant by Pre-Historic (before written records).</li><li>• Explore ways we have found out about pre-historic Britain through archaeological sites and artefacts.</li><li>• Learn how pre-historic man moved from Nomadic hunter-gatherers towards farming and becoming more settled tribes.</li></ul>	<p>history from the Roman Invasion through to the Anglo-saxon and Viking struggle for power.</p> <ul style="list-style-type: none"><li>• Pupils will learn about early civilisations across the world and explore how these developed independently (Ancient Greeks/Egyptians/Early Islamic/Ancient Sumer)</li></ul>
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### Ancient Civilisations – Ancient Sumer

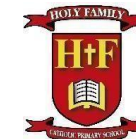
“This only have I seen that God made men upright, but they have been searching out all sorts of inventions.” Ecclesiastes 7:29

**Year** Year 3/4

**Term** Spring 1

**Subject** History

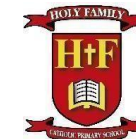
<b>National Curriculum Coverage</b>	Pupils should be taught about: <ul style="list-style-type: none"><li>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of one.</li></ul>		
<b>Key Vocabulary</b>	Ancient Civilisation Sumer Agriculture Cuneiform Ziggurat Invention		
<b>Cross Curricular Links</b>	Geography – Ancient Maps, rivers and settlement		
Lesson overview/Substantive Knoweldge	Disciplinary Knowledge		
	Second Order Concept	Historical Skills	
<b><u>Lesson 1: Who were the ancient civilisations?</u></b>	<ul style="list-style-type: none"><li>Chronology</li><li>Evidence and Enquiry.</li></ul>	<b>Year 3</b> I can place the time studied on a time line. I can sequence events or artefacts. I can use dates related to the passing of time. <b>Year 4</b> I can place events from the period studied on a time line. I can understand more complex terms eg BC/AD.	
<b><u>Lesson 2: What was daily life like in Ancient Sumer?</u></b>	<ul style="list-style-type: none"><li>Evidence and Enquiry</li><li>Similarities and differences.</li></ul>	<b>Year 3</b> I can find out about everyday lives of people in time studied. I can compare with our life today. <b>Year 4</b> I can use evidence to reconstruct life in the time studied. I can look for links and effects in the time studied. I can offer a reasonable explanation for some events.	



<b><u>Lesson 3: What was the Ancient Sumer system of writing and record-keeping?</u></b>	<ul style="list-style-type: none"> <li>Evidence and Enquiry</li> <li>Cause and consequence</li> </ul>	<b>Year 3</b> I can compare with our life today. I can distinguish between different sources and evaluate their usefulness. I can use evidence to reconstruct life in the time studied. <b>Year 4</b> I can use evidence to build up a picture of a past event. I can observe connections, contrasts and trends and interpret these. I can ask a variety of questions.
<b><u>Lesson 4: What were the Religious beliefs and practices of Ancient Sumer?</u></b>	<ul style="list-style-type: none"> <li>Evidence and Enquiry</li> </ul>	<b>Year 3</b> I can look at the evidence available and interpret ideas. I can use evidence to reconstruct life in the time studied. I can begin to evaluate the usefulness of different sources. <b>Year 4</b> I can communicate my knowledge and understanding. I can use evidence to build up a picture of a past event. I can describe events and periods using the words: BC, AD and decade.
<b><u>Lesson 5: Technological advancements in Ancient Sumer and their impact.</u></b>	<ul style="list-style-type: none"> <li>Cause and Consequence</li> <li>Interpretations</li> </ul>	<b>Year 3</b> I can identify key features and events of time studied. I can ask historically valid questions. I can study change through the lives of significant individuals - WWII. <b>Year 4</b> I can identify key features and events of time studied. I can look for links and effects in the time studied. I can communicate my knowledge and understanding.
<b><u>Lesson 6: The end of the Ancient Sumer and their biggest achievements including assessment. – Information text</u></b>		
Previous knowledge	Current Year	Future learning
<ul style="list-style-type: none"> <li>Pupils would have developed their chronological understanding in <b>KS1</b> and learnt how things can change and develop over time such as toys, holidays and</li> </ul>	<ul style="list-style-type: none"> <li>Develop their historical language and understand what is meant by the terms 'ancient' and 'civilisation'.</li> </ul>	<ul style="list-style-type: none"> <li><b>Year 3</b> will learn about another ancient civilisation – The Ancient Egyptians and will be able to compare and deepen their understanding of ancient writing</li> </ul>



<p>transport. As well as how significant inventions have influenced our lives today.</p> <ul style="list-style-type: none"><li>• Pupils will have learnt about early man in the stone age to iron age time period which will allow them to draw comparisons and understand how people developed into 'civilisations' and the impact of agriculture in moving away from being 'hunter-gatherers.'</li><li>• <b>Year 4</b> pupils will have also learnt about another ancient civilisation – The Ancient Egyptians and will be able to compare and deepen their understanding of ancient writing developments, religious beliefs and the structure of society.</li></ul>	<ul style="list-style-type: none"><li>• Know that there were several 'ancient civilisations' developing around the world during a similar time period.</li><li>• Know that the Ancient Sumers are considered to be the first civilisation.</li><li>• Draw comparisons between the daily lives of the Ancient Sumer and life today.</li><li>• Know how and why the Ancient Sumers developed the earliest form of writing known as 'cuneiform.'</li><li>• Learn about some of the important inventions of the Ancient Sumers, what they were used for and how they have influenced life today.</li></ul>	<p>developments, religious beliefs and the structure of society.</p> <ul style="list-style-type: none"><li>• Pupils will learn about and draw comparisons between other non-european societies in history (The Mayans and Ancient Islamic Society).</li><li>• Pupils will develop their chronological understanding of how civilisations developed after this period through in depth studies of the Ancient Greeks and the Roman Empire, through to the direct impact these had on Great Britain.</li></ul>
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### Ancient Greece

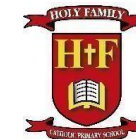
“I am under obligation both to Greeks and to barbarians, both to the wise and to the foolish.” – Romans 1:14

**Year** Year 3/4

**Term** Summer 1

**Subject** History

<b>National Curriculum Coverage</b>	Pupils should be taught about: <ul style="list-style-type: none"><li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li></ul>	
<b>Key Vocabulary</b>	<ul style="list-style-type: none"><li>• Greece</li><li>• Sparta</li><li>• Athens</li><li>• War</li><li>• Democracy</li><li>• Legacy</li><li>• Impact</li></ul>	
<b>Cross Curricular Links</b>	English – Writing opportunities Geography – exploring maps then and now.	
Lesson overview/Substantive Knoweldge	Disciplinary Knowledge	
	Second Order Concept	Historical Skills
<b><u>Lesson 1: Introduction to Ancient Greece – Timeline</u></b>	<ul style="list-style-type: none"><li>• Chronology</li></ul>	<b>Year 3</b> I can place the time studied on a time line. I can sequence events or artefacts.  <b>Year 4</b> I can use terms related to the period and begin to date events. I can understand more complex terms eg BC/AD.
<b><u>Lesson 2: Athens Vs. Sparta</u></b>	<ul style="list-style-type: none"><li>• Evidence and enquiry</li><li>• Similarities and differences.</li></ul>	<b>Year 3</b> I can find out about everyday lives of people in time studied. I can compare with our life today. I can understand why people may have had to do something. <b>Year 4</b> I can identify key features and events of time studied. I can use evidence to reconstruct life in the time studied.



<b><u>Lesson 3: Greek Democracy</u></b>	<ul style="list-style-type: none"> <li>Evidence and enquiry</li> <li>Historical Significance</li> </ul>	<b>Year 3</b> I can compare with our life today. I can identify reasons for and results of people's actions. I can begin to use the library, e-learning for research, ask and answer questions. <b>Year 4</b> I can identify key features and events of time studied. I can use evidence to build up a picture of a past event. I can use evidence to reconstruct life in the time studied.
<b><u>Lesson 4: Understand the impact of warfare in Ancient Greece.</u></b>	<ul style="list-style-type: none"> <li>Evidence and enquiry</li> </ul>	<b>Year 3</b> I can select and record information relevant to the study. I can observe small details - artefacts, pictures. I can distinguish between different sources and evaluate their usefulness. <b>Year 4</b> I can look for links and effects in the time studied. I can look at the evidence available and interpret ideas. I can begin to evaluate the usefulness of different sources.
<b><u>Lesson 5: Achievements and lasting legacy of key individuals in Ancient Greece.</u></b>	<ul style="list-style-type: none"> <li>Evidence and enquiry</li> <li>Interpretation.</li> <li>Significant Individuals.</li> </ul>	<b>Year 3</b> I can study change through the lives of significant individuals I can identify reasons for and results of people's actions. I can understand why people may have had to do something.  <b>Year 4</b> I can offer a reasonable explanation for some events. I can look at the evidence available and interpret ideas. I can identify key features and events of time studied.
<b><u>Lesson 6: Assessment.</u></b> What do you think is the biggest achievement of the Ancient Greeks and why?		
Previous knowledge	Current Year	Future learning
<b><u>Before Ancient Greece:</u></b> <ul style="list-style-type: none"> <li>Pre-historic Britain</li> <li>Stone age to the Iron Age – development of civilisations and more permanent settlements.</li> <li>Importance of other archeological sites e.g. Skara Brae, Stone Henge.</li> </ul>	<ul style="list-style-type: none"> <li>A timeline in the development of ancient Greece and key events during this time period.</li> <li>How Ancient Greece was split up and the key cities – Sparta and Athens.</li> <li>Similarities and differences between Athens and Sparta.</li> <li>How the Greeks developed democracy and the impact of that today.</li> </ul>	<b><u>After the fall of Ancient Greece:</u></b> <ul style="list-style-type: none"> <li>The Roman Empire and its impact on Great Britain.</li> </ul> <b><u>Democracy:</u></b> <ul style="list-style-type: none"> <li>Development of government in Britain</li> <li>The changing role of the Monarch</li> <li>Votes for Women (PHSE link also).</li> </ul>



**Year 4**

Pupils will have been introduced to the Ancient Greeks in the previous cycle and considered their impact in terms of society and the Olympics.

- The role of battle and warfare in Ancient Greece.
- Key figures from ancient Greece and their significant impact.