

Ashtree Primary School and Nursery Medium Term Plan for History

Year 3 Autumn Term – The Stone Age to The Iron Age

Prior Skill – Chronology – Year 2

- Pupils can mostly accurately order events they have learnt about from furthest away to most recent,
- Pupils can draw timelines,
- Pupils can make some comparisons between areas of study, identifying some similarities and some differences between them,
- Pupils know the important events in the moon landing and the names of the significant people involved including Neil Armstrong, Buzz Aldrin and Michael Collins, JoAnn Morgan, Mary Jackson.

Prior Skill - Enquiry – Year 2

- Pupils can ask simple questions when they are unsure and accurately answer most simple questions related to an area of study,
- Pupils can sometimes justify their answers using sources or stories,

Key Vocabulary – Druid, Hillfort, Hunter-gatherer, Mesolithic, Neolithic, Nomad
Palaeolithic, Prehistory, Roundhouse, Settlement, Tribe

Key Knowledge

Step 1 – To understand chronology and where the Stone Age, Bronze Age and Iron Age place in History.

Step 2 – To understand the Chronology of prehistoric Britain.

Step 3 – To understand key changes from Palaeolithic to Neolithic.
(Hunter/Gatherers to Settlements)

Step 4 – To highlight and understand the changes of society between different prehistoric periods.

Step 5 - To identify the changes and some reasons for the changes in housing and settlements between Stone and Iron Age Britain.

Step 6 - To identify that evidence from Prehistoric Britain is difficult to interpret and rare

Key Skills Black = Enquiry Red = Chronology

Step 1 - Pupils are beginning to develop their knowledge of chronology and with some accuracy can place periods of history they have learnt about on a timeline

Step 2 - Pupils know the order of the early time periods studied - Stone Age, Bronze Age and Iron Age.

Step 3 - Pupils are generally able to answer questions accurately related to the area of study, pupils can generally use sources to justify their answers

Step 4 - Pupils can ask simple questions to develop understanding and may be beginning to ask more in depth questions for their age to develop their understanding,

Step 5 - Pupils are generally able to answer questions accurately related to the area of study, pupils can generally use sources to justify their answers

Step 6 - Pupils can ask simple questions to develop understanding and may be beginning to ask more in depth questions for their age to develop their understanding,

Curriculum Enhancements

- Trip to the British Museum
- The use of sources of information including horrible histories for different angles of information (primary and secondary)

Misconceptions

- Number magnitude understanding – Timelines.
- Geographical knowledge – Link to Africa topic in Geography – Where is Egypt?
- Sources – Primary and Secondary.

Suggested Activities

S1 – Timeline link compared to other areas of History.

S2 – Focused timeline, looking at Palaeolithic, Neolithic and Mesolithic.

S3 – Comparison table between Palaeolithic and Neolithic periods.

S3 – To have a focused lesson looking at the settlement of Skara Brae.

S4 – Source based lesson looking at the changes during the prehistoric period.

S5 – Source based lesson focusing on settlement and housing changes from the Stone Age through to the Iron Age.

S6 – To look at the validity of sources focused on Prehistoric times and why we think they may be difficult to trust fully and why it is such a rare type of history to learn about.

This will lead to in Year 4 ...

Chronology:

Pupils are developing their knowledge of chronology and can place periods of history they have learnt about with increased accuracy on a timeline (British and local). Including placing areas studied in previous years on to a timeline.

Pupils can make links between areas of history they have studied, identifying similarities and identifying differences between them.

Pupils know the monarchs during the Tudor period

Enquiry

Pupils can ask questions to develop their understanding,

Pupils are able to answer questions accurately most of the time related to the area of study,

Pupils can use sources to justify their answers and are beginning to organise their responses,