

Cumwhinton School Curriculum - History Y3 AUT		
Year 3	NC Content	Britain from the Stone Age to the Iron Age Ancient Greece - a study of Greek Life and achievements and their influence on the western world. The Roman Empire and its impact on Britain

History

Abstract themes across history Historical Concepts Historical Methods Historical Perspectives


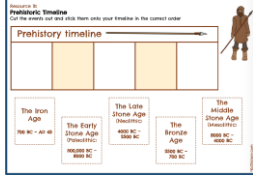
Mapping across the Year			
	AUTUMN	SPRING	SUMMMER
Abstract themes across history			The Roman Empire and its impact on Britain
Historical concepts		Ancient Greece - a study of Greek Life and achievements and their influence on the western world.	
Historical methods			
Historical Perspectives	Britain from the Stone Age to the Iron Age		

CONCEPTUAL SCHOOL AMBITION DRIVERS

	EYFS & KS1	LKS2	UKS2
AUT	Diversity	Fairness	Individuality
SPR	Truth	Change	Resilience
SUM	Responsibility	Equality	Sustainability

History - AUTUMN YEAR 3
HUMANITY - Fairness

Abstract themes across history **Historical Concepts** **Historical Methods** **Historical Perspectives**

	NC	CUMWHINTON CURRICULUM
<p>Finding out (Facts & knowledge)</p>	<p>Britain from the Stone Age to the Iron Age</p>	<p>1 - Look at a timeline split into 2 sections: BC and AD. Explain that these sections show the time before and after historians started recording history around the time of the birth of Jesus. Explain the term 'Prehistory'. Children to complete a timeline, using dates to put the dates into the correct place:</p>  <p>Explain that for this history topic we will be focusing on the BC section of this timeline and we will be learning about what Britain was like in that time. We call the earlier parts of this period prehistory because it was part of what happened before written records began. 'Pre' means before. In British history, the prehistoric period covers the whole of the BC section of the timetable and ends at AD 43 when the Romans successfully invaded. In books, children are to complete the prehistory timeline.</p>  <p>2 - Explain that the Stone Age is split into 3 main parts:</p> <p>Paleolithic - In the early part of the Stone Age, people were hunters and they found food by roaming from place to place in different seasons. Britain was joined to the mainland of Europe.</p> <p>Mesolithic - The middle Stone Age began at a time when sea levels rose and Britain became an island. During this period, tools were developed to become smaller and finer. The invention of canoes meant that people were better able to hunt for fish as well as animals</p> <p>Neolithic - In the late Stone Age, the way people lived changed a lot because they began to settle into farming villages instead of moving from place to place. People started to look after animals and grow their own crops.</p> <p>In the Mesolithic (middle Stone Age), hunter-gatherers lived in Britain. They roamed from place to place to find food and shelter. The changing British seasons meant that hunter-gatherers had to constantly move around to where food was at different times of year. People ate wild animals like deer, horses and rabbits. They would often eat the whole animal including everything including the blood, bone marrow and brain!</p> <p>Explore the very different roles of men and women in the communities. Was there fairness? Explain the assets and threats that hunter-gatherers had. Children to look around the school grounds for things that they could use to survive. Record these ideas into books.</p> <p>3 - Show examples of Stone Age cave art. What can you see? Why do you think historians find this important? (It gives us an indication as to what life was like). How do you think they were created? What tools would they use? Children to recreate their own Stone Age cave art.</p> <p>4 - Explain the sources of information historians have from the Stone Age. They help us to ask questions, know information and make deductions. Children to complete a table as exemplified using Stone Age not written sources to discuss (Norfolk footprints, arrowhead, cave painting)</p>



5 - Skara Brae. Show images and explain that this discovery is important because it shows a time when hunter gatherers stopped roaming and began to settle on farms...and it was found by accident due to a strong storm!

Children to write a Skara Brae factfile answering the following questions:

Where is it?

What is it?

When was it discovered?

Why is it important?

6 - Stonehenge. Take a virtual tour of Stonehenge. Explain its origins and the possible reasons given for its construction. Ask children to put the reasons studied in order from most to least likely.

7 - Why is bronze better than stone? Look at bronze, a mixture of two metals that can be melted and poured into moulds. Why would this be an advantage?

<https://www.bbc.com/teach/class-clips-video/discovering-metalwork-in-bronze-age-britain/zb8b47h> Watch video showing the smelting process and then create a flowchart showing the process.

8 - Discuss 'Grave Goods'. Archaeologists have dug up a number of these graves in Britain and they have found that the bodies were sometimes buried with a selection of grave goods, which are objects or artefacts that were buried alongside the person in the grave. It is likely that at the time people thought the objects would go with the owner to the next life.

These items can allow us to deduce information about who the person was, such as how powerful or wealthy they were. They can also tell us more about life in the Bronze Age. Children choose 5 items that they would have surrounding them to describe who they are.

9 - Iron Age hillforts. <https://www.bbc.com/bitesize/clips/zcfygk7> - Children to design their own hillfort. With no supermarkets, cars or online shopping, everything that you need must be grown or made within the hillfort including food, clothes, cooking pots and weapons for protection.

10 - Iron Age art. Look at Celtic designs and recreate.

Concluding
(Evaluating &
summarising)

What would you prefer to be? A nomad / hunter gatherer or a settler? Why? What are the benefits of your chosen way of life?
Were the roles given to members of community fair? (Gender roles)