

History medium term plan



Year group: **Y2/3**

Term: **Sapphires Year A Spring**

Topic/unit: NC ref: **Changes in Britain from the Stone Age to the Iron Age.**

Children make progress in:

**Evidence for knowledge/
understanding developed:**

Substantive knowledge: (What we want children to know and remember)
Knowledge of the types of resources peoples from the different ages could access.
Knowledge of the skills people in the different ages developed to allow them to survive and thrive.
What the main technological and agricultural developments were across the periods.
Knowledge of changing religious practices or burial practices.

Can explain that at first people only had natural materials to make shelters or clothes from e.g. wood, stone, bone, animal skins etc.
Knows that the change to farming marked the beginning of the Neolithic.
Can explain how metals improved farming and ways in which iron could be seen as better than bronze.
Knows that over a long period people were building Stonehenge, Avebury etc, but then stopped adding to them.
Can name some forms of burial, e.g. long barrow, cremation urns

Disciplinary knowledge: (Use HIAS AREs)

Characteristic features Y3 ARE

Can describe main features associated with the period/ civilization studied, mostly using period specific language.

Interpretation Y3 ARE

Can recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version.

Can identify differences and similarities between the different ages, especially in relation to the coming of farming and the use of first bronze, then iron and the impact of all of these.
Explains that as there is only archaeological evidence about these periods - no written accounts or pictures, knowing for sure about life so long ago is difficult.
Understands the issue of underestimating their worth 'Some people think they weren't clever because they didn't have machines, electricity and stuff.'

Key Question to drive the enquiry to promote children's progress:

How did life change between the Neolithic, Bronze and Iron Ages?

Knowledge specific vocabulary:

*A **glossary** is included on the CD and a **word bank** (same words as the glossary) is included on RS1*

Cross-curricular links:

Literacy, art, science (rocks/survival of people)

Resources/visits etc:

Stone, Bronze and Iron age loan collection from the History Curriculum Centre
Possible visits: Butser Ancient Farm

Assessment: WTS

Assessment: GDS