



Term 2

Unit Overview: LKS2 History

Stone Age to Iron Age

Enquiry Question – How did Britain change during Pre-History

<p>National Curriculum link: Changes in Britain from the Stone Age to the Iron Age.</p> <p>Chronology:</p> <ul style="list-style-type: none">- Know that history is broken into periods of time and that they fit together to form a narrative. Other periods of history happen concurrently in the world. <p>History Concepts:</p> <ul style="list-style-type: none">• Make connections between sources of evidence.• Draw conclusions from what they have learnt.• Understand there is a limited evidence base because there are no written records.• Understand the concept of change.<ul style="list-style-type: none">○ What has changed?○ When did it change?○ What was the impact of that change? <p>Historical Enquiry:</p> <ul style="list-style-type: none">- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.	<p style="text-align: center;">How did Britain change during Pre-History?</p> <p>Substantive knowledge: Concepts</p> <p><u>Settlement</u> <u>Civilisation</u></p> <ul style="list-style-type: none">- To understand that Pre-History is defined as three key periods: Stone Age, Bronze Age, Iron Age.- Understand that the Stone Age began around 2.5 million years ago- Explore how the Stone Age has been split into three distinct periods: Palaeolithic, Mesolithic, Neolithic. <p>Palaeolithic:</p> <ul style="list-style-type: none">• Know that Humans begin to evolve in this period.• Neanderthals: another species of human existed alongside.• People used simple stone tools and bone and wood.• Nomadic lifestyle: followed herds. Humans were hunter gatherers. <p>Mesolithic:</p> <ul style="list-style-type: none">• Humans were still hunter gathers and nomadic.• They used a greater range of tools called microliths (etymology): small and for refined purposes.• What they hunted changed as they began to stay more in one place. <p>Neolithic:</p> <ul style="list-style-type: none">• Settlement and farming develop.• People started to stay in one place rather than move around: This led to farming, food surplus, domesticated animals and a fundamental shift in way of life.• Monumental burial mounds called longbarrows were used because people stayed in one place. <p>Bronze Age:</p> <ul style="list-style-type: none">• This is the first use of metals as Britain is naturally rich in tin.• British trade with Europe began and led to the migration of the Beaker people from Eastern Europe to Britain.• Settlements grew in size.• Stonehenge built (Pyramid of Giza built at same time & Egypt was an established civilisation). <p>Iron Age:</p> <ul style="list-style-type: none">• Settlements continued to grow in size. Some communities lived in hillforts which ranged in size.	<p>Key Topic Vocabulary duration, period, change, AD/CE, BC/BC, Bronze Age, Stone Age, Iron Age, Hunter-Gatherer, longbarrow, culture, settlement, iron, tin,</p> <p>Phonics / polysyllabic words</p> <p>Chronology archaeology archaeologist artefact</p> <p>Etymology: “lithic” (meaning stone age)</p> <p>Key People</p> <p>Gloucestershire archaeologists Helen O’Neil and Elsie Clifford.</p> <p>Support: In order to access: Chronological Understanding:</p> <ul style="list-style-type: none">- Identify details from several themes, societies, events and significant people covered in local, national and global history.- Sequence some events, objects, themes, periods and people from topics covered.
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<ul style="list-style-type: none">- Understand how knowledge of the past is constructed from a range of sources.	<ul style="list-style-type: none">• There was a much greater use of metal weapons and a greater warrior culture and tribal kingdoms.• Territories expanded during this period. <p><u>Disciplinary Knowledge</u></p> <p><u>Continuity and change</u></p> <p><u>Significance</u></p> <ul style="list-style-type: none">❖ Understand chronological language and use timelines.❖ Make use of archaeological evidence to understand the time periods❖ Use evidence to draw conclusions as to what changes have occurred in the way people live.❖ Draw conclusions from archaeological sites and identify why Skara Brae was important.❖ Suggest the impact of changes over time.	<p><u>History Concepts:</u></p> <ul style="list-style-type: none">- Provide a reason why two accounts of the same event might differ.- Describe some relevant causes for, and effects on, some of the key events and developments covered. <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none">- Ask valid questions for enquiries and answer using a number of sources.- Understand how sources can be used to answer a range of historical questions. <p><u>Extend:</u></p> <p><u>Chronological Understanding:</u></p> <ul style="list-style-type: none">- Identify and describe a range of people, events and developments throughout the Ancient Egyptian period. <p><u>Historical Concepts:</u></p> <ul style="list-style-type: none">- Explain independently why a historical topic, event or person was distinctive or significant. <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none">- Independently devise significant historical enquiries to produce substantiated and focused responses.- Comment on the usefulness and reliability of a range of sources for particular enquiries.
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<p><u>Key Questions</u></p> <ul style="list-style-type: none"> ❖ Where does the Stone Age – Iron Age period fit into history? ❖ What does archaeological evidence tell us about Palaeolithic and Mesolithic man? ❖ How did life change in Britain in the Stone Age when people began to settle in farming communities like Skara Brae? ❖ How can artefacts found in Bronze Age burial sites give us information about what life was like in this period? 	<p><u>Prior learning:</u></p> <p>Children move from learning about individual events, the duration of people’s lives and key dates and other occasions marked such as Remembrance Day to understanding periods of history.</p> <ul style="list-style-type: none"> • In Year A, children studied Ancient Egypt and considered what their achievements allowed them to accomplish. • Explored trade in different ancient civilisations and different trade routes. Consider was trade was so significant for each civilisation. • Children looked at where the earliest civilisations settled and the physical features surrounding their settlements. 	<p><u>Future learning</u></p> <ul style="list-style-type: none"> • How did the invasion of Claudius bring the Iron age to an end in AD43? • How did world history during concurrent periods differ?
<p><u>Reading opportunities</u></p> <p>Stone Age Boy by Satoshi Kitamura</p> <p>The Boy with the Bronze Axe by Kathleen Fidler</p>	<p><u>British Values</u></p> <ul style="list-style-type: none"> • Rule of law: In History pupils examine different codes for living and consider the value of the rule of law where all people are equal before the law. • Tolerance: When comparing people during different time periods and how they lived, children will consider the effects of religion on their lives and the impact on society. • Democracy: Consider how Roman Empire might have used democracy and think about questions such as: Why is democracy important? What would it be like without it? Do we all get a ‘say’ in today’s society? <p><u>Christian Values</u></p> <ul style="list-style-type: none"> • Courage: Children will understand that all civilisations have influenced life today and all new ideas have shaped the world in some way. • Respect: Children will understand the culture of ancient civilisations and what important inventions and legacies they have left us in the modern world. • Trust: Children will have a sense of enjoyment and fascination when learning about themselves, others and ancient civilisations. They will appreciate that different societies have different beliefs and ideas. 	