



# All Saints CE Primary School and Nursery

## Medium Term Planning



Class teacher: Mrs Cooke Year group: 3 Term: Autumn 1 Subject: History - Stone Age to Iron Age

Lesson	Learning Goal (L.G.)	Brief outline of lesson content (or where this can be found/unit found in, if for example it is a published scheme such as Science, Kapow French or Music, Purple Mash computing)	Key Vocabulary covered
1	Explain how people survived during the Stone Age.	<p>Lesson 1 - Twinkl LKS2 - Adapted to suit class.</p> <ul style="list-style-type: none"> <li>Develop an awareness of changes in Britain from the Stone Age to the Iron Age.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Continue to develop a chronologically secure knowledge of British and world history, establishing clear narratives within and across the periods they study.</li> <li>Develop the appropriate use of historical terms</li> </ul>	<p>Chronological Evidence Justify Migration Hunter/gatherer <b>excavation</b> - the act or process of digging out artefacts <b>artefacts</b> - an object made by human beings <b>archaeologist</b> - somebody who finds out about the past by studying artefacts <b>prehistory</b> - a period in time before written history <b>Palaeolithic</b> - Beginning of the Stone Age (from Greek Palaios = ancient) <b>Mesolithic</b> - Middle Stone Age (from Greek Mesos = middle) <b>Neolithic</b> - End of the Stone Age (from Greek Neos = new) <b>Doggerland</b> - the area connecting Britain to Europe</p>
2	Identify how life changed for people during the Stone Age.	<p>Lesson 2 - Twinkl LKS2 - Adapted to suit class.</p> <ul style="list-style-type: none"> <li>Develop an awareness of changes in Britain from the Stone Age to the Iron Age.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Continue to develop a chronologically secure knowledge of British and world history, establishing clear narratives within and across the periods they study.</li> <li>Develop the appropriate use of historical terms. Note connections, contrasts and trends over time.</li> </ul>	<p>Settlements <b>Neolithic</b> - End of the Stone Age (from Greek Neos = new) <b>agriculture</b> - farming <b>domestication</b> - the adaption of wild plants and animals for human use</p>

3	Explore what we know about life in the Stone Age.	<p>Lesson 3 - Twinkl LKS2 - Adapted to suit class.</p> <ul style="list-style-type: none"> <li>• Develop an awareness of changes in Britain from the Stone Age to the Iron Age.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>• Develop the appropriate use of historical terms.</li> </ul>	<p>Sources Chronological <b>significant</b> - important Skara Brae Evidence Monuments Excavate</p>
4	Describe some ways life changed from the Stone Age to the Bronze Age.	<p>Lesson 4 - Twinkl LKS2 - Adapted to suit class.</p> <ul style="list-style-type: none"> <li>• Develop an awareness of changes in Britain from the Stone Age to the Iron Age.</li> <li>• Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>• Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Note connections, contrasts and trends over time.</li> </ul> <p>Develop the appropriate use of historical terms.</p>	<p><b>iron ore</b> - a rock which can be used to make iron <b>bronze</b> - an alloy metal made of molten tin and copper <b>deposit</b> - an area filled with natural resources like iron ore, copper ore or tin <b>alloy</b> - a substance made from mixing two or more metals <b>smelt</b>-to get the metal from ore by heating and melting <b>consequence</b> - something that happens as a result of an event or development</p>
5	To explore what archaeology has told us about Britain's prehistoric tombs and monuments.	<p>Lesson 5 - Twinkl LKS2 - Adapted to suit class.</p> <ul style="list-style-type: none"> <li>• Develop an awareness of changes in Britain from the Stone Age to the Iron Age.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Continue to develop a chronologically secure knowledge of British and world history, establishing clear narratives within and across the periods they study.</li> <li>• Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Develop the appropriate use of historical terms.</li> </ul>	<p>Tomb Monument</p>
6	Learn about the lives of the Celtic tribes in Iron Age Britain.	<p>Lesson 6 - Twinkl LKS2 - Adapted to suit class.</p> <ul style="list-style-type: none"> <li>• Develop an awareness of changes in Britain from the Stone Age to the Iron Age.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Continue to develop a chronologically secure knowledge of British and world history, establishing clear narratives within and across the periods they study.</li> <li>• Develop the appropriate use of historical terms.</li> </ul>	<p>Celts <b>Tribe</b> - a community of people, ruled by a leader, with shared traditions, ancestors and culture.</p>

7	To discover why people built hillforts in Iron Age Britain and what we know about them.	Lesson 7 - Twinkl LKS2 - Adapted to suit class. <ul style="list-style-type: none"><li>• Develop an awareness of changes in Britain from the Stone Age to the Iron Age.</li><li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li><li>• Understand how our knowledge of the past is constructed from a range of sources.</li><li>• Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li></ul>	Iron age Hillfort
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