

History - Autumn 1 - Year 3

Enquiry Question: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?

Key Vocabulary

Spelling	Definition
Archaeologist	A person who learns about the past by recovering buildings, graves and other objects that belonged to people from the past.
AD	Used to show dates after the birth of Jesus, for example 2023 AD.
BC	A way of dating years before Jesus was born.
Bartering	Trading by exchanging one item for another without the use of money.
Hunter gatherer	A group of people who moved around hunting or collecting food.
Settlement	A place where people live together in buildings as a community.
Trade	A Buying or selling objects that are made or grown such as copper, tin, bronze, olive oil and wine.
Tribe	A group of people that lived together in a hill fort who share the same language and ideas, usually led by a chief or king.

Goods like bronze and copper were exchanged for other items. Trade between Britain and Europe increased during the Iron Age.

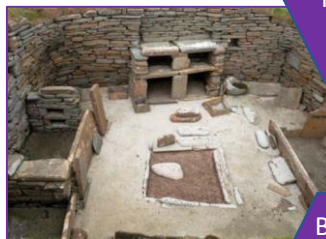


To start with, bartering was used to exchange goods, but the arrival of the first coins ended this.

Core Knowledge



In the Neolithic period, people started to live in groups together as communities. One example of this is Skara Brae.



By the Iron Age, people were living in community groups called tribes, led by a chief or a king.

These were often around hill forts, which were built to defend the tribe.



Attainment Targets



- Understand that prehistory was a long time ago
- Accurately place AD and BC on a timeline
- Identify conclusions that are certainties and possibilities based on archaeological evidence
- Explain the limitations of archaeological evidence
- Use artefacts to make deductions about the Amesbury Archer's life
- Explain how bronze was better than stone and how it transformed farming
- Explain how trade increased during the Iron Age and why coins were needed
- Identify changes and continuities between the Neolithic and Iron Age periods
- Explain which period they would prefer to have lived in, providing evidence for their choice.



Links to prior learning

Year 1 – How am I making history?

History - Spring 1 - Year 3

Enquiry Question: Why did the Romans settle in Britain?

Key Vocabulary

Spelling	Definition
Boudicca	The Celtic queen of the Iceni tribe who led a rebellion against the Romans circa AD 60 or 61
Empire	A large number of countries rules by one country or ruler.
Inference	A conclusion reached by using evidence
Invasion	A military attack in which an army or country uses force to take over another area or country
Legacy	Something that a historical person or group of people did which has a lasting impact on the future
Romans	People (or objects) who originated from the city Rome
Settlers	People who move to a new country and stay there permanently

To know that history is divided into periods of history e.g. ancient times, middle ages and modern.



To be able to identify achievements and inventions that still influence our lives today from Roman times.



To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.

To understand how invaders and settlers influence the culture of the existing population.



To understand the expansion of empires and how they were controlled across a large empire.

- Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. Accurately place AD and BC on a timeline
- Explain the meaning of empire and invasion.
- Understand the chronology of the Roman invasion of Britain.
- Identify the consequences of the Roman invasion.
- Create an interpretation of Boudicca using sources.
- Explain why the Romans needed a powerful army.
- Identify a soldier's equipment.
- Explain how the Roman army was organised and perform simple manoeuvres and drills.
- Make observations about an artefact.
- Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.

Attainment Targets



Links to prior learning

Year 2 – What is a Monarch?

Key Vocabulary

Enquiry Question:

How have children's lives changed?



Spelling

Definition

Apprentice

A young person who learns a trade or occupation in return for accommodation, clothing and food.

Change

Things that have not remained the same over time.

Childhood

The time between infancy and adolescence.

Continuity

Things that remain the same over time.

Leisure time

Free time spent relaxing, entertaining or enjoying hobbies.

Oath

A solemn promise.

Parliament

Made up of the House of Commons, the House of Lords and the Monarchy - passes laws.

Primary source

An original document from the period being studied that has not been changed.

Secondary source

A document or record that was not written at the time of the event studied.

Apprentices:
Children as young as seven left home to become apprentices. They trained as blacksmiths, cobblers, farmers, ship makers and publishers.



Lord Shaftesbury encouraged the establishment of schools to give children an education and introduced the Ten-Hour Act, reducing the number of hours children worked.



Illnesses: Many children did not live to adulthood in Tudor and Victorian England. They were malnourished due to poor harvests and many diseases, such as smallpox, spread rapidly.

Healthcare:
The development of vaccines, antibiotics and medical care has led to children recovering from childhood illnesses.

Leisure time:
During the Tudor period, fairs were held to celebrate saint's days and included jesters, jugglers, archers and actors performing.



Attainment Targets

- Make observations and deductions from sources.
- Suggest how children's lives have changed.
- Explain why children needed to work.
- Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.
- Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.
- Use sources to identify leisure activities and compare them over time.
- Identify diseases from the past and discuss how effective the treatments were.

Links to prior learning - Spiral Curriculum

Year 1: How have toys changed?

Year 2: How was school different in the past?

