

## NATIONAL CURRICULUM

**History**

Children will learn about changes in Britain from the Stone Age to the Iron Age. Children will develop an understanding of the chronology and how life changed through the three ages, e.g. settlements, trade, beliefs and farming.

**Historical knowledge**

- Know that the names of the ages (Stone Age, Bronze Age and Iron Age) refer to the preferred materials used by humans for tools and weapons.
- Know that there were three stages to the Stone Age (Palaeolithic, Mesolithic and Neolithic)
- Know how the Bronze Age began when the Beaker people arrived from Europe and brought new ways of making metal
- Know that at the same time in another part of the world was the Egyptian civilization (link to Year 3)
- Know that humans evolved in to separate species (e.g. Neanderthals, Homo Sapiens, Homo Habilis) links to Science (Evolution and Inheritance).
- Know what life was like for humans in the Stone Age, Bronze Age and Iron Age, e.g. settlements, trade, beliefs and farming.
- Know the tools and other innovations of humanity during Stone Age to the Iron age (e.g. the invention of wheel and coins).
- Know about some significant events which took place across the Ages
- Know that the Iron Age ended when the Romans conquered Britain (approximately 43AD)

**Chronological understanding**

- Understand common words and phrases relating to the passing of time.
- Use a timeline to place a range of periods from around the world, some occurring concurrently.

**Historical enquiry**

- Evaluate the usefulness and accuracy of different sources of evidence.
- Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.
- Select the most appropriate source of evidence for a particular task.

**Art & Design: Painting**

Children are to research cave paintings and their purpose, experiment with different styles and symbols. Children will create their own cave painting.

- Know how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.



## SCHOOL KEY DRIVERS

Language

Possibilities

Diversity

<p><b>History</b>  <b>Historical knowledge</b>  Hunter gatherer, Neanderthals, Homo-Sapiens, Homo Habilis, archaeologist, extinct, flint, hearths, land clearance, Mesolithic, migration, Neanderthal, Neolithic, Palaeolithic, nomad, barrow, bronze, druids, hillfort, invasion, loom, rampart, sacrifice, stone circle, tribe  <b>Chronological understanding &amp; historical enquiry</b>  reliability, subjective, objective, bias, justification, The source omits to mention...</p>	<p>Historian  Journalist  Artist</p>	<p>Links to RE  Differences in leisure activities  Differences in fashion  Beliefs and attitudes</p>
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<i>Suggested literacy links</i>	<i>Suggested maths links</i>
<p><b>Recounts - diaries (2)</b> - children to write a diary as if they were a child in the Stone-Age period  <b>Playscripts - Story adaptations (2)</b>  Use the text Stone Age Boy</p> <p>Children create a non-chronological report on the development of Stone Henge and its religious importance</p>	<p>Area and perimeter  Measurement conversion  Properties of 3d shapes</p>