

Year 3 Autumn 1

Enquiry: *How did life change for Ancient Britons during the Stone Age?*

What the pupils will know	Historical sources the pupils will interpret	End Points of Learning												
<ul style="list-style-type: none"> • How time is divided into 'history', 'prehistory' and 'deep time'. • Why the Stone Age is part of 'prehistory'. • The three periods and dates of the Stone Age in Britain. • How archaeologists use artefacts to understand life in Stone Age Britain. • Why most Ancient Britons were hunter gatherers. • The difference between Stone Age winter and summer camps. • Why in the New Stone Age Ancient Britons began to build permanent settlements. • How and why life for Ancient Britons changed from the Old to New Stone Age. <p style="text-align: center;">National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age. <p style="text-align: center;">Evident Knowledge Threads</p> <ul style="list-style-type: none"> • Legacy • Cause and Effect • Chronology • Society 	<ul style="list-style-type: none"> • Maps • Artistic representations and reconstructions • Cartoons • Posters • Photographs • Artefacts <p>Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 25%;">Selecting</td> <td>Choosing the information most suitable and relevant</td> </tr> <tr> <td>Sequencing</td> <td>Arranging events or artefacts in their correct time order</td> </tr> <tr> <td>Comparing and contrasting</td> <td>Finding similarities and differences in how people lived at different times</td> </tr> <tr> <td>Reasoning and speculating</td> <td>Forming ideas about something without firm evidence</td> </tr> <tr> <td>Synthesising</td> <td>Combining a range of ideas and facts from different sources</td> </tr> <tr> <td>Explaining</td> <td>Showing understanding of how or why something happened</td> </tr> </table> <p style="text-align: center; margin-top: 10px;">SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Selecting	Choosing the information most suitable and relevant	Sequencing	Arranging events or artefacts in their correct time order	Comparing and contrasting	Finding similarities and differences in how people lived at different times	Reasoning and speculating	Forming ideas about something without firm evidence	Synthesising	Combining a range of ideas and facts from different sources	Explaining	Showing understanding of how or why something happened	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none"> • Describe and explain how time is divided up into 'history', 'prehistory' and 'deep time'. • Explain why the Stone Age is part of 'prehistory' rather than considered 'history'. • Identify and describe in chronological order the three periods and dates of the Stone Age in Britain. • Describe and explain how archaeologists use artefacts to understand life in Stone Age Britain. • Explain why most Ancient Britons in the Old Stone Age were hunter gatherers. • Compare and contrast the difference between Stone Age winter and summer camps. • Explain why in the New Stone Age Ancient Britons began to build permanent settlements. • Understand how and why life for Ancient Britons changed from the Old to New Stone Age. <p>Pupils working at greater depth will also:</p> <ul style="list-style-type: none"> • Understand that almost all of the timeline of British history and prehistory is occupied by the period known as the Stone Age. • Explain what an anachronism is and understand how misconceptions of periods of time in the past such as the Stone Age can become accepted as fact. <p>Prior Learning</p> <p>Earlier in Key Stage 1:</p> <ul style="list-style-type: none"> • Significant individuals in history and what it means to 'make history' • The cause of the Great Fire of London and its main events • The distinction between primary and secondary sources
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