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| **Pendeen History SCOPE, CONTENT and SEQUENCING Year B LOWER KEY STAGE 2** | | | | | | | |
| Year Group: 3/4 | Half term: Autumn 1 | SCOPE: What was new about the new Stone Age? Children will explore how life changed for people during different periods of the Stone Age, including the Early, Middle and New Stone Ages. They will cover why the period was called the Stone Age and what evidence there is from the period, particularly in the form of artefacts and monuments.   * CONTENT / INTENT: In this unit, children will: know and understand the history of these islands (the UK) as a coherent, chronological narrative, from the earliest times to the present day; * understand historical concepts such as continuity and change * understand the methods of historical enquiry * • understand changes in Britain from the Stone Age to the Iron Age. | | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Pupils should have developed an awareness of the past, be able to use common words and phrases relating to the passing of time. They should know where the people and events they’ve studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. | LO: Why is it called 'the stone age'?  To define the ‘Stone Age’ and its different sections | LO: What was life like in the early and Middle Stone ages?  To use sources to identify distinctive features of two periods | LO: How much change happened in the Neolithic (new) stone age?  To compare changes between the Neolithic and earlier periods | LO: How much do we know about a Neolithic family?  To learn about life in Neolithic times from historical and archaeological sources | LO: What was the point of the monuments at this time?  To consider the role of monuments in the New Stone Age | LO: The big finish: was great progress made in the Stone Age?  To perform a ‘time slip’ role play showing what changed through the Stone Age and assess the progress made during this period | Continue to reflect on Memory book and use low stake questioning to embed into long-term memory.  Continue learning in Spring 1 with Bronze and Iron Ages. |
| **Success Criteria:**  • Explain why the period is called the ‘Stone Age’.  • Recognise the long period of time of the Stone Age and where it fits within the wider historical context.  • Use and sequence the three periods of the Stone Age. | **Success Criteria:**  • Describe some differences in the lives led by those in the Early and Middle Stone Ages.  • Make inferences about life at the time using sources.  •Draw conclusions on how pleasant life was. | **Success Criteria:**  • Distinguish between features of the different periods of the Stone Age. • Give possible reasons for changes. • Produce valid conclusions about the significance of these changes. | **Success Criteria:**  • Describe key features of Neolithic life. • Use sources to draw conclusions about Neolithic times. • Recognise gaps in the sources. | **Success Criteria:**  • Describe some of the key features of significant monuments.  • Recognise that there are possible different interpretations for these sites.  • Make valid inferences about people’s beliefs at the time | **Success Criteria:**  • I can identify and describe some key features of each of the three periods of the Stone Age.  • Recall how we have built up our knowledge about the period.  • Make a valid judgement about life at the end of the Stone Age compared to life at the beginning. |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Archaeologist: someone who digs up remains of old societies • Artefact: an object left as evidence of life in an earlier time • BC(E): Before Christ/Before Common Era • Domestication: keeping animals such as cattle, rather than having them completely wild • Flint and flint knapping: chipping flint into a usable shape • Homo sapiens: the type of human being that we are today • Hunter gatherer: a person who hunts and forages for food • Megaliths, henges, barrows, stone circles: Stone Age monuments • Mesolithic (Middle Stone Age): a period of history from around 9500 BCE until around 4000 BCE • Neanderthal: an early species of human being • Neolithic (new Stone Age): a period of history from around 4000 BCE until around 2000 BCE • nomad: a person with no fixed home who travels around searching for food • Palaeolithic (early Stone Age): a period of history from early humans until around 9500 BCE • Saddle quern: a stone for grinding corn around 9500 BCE. | | | | | | |

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| **Pendeen History SCOPE, CONTENT and SEQUENCING Year B LOWER KEY STAGE 2** | | | | | | | |
| Year Group: 3/4 | Half term: Spring 1 | SCOPE: How unpleasant were the Bronze and Iron Ages?  In this unit the children will explore the key features of the Bronze and Iron Ages, and come to conclusions about how difficult life was. They look at the developments that were made during the periods and discuss together which made the biggest impact of the standard of living.  CONTENT / INTENT: In this unit, the children will:  • Understand changes in Britain from the Stone Age to the Iron Age  • understand historical concepts such as continuity and change, cause and consequence, similarity, difference  • understand the methods of historical enquiry | | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Pupils should have developed an awareness of the past, be able to use common words and phrases relating to the passing of time. They should know where the people and events they’ve studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.  Children will have also become more familiar with the timeline having already learnt about the Stone Age. | **LO:** What difference did Bronze make?  To understand some of the improvements brought about by the use of bronze | **LO:** How can we find out about the Bronze Age?  To reconstruct aspects of Bronze Age life from surviving sources | **LO:** Do we agree that not much happened in the Iron Age?  To assess the achievements of the Iron Age | **LO:** Was home life much better in the Iron age than the Bronze age?  Compare houses and home life in Bronze Age and Iron Age times | **LO:** Do you think this was a dangerous time for people?  To understand the dangers facing people in Bronze and Iron Age Britain | **LO:** The big finish: are you more impressed with the Bronze Age or the Iron Age?  To make an overall judgement on which of the two Ages was by looking in detail at individual developments | Continue to reflect on Memory book and use low stake questioning to embed into long-term memory.  Continue learning in Spring 2 with How much the Ancient Egyptians achieved. |
| **Success Criteria:**  • Place the Bronze Age on a timeline.  • Describe some key features of the Bronze Age.  • Offer a range of reasons why changes impacted on the lives of people in the Bronze Age. | **Success Criteria:**  • Work out information about the Bronze Age from sources.  • Describe a range of aspects of the lives of Bronze Age people.  • Organise information from my research. | **Success Criteria:**  • Identify important features about the Iron Age.  • Describe how we know about the Iron Age.  • Back up opinions with accurate information. | **Success Criteria:**  • Find similarities and differences between Bronze Age and Iron Age houses and home life.  • Make an informed decision about which period was better.  • Explain how we know about buildings in these periods. | **Success Criteria:**  • Identify some of the dangers facing Bronze and Iron Age people.  • Design a good way in which people at the time may have protected themselves. • Work out things from aerial photographs. | **Success Criteria:**  • Describe key features of life in the Bronze and Iron Ages.  • Show a number of reasons why one was more impressive than the other.  •Provide useful facts to support my opinions. |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  •Ard: an iron plough used in Iron Age times • Artefact: an object left as evidence of life in an earlier time • Barrow mound: a burial mound used in Bronze Age times • Bronze: 90% copper and 10% tin • bronze Age: a period of history from around 2000  BCE until the start of the Iron Age around 800 BCE • Celtic: the name often given to tribes that lived in Europe and beyond in Iron Age times • Hoard: a large collection of artefacts discovered in one place • Hill fort: a fortified settlement from Iron Age times • iron: a chemical element, hardened by the process of ‘smelting’ • Iron Age: a period of history from around 800 BCE until the invasion of the Romans in 43 AD • Roundhouse: a circular dwelling • Spindles and whorls: instruments used to make clothes • Torc: an item of jewellery • Tribes: names given to the groupings in Britain • Wattle and daub: material for constructing walls on roundhouses. | | | | | | |

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| **Pendeen History SCOPE, CONTENT and SEQUENCING Year B LOWER KEY STAGE 2** | | | | | | | |
| Year Group: 3/4 | Half term: Spring 2 | SCOPE: How much did the Ancient Egyptians achieve?  In this unit, the children will explore who the Ancient Egyptians were, what they did and discuss whether Ancient Egypt deserves its reputation as one of the most important early civilisations.  CONTENT / INTENT: In this unit, the children will:  • Know and understand significant aspects of the history of the wider world, the nature of ancient civilisations, the expansion and dissolution of empires  • Understand the achievements of the earliest civilisations through an in-depth study of Ancient Egypt  • Understand historical concepts and use them to make connections, contrasts, frame historically valid questions and create structured accounts. | | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| The National Curriculum Programmes of Study for History require us to study Ancient Egypt in the context of three other early civilizations. These are The Shang Dynasty of Ancient China, Ancient Sumer and The Indus Valley. Spend some time either prior to or as part of the first lesson in this Unit on Egypt in relation to the other civilizations. Consider such areas as location, time period and look at possible similarities and differences. | LO: Why were people able to prosper in the desert land of ancient Egypt?  To identify reasons for Ancient Egyptian success | LO: What was life like for different people in ancient Egypt?  To compare the lives led by different people in Ancient Egypt | LO: Are you surprised by ancient Egyptian religion?  To understand and evaluate Ancient Egyptian religion | LO: What impresses you about the pyramids?  To understand the nature of Ancient Egyptian pyramids, including how they were constructed and their use | LO: How do we know so much about the ancient Egyptians?  To understand the types of evidence that can be used to discover Ancient Egyptian life | LO: The big finish: how impressive do you think the ancient Egyptians' achievements were?  To make and support an overall judgement on Ancient Egyptian achievement | Continue to reflect on Memory book and use low stake questioning to embed into long-term memory.  Year 3’s will continue learning moving onto year A with Autumn 1 – Romans  Year 4’s will move onto Year 5 Curriculum year A |
| **Success Criteria:**  • Use a timeline to locate the Ancient Egyptian civilisation.  • Explain why the Nile was so important to Egyptians.  • Provide a number of reasons for possible success | **Success Criteria:**  • Describe a range of different roles and jobs carried out by Egyptians.  • Place different roles in a hierarchy of importance.  • Describe the lifestyle of at least one social/ economic group. | **Success Criteria:**  • Identify a number of significant details about Egyptian religion.  • Explain the purpose of a number of Egyptian artefacts. • Describe some of the processes involved in preparing for the afterlife. | **Success Criteria:**  • Identify and explain reasons why the Egyptians built pyramids.  • Make sensible suggestions about how the pyramids were built.  • Explain the features and the importance of Tutankhamun’s treasure. | **Success Criteria:**  • Identify some of the main categories of Ancient Egyptian source material.  • Describe the purpose of a number of Egyptian objects/artefacts.  • Reconstruct Egyptian papyrus and lettering. | **Success Criteria:**  • Provide information to support or challenge a provided statement.  • Describe achievements in an identified aspect of Ancient Egyptian life.  • Explain the main reasons and people associated with Ancient Egyptian achievements |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  •Amulet: an object to protect its owner from harm or danger • Book of the Dead: a book of magic spells • Hieroglyphics: a type of writing using pictures and symbols • Mummy/mummification: a dead body that has been specially preserved/the process of making a mummy • Papyrus: a plant from the banks of the Nile used to make paper, boats, sandals, baskets and rope • Pharaoh: the supreme ruler of all of Ancient Egypt, considered a god •Pyramids: monuments providing tombs for pharaohs •Sarcophagus: a large stone coffin for a mummy •Scarabs: amulets, often in the form of beetles •Sphinx: a mythical creature with the body of a lion and the head of a pharaoh | | | | | | |