



Saint Mary's Catholic Voluntary Academy

History- British History 1- Would you prefer to have lived in the Bronze Age, Stone Age or Iron Age?

	Composite	Components	Vocabulary
Lesson 1	I know the chronology and significance of prehistory.	- I know that the prehistoric period began millions of years ago. - I know that the Stone Age lasted for most of human history. - I know how to locate BC and AD on a timeline and explain how history is divided into periods.	AD (Anno Domini), age, BC, date, historian, Mesolithic, Neolithic, Palaeolithic, period, prehistory, Stone Age
Lesson 2	I know how to use archaeological evidence to learn about the prehistoric dwellings of Skara Brae.	- I know how to use evidence to make observations about Stone Age houses. - I know how to explain my observations. - I know how to explain the limitations of archaeological evidence.	archaeology, certainty, evidence, limitations, primary source, possibility, remains, secondary source, settlement, Skara Brae, source
Lesson 3	I know how to use archaeological evidence to investigate the Bronze Age.	- I know how to use evidence to make deductions about the life of a Bronze Age man. - I know how to ask my own questions about archaeological evidence. - I know how to evaluate the limitations of archaeological evidence.	archaeology, artefact, claim, deduction, flint, grave goods, monument, source, Stonehenge
Lesson 4	I know how to use deductions to explain how bronze transformed prehistoric life.	- I know how to describe how bronze arrived in Britain. - I know how some aspects of life were changed by bronze. - I know some similarities and differences between the Stone Age and the Bronze Age.	Bronze, copper, differences, durable, duration, similarities, tin



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	Composite	Components	Vocabulary
Lesson 5	I know the importance of trade during the Iron Age.	- I know how trade increased during the Iron Age. - I know which items were exchanged during the Iron Age. - I know why coins were introduced.	barter, durable, export, goods, import, Iron Age, trade
Lesson 6	I know how to compare settlements in the Neolithic period and Iron Age by exploring continuity and change.	- I know how to use secondary sources to compare settlements. - I know the changes and continuities between Neolithic and Stone Age settlements. - I know which prehistoric period I would prefer to have lived in.	change, continuity, hill fort, king or chief, reconstruction, secondary source

Prior Knowledge

- To know some similarities and differences between the past and their own lives.
- To know that a timeline shows the order events in the past happened.
- To know that we start by looking at 'now' on a timeline then look back.
- To know that 'the past' is events that have already happened.
- To know that 'the present' is time happening now.
- To know that within living memory is 100 years.
- To know that people change as they grow older.
- To know that throughout someone's lifetime, some things will change and some things will stay the same.
- To know that there are similarities and differences between their lives today and their lives in the past.
- To know that people celebrate special events in different ways.
- To know that some people and events are considered more 'special' or significant than others.
- To know that photographs can tell us about the past.
- To know that we can find out about the past by asking people who were there.
- To know that we remember some (but not all) of the events that we have lived through.
- To know that the past can be represented in photographs.



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Adaptive Learning

Cognitive	Physical	Sensory	Social/Emotional
Adult support with writing, reading and recording. Writing frames when needed. Pre-watching videos and looking at evidence pre-lesson Use of Knowledge organiser before and throughout the lesson Use of partner/group work	Use of laptops for recording.		
Review Notes			

National Curriculum Links

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age.

Aims:

- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses



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Unit Outcomes	Key Knowledge
Pupils who are secure will be able to: • 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. • Identify gaps in their knowledge of the Bronze Age. • 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.	• To know that history is divided into periods of history e.g. ancient times, middle ages and modern. • To know that BC means 'before Christ' and is the term used to date the years before Jesus was born. • To know that Anno Domini (AD) is Latin for 'in the Year of the Lord,' and is the term used to date the years after Jesus was born. • To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. • To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods. • To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools. • To know that change can be brought about by advancements in transport and travel. • To know that change can be brought about by advancements in materials. • To know that change can be brought about by advancements in trade. • To know that significant archaeological findings are those which change how we see the past. • To know that archaeological evidence can be used to find out about the past. • To know that we can make inferences and deductions using images from the past. • To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. • To know that assumptions made by historians can change in the light of new evidence.



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- To understand the development of groups, kingdom and monarchy in Britain.
- To understand that there are varied reasons for coming to Britain.
- To know that settlement created tensions and problems.
- To understand the impact of settlers on the existing population.
- To understand the earliest settlements in Britain.
- To know that settlements changed over time.
- To understand how invaders and settlers influence the culture of the existing population.
- To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.
- To know that communities traded with each other and over the English Channel in the Prehistoric Period.
- To understand that trade began as the exchange of goods.
- To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. To understand that trade develops in different times and ways in different civilisations.
- To understand that the traders were the rich members of society.

Key Skills

- Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.
- Understanding that history is divided into periods of history e.g. Stone Age, Neolithic period.
- Using dates to work out the interval between periods of time and the duration of historical events or periods.
- Using BC/AD/century.
- Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.
- Placing the time studied on a timeline.
- Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.
- Noticing connections over a period of time.



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- Identifying reasons for change and reasons for continuities.
- Identifying what the situation was like before the change occurred.
- Comparing different periods of history and identifying changes and continuity.
- Describing the changes and continuity between different periods of history.
- Identifying the links between different societies.
- Identifying reasons for historical events, situations and changes.
- Identifying similarities and differences between periods of history.
- Explaining similarities and differences between daily lives of people in the past and today.
- Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
- Using a range of sources to find out about a period.
- Using evidence to build up a picture of a past event.
- Observing the small details when using artefacts and pictures.
- Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.
- Evaluating the usefulness of different sources.
- Understanding how historical enquiry questions are structured.
- Asking questions about the main features of everyday life in periods studied, e.g. how did people live.
- Creating questions for different types of historical enquiry.
- Using a range of sources to construct knowledge of the past.
- Extracting the appropriate information from a historical source.
- Identifying primary and secondary sources.
- Interpreting evidence in different ways.
- Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.
- Making links and connections across a period of time, cultures or groups.
- Asking the question "How do we know?"
- Reaching conclusions that are substantiated by historical evidence.
- Constructing answers using evidence to substantiate findings.
- Identifying weaknesses in historical accounts and arguments.
- Creating a structured response or narrative to answer a historical enquiry.
- Describing past events orally or in writing, recognising similarities and differences with today.