

	Term 1	Term 2		Term 3
Unit of work	Stone Age	Bronze Age	Iron Age	Overview of Ancient Civilizations and depth study of Ancient Egyptians
Link to Programme of study	A study of prehistoric period of the Stone Age- The three stages of Stone Age. The oldest period, the Palaeolithic period, Middle Stone Age – Mesolithic and the Neolithic period called the New Stone Age. Our Ancestors used tools made from stone to help them hunt and eat food. A study of an aspect or theme in British History that extends pupils chronological knowledge – starting 2.5 million yrs ago until the 800BC. (common era).	A study of the prehistoric period of the Bronze Age. A study of an aspect or theme in British History that extends pupils chronological knowledge – starting 800 BC until the Roman conquest 43 CE. (common era).	A study of the prehistoric period of the Iron Age. A study of an aspect or theme in British History that extends pupils chronological knowledge – starting 800 BC until the Roman conquest 43 CE. (common era).	Overview of four Ancient Civilizations: Ancient Sumar; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China A depth study of a sophisticated ancient civilization which happened over 3000 BCE.
Composite knowledge	<p>How did humans survive during the stone age? How did their settlements change over time? Key Concept: Continuity and Change</p> <p>1. What is an ‘age’ and when did the earliest humans exist? (over 2 lessons) Key Concept: Understanding Chronology</p> <p>2. How did the first humans arrive in Britain? Key Concepts: Continuity and Change + Interpreting history through sources and artefacts</p> <p>3. If the Stone Age is part of prehistory, then how do we know about it? Key Concept: Interpreting history through sources and artefacts</p> <p>4. Where did Stone Age people get</p>	<p>What were the significant changes in Britain from the Stone Age to the Bronze Age? Key Concept: Continuity and Change</p> <p>1. When was the Bronze Age and how was bronze made? Key Concept: Understanding chronology and Significance</p> <p>2. How did settlements change in the Bronze Age? Key Concepts: Continuity and Change + Interpreting history through sources and artefacts</p> <p>3. What have archaeologists and historians discovered from the Bronze Age? Key Concepts: Continuity and Change + Interpreting history through sources and artefacts</p> <p>4. Who were the Beaker people</p>	<p>What were the significant changes in Britain from the Bronze Age to the Iron Age? Key Concept: Continuity and Change</p> <p>1. When was the Iron Age and how was iron discovered? Key Concept: Understanding chronology and Significance</p> <p>2. Who were the Celts and what were their settlements like? Key Concept: Continuity and Change and Significance</p> <p>3. How did the use of iron change agriculture (farming)? Key Concept:</p> <p>4. How did settlements and trade change in the Iron Age? (includes houses, farming, tools) Key Concept:</p> <p>5. Answer Disciplinary Question</p>	<p>Where and when did the first civilizations appear? What were the achievements? Why was the ancient Egyptian civilisation important and what was its legacy? When did Egyptians exist? What did Ancient Egyptians achieve? Scripture/communication– preservation of the body, engineering and farming) What was Ancient Egyptians society like and how did it become so powerful? Who were the influential rulers of the ancient Egyptians? How significant was religion in Ancient Egypt? What were Ancient Egyptians houses like?</p> <p>Substantive Concepts: Civilisation (1) Ruler (6) Empire (1) Invasion and Conquest (1) Achievements (10) Cultural change</p>

	<p>their food from and how did this change over time? (over two lessons) Key Concepts: Continuity and Change + Interpreting history through sources and artefacts</p> <p>5. What were Stone Age settlements like and how did they change over time? (over two lessons) Key Concepts: Continuity and Change + Interpreting history through sources and artefacts</p> <p>6. What does Stonehenge tell us about how humans survived and settled? Key Concept: Interpreting history through sources and artefacts</p> <p>7. Answer Disciplinary Question – Three sections: Palaeolithic, Mesolithic, Neolithic (over two lessons) Substantive Concepts: Ruler (4) Achievements (8) Cultural change (7)</p>	<p>and what changes did they bring to Britain? Key Concepts: Continuity and Change + Interpreting history through sources and artefacts</p> <p>5. Answer Disciplinary Question Substantive Concepts: Ruler (4) Achievements (8) Cultural change (7)</p>	<p>Substantive Concepts: Ruler (5) Achievements (9) Cultural change (8)</p>	<p>(9)</p>
<p>Intentional knowledge they need to understand (Component knowledge)</p>	<p>Understand Chronology: Timeline Ancient settlement 3,000 BCE the oldest period of Stone Age approximately 2.5 million years ago. New Stone age dates back to 8-10000 years BC. Timeline 800 BCE until 43 CE and compared with the Stone Age 2.5 million years</p> <p>Similarity, difference and significance: Archaeologist – Skara Brae Don Brothwell, the York University archaeologist who led the scientific investigation of Lindow Man, the bog body found in Cheshire in 1984.</p> <p>Interpreting History through Sources/Artefacts:</p>	<p>Understand Chronology: Bronze age timeline</p> <p>Similarity, difference and significance: Round Houses, settling, farming, art and culture</p> <p>Interpreting History through Sources/Artefacts: Bell Beaker cups Bronze Weapons – photos of weaponry- photos and videos</p> <p>Cause and Consequence: Developed better weapons/armour and helmets. Improved farming.</p>	<p>Understand Chronology: Iron age timeline from 800 BC until the Roman conquest 43 CE. (common era).</p> <p>Similarity, difference and significance: Iron Age hill forts: tribal kingdoms, farming, art and culture</p> <p>Interpreting History through Sources/Artefacts: Iron Weapons – photos of weaponry- photos and videos Maiden castle in Dorset/ Oswestry in Shropshire</p> <p>Cause and Consequence: Iron age: Fighting between farmers were common for resources.</p>	<p>Understand Chronology: Timeline c3000 – 30 BCE Timeline - Iron age ended 43 CE with the Roman conquest and Ancient Egyptians civilisations ended 30 BCE.</p> <p>Similarity, difference and significance: Tutankhamun 1342 – 1325 BC Discovered by Howard Carter famous archaeologist – 1922 King Tut was a black significant figure- black African. Queen Cleopatra/Queen Nefertiti</p> <p>Interpreting History through Sources/Artefacts: tombs/ Great Pyramid- Cairo – Giza/ purposes British museum website – valley of the</p>

	Village of Skara Brae discovered in 1850- cave paintings (Lascaux cave in France). Discovery of Jewellery, ornaments and dice games, stones tools, Stonehenge Continuity and Change: Skara Brae and the caves, hunter gatherers. Moved from Nomadic to permanent home and start farming. Roundhouses and forts (Hillforts)- place of shelter.		Developed better weapons/armour and helmets.	kings Papyrus – hieroglyphics Cause and Consequence: Conflict over Tutankhamun ruling Continuity and Change: River Nile fertile land – farming – boats to transport – valley of the kings and queens.
National Curriculum KS2 (skills)		Pupils should about : <ul style="list-style-type: none"> ➤ Continue to develop a chronologically secure knowledge & understanding of British, local & world history ➤ Address and sometimes devise historically valid questions about change, cause, similarity & difference, and significance ➤ Develop the appropriate use of historical terms ➤ Note connections, contrasts and trends over time ➤ Establish clear narratives within and across periods studied ➤ Construct informed responses by selecting and organising relevant historical information ➤ Understand how knowledge of the past is constructed from a range of sources ➤ Understand that different versions of the past may exist giving some reasons for this 		
vocabulary	Chronology, BC, AD Anno Domini, BCE, BC, Archaeology, Historical Evidence, Hunter Gatherers, surviving, ancestors, nomadic, settlers, symbols, scavenging, predators, significant, weapons	Archaeology, Historical Evidence, Bronze, round houses, Tools, weapons, settlements	Archaeology, Historical Evidence Iron, tribes, war, hillforts, Celts, Tools, weapons, blacksmith, settlements, fortified, inhabitant, ore, civilizations, conquest	Fertile, influential, irrigation, mummy, preserved, embalming, tombs, ritual, immortal.
Links to prior knowledge	Achievements Cultural change Harvest - farming	Achievements Cultural change Farming	Achievements Cultural change Harvest – farming Trade	Achievements Cultural change Rulers – QE I, QE II, King Charles
Key knowledge for assessment	How much has changed since the stone age? What information are the remains of Skara Brae able to tell us about the Stone Age? What were homes like in the Stone Age? What clothes worn in the Stone age like? How much have our diets changed	What were the significant changes in Britain from the Stone Age to the Bronze Age? When was the Bronze Age and how was bronze made? How did settlements change in the Bronze Age? What have archaeologists and historians discovered from the Bronze Age?	What were the significant changes in Britain from the Bronze Age to the Iron Age? When was the Iron Age and how was iron discovered? Who were the Celts and what were their settlements like? How did the use of iron change agriculture (farming)? How did settlements and trade	Understand the BC timeline What are hieroglyphics? (Writing) What artefacts teach us about the Egyptians? What is Papyrus? (Farming) How did the invention of papyrus influence our lives today? What are Canopic Jars? (Science) What was mummification? (Science) What is the legacy of the ancient

	<p>since the Stone Age? What was the most important source left behind by the Stone Age? What important sources of historical evidence have been discovered that inform us what the Stone Age was like?</p> <p>Why were stone tools important? Explain the change of hunter gatherers to permanent settlers? What are the possible reasons why Stonehenge was built? Time line – Identify dates on the timeline to show the beginning and end of an era (Stone age – Iron age).</p>	<p>Who were the Beaker people and what changes did they bring to Britain?</p>	<p>change in the Iron Age?</p> <p>How do we know about the Iron Age (artefacts – sources – Hill forts – castle in Dorset) How did the use of Iron change how we live today? What were homes like in the Iron Age? What clothes worn in the Iron age like? What was the diet in the Iron Age?</p>	<p>Egyptians?</p>
<p>Cross-curricular links</p>	<p>Literacy- Stone Age Boy (recount of Stone Boy’s experience) Geography- Skara Brae/ Stonehenge (to locate on a map) Reading texts- Fluency/ Reading Lessons Art- Sketch a Stone Age village/ Stonehenge silhouette using different mediums.</p>	<p>Geography – locational knowledge</p> <p>Reading texts- Fluency/ Reading Lessons</p>	<p>Geography – locational knowledge</p> <p>Reading texts- Fluency/ Reading Lessons</p>	<p>Reading texts- Fluency/ Reading Lessons Art – Egyptian headdress and collars/ Pharaoh sketch Literacy- newspaper report on Howard Carter’s discovery Half term homework – Project on the Ancient Egyptians</p>
<p>Oracy & Outdoor Learning Links</p>	<p>Fact file hunt Talking in trios/ group work collaboration Drama Hunters and Gatherers- find “food” Use of fire pit Make Stone Age homes using sticks/ grass etc. Oracy- Discussion: How did humans survive during the stone age and what were their settlements like? How did they change over time?</p>	<p>Fact file hunt Talking in trios/ group work collaboration Drama Oracy- Discussion: What were the significant changes in Britain from the Bronze Age to the Iron Age?</p>	<p>Fact file hunt Talking in trios/ group work collaboration Drama Oracy- Discussion: What were the significant changes in Britain from the Bronze Age to the Iron Age?</p>	<p>Fact file hunt Talking in trios/ group work collaboration Drama Tomb Lesson (searching for artefacts) STEM- to build a structure (pyramid) Oracy- Discussion: Why was the ancient Egyptian civilisation important and what was its legacy?</p>

