

### Prior learning:

In Year 1, the children have begun to develop an understanding of events beyond living memory when they study the Great Fire of London.



### Knowledge Map:

**Stone Age Stone Age to Iron Age**

Autumn 1 - Year 3

Enquiry Question:

**When was it better to live- the Stone Age, the Bronze Age or the Iron Age?**

### Next steps in learning:

In Year 3, the children will build on their chronological understanding of British history when they study Roman Britain.

### Key vocabulary:

**alloy** – a metal made by combining two or more metals

**archaeologist** – an archaeologist digs up and studies things from the past like bones, pottery and buildings

**bronze** – a metal alloy made from a mixture of copper and tin. It is a much harder and more long-lasting material than stone or copper alone

**hunter/gatherer** – a member of a nomadic group who hunt or harvest food that grows in the wild

**iron** – a metal that is stronger and harder than bronze

**nomad/nomadic** – a group of people that move from place to place in search of food and shelter

**pre-history** – a period of time in the past before settlement

**settlement** – a place where people establish a community.

**tribe** – a group of people, often related through family, culture and language, usually with one leader.

### Virtues:

Compassionate      conscientious

co-operative      creative

curious      courageous

### Key knowledge:

- I understand chronological language
- I can explain what changed for people living in Stone Age Britain
- I can explain how archaeologists use evidence to find out information about the past
- I can describe some ways in which life changed from the Stone Age to the Bronze Age
- I describe some changes that took place in the Iron Age
- I can explain who were the Celts
- I can ask questions and use sources to answer them



### Year 3 Key Skills:

#### Chronological understanding

I can use a timeline to put events in chronological order

I know timelines can be divided in BC and AD

I can use the words century and decade to describe when an event happened

#### Historical interpretation

I can recognise and give reasons for different ways in which the past is shown

I can recognise and compare different sources of the same event

#### Historical enquiry

I know how to use a range of sources to find out about the past

I can ask questions and find answers about the past