



As a Year 3 Historian I will know...

<p>What was new about the Stone Age?</p>	<p>This period of time was pre-historic. This means before written records began.</p>	<p>Children will be able to recall knowledge from their Stone Age Day about what life was like during this period.</p>	<p>Skara Brae means village of hilly dunes. It is one of the best preserved Neolithic settlements anywhere in Europe. Archaeologists have gathered lots of evidence about life in this time.</p>
<p>FOCUS: Changes in Britain from the Stone Age to Iron Age.</p>	<p>The Stone age had different periods ranging from 700,000BC to 2400 BC. These periods were Paleolithic, Mesolithic, Neolithic.</p>	<p>Name and describe some of the changes that occurred when man learned how to farm: Animals were trains to pull machinery; communities started to build and live on small settlements; people cleared woodland and had small farms.</p>	<p>Cave paintings are vital to finding out about this era as there are no written records.</p>
<p>How did the changes from the Bronze Age to the Iron Age have a positive impact on Britain?</p>	<p>After the Stone Age, The Bronze age arrived followed by the Iron Age. Bronze Age (2,400BC – 650BC) Iron Age (500 BC – 43AD)</p> <p>Just like the Stone Age, The Bronze Age can be split into three periods: the early, middle and late Bronze Age.</p>	<p>During the Bronze Age, a style of pottery began to spread across Europe. There are bell beakers and the style began in Spain. People migrated and travelled across Europe as mammoths did in the Palaeolithic. Eventually, they travelled and settled in Britain bringing Bell beakers with them.</p>	<p>Stonehenge is a huge man-made circle of standing stones. It is one of the world's most famous prehistoric monuments and one of the biggest mysteries too. No theory of how it was made has been proven.</p>
<p>FOCUS: Changes in Britain from the Stone Age to Iron Age.</p>	<p>At the end of the Neolithic, people started mining metals from rocks in the ground. There was a copper mine in North Wales called the Great Orme Copper Mine. Britain had areas of rare tin and copper Ore, which is a natural rock. Bronze and copper were used to make stronger farming tools and weapons.</p>	<p>The Celts lived during the Iron Age and they found out how to make iron tools and weapons. The Celts built roundhouses at the top of a hill which was called a hillfort. They would dig ridges into the side of the hills to protect their houses from invasion.</p>	



Romans FOCUS: The Roman Empire and its impact on Britain.	How to make links between timelines comparing Roman history to world history and British history at the same point in time. the meaning of: AD, BC, century, decade, millennium	The concept of an empire and how they maintain control. some important events, people and places.	The cause and effect of the Roman Empire on Britain. Understand the growth and contraction of the Roman Empire.
	How the conquest of Britain impacted on the Celts focus on a comparison of Boudicca and Queen Cartimandua.	That the Romans conquered Britain in AD43. Know why the Roman army was successful. Understand what significant means in relation to the Battle of Colchester and significant Romans and significant Roman achievements and their impact on Britain.	Know what significant achievements the Romans brought to Britain and the lasting impact they had. Know why some tribes rebelled

As a Year 3 Historian I can...

Chronological understanding

Place the time studied on a timeline.
Use dates and terms related to the time studied and the passing of time.
Sequence several events or artefacts.

Range and depth of historical knowledge

Find out about everyday lives of people in the time studied.
Compare with our life today.
Identify reasons for and results of people's actions.
Understand why people may have wanted to do something.



As a Year 3 Historian I can...

Interpretations of history

Identify and give reasons for different ways in which the past is represented.
Distinguish between different sources – compare different versions of the same story.
Look at representations of the period – museums, cartoons etc.

Historical Enquiry

Use a range of sources to find out about a period.
Observe small details – artefacts, pictures.
Answer given questions and begin to ask my own.
Select and record information relevant to a study
Begin to use the library and Internet for research.

Organisation and communication

Recall, select and organise historical information.
Communicate my knowledge and understanding.