

Year 3- What have archaeologists learnt from Early Britons?

<p>Week 1 and 2</p> <p>Can I describe periods and events using ancient?</p> <p>Do they appreciate that early Brits would not have eaten and communicated as we do?</p> <p>Can I recognise the role that archaeologists have played when helping us understand the past?</p>	<p>Week 3 and 4</p> <p>Can I describe periods and events using ancient and B.C.?</p> <p>Can I suggest why people acted the way they did in Early history?</p> <p>Can I recognise the role that archaeologists have played when helping us understand the past?</p>	<p>Week 5 and 6</p> <p>Can I begin to picture what life would have been life for early settlers?</p> <p>Can I use various sources of evidence to answer questions?</p>	<p>Week 7 and 8</p> <p>Can I use a timeline within a specific time in history to set out the order in which specific events have occurred? (timeline of key periods)</p> <p>Can I use mathematical knowledge to work out how long ago events would've happened?</p>
<p>Chronology</p> <p>Interpretations (does lack of written records make early history less reliable?)</p>	<p>Chronology</p> <p>Evidence</p>	<p>Continuity and change</p> <p>Evidence</p>	<p>Continuity and change</p> <p>Evidence</p>
<p>Prehistoric (no written records)-</p> <p>Palaeolithic era- Early stone age</p> <ul style="list-style-type: none"> • Hunter gatherers. • Development of original stone tools for hunting. Tools were often made from stones and bones. • People were more nomadic. • Paleolithic human beings lived in clans of 20-30 people and were governed by the elders or the powerful among them. In terms of clothing, they dressed in animal skins. • Began to communicate through cave paintings. Only sources of evidence for this era. <p>Forest school?- den building, cooking on fire, cave paintings</p>	<p>Prehistoric (no written records)-</p> <p>Neolithic- 4000 B.C.</p> <ul style="list-style-type: none"> • Introduction of farming. This included wheat, barley, sheep and cattle. • Pottery was introduced. • Some hunting still continued. • Tools became more refined, smoothed and sharpened. • During the neolithic era, families lived together in mud brick huts and wore animal skins or woven garments. They were governed by a monarchy system. • First settlements were made (Skara Brae) <p>Forest school?- den building, cooking on fire, cave paintings</p>	<p>Bronze Age</p> <p>2300 B.C.</p> <ul style="list-style-type: none"> • Beginning of the Bronze Age. • Started to drink out of cups. • Metal tools and jewellery <p>2000 B.C.</p> <ul style="list-style-type: none"> • Stonehenge was completed <p>1650 B.C.</p> <ul style="list-style-type: none"> • First trade routes begin to form. <p>1200 B.C.</p> <ul style="list-style-type: none"> • More permanent settlements began to appear. 	<p>Iron Age</p> <p>750 B.C.</p> <ul style="list-style-type: none"> • Population rose • Iron began to replace Bronze as metal of choice • The Celtic people arrive from Central Europe. The Celts were farmers and lived in small village groups in the centre of their arable fields. They were also warlike people. The Celts fought against the people of Britain and other Celtic tribes. • Romans brought about the end of the Iron Age in 43 AD.

<p>Vocabulary:</p> <p>Neolithic, Palaeolithic, Stone Age, Bronze Age, Iron Age, ancestors, early humans, civilisation, country, migration, monarchy, peasant, settlement, society, trade, trade routes, tribe</p>	<p>Resources and Actions:</p> <p>Timetable forest school sessions with forest school leader – cooking, den building, make and experiment with tools and weapons</p>	<p>Expert Outcome:</p> <p>Essay style question-</p> <p>How did society progress from the early Stone Age up to 43 A.D.?</p> <p>(Use sequence fact cards to differentiate)</p>	<p>Previous Learning: Children have been building a schema about “the past” which will now be extended by beginning to investigate ancient history.</p> <p>Preparing for: The KS2 History curriculum which builds chronologically to give children a sense of where the different historical periods lie on a timeline and in the context of one another.</p> <p>Bespoke to us: Chronological sequencing of both the Long Term Plan and the learning within each individual project. This is rooted in the research that shows that History learning is most effective when taught as a chronological story.</p> <p>Taking advantage of our Forest School setting and specially trained staff to enhance children’s learning in History.</p>
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