



Lawn History Curriculum



The Story of Britain



Focused History



Local History



Global Citizenship

Year	3	Topic	Prehistoric People
		Focus	The Stone Age to the Celts
		Big Question	Who were Britain's first builders?

Children will explore what life was like in the Stone Age and how people managed to survive. They will look at day to day life, survival and settlement. Children will look at what life was like in the different periods during this time. They will also look at the rise of the Iron age and Bronze Age and how this changed life for people.

Prior Learning	Future Learning
<ul style="list-style-type: none"> -Children will know that people's lives were different in the past and that this has affected how we live today. (Year 2 The Great Plague and The Fire of London) -Children will know that even their grandparent's lives were different from ours and that history is an ongoing event (Year 1 Our Homes...) -Children will know that decisions made in a historical period have impacted how we live today (Year 2 The Great Plague and Great Fire of London) -Children can name a significant person from the past and say why they are famous. (Year 2 Great Fire of London) 	<ul style="list-style-type: none"> -Understand more complex terms e.g. BC/AD and that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) -Identifies some ideas, beliefs, attitudes, and experiences of men, women and children from the past. -Gives reasons why changes in houses, culture, leisure, clothes, buildings, beliefs and attitudes, ways of life may have occurred during a time period. -Use evidence to build up a picture of a past event through a range of sources (e.g. documents, artefacts, pictures, internet, music, historic buildings)

Chronology (Stone Age to 1066)

Know how Britain changed between the beginning of the stone age and the iron age, know the main differences between the stone, bronze and iron ages, know what was meant by 'hunter-gatherers'.

Local History

Visit to Cresswell Crags to look at evidence of prehistoric living in our area.

Key Vocabulary

Historical	Topic Specific
BC/AD, decade, ancient, century, timeline, period, settlers, archaeologists, evidence, similarities, differences, historical information, historian, artefact, compare, contrast	AD, alliance, archaeologist, BC, bronze, Bronze Age, Celts, cemetery, climate, copper ore, cremated, crop, empire, evidence, fertile land, flint, forage, fossil, Gaul, glacial period, glacier, harvest, hillfort, historian, Homo, hunter-gatherer, Iron Age, loom, mammoth, Mesolithic, Neolithic, prehistory, primary source, ritual, secondary source, settlement, sickle, source, Stone Age, solstice, timeline, tsunami

Recommended Texts & Web Links

Key Text: *CGP Stone Age to Celts*, *Stone Age Boy* by Satoshi Kitamura, *Stig of the Dump* by Clive King, *How to Wash a Woolly Mammoth* by Michelle Robinson, *The Secrets of Stonehenge* by Mick Manning

<https://www.bbc.com/bitesize/topics/z82hsbk>

<https://www.dkfindout.com/uk/history/stone-age/>

What pupils need to know or do to be secure

Key Learning

Activities / Application of knowledge / Possible Evidence

How do we know what life was like in the Stone Age? (CGP: 4-5)

- Explore what 'prehistory' means.
- Understand the terms primary and secondary sources and discuss the benefits of using both types.
- Begin to understand how archaeologists can use carbon dating.

What were the first people in Britain like? (CGP: 6-9)

- Using artistic interpretations (secondary sources), children analyse images and explore what life may have been like for people in prehistoric Britain.
- Study what animals lived in Britain at the time prehistorical Britain.

What is an Ice Age and what was life like in the Glacial Periods? (CGP: 10-11)

- Study what life may been like during the Glacial Periods. Explore art & culture, diet and lifestyle.
- Discover the dark history of the Cheddar Caves.

What was life like in the Mesolithic Period? (CGP 12-17)

- Explore how the landscape changed after the Ice Age and how this impacted on human's life style.
- Explore some settlements of the Mesolithic Period, such as Starr Carr, and where these settlements were established.
- Explore the evidence suggesting people of the Mesolithic may have had religious beliefs (antler headdress, graves, sculptures)
- Explore cave paintings from the Mesolithic era and discuss what historical interpretations we can make from these (Link to Cresswell Crags)

Place this era on a timeline to show that there was life 10000s of year ago and that our time is split into BCE / CE.

Wow activity to introduce topic.

Archaeology dig
Cave drawings
Sorting artefacts

Look at the difference between primary sources and secondary sources and how these can inform our judgement of the past. Which are more historically accurate?

Compare primary and secondary sources and be able to show what they teach you about the past.

Write three facts on what you have learnt about prehistoric people from the evidence found.

- Understand that humans lived a hunter-gatherer lifestyle and explore the evidence that suggests this
- Understand that a tsunami may have finally flooded Doggerland, leaving Britain as an island

How did life change during the Neolithic Period? (CGP 18-23)

- Explore the significant changes to daily during the Neolithic period - farming and agriculture, settlements and warfare
- Analyse images of Skara Brae and draw conclusions about what life was like for the people who lived there
- Explore what historians know about the lifestyle of the people of Skara Brae and how they know this
- Understand what Neolithic stone circles are and explore some of the suggestions as to their purpose

How did life change during the Bronze Age and Iron Age? (CGP 28-37)

- Explore how the rise of metal work impacted on equality
- Explore what conclusions can be drawn by historians by finding beads from Scandinavia in a grave near Stonehenge
- Explore the impact of trade and travel on Bronze Age society and technology
- Explore why people started to live in hillforts and what Iron Age homes were like
- Explore what conclusions can be made about conflict in the Iron Age from burial pits at Danebury

Understanding the vocabulary of this era. Can you match the vocabulary to its meaning and say how homosapians survived during the ice age.

Look at what people from this era ate as the only food was in their natural environment. Go outside and collect resources for the children to make their own dish. Give it a prehistoric name.

Using the children's different dishes. Write a funny prehistoric menu.

Make a labelled settlement similar to Star Carr use labels to show what they needed in their settlement to survive

Using the outside area go and build a Skara Brae house

Enrichment

- Build a Stone Age village
- Make stone age tools
- Hold a pagan festival
- Cave drawings
- Visit a cave to see cave drawings



Year

3

Topic

The Ancient Greeks

Focus

Ancient Greek innovation and it's legacy

Big Question

Were the Ancient Greeks thinkers or fighters?

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The Story of Britain



Focused History



Local History



Global Citizenship

Children will understand that there was history outside of Britain and how events in other countries has helped shaped the country they live in. They will be able to say where Greece is in relation to Britain. They will know who the Ancient Greeks were and how their country was made up. They will be able to say what life was like in Ancient Greece and that the way the Ancient Greeks lived has impacted how we live today.

Prior Learning

Children will know that people's lives were different in the past and that this has affected how we live today. (Year 2 The Great Plague and The Fire of London)

Children will know that even their grandparent's lives were different from ours and that history is an ongoing event (Year 1 Our Homes)

Children will know that decisions made in a historical period have impacted how we live today (Year 2 The Great Plague and Great Fire of London)

Children can name a significant person from the past and say why they are famous. (year 2 Great Fire of London)

Understand more complex terms e.g. BC/AD and that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) (Stone Age Year 3)

Future Learning

Identifies some ideas, beliefs, attitudes, and experiences of men, women and children from the past.

Gives reasons why changes in houses, culture, leisure, clothes, buildings, beliefs and attitudes, ways of life may have occurred during a time period.

Use evidence to build up a picture of a past event through a range of sources (e.g. documents, artefacts, pictures, internet, music, historic buildings)

National Curriculum

Ancient Greece

Know some of the main characteristics of the Athenians and the Spartans, know about and can talk about the struggle between the Athenians and the Spartans, know about the influence the gods had on Ancient Greece, know about the link between the Ancient Greeks and the modern Olympics, know at least five sports from the Ancient Greek Olympics.

Historical Enquiry Skills

Summarise how Britain may have learnt from other countries and civilisations (historically and more recently), research what it was like for children in a given period of history and present findings to an audience.

Key Vocabulary

Historical	Topic Specific
Chronological, significant, power, development, compare, contrast, influence, ancient, civilisation	acropolis, agoge, altar, ancestor, andron., archaeologist, architecture, atom, caryatid, chamber pot, chariot, city-state, comedy, courtyard, democracy, excavate, flax, foundation, gymnasium, gynaeceum, hoplite, immortal, labyrinth, legend, myth, Oracle, oxen, Parthenon, phalanx, philosophy, politician, prophecy, Sphinx, stadion, symposia, symptom, temple, Titan, tragedy, trident, volume

Recommended Texts & Web Links

CGP Ancient Greeks Who Let the Gods Out? By Maz Evans Leo and the Gorgons Curse by Joe Todd Stanton Greek Myths by Marcia Williams (Chloe has a copy of this) Greek Gods & Heroes by Sylvie Baussier & Almasty So You Think You've Got it Bad? A Kid's Life in Ancient Greece Chae Strathie & Marisa Morea A Visitor's Guide to Ancient Greece by Lesley Sims Percy Jackson books

<https://www.bbc.co.uk/bitesize/topics/z87tn39>

<https://www.dkfindout.com/uk/history/ancient-greece/>

What pupils need to know or do to be secure

Key Learning

Activities / Application of knowledge / Possible Evidence

Who were the Ancient Greeks? (CGP 2-7)

- Explore some of the methods used by historians to find out about the Ancient Greeks using a range of artefacts.
- Explore the timeline of the Ancient Greeks, locate Ancient Greece on a map on a map and know that this era was known as the 'golden age' because it was at the height of their power.
- Children will understand that Ancient Greece was split into city states and that there was conflict between the states of Athens and Sparta.

Wow introduction being an Ancient Greek child. As an Ancient Greek, children will research and write in the Greek alphabet, choose a Greek name and research what they would wear.

What was life like in Ancient Greece? (CGP 8-19)

- Explore the lives of people in Ancient Greece comparing the lives of boys and girls, and men and women in Athenian and Spartan culture.
- Children will use historical enquiry skills to research what life was like for children in Ancient Greece and present their findings in a presentation.

Find and locate Greece on a world map, see where it is in relation to Great Britain.

What was the legacy of Ancient Greek culture on modern day society? (CGP 20-29)

- Explore the importance of myths in Ancient Greek society and read and study a selection in depth, committing the main narrative to memory.
- Understand the importance of the Olympic Games to the Ancient Greeks, comparing and contrasting to the modern day games.
- Understand the importance of theatre in Ancient Greek society and how this has impacted upon modern day entertainment.
- With reference to artefacts, explore and understand the importance of Ancient Greek architecture, pottery and carving and the legacy this has left.
- Study the achievements of great Ancient Greek thinkers such as: Democritus, Socrates, Plato, Pythagorus, Aristotle, Hippocrates and Archimedes.

Look at features of Greece. Place the Ancient Greeks on a time line and look at where they are in relation to the Stone Age. How do they think life will have changed?

Use primary sources, secondary sources and artefacts to learn about the Ancient Greeks. Talk about the difference between primary and secondary

- Understand the term *democracy*, its importance in *Athenian society* and the impact on the democratic systems used in modern society.

sources and the benefits of both.

Role play a visit to the *agora* and be able to discuss who you meet there. Role play being some of these different people.

Make clay *Greek pots*.

Compare *Greek sculptures* to modern day sculptures and investigate what they tell us about life in these times. Compare similarities and differences.

Enrichment

Wow day being an *Ancient Greek child*

Making clay pots

Make a *Greek Sculpture*

Role play a *Greek voting system*

Outdoor *Olympics*