<table>
<tr><td>Subject: History</td><td>Year group: Year 3</td><td>Topic: Stone Age</td><td>Initiation & activation activities:</td></tr>
<tr><td colspan="2">Prior knowledge required: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; events beyond living memory that are significant nationally or globally; the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods; significant historical events, people and places in their own locality.</td><td>Vocabulary:</td><td></td></tr>
<tr><td>Programme of Study: Year 3 & 4*</td><td>Implementation:</td><td>Impact –lesson sequence:</td><td>Evaluations and assessments:</td></tr>
<tr><td>Pupils should :continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study; note connections, contrasts and trends over time and develop the appropriate use of historical terms; regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance; construct informed responses that involve thoughtful selection and organisation of relevant historical information; understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.
• changes in Britain from the Stone Age to the Iron Age
• the Roman Empire and its impact on Britain
• Britain’s settlement by Anglo-Saxons and Scots
• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</td><td>Changes in Britain from the Stone Age to the Iron Age
This could include:
• late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae
Chronological understanding
• Can they describe events and periods using the words: BC, AD and decade?
• Can they describe events from the past using dates when things happened?
• Can they describe events and periods using the words: ancient and century?
• Can they use a timeline within a specific time in history to set out the order things may have happened?
• Can they use their mathematical knowledge to work out how long ago events would have happened?
GD –
• Can they set out on a timeline, within a given period, what special events took place?
• Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain?
Knowledge and interpretation
• Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?
• Can they begin to picture what life would have been like for the early settlers?
• Can they suggest why certain events happened as they did in history?
GD –
• Can they begin to appreciate why Britain would have been an important country to have invaded and conquered?
Historical enquiry
• Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?
• Can they use various sources of evidence to answer questions?</td><td></td><td></td></tr>
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	• Can they use various sources to piece together information about a period in history? • Can they research a specific event from the past? • Can they use their 'information finding' skills in writing to help them write about historical information? • Can they, through research, identify similarities and differences between given periods in history? GD – • Can they begin to use more than one source of information to bring together a conclusion about an historical event? • Can they use specific search engines on the Internet to help them find information more rapidly?		

- Remainder of the Programme of Study is taught in Years 5 and 6 at receiving middle school.