

History: Who had the best lifestyles: those living in the Stone Age or the Iron Age?

Y3 autumn term

| National Curriculum Objectives: |
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| <ul style="list-style-type: none"> ✓ Understand how our historical knowledge is created from a range of sources. ✓ Note connections, contrasts and trends over time. ✓ Combine overview and depth studies. ✓ Devise historically valid questions about change, cause, similarity, difference, and significance. ✓ Construct informed responses involving selection and organisation of historical information. |
| Key skills (know how to): |
| <ul style="list-style-type: none"> ✓ Continue to develop chronology to secure knowledge of history. ✓ Note connections, contrasts and trends over time. ✓ Develop the appropriate use of historical terms. ✓ Develop the appropriate use of historical terms. ✓ Understand how knowledge of the past is constructed. |

| Key Vocabulary: | |
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| Spelling: | Definition: |
| In the past; a long time ago; modern; old; living memory; decades; similar; different; in my lifetime; significant; artefact; consequence; impact | Generic language used in Y3 history lessons. |
| Cave painting | Early humans may have used art as a way of communicating. Drawings of animals on cave walls are common. |
| Mammoth | A large extinct hairy elephant with a sloping back and long curved tusks. |
| Neolithic man and woman | Person who lived during the later part of the Stone Age, when stone weapons and implements prevailed. |
| Fur pelt | Clothes made from animals' skin. |
| Spears | A weapon with a pointed tip and a long shaft, used for thrusting or throwing. |
| Skara Brae | A stone-built Neolithic settlement in Scotland. |
| Hand axe | A prehistoric stone tool with two faces that is the longest-used tool in human history, yet there is no academic consensus on what they were used for. |
| Antler tool | Stone Age hammer. |
| Archaeologist | An archaeologist digs up and studies things from the past like bones, pottery and buildings |
| BC | (Before Christ) Used to show the years before Jesus was born |
| AD | (Anno Domini) Used to show the years after Jesus was born |
| Nomad / nomadic | A group of people that move from place to place in search of food and shelter |
| Hunter / gatherer | A member of a nomadic group who hunt or harvest food that grows in the wild |
| Settlement | A place where people establish a community |

| Sequence of Learning: | | | | | |
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| Objectives (key knowledge): | | | | | |
| Lesson 1 To compare and contrast Stone Age and Iron Age settlements. | Lesson 2 To compare and contrast Stone Age and Iron Age homes. | Lesson 3 To compare and contrast Stone Age and Iron Age food. | Lesson 4 To compare and contrast Stone Age and Iron Age tool and weapon making and usage. | Lesson 5 To learn that Stone Age clothes were made from animal skins and Iron Age clothes were made from wool which was turned into cloth. | Lesson 6 To be able to explain - Who had the best lifestyles – Stone Age or Iron Age? And use evidence. |