

Archaeological Adventures

<p>Main Subject Focus History</p> <p>Key Concepts Taught Continuity and Change</p>	<p>Intent: Why? Pupils will learn about the past, focusing upon the earliest points in human history. They will gain an appreciation of how we have evolved and developed and how our earliest ancestors adapted to survive.</p>	<p>Links to prior and wider learning This will link to and build upon children's knowledge and study of other settlements. <i>Castles, Crown and Coronations, Invasion! Olympia, The Ancient World</i></p>
<p>Knowledge Pupils will learn about:</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age <p>Examples (non-statutory) – This could include:</p> <ul style="list-style-type: none"> • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture 		
<p>By the end of this unit, pupils will learn:</p> <ul style="list-style-type: none"> - Stone Age (Palaeolithic, Mesolithic, Neolithic) - Bronze Age - Iron Age - What life was like in each age e.g. food, tools, settlements - Continuity and change between each age - Use of different sources to find out more about what life was like in these periods 		
<p>Year 3</p> <ul style="list-style-type: none"> • Uses timelines to place events in order. • Understands timeline can be divided into BC and AD. • Uses words and phrases: century, decade. <ul style="list-style-type: none"> • Uses evidence to describe past: houses and settlements, culture and leisure activities, clothes, way of life and actions of people, buildings and their uses, people's beliefs and attitudes, things of importance to people, differences between lives of rich and poor • Uses evidence to find out how any of these may have changed during a time period. • Describes similarities and differences between people, events and objects • Shows changes on a timeline. <ul style="list-style-type: none"> • Looks at 2 versions of same event and identifies differences in the accounts. <ul style="list-style-type: none"> • Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. • Asks questions such as 'how did people? What did people do for?' • Suggests sources of evidence to use to help answer questions. <ul style="list-style-type: none"> • Presents findings about past using speaking, writing, ICT and drawing skills • Uses dates and terms with increasing accuracy. • Discusses different ways of presenting information for different purposes. 	<p>Year 4</p> <ul style="list-style-type: none"> • Names and places dates of significant events from past on a timeline. • Uses words and phrases: century, decade, BC, AD, after, before, during. • Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. <ul style="list-style-type: none"> • Shows knowledge and understanding by describing features of past societies and periods. • 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 and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. • Describes how some of the past events/people affect lives today <ul style="list-style-type: none"> • Gives reasons why there may be different accounts of history. <ul style="list-style-type: none"> • Understands the difference between primary and secondary sources of evidence. • Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. • Asks questions such as 'what was it like for a during?' • Suggests sources of evidence from a selection provided to use to help answer questions. <ul style="list-style-type: none"> • Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills • Uses dates and terms correctly. • Discusses most appropriate way to present information, realising that it is for an audience. • Uses subject specific words such as monarch, settlement, invader. 	
<p>Wider curriculum links: Art- Cave Painting Science- Rocks and Fossils</p>		
<p>Key Texts: Timelines, What Happened When in the World: History as You've Never Seen it Before! (DK), UG (Raymond Briggs), Stone Age Boy (Satoshi Kitamura)</p>		
<p>Key Vocabulary/ Etymology Neolithic, Mesolithic, Palaeolithic, Primitive, Dweller, Shelter, Migration, Tools, Technology, Weapon, Survive, Survival, Tribes, Archaeology, Archaeologist, Develop</p>		
<p>Wow moment Flag Fen Visit</p>		
<p>School Values- Courage and Excellence- Courage shown by those living in these times and the survival skills developed, excellent achievements of early man British Values- Rule of Law and Individual Liberty- Focus upon the need for rules- how we have evolved – balance between law and freedom and choice</p>		