



Visit to Sheffield Manor Lodge
Stone Age Hunter School Session

The Beginning of Civilisation

History

Year 3/4— Spring 2018-2019



Re-enact a Roman Invasion on the school
grounds to invade.

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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

History

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
This could include:
 - ⇒ 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
- the Roman Empire and its impact on Britain Julius Caesar's attempted invasion in 55-54 BC
This could include:
 - ⇒ the Roman Empire by AD 42 and the power of its army
 - ⇒ successful invasion by Claudius and conquest, including Hadrian's Wall
 - ⇒ British resistance, for example, Boudica
 - ⇒ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Stone Age

- Learn about how different it would have been to live in the stone age.
- Research what was found at Skara Brae and why was it important.
- **Spiritual - what do the artefacts found tell us about the past?**
- What was it like to live in the stone age? (houses, clothes etc)
- **English - write a description of what the Stone Age was like.**
- How would today's simple task have been different in the Stone Age?
- **Spiritual - reflect on their own and other lives.**
- Start to create a timeline of events.
- **Social - explore similarities and different and being aware of how fortunate we are.**

Bronze Age

- What is the Bronze Age?
- Compare how the bronze Age was different to the Stone Age.
- What did copper mining mean to the people?
- What is Stonehenge and what was it used for?
- **Social - sensitively challenge the opinions of others while debating about Stonehenge**
- Add key events for the Bronze Age to the class timeline.

Key Constructs

Iron Age

- What and when was the Iron Age?
- Discover what it was like to live in the Iron Age.
- Compare how the Iron Age is different to the Bronze Age and Stone Age.
- Look at what a hillfort is and why they were so important.
- Who are the Druids and what do they tell us about the past?
- **Cultural - explore a range of cultures and beliefs**
- Add key events for the Iron Age to the class timeline.

Romans

- How did the Roman Empire spread?
- Learn about Roman invasion.
- Set up our own Roman invasion.
- **Social - cooperate with others during the re-enactment of the Roman invasion**
- **English - Write a recount of our Roman Invasion.**
- To understand Roman Roads.
- Learn about Boudicca.
- Where are what is Hadrian's wall.
- To understand religious beliefs of the Romans.
- **Cultural - explore a range of cultures and beliefs**
- **Cultural - how have the Romans impacted the British culture.**

