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| Historical enquiry | Chronological understanding | Knowledge and interpretation | Vocabulary |
| * Stone age to Iron Age Britain **(National Curriculum Objective)** * Broader History Study * Local History Study **(National Curriculum Objective)** * To recognise the part that archaeologists have had in helping us understand more about what happened in the past? * To use various sources of evidence to answer questions? * To use various sources to piece together information about a period in history? * To research a specific event from the past? * To use their ‘information finding’ skills in writing to help them write about historical information? * To, through research, identify similarities and differences between given periods in history? | * Describe events and periods using the words: BC, AD and decade? * Describe events from the past using dates when things happened? * Describe events and periods using the words: ancient and century? * Use a timeline within a specific time in history to set out the order things may have happened? * Use their mathematical knowledge to work out how long ago events would have happened? | * Appreciate that the early Brits would not have communicated as we do or have eaten as we do? * Begin to picture what life would have been like for the early settlers? * Recognise that Britain has been invaded by several different groups over time? * Realise that invaders in the past would have fought fiercely, using hand to hand combat? * Suggest why certain events happened as they did in history? * Suggest why certain people acted as they did in history? | Scavengers and settlers  Hunters, gathers, Iron Age, Stone Age, religion, Bronze age, Stonehenge, cave, markings, dwellings, Savage, farmers, roundhouse, Avebury, Salisbury Plain, Neolithic. |
| Challenge | | | |
| Historical enquiry | Chronological understanding | Knowledge and interpretation | Cultural Capital |
| * To begin to use more than one source of information to bring together a conclusion about an historical event? * To use specific search engines on the Internet to help them find information more rapidly? | * Set out on a timeline, within a given period, what special events took place? * Begin to recognise and quantify the different time periods that exists between different groups that invaded Britain? | * Begin to appreciate why Britain would have been an important country to have invaded and conquered? * Appreciate that war/s would inevitably have brought much distress and bloodshed? * Have an appreciation that wars start for specific reasons and can last for a very long time? * Appreciate that invaders were often away from their homes for very long periods and would have been ‘homesick’? | * Trips to StoneHenge |