



## Medium-term plan

<b>Year group:</b>		<b>Term:</b>	
<b>Topic/unit:</b> National Curriculum reference: changes in Britain from the Stone Age to the Iron Age.			
<b>Children make progress in</b>		<b>Evidence for knowledge/understanding developed</b>	
<b>Substantive knowledge</b> (what we want children to know and remember)			
<ul style="list-style-type: none"> <li>Knowledge of the types of resources peoples from the different ages could access.</li> <li>Knowledge of the skills people in the different ages developed to allow them to survive and thrive.</li> <li>What the main technological and agricultural developments were across the periods.</li> <li>Knowledge of changing religious practices or burial practices.</li> </ul>		<ul style="list-style-type: none"> <li>Can explain that at first people only had natural materials to make shelters or clothes from e.g. wood, stone, bone, animal skins, etc.</li> <li>Knows that the change to farming marked the beginning of the Neolithic.</li> <li>Can explain how metals improved farming and ways in which iron could be seen as better than bronze.</li> <li>Knows that over a long period people were building Stonehenge, Avebury, etc, but then stopped adding to them.</li> <li>Can name some forms of burial, eg long barrow, cremation urns.</li> </ul>	
<b>Disciplinary knowledge</b> (use HIAS AREs)			
<ul style="list-style-type: none"> <li><b>Characteristic features</b> – can describe main features associated with the period/civilization studied, mostly using period specific language.</li> <li><b>Historical interpretation</b> – can recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version.</li> </ul>		<ul style="list-style-type: none"> <li>Can identify differences and similarities between the different ages, especially in relation to the coming of farming and the use of first bronze, then iron and the impact of all of these.</li> <li>Explains that as there is only archaeological evidence about these periods – no written accounts or pictures, knowing for sure about life so long ago is difficult.</li> <li>Understands the issue of underestimating their worth <i>some people think they were not clever because they did not have machines, electricity and stuff.</i></li> </ul>	
<b>Key question to drive the enquiry to promote children’s progress:</b> how did life change between the Neolithic, Bronze and Iron Ages?			
<b>Knowledge specific vocabulary</b>		<b>Promoting SMSC</b>	
A glossary is included in the pack and a word bank (same words as the glossary) is included on <a href="#">RS1</a> .		<ul style="list-style-type: none"> <li>Spiritual:</li> <li>Moral: develops understanding that achievement is partly dependent on circumstance.</li> <li>Social: group work/collaboration. Exploring the stories of past incomers to Britain promotes better understanding of incomers now.</li> <li>Cultural:</li> </ul>	
		<b>Cross-curricular links</b>	
<b>Resources</b>			
<ul style="list-style-type: none"> <li>Stone, bronze and Iron Age loan collection from the History Curriculum Centre.</li> <li>Possible visits: Stonehenge landscape, Museum of the Iron Age, Iron Age Hill Fort, Butser Ancient Farm.</li> </ul>			