

APS CURRICULUM – HISTORY KS2		How did Pre-Roman Britain Change?		YEAR/ TERM: Year B, Autumn Term	
		Knowledge, Skills and understanding breakdown			
YEAR 3 AND 4		Year 3			
National Curriculum Links		Chronological Understanding	Knowledge and Interpretation		Historical Enquiry
• Hi2/1.1: the 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, or Iron Age hillforts, tribal kingdoms, farming, art and culture. Pupils should be taught about: • Differences and similarities between Palaeolithic, Mesolithic and Neolithic • Advances in technology, and metalworking, from stone hand axes to metalworking? • Changes in way of life, from hunter-gatherer to sedentary farming • Types of settlements and enclosures created such as Hillforts and henges.		• Can they describe events and periods using words ‘BC’, ‘AD’ and decade? • Can they describe events from the past using dates when things happened? • Can they describe events and periods using the words ancient and century? • Can they use a timeline within a specific point in history to set out the order things may have happened? • Can they use mathematical knowledge to work out how long-ago events have happened?	• Do they appreciate that early Brits would not have communicated as we do, or eaten as we do? • Can they begin to picture what life would be like for the early settlers? • Can they suggest why certain events happened as they did in history?		• Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? • Can they use various sources of evidence to answer questions? • Can they use ‘information finding’ skills in writing to help them write about historical information? • Can they, through research, identify similarities and differences between given periods within history?
		Year 3 (More Challenging)			
		• Can they set out on a timeline, within a given period, what special events took place? • Can they begin to recognise and quantify the different time periods that exist between different groups that inhabited Britain?	• Do they appreciate that the landscape and animals in Britain may have been very different for early settlers		• Can they use search engines on the internet to help them find information rapidly?

CORE Learning / Sticky Knowledge	Year 4		
	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
• Know of the different key features of each period of stone age life in Britain • Understand why farming was more beneficial than hunter gathering • Identify developments in technology, metalworking, farming. • Understand the term ‘BC’	• Can they plot history on a timeline, using centuries? • Can they use their mathematical skills to round up time differences into century and decade?	• Can they explain how events from the past has helped shape our lives? • Do they know that people who lived in the past cooked and travelled differently and used different weaponry to ours? • Do they appreciate how items belonging to the past are helping us to build up a accurate picture of how people lived in the past?	• Can they research what it was like for a child in a given period from the past and use photos and illustrations to present their findings? • Can they give more than one reason to support a historical argument? • Can they communicate knowledge and understanding orally and in writing and offer points of view based on what they have found out?
History Links			
• Children will handle prehistoric artefacts, through the Tullie house Loan Box scheme • Penrith museum prehistoric experience • Children may visit Long Meg and her Daughters stone circle, Dunmallad (Pooley Bridge), Mayburgh Henge, or King Arthurs Around Table (Henge)	Year 4 (More Challenging)		
	• Can they use their mathematical skills to help them work out the time differences between events in history? • Can they begin to build up a picture of what main events happened in Britain/the world during different centuries?	• Can they recognise that people’s way of life in the past was dictated by their work? • Do they appreciate that what people ate was different because of the availability of different sources of food? • Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period?	• Can they independently, or as part of a group, present a aspect they have researched about a given period of history, using multi media skills when doing so?