

**Knowledge and Skills Progression Map**  
**Treales CE Primary School 2023-2024**

**History**

Willow Class Cycle A Year 3 and 4

	Autumn 1/2	Spring 1/2	Summer 1/2
<b>Focus</b>	How did the lives of ancient Britons change during the Stone Age?	What is the secret of the standing stones?	How do artefacts help us understand the lives of people in Iron Age Britain?
<b>National Curriculum</b>	Changes in Britain from the Stone Age to the Iron Age.	Changes in Britain from the Stone Age to the Iron Age.	Changes in Britain from the Stone Age to the Iron Age.
<b>CONCEPTS</b>	<p>Change - The process by which something or someone becomes different.</p> <p>Continuity - Aspects of life which remain constant and change little over time.</p> <p>Significance - Identifying the most important events, sources and people.</p> <p>Similarity and Difference - Comparing ways of life at different times.</p> <p>Sources - Evidence that is used to gather information and reach judgements.</p> <p>Chronology - Arranging historical events in their correct time order.</p> <p>Migration - The movement of people from one place to another.</p> <p>Society - A community of people who share a common way of life.</p> <p>Agriculture - Farming involving growing crops and rearing animals.</p> <p>Settlement - A place where people live. Subsistence - Living in a way that supports just yourself and family.</p>	<p>Change - The process or actions by which something or someone becomes different.</p> <p>Continuity - Aspects of life which remain constant and change little over time.</p> <p>Causation - The connections between events where one thing happens as a result of another.</p> <p>Significance - Identifying events, sources, people, places or ideas which are most important.</p> <p>Perspective - Seeing events from different viewpoints.</p> <p>Sources - Evidence that is used to gather information and reach judgements.</p> <p>Chronology - Arranging historical events in their correct order.</p> <p>Empathy - Placing yourself in another's position to better understand their actions.</p> <p>Settlement - A place where a community of people live.</p>	<p>Causation - The connections between events where one thing happens because of another.</p> <p>Significance - Identifying events, sources, people, places or ideas which are most important.</p> <p>Sources - Evidence that is used to gather information and reach judgements.</p> <p>Chronology - Arranging historical events in their correct time order.</p> <p>Conflict - A struggle or clash between opposing forces, interests or ideas.</p> <p>Peace - A time without conflict or the fear of violence or aggression.</p> <p>Settlement - A place where a community of people live.</p> <p>Society - A community of people who share a common way of life.</p> <p>War - Armed conflict between different countries or people within a country (civil war)</p> <p>Trade - The Buying and selling of</p>

	<p>Economy - Producing goods and services.</p>	<p>Society - A community of people who share a common way of life. Trade - The buying and selling of goods and services.</p>	<p>goods and services. Tribe - A group of people who live and work together.</p>
<p>Key Vocabulary</p>	<p><b>Anachronism</b> - Something not belonging to a particular place or time in the past. <b>Archaeologist</b> - Someone who studies human prehistory through the excavation of sites and examining artefacts. <b>Prehistory</b> - The time before writing was used to record events. <b>Artefact</b> - An object made by a human being. <b>Excavation</b> - Removing rock and soil to uncover artefacts left behind by people in the past. <b>Reconstruction</b> - Rebuilding something the way it originally looked. <b>Hunter-gatherer</b> - Living by hunting animals, fishing and harvesting wild food. <b>Nomadic</b> - People without a fixed home who wander from place to place. <b>Flint</b> - A hard grey rock occurring in lumps in chalk. <b>Knapping</b> - The shaping of flint to make a tool or weapon. <b>Domesticate</b> - The taming of wild animals so that they can be kept on farms. <b>Ceremony</b> - An act done in a way to honour a person or a special occasion.</p>	<p><b>Smelting</b> - heating and melting a rock to extract metal. <b>Alloy</b> - a metal made by combining two or more elements. <b>Bronze</b> - a metal made by combining tin and copper. <b>Status</b> - the position or rank of a person in society. <b>Monument</b> - a structure made to keep alive the memory of a person or event. <b>Ceremony</b> - a formal act or series of acts done in a particular way to honour a special occasion. <b>Interred</b> - to bury a body in a grave or tomb. <b>Cist</b> - a small stone-built coffin-like box used to hold the bodies of the dead. <b>Commemorate</b> - remember and give respect to a great person or event. <b>Capstone</b> - a large stone placed on top of a cist.</p>	<p><b>Hillfort</b> - A hill top earthwork of defensive banks and ditches. <b>Rampart</b> - A defensive wall of stone or earth. <b>Palisade</b> - A fence of sharpened wooden stakes fixed to the top of ramparts. <b>Smelting</b> - Melting rock to extract metal like iron. <b>Celts</b> - Groups who lived in North West Europe during the Iron Age. <b>Siege</b> - Surrounding a settlement cutting off essential supplies. <b>Inscription</b> - Words written on or cut into something. <b>Barter</b> - Exchanging goods and services without the use of money. <b>Hoard</b> - A stock or store of money or valued objects. <b>Votive</b> - Objects made as offerings as part of a religious ceremony.</p>

<p>Prior Knowledge (indicate year group)</p>	<p><b>Earlier in Key Stage 1 and Lower Key Stage 2 pupils learned:</b>          About people and events that occurred in 'history' and 'prehistory'.          The importance of artefacts to historians as they attempt to describe and explain the past.          What an archaeologist is and how they go about investigating the past through the items that people have left behind.</p>	<p><b>Earlier in Key Stage 1 and Lower Key Stage 2 pupils learned:</b>          About how life changed for people in Britain during the Stone Age.          How stone age people also left behind stone monuments.          The importance of artefacts to historians as they attempt to describe and explain the past.          What an archaeologist is and how they go about investigating the past through the items that people have left behind.</p>	<p><b>Earlier in Key Stage 1 and Lower Key Stage 2 pupils learned:</b>          About how life changed for people in Britain during the Stone Age.          How life in the Bronze Age was different from the Stone Age.          The importance of artefacts to historians as they attempt to describe and explain the past.          What an archaeologist is and how they go about investigating the past through the items that people have left behind.</p>
<p>Key Knowledge (Substantive)</p>	<p>Why the Stone Age is part of 'prehistory'.          The three periods and dates of the Stone Age in Britain.          How archaeologists use artefacts to understand life in Stone Age Britain.          Why most Ancient Britons were hunter gatherers.          The difference between Stone Age winter and summer camps.          Why in the New Stone Age Ancient Britons began to build permanent settlements.          How and why life for Ancient Britons changed from the Old to New Stone Age.</p>	<p>The Bronze Age was the period between the end of the New Stone Age and the start of the Iron Age.          How bronze was made from smelting copper and tin.          Some ways in which the invention of bronze changed the lives of people.          Why metal workers who could smelt bronze had such high status in Bronze Age society.          The significance of the artefacts buried with the 'Amesbury Archer'.          Why the 'Amesbury Archer' was given the richest burial known in Bronze Age Britain.          What a monument is.          Why Bronze Age people may have built so many stone circle monuments.</p>	<p>That the Iron Age followed the Bronze Age.          How iron was smelted and made into tools and weapons.          How iron was a much more useful metal than bronze.          What an Iron Age tribe was.          Why Iron Age Britain was often a violent time.          The purpose and features of Iron Age hill forts.          Why so many hill forts were built in Britain during the Iron Age.          The features of a typical Iron Age roundhouse.          The significance of artefacts discovered in roundhouses and hill forts.          What a votive offering is.</p>

		<p>The design, layout and possible purpose of the stone monuments at Merrivale.</p>	<p>Why Iron Age tribes may have made so many votive offerings.</p>
<p>Key Skills (Disciplinary)</p>	<p>Selecting - Choosing the information most suitable and relevant.  Sequencing - Arranging events or artefacts in their correct time order.  Comparing and contrasting - Finding similarities and differences in how people lived at different times.  Reasoning/ speculating - Forming ideas about something without firm evidence.  Synthesising - Combining a range of ideas and facts from different sources.  Explaining - Showing understanding of how or why something happened.</p>	<p>Selecting - Choosing the information most suitable and relevant.  Sequencing - Arranging events or artefacts in their correct time order.  Comparing and contrasting - Finding similarities and differences in how people lived at different times.  Reasoning and speculating - Forming ideas about something without firm evidence.  Synthesising - Combining a range of ideas and facts from different sources.  Explaining - Showing understanding of how or why something happened.</p>	<p>Selecting - Choosing the information most suitable and relevant.  Sequencing - Arranging events or artefacts in their correct time order.  Comparing and contrasting - Finding similarities and differences in how people lived at different times.  Reasoning and speculating - Forming ideas about something without firm evidence.  Synthesising - Combining a range of ideas and facts from different sources.  Explaining - Showing understanding of how or why something happened.</p>

<p>Possible- sequence of lessons – enquiry questions?</p>	<p>How do people often imagine the Stone Age to be like? Who left their footprints on the beach and what were they doing there? What clues help archaeologists reconstruct how people might have lived in Stone Age Britain? Why did Stone Age Britons spend most of their time living in camps rather than in caves? Why was the Red Lady of Paviland so important? How were people living in Britain at the end of the Stone Age compared with the beginning?</p>	<p>Why did the Stone Age come to an end about six thousand years ago? Why was the Amesbury Archer so important? Why do people build monuments? Why did Bronze Age people build monuments at Merrivale?  Who was buried in the cist at Merrivale?</p>	<p>How can we recognise Iron Age hill forts today? What might hill forts have looked like when they were first built? How do we know that life wasn't always very peaceful in the Iron Age? What were stagers and how did Iron Age people use them?  Why have so many wonderful Iron Age artefacts been found underwater?</p>
<p>End of unit goals Suggested assessment task?</p>	<p><b>Describe and explain</b> how time is divided up into 'history', 'prehistory' and 'deep time'. <b>Explain</b> why the Stone Age is part of 'prehistory' rather than considered 'history'. <b>Identify and describe</b> in chronological order the three periods and dates of the Stone Age in Britain. <b>Describe and explain</b> how archaeologists use artefacts to understand life in Stone Age Britain. <b>Explain</b> why most Ancient Britons in the Old Stone Age were hunter gatherers. <b>Compare and contrast</b> the difference between Stone Age winter and summer camps. <b>Explain</b> why in the New Stone Age Ancient Britons began to build permanent settlements.</p>	<p><b>Understand</b> that the Bronze Age was the period between the end of the New Stone Age and the start of the Iron Age. <b>Describe and explain</b> how bronze was made from smelting copper and tin. <b>Describe and explain</b> some ways in which the invention of bronze changed the lives of people. <b>Understand</b> why metal workers who could smelt bronze had such high status in Bronze Age society. <b>Explain</b> the significance of the artefacts buried with the 'Amesbury Archer'. <b>Explain</b> why the 'Amesbury Archer' was given the richest burial known in Bronze Age Britain. <b>Describe and explain</b> what a monument is. <b>Explain</b> why Bronze Age people may have built so many stone circle monuments.</p>	<p><b>Know</b> that the Iron Age followed the Bronze Age. <b>Describe and explain</b> how iron was smelted and made into tools and weapons. <b>Explain</b> why iron was a much more useful metal than bronze. <b>Describe</b> what an Iron Age tribe was. <b>Understand</b> why Iron Age Britain was often a violent time. <b>Identify, describe and explain</b> the purpose and features of Iron Age hill forts. <b>Explain</b> why so many hill forts were built in Britain during the Iron Age. <b>Identify, describe and explain</b> the features of a typical Iron Age roundhouse.</p>

	<p><b>Understand</b> how and why life for Ancient Britons changed from the Old to New Stone Age.</p>	<p><b>Describe and explain</b> the design, layout and possible purpose of the stone monuments at Merrivale</p>	<p><b>Understand</b> the significance of artefacts discovered in roundhouses and hill forts.  <b>Explain</b> what a votive offering is.  <b>Understand</b> why Iron Age tribes may have made so many votive offerings.</p>
<p>Suggestions for the development of greater depth</p>	<p><b>Understand</b> that almost all of the timeline of British history and prehistory is occupied by the period known as the Stone Age.  <b>Explain</b> what an anachronism is and understand how misconceptions of periods of time in the past such as the Stone Age can become accepted as fact.</p>	<p><b>Understand</b> why metal workers may have travelled long distances from Central Europe to work in communities in Britain during the Bronze Age.  <b>Understand</b> the concept of a monument and how modern and ancient monuments serve the same purpose.</p>	<p><b>Understand</b> that modern day cultures and societies also continue to make votive offerings of various kinds for different purposes.</p>
<p>Enrichment opportunities</p>		<p>Manchester Museum</p>	