



Claremont Primary and Nursery School History Curriculum

Year 3: Stone Age to Iron Age – How did the Stone Age people affect our lives?

NC link: Changes in Britain from Stone Age to 1066

Objectives:

- Be able to place the Stone Age, Iron Age and Bronze Age on a timeline
- Be able to compare the Stone Age to modern day Britain
- Be able to use historical sources to find out about technology in the Stone Age, Bronze Age and Iron Age
- Be able to use historical sources to find out about settlements in the Stone Age, Bronze Age and Iron Age
- Be able to use historical sources to understand why hillforts were a useful defensive strategy
- Be able to use sources to research Celtic beliefs
- Be able to discuss the contribution Stone Age people have made to life today

Substantive Knowledge:

- The Stone Age was a very long period of time when early humans made tools and weapons from stone.
- Understand that the Stone Age is split into three periods, the Palaeolithic (old Stone Age), the Mesolithic (middle Stone Age) and the Neolithic (new Stone Age).
- The Palaeolithic period was significantly longer than any other time in the Stone Age and any other period in human history. In Britain, it is thought to have started around 800,000 BC. At this time, people were hunter-gatherers and moved on to live in a different place once they had hunted and gathered all the food available.
- The Mesolithic period started in Britain from around 8000 BC around the age of the last Ice Age. People were still living as hunter-gatherers but towards the end of this time in the Stone Age, people started to learn about agriculture.
- In the Neolithic period, people started to live in permanent settlements having been introduced to agriculture by people migrating from Europe.
- Skara Brae is a Neolithic village. It is a prehistoric settlement where a farming community lived around 5,000 years ago. It is a UNESCO World Heritage Site
- During the Bronze Age, people developed the technology to make bronze. This was used to make tools, containers and jewellery. There was lots of migration to Britain during this period. Some of the people who arrived during this time were from Central Europe and were known for the distinctive bell-shaped pottery they made, mainly used for drinking from.
- During the Iron Age, technology developed further. People began to make tools and weapons from iron. Again, many of the new ideas came with the migration of people. People who lived at this time are now often called 'Celts'. The Iron Age in Britain started when Celts from Europe settled in Britain. Celts were farmers and lived as part of a tribe. The Iron Age ended after the invasion of the Romans.
- Hillforts developed during the Iron Age. Communities lived on hills for protection from when other tribes attacked.
- Understand that historical sources about Celtic beliefs (including written texts from Roman and Greek authors, human remains, artefacts and mythology) may not be reliable on their own, but can be used together to build a picture of Celtic beliefs.

Disciplinary knowledge (Think like a historian):

- Continuity and Change
 - Identify key things that changed between periods.
- Cause and Consequence
 - Understand that a cause is something directly linked to an event and not just something that happened before it.
 - Begin to understand that historical events create changes that have consequences that sometimes last long after the event is over.
- Similarities and differences
 - Identify and give some examples of how life was similar in the past.
 - Identify and give some examples of how life was different for people in the same and different periods of time, such as different rights, different religious beliefs.
- Historical Interpretations
 - Begin to understand some of the ways in which historians and others investigate the past.
- Historical Investigations
 - Use a range of primary and secondary sources to find out about the past
 - Regularly address and sometimes devise own questions to find answers about the past
- Chronological understanding
 - Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time
- Knowledge and Understanding of Events and People in the Past
 - Find out about the lives of people in time studied compared with our life today
 - Describe connections and contrasts between aspects of history, people, events and artefacts studied.
- Presenting, Organising and Communicating
 - Present, communicate and organise ideas about the past including simple written narratives

Key Vocabulary:

Skara Brae, tribe, survival, tools, mine, stone age, bronze age, iron age, Mesolithic, Neolithic, Palaeolithic, hillforts, Stonehenge, druids, Roman invasion, AD, CE, BC, BCE, excavation, hierarchy, status, tribe, chief



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Year 3: Robin Hood – Robin Hood: Hero or villain?

NC link: Local history study

Objectives:

- Be able to place the Medieval times on a timeline
- Be able to compare Medieval Nottingham to the modern-day Nottingham
- Be able to describe what life was like for the rich and poor in Medieval times
- Be able to explain the origins of the stories of the Legend of Robin Hood and reasons surrounding the popularity of the legend.
- Be able to use historical sources to understand the roles of King Richard I and Prince/King John
- Be able to use historical sources to compare and contrast King John to King Charles III
- Be able to discuss if Robin Hood was a hero or a villain

Substantive Knowledge:

- Medieval Britain was known as the Middle Ages and went from the year 496 to 1492.
- There was a clear hierarchy in medieval society, often called the feudal system. The king was at the top, followed by nobility (lords and members of the clergy). Below this were knights and then peasants. A small number of people at the top of the hierarchy had control over a large number of people at the bottom.
- Life in Medieval times was very different for knights, royals and peasants.
- Most people in medieval society lived in villages. There were very few large towns.
- The peasants worked mainly on the land or for the rich and powerful.
- There were a range of jobs and trades in towns and villages, some quite similar to those people might have today.
- Medieval justice was loaded in favour of the rich and powerful. They used fear of consequences to stop people committing crimes.
- If you ran away from justice, you would be declared an outlaw.
- Society was unequal. Sheriffs made sure the law was obeyed.
- England was ruled by King John because King Richard had gone to war.
- King John was an unfair ruler who took money from the poor villagers.
- Robin Hood and his Merry Men were unhappy about this and began stealing money from the rich, including the church, to give back to the poor.
- King John was not happy about this and wanted to capture Robin Hood to put him in jail so he set out to catch him.

Disciplinary knowledge (Think like a historian):

Continuity and Change

- Identify key things that changed between periods.

Similarities and differences

- Identify and give some examples of how life was similar in the past.
- Identify and give some examples of how life was different for people in the same and different periods of time, such as different rights, different religious beliefs.

Historical significance

- Identify historically significant people and events from a period of history and give some detail about what they did or what happened.
- Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us.

Historical Interpretations

- Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.

Historical Investigations

- Use a range of primary and secondary sources to find out about the past
- Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information

Knowledge and Understanding of Events and People in the Past

- Find out about the lives of people in time studied compared with our life today

Presenting, Organising and Communicating

- Present, communicate and organise ideas about the past including simple written narratives

Key Vocabulary:

Robin Hood, legend, myth, King Richard, Prince John, Sherwood, hierarchy, feudal system, conquest, taxes, monarch, succession, religion, law, rules



Claremont Primary and Nursery School History Curriculum

Year 3: Rampaging Romans – What factors enabled the Roman invasion of Britain?

NC link: *Changes in Britain from the Stone Age to 1066*

Objectives:

- Be able to place the Roman era on a timeline
- Be able to use historical artefacts to learn about life as a Roman living in Pompeii
- Be able to compare life as a Roman soldier with life as a modern-day soldier
- Be able to use historical sources to explain the significance of Julius Caesar and the invasion of Britain by the Roman army
- Be able to understand the significance of Queen Boudica in the rebellion against the Romans
- Be able to use sources to research how life in Britain changed after the Roman invasion
- Be able to discuss how the Roman army successfully invaded Britain

Substantive Knowledge:

- The first Romans lived in Italy nearly 3000 years ago. They conquered many lands to make an empire.
- Understand that the archaeological site of Pompeii is historically significant because it provides a large amount of information about Roman life.
- The Roman Empire grew rapidly, covering most of Europe and some of Africa. This was able to happen because of the skill and organisation of the Roman Army.
- The soldiers marched 10km a day and carried all of their belongings with them. The Roman Army had 40000 soldiers. You had to be 20 to join and had to sign up for 25 years. The soldiers wore tunics and leather sandals. The armour came in 4 parts, this was to make it easy to carry.
- The Roman shields were an important part of the soldier's equipment. They were curved and long in order to protect the soldiers and be used in battle techniques: tortoise, orb, wedge, repel-cavalry.
- Julius Caesar made several attempts to conquer Britain. The Romans tried to invade Britain in 55BC for the first time. A fleet of ships carrying Roman soldiers arrived but they struggled to land and stormy seas wrecked their ships. Caesar had underestimated the Britons and he was forced to return home. The next year, he returned. This time the Romans were too strong. They defeated many Celtic tribes and marched all the way to the River Thames. Over the next year it battled inland, storming through hillforts and conquering anyone who stood in their way.
- Life in Britain began to change. Hillforts decreased and towns with houses began to be built along streets. Buildings for working and trading were also built. Metal was used for making tools and coins. Trading became very important in Britain with lots of people travelling to Britain to trade at the markets.
- The Roman army are famous for building long, straight roads. They boosted trade, communication with the Emperor and helped control the different provinces.
- The Romans built new towns all over Britain. Each one had a marketplace, town hall, shops, temples and homes. Larger towns had an amphitheatre. Bath houses were elaborately designed and were popular places to relax and meet friends.
- In 60AD, the Romans seized the land from the Iceni tribe after King Prasutagus died. Queen Boudica objected and she led a rebellion against the Romans.

Disciplinary knowledge (Think like a historian):

- Continuity and Change
 - Identify that there are reasons for continuities and changes across periods of time and explain some of these.
 - Start to understand that there are times when change happens suddenly.
- Cause and Consequence
 - Explain a series of directly related events that happened in the lead up to a historical event.
- Similarities and differences
 - Identify and give some examples of how life was similar and different in the past.
- Historical significance
 - Identify historically significant people and events from a period of history and give some detail about what they did or what happened.
- Historical Interpretations
 - Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.
- Historical Investigations
 - Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information
 - Gather more detail from sources such as maps to build up a picture of the past
- Chronological understanding
 - Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time
 - Understand that a timeline can be divided into BC and AD
- Knowledge and Understanding of Events and People in the Past
 - Explain how people and events in the past have influenced life today
 - Describe connections and contrasts between aspects of history, people, events and artefacts studied.
- Presenting, Organising and Communicating
 - Present, communicate and organise ideas about the past including simple written narratives

Key Vocabulary:

invade, conquer, capture, seize, empire, emperor, tribes, Celts, Romans, soldier, shield, dagger, sword, sandals, javelin, tunic, helmet, rebel, Gaul, BC, AD, Europe, techniques



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