

Year 3 – Prehistoric Britain

What it looked like last unit



Prehistoric Britain

This is the first history that you will have been taught at Woolenwick Juniors so we will find out what other history you have studied, such as the great fire of London and build on your learning chronologically

Vocabulary (definitions)

AD - Anno Domini – in the year of our lord
archaeologist - a person who studies human history and prehistory through the **excavation** of sites and the analysis of **artefacts** and other physical remains
barrow – burial mound
bronze
century – 100 years
circa - around
druids – Celtic religious people and healers
hillfort – homes built upon a hill for defensive reasons
loom – machine used for weaving
magnetometer -
migration – To move from one place to another for survival
Neanderthals – an extinct species of human
Prehistory – knowledge of the past before things were written down
sacrifice – an act of slaughtering an animal or human

What it looks like next unit



The Ancient Egyptians

Now that you have a knowledge and understanding of Pre-historic Britain, you will next compare it to that of another civilization of the same period, making connections and identifying differences.

Sequence of Learning

1. Introduce the definition and time scale of human prehistory.
2. Find out about early humans and the Palaeolithic period.
3. Find out about people who lived in the Mesolithic period.
4. Find out how people lived in the Neolithic period
5. Find out about how people lived in the Bronze Age.
6. Find out about how people lived in the Iron Age.
7. Recap and summarise the prehistory of Britain.

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trade – the action of buying or selling goods.

Cultural Capital

- I know what the three ages of prehistory are.
- I know how long British prehistory is.
- I can explain how life changed in Britain during prehistory.

What information do we have on this era and how true is it?

Other Links

Year 3 Invaders and Settlers, Year 4 Anglo-Saxons, Scots and Picts, Year 5 Saxons Vs Vikings, Year 6 Crime and Punishment through the ages, A Local Study: The Tudors

Chronological Awareness	Range and Depth of Historical Knowledge	Interpretations of History	Historical Enquiry	Organisation and Communication
Place the time studied on a timeline. Sequence several events and artefacts. Use dates and terms relating to the passing of time and understand that the timeline can be split into BCE and AD.	Find out about everyday lives of people in time studied. Compare with our life today. Identify results and reasons of people's actions. Understand why people may have had to do something.	Identify and give reasons for different ways in which the past is represented. Distinguish between different sources and evaluate their usefulness. Look at representations of the period – museum, cartoons, etc.	Use a range of sources to find out about a period. Observe small details – artefacts, pictures, etc. Select and record information relevant to study. Begin to use the library, e-learning for research. Ask and answer questions.	Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, models, writing, drawing.

Schemas:

1 – Reliability of sources

2 – Invaders and Settlers (and their decline)

3 – Study of everyday life changing over time

4 – Chronology

