

Year 34 Long Term Plan – 2022/23

	Stone Age to Iron Age What was New about the New Stone Age? Which was more impressive – the Bronze Age or Iron Age?	Remembrance	What of the Roman achievements had the most impact on Britain?	Was the Anglo-Saxon period really the dark age? Would the Vikings do anything for money?
	Autumn 1 and 2	Autumn 2	Spring 2	Summer 1 – 8-week plan 4 weeks AS Settlement, 3 weeks Struggle for England, 1 week Assessment
Key Vocabulary	Prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, archaeology, flint, artefacts, Ice Age, quarry, Stone Age, Forage, hunter-gatherer, domesticated, reconstruction drawing, decay, evidence, settlement, community, slave, Neolithic, crop, revolution, role, significance, period, smelting, bronze, torc, tribe, wattle and daub, hill fort, ingot	Remembrance, commemorate, Commonwealth, conflict, sacrifice.	Europe, Italy, Rome, military, conquer, invade, client kingdom, Invasion, conquest, rebellion, politics, achievement, society, culture, Queen, annexe, settlement, transport, trade, hygiene, sanitation, economy, Empire, Emperor, defence, decline, trade, economy, Hadrian's wall, Saxon shore forts, continuity and change, period of history Chronology, duration, scale, continuity and change	Conflict, invasion, raid, settlement, Edward the Confessor, Kingdoms, mythology, warriors, navigate, exploration, trade, monarchy, Christianity. AD
Previous Knowledge	Nursery – n/a Reception – n/a KS1 – have a basic understanding about what a period in history is. Have basic understanding of BC/AD centred around knowledge that Christ was born 2000 years ago. Year 4 have an understanding of preserving monuments from their experience of studying local history in 2021 – this links in with discussing the importance of preserving ancient monuments such as Stone henge, Skara Brae.	Nursery – understand that we celebrate some events annually. Reception - understanding that poppies are used to remember people who died in the war. KS1 – understand the story of the poppy and how it came to be a symbol of remembrance. Understand the difference between celebrate and commemorate.	Nursery – n/a Reception - n/a KS1 - have a basic understanding about what a period in history is. Have basic understanding of BC/AD centred around knowledge that Christ was born 2000 years ago. They understand the term invasion from learning about Castles and why defences were built. KS2 – learning about the Iron Age taught the children the increased need for fortified defences. They build on this when looking at the Roman invasion and the need to build walls such as Hadrian's Wall.	Nursery – Concept of Kings and Queens Reception - Concept of Kings and Queens in fairytales KS1 – Monarchy – Queen Victoria/Queen Elizabeth, King William 1 (Normans – castles). invasion KS2 – Learning about the Romans introduced the idea of monarchy, hereditary rulers. Learning about the Iron Age and Romans introduced the concept of fortifications, invasions, settlement.
NC Objectives Lesson sequence	NC – Children should be taught about the changes in Britain from the Stone Age to Iron Age Why is it called 'The Stone Age'? What was life like in the Old and Middle Stone Age? How much change happened in the New Stone Age? Was great progress made in the Stone Age? What difference did Bronze make? How does the Amesbury Archer help us know more about the Bronze Age? Do we agree that not much happened in the Iron Age? Do we think that the Bronze and Iron Age were a dangerous time to live? What was more impressive, the Bronze Age or Iron Age?	NC - know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.	NC – The Roman Empire and its impact on Britain What was the Roman Empire? What does the chronology of Roman Britain look like? What was the reaction to the Roman Invasion? What are the most significant achievements? What is the legacy of Roman Britain? The end of the Roman Empire	NC – Britain's settlement by Anglo-Saxons and Scots, Brtialn and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. How did Saxon England begin? What was Saxon England like? Can I make links across time periods? How did Saxon life compare with the Romans? How did the Saxons view the Vikings? How should we view the Vikings? How did the shape of Britain change in this time period? Was Alfred really great?

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Substantive knowledge	<p>Palaeolithic period - simple tools made from wood, bone and stone. They moved around to find food and were given the name ‘hunter-gatherers’.</p> <p>Mesolithic period - tools became more sophisticated. They made sharp tiny flint blades that were called microliths. They also used contraptions called spear throwers that threw spears further and enabled them to hunt more efficiently.</p> <p>Neolithic period - people became more settled and built more permanent homes. Began to keep animals including cattle, sheep, goats and boars. Monuments with links to the solstice were built - some people had an understanding of astronomy, and the position of the Sun in relation to the Earth.</p> <p>The discovery of Bronze brought about the end of the Stone Age (although stone continued to be used. Bronze allowed people to make stronger and better tools which improved farming techniques.</p> <p>Iron was discovered around 1000BC. This was more readily available than copper. The use of iron made big advances in farming, more food being available led to increases in population.</p> <p>People developed Hill Forts which were used for defence, housing and trading.</p>	It is important to remember and understand the significance of poppies (Red for the fallen soldiers, White for end of all conflict, Black to recognise the contribution of the Commonwealth, Purple to recognise the animal victims of war).	<p>Children are taught about the spread of the Roman Empire in a geographic and chronological sense. They identify the narrative of British history and begin to make links between British and world history. Children sequence events related to both invasions of Britain. They turn this sequenced timeline into a scaled timeline. Key learning is to be able to scale a timeline to understand intervals between events and duration of events. Children are taught about possible reactions to Roman invasion. A) Boudicca – fought back and eventually lost against the Roman army. B) Cartimandua – successfully cooperated with the Romans and ruled her kingdom. Key learning is to begin to understand how decisions and events have consequences (positive and negative). Children extract information from sources to explain the achievements of the Romans: Aqueducts, engineering, hygiene, etc. Key learning is for children to extract information from various types of sources.</p> <p>Children are taught about the legacy of Roman Britain inc: roads, architecture, place names, house design etc.</p> <p>Children are taught about the role of Hadrian’s wall in a military and economic context. They are also introduced to the decline of the Roman Empire and withdrawal from Britain</p>	<p>In the 8th century, Vikings from Nordic countries began to make raids on northern England. The start of the Viking era in Britain is usually dated from the raid on the Holy Island of Lindisfarne and the attacking of its monastery in AD 793. There are many sources of evidence for the history of the Saxons and Vikings, including written records, archaeology and landscape. There are records including the works of the Venerable Bede, the Anglo-Saxon Chronicles and others. Most of the written records are written by people with Anglo-Saxon sympathies, and so historians have to be careful about conclusions drawn about events in the past. The Vikings is the name given to various groups of people who hailed from Norway, Sweden and Denmark. They were not a unified people. They did have some common skills, including ship building, navigation and trading as well as the skills for raiding and pillaging. They have a reputation for being brave sailors and fearless navigators. During the Dark Ages they traded and settled across Europe to Baghdad and Constantinople, visited North Africa and the Iberian coasts and navigated rivers like the Don and Dnieper, far in the Ukraine. They also established settlements in the Faroe Islands, Iceland, Greenland and even for a time in North America.</p>
Skills and Disciplinary concepts. THREADS	CHRONOLOGICAL UNDERSTANDING Source analysis (archaeology) Continuity and change Trade / Society / Agriculture	CHRONOLOGICAL UNDERSTANDING	CHRONOLOGICAL UNDERSTANDING Source work (chronology) Source work (cause and consequence) Source work (enquiry) Power (Empire), Trade / Society / Achievements	CHRONOLOGICAL UNDERSTANDING Source work (chronology) Source work (cause and consequence) Source work (enquiry) Power (Monarchy, Invasion) Trade / Society (Religion)
Diversity	During the Stone Age, Bronze Age, Iron Age, what were other civilizations doing at the same time?	Role of the Commonwealth Role of women in the war Different coloured poppies	Cartamandua – Celtic Queen from Yorkshire (Brigantes) Ivory Bangle Lady (York) - African descent Vindolanda. The Vindolanda tablets and artefacts found at the site show several good examples of African, Arabian and Middle Eastern soldiers having been based at the site. Septimius Severus , emperor of Rome. Born in modern day Libya, died in York.	Abbot Hadrian of St. Peter and St. Paul's monastery in Canterbury is described by Bede as being from Amazigh. That is in Libya. St. John style crosses originate in Coptic Egypt, Nubia and Ethiopia. They can be found in Anglo-Saxon religious texts. Anglo-Saxon artefacts excavated at Dar es Salaam and Kisiju, Coastal Tanzania. England and Merovingian Gaul had imports that originated from Africa and India. Examples: cowrie shell, elephant ivory.
Local	Starr Carr (Yorkshire) Otley Chevin – evidence of Iron Age settlement Leeds Hippo (113,000 years ago)	Local war memorial	Roman Fort in Adel Roman graves in Adel Church Dalton Parlours (Roman Villa in W Yorkshire)	Yorkshire Hoard discovered near Leeds. - 7 th -10 th C
Misconceptions	Stone Age people were at the same time as the dinosaurs That one era ended and another began instead of a gradual transition That once bronze was discovered, people no longer used stone		Children may believe that Julius Caesar was the first emperor of Rome because he made attempts to invade Britain earlier, however Augustus was the first Roman emperor. Children may think that the Roman Empire was just modern-day Italy and then it expanded to include Britain. Children may think that the Romans got rid of the Celts, when in fact there was a blending of cultures, and a distinct Romano-Celtic culture was created. Romans built roads which aimed for high ground to prevent ambush and aid drainage.	Vikings wore horns on their helmets. Vikings were not all savage barbarians. Being a Viking was like a career choice – not all Nordic people were classed as Viking.

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What does this look like at Bramhope?	Resources	Rising Stars planning scheme of work Artefacts from Starbeck Education – Stone Age tools	Local war memorial. Where the poppies now grow.	Timeline constructed in class Maps (link to Geography) Mylearning.org MrTDoesPrimaryHistory	Timeline constructed in class Timeline constructed in class MrTDoesPrimaryHistory HA scheme of work BBC Bitesize Ducksters
	Activities	Go back in time 700,000 years Look at a timeline, create a human timeline – explain BC and AD – begins at Yr 1 not Yr 0 Empty the class rubbish bin – what can we learn from the bin? Exploring artefacts – what do they tell us about Stone Age? Research Starr Carr. Research Cheddar Man Identify continuities and changes between Stone Age periods Mind map resource – what have you learnt about the ‘hoard’? Look at what Bronze Age people left behind – what does it tell you? Make / draw a reconstruction of an Iron Age farm including key details. Hold a class vote – which was the best age to live in?	Make a poppy of different colours and be able to explain the meaning. Create a memorial to a fallen soldier on the Bramhope Memorial.	Sequenced timeline and scaled timeline form a centre point of reference for the topic and work well as a display. Compare and contrast Cartimandua and Boudicca. The source and enquiry tasks produce several pieces of work involving note taking and written answers to show skill progression. (These work well as individual, paired or group work). The integrated enquiry tasks provide the opportunity to develop children’s questioning skills and will help develop their analysis and evaluation skills in the future. They can present their findings in many appropriate ways	Introduce the chronology of the Anglo-Saxon and Viking periods. Do this as two timelines running concurrently (both at the same time and interacting). Ask the children to explain to a peer their understanding of the periods. Ask the groups to read through their timeline information and ask them to colour code them as being Anglo-Saxon or Viking or both. Discuss how both groups wanted control of England. Hot seat the raid on Lindisfarne. Debate what AS would need to do to reclaim land lost to the Vikings. Discuss if Alfred deserves to be known as the ‘Great’? Debate – who should claim the throne of England?
	Enrichment	Puku B archaeology workshops Herd Farm – Iron Age roundhouse		Roman Soldier Visit to school	Danelaw trip
	Cross Curricular links/Texts	Stone Age Boy / Stig of the Dump		Escape from Pompeii Queen of Darkness (Boudicca) Empire’s End – A Roman Story (E&D)	Beowulf / Viking Boy
	Outdoor Learning	Dig a trench in the school grounds and ‘excavate’.		Replicate the formation of the Roman Army (tortoise)	
Assessment of concepts		<p>Chronological understanding –children can sequence events, can use a scale to calculate intervals between events, begins to make links between local, national and world history. Greater Depth – begin to identify links between events</p> <p>Source Analysis and Interpretation –children can extract information from various types of source (artefact, pictorial, written) Greater Depth -begin to identify limitations of sources with support</p> <p>Historical Enquiry –pursue a line of enquiry for a given question with support, begin to create their own enquiries to pursue with support. Greater Depth –begins to make decisions over which sources to use.</p>	<p>Significance – children can articulate why it is important to remember and understand the significance of poppies (Red for the fallen soldiers, White for end of all conflict, Black to recognise the contribution of the Commonwealth, Purple to recognise the animal victims of war)</p>	<p>Chronological understanding –children can sequence events, can use a scale to calculate intervals between events, begins to make links between local, national and world history. Greater Depth –begin to identify links between events</p> <p>Source Analysis and Interpretation –children can extract information from various types of source (artefact, pictorial, written) Greater Depth -begin to identify limitations of sources with support</p> <p>Historical Enquiry –pursue a line of enquiry for a given question with support, begin to create their own enquiries to pursue with support. Greater Depth –begins to make decisions over which sources to use.</p> <p>.</p>	<p>Chronological understanding –children can sequence events, can use a scale to calculate intervals between events, begins to make links between local, national and world history. Greater Depth – begin to identify links between events</p> <p>Source Analysis and Interpretation –children can extract information from various types of source (artefact, pictorial, written) Greater Depth -begin to identify limitations of sources with support</p> <p>Historical Enquiry –pursue a line of enquiry for a given question with support, begin to create their own enquiries to pursue with support. Greater Depth –begins to make decisions over which sources to use</p>
Curriculum End points		<ul style="list-style-type: none"> I can explain why it is called the ‘Stone Age’. I can recognise the long period of time of the Stone Age, and where it fits within the wider historical context (Chronology) I can name and sequence the three periods of the Stone Age (Chronology) 	<ul style="list-style-type: none"> I can explain why it is important to commemorate the victims of conflict. I understand that poppies are a symbol of remembrance. 	<ul style="list-style-type: none"> I can explain what an Empire is and that the Roman Empire expanded over a long period of time and then contracted (Chronology). I can give reasons how the Romans maintained control of their Empire (Cause and Consequence). 	<ul style="list-style-type: none"> I can place Anglo Saxon and Viking periods on a timeline and explain how it fits chronologically with the Stone Age-Iron Age, and the Roman Empire (Chronology). I can explain some changes to Britain after the arrival of the Saxons, Angles, Jutes and Scots (Continuity and Change).

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	<ul style="list-style-type: none"> • I can describe some differences and similarities in people’s lives in the Old and Middle Stone Ages (Similarity and Difference). • I can use sources to reach simple conclusions about the changes between the three periods of the Stone Age (Historical interpretations, Change and Continuity). • I can locate the Bronze Age on a timeline (Chronology). • I can give reasons using sources what the Amesbury Archer tells us about the Bronze Age and the movement of people (Historical Interpretations). • I can explain how bronze impacted people’s lives (Change and Continuity). • I can name key features of the Iron Age. • I understand that we don’t have as many iron artefacts from this period as iron rusts and is not durable. • I can explain ways in which people began to protect themselves in the Iron Age (Cause and Consequence). • I can use sources to give reasons why one period was more impressive than the other (Historical enquiry). 	<ul style="list-style-type: none"> • I can explain what the different coloured poppies represent. (Historical significance). 	<ul style="list-style-type: none"> • I can explain that Britain was successfully invaded by the Romans in AD43, and that Britain was still in the Iron Age (Chronology). • I can explain through use of debate that when the Romans invaded Britain, the rulers were given a choice to accept Roman rule or fight against them (Cause and Consequence). • I can extract evidence from sources to explain reasoning about the significance of the Roman achievements (Historical Interpretations, Historical Significance). • I can explain the legacy of the Romans in Britain in terms of what we still see and experience today (Historical Significance). • I can use my source analysis skills to identify the significance of Hadrian’s Wall and Vindolanda and that they were used for more than just defence (Historical Significance). 	<ul style="list-style-type: none"> • I can explain that small settlements developed into Kingdoms. There were 7 kingdoms known as a heptarchy. (Continuity and Change) • I can explain that Christianity was brought to Britain in the 7th Century by St Augustine (Historical Significance, Change). • I know that many words we speak today have their origins in Saxon language and our counties follow many Saxon shires (Historical Significance). • I can explain that Viking raids began in the 8th Century and within 100 years they had taken over a large part of land in Northern England. • I can use source analysis to explore whether King Alfred really was great by pursuing a line of enquiry exploring reasons for the creation of Danelaw (Historial Interpretation, Historical Enquiry). • I can understand that King Edward the Confessor was the penultimate English king before Harold II who was killed in the Battle of Hastings in 1066. • 1066 was the start of the Norman conquest.
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