

# Year 3 & 4 Yabba-Dabba-Doo!

## Autumn Topic Knowledge Organiser

Knowledge

Skills

Vocabulary

### Knowledge Progression

What are the main features of the chronology of the Stone Age?

What were the main differences between the 'old' Stone Age and the 'new' Stone Age?

Was Stone Age man simply a hunter and gatherer, concerned only with survival?

How different was life in the Stone Age when man started to farm?

What can we learn about life in the Stone Age from a study of Skara Brae?

Why is it so difficult to work out why Stonehenge was built?

How did people in that time get bronze, copper and tin, and how did they make bronze tools and weapons made?

How is iron made, and how were iron tools and weapons made?

What was the impact of bronze and iron tools, and iron weapons, on the way people in Britain

Why were hillforts developed in the Iron Age?

Can you solve the mystery of the 52 skeletons of Maiden Castle?

How much did life really change during the Iron Age and how can we possibly know?

When would you prefer to have lived - during the Stone Age, Bronze Age or Iron Age?

### Curriculum Coverage

Changes in Britain from the Stone Age to the Iron Age. We will discover more about the lifestyle of our ancestors from the Paleolithic (Old Stone Age) through to the Iron Age via the Mesolithic (Middle Stone Age) and Neolithic (New Stone Age) times. We will investigate the houses, religion, culture, agriculture, materials and tools from this period of time. We will also learn why historical artefacts are important and how we can use them to help us discover information about the past.

### Skills Progression

Year 3 — Place the time studied on a time line. Find out about everyday lives of people in time studied. Distinguish between different sources - compare different versions of the same story. Use a range of sources to find out about a period. Communicate their knowledge and understanding.

Year 4 — Place events from period studied on time line. Identify key features and events of time studied. Look at the evidence available. Use evidence to build up a picture of a past event. Communicate their knowledge and understanding.

### Historical vocabulary

Archaeologist, source, evidence, artefact, time line, sequence, site, excavations, interactive, opinion, flint, spear, axe, bow and arrow, mammoth, marrow, Skara Brae, prehistoric, dwelling, inhabited, extraordinary, clumps, magnitude, artefacts, Neolithic, Stonehenge, livestock, mining, copper, bronze, alloy, treasure trove, hoard, roundhouses, rectangular, turf, Celts, hillforts, shelter, battle, sacrifice, offering, ceremony, gathering, preserving, Druids, priests, Celts, religious, sacrifices, tribe, festivals, cures, judge, clairvoyant, opinion, Romans, conquer.

### Historical enquiry

Where do the Stone Age, Bronze Age and Iron Age fit on a timeline of world history? How does life during those times compare with life today? How have the Stone Age, Bronze Age and Iron Age influenced and affected today's world? How can we find out about life in the Stone Age, Bronze Age and Iron Age? How did things change and develop between the Stone Age, Bronze Age and Iron Age?



**Year 1-2 History:** changes within living memory. the lives of significant individuals in the past who have contributed to national and international achievements (Rothschild, Queen Victoria), events beyond living memory that are significant nationally or globally, significant historical events, people and places in their own locality.

**Y5-6 History: Mayan Civilisation** AD 900—how it contrasts with British history. Location of Europe and North & South America, environmental regions, physical & human characteristics, countries and major cities. **Black History**—a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Britain's settlement by **Anglo-Saxons and Scots, the Viking and Anglo-Saxon** struggle for the Kingdom of England to the time of Edward the Confessor. **World War II:** a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a local history study