



History Curriculum Content

Milestone Two

Year 3

Autumn

Spring

Summer

Unit

The Stone Age

The Bronze/Iron Age

The Romans

Focus

Person: Archaeologist Louis Leakey
 Event/Time Period: Stone Age
 Impact: Leakey identified stone tools that were almost 2 million years old.

Person: Boudicca
 Event/Time Period: Iron Age
 Impact: Led army – later defeated by the Romans

Person: Emperor Claudius
 Event/Time Period: The Romans
 Impact: 43 CE brought large army to conquer much of Britain.

Enquiry Question

How does life in the Stone Age compare to our life today?

How did life for early humans change over time?

Who were the Romans?

Learning Experiences/ Hook

Become Stone Age hunter gatherers.
 Stone Age visitor to school

The story of Boudicca

Visit to Clifton Park to discover the impact of Romans in Rotherham.

Knowledge Categories

<p>Fingertip Facts</p>	<ul style="list-style-type: none"> • Palaeolithic, Mesolithic and Neolithic are the three time periods of the Stone Age. • In early Stone Age times, humans lived in small groups, using stone tools to hunt large mammals for food. • The name given to people who move around to find food are called nomads. • Skara brae is an ancient Stone Age village dating back to 3000 BCE. • Jewellery, ornaments and dice games found at Skara Brae help us understand what life was like. 	<ul style="list-style-type: none"> • The Bronze Age, the period immediately after the Stone Age, is the time when metals like bronze started to be commonly used. • The famous prehistoric stone circle, Stonehenge, was built over many hundreds of years. Work began in the late Stone Age, around 3000 BC. • During the Iron Age, a group of people called the Celts travelled across Europe. They moved around to trade but many settled in Britain. • During the Iron Age, farmers and villagers were often attacked, and their crops and animals stolen. Hill forts became a place of shelter during times of threat. • During the Iron Age the landowners became wealthy and powerful, while the poor had to work hard in the fields. 	<ul style="list-style-type: none"> • The early Romans made treaties (agreements) with neighbours and other city-states until, with their powerful, well-trained army, they became the undisputed rulers of Italy. • At its most powerful, the Roman Empire spread across Europe, parts of North Africa and the Middle East. I • The Romans brought significant changes to Britain. They built over 10,000 miles of roads and built houses, forts and temples from stone rather than wood. • Art was part of everyday Roman life and was used to decorate homes, temples and public places. • Territories are lands controlled by a ruler
<p>Disciplinary Knowledge (Being a Historian)</p>	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the Stone Age. • Suggest suitable sources of evidence for historical enquiries. • Give a broad overview of life in the Stone Age. • Describe the characteristic features of the Stone Age, including ideas, beliefs, attitudes and experiences of men, women and children. • Place events, artefacts and historical figures on a timeline using dates. • Use appropriate historical vocabulary. 	<ul style="list-style-type: none"> • Suggest causes and consequences of some of the main events and changes during the Bronze/Iron Age. • Describe the social, ethnic, cultural or religious diversity of past society. • Understand the concept of change over time, representing this, along with evidence, on a timeline. • Describe the characteristic features of the Bronze/Iron Age, including ideas, beliefs, attitudes and experiences of men, women and children. • Use appropriate historical vocabulary. 	<ul style="list-style-type: none"> • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Suggest causes and consequences of some of the main events and changes during Roman Times. • Give a broad overview of life in Roman Times. • Use dates and terms to describe events. • Describe the characteristic features of Roman Times, including ideas, beliefs, attitudes and experiences of men, women and children. •
<p>Substantive Knowledge</p>	<p><u>Main Events</u></p> <ul style="list-style-type: none"> • Describe the three different periods of the Stone Age. • Label a timeline with the different periods of the Stone Age. <p>The oldest period of the Stone Age, the Palaeolithic period, began approximately 2.5 million years ago. The Middle Stone Age is called the Mesolithic period. The</p>	<p><u>Main Events</u></p> <ul style="list-style-type: none"> • Explain significant events/changes during the Bronze/Iron Age. <p>c.2100 BCE: Bronze Age began in Britain when metals like bronze (made by heating a mix of tin and copper in a furnace) started to be commonly used.</p>	<p><u>Main Events/Conflict</u></p> <ul style="list-style-type: none"> • When was Britain conquered by the Romans? • What was the name of the emperor who successfully invaded Britain? <p>Led by the famous military commander Julius Caesar, the Roman army first tried to invade Britain in 55 and 54 BCE. However, they were</p>

Neolithic period, often called the New Stone Age, dates back approximately 8–10,000 years.

Food and Farming

- Describe how people found food during the Stone Age.
- What is the name for people who have to move around to find food?

In early Stone Age times, humans lived in small groups, using stone tools as they hunted for large mammals and gathered plants, fruit and berries. These hunter-gatherers were almost always moving (nomadic) to find food.

- When did the climate become warmer during this period?
- When did Stone Age humans start to use bows and arrows?
- List the foods Stone Age humans ate.

In the late Palaeolithic period, humans started using bows and arrows to help them catch prey. In early Stone Age times, humans lived in small groups, using stone tools as they hunted for large mammals and gathered plants, fruit and berries. About 10,000 years ago, as the climate warmed, certain crops like wheat and barley became more plentiful. Humans no longer needed to move around as much to find food and started building permanent homes to live in near land that they could farm.

Settlements

- Name a Stone Age settlement.
 - When did settlements become more permanent during the Stone Age?
- The village at Skara Brae was discovered in 1850 and has provided lots of artefacts which help us understand what life was like in the Stone Age.**
- About 10,000 years ago, as the climate warmed humans no longer needed to move**

c.1700 BCE Nordic countries in Northern Europe and China, in Asia, entered the Bronze Age.

Food and Farming

- Why is it significant that Iron Age communities were able to grow surplus food?
- Life in Iron Age Europe was mostly rural and agricultural. The Celts were excellent farmers and were able to produce more food than they needed to be used in times of drought and famine or to be traded. Iron Age people, such as the Celts, also kept livestock.**

Settlements

- When did the construction of Stonehenge start?
- The famous prehistoric stone circle, Stonehenge, was built over many hundreds of years. Work began in the late Stone Age, around 3000 BC.**

Society

- What were the lives of the rich and the poor like in Bronze/Iron Age communities?
- The Bronze Age saw the rise of states or kingdoms where larger groups of people joined together to live under the rule of a powerful leader. Later in the Iron Age farmers came to rely on iron tools to help grow the food that a settlement needed. As a consequence, the blacksmith became a significant person in society.**

Conflict

- What type of weapons did the Iron Age warriors use?
- The Iron Age brought new farming technology but also new weapons like**

back almost one hundred years later in 43 CE under the command of Emperor Claudius. Claudius brought a much larger army and pushed north and west from the south coast. The Romans travelled as far as modern-day Scotland but were unable to keep this area under control, building a wall to keep the northernmost tribes out. Following the successful conquest of much of Britain, the Romans stayed in Britain until 410 CE.

Conflict

- Who led the Iceni tribe against the Romans?
- One of the most famous rebellions of this time was led by Queen Boudicca, the leader of the Iceni tribe. Her army was finally defeated by a skilful and well-trained group of 1,200 Roman soldiers who defeated almost 80,000 men.**

Culture and pastimes

- Who were Romulus and Remus?
- Myths were a significant part of Roman life. There is even a myth to explain how the city of Rome was founded. It tells the tale of two brothers Romulus and Remus.**

Society

The largest known Roman mosaic is at Villa del Casale in Sicily. It dates from the fourth century and is almost 300 square metres in size. Showing hunting and fighting scenes, it is a primary source that tells us about Ancient Roman life.

Artefacts

- List some sources of evidence that help historians understand Roman life.
 - What is the difference between a primary and secondary source?
- Emperor Hadrian was visiting Britain in 122 CE. He ordered a great wall, made up of 15 forts, to be built to separate Roman Britain from Scotland.**

Travel and Transport

	<p>around as much to find food and started building permanent homes to live in near land that they could farm.</p> <p><u>Artefacts</u></p> <ul style="list-style-type: none"> • Describe the Oldowan toolkit. • Who was the archaeologist who identified the Oldowan toolkit. <p>The Oldowan toolkit is the name given to the oldest known stone tools used by early humans. Its name comes from the area in Northern Tanzania where the archaeologist Louis Leakey identified stone tools that were almost 2 million years old.</p>	<p>swords and spears. As a consequence, fighting between tribes became more common.</p>	<p>Having a reliable and capable army was important when building an empire, but it was trade (exchanging, buying and selling goods) that made the Roman Empire powerful and prosperous. Trade routes were essential and the competition to control them was fierce, sometimes leading to major conflicts.</p>
<p>Vocabulary</p>	<p>archaeologists: people who study the past by examining remains and objects</p> <p>ancestors: relatives from long ago</p> <p>consequence: result or effect</p> <p>nomadic: travelling from place to place</p> <p>communal: shared by a group of people</p> <p>historical sources: things that give information about the past</p> <p>migrate: move from one place to another</p>	<p>societies: people living together in organised groups</p> <p>ancient: from a long time ago</p> <p>irrigation: supplying land with water</p> <p>communication: sharing information</p> <p>conquest: conquering (taking control of) a country or group of people</p> <p>civilisations: organised groups of people with their own culture</p>	<p>turmoil: a state of confusion and uncertainty</p> <p>territory: land controlled by a ruler</p> <p>constitution: a system of laws and rules</p> <p>dictator: a ruler with total power over a country</p> <p>prosperous: wealthy</p> <p>emperor: man, who rules an empire</p> <p>sanitation: keeping places clean with a sewage system and clean water supply</p> <p>mosaics: pictures made from pieces of tile</p> <p>architects: people who design buildings</p>