

## What I already know...

What a timeline is and how to order events  
*Victorians Y2*

About chronology within an age  
*Egyptians Y3*

Sources (pictures and physical resources) can provide historical information.  
*Y1 and Y2*

# Better Than Stone



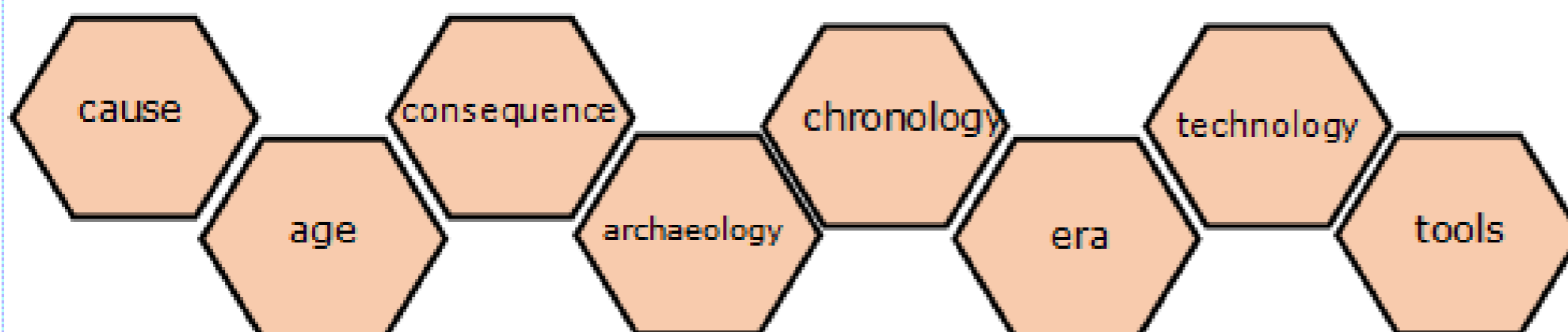
In this history led topic you will learn you will learn about the 3 eras of pre-history. How the technology of the people changed and its impacts. At the end of the topic, you will create and interactive exhibit to teach year 3.



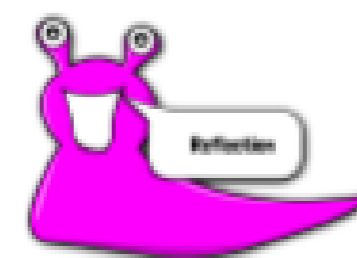
## I will learn...

- ⇒ Where pre-history occurs in a timeline
- ⇒ The similarities and differences between the three ages.
- ⇒ How the technology (tools) changed over time.
- ⇒ The cause and consequences of these changes.

## Key Vocabulary



Find out about changes in technology throughout pre-history and reflect on their impact.



## Year Group— Half Termly Topic Overview: Autumn 2

### **Topic:** Better Than Stone

During this topic children travel through prehistoric time looking at the stone, bronze and iron age. We have a strong focus on technology and look at how different discoveries allowed the creation of different types of tools. The children will also get to experience what it was like during this time when we visit Butser Ancient Farm.

**HOOK:** Focus on becoming historians by looking at chronology, specific artefacts and investigate what it is like to be archeologic.

**OUTCOME:** Apply their knowledge of prehistory to create a game for another year group to teach them about a specific area.

### **Driving Subject:** History

- Children will track the improvements of technology, specifically tools, across the prehistoric period.
- They will learn how Britain has changed overtime looking at the causes and consequences of these on the lives of pre-historic people.
- Children will learn about the positive impacts discovering new materials had on the development of tools and how this changed their lives.

### **Applied Literacy:**

- Instruction Writing: how to make a bronze sword using the scientific language.
- Explanation: how the discovery from Iron impacted the lives of prehistoric people.
- Historic Information Text: children will apply the knowledge of the stone, bronze and iron age to write an informative text for other children.

### **Applied Mathematics:**

n/a

### **Pupil Premium**

These will have the opportunity to unpick the key historic language before we come across it during our learning. Using the VR headsets the children will find out about the human origins in Africa and what it may have been like in stone age camp.

### **Curriculum Links:** Science and Art

#### **Art**

Our children will learn how to use charcoal to create an image. They will also look at a range of cave paintings and explore how they may have created them. Whilst in role we will use these skills to a series of cave paintings to sum up the events.

#### **Science**

When looking at how a bronze age sword was created, children will be taught about the different states of matter, how the particles behaviour in a state and how some objects can transition between states.

### **SMSC:**

An understanding how Britain became settled.

Exploration into how communities with different cultures interacted in the past and how this has caused conflict.

### **Community links/Enterprise/Experiences:**

- Butser Ancient Farm visit
- Hook Day which will investigate where prehistory is on a timeline, chronology of historic tools and what it might be like to be an archaeologist.
- Drama activities to get into role of a prehistoric person.