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| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| WALT understand chronological language  (Refer to previous knowledge, children’s own chronology and recent history) | WALT understand continuity and change | WALT know how to extract information from sources | WALT know how to extract and interpret sources of information | WALT understand limitations of historical sources | WALT use sources to draw conclusions – Is Skara Brae significant? |
| **Unit Description** | | | | | |
| The children will learn about the different eras of the Stone Age to Iron Age with a focus on sequencing and duration. They will learn some key information about each era of the Stone Age then compare and contrast periods using said information. They will understand archaeology as the key source of evidence for Pre-History. They will use these skills to draw conclusions and apply the archaeology to eras of the Stone Age. At the end of the unit the children will apply their source skills to identify what Skara Brae is showing, then follow with questions they want to ask to deepen their understanding. Once answered, they will draw conclusions as to the purpose of the site. They will also get first-hand experience handling artefacts at Penlee House Museum. | | | | | |
| **Key Vocabulary** | | | | | |
| Mesolithic, Palaeolithic, Neolithic, flint, hand axe, Stone Age, Bronze Age, Iron Age, chisel, dagger, Early Briton, homo sapien, hunter gatherer, tomb, fort, monument, nomadic, animal skin, bone, antlers, Ice Age, shelter, Skara Brae, forage, thatched, Pre-history, Romans, tribe, Orkney Islands | | | | | |
| **Milestone Indicator** | | | | | |
| **Chronological understanding** – children can sequence eras, can use a scale to understand duration, understand duration as a measure of long events last for.  **Source Analysis and Interpretation** – children can extract information from various types of source (artefact, pictorial, written), interpret information from various sources, draw conclusions from sources with support.  **Historical Enquiry** - ask questions to deepen understanding, locate answers to own and given questions, draw conclusions based on source work.  From C. Quigley to sort  Use evidence to ask questions and find answers to questions about the past.  • Suggest suitable sources of evidence for historical enquiries.  • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.  • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.  • Suggest causes and consequences of some of the main events and changes in history.  Describe changes that have happened in the locality of the school throughout history.  • Give a broad overview of life in Britain from ancient until medieval times.  • Compare some of the times studied with those of other areas of interest around the world.  • Describe the social, ethnic, cultural or religious diversity of past society.  • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  Place events, artefacts and historical figures on a time line using dates.  • Understand the concept of change over time, representing this, along with evidence, on a time line.  • Use dates and terms to describe events  Use appropriate historical vocabulary to communicate, including:  dates  • time period  • era  • change  • chronology.  • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. | | | | | |