

| YEAR 3 | SIMILARITIES AND DIFFERENCES | Significance | Perspective | Cause and consequence | Continuity and change | INTERPRETATION | SOURCES AND EVIDENCE |
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| <p>All modules use an approach of assessing what children already know as well as building on the skills and knowledge they have already acquired during their time at Chaddlewood.</p> | | | | | | | |
| <p>EVOLUTION OF CHANGES IN BRITAIN FROM STONE/BRONZE TO THE IRON AGE. Main Question: What was life like in the Stone Age, Bronze Age and Iron Age</p> | | <p>What do the children know as events and the significance related to materials from the stone, bronze to iron age.</p> <p>New tools developed for new materials.</p> <p>The introduction of more sophisticated tools and how they helped people to be more efficient.</p> | <p>How would it feel to live in the Stone age/Bronze age and Iron age eras.</p> <p>Looking at how Stone age people lived their lives through the eyes of a family in the stone age. Understanding that this is a construction because we have limited to no evidence of how it would have felt.</p> <p>How the Stone age viewed life after death.</p> | <p>Use of tools which led to hunting/ gathering lifestyle.</p> <p>The differences between the stone age and modern Britain.</p> <p>The consequence of finding new materials like bronze and copper and how this led to new tools.</p> | <p>The continuous drive for efficiency in tools across all three eras and how life changed based on these improvements and inventions.</p> | <p>Children will look at the stone age axe and consider questions such as What would this be used for? How would this have been made?</p> <p>Looking at pictures and deciding what they show and what this shows about Stone Age/ Bronze and Iron age.</p> | <p>Children will discuss why there is not very much evidence from this period in British history.</p> <p>Children will look at how archeologists have found footprints in the mud.</p> <p>Children will also look at a stone age axe.</p> <p>Children will then look at images of how stone age people lived.</p> <p>Children will also visit Merrivale on Dartmoor.</p> |
| <p>THE ROMAN EMPIRE AND ITS IMPACT ON BRITAIN.</p> | | <p>Chn will look at the Significance of the Roman empire and how they impacted on Britain with</p> | <p>Celt/Roman soldier Gladiator- how did it feel to be one or the other?</p> | | <p>Aspects of Roman life that came to Britain: Roads, towns, army,</p> | <p>Children will interrogate the evidence in the adjacent column. Thinking about</p> | <p>Chn to look at a description of Boudica and quotations from speeches she gave.</p> |

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| | | <p>roads, towns and the importance of an army.</p> <p>Boudicca - female ruler will also be explored.</p> | <p>What would it have been like to live in a Roman town? From different viewpoints: child/servant/wealthy?</p> | | <p>Houses, public health.</p> <p>These aspects are left as the legacy and they have allowed Britain to make changes and grow.</p> | <p>what it shows and how it shows that life changed when the Romans invaded.</p> <p>Children will think about how any of this has impacted on Britain today and can they/do they know of any legacies left by the Romans.</p> | <p>They are primary sources of historical evidence, because they were written 2,000 years ago by two Roman historians (Cassius Dio and Tacitus) at the time when Boudica was alive.</p> <p>Chn will also look at photographs of the remains of seven features of Roman towns remains (taken in the towns and cities of Caerwent, Bath, York and Chester):</p> <ul style="list-style-type: none"> A. statue (of Emperor Constantine in York) B. Roman bath house (Bath) C. part of a Roman wall and gateway (York) D. theatre (Chester) E. gardens (Chester) F. basilica (Caerwent) and forum (Caerwent) G. amphitheatre (Caerwen) |
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