



Enquiry Question	Would you prefer to live in the Stone Age, Bronze Age or Iron Age?	
	Required Prior Knowledge	Knowledge to be taught
Substantive Knowledge	Dinosaurs were alive a very very long time ago but we only found out about them in the last two hundred years from the fossils (Fossils, Y1)	Prehistoric Britain began when the first humans arrived in the British Isles. It was possible to walk to Britain from Europe across Doggerland which later became flooded and now lies under the North Sea. It ended when the Romans conquered the ancient Britons in 43CE/AD and Britain became part of the Roman Empire. The earliest humans were hunter-gatherers. They survived by hunting animals and finding food to eat. Very gradually people learned new skills. First they learned to herd animals and grow crops. Later they discovered the secrets of making bronze and iron. Prehistoric people couldn't read or write, but they were incredible builders. Prehistory refers to the study of humans before there was writing. Prehistoric Britain is split into the Stone Age (Palaeolithic, Mesolithic, Neolithic), Bronze Age and Iron Age. Settlements were built near natural resources such as water and wood. We learn about the past from things that we find underground. Burials suggest that people believed in an afterlife, and reflect the lives they lived.
	Artefacts help us to understand the past before there was writing (Fossils, Y1)	
Disciplinary Knowledge		
Chronology	Place events, artefacts and historical figures on a timeline. Refer to the year that some events took place.	Place ages in order of time and understand the meaning of their names. Place artefacts within their correct age. Place events, artefacts and historical figures on a timeline using dates and BCE/CE and BC/AD, with support.
Evidence & Interpretation	Observe or handle evidence to ask questions and find answers to questions about the past. Begin to explain why evidence can be trusted.	Observe evidence to ask about the past and come to conclusions based on what I have seen. 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.
Cause & Consequence	Recognise that there are reasons why people in the past acted as they did and what the consequences were.	Suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration.
Change & Continuity	Describe change and the historical events.	With support, begin to explain the concept of change over a long period of history.
Similarity & Difference	Compare some of the different ways the past has been represented.	Describe similarities and differences between the Stone Age, Bronze Age and the Iron Age.
Historical Significance	Describe significant people and events from the past and explain why they are important.	Suggest suitable sources of evidence to find out about significant people/events.



Big Idea Knowledge

- **Community:** Early communities had to be entirely self-sufficient.
- **Human Rights:** There was no single or continuously developed belief system in prehistoric Britain.
- **Stewardship:** The Prehistoric way of life was sustainable.
- **Resilience:** Prehistoric people relied on the natural world and its resources. Life would have been hard.
- **Health:** In Neolithic times, due to the increase in farming people began to eat much healthier diets.
- **Wonder:** Prehistoric people found everything they needed in their natural environment.
- **Technology:** Developments in technology during prehistoric times resulted in big changes in lifestyle for its people.
- **Equality:** Individual burial sites from the time provide evidence of wealth inequality during prehistoric times.

Vocabulary

Prehistory, history, archaeologist, artefacts, excavation, continuity, agriculture, domestication, Neolithic, Mesolithic, Paleolithic, bronze, alloy, iron ore, deposit, preserve, remains, settlement, natural resources, timeline, artefacts, events, BCE/CE, BC/AD, evidence, conclusions, sources, accurate, cause, consequence, change, similarities, differences, significant

Teaching Sequence

- Arouse curiosity & raise questions
- Develop understanding of chronology
- Review previous learning
- Specify key vocabulary
- Use a variety of sources and/or artefacts to conduct historical enquiry after teacher modelling
- Interpret & record findings
- Respond to key enquiry question

Learning Questions

How long ago was the prehistoric age?

What was similar and different in life during the Palaeolithic and Mesolithic?

How did life change in the Neolithic and what was the impact?

How did Bronze change life in the Stone Age?

How did life change in the Iron age and what was the impact?

Would you prefer to live in the Stone Age, Bronze Age or Iron Age?

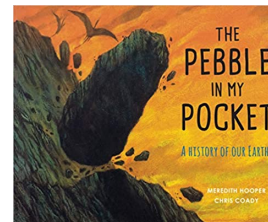
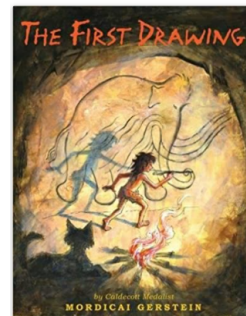
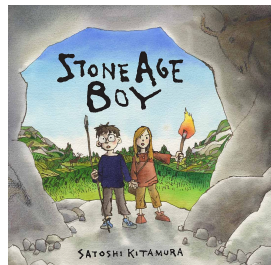
Mastery Key

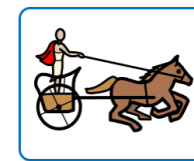
- Can explain which Age they would prefer to live in and why.

Gateway Key

- ❖ Can name 3 ways life changed between the Stone Age and the Iron Age.

Recommended Reads





Enquiry Question		Who was Boudicca and what did she do?	
	Required Prior Knowledge	Knowledge to be taught	
Substantive Knowledge	<p>There is often fighting between invaders and indigenous people (Explorers, Y1)</p> <p>The parts rebuilt in London after the Great Fire of London had much better hygiene which made life healthier (Great Fire of London, Y2).</p> <p>The Prehistoric period ended when the Romans conquered the ancient Britons in AD43 and Britain became part of the Roman Empire (Y3)</p> <p>The move towards farming meant that prehistoric communities became more settled, larger and homes became more sophisticated but this caused fighting between tribes (Prehistoric England, Y3)</p>	<p>The Roman empire began in Rome. Ancient Rome expanded gradually from 473 BCE/ BC and collapsed in 476 CE/AD. At its peak, the Roman Empire covered a huge area across Europe, Asia and Africa. Julius Caesar failed to invade Britain in 54 & 55 BCE/BC. Emperor Claudius conquered Britain in 43 AD. They invaded because they wanted the precious metals from England. The Roman Army was strong because they were well organised and well equipped. They built roads so that they could get around Britain more easily. They also built a sewage system which improved people's health. Boudicca was a Celtic queen who tried to revolt against the Romans in 60 CE/AD along with the rest of the Iceni tribe. Tacitus wrote about this in 98 AD and the account still survives. To begin with many Christians were persecuted from the 1st century CE/AD until Emperor Constantine declared tolerance for all beliefs. Many Romans converted to Christianity in Britain.</p>	
Disciplinary Knowledge			
Chronology	Place events, artefacts and historical figures on a timeline. Refer to the year that some events took place.	Place ages in order of time and understand the meaning of their names. Place events, artefacts and historical figures on a timeline using dates and BCE/CE and BC/AD, with support.	
Evidence & Interpretation	Observe or handle evidence to ask questions and find answers to questions about the past. Begin to explain why evidence can be trusted.	Observe evidence to ask about the past and come to conclusions based on what I have seen. 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.	
Cause & Consequence	Recognise that there are reasons why people in the past acted as they did and the consequences.	Suggest the causes and consequences of some of the main events and changes in Britain when the Romans invaded.	
Change & Continuity	Describe change and the historical events.	With support, begin to explain the concept of change over a long period of history.	
Similarity & Difference	Compare some of the different ways the past has been represented.	Describe different accounts of a historical event, explaining some of the reasons why the account may differ. (Boudicca)	
Historical Significance	Describe significant people and events from the past.	Suggest suitable sources of evidence to find out about significant people/events.	



Big Idea Knowledge

- **Community:** Celtic tribes worked together to try and revolt against the Romans.
- **Human Rights:** The Romans were intolerant of other faiths initially. In most countries today people practise their own religions and others are tolerant.
- **Stewardship:** The Romans came to Britain for its natural resources and took what they wanted. This was not sustainable.
- **Resilience:** Claudius demonstrated resilience where Caesar had failed. Boudicca demonstrated much resilience against the Romans and inspired others to do the same.
- **Health:** The Romans introduced better quality housing with sewage systems across Britain which improved their health.
- **Wonder:** The Coliseum in Rome was built by the Ancient Romans, and remains one of the seven modern wonders of the world.
- **Technology:** The Romans used technology to increase their might.
- **Equality:** Women were treated very differently to men by the Romans.

Vocabulary

archaeological, artefact, empire, emperor, occupation, revolt, outnumber, converted, Christianity, Iceni tribe, Celts, Boudicca, persecution, cause, consequence, conclusion, conquer, defenses, infantry, kingdom, legion, military alliance, occupation, outnumber, peninsula, pillage, revolt, settlement, tactic, outnumber, order, events, artefacts, timeline, BCE/CE, BC/AD, accurate, change, accounts, sources, invaded

Teaching Sequence

- Arouse curiosity & raise questions
- Develop understanding of chronology
- Review previous learning
- Specify key vocabulary
- Use a variety of sources and/or artefacts to conduct historical enquiry after teacher modelling
- Interpret & record findings
- Respond to key enquiry question

Learning Questions

When and where did the Romans come from?

Why was the Roman army so successful?

What happened when the Romans invaded Britain?

What did Britons think about the Roman Invasion?

How did life change in Britain after the Romans arrived?

Who was Boudicca and what did she do?

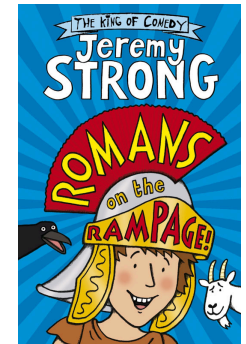
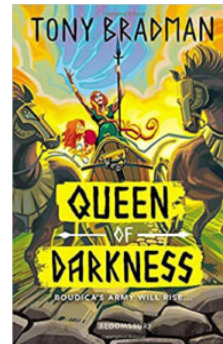
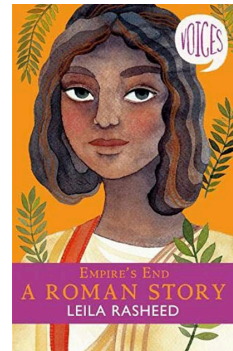
Mastery Key

- Can understand and explain who Boudicca was and what she did for the Celts.

Gateway Key

- ❖ Can know who Boudicca was and give a short explanation of what she did.

Recommended Reads





Enquiry Question		
How and why did so many people come to Torquay in Victorian times?		
	Required Prior Knowledge	Knowledge to be taught
Substantive Knowledge	<p>The Victorian period started in 1837 and finished in 1901 CE/AD (Victorians, Y2)</p> <p>The parts rebuilt in London after the Great Fire of London had much better hygiene which made life healthier (Great Fire of London, Y2)</p> <p>The Romans built roads so that they could get around Britain more easily (Romans, Y3)</p>	<p>In Victorian times it became popular for people to go on day trips to the seaside. People went to the seaside for the fresh air, health benefits and to have fun.</p> <p>The growth of the railway led to more people travelling to seaside resorts. Not everyone was pleased about the noise and smoke of the railways.</p> <p>During this period Torquay changed considerably. Grand new houses were built as well as hotels and places for entertainment. The leisure industry grew and many visitors had considerable wealth. The population of Torquay increased and there were many more jobs available.</p> <p>Photography was invented in Victorian times so Historians can study photographs to find out more about the period. The National census began in 1801 CE/AD and is a very useful primary source.</p>
Disciplinary Knowledge		
Chronology	Place events, artefacts and historical figures on a timeline. Refer to the year that some events took place.	Place ages in order of time and understand the meaning of their names. Place artefacts within their correct age. Place events, artefacts and historical figures on a timeline using dates. Use BCE/CE and BC/AD, with support.
Evidence & Interpretation	Observe or handle evidence to ask questions and find answers to questions about the past. Begin to explain why evidence can be trusted.	Observe evidence to ask about the past and come to conclusions based on what I have seen. 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.
Cause & Consequence	Recognise that there are reasons why people in the past acted as they did and the consequences.	Suggest the causes and consequences of the rise of Torquay as a seaside resort in Victorian times.
Change & Continuity	Describe change and the historical events.	With support, begin to explain the concept of change over a long period of history.
Similarity & Difference	Compare some of the different ways the past has been represented.	Describe the social and cultural diversity of the past.
Historical Significance	Describe significant people and events from the past and explain why they are important.	Suggest suitable sources of evidence to find out about significant people/events.

Big Idea Knowledge

- **Community:** As Torquay grew, communities developed often around the parish churches.
- **Human Rights:** The Victorians developed the concept of education for all.
- **Stewardship:** The Victorians did not think about the impact that their inventions and innovations were having on the Earth's natural resources.
- **Resilience:** Engineers often had to find solutions to barriers when building the railway structure.
- **Health:** Some people at the time were against the railway because of the pollution it brought to their localities.
- **Wonder:** The Victorian railway grew at a tremendous rate.
- **Technology:** The Victorians were excellent innovators but the impact of their innovations and inventions was not always positive.
- **Equality:** Women were treated very differently to men by the Victorians.

Vocabulary

Victorian, evidence, time period, seaside, town, popular, population, data, increase, positive, negative, railway, sanitary, leisure, growth, railway, inventions, resorts, period, change, wealth, order, artefacts, primary sources, secondary sources, conclusions, sources, evidence, accurate, cause, consequence, change, period, social, cultural, significant

Teaching Sequence

- Arouse curiosity & raise questions
- Develop understanding of chronology
- Review previous learning
- Specify key vocabulary
- Use a variety of sources and/or artefacts to conduct historical enquiry after teacher modelling
- Interpret & record findings
- Respond to key enquiry question

Learning Questions

How did people spend their leisure time in Victorian times?

Why did people go to the seaside in Victorian times?

How did the population of Torquay change in Victorian times?

What was life like for the rich and poor in Victorian Torquay?

What were the advantages and disadvantages of the railway coming to Torquay?

What attracted people to Torquay in Victorian times?

Mastery Key

- Can understand and explain what attracted people to Torquay in Victorian times.

Gateway Key

- ❖ Can suggest a few ways that Torquay changed over the Victorian Era.

Recommended Reads

