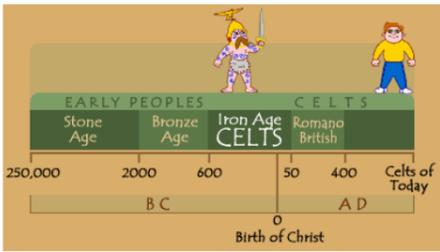# History
Knowledge, Skills and Progression

LKS2: Bronze Age

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Vocabulary
Place the Bronze Age on a timeline including great civilisations and European and world events Pupils place the main events within the Bronze Age and Iron Ages (Celts) on a timeline and know this came after the Stone Age and before the Roman invasion of Briton. eg C 3000 BC - The building of Stonehenge was started C. 2500 BC - 1500 BC - Development of bronze axes leads to advances in woodworking techniques and this was the **Bronze Age** C. 1500 BC - 800 BC - Major lowland valleys are extensively settled C. 1200 BC - 800 BC - Roundhouse becomes the typical domestic structure C, 600 BC – 43 AD – **Iron Age Celts** lived in Briton AD 43 Roman invasion of Briton http://www.bbc.co.uk/history/british/timeline/neolithic_timeline_noflash.shtml	Pupils understand that Stonehenge was built about 5,000 years ago, in stages. They can **explain** how it was built and **speculate as to likely use** and come to a reasoned judgement using evidence. They understand that it was one of many similar constructions from that time. They use provisional and tentative language (might have, perhaps, possibly, maybe etc.) Pupils **know** that the name 'Iron Age' comes from the discovery of a new metal called iron and that we call the people who lived at this time across most of Europe were called the Celts Pupils can list 2 or 3 characteristics of life in an Iron Age hill fort community. They can **draw inferences** from archaeological finds. They can **explain** how artists' impressions are created from fragments of finds. Pupils use their contextual knowledge of Iron Age hill fort life to **speculate** as to what might have happened. They **reach a conclusion** as to the possible reasons for the bodies and **substantiate their judgement** using at least one piece of evidence. **Y4 pupils** can begin to **compare** the strengths and weaknesses of each theory. History Mystery: Crimewatch AD50 Pupils have context explained then act as detective teams to solve the mystery, using dossier of clues. They then choose between 4 alternative explanations offered by archaeologists before **writing their own explanation** of what, where who, when and most importantly why there were 52 dead bodies at Maiden Castle.	Why is it so difficult to work out why Stonehenge was built? *Content Focus on Bronze Age: how, where, when and why Stonehenge was built* How much did life really change during the Iron Age and how can we possibly know? *Concepts: enquiry using evidence to test an interpretation Case study Danebury* Can you solve the mystery of the 52 skeletons of Maiden Castle? Source-based history mystery *Concepts: Using evidence, piecing together clues Content: Existence of different Celtic tribes across Britain Roman invasion AD43*	Bronze Age, Iron Age, Stonehenge, jewellery, weapons, mining, mines, metal, copper, hill fort, trade, tools, farming, roundhouses, wheel drawn vehicle

Learning outcomes
Children should be able to:

- Be **able to locate the Stone Age, Bronze Age and Iron Age (Celts) in time**
- **Make inferences and deductions** about possible use of a range of artefacts
- **Raise and answer valid historical questions**
- Work out how archaeologists are able to make statements about the past when no written records exist
- **Use their contextual knowledge** of Iron Age hill fort life **to speculate** as to what might have happened;
- **Reach a conclusion** as to the possible reasons for the bodies and **substantiate their judgement** using at least one piece of evidence; **Y4** to suggest two or three pieces of evidence
- **Y4 pupils compare** the strengths and weaknesses of each theory and **make an informed judgement**

Extending more able through challenges:

- Learn about the types of evidence available to a historian studying the Iron Age
- Raise and answer valid historical questions independently

How those with SEND are Supported:
- Scaffolded tasks – use of knowledge organisers, sentence openers and word banks to enable children to access tasks alongside their peers
- Collaborative activities to support peer-learning and inclusion
- Use of visuals, film, drama to support contextual understanding
- Streamlined, differentiated and personalised task to ensure learning is focused on objective rather than task design

	• TA support used to question and develop children's conceptual understanding of concepts and encourage independence • Use of low threshold-high ceiling tasks to support inclusion