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|  *History* FLE Y3/4 Stone Age to the Iron Age |
|   **What I have learnt before:**There are similarities and differences between ways of life in different periods. |
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| **Forever Facts** |
| Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. |
| Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. |
| Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this. |

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| **Skills** |
| Construct informed responses that involve thoughtful selection and organisation of relevant historical information. |
| Note connections, contrasts and trends over time anddevelop the appropriate use of historical terms. |

To show our understanding of the BC/AD chronology and show the sequence of events in prehistory.**Culture Capital**: allows students to make connections between people and events in different places around the world. |

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| **Exciting Books** |
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Our Endpoint |

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| **Subject Specific Vocabulary** |
| bronze | A metal alloy made from a mixture of copper and tin. It is a much harder and more long-lasting material than stone or copper alone. |
| alloy | A metal made by combining two or more metals to improve its properties. |
| bone marrow | The substance inside bones, which is high in fat and a good energy source. |
| earthwork | A large bank or mound of soil that has been made on purpose. |
| Celt | A modern term for the people living in Europe during the Iron Age. The ‘Celts’ were made up of many different tribes. The word ‘Celt’ comes from a Greek word. |
| sacrifice | To give something up, break it or kill it as an offering to a god or gods. |
| tribe | A group of people, often related through family, culture and language, usually with one leader. |
| iron | A metal that is stronger and harder than bronze. |

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