

Context for Learning:

Over the **Autumn Term** we will be teaching History in a chronological sequence. We will start with Stone Age Britain, move to Bronze Age Britain and finish with Iron Age Britain. The context for the learning will be our investigation of farming techniques around the domestication of sheep. We have worked with the local farm (Staunton Country Park) to source fleeces and have made an introductory video, to show to the children, on the farm site. The children will be using living archaeology to explore the historical periods. They will be completing farming and craft techniques that have carried on throughout history but also looking out how techniques build on each other chronologically. The activities will give a children a tangible idea of what life would have been like, in the years we are studying, and encourage them to be inquisitive about history and its impact on us now.

National Curriculum Ref.	Specific Context/ Focus for Key Questioning	Historical Techniques
History Aims - know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world	<p>Stone Age Britain – Farming has changed the landscape of Britain</p> <p>Stone Age Britain – People starting living together, building communities</p> <p>Bronze Age Britain – People living together started social communities with leaders / people of importance and places like Stonehenge</p> <p>Iron Age Britain – People trading goods with other countries. In this area it would have been a short trip to France</p>	<p>Stone Age Britain</p> <ul style="list-style-type: none"> - Wool Picking / Sorting - Wool Washing - Wool and Lanoline extraction - Wool Combing - Wool Dying - Watling - Daubing
History Aims - understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	<p>Stone Age Britain – Farming has changed the landscape and has continued to change that landscape</p> <p>Stone Age Britain – People starting living together, building communities leaving evidence of people lives</p> <p>Bronze Age Britain – People living together started social communities with leaders / people of importance leaving evidence of worship and reverence</p> <p>Iron Age Britain – People trading goods with other countries and influencing each other</p>	<p>Bronze Age Britain</p> <ul style="list-style-type: none"> - Felting - Weaving - Butter Making - People living together started social <p>Iron Age Britain</p> <ul style="list-style-type: none"> - Felt Design - Celtic Textile Design - Trading - Ceremonies and Rituals
History Aims - understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	<p>Looking at geographical evidence</p> <p>Using enquiry to refine ideas, test ideas and concepts</p> <p>Explore historic claims and test them through living archeology</p>	<p>Historical</p> <ul style="list-style-type: none"> - Traditions - Craft - Folk Britain
History Key Stage 2 - changes in Britain from the Stone Age to the Iron Age	<p>Stone Age Britain – Farming in communities</p> <p>Bronze Age Britain – Farming leading to textile techniques / craft techniques</p> <p>Iron Age Britain – People trading goods with other countries / social hierarchy</p>	