

Progress Document- What have we learnt from the Stone Age ? Age- Year 3			
Previous Years End of Expectations		End of year Expectations to be met in this topic	
Chronology-Long arc of development-significant events - The process of change- the impact on our society	<ul style="list-style-type: none"> Place events and artefacts in order on a timeline. Recount changes that have occurred in their own lives. Use dates where appropriate. 	Chronology-Long arc of development-significant events	Use dates and terms to describe events.
Life achievements of the society/significant people	<ul style="list-style-type: none"> Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. 	Life achievements of the society/significant people	Give a broad overview of life in Britain from ancient until medieval times.
Interpretations of the past-	<ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? · Identify some of the different ways the past has been represented 	Interpretations of the past- the process of change- the impact on our society	<ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Suggest causes and consequences of some of the main events and changes in history
Communication	<ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents/ carers were children, years, decades and centuries to describe the passing of time. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace 	Communication	Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.
National Curriculum Links			Key Vocabulary
<ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 			Bronze, alloy, iron, hunter gathers, domesticated, tribe, celts, trade.
Key Knowledge			Enhancements and links with other subjects
<ul style="list-style-type: none"> 3000 BC The village of Skara Brae is built in Orkney. The people who live there are beginning to farm their own food and build homes instead of travelling from place to place. 2500 BC 'Bell Beaker' culture arrives in Britain. These people are named for their distinctive decorative pottery 2100 BC Bronze begins to be used in Britain to make weapons and tools. 1800 BC The first large copper mines are dug. 1200 BC 'Celtic' culture begins to arrive in Britain and tribal kingdoms develop 800 BC Iron begins to be used in Britain to make tools and weapons, instead of bronze The first hillforts are constructed AD 43 The Romans invade Britain 			Links to Ancient Egypt year 3 Trade of Romans, Anglo Saxons. English – the Stone Age Boy Story. Cave Art- Who were the first artists? Geography- requires understanding of the continents. From year 1 What is a map?
End of next years expectations			
Chronology-Long arc of development-significant events -The process of change- the impact on our society	<ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Use dates and terms to describe events. Give a broad overview of life in Britain from ancient until medieval times. 		
Life achievements of the society/significant people	<ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Understand the concept of change over time, representing this, along with evidence, on a time line. 		
Interpretations of the past-	<ul style="list-style-type: none"> Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Suggest causes and consequences of some of the main events and changes in history 		
Communication	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past 		