	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	**How did Britain change from the Stone Age to the Iron Age?**		**What was life like in Ancient Rome?**			**What impact did the Roman Empire have on Britain?**
Topic	**Stone Age to Iron Age**	**A Window to Europe**	**Rise of The Romans**	**Journeys**	**Deep, Deep Down**	**Roman Invasion**
Retrieval	What does BC mean? *'Before Christ'. It's used to refer to a time before Christ was born.* What does AD mean? *'Anno Domini' which means 'Year of our Lord' used to refer to a time after Christ was born.*		What was Britain like in The Iron Age? *People lived in roundhouses, in large family groups. Farming. Iron Tools.* What were hillforts? *Large stone forts that celts used for protection. They had ditches, spikes and high walls.*			What was Britain like in The Iron Age? *People lived in roundhouses, in large family groups. Farming. Iron Tools.* What were hillforts? *Large stone forts that celts used for protection. They had ditches, spikes and high walls.* What was life like in Ancient Rome? *Villas, Circus Maximus, Colosseum, gladiators, chariot-racing, food, clothing.*
Chronology	**Substantive Knowledge:** The Stone Age has 3 distinct eras: - Palaeolithic era ended around 10,000 BC. - The Mesolithic era lasted from 10,000 BC to 5,000 BC. - The Neolithic era lasted from		**Substantive Knowledge:** Know that the Roman era lasted approximately from 500 BC to 500 AD. **Disciplinary Knowledge:** Place the Roman period on a timeline relative to the Iron Age and modern times.			**Substantive Knowledge:** Know that Julius Caesar attempted to invade Britain in 55–54 BC, but the successful invasion took place under Emperor Claudius in AD 43. Know that Roman control of Britain lasted from AD 43 to around AD 400.

	5,000 BC to 3,000 BC. The Bronze Age began around 3,000 BC. The Iron Age began around 800 BC and ended when the Romans invaded in AD 46. **Disciplinary Knowledge:** Sequence the Palaeolithic, Mesolithic, Neolithic, Bronze and Iron Ages on a timeline and compare them with modern times.					Know that Hadrian's Wall was built around AD 122 **Disciplinary Knowledge:** Link Roman events to the Iron Age and later periods in Britain.
People, events and significance	**Substantive Knowledge:** Know that during the Palaeolithic era, people lived in caves, were hunter-gatherers, wore animal skin clothing and used stone tools and weapons. Know that Mesolithic people were nomadic hunter-gatherers with tents and flint tools. Know that Neolithic people became farmers, domesticated animals, built villages and created		**Substantive Knowledge:** Know that early Rome was ruled by kings before becoming an empire ruled by emperors. Know that Romulus and Remus are part of the founding myth. Know that Julius Caesar expanded the Roman Empire and attempted an early invasion of Britain. Know the Roman Empire expanded across Europe,			**Substantive Knowledge:** Know that Boudicca led a revolt against the Romans, which failed. Know that the Roman army was highly organized and trained, making it effective against tribal warfare. Know that the Romans built towns, roads, sewers, theatres and other infrastructure in Britain.

	monuments such as Stonehenge and Skara Brae. Know that Bronze age tools and weapons were introduced through trade and iron tools appeared around 800 BC with the arrival of Celtic tribes. Know that villages and hillforts were built for protection. **Disciplinary Knowledge:** Explain why sites like Stonehenge and Skara Brae are important and discuss the significance of Bronze and Iron Age technologies. Explain how Celtic tribes lived.		Asia and Africa and conquered many tribes. Know that Roman life included food, entertainment, racing, gladiators, buildings, sewers, aqueducts, baths, roads and theatres, chariots, mosaics. Know that Emperor Claudius successfully invaded Britain. **Disciplinary Knowledge:** Explain why key Roman figures and inventions were significant and compare Roman society with modern life.			Know that Hadrian's Wall was built to defend Roman territory. Know that the Romans influenced modern Britain through town planning, roads and technological innovations. **Disciplinary Knowledge:** Explain the significance of Roman conquest and infrastructure and compare pre-Roman and post-Roman Britain.
Change and continuity	**Substantive Knowledge:** Know that people's lifestyles changed over time from nomadic hunter-gatherers to settled farmers. Know that technology progressed from stone to bronze to iron tools and tribes formed villages and hillforts.		**Substantive Knowledge:** Know that Roman society introduced new buildings, roads and military structures that transformed communities. **Disciplinary Knowledge:** Identify continuities and changes from the Iron Age to the Roman period.			**Substantive Knowledge:** Know that Roman changes in Britain, such as towns, roads and legal systems, have continued to influence the country up to the present. **Disciplinary Knowledge:** Compare Celtic and Roman Britain and explain long-term effects.

	Know that needs such as food and shelter remained constant. **Disciplinary Knowledge:** Compare daily life across the Stone, Bronze and Iron Ages and identify what has changed and what has remained the same.					
Cause and consequence	**Substantive Knowledge:** Know that technological advances from stone to bronze to iron improved tools and farming and allowed people to live more securely in villages. Know that tribes built hillforts for protection. **Disciplinary Knowledge:** Explain how technological advances caused social changes and discuss consequences for communities.		**Substantive Knowledge:** Know that Roman conquest spread culture, technology and laws to conquered lands. **Disciplinary Knowledge:** Discuss how Roman expansion changed conquered societies.			**Substantive Knowledge:** Know that Roman invasion ended the Iron Age in Britain and brought changes in settlements, infrastructure and governance. **Disciplinary Knowledge:** Discuss the consequences of Roman occupation and its lasting influence on Britain.
Contextual Vocabulary	King, Queen, settlement, migration, trade, agriculture		King, Kingdom, Empire, Nation, invasion, resistance, settlement, agriculture, trade, tax			King, Kingdom, Empire, Nation, invasion, resistance, settlement, agriculture, trade, tax
Topic Vocabulary	Palaeolithic, Mesolithic, Neolithic, fossil, nomadic, bronze, iron, smelting, ore, hunter, gatherer, wattle, daub		Emperor, Republic, armour, tactics, legion, Colosseum, mosaic, sewers, aqueduct, baths, gladiator, chariot			Emperor, armour, testudo, tactics, legion, sewers, aqueduct, revolt, Hadrian's wall

Lesson sequence and coverage	1. Palaeolithic Era (tools, homes, food, families, clothing, etc) 2. Mesolithic Era (tools, homes, food, families, clothing, etc) 3. Neolithic Era (tools, homes, food, families, clothing, etc) 4. Skara Brae & Stonehenge. 5. Bronze Age – Celts (tools, homes, food, families, clothing, etc) 6. Iron Age (tools, homes, food, families, clothing, etc) 7. Iron Age - Hillforts Supporting opportunities in Art, DT, Drama, music to reinforce learning		1. Who were the Romans 2. Roman Timeline 3. Roman Emperor comparison 4. Roman Life; Entertainment 5. Roman life; Food and clothes 6. Roman life; Buildings and baths q Supporting opportunities in Art, DT, Drama, music to reinforce learning			1. Roman soldier 2. Invasion 3. Boudicca 4. Hadrian's wall 5. Roman Impact on Iron Age 6. Roman Impact on modern life Supporting opportunities in Art, DT, Drama, music to reinforce learning
NC Links	Changes in Britain from the Stone Age to the Iron Age. -Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae		The Roman Empire and its impact on Britain Julius Caesar's attempted invasion in 55-54 BC - the Roman Empire by AD 42 and the power of its army			The Roman Empire and its impact on Britain Julius Caesar's attempted invasion in 55-54 BC - the Roman Empire by AD 42 and the power of its army

	- Bronze Age religion, technology and travel, for example, Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture		- successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance, for example, Boudicca - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity			- successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance, for example, Boudicca - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
Builds on to	Later in Year 3, Children learn about the Roman expansion across Europe against the Celts and the invasion of Britain that ended the Iron Age and Celtic way of life.		Impact of Roman invasion of Britain, changes to Celtic way of life, introduction of new inventions; road system, sewers, towns and how this still impacts our lives today.			Learning about Saxon and Viking invasions across Europe and Britain due to power vacuum following the collapse of Roman Empire.
Progression in KS 2 - Year 3	- Spotting broad differences in time such as then/now; before/after. - Spotting broad differences in place such as here/there and them/us. - Observing quite small details in sources – written, pictorial and artefacts. - Producing family trees. - Drawing some conclusions about sources. - Distinguishing differences in sources such as between a picture and a photograph. - Gathering information from two or three sources. - Grasping the essentials of a whole story, including the significant events and personalities. - Understanding why somebody may have wanted to do something. - Understanding what may have happened as a result of an event or action. - Sequencing five or six objects.					