

Unit	Lesson name	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)
How did life change from the Stone Age to the Iron Age?	What is prehistory?	1	To understand how history can be sequenced chronologically.	<p>I know that prehistory is the earliest stages of human history.</p> <p>I know that understanding is limited and only from archaeology.</p> <p>I know that this period is made up of the palaeolithic, Mesolithic, neolithic, bronze and iron ages.</p> <p>I know that humans evolved across this period to look as we do now.</p> <p>I know that there were many developments that changed the way we live.</p>	I know the periods do not sit directly alongside but rather overlap
	How did people live in prehistory?	2	To extract evidence from multiple sources.	<p>Paleolithic: I know it is the earliest period of history and that early humans did not look like us until the end of this period. I know the climate was very cold several times (ice age) and Britain was not continuously occupied. I know people used and developed tools from flint and bone and hunted and gathered food. Mesolithic: I know this began at the end of the last ice age and Britain was then continuously occupied. I know the landscape became more forest-like. I know people were still nomadic until later in this period but tools developed.</p>	I can state three things that changed, how they changed and the impact of these changes.
	Why is it called the Neolithic Revolution?	3	To produce an evidence-led answer.	I know Neolithic is the New Stone Age, the final period in the Stone Age. I know migrants arrived from Europe and brought new ideas to Britain. I know people began to settle in one place and agriculture began (areas of forest cut, crops grown, animals domesticated, tools polished to give a better blade).	I know that changes don't happen at a steady rate and multiple changes can happen at once.

	What evidence do prehistoric monuments offer?	4	To examine a range of evidence and draw conclusions.	I know that Stonehenge is a monument built in four stages from the Neolithic into Bronze Age. I know it is a UNESCO world heritage site because of its unique importance. I know its position is linked to the movement of the Sun and moon. I know it was built by hand but the method is unknown. I know monuments reveal aspects of religious belief.	I can collate my findings from multiple sources.
	How was iron better than bronze?	5	To produce an evidenced answer.	I know that Iron Age is the final period of British prehistory. I know people lived in tribal groups that fought each other for land and possessions. I know iron meant more people could have metal tools and weapons.	I can explain what impact the changes had on daily life. I know hillforts may have been used for defense and economic purposes but archaeologists aren't sure.
	Did the development of metal use change everything in prehistoric Britain?	6	To identify continuities and changes.	I know new ideas including metalworking were brought by migrating peoples called the Beaker peoples who are identified by their style of pottery. I know metal tools had advantages eg. sharper blade, more durable, could be repaired. I know homes and food continued to be agriculture based.	I know that metals do not rot away like natural materials so they survive more easily meaning there is more evidence for archaeologists to study.
<p>What are the similarities and differences between the ancient civilisations?</p> <p>How has Barton changed over time? MAYBE DO THESE LESSONS THE OTHER WAY ROUND.</p>	So was everyone an Ancient Egyptian?	1	To explain what ancient means. To explain where and when the early civilisations appeared.	I am aware of the four earliest civilisations: Sumer, Shang Dynasty, Indus Valley and Egypt. I know the basic chronology of each civilisation. I know where each one developed and why ie. near a river.	I can explain where early civilisations developed and why. I can compare when different civilisations existed. I can explain why rivers were important to early settlements. I can begin to link geography to how people lived.
	What were the similarities and differences between the ancient civilisations?	2	To inspire curiosity to know more about the past.	I can identify three similarities and three differences between each civilisation.	I can explain similarities and differences between civilisations. I can give reasons for these similarities and differences. I can use evidence to support my comparisons. I can group ideas clearly.
	What were the greatest achievements of the early civilisations?	3	To understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.	I can state examples of lasting achievements from each of the civilisations.	I can explain why certain achievements were important. I can describe how these achievements helped people at the time. I can begin to explain how they still affect us today. I can choose important achievements and explain my reasons.
	Who settled in Barton first?	1	To know there is some evidence of Neolithic and Roman settlements.	I know there is some evidence to show Barton has been inhabited since the Neolithic period, eg cropmarks and the discovery of polished handaxes. I know that various Roman artefacts have been unearthed eg. cremation sites, inhumations, coins, pottery, querns. I know the Deepdale Haord is particularly significant.	I can explain what different pieces of evidence tell us about early settlers. I can describe why certain finds are important. I can combine evidence to explain how we know about the past. I can explain why some evidence is more useful than others.

	How did land use change in medieval times?	2	To know that Barton was an important port and market town in the early medieval times.	I know Barton's street layout is medieval and it was more important than Hull as a port and market town until the 15th century.	I can explain why Barton was important in medieval times. I can describe how land use affected people's lives. I can explain why towns developed in certain places. I can compare Barton to other places.
	How did land use change in the 18th and 19th centuries?	3	To know that Barton was heavily involved in the growth of industry during the 18th and 19th centuries.	I know the industries of brick and tile making, chalk quarrying, rope making and tanning were important for Barton in the 18th and 19th centuries. I know of some important buildings eg Ropewalk (1767), Providence Chapel (1806), Temperance Hall (1843), Police Station and Magistrate's Court (1847), Wilderspin National School (1844), Corn exchange (1854), Trinity Methodist Church (1860), Oddfellows' Hall (1864), Primitive Methodist Chpel (1867), Elswick Hopper Cylce company show that Barton was flourishing.	I can explain how industry changed Barton over time. I can describe how different industries affected people's lives. I can explain why new buildings were important. I can identify changes and continuities.
What did the Ancient Egyptians achieve?	When was Ancient Egypt and how long did it exist for?	1	To explore the duration of Ancient Egypt.	I understand what a period of history is I can sequence different kingdoms chronologically I can make links between new and existing knowledge I can use language associated with chronology (sequence, scale, duration, interval) I can begin to make links between new and existing knowledge	I can explain how long Ancient Egypt lasted and why this is important. I can compare different periods within Ancient Egypt. I can use chronological language accurately. I can link this period to other learning.
	How important is the River Nile to the Ancient Egyptians?	2	To explore the importance of the River Nile.	I can identify the role the Nile played in Egyptian life I can associate its importance with the civilisation's development (agriculture and travel) I can find evidence to answer questions I can make links from geographical features to their impact on people's lives in the past	I can explain why the River Nile was essential to Egyptian life. I can describe how it supported farming, travel, and trade. I can explain what might have happened without the Nile. I can link geography to how people lived.
	How did agricultural advances support the civilization?	3	To extract evidence from a range of sources	I can identify types of evidence being used during a lesson I can extract evidence from visual sources I can begins to make links between new and existing learning I understand and explain the benefits of agriculture I can draw conclusions using specific evidence	I can explain how farming supported the civilisation. I can use different sources to support my ideas. I can explain why agriculture was important for growth. I can draw simple conclusions using evidence.

	What was the role of the scribe in society and how important were they?	4	I can identify ways in which we learn about the past	Identify types of evidence being used during a lesson Extract evidence from visual sources Begins to make links between new and existing learning Understand and explain the benefits of agriculture Draw conclusions using specific evidence	I can explain why scribes were important in Egyptian society. I can describe what their role tells us about the civilisation. I can use evidence to explain how we know about them. I can explain why writing was important.
	What was the importance of the afterlife in Ancient Egypt?	5	To link achievement to its consequences.	I can connect achievements with aspects of Egyptian culture I can make links between existing learning to new	I can explain why the afterlife was important to Egyptians. I can link beliefs to achievements (e.g. pyramids, mummification). I can explain how beliefs influenced daily life. I can make links between different areas of learning.
	Workshop with North Lincs Museum Service	6	Museum workshop	I can ask questions about our museum visit	I can use artefacts to make observations about the past. I can ask and answer questions about objects. I can explain what objects tell us about Egyptian life. I can share my ideas clearly using evidence.