



Subject: History	Unit Title: Through The Ages	Year Group: 3	Half-Term: 3/4
<p><b>National Curriculum Links:</b> <i>(Link to TT statements)</i></p> <p>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> <p>Learn about changes in Britain from the Stone Age to the Iron Age.</p> <p>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> <p>Learn about changes in Britain from the Stone Age to the Iron Age.</p> <p>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> <p>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> <p>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>			
<p><b>Precise Knowledge:</b></p> <ul style="list-style-type: none"><li>- The birth of Jesus Christ separates time into two eras, BC, before Christ, and AD, after Christ was born.</li><li>- <b>Stone Age</b> – Tools were made from stone, wood and bone. They were used for digging, hunting and chopping.</li><li>- <b>Bronze Age</b> – Bronze tools were sharper, stronger and more efficient than stone tools. Bronze tools were owned by the wealthy.</li></ul>		<p><b>Precise Skills:</b></p> <ul style="list-style-type: none"><li>- Sequence dates and information from several historical periods on a timeline</li><li>- Explain the cause and effect of a significant historical event.</li><li>- Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</li><li>- Describe how a significant event or person in British history changed or influenced how people live today.</li></ul>	

<ul style="list-style-type: none"> <li>- <b>Iron Age</b> – Iron tools and weapons were sharp and strong. Everyone could own iron tools and weapons, not just the wealthy.</li> <li>- <b>Skara Brae</b> is a <b>Neolithic</b> settlement in the Orkney Islands, Scotland. It has well preserved, connected houses made of stone.</li> </ul>			
<b>Possible Misconceptions:</b>			
<b>Key Vocabulary</b>	<b>Tier 1</b> <i>(everyday, commonly used)</i>	<b>Tier 2</b> <i>(academic, across topics and content)</i>	<b>Tier 3</b> <i>(subject specific)</i>
	Era, prehistoric, millennium, blacksmith	Artefact, prehistory, hammer and chisel, hand axe	Archaeologist arable farming
<b>Prior Learning:</b>			
<b>Future Learning:</b>			
<b>Linked Texts:</b> <i>Steps to Read –</i>	<b>LOTC Opportunities:</b>	<b>Potential Visits/Visitors</b>	<b>Education for a Connected World:</b> <i>(Online safety etc)</i>

<b>Lesson Objective /Outcome Know/Show</b>	<b>Metacognition and Self-Regulated Learning</b>		<b>Questioning</b>	<b>Personal Development Connections</b>
	<b>Prior Knowledge</b>	<b>Instruction</b>		
<b>Lesson 1</b>  Sequence dates and information from several historical periods on a timeline.	The Stone Age in Britain began c750,000 BC and ended when metalworking technology arrive c2500 BC. The Stone Age is split into three periods, the Palaeolithic, the Mesolithic and the Neolithic.  Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year	Use the Stone Age drag and drop timeline template to demonstrate how to order BC dates and consolidate their understanding of dates beyond 1 BC. Ask the children to complete the activity independently, before checking with a partner that it is correctly sequenced. Invite the children to ask and answer questions about aspects of the timeline using historical words and phrases related to the passage of time. Ask the children to save and print off their timelines for reference throughout the project.		<i>(Highlight and annotate where appropriate)</i>  Display opportunities/working wall SMSC (IN. CIA) BV EDI

	AD 1 marks the birth of Christ in the Gregorian calendar.			
<p><b>Lesson 2</b></p> <p>Describe the everyday lives of people from past historical periods.</p>	<p>The Stone Age is named after the materials humans used to make their tools and weapons. During this time, life changed and became more sophisticated as new tools, homes and food producing techniques were invented.</p> <p>Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.</p>	<p>Ask the children to read the Stone Age non-fiction text to introduce a more detailed account of everyday life in the three periods of the Stone Age. Allow time for the children to ask and answer questions about the information and make links to their previous learning. Invite them to use the Stone Age sorting cards to build up a picture of aspects of Stone Age life, including settlements, food, climate, art and tools and weapons. When the children have sorted the cards, ask them to correctly position them on the Stone Age recording sheet. Ask questions about the information, such as ‘What was life like in the Palaeolithic? How were Palaeolithic settlements different to Neolithic settlements?’ At the end of the session, ask the summary question, ‘What do we know so far about everyday life in Stone Age Britain?’</p>		<p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>
<p><b>Lesson 3</b></p> <p>Describe ways in which human invention and ingenuity have changed how people live.</p>	<p>Stone Age tools were made from stone, wood and bone. They became more sophisticated and efficient over time. Palaeolithic tools were simple. Mesolithic tools were shaped and sharpened by removing flakes of flint from the edges of stones. Neolithic tools were sharpened, polished and mounted on handles.</p> <p>Human invention and ingenuity have changed the living conditions, health,</p>	<p>Share the Stone Age tools presentation to show children how tools changed over time due to human invention and ingenuity. Direct the children to read the Stone Age tools and weapons information pack to highlight the different types of tools and weapons from each period and help them to understand how these inventions helped to change the ways that Stone Age people lived. When the children have read and discussed the text, encourage them to answer the questions on the Stone Age tools</p>		<p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>

	<p>safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution.</p>	<p>and weapons recording sheet. At the end of the session, ask questions to consolidate the children's thinking, such as 'Why were tools significant in the Stone Age? How did they change over time? How did invention and ingenuity change the way people lived in the Stone Age?'</p>		
<p><b>Lesson 4</b> Make deductions and draw conclusions about the reliability of a historical source or artefact.</p>	<p>Skara Brae is a Neolithic settlement on the Orkney Islands in Scotland. Well preserved dwellings and artefacts have been discovered there, which have helped historians and archaeologists to understand more about life in the Neolithic.</p> <p>Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.</p>	<p>Use the Stone Age settlements map to show the children the location of significant Stone Age sites around the United Kingdom and explain that the settlements were either temporary or permanent settlements. Invite the children to describe their location and any geographical patterns. Use Google Maps to look in more detail at the prehistoric village of Skara Brae. Encourage the children to describe its location and size and suggest reasons for its position. Share the Skara Brae presentation and discuss the information collectively. Ask the children to consider what else they would like to find out about the site and model how to compose a historically valid question for further independent investigation. Challenge the children to use the internet and the Skara Brae information pack to answer their research question. Display the children's research questions and answers on an investigation board for shared reflection.</p>		<p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>
<p><b>Lesson 5</b> Make deductions and draw conclusions about the reliability of a historical source or artefact.</p>	<p>Cheddar Man was discovered in Gough's Cave in Cheddar Gorge, Somerset in 1903. Archaeologists have recently used reliable evidence from radiocarbon dating, genetic analysis, bone analysis and facial reconstruction to find out more about</p>	<p>Invite the children to work through the Cheddar Man information pack in pairs to find out about the discovery of Cheddar Man and his significance as a historical resource. Encourage the children to share what they have deduced then show the Cheddar Man presentation to see if the</p>		<p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>

	<p>Cheddar Man. He lived over 10,000 years ago, was in his 20s when he died, had blue or green eyes, dark wavy hair and black skin.</p> <p>Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.</p>	<p>children's findings were correct. After sharing the presentation, ask the children to recall facts about Cheddar Man and encourage them to explain what Cheddar Man's discovery reveals about ancient Britain. At the end of the session, discuss how reliable Cheddar Man is as a historical resource and encourage the children to make suggestions for and against the reliability of the different types of evidence studied.</p>		
<p><b>Lesson 6</b> Explain the cause and effect of a significant historical event.</p>	<p>The Stone Age ended when metalworking skills were introduced to Britain by the Bell Beaker folk, c2500 BC.</p> <p>By the end of the Stone Age, humans had started to live in permanent settlements and farm crops and animal.</p> <p>The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.</p>	<p>Ask the children to read the End of the Stone Age information sheet to consolidate their knowledge relating to the main factors and causes of the end of the Stone Age. Encourage the children to ask and answer questions about the facts and information. Give the children the End of the Stone Age question sheet, sharing and comparing their responses when complete.</p>		<p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>
<p><b>Lesson 7</b> Sequence dates and information from several historical periods on a timeline.</p>	<p>The Bronze Age started c2500 BC, when the Bell Beaker folk brought metalworking skills from Europe to Britain. It ended when society in Britain and Europe collapsed.</p>	<p>Use the Bronze Age drag and drop timeline template to investigate Bronze Age chronology with the children. Allow time for them to ask and answer questions and describe aspects of the timeline, using</p>		<p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>

	Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar.	historical words and phrases related to the passage of time. Instruct the children to work independently to complete an individual Bronze Age drag and drop timeline template, before checking with a partner to ensure that it is correctly sequenced. Invite the children to save and print their timelines for reference throughout the project.		
<b>Lesson 8</b> Describe the everyday lives of people from past historical periods.	<p>The Bell Beaker folk introduced metalworking, Bell Beaker pottery and new religious beliefs to Britain.</p> <p>Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.</p>	Use the Beaker folk information pack to introduce these Bronze Age people to the children. Allow time for the children to ask and answer questions about the information and knowledge presented to them and challenge them to express their ideas about the ways in which the Beaker folk influenced everyday life in Britain. Challenge the children to write an independent account of the Beaker folk, using the information to help. Ask the summary question, 'How did the Beaker folk influence daily life in Britain?'		<p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>
<b>Lesson 9</b> Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.	<p>The discovery of bronze changed the way that people lived, farmed, fought, traded and dressed.</p> <p>The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These</p>	Use the Bronze Age presentation to introduce a more detailed account of everyday life in the Bronze Age period. Allow time for the children to ask and answer questions about the presentation and make links to their previous learning. Invite them to recall and discuss aspects of Bronze Age life, including how everyday life has changed since the Stone Age. Instruct the children to		<p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>

	developments made it easier for people to farm, create permanent settlements and protect their land.	work independently to add an explanation to each heading on the Comparing life in the Stone Age and Bronze Age recording sheet, using the information from the presentation to help. Invite the children to work in pairs to check and review their work and make any necessary corrections and amendments. Ask the summary questions, 'What do we know so far about life in Bronze Age Britain? How was life similar to or different from life in Stone Age Britain? What aspects of life would you like to learn more about?'		
<b>Lesson 10</b> Describe ways in which human invention and ingenuity have changed how people live.	<p>During the Bronze Age, tools and weapons were made from metals, such as bronze. Metal tools and weapons were more efficient than stone, so farming, trade and wealth increased.</p> <p>Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution.</p>	<p>Explain that the children will now dive more deeply into how the discovery of metal changed the way that people lived in the Bronze Age. Share the Metal presentation with the children. Organise the children into groups of six and give each group a Bronze Age information pack. Invite each member of the group to complete one page from the information pack to gather information and evidence to help them to answer the question 'How did the discovery of metal change the way that people lived?'</p> <p>Encourage the children to use the Bronze Age answer sheet to mark their work and consolidate their understanding. Ask the children to share their research with others in the group, before deciding how they would like to record and present their answer to the question.</p>		<p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>
<b>Lesson 11</b> Describe the roles of tribal communities and explain how this influenced everyday life.	In the Bronze Age, for the first time in Britain, there was a difference between the wealth and status of people. People who controlled metal mines were rich and powerful. People without access to metal ores were	Invite the children to read the Wealth and power in the Bronze Age information sheet. After reading, gather the children together to discuss and answer questions, such as 'How did wealth and power cause problems for people in the Bronze Age?', to encourage		<p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>

	<p>poor. An increase in wealth led to conflicts between tribes and the need for defensive walls around settlements</p> <p>Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.</p>	<p>the children to consider and articulate how wealth and power began to cause conflict between tribes and how this led eventually to the development of protected settlements. Task the children with recording their knowledge on the Wealth and power in the Bronze Age question sheet.</p>		
<p><b>Lesson 12</b> Describe the everyday lives of people from past historical periods.</p>	<p>The Amesbury Archer is the name given to a set of Bronze Age human remains found in Amesbury, Wiltshire. The remains were buried with objects, including flint arrow heads, a metalworking tool and Bell Beaker pottery.</p> <p>Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming</p>	<p>Provide the children with the Amesbury Archer information pack. Invite them to work through the evidence and answer the questions to consider what the burial site tells us about the lives, beliefs and rituals of Bronze Age people. Invite the children to discuss, as a group, how reliable they think the burial is as a source of evidence and give reasons for their thinking.</p>		<p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>



	became more efficient and religion was an important part of life.			
<b>Lesson 13</b> Explain the cause and effect of a significant historical event.	<p>The Bronze Age collapse is the name given to a period of time when society collapsed in Britain and Europe. The weather, natural disasters in Europe and rebellion by the poor against the rich are all theories given for the Bronze Age collapse.</p> <p>The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.</p>	<p>Ask the children to complete the End of the Bronze Age recording sheet to understand how a variety of factors may have been responsible for the end of the Bronze Age. Encourage them to read the text and answer questions, such as ‘What events could have caused the end of the Bronze Age? How might the end of civilisations in Europe have affected Britain? What evidence is there that the production of bronze stopped?’ Encourage the children to discuss which theory they think is most probable and how events at the same time could have changed life forever.</p>		<p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>
<b>Lesson 14</b> Sequence dates and information from several historical periods on a timeline.	<p>The Iron Age in Britain started c700 BC when Celts from Europe settled in Britain and brought their ironworking skills with them. It ended after the invasion of the Romans in AD 43.</p> <p>Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar.</p>	<p>Use the Iron Age drag and drop timeline template to show Iron Age chronology. Allow time for the children to ask and answer questions and describe aspects of the period, using historical words and phrases related to the passage of time. Instruct the children to work independently to complete an individual Iron Age drag and drop timeline template, before checking with a partner to ensure that it is properly sequenced. Invite the children to save and print their timelines for reference throughout the project.</p>		<p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>
<b>Lesson 15</b>	Knowledge of ironworking arrived with the Celts. It improved tools and	Explain to the children that they will now delve more deeply into how the invasion of		Display opportunities/working wall

<p>Describe how a significant event or person in British history changed or influenced how people live today</p>	<p>weapons, so farming became more efficient. It increased conflict, because all tribes had access to strong, sharp weapons that they could use to attack neighbouring tribes. Celts in Britain also traded metal, cloth and luxury goods with other Celts in Europe.</p> <p>Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.</p>	<p>the Celts and their knowledge of iron changed the way that people lived in Britain during the Iron Age. Show the children the Iron in Britain presentation. Talk about the information and ask and answer questions to consolidate their understanding. Explore the How iron changed the way people lived diagram to learn more about the causes and consequences of the changes that iron brought to Britain. Encourage the children to use their knowledge to write answers to the questions, 'How did the discovery of iron change the way people lived? How was life similar to or different from life in the Bronze Age?' Allow them to decide how they will record and present their findings, then invite them to articulate their findings to the larger group.</p>	<p>SMSC (IN. CIA) BV EDI</p>
<p><b>Lesson 16</b> Describe how a significant event or person in British history changed or influenced how people live today.</p>	<p>Farming became more efficient in the Iron Age, due to stronger, more durable iron tools. Farmers used fields outside hillforts to raise cattle and crops and began to use fertilisers. They traded surplus crops with other tribes. Efficient farming led to more free time for feasting, playing games and learning new skills and crafts.</p> <p>Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve</p>	<p>Ask the children to read the Farming in the Iron Age information sheet to give a narrative of the development of farming and land management by the Celtic people. Invite the children to consider how the use of iron transformed Celtic farming and everyday life in the Iron Age. Challenge them to use their knowledge and discussions to complete the Farming in the Iron Age question sheet. Gather the children together to share and compare their answers and allow them to make any amendments and corrections as they mark their work collaboratively.</p>	<p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>

	health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.			
<b>Lesson 17</b> Describe ways in which human invention and ingenuity have changed how people live.	Invention and ingenuity in the Iron Age led to the development of blacksmithing, the preservation of food, the development of Celtic pattern and decoration, improvements in pottery, woodworking and weaving and the creation of poetry, games and music.	Share the Invention and ingenuity in the Iron Age presentation with the children. Talk about each development and invention and the changes it would have brought to everyday life. Ask the children to record what they have learned on the Invention and ingenuity in the Iron Age recording sheet and invite them to share their work with others.		Display opportunities/working wall SMSC (IN. CIA) BV EDI
<b>Lesson 18</b> Make deductions and draw conclusions about the reliability of a historical source or artefact.	A hoard is a group of precious objects that have been buried in the ground to be retrieved later. The Snettisham hoard consisted of rings, bracelets, ingots, 234 coins and over 200 torcs made of precious metals. Some pieces in the hoard were unfinished and some were deliberately broken.	Explain to the children that a hoard is a collection of precious objects that have been buried in the ground to be retrieved later. Ask the children to look carefully at the Snettisham hoard picture cards. Encourage them to fill in the Snettisham hoard recording sheet, describing what they can see, what they know about the craftspeople and owners of the objects and what they can deduce and infer from the finds. When the children have gathered their ideas, ask them to answer the question, 'What do the artefacts found in Iron Age hoards tell us about their makers and owners?' before sharing the information on the Snettisham hoard teacher information.		Display opportunities/working wall SMSC (IN. CIA) BV EDI
<b>Lesson 19</b> Describe the everyday lives of people from past historical periods.	Hillforts were Iron Age settlements that were built on top of a hill. The height of a hillfort gave tribespeople a good view of the surrounding area and the ditches and ramparts around the edge provided protection.	Use the Atlas of Hillforts website to show children the spread of Iron Age hillforts across the United Kingdom. Encourage the children to describe their locations and identify any geographical patterns. Use the Hillfort picture cards to show the typical size, shape and features of a hillfort and encourage the children to articulate their		Display opportunities/working wall SMSC (IN. CIA) BV EDI

		observations. Ask the children to read the Iron Age hillforts information sheet before answering the included questions. To conclude, ask the children to share what they have found out as part of a class discussion.		
<b>Lesson 20</b> Make deductions and draw conclusions about the reliability of a historical source or artefact.	Written evidence about Celtic warriors comes from Roman invaders or Greek historians. This evidence may be unreliable, because the writers were making assumptions about Celtic warriors or they were trying to make their enemies sound frightening.	Ask the children to read the information on the Celtic warriors recording sheet. Discuss the information and the sources of evidence provided. Ask questions, such as 'How do we know what Celtic warriors were like? Who provided the evidence? The people writing these descriptions were trying to conquer the Celts. Do you think their descriptions are fact or an opinion? Are these quotes a good source of historical evidence?' Encourage the children to use the information and evidence to draw and label a picture of a Celtic warrior. Ask them to show their work to others at the end of the session to see if they have interpreted the evidence in the same way. Show the children the Celtic warriors presentation to consolidate their understanding of Celtic warrior culture.		Display opportunities/working wall SMSC (IN. CIA) BV EDI
<b>Lesson 21</b> Make deductions and draw conclusions about the reliability of a historical source or artefact.	Historical sources for Celtic beliefs include written texts from Roman and Greek authors, human remains, artefacts and mythology. These sources may not be reliable on their own, but can be used together to build a picture of Celtic beliefs.	Show the children the Celtic beliefs presentation and discuss the reliability of the four types of evidence listed. Provide pairs of children with the Celtic beliefs sorting cards. Ask them to cut out and read the six statement cards about different aspects of Celtic belief. Encourage them to match the evidence cards to the statement cards to find out what evidence has been found to support the statements. When complete, invite the children to complete the Celtic beliefs question sheet to consolidate their knowledge. Ask the children to share their		Display opportunities/working wall SMSC (IN. CIA) BV EDI

		outcomes and discuss the reliability of the evidence studied.		
<b>Lesson 22</b> Describe the everyday lives of people from past historical periods.	The Iron Age ended in AD 43 when the Roman emperor, Claudius, successfully invaded Britain.	Ask the children to complete the End of the Iron Age recording sheet to understand how the Roman invasion ended the Iron Age period in Britain. Encourage them to read the text and answer questions, such as 'Why did the Iron Age end so abruptly? Who invaded Britain? Where did the invasion come from?' Encourage the children to discuss how an invasion might have changed life for people in Britain.		Display opportunities/working wall SMSC (IN. CIA) BV EDI
<b>End of Unit Assessment</b>				
<b>Essay</b>	<i>(Provide the Assessment that will be used for the end of unit assessment – it may be a mix of the examples down the left-hand side – consider the age-range of the children)</i>			
<b>Double-Page Spread</b>				
<b>End Outcome</b>				
<b>Clozed Passage</b>				