

# Subject: History

# Assessment Y3/4

## YEAR 3 UNIT 2 – THE BRONZE AGE AND THE IRON AGE

### KS2 Programmes of Study

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

### Knowledge, skills and concepts

In this unit, the children will:

- use common words and phrases relating to the passing of time
- develop a chronologically secure knowledge and understanding of British history
- address historically valid questions about change, similarity and difference
- develop the use of historical terms
- understand how our knowledge of the past is constructed from a range of sources
- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- address historically valid questions about trends and significance.

### Key Vocabulary

Impressive, smelting, bronze, hoard, ore, mould, period, status, beaker, archer, evidence, interpretations, radiocarbon dating, DNA testing, beliefs, afterlife, torc, inference, marine archaeology, persuasive argument, technology, tribe, viewpoint, wattle and daub, roundhouses, crannog, broch, ingot, hill fort.

### Additional guidance

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.
- In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

### Key Questions

- Which was more impressive – the Bronze Age or the Iron Age?
- What difference did bronze make?
- How does the Amesbury Archer help us know more about the Bronze Age?
- Do we agree that not much happened in the Iron Age?
- Was home life much better in the Iron Age than the Bronze Age?
- Was home life much better in the Iron Age than the Bronze Age?
- Which was more impressive – the Bronze Age or the Iron Age?

### Assessment overview

Opportunities for assessment for learning are built in throughout the unit through questioning and activities. The children can both self and peer assess as appropriate using approaches familiar to them. The quiz is intended to be used during week 6, and will review knowledge, skills and concepts acquired during the unit. The Rising Stars Progression Framework assessment focuses on: Sequencing the past; develop chronologically secure knowledge and understanding of British, local and world history. The assessment should be undertaken in week 6. Detailed information on the task can be found on the key assessment opportunity sheet.

<b>Cultural Capital</b>	<b>Opportunities</b> • British Museum, London (Lindow Man, Snettisham Hoard, Mold Cape, etc.) • National Museum of Scotland, Edinburgh • National Museum of Wales, Cardiff • Farm Herd Farm, Yorkshire (Reconstruction of an Iron Age farm) • Butser Iron Age Farm, Hampshire • Flag Fen Archaeology Park, near Peterborough (Bronze Age site) • Maiden Castle, Dors	
<b>Key Assessment Opportunity</b> Key area assessed in the Rising Stars Progression Framework <ul style="list-style-type: none"> <li>• <b>Sequencing the past, develop chronologically secure knowledge and understanding of British, local and world history.</b></li> </ul>		
<b>Assessment - Task in week 6</b> <ul style="list-style-type: none"> <li>• Provide the children with images of some of the key achievements within the Bronze Age and the Iron Age. Explain to the children what each one is, but do not give them information about which time period it comes from.</li> <li>• Ask the children to group the images into Bronze or Iron Age. In the space under each image ask them to write a comment why they think this is from that period.</li> </ul>	<b>Working towards expectations Y3</b> <b>Progression Framework statement:</b> The child can sequence some events, objects, themes, periods and people from the topics covered, by providing a few dates <ol style="list-style-type: none"> <li>1 The child groups some of the images into the correct time period</li> <li>2 The child provides a few valid reasons why they have chosen this time period</li> <li>3 The child may need some support to organise their work and select the information to include</li> </ol>	<b>NOTES on children</b>
<b>Stretch and Challenge:</b> Children may be questioned about specific dates or prompted to place developments in the earlier or later stage of a time period.  You could provide support in recording ideas.	<b>Working at Expectations Y3</b> <b>Progression Framework statement:</b> The child can sequence a number of the most significant events, objects, themes, societies, periods and people in LKS2 topics including some dates, labels and period names. <ol style="list-style-type: none"> <li>1 The child groups almost all the images into the correct time period</li> <li>2 The child provides valid reasons why they have chosen this time period for most of the images</li> </ol>	

	<p><b>3</b> With support the child may achieve some of the aspects of children exceeding expectations/working at greater depth</p>	
	<p><b>Working at greater depth Y3</b>  <b>Progression Framework statement:</b>  The child can devise independently significant historical enquiries to produce substantiated and focused responses.</p> <ol style="list-style-type: none"> <li><b>1</b> The child accurately groups the images into the correct time period</li> <li><b>2</b> The child provides detailed valid reasons why they have chosen this time period for the images</li> <li><b>3</b> The child can include dates for the time periods and understand why some of the developments are from an earlier or later stage of the time period</li> <li><b>4</b> The child will work independently and with confidence</li> </ol>	
	<p><b>Working towards Expectations Y4</b>  <b>Progression Framework statement:</b>  The child can sequence a number of the most significant events, objects, themes, societies, periods and people in LKS2 topics including some dates, labels and period names.</p> <ol style="list-style-type: none"> <li><b>4</b> The child groups almost all the images into the correct time period</li> <li><b>5</b> The child provides valid reasons why they have chosen this time period for most of the images</li> </ol>	

	<p><b>6</b> With support the child may achieve some of the aspects of children exceeding expectations/working at greater depth</p>	
	<p><b>Working at expectations Y3</b>  <b>Progression Framework statement:</b>  The child can devise independently significant historical enquiries to produce substantiated and focused responses.</p> <ul style="list-style-type: none"> <li><b>5</b> The child accurately groups the images into the correct time period</li> <li><b>6</b> The child provides detailed valid reasons why they have chosen this time period for the images</li> <li><b>7</b> The child can include dates for the time periods and understand why some of the developments are from an earlier or later stage of the time period</li> <li><b>8</b> The child will work independently and with confidence</li> </ul>	
	<p><b>Working at greater depth Y4</b>  <b>Progression Framework statement:</b>  The child can devise independently significant historical enquiries to produce substantiated and focused responses.</p> <ul style="list-style-type: none"> <li><b>1</b> The child accurately groups a range of sources - into the correct time period</li> <li><b>2</b> The child provides detailed valid reasons why they have chosen this time period for the sources</li> <li><b>3</b> The child can include dates for the time periods and understand why some of the</li> </ul>	

developments are from an earlier or later stage of the time period

- 4 The children demonstrate an understanding that some sources may be more useful than others by commenting on the importance of some of the sources and offering reasons.
  - The child will work independently and with confidence

**Assessment notes / evaluation – include SEN / PP next step learning and areas that need more focus**

Year 3	Working below expectations	Working within Expected Standard	Working above expected
<b>Target</b>	<b>14 – 20% (no more than 2 children)</b>	<b>80 %- 86%</b>	<b>20%</b>
<b>Term 1</b>			
<b>Term 2</b>			
<b>Term 3</b>			

Year 4	Working below expectations	Working within Expected Standard	Working above expected
<b>Target</b>	<b>14 – 20% (no more than 2 children)</b>	<b>80 %- 86%</b>	<b>20%</b>
<b>Term 1</b>			
<b>Term 2</b>			
<b>Term 3</b>			