

Enquiry: *What is the secret of the standing stones?*

What the pupils will know	Historical sources the pupils will interpret	End Points of Learning												
<ul style="list-style-type: none"> • The Bronze Age was the period between the end of the New Stone Age and the start of the Iron Age. • How bronze was made from smelting copper and tin. • Some ways in which the invention of bronze changed the lives of people. • Why metal workers who could smelt bronze had such high status in Bronze Age society. • The significance of the artefacts buried with the ‘Amesbury Archer’. • Why the ‘Amesbury Archer’ was given the richest burial known in Bronze Age Britain. • What a monument is. • Why Bronze Age people may have built so many stone circle monuments. • The design, layout and possible purpose of the stone monuments at Merrivale. <p align="center">National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age. 	<ul style="list-style-type: none"> • Maps • Modern artistic representations and reconstructions of people and places • Photographs • Artefacts • Ancient and modern monuments <p align="center">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" data-bbox="926 680 1843 1089"> <tr> <td>Selecting</td> <td>Choosing the information most suitable and relevant</td> </tr> <tr> <td>Sequencing</td> <td>Arranging events or artefacts in their correct time order</td> </tr> <tr> <td>Comparing and contrasting</td> <td>Finding similarities and differences in how people lived at different times</td> </tr> <tr> <td>Reasoning and speculating</td> <td>Forming ideas about something without firm evidence</td> </tr> <tr> <td>Synthesising</td> <td>Combining a range of ideas and facts from different sources</td> </tr> <tr> <td>Explaining</td> <td>Showing understanding of how or why something happened</td> </tr> </table> <p align="center">SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Selecting	Choosing the information most suitable and relevant	Sequencing	Arranging events or artefacts in their correct time order	Comparing and contrasting	Finding similarities and differences in how people lived at different times	Reasoning and speculating	Forming ideas about something without firm evidence	Synthesising	Combining a range of ideas and facts from different sources	Explaining	Showing understanding of how or why something happened	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none"> • Understand that the Bronze Age was the period between the end of the New Stone Age and the start of the Iron Age. • Describe and explain how bronze was made from smelting copper and tin. • Describe and explain some ways in which the invention of bronze changed the lives of people. • Understand why metal workers who could smelt bronze had such high status in Bronze Age society. • Explain the significance of the artefacts buried with the ‘Amesbury Archer’. • Explain why the ‘Amesbury Archer’ was given the richest burial known in Bronze Age Britain. • Describe and explain what a monument is. • Explain why Bronze Age people may have built so many stone circle monuments. • Describe and explain the design, layout and possible purpose of the stone monuments at Merrivale <p>Pupils working at greater depth will also:</p> <ul style="list-style-type: none"> • Understand why metal workers may have travelled long distances from Central Europe to work in communities in Britain during the Bronze Age. • Understand the concept of a monument and how modern and ancient monuments serve the same purpose. <p>Prior Learning</p> <p>Earlier in Key Stage 1 and Lower Key Stage 2 pupils learned:</p> <ul style="list-style-type: none"> • About how life changed for people in Britain during the Stone Age. • How stone age people also left behind stone monuments. • The importance of artefacts to historians as they attempt to describe and explain the past. • What an archaeologist is and how they go about investigating the past through the items that people have left behind.
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