

Learning conversation record	
Teacher Hirra	Leaders David
Date 23 rd March 2023	Before / During / After unit of work
Summary of unit of work or lesson and relevant learning outcomes intended	
Y3 History continuing life in prehistoric Britain from Stone Age through Bronze Age to Iron Age. Emphasis on depth of knowledge being acquired through analysis of sources.	
Questions asked	Key points, agreed actions and impact sought from them
What unit are you teaching at the moment?	Life in prehistoric Britain from Stone Age through Bronze Age to Iron Age.
What features of the Bronze and Iron Age are in focus?	What life was like, homes, clothing, tools – making comparisons between the ages.
How are pupils gaining knowledge – what sources are they analysing?	We have access to some artefacts they can analyse and compare. We've looked at the technical processes of axe making
Do they have an understanding of the technology of that time? What depth of analysis are they able to complete?	They are seeing the progression across the ages. As well as looking at the artefacts they have looked at the timeline, and sequence of people's development. They have thought of enquiry questions.
What about the evolution of the tools from Bronze to Iron Age?	They have compared how bronze is made and where iron can be found and the ways this led to tools and lifestyle – hillforts and protection.
How are pupils going to share this captured knowledge?	We have Y3 assemblies for parents next week where they will present their work.
Follow up –	
There is an opportunity to look at pupils' books, talk to them and see their assembly presentation to capture a full understanding of what they have learned.	

Subject leader reflection: It appears that the class has covered a lot of ground but has had opportunities to look deeply at some aspects of the periods and compare them. By looking quickly at a few books and watching the assembly, then talking with some pupils, a full picture of their achievement can be gained.