

## Stone Age to Iron Age - Year 3



### How did Britain change from the Stone Age to the Iron Age?

#### Prior Learning

In KS1, pupils should be taught about:

- changes within living memory
- events beyond living memory that are significant nationally or globally (Plague/Eyam)
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- significant historical events, people and places in their own locality. (Thomas Cook)

#### Year 4 covered in Y3 (Y4 2024-25 cycle)

- Britain's settlement by the Anglo Saxons (who, when, where from, invading/settling why settled in Britain, written accounts, artefacts, kingdoms)
- Viking and Anglo-Saxon struggle for the Kingdom of Britain (who, when, where from, invaders/explorers/traders/raiders/explorers, significance of Danelaw and Alfred the Great, source work, unification, arrival of Normans)
- 

<u>Key question and NC objective</u>		<u>knowledge to be taught</u>
L1	<p><b>What is prehistory?</b></p> <p><b>LO: understand that prehistory is the time before written records.</b></p> <p>NC: know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day (Chronological Understanding and Knowledge and Understanding of Events, People and Changes):</p> <p>a) sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>b) understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) or BCE (Before Common Era and CE (Common Era).</p>	<p>Chronology – introduce ‘Story of Britain’ Timeline (Y3) revisit (Y4). Identify modern day on the timeline, as well as events previously studied (see prior learning above).</p> <p>Use and understand appropriate historical vocabulary to communicate information: prehistory (time before written records), history, historians, ages, BC/BCE and AD/CE</p> <p>STONE AGE: 900,000 years ago (HUNTERS AND GATHERERS (9500–4000 BC) FIRST FARMERS (FROM 4000 BC) ) BRONZE AGE (2300–800 BC) IRON AGE (800 BC–AD 43)</p>
L2	<p><b>Who were the first people to live in Britain and when did they live here?</b></p> <p><b>LO: Identify who the first people in Britain were and describe where and how they lived.</b></p> <p>NC: know and understand the history of these islands as a coherent, chronological</p>	<p>Chronology – timeline of Stone Age eras</p> <p>Map – locate Britain (wasn't an island at this time but a peninsula of Europe)</p> <p>Retrieval – What is prehistory?</p> <p>Introduce key elements of Stone Age people:</p>

	<p>narrative, from the earliest times to the present day: how people's lives have shaped this nation (Chronological Understanding and Knowledge and Understanding of Events, People and Changes):</p> <p>d) identify key features, aspects and events of the time studied (Knowledge and Interpretation).</p>	<p>House – nomadic (why?)  Diet – poo (what does this tell us?)  Hunter-gatherer  Earliest humans arrived in Britain around 900,000 years ago.  Explore the 3 different stages of the Stone Age: Palaeolithic, Mesolithic and Neolithic.</p> <p>Read Stone Age Boy to introduce key content</p>
L3	<p><b>What do we know about Stone Age Britain and how do we know?</b>  <u>LO: explain how cave paintings are a useful artefact.</u></p> <p>NC: know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day (Knowledge and Understanding of Events, People and Changes):</p> <p>identify key features, aspects and events of the time studied;</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 (Historical Interpretation):</p> <p>c) state what an artefact is in basic terms and why we have less evidence for some periods of history.</p>	<p>Retrieval – When did the Stone Age people exist? What were the names of the 3 periods/stages of the Stone Age?</p> <p><u>Cave Paintings</u>  Introduction to terminology: evidence, artefact, sources (retrieval for Y4)</p> <p>Investigate cave paintings, materials, tools, etc.</p> <p>Ice Age humans created the earliest known cave art in England at Creswell Crags in Derbyshire about 13,000 years ago (local links).</p>
L4	<p><b>What do we know about Stone Age Britain and how do we know?</b>  <u>LO describe the features of Skara Brae and explain what they tell us about Stone Age Britain.</u></p> <p>NC: know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day (Chronological Understanding and Knowledge and Understanding of Events, People and Changes)</p> <p>a) sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p>	<p>Retrieval – what is an artefact? Why are they useful for historians? Recap all the countries that make up modern British Isles.</p> <p><u>Skara Brae</u>  Mapwork – locate Skara Brae (Orkney Islands off north of Scotland)</p> <p>Where Skara Brae was (map); identify features of the archaeological site (prehistoric village, estimated build/occupied 3000-2500 BCE. Older than pyramids or Stonehenge.</p> <p>Understand the significance of an archaeological site such as Skara Brae – was</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 (Historical Interpretation)</p> <p>a state what an artefact is in basic terms and why we have less evidence for some periods of history.</p> <p>understand historical concepts such as significance, and use them to make connections, frame historically-valid questions and create their own structured accounts (Historical Investigation):</p> <p>c) gather more detail from sources such as maps to build up a clearer picture of the past.</p>	<p>and wasn't found and what we can understand from that. One of best-preserved Neolithic settlements anywhere in western Europe. Gives insight into life in Britain at the time – how homes were guild, work, tools, food, etc.</p>
<p>L5</p>	<p><b>How did life evolve from the Stone Age to the Iron Age?</b></p> <p><b><u>LO: identify ways that housing evolved from the Stone Age to the Iron Age.</u></b></p> <p>NC: know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day (Chronological Understanding and Knowledge and Understanding of Events, People and Changes):</p> <p>a) note key changes over a period of time and be able to give reasons for those changes;</p> <p>b) find out about the everyday lives of people in time studied compared with our life today;</p> <p>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections and draw contrasts (Historical Investigation):</p> <p>a) use a range of primary and secondary sources to find out about the past.</p>	<p>Retrieval – What does nomadic mean? Look at timelines – which age came after the Stone Age?</p> <p>Introduce Bronze Age and Iron Age.</p> <p><u>Housing</u></p> <p>Changes over time – how and why did housing evolve? Build on knowledge about Stone Age housing (lesson 2) and evidence from Skara Brae (lesson 4) and compare with following ages.</p> <p>Use and understand appropriate historical vocabulary: introduce 'settlement' (retrieval for Y4) and the basic requirements to live. Identify which features changed over time and the causes of it.</p>
<p>L6</p>	<p><b>How did life evolve from the Stone Age to the Iron Age?</b></p> <p><b><u>LO: identify changes over time from the Stone Age to the Iron Age.</u></b></p> <p>NC: know and understand the history of these</p>	<p>Retrieval – How did housing evolve over the Stone, Bronze and Iron Ages?</p> <p><u>Achievements</u></p> <p>Changes over time - identify changes in Britain from the Stone Age to the Iron Age.</p>

	<p>islands as a coherent, chronological narrative, from the earliest times to the present day (Chronological Understanding and Knowledge and Understanding of Events, People and Changes):</p> <p>a) note key changes over a period of time and be able to give reasons for those changes;</p> <p>b) find out about the everyday lives of people in time studied compared with our life today;</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 and frame historically-valid questions (Historical Investigation):</p> <p>a) use a range of primary and secondary sources to find out about the past.</p>	<p>Identify which features changed over time and the causes, Ancient Britons/Celts, bronze (tools, farming equipment, weapons, jewellery), iron (weapons and tools), hillforts, coinage and how this helps us as historians build a picture of what life was like in the past.</p>
L7	<p><b>What was the significance of Stone Henge?</b></p> <p><b>LO: explain the significance of Stone Henge</b></p> <p>NC: 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 (Historical Interpretation):</p> <p>a) look at more than two versions of the same event or story in history and identify differences;</p> <p>b) investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>	<p>Retrieval – Why do historians use artefacts, remains and sources? Why are they useful?</p> <p>Historical enquiry – look at different theories about how Stonehenge was constructed. Why don't we know for certain?</p> <p>Look at size, weight, distance materials were moved (impressive achievement), religious links.</p>
<b>Assessment: End of unit quiz and assessment grid</b>		
	<b>Vocabulary</b>	
Tier 1	hunter, farmer, stone, tool, berries, meat, skin, fire, house, animal	
Tier 2	tribe, tomb, fort, ancient, cave, bronze, iron, evidence, source, religion, worship, diet, lifestyle, Britain, circle, achievement, spear,	
Tier 3	Palaeolithic, Mesolithic, Neolithic, hunter-gatherer, prehistory, prehistoric, artefact, chronology, chronological, archaeology, archaeologist, historians, flint, settlement, nomad, nomadic, smelting, kiln, significance, Skara Brae, Stonehenge, Standing Stones, solstice, Stone Age, Bronze Age, Iron Age, mammoth, dwelling, decompose	