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| **Year 3**  **Stone Age to Iron Age**  ***Changes in Britain from the Stone Age to the Iron Age*** | |
| **Links made with other subjects** | English  Geography  Art  Science |
| **The BIG Question** | When do you think it would have been better to live: Stone age, Bronze age or Iron Age? Why? |
| **The BIG Outcome** | Children to demonstrate the knowledge they have learnt this unit by creating a presentation, this can be in different formats, answering the BIG question using evidence to support their answers / oracy link. |
| **History objectives**  (link to NC) | * Changes in Britain from the Stone Age to the Iron Age. * To develop a chronologically secure knowledge and understanding of British history. * Note connections, contrasts and trends over time and develop the appropriate use of historical terms. * Understand how our knowledge of the past is constructed from a range of sources. |
| **Prior knowledge**  What prior knowledge is needed for children to be successful in this unit? | *Children already know:*   * Year 2 – Events beyond living memory – Great Fire of London * Year 2 – Local History – Saltaire * Year 1 – Science – Comparing / Identifying Materials * Year 2 – Science – Use of Materials |
| **Future learning**  Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts | This unit gives prior knowledge to:   * Year 4 – British History – The Roman Empire * Year 5 – British History – Anglo Saxons and Scots * Year 6 – British History – The Vikings * Year 4 – Geography – Rivers / Settlements |
| **Historical strands** | Historical enquiry/ skills   * Ask and answer question about the topic * Us a range of sources to find out about the past * Use artefacts, pictures, stories, visits, online sources, photographs, newspaper articles, written accounts * Primary and secondary sources   Continuity, change, cause and effect   * Describe the impact of then on now * Devise historically valid questions about change, cause, similarity and difference and significance   Governance/ Rulership   * Tribes / Religion   Chronology   * Sequence important dates on a timeline using a dated scale |
| **Vocabulary/ Glossary** | Neolithic, Palaeolithic, Mesolithic, hunter gatherer, technology, Skara Brae, Stonehenge, hill fort, tribal kingdoms, artefacts, archaeologist, prehistoric, prehistory |
| **Knowledge**  (see italics for knowledge to remember) | The knowledge that children will learn and remember:   1. Prehistory = the period before records were made: Stone Age, Bronze Age, Iron Age. 2. We know about this because of artefacts: cave paintings, tools, marks in the ground, structures found. An archaeologist finds these.   **The Stone Age**   1. Made up of 3 periods: Palaeolithic (around 800 000BCE – 10 000BCE), Mesolithic (around 10,000- 4,500 BCE) and Neolithic (4,500 – 2,500 BCE). 2. [Prehistoric](https://docs.google.com/presentation/d/1XGqTUaDXkNxXgah2pg1f9UUvY7YbqA7IWHMJqHQSJ5E/edit#slide=id.gbe78e16afd_1_7) people were hunter-gatherers. This meant they had to find or catch everything they ate.  * Palaeolithic and Mesolithic people relied solely on this as a way of survival. * They hunted animals / fish for their meat and their as clothes. They collected fruit and nuts to add to their diet. Because of this they moved from place to place in search of food. * One big kill could feed a family for months. Every part of a kill was used. * Prehistoric life was impacted by climatic change as well as the need to travel for food (ice age). * Neolithic people began to farm as well: this meant a readier source of food. * Neolithic people began to create the first settlements.  1. Hunters used tools made from flint stones.  * These were stone axes, rocks and spear tips. These were attached to wooden handles/ sticks. * They also used wooden spears but we don’t have much evidence: rotted away.  1. Stone Age houses changed because people changed how they lived as a result of climate / food.  * Palaeolithic people sheltered from ice and cold inside caves: these were ready-made houses for them to take shelter in quickly (e.g. Creswell Crags). * Mesolithic finds indicate a circular structure made from wooden posts (there are non-left as they have rotted). The frame may have been like a tepee. They may have used animal skin, thatch or turf to cover the frame. The floor may have been covered with a layer of moss, reeds and other soft plant materials. (E.g. Starr Carr). * Neolithic people began to build settlements. * Neolithic houses were rectangular and constructed from timber. * None of these houses remain but we can see the foundations. * Some houses used wattle (woven wood) and daub (mud and straw) for the walls and had thatched roofs. * Other houses were built from stone. These houses were usually round. They had beds, storage shelves and a hearth in the middle. Roofs were made from materials such as straw, animal skins or turf laid over driftwood (Skara Brae).   **The Bronze Age**   1. The Bronze Age in Britain began around 2100 BC and lasted for around 1500 years. 2. Bronze Age = humans started making tools from Bronze.   - Copper was found in the ground in Wales and began to be mined.  - Tin was found in the ground in Cornwall and began to be mined.  - People traded across the country.  - Bronze is an alloy made from copper and tin.  - People learnt how to mix copper and tin from travellers from Europe.  - This showed their wealth because it was a long, skilled process and used 2 different metals which had to be bought.   1. Bronze Age people created jewellery, began to make weapons from metal and tools that made life easier.  * These were worth a lot to the people and they were buried with them. * Spear tips, axe heads and knives began to be made of bronze. * Amesbury Archer was a skeleton found buried with all of these artefacts. He is how we know of them.   10. Bronze age settlements were small settlements: hamlets and villages rather than remote farms.   * There were multiple round houses and farms (e.g. Must Farm). * There was industry: metal workers, jewellers, weavers. * There were enclosed to protect them: fences and/or water.   **The Iron Age**  11. The Iron Age = People using Iron as their preferred tool.   * from approximately 500 BC to 43 AD in Britain * End of the Iron Age = Roman invasion of Britain 43AD. * People became better at farming so the population grew.   12. Iron was tougher than bronze and could be shaped better and was stronger.   * Iron was discovered in the ground and they began to mine for it. * Smiths heated and hammered the metal to make tools, implements and weapons. * Iron didn’t melt so people used it to cook (iron pots/ pans). * Iron was easier to find and work so a lot of people had it. * Rich people continued to have bronze as well. * Coins were first invented in the Iron Age. They were made from gold, silver and bronze.   13. People used to live in clans/tribes and were led by warrior Kings. This was the Brigantes tribe in Yorkshire.   * Rival tribes would battle using the dangerous weapons they had made. * They wanted their wealth, resources and land to make life better. * People lived in hill forts to protect them (e.g. Castle Hill, Almondbury). * They were on top of a hill so that they could see when enemies were approaching. * There were lots of houses and the forts were almost like little towns. * They were surrounded by ditches and wooden walls to make it harder for their enemies to attack. |
| **SEND expectations** | 1. To understand the term prehistoric and know that this refers to the progression of the Stone Age, Bronze Age and Iron Age. It is called prehistory because we have no written records. 2. An artefact is an object made by a human being. We can use artefacts to tell us what people did and what their lives were like. 3. Artefacts from the Stone Age period are made of stone, bone, wood and shells. 4. Cave paintings help us to know what life was like during the Stone Age. Most cave paintings were of animals or hunters. 5. [Prehistoric](https://docs.google.com/presentation/d/1XGqTUaDXkNxXgah2pg1f9UUvY7YbqA7IWHMJqHQSJ5E/edit#slide=id.gbe78e16afd_1_7) people were hunter-gatherers. This meant they had to find or catch everything they ate. Early Stone Age people were hunter-gatherers and moved from place to place in search of food. 6. The Neolithic era started around 4000 years ago. People stopped being hunter-gatherers and started producing their own food. This meant that Stone Age people stopped being [nomadic](https://docs.google.com/presentation/d/1XGqTUaDXkNxXgah2pg1f9UUvY7YbqA7IWHMJqHQSJ5E/edit#slide=id.gbe78e16afd_1_7) and began to build settlements. 7. The Bronze Age is called the Bronze Age because humans started making tools from Bronze. Bronze is an alloy made from copper and tin. Many artefacts from the Bronze Age are examples of grave goods, which means that they were buried with people when they died. 8. The Iron Age is the name given to the time period where iron became the preferred choice of metal for making tools. In Britain the end of the Iron Age is linked to the spread of [Roman culture](https://www.theschoolrun.com/homework-help/roman-life-and-culture) following the [Roman invasion](https://www.theschoolrun.com/homework-help/roman-empire) of 43 AD. 9. One of the most dominant features of the Iron Age countryside was the hill fort. Hill forts were where people lived. They were on top of a hill so that they could see when enemies were approaching. There were lots of houses and the forts were almost like little towns. They were surrounded by ditches and wooden walls to make it harder for their enemies to attack. |
| **X curric activities** | 1. Art: Cave paintings help us to know what life was like during the stone age. Most cave paintings were of animals or hunters.  Cave paintings around the world often include hand stencils and blowing paint around the hand. They used natural colours from mineral pigments. Some of the most impressive cave paintings have only been found in the last 100 years and there could be more out there we don’t know about! Some key caves around the world – Cave of Altamira (Spain), Lascaux Cave (France), Magura (Bulgaria), Chauvet Cave (Southern France) and Cuevas de Las Manos (Cave of the Hands) in Argentina. 2. Stonehenge is an interesting monument to look at: reading? |
| **Suggested Teaching Sequence** | **Week One**   * Points 1, 2, 3. Complete a timeline of the prehistoric period.   Where are the Stone Age, Bronze Age and Iron age?  Know that the Stone Age is made up of 3 periods – place these.  **Week Two**   * Point 4. Understand how Stone Age people lived. Look at the three periods, consider the impact of the ice age on how they lived. Know how Palaeolithic, Mesolithic and Neolithic people lived.   **Week Three**   * Point 5. Know what tools/ weapons early people in the Stone Age period used and how they made them. Link to the nomadic lifestyle and lack of any technology.   **Week Four**   * Point 6. Know what Stone Age houses looked like. Make links to their way of life and understand how and why this changed. Know the different materials used and how they will have looked different.   **Week Five**   * Point 7, 8 and 9. Know the technological advances that defined the Bronze Age period. Consider that this shows an improvement in living conditions/ sophistication from pure survival.   **Week Six**   * Point 10. Know that Bronze Age settlements were a progression from Neolithic ones. Explore Must Farm and what this teaches us about Bronze Age settlements. Draw historical conclusions about the way of life.   **Week Seven**   * Points 11 and 12. Know why the discovery of Iron was important to prehistoric way of life. Learn about how they used it, what for and how this changed their way of life. To know the different jobs people in iron age settlements did. Consider the different roles of people why they were important and how they contributed to the way of life.   **Week Eight**   * Point 13. To know why hillforts were important to survival in the Iron Age. Explore the tribal way of life, make links to wealth and resources created by each settlement and how this made life easier therefore was desired by others. |