



Y3 – Stone Age to Iron Age

How did daily life change in Britain from the Stone Age to the Iron Age?



Overview Of Learning

In this unit, children learn about prehistory in Britain, and how we find out about prehistory. They discover what life was like through each of the main time periods of the Stone Age, right through to the Iron Age. Children find out about how civilisation started, how agriculture became a huge driving force for things like stone circles to be built and how different metals such as bronze and iron changed the way we interacted with each other and created huge defensive earthworks that we can even see and walk today.

Previous Learning

Year 1/2 – Children will have developed a strong basis of using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artefacts. They understand that there is a past within their living memory and a past beyond that. Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught.

Knowledge and Understanding Objectives

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.

Pupils should be taught:

- **Changes in Britain from the Stone Age to the Iron Age**

Future Learning

Year 3 – The start of civilisation is revisited in Ancient Egypt. Children compare timelines between BCE dates within the Egyptian civilisation and the Neolithic within Britain. Children begin to develop an understanding of monarchy and develop further their understanding of trade and its importance in establishing a kingdom.

Year 4 – Children's understanding of empire is built upon in year 4 as they study the Greeks and the Romans. Children begin to have a full understanding of a monarchy and understand that this is at the head of an empire. Children will develop further the story of Rome from the point of Julius Caesar and the similarities between Greek and Roman culture.

Year 5 – Children will have developed their understanding of migration and know that people explored and invaded different places. Children will know that iron weapons are used to defend and trade with. Children will explore further the concept of settlement.

KS3 – Children will use key sources of information and evaluate their reliability. They will continue to ask questions of enquiry and have an established understanding of key substantive concepts.

Key Vocabulary To Explain

agriculture, alloy, archaeologist, artefacts, beaker, burial, construct, **continuity**, ditch, domestication, excavation, granary, **migrate**, mine, ore, palisade, preserve, remains, **settlement, significant**.

Words in bold relate to the themes, concepts and skills that run throughout the whole history curriculum. Children will need to know the meanings of these words and have examples of them in context. These concepts will be built upon throughout the rest of the history curriculum.

Themes and Concepts

Theme: Society and Community

Substantive concepts explicitly taught:

Migration, Settlement, Trade, Civilisation, Industry

Misconceptions

Children may think that the Stone Age is one whole age and may not fully grasp the idea of how long the Paleolithic was. Children may think that changes happened suddenly rather than over time. Children may think that iron was used because it was a stronger metal rather than it being a more commonly available metal.

Unit Overview

How did daily life change in Britain from the Stone Age to the Iron Age?

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What was life like in the Paleolithic and Mesolithic?			What key changes took place from the Neolithic to the Bronze Age?				How did daily life change from the Stone Age to the Iron Age?			What was life like in the different regions of England during the Stone Age?	
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	
Key question: What was life like in the Paleolithic and Mesolithic?	Key question: What changed from the Paleolithic to the Mesolithic?	Key question: What did people eat in the Paleolithic and Mesolithic?	Key question: How did the search for food change in the Neolithic?	Key question: What tools were used in the Neolithic?	Key question: Who were the beaker people?	Key question: How did tools change after the Neolithic?	Key question: How did the Bronze Age move into the Iron Age?	Key question: What are roundhouses?	Key question: What is a hillfort?	Key question: What was life like in the different regions of England during the Stone Age?	
Historical Skill: Evidence and Interpretation Chronology – Time Periods of the Stone Age	Historical Skill: Change and Continuity	Historical Skill: Evidence and Interpretation	Historical Skill: Change and Continuity	Historical Skill: Historical significance Change and Continuity	Historical Skill: Historical significance	Historical Skill: Cause and Consequence	Historical Skill: Change and Continuity	Historical Skill: Evidence and Interpretation	Historical Skill: Evidence and Interpretation	Historical Skill: Evidence and Interpretation	
Substantive concepts build on: Migration and Civilisation			Substantive concepts build on: Migration, Civilisation and Settlement				Substantive concepts build on: Migration, Civilisation, Settlement, Industry and Trade				
Cumulative quiz: Q1 – Q3	Cumulative quiz: Q4 – Q7	Cumulative quiz: Q8 – Q10	Cumulative quiz: Q11 – Q13	Cumulative quiz: Q14 – Q16	Cumulative quiz: Q17 – Q19	Cumulative quiz: Q20 – Q22	Cumulative quiz: Q23 – Q25	Cumulative quiz: Q26 – Q28	Cumulative quiz: Q29 – Q31		

Stretch And Challenge Ideas

Children could:

- reason about the reliability of sources presented to them.
- compare sources and evaluate them, coming up with their own historical interpretation.
- compare different periods in time and say what is the same and what is different.
- explore in more depth, why the agricultural revolution was so significant.
- do a case study on different stone monuments around Britain, including Mitchell's Fold in Shropshire, Corden Hill Bronze Age Cairn, Orme Mines and Stonehenge.
- handle archaeological evidence and create historical interpretations, based upon the knowledge they have learned.

Assessment

- The knowledge organiser can be used to support children. This could be on display, on the tables, sent home or used for pre-teaching key vocabulary or concepts.
- The post-unit test can be used to assess the knowledge and understanding objectives taught throughout the unit. This can be done independently or in small groups with a teacher.
- There is a cumulative quiz with questions that can be used to assess children throughout the topic. The quiz questions will link directly to each objective. They can also be used at the end of each lesson to give immediate feedback to inform future planning and give the opportunity to identify children who do not understand.