Y3/4 – Stone Age to Iron Age

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

**Previous Learning**

**Overview Of Learning**

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**Previous 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 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.

**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.

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**

**Knowledge and Understanding Objectives******

**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.

**Future Learning**

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

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.

**Key Vocabulary To Explain**

Theme: Society and Community Substantive concepts explicitly taught:

migration, settlement, trade, civilisation, industry

**Themes and Concepts**

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.

**Misconceptions**

**Unit Overview**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **How did daily life change in Britain from the Stone Age to the Iron Age?** | | | | | | | | | |
| **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?** | | |
| **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** | **Lesson 7** | **Lesson 8** | **Lesson 9** | **Lesson 10** |
| **Key question:** | **Key question:** | **Key question:** | **Key question:** | **Key question:** | **Key question:** | **Key question:** | **Key Question:** | **Key question:** | **Key question:** |
| What was life like in the Paleolithic and Mesolithic? | What changed from the Paleolithic to the Mesolithic? | What did people eat in the Paleolithic and Mesolithic? | How did the search for food change in the Neolithic? | What tools were used in the Neolithic? | Who were the beaker people? | How did tools change after the Neolithic? | How did the Bronze Age move into the Iron Age? | What are roundhouses? | What is a hillfort? |
| **Historical Skill:** | **Historical Skill:** | **Historical Skill:** | **Historical Skill:** | **Historical Skill:** | **Historical Skill:** | **Historical Skill:** | **Historical Skill:** | **Historical Skill:** | **Historical Skill:** |
| Evidence and Interpretation | Change and Continuity | Evidence and Interpretation | Change and Continuity | Historical significance | Historical significance | Cause and consequence | Change and Continuity | Evidence and Interpretation | Evidence and Interpretation |
| Chronology – Time Periods of the Stone Age |  |  |  | Change and continuity |  |  |  |  |  |
| **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 |

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 archeological evidence and create historical interpretations, based upon the knowledge they have learned.

**Stretch And Challenge Ideas**

* 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.

**Assessment**