

Y3 - Stone Age to Iron Age

Inspiration Culture, Creativity	Partnership with parents Place and Belonging – Iron Age settlement in Hartlepool
---	--

Key Questions <ul style="list-style-type: none"> - What was prehistoric Britain like? - Who were the earliest humans and how did they survive? - What and where is the Skara Brae? - What was life like in the Bronze ages? - How did people travel through the Bronze ages? - What was Stonehenge and why did people travel there? - What was life like in an Iron Age hill fort? - What was life like during Hartlepool during the Stone, Bronze and Iron Ages? 	Skill Development <ul style="list-style-type: none"> - There are some good examples of using evidence to ask and answer questions about the past. - There is some awareness of the suitability of evidence. - There is some awareness that different sources of evidence give a variety of information about the past. - There is some awareness that there are different accounts and interpretations of historical events. - Some good suggestions on causes and consequences of some familiar events in history are put forward. - Some basic changes to the locality of the school over time are described. - With support, some of the major changes in Britain from the Stone Age through to CE1066 and some events beyond CE1066 are described. - With support, historical events around the world are compared. - With support, the past is described in a number of ways. - With support, the characteristic features of the past are described. - There is generally a good knowledge of the chronological order of the past and with structured activity the past can be placed in order on a timeline. - With support, changes over time are represented on a timeline. - When reminded, key dates are used. - When reminded, historical language is used. 	By the end of this unit, children will be able to: <ul style="list-style-type: none"> -
--	---	---

Content Concepts Technology Trade	Procedural Concepts <ul style="list-style-type: none"> - Change and continuity - Chronology - Evidence and historical enquiry. 	<i>Also covered in:</i> <ul style="list-style-type: none"> - Y1 continuity – Toys - Y2 continuity – St Hilda 	
--	--	--	--

Knowledge

Hunters

- Archaeologists work like detectives looking for evidence. They use this evidence to build up a picture of the past.
- Around 4,000 years ago, people in Britain started living in a new way. Instead of spending all their time hunting and gathering, they began to set up farms. The early farmers chopped down trees so they could grow crops and vegetables. They kept cattle, sheep and pigs. People began to settle down in one place and build permanent homes. The farms marked the start of a new age in Britain – the Neolithic period (or new Stone Age) Neolithic farmers kept lots of animals. They had herds of wild cows that had been domesticated (tamed)
- The Skara Brae settlement dates from between 3200 and 2700BC. It is made up of a group of one-roomed circular homes. These houses have built-in furniture made completely from stone. There are stone seats and beds and even stone shelves where precious objects were kept!



Bronze ages

- The earliest humans were hunter-gatherers. They survived by hunting animals and finding food to eat. Then, very gradually people learned new skills. First they learned to herd animals and grow crops. Later they discovered the secrets of making bronze and iron.
- The prehistoric period is divided into three 'ages'. They are known as the Stone Age, the Bronze Age and the Iron Age.
- Early Stone Age people lived in caves or very simple shelters. They made stone tools and survived by hunting and fishing.
- Middle Stone age people in Britain began to set up camps along the British coast and on riverbanks. Hunters often worked together as a team, using spears and bows and arrows.
- At the late middle stone age Britain became an island. During this period, people learned to farm. They cleared large areas of land and settled down to live in small communities. People used flint, antler and bone to make tools, and developed the skill of making clay pots. They buried their dead in large tombs.
- During the Bronze Age, many people crossed the sea from mainland Europe to Britain. They travelled in long wooden boats rowed by oarsmen. The boats carried people, animals and trading goods. They were loaded with metal from mines, precious swords, pots and jewellery.
- In the Bronze ages people in Britain began to use to use copper and bronze to make weapons and tools.
- Stonehenge is one of the world's most famous monuments. It is just one of hundreds of stone circles that have been found in Britain. During the early Bronze Age, circles built from stone or wood played a very important part in the religious life of the British people. People visited this monument for religious ceremonies.

Iron ages

- Iron Age Britain was a violent place. People lived in clans that belonged to tribes led by warrior kings. Rival tribes fought with deadly iron weapons. Many people lived in hill forts to keep safe from attacks.
- The forts were surrounded by walls and ditches and warriors defended their people from enemy attacks. Inside the hill forts, families lived in round houses. These were simple one-roomed homes with a pointed thatched roof and walls made from wattle and daub (a mixture of mud and twigs).
- Iron Age farmers grew crops and vegetables. They kept geese, goats and pigs and had large herds of cows and flocks of sheep. Some people worked as potters, carpenters and metalworkers. Men and boys trained as warriors. They had to be prepared to fight at any time.

Topic Specific Vocabulary Archeologists, evidence, hunting, farming, Neolithic period (or new Stone Age), Skara Brae, circular, hunters, bronze ages, , early stone age, middle stone age, late stone age, clay pots, iron ages, copper, weapons, tools, Stonehenge, religious ceremonies tribes, hill fort, sacred places.	NC Subject content Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.
---	---

Subject Specific/Academic Vocabulary

This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.

Year 3	Year 4	Year 5	Year 6
--------	--------	--------	--------

Categories ,Identified , Involved, Major , Occur, Period
Relevant

Assume, Economic, Impact, Interpretation , Labour, Obtained ,
Significant ,Source

Export , Imply , Justify , Locate

Affect, Analyse , Deduce , Valid

We are historians/Being a historian/I am a historian

DRAFT