



**NC Content:**

British History – Stone Age to Iron Age

**Enquiry Questions:**

How did the discoveries made make significant changes to life in Britain during Prehistory?

**Key Objectives:**

Historical sources and evidence  
Migration

**Key Themes:**

- 1) What is prehistory?
- 2) How did people live in the stone ages?
- 3) Did metals change everything?
- 4) What evidence do prehistoric monuments offer?
- 5) How was iron better than bronze?

**Key Knowledge Outcomes:**

<b>Movement and Migration</b> Nomadic lifestyle in the Palaeo/Mesolithic. Settlement in the Neolithic and growing sized settlements onwards.	<b>Society</b> Growing societal size from the Neolithic onwards. Societal roles evident in the Iron Age.	<b>Culture</b> Evidence of belief from the monuments (Stonehenge etc). Evidence of druids in the Iron Age being significant figures.
<b>Trade</b> Evidence of trade from the Neolithic onwards. Emergence of coinage in Britain in the Iron Age.	<b>Achievements and Legacy</b> Developments that positively impacted life (tools, homes, settlement). Monumental structures such as Stonehenge.	<b>Governance</b> Monarchical governance of the 'tribal' kingdoms in the Iron Age.

**Phase:** LKS2

**Term:** Autumn C1

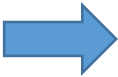

**Key Vocabulary:**

Knowledge - Substantive	Skills - Disciplinary
Y3	
Prehistory Prehistoric Palaeolithic, Mesolithic, Neolithic, Bronze Age, Iron Age, archaeology  Hunter-gatherer Agriculture Settlement Hillfort tribe	Understand they will learn the narrative of British across KS2 and 3 Understand the role of historical enquiry questions Identify continuity and change as a way we can study the past  Chronological understanding – children can sequence periods of history, can use a scale to calculate intervals between events, understand duration as a measure of how long something occurred for.  Source Analysis and Interpretation – children can extract and interpret information from various types of source (artefact, pictorial inc. primary and secondary source)  Historical Enquiry – ask questions to deepen their own understanding, pursue a line of enquiry for a given question with support, begin to draw conclusions using support
<b>Subject Specific:</b>	<b>Historical Sources:</b> See lesson plans

**Knowledge Acquisition**

**Enhancement of knowledge**

**Application of Skills/**

<p>What do you want the children to know?</p> 	<p>Make links to the key themes and ensure a deeper understanding of the knowledge.</p> 	<p><b>Disciplinary Knowledge:</b>          What key questions will you ask the children to give them opportunity to apply their knowledge to skills?</p> <p>Explain, Summarise, Reason, Reflect, Challenge, Evaluate, Think Critically</p>
<p><b>1. Context, Chronology, Enquiry</b></p> <p><u>LG: know when Stone Age was so I can put it on a timeline with the history periods I know and am going to learn about.</u></p> <p><u>LG: I can identify and justify what people needed to survive during the Stone Age.</u></p>	<p>Reconnect: Previous learning of linked time periods – Romans/Anglo Saxon</p> <p>To understand when the stone age was in relation to other early civilisations</p> <p>To understand the 3 ages of the Stone Age</p> <p>To understand the implications of the land area, ice melt and rising sea levels</p> <p>To understand the context and the basic needs for survival – hunting, making fire and the need for tools.</p>	<p>I can explain when the Stone Age was.</p> <p>I can summarise what foods they ate and the problems gathering some of those foods.</p>
<p><b>2. Enquiry – Using Sources</b></p> <p><u>LG: I know where Skara Brae is.</u></p> <p><u>LG: I understand what was found at Skara Brae so I know why is it important.</u></p>	<p>Source Analysis and Interpretation – children can extract and interpret information from various types of source, including artefact, pictorial inc. primary and secondary sources</p> <p>Q: If the Stone Age was so long ago, how can we learn about how humans lived and survived?</p> <p>Understand that we can learn about the past from sources – primary and secondary.</p> <p>Understand the significance of Skara Brae and know:          When it was found          how long it was covered for          Details about the site, e.g. how many houses there are          what was found in them, what other artefacts were found.</p>	<p>Explain what the sources found at Skara Brae can tell me about prehistoric life.</p>

<p><b>3. Chronology/Enquiry</b></p> <p><u>Reconnect: L.G: L.G: I know the stages of Prehistory and how long they lasted.</u></p> <p><u>L.G: I know what changed between the Old Stone Age and the New Stone Age</u></p>	<p>Reconnect: Chronology: (See lesson 1 resources) Understand the definition of prehistory.</p> <table border="1" data-bbox="846 204 1064 496"> <tr><td>Palaeolithic</td></tr> <tr><td>Mesolithic</td></tr> <tr><td>Neolithic</td></tr> <tr><td>Bronze Age</td></tr> <tr><td>Iron Age</td></tr> </table> <p>(See lesson 3 for resources) Understand the Neolithic means the new stone age and it is the final period of the stone age.</p> <p>Understand that during this time: Migrants arrived from Europe and brought new ideas to Britain. They began to settle in one place and agriculture began by cutting down areas of forest. This does not mean that (the hunter-gatherer lifestyle didn't stop entirely) Understand crops were grown/Animals were domesticated Homes were built to be permanent structures to match the changing lifestyle. Tools were polished to give them a better blade that would last longer.</p>	Palaeolithic	Mesolithic	Neolithic	Bronze Age	Iron Age	<p>I can explain changes between the Old Stone Age and the New Stone Age</p> <p>I can explain why it is called the Neolithic revolution.</p> <p>I can summarise how these changes effected the lives of Stone Age people</p>
Palaeolithic							
Mesolithic							
Neolithic							
Bronze Age							
Iron Age							
<p><b>4. Source Work/Chronology /Cause and Effect</b></p> <p><u>LG: I can explain some ways life changed from The Stone Age to The Iron Age.</u></p> <p><u>LG: I know how the development of metal use changed life in prehistoric Britain.</u></p>	<p>Understand the concepts of continuities and changes</p> <p>Begin to understand what changed for food, tools and homes across the stages. Understand the how these changes affected the lives of humans. (See L1 Resources)</p> <p>See L4 Resources: Understand new ideas including metalworking were brought by migrating peoples called the Beaker peoples. Know they are identified by their style of pottery and the name was given by archaeologists.</p>	<p>Explain the way in which metal use changed life in prehistoric Britain.</p>					

	<p>Understand they first smelted copper and later combined with tin to make a much stronger metal, replacing stone as the preferred material for tools and weapons.</p> <p>Understand areas of Britain have lots of tin (Cornwall and Devon) which was mined in the way coal was in Barnsley</p> <p>Understand the trade of tin took place across Britain and longer-distances. <i>Stonehenge was developed and built in this period but this is covered in the next lesson alongside other monuments.</i></p> <p>Understand metal tools had advantages such as a sharper blade, more durable and could be repaired.</p>	
<p>5.</p> <p><b>Source Work/Enquiry:</b></p> <p><b><u>LG: To examine a range of evidence and draw conclusions</u></b></p> <p><b><u>LG: I understand how evidence about Stonehenge can give us answers about the past.</u></b></p>	<p>See Lesson 5 resources:</p> <p>Understand Stonehenge is a prehistoric monument built in four stages from the Neolithic into Bronze Age.</p> <p>It is a UNESCO world heritage site because of its unique importance.</p> <p>Its position is linked to the movement of the Sun and moon.</p> <p>It was built by hand but the method is unknown.</p> <p>It, and other monuments, potentially reveal aspects of religious belief. It was definitely the site of burials.</p> <p>Understand that information can be different in different sources – compare sources or Stonehenge</p> <p>Understand that information needs to be verified using a range of sources.</p>	<p>Explain that sources can provide different information and sources need to be verified.</p> <p>Explain how evidence about Stonehenge can tell us about the past.</p>
<p>6. Sources of Evidence and enquiry:</p> <p><b><u>LG: I Know how and why hillforts were developed in the Iron Age.</u></b></p> <p><b><u>LG: To know how was iron better than bronze.</u></b></p> <p><b><u>LG: To produce an evidenced answer</u></b></p>	<p>See Lesson 6 Resources:</p> <p>Understand the Iron Age is the final period of British Prehistory.</p> <p>The people lived in tribal groups that fought each other for land and possessions.</p> <p>Iron meant more people could have metal tools and weapons than before.</p> <p>Hillforts are still evident today and could have been for defensive and economic purposes but archaeologists are not sure.</p> <p>Understand the benefits of hillforts.</p> <p>Question why they might they have expanded the size?</p> <p>Understand why possible theories could be wrong.</p>	<p>Explain why hillforts were developed in the Iron age.</p> <p>Reason why iron was better than bronze.</p>

