

Unit Title: How did Britain change from the Stone Age to Iron Age?

Y3
Autumn 1

End Point - The aim of this unit is for pupils to:

1. Know that land use changed from Stone Age to Iron Age
2. Understand how physical features impact where settlements are established

End of unit assessment task:

Produce a labelled diagram of the physical and human features associated with prehistoric settlements

Links:

History – children will have an understanding of history beyond their living memory

Text – Stone Age Boy

Prior Learning:

- Know the four countries of the UK and their capital cities
- Know, name and locate the continents and oceans of the world
- Know the 4 compass points
- Name and locate Middlesbrough on a map

Key Aspects of the Unit:



Map and atlas work/Fieldwork and investigation



Location



Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.



Human Features: Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop.

Key Knowledge:

- Know where Skara Brae and Stonehenge are (and in relation to Middlesbrough)
- Know the United Kingdom is made up of four countries: England, Scotland, Wales and Northern Ireland.
- Know the English Channel is a body of water that separates Great Britain from mainland Europe.
- Know the Beaker people came from European countries such as Spain and Portugal.
- To recognise migration routes from mainland Europe
- Know that land use in Iron Age Britain changed
- To know that settlements are often located near natural resources, such as rivers and land suitable for farming.

Geographical Skills:

Mapping:

- Use 4 compass points to follow/give directions
- Locate places on larger scale maps e.g map of Europe
- Follow a route on a map with some accuracy

Fieldwork:

- Engage in guided enquiries and begin to suggest own questions for enquiry – look at the local park but from other people's perspectives and points of view. Interviewing selected people of different ages and having different requirements
- Begin to evaluate own observations and compare them with others
- Understand the four compass points and begin to use them to follow routes
- Apply age –appropriate Maths knowledge to understanding of geography (e.g. length, distance, volume, angles, area and scales)
- Secure use of left/right from any perspective (e.g. with an upside-down map) and use four compass points to describe routes

Vocabulary

ocean	A huge body of salty water
continent	A very large area of land that consists of many countries, such as Europe
route	A way or course taken in getting from a starting point to a destination
Settlers	People who move permanently from one place to live in another.
settlement	A settlement is where people have come to live and have built their homes
map	A drawing or a particular area such as a city, country or a continent