

ROSE WOOD ENQUIRY DRIVEN CURRICULUM



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

Rose Wood Academy: Enquiry Driven Learning Overview

Year Group: Year 3	Enquiry Question: How did life in Britain change from the Stone Age to the Iron Age?	Term: Autumn 1
Context: This Enquiry allows children to build on the knowledge of prehistory studied in Year 2 and their understanding of uses of sources of evidence forming our understanding of prehistory. The work also builds on the science topic of rocks and soils as well as focussing on innovation and technological advances that were made during the era studied. This concept will be built on and used as a comparison when studying the Industrial revolution.		
Prior Learning (Direct Pathway) History – Children will revisit the understanding of prehistory to date during the study of prehistoric Britain, fossils and dinosaurs. They will further develop skills of historians and their use of sources of evidence from the past. They will build on their understanding the concepts of change and what led to the change. Science – Children will build on their knowledge of different materials and their properties to compare types of rock. They will revisit the idea that the properties of materials make them suited to different uses when studying rocks.		
Prior Learning (Indirect Pathway) Geography – <ul style="list-style-type: none">• 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		

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Enquiry Question

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

Through science, we will study the classification of rocks and soils. We will also gain a simple understanding of fossilisation.

We will learn painting techniques used by ancient Britons to create 'cave paintings' of animals.

We will learn about textiles and the skill of weaving and we will make simple thumb pots using clay.

We will taste and evaluate a range of flatbreads and vegetable soup before making our own, using a simple recipe.

Content on Direct Pathway

The children will read the book Stone Age boy by Satoshi Kitamura. They will learn how Britain developed over thousands of years from the Stone Age to the Iron Age. Through practical experiences, including a visit to Danby Moors Centre, they will learn how humans survived without the technology and manufactured goods we have today. They will learn how humans have changed the landscape of Britain. They will learn how technological advances in farming and tools changed the lives of humans up until the end of the Iron Age.

Pupils will listen to the story of Stone Age Boy. They will write narrative texts in the style of the author, about a Bronze Age child. They will present information about the changes over time in the form of a non-chronological report/poster.

Learning Showcase

To hold a Stone Age themed afternoon of activities where parents can join their children in learning skills that would have been useful in the Stone Age.

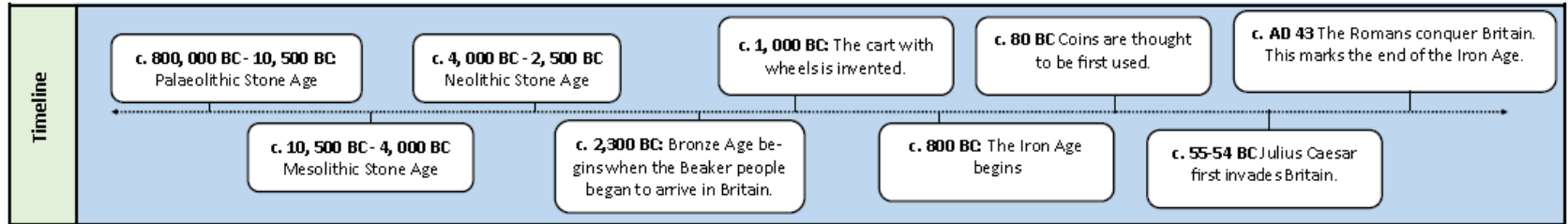
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Knowledge Narrative

In the Stone Age the British people used simple stone tools. They were nomadic hunter gatherers (which means they followed the animals they hunted, picking berries and leaves to eat). Over time they learned how to make fire and how to smelt ores to create metal tools. They stopped being nomadic and created settlements where they grew their own crops and kept animals. These were the first farms.

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History – sequencing the past



History – constructing the past



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<u>Year Group:</u> Year 3	<u>Term:</u> Autumn 1
<u>Title:</u> How did life in Britain change from the Stone Age to the Iron Age?	<u>Key Focus:</u> History
Project Enhancements: <ul style="list-style-type: none">• The children will visit the North Yorkshire Moors Visitor Centre, Danby Lodge, to take part in a Stone Age Day - A full day of outdoor activities learning how Stone Age people used woodlands and how the landscape has changed since the last ice age.• We will have a Stone Age themed afternoon of activities where parents can join their children in learning skills that would have been useful in the Stone Age such as hunting, identifying plants, cave painting, den building and campfire cooking.	
<u>How can you help?</u> <p>At home, please could you:</p> <ul style="list-style-type: none">• continue to listen to your child read a minimum of three times a week,• help your child to learn to spell the spellings, which will be sent home• help your child to learn their times tables (10x, 5x, 2x, 4x, 8x, and 3x) <p>If you wish to do additional homework with your child, you could:</p> <ul style="list-style-type: none">• Write your own prehistoric adventure story set it in either the Stone Age, Bronze Age or Iron Age.• Find out more about rock art – human-made markings on natural stone. Draw your own pet or an animal in the style of prehistoric cave paintings.• Use your local library to research more about the history of the Stone Age, Bronze Age and Iron Age in your area.• Make a photo montage of prehistoric monuments. Searching the best images online and putting them into a PowerPoint presentation or Word document.	

Rose Wood Academy: Enquiry Driven Learning Overview

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

History
Y3
Autumn 1

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

Change:

Children are able to explain the changes from a nomadic hunter gather existence to using fire, making iron tools, domesticating animals and becoming farmers

Cause and Effect:

Children can articulate the reasons for the changes from Stone Age to Iron Age in Britain

Significance:

Children are able to explain that the advancement in technology leading to better tools, settlements and the change to farming from a nomadic lifestyle was a significant advance towards a more modern society that followed.

End of unit outcome:

1. How did life change in Britain from the Stone Age to the Iron Age?
2. Why did life change in Britain from the Stone Age to the Iron Age?
3. Why is metal still important today?

Links:

Text- Stone Age Boy by Satoshi Kitamura

Text – The Wild Way Home by Sophie Kirtley




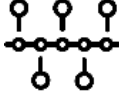



Geography- Know that land use changed from Stone Age to Iron Age

Understand how physical features impact where settlements are established

Prior Learning:

- Children will further develop the skills of historians by using sources of evidence and how these can inform our understanding.
- Children will understand historical events beyond their lifetime and living memory (Y2 – Mary Anning, Captain Cook, Y1 -Fire of London)

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<p>Key Aspects of the Unit:</p> <p>Skills:</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Knowledge:</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Concepts (end points):</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>
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Key Historical Knowledge:

- Children will understand that the Stone Age was when early humans started using stone, such as flint for tools and weapons.
- This time period is known as pre-history
- The Stone Age had 3 different periods.
- Palaeolithic ('old' Stone Age), Mesolithic ('middle' Stone Age) and Neolithic ('new' Stone Age).
- Palaeolithic Stone Age lasted until the end of the Ice Age. This lasted till about 10, 500 BC
- Mesolithic Stone Age was from about 10, 500 BC to 4, 000 BC. Humans would demonstrate a variety of food gathering techniques including hunting and fishing.
- Neolithic Stone Age was from 4, 000 BC to about 2, 500 BC. This marked the start of farming including land clearance and the domestication of animals.
- During the Stone Age people were nomadic.
- The Beaker People brought knowledge of bronze to Britain from Europe in about 2500BC.
- Iron Age tools and weapons were stronger than stone or bronze.
- Iron Age people lived in hill forts for protection.

Historical Skills:

Historical Enquiry

- Children will construct informed responses that involve thoughtful selection and organisation.
- Children will develop appropriate use of historical terms, such as Palaeolithic, Mesolithic and Neolithic

Using Sources as evidence

- Children will use a range of sources such as artefacts, photographs, images and written information to understand how life in Britain changed from the Stone Age to the Iron Age.

Constructing the past

- Children will develop chronologically secure knowledge and understanding of pre-historic Britain.
- Children will establish clear narratives within and across the Stone, Bronze and Iron Ages in Britain.
- Children will have an overview of the significant changes that occurred in Britain from the Stone Age to the Iron Age.
- Children will study elements of the pre-historic period in depth, such as The Amesbury Archer and what we can learn from archaeological finds such as this.

Sequencing the past

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- Children will develop chronologically secure knowledge and understanding of pre-historic Britain and will understand what was happening in other places in the world at this time, for example the Ancient Egyptian civilization.

Vocabulary

archaeologists	People who work out our history by looking at artefacts that have been found.
artefact	An object made by human beings, usually with historical or cultural interest.
Palaeolithic	The old Stone Age.
Mesolithic	The middle Stone Age.
Neolithic	Is the later part of the stone age and follows the Palaeolithic and Mesolithic age.
B.C.	Before Christ. A date like 250BC means 250 years before Christ was born.
chronology	The ordering of events, for example the stone, bronze and iron age.
tribe	A group of people who live together.
hunter-gatherers	People who mainly live by hunting, fishing and gathering wild fruit.
shelter	A house where stone age people would have lived.
civilisation	A civilisation is a group of people that live in a town and have leaders. They have laws, culture, a regular way of getting food and protecting the people.
Prey	An animal that is hunted for its food.
nomadic	To move from place to place with no permanent home
flint	A hard stone used to make tools

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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.

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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 of a particular area such as a city, country or a continent

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SUBJECT: SCIENCE			
Subject Specific Vocabulary		Declarative Knowledge	Aspect
Word	Definition		
Chemistry	Learning about matter and the changes that take place within that matter.	Things can be living, dead or never alive.	Biology
fossil	A fossil is the preserved remains or traces of a dead organism	Fossils are formed when things that have lived are trapped within rock.	Chemistry
soil	Soil consists of a mix of organic material (decayed plants and animals) and broken bits of rocks and minerals	Soils are made from rocks and organic matter.	Chemistry
crystals	Crystals are a special kind of solid material where the molecules fit together in a repeating pattern	Rocks can be grouped and compared on the basis of their appearance and other physical properties.	Chemistry
appearance	The way that something looks		
permeable	A material which allows liquid or gas to pass through it	Procedural knowledge	
sediment	Sediment is the matter which falls to the bottom of oceans and lakes	Know how to conduct a fair test.	Working scientifically
organic matter	Organic matter is matter that has come from a recently living organism. It is capable of decaying		
sedimentary	Rocks formed from sediments deposited by water (or air)		
igneous	Rocks formed from solidified lava or magma		

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Spiritual

Sense of enjoyment and fascination in learning about themselves, others and the world around them

Social

Appreciate diverse points of view (see moral)

Be kind and REAP the rewards

Showing respect and empathy for the way people used to live and appreciate progress over the time studied compared to now

Moral

Interest and investigating and offering reasoned views about moral and ethical issues – is it right to kill animals for food and clothing?

Cultural

Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others

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British Values through EDC

Democracy	Children will learn that democracy did not exist in Britain during the Stone Age to the Iron Age. We will discuss whether what impact this would have on the lives of the people living at the time and then they can vote on when they would prefer live. Now or then?
The Rule of Law	
Individual Liberty	
Mutual Respect	Through learning about the Amesbury Archer we will explore whether or not the children think that Bronze Age people were tolerant of beliefs that were different to their own.
Tolerance of those of different faith and beliefs	Children will understand that people in the past held different beliefs and practised their religion in different ways to people today.