

## Year 3 – Stone Age to the Iron Age

### Medium Term Plan – Who lived in Ancient Britain?

#### ***Rationale:***

Children are introduced to the idea that people have been living in Britain for a very long time. They will learn about the changes that occurred between the middle Stone Age [Mesolithic Times] to the Iron Age – a period of over 10,000 years! Children will continue to develop their understanding of chronology through the use of timelines. They will learn that foremost of the period there is no written evidence, and that evidence comes from cave drawings and archaeological finds and these are very important in understanding how people of the past lived. There is a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based.

#### ***National Curriculum Requirements:***

***Pupils should be taught about changes in Britain from the Stone Age to the Iron Age***

Examples (non-statutory)

This could include:

- ◊late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- ◊Bronze Age religion, technology and travel, for example, Stonehenge
- ◊Iron Age hill forts: tribal kingdoms, farming, art and culture

#### ***Prior Knowledge:***

- Children should know that a timeline is a sequence of events
- Children can explain past and present
- Can give an example of an area of study (Great Fire of London, Toys in the Past, Castles)

#### **Planning**

#### **Knowledge and Skills**

#### **Lesson 1 – What does pre-history mean?**

Children begin to understand the meaning of prehistory and break it down into the three periods of the Stone Age, Bronze Age and Iron Age. Children learn that we know about this period of history through artefacts and begin to explore uses. Using timelines.

#### **Lesson 2 – How did people survive in the Stone Age?**

Children to understand how people survived in the Stone Age. Focus on assets and threats – what would hunter-gatherers find and use?

#### **Lesson 3 – What was Stone Age cave art?**

Children will learn about how Stone Age cave art was made. They will learn what tools would have been used to create the art and what these paintings can tell us about life in the Stone Age.

#### **Lesson 4 – What can we learn from Skara Brae about Neolithic life?**

Children will learn about Skara Brae. They will research facts about Skara Brae and present as a poster. They will learn that Skara Brae is important because it dates to a time of major change, when people were beginning to settle on farms instead of roaming around as hunter-gatherers.

#### **Lesson 5 – How did life change in the Bronze Age?**

Children will learn about the introduction of Bronze by the Beaker People and how it changed aspects of life for people. Children will look at how tools and weapons changed during this period and compare the pros and cons of this change before deciding which period was best. Link to Stonehenge in reading lessons.

#### **Lesson 6 – What was life like in a hillfort?**

Children will learn about iron replacing bronze, its introduction to Britain and comparing the two metal before analysing and making inferences on a secondary source to identify what life was like in a hillfort during the Iron Age.

#### **Chronology:**

- I can describe events and periods using the word BC (Before Christ) AD (Anno Domini) and decade, century, ancient.
- I can use a timeline to order events and significant people for the period of time I am studying.
- I can describe events in the past using dates when things happened.

#### **Knowledge and Interpretation of Past Events:**

- I can describe events from the past using dates when things happened.
- I can find out about everyday lives of people in time and studied, and compare with our life today.
- I can identify reasons for and results of peoples' actions.
- I understand why people may have wanted to do something.

#### **Historical Interpretation:**

- I can distinguish between different sources and evaluate their usefulness.
- I can look at representations of the period: museums, cartoons etc.
- I can explore the idea that there are different accounts of history.

#### **Historical Enquiry:**

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		<ul style="list-style-type: none"><li>• I can use a range of sources, and begin to learn the terms primary and secondary, to find out about a period of history – artefacts, pictures, books etc</li><li>• I can select and record information relevant to the study.</li><li>• I can use the library and internet for research with support.</li></ul> <p><b>Organisation and Communication</b></p> <ul style="list-style-type: none"><li>• I can use historical sources to create written narrative and structure accounts.</li><li>• I can draw labelled diagrams and write about them to tell others about people, objects and events from the past.</li><li>• I can use dates and terms with increasing accuracy.</li></ul>
<p><i><b>Vocabulary linked to unit of work:</b></i></p> <p>prehistoric, BC, Stone Age, Bronze Age, Iron Age, megalithic, monuments, ceremonial, agricultural, crops, hunter-gatherers, religion, tribal kingdoms, Palaeolithic, Mesolithic, Neolithic, tools, weaponry,</p>	<p><i><b>Resources:</b></i></p>	
	<p><i><b>Texts to support:</b></i></p>	
<p><i><b>By the end of this unit:</b></i></p> <p>Most children will be able to place the time studied on a timeline chronologically and understand that the AD dates become larger the closer they get to the present day and BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar. They will begin to compare and contrast common areas of human concern – food, survival, shelter, warmth – over a period of time from the Stone Age to Iron Age. They will compare how life change over the three different ages and identify what caused the shift in hunter-gathering to settlements. They will identify why there are limited primary resources.</p>		