

#WeAreHistorians

Unit of Learning

Year 3

Spring

Stone Age to Iron Age

Overview

Children learn about prehistory and what this means. They look at the Stone Age and consider how advanced the people of this time were, as well as beginning to compare them to those in the Bronze and Iron Ages. They look at how we know about the Stone Age and the types of sources available.

National Curriculum Objectives

Children should be taught about:

- ❖ Changes in Britain from Stone Age to Iron Age
- ❖ The Roman Empire and its impact on Britain
- ❖ Britain's settlement by the Anglo-Saxons and Scots
- ❖ The Viking and Anglo-Saxon struggle for control of England up to Edward the Confessor
- ❖ A local history study
- ❖ An aspect of theme in British History that extends chronological knowledge beyond 1066
- ❖ The achievements of the earliest civilisations
- ❖ The life, achievements and impact on the western world of the Ancient Greeks

Disciplinary and Procedural Knowledge

<u>Chronological Knowledge and Understanding</u>	<u>Historical Enquiry</u>	<u>Interpretations of history</u>	<u>Continuity and Change</u>	<u>Cause and Consequence</u>	<u>Similarities and Differences</u>	<u>Historical Significance</u>
<ul style="list-style-type: none"> ❖ Use timelines to place events in order that they have studied from memory ❖ Understand timelines can be divided into BC and AD ❖ Use words and phrases like century and decade ❖ Understand the term ancient civilisations and period 	<ul style="list-style-type: none"> ❖ Use artefacts, pictorial and written evidence sources to describe invasions, homes, settlements, culture and way of life, beliefs, attitudes, differences between rich and poor ❖ Draw conclusions from sources with support and begin to see limitations of source ❖ Suggest reasons why periods in history are different 	<ul style="list-style-type: none"> ❖ Understand the difference between primary and secondary evidence sources ❖ Give reasons why there might be different accounts of history ❖ Ask questions of the source material and suggest sources of evidence to help answer the questions 	<ul style="list-style-type: none"> ❖ Identify similarities / differences between ways of life at different times comparing their own lifetime with that from the beginning of time and from another country 	<ul style="list-style-type: none"> ❖ Recognise why people did things linked to previous knowledge ❖ Explore why events happened and what happened as a result 	<ul style="list-style-type: none"> ❖ Make simple observations about different types of people, events and beliefs within a society 	<ul style="list-style-type: none"> ❖ Talk about important groups of people from the past and recall their stories ❖ Talk about the legacy of the significant groups ❖ Say whether they are inspired by the significant people, why and how

Key Threads in Our Curriculum

LEGACY



What has been left behind by the civilisations we study and how do they still impact us today?

MIGRATION



Did the civilisations we study invade or migrate to England?

WOMEN



How are the lives of women different to ours today and how are they impacted by the events we study?

CHILDREN



How are the lives of children different to ours today and how are they impacted by the events we study?

Website Links / Texts

<https://www.booksfortopics.com/booklists/topics/history/stone-age-to-iron-age/>

<https://www.bbc.co.uk/bitesize/topics/z82hsbk>

<https://starbeck.education/products/stone-age>

Key Knowledge - End Points

- ❖ To know that the numbers seem to get smaller in 'BC' and bigger in 'AD' (BC and BCE)
- ❖ To know that they migrate from place to place in order to stay safe and warm, farm and hunt, according to the time of year
- ❖ To know how changes in resources influenced the change from Stone Age to Bronze Age to Iron Age
- ❖ To know Skara Brae is a Stone Age source of evidence along with cave paintings
- ❖ To draw conclusions from sources about which of the three periods was most advanced (supported)

Unit Vocabulary

archaeologists	cave
Neolithic	hunter
Mesolithic	gatherer
Palaeolithic	settlement
migration	legacy
flint	

Lesson Sequence

To know what prehistory means and when this fits chronologically into our learning	To understand how we know about the Stone Age	To know how hunter-gatherers lived during the Stone Age	To know what Skara Brae is and what it tells us	To compare changes from the Stone Age to the Bronze Age	To compare changes from the Bronze Age to the Iron Age
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Suggested Retrieval Task

Explain how George Stephenson helped the mining industry	How did the navy help after the Great Fire of London? Circle the correct answer	Who do each of these images relate to from our prior learning? (Grace Darling)	What is prehistory?	Match the assets to the threats they could potentially prevent in the Stone Age	Name two jobs that children could do in the Victorian Era
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Activity

Explore how prehistory is broken into sections and organise these chronologically on a timeline - include prior topics to show context	Look at a range of sources we have available about the Stone Age - what do they tell us about life at this time?	Explore a range of threats and assets that hunter-gatherers would have access to and how they would use/avoid these in daily life	Research Skara Brae in groups and take turns to present findings to one another (ICT Links)	Explore headings (food, tools, housing etc.) and match appropriate statements to each period of time	<p>Add third column to table from previous lesson and consider changes made in Iron Age</p> <p>Children make own decision on who was the most advanced in their own way and write persuasive paragraph to explain</p>
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Assessment

Time periods placed chronologically on a timeline and evidence of understanding of BC/AD shown in books	Appropriate inferences made from available sources and clear understanding of why some sources weren't available shown	Accurately explain how some assets could prevent against different threats and what these threats could result in	Accurate information gathered about Skara Brae and group presentation completed	Statements accurately matched to the correct time period	<p>Appropriate information added about Iron Age</p> <p>Decision on who is the most advanced justified with evidence for choice</p>
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