



History – Year 3, Unit 1

Stone Age to Iron Age

Enquiry Questions:

How did people live in the stone ages?
How did Britain change from the Stone Age to the Iron Age?
What evidence do prehistoric monuments offer?

NC/PoS: Changes in Britain from the Stone Age to the Iron Age

- **Changes in Britain from the Stone Age to the Iron Age.**
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A local history study.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-130.

Prior Learning (what pupils already know and can do)

- Children know what a settlement is and different types of land use.
- Know events can happen beyond living memory and understand this means nobody alive today can remember the event.
- Know how things have changed over time beyond living memory.
- Know how artefacts are used to support our understanding.
- Know that there are similarities and differences in aspects of life in different periods.
- Know there are significant changes that happen nationally and globally after a significant event.

End Points (what pupils MUST know and remember)

- Know that prehistory is the time before written records.
- Know that the Stone Age is split into three periods: Palaeolithic, Mesolithic, Neolithic.
- Know that the period of prehistoric Britain ends with the Roman invasion.
- Know that people use archaeology to interpret the past.
- Know identifying continuity and change is a way to study the past.
- Know that there are different periods of time in prehistory: Stone Age, Bronze age and Iron Age.
- Know that people were hunter-gatherers until the neolithic era when people started farming.
- Know what primary and secondary sources are and know how we use artifacts to find out about the past.
- Know how tools have advanced from wood to metal, settlements have advanced from temporary shelters to hill forts and people have advanced from hunter – gatherers to farmers.

- Know that as settlements grew in size during the three periods, people cut down woodlands and forest to make space for farming and resources.
- Know historians think stone circles were built for religious purposes.
- Know in Iron Age people began to live in large tribal groups in hill forts led by warrior kings.
- Know that people from mainland Europe settled in Britain, bringing metal work.

Session 1: **What is prehistory?**

Substantive knowledge: Know that prehistory is the time before written records. Know that the Stone Age is split into three periods: Palaeolithic, Mesolithic, Neolithic. Know that people use archaeology to interpret the past. Know what primary and secondary sources are and know how we use artifacts to find out about the past. Know that there are different periods of time in prehistory: Stone Age, Bronze age and Iron Age.

Disciplinary knowledge: Chronology - When did these events happen in relation to each other? What is prehistory? How do we learn about prehistory? Investigating Sources – What role does archaeology play in learning about the prehistoric period?

Suggested website for subject knowledge and videos - <https://www.bbc.co.uk/bitesize/topics/z82hsbk>

Starter - What historical events do the children already know of?

Review prior learning and build a chronological timeline of previously taught units.

Recap the terms 'chronology', 'in living memory' and 'beyond living memory'. Ensure children understand what chronological knowledge is.

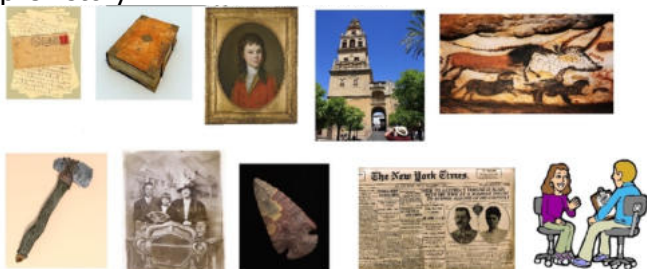
Teach the children about BC/ AD. Ensure children understand that sometimes the terms BCE/CE are used instead of BC/AD. Discuss how when looking at events that occurred BC, the number of years counts down, but after that, the years count upwards. There is no year '0': the year 1 BC is followed immediately by AD 1.

Introduce the term 'prehistory'. Discuss how prehistory began around 2.5 million years ago and is the earliest stages of human history and is any time that occurred before Human societies developed writing systems. Because different cultures across the world developed writing at different times, prehistory ends at different points in history depending on location.

Introduce the 3 prehistoric periods – The Stone Age, The Bronze Age and the Iron Age. Discuss with children – why do you think these periods have these names? Briefly introduce the three periods.

Discuss - how do we know about people and events from the past? Recap the term 'source'.

Show children images of lots of different sources (diaries, photos, videos, cave painting, artefacts, maps, newspapers) - how could these help us understand the past? Which sources could we use to learn about prehistory?



Show pictures of archaeologists and discuss how historians use archaeology when interpreting the past.

<https://www.youtube.com/watch?v=eJCIEYGOqnY>



Discuss how prehistory can be difficult to study as our understanding is limited and comes solely from archaeological discoveries.

Suggested tasks: Place 3 periods of The Stone Age on a timeline. Present children with a selection of Stone Age artifacts – If they were an archaeologist, what would they deduce about these pieces of evidence?

Key Vocabulary: source, archaeology, artefacts, prehistory

Session 2: **How did people survive in 'The Old Stone Age'?**

Substantive knowledge: Know that prehistory is the time before written records. Know that the Stone Age is split into three periods: Palaeolithic, Mesolithic, Neolithic. Know that people use archaeology to interpret the past. Know identifying continuity and change is a way to study the past. Know that people were hunter-gatherers until the neolithic era when people started farming. Know what primary and secondary sources are and know how we use artifacts to find out about the past. Know how tools have advanced from wood to metal, settlements have advanced from temporary shelters to hill forts and people have advanced from hunter – gatherers to farmers. Know that as settlements grew in size during the three periods, people cut down woodlands and forest to make space for farming and resources.

Disciplinary knowledge: Chronology - When did these events happen in relation to each other? What is prehistory? Why are there three Stone Age periods? Investigating Sources – What role does archaeology play in learning about the prehistoric period? What do artefacts teach us about Human advancement during prehistoric periods? Change & Continuity – What changes occurred during the Stone Age? Did anything stay the same between the three periods? Cause & Consequence – What impact did the arrival of Homo Sapiens have in Stone Age Britain?

Recall the terms 'prehistory', 'sources', 'change', 'continuity' and 'evidence'.

Show a timeline and explain which period of history will be explored today.

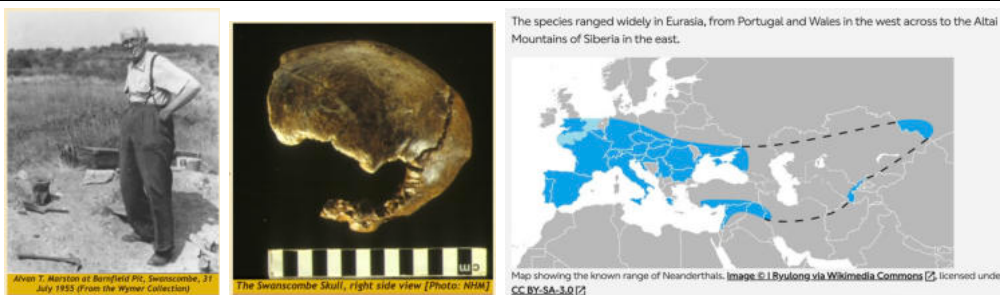
Recap how the earliest periods of British history contain a strong element of mystery, as our understanding is based upon archaeology and the interpretations drawn from it.

Discuss how the Stone Age is split into three periods because of its long duration.

<https://www.youtube.com/watch?v=zpTdJ07hq58> up to 2.27

Explore each period of time through the Palaeolithic Era, Mesolithic Era and Neolithic Era.

Investigate how Neanderthals who lived in Britain 400,000 years ago survived (discuss how we know this information due to discovery of the skull of a young woman from Swanscombe, Kent)



Discuss how Homo sapiens settled in Britain around 40,000 years ago.

Explore how primary and secondary sources can be used to find out about this historical period.



Key Vocabulary: survival, artefacts, settlement, hunter-gatherer, climate, tools, weapons, temporary, Skara Brae

Session 3: What was new about the 'New Stone Age'?

Substantive knowledge: Know that prehistory is the time before written records. Know that the Stone Age is split into three periods: Palaeolithic, Mesolithic, Neolithic. Know that people use archaeology to interpret the past. Know identifying continuity and change is a way to study the past. Know that people were hunter-gatherers until the neolithic era when people started farming. Know what primary and secondary sources are and know how we use artifacts to find out about the past. Know how tools have advanced from wood to metal, settlements have advanced from temporary shelters to hill forts and people have advanced from hunter – gatherers to farmers. Know that as settlements grew in size during the three periods, people cut down woodlands and forest to make space for farming and resources. Know historians think stone circles were built for religious purposes.

Disciplinary knowledge: Chronology - When did these events happen in relation to each other? What is prehistory? What advancements separate the three Stone Age periods? Investigating Sources – What role does archaeology play in learning about the prehistoric period? What do artefacts teach us about the prehistoric periods? Change & Continuity – What changes and developments occurred during the Stone Age? How did tools and settlements change? Significance – Why was the Neolithic period significant to Human advancement? Why was Stone Henge significant in the Stone Age? Why is it still a world heritage site?

Recap how The Neolithic means the new stone age. It is the final period of the stone age.

Explore the developments from the 'Old Stone Age' to the "New Stone Age", including farming, housing, settlements and tools.



Look at how climate changed throughout (Ice Ages).

Explore the development of settlements through the Stone Age focusing on the 'neolithic' period.

<https://www.youtube.com/watch?v=5AoOh7wXqnY>



Explore the Neolithic village Skara Brae – Discuss the role of archaeologists finding evidence to find out things from the past, and how these artefacts found factual knowledge.

<https://www.bbc.co.uk/bitesize/articles/z33487h#zdn2m39>

<https://www.bbc.co.uk/bitesize/articles/z2ym6g8#zpcnf82>



Explore religious beliefs. Briefly look at Sea Henge (religious). Discuss how it's important to remember that people in prehistory did more than just stay alive. They created things, refined ideas and built monuments that still stand today.

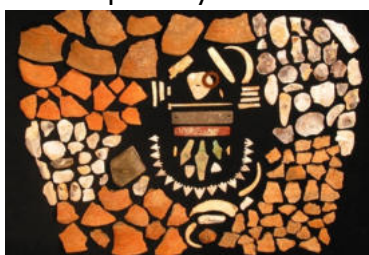
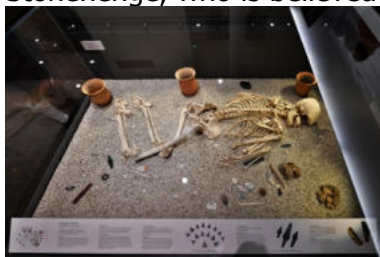


Focus on Stonehenge (religious). Introduce Stonehenge as a site in Britain. It is a UNSECO world heritage site so is seen as important around the world.

Watch <https://www.youtube.com/watch?v=NnV6SJmymcA> and discuss what it tells us about life in this period of British history.



When looking at Stonehenge, investigate the Amesbury Archer- A skeleton of a man found near Stonehenge, who is believed to have possibly worked on the construction of Stonehenge.



Key Vocabulary: sedentary, settlements, chieftain, community, burial, Stonehenge, evidence

Session 4: **Who are the Beakers?**

Substantive knowledge: Know that people use archaeology to interpret the past. Know identifying continuity and change is a way to study the past. Know that there are different periods of time in prehistory: Stone Age, Bronze age and Iron Age. Know what primary and secondary sources are and know how we use artifacts to find out about the past. Know how tools have advanced from wood to metal, settlements have advanced from temporary shelters to hill forts and people have advanced from hunter – gatherers to farmers. Know that as settlements grew in size during the three periods, people cut down woodlands and forest to make space for farming and resources. Know that people from mainland Europe settled in Britain, bringing metal work.

Disciplinary knowledge: Chronology - When did the Bronze Age occur in relation to the other prehistoric periods? What is prehistory? Investigating Sources – What role does archaeology play in learning about the Bronze Age period? What do artefacts teach us about the Bronze Age? Change & Continuity – What changes and developments occurred from the Stone Age to Bronze Age? How did tools and settlements change? Cause & Consequence – Why did the Beaker people arrive in Britain? What were the consequences of their arrival? Significance – What impact did the use of metal have on Human advancement from the Stone Age to Bronze Age? Why was this a significant time in Britain? What impact did the Beaker people have?

Possible school trip - Roundhouse at Beeston Castle.

Introduce the term 'Bronze Age'. Discuss what the children think might have changed since the Stone Age. <https://www.bbc.co.uk/teach/class-clips-video/articles/znrygwx>

Introduce metal use and make a list of how it plays a role in lives today. Tell children that the bronze age is when this started to happen in Britain.

Place The Bronze Age on a timeline in relation to the Stone Age and previously taught topics.

Explore the questions - What was life like in the Bronze Age? How was life different from the Stone Age?



Discuss how advancements were occurring in Europe that had not yet reached Britain, such as metal making.

Explore The Beaker People. Discuss the consequence of the arrival of the Beaker people on the transition in Britain from Stone to Bronze Age.



Look at the Roundhouse at Beeston Castle and compare to Stone Age settlements and modern-day settlements (link to Y1 History).



Key Vocabulary: migration, metal work, trade, alloy.

Session 5: What was life like in the Iron Age?

Substantive knowledge: Know that people use archaeology to interpret the past. Know identifying continuity and change is a way to study the past. Know that there are different periods of time in prehistory: Stone Age, Bronze age and Iron Age. Know what primary and secondary sources are and know how we use artifacts to find out about the past. Know how tools have advanced from wood to metal, settlements have advanced from temporary shelters to hill forts and people have advanced from hunter – gatherers to farmers. Know that as settlements grew in size during the three periods, people cut down woodlands and forest to make space for farming and resources. Know in Iron Age people began to live in large tribal groups in hill forts led by warrior kings.

Disciplinary knowledge: Chronology - When did the Iron Age occur in relation to the other prehistoric periods? What is prehistory? Investigating Sources – What role does archaeology play in learning about the Iron Age period? What do artefacts teach us about the Iron Age? Change & Continuity – What changes and developments occurred from the Bronze Age to Iron Age? How did tools and settlements change? Significance – What impact did the use of new weapons and tools have in the Bronze Age?

Recap the periods of immense change that occurred in Britain that have been taught so far (Neolithic revolution and introduction of metals in the Bronze age).

Introduce the term 'Iron Age'. Discuss what the children think might have changed since the Stone Age and Bronze Age.

Watch <https://www.bbc.co.uk/teach/class-clips-video/articles/z42d7nb> and identify new concepts such as conflict, hillforts and use of iron.

Place The Iron Age on a timeline in relation to the Stone Age, Bronze Age and previously taught topics.

Explore the questions - What was life like in the Iron Age? How was life different from the Bronze Age? Look at the use of weapons and tools (Rotary Quern, Swords, Potter's wheel, Iron tipped plough, Pole Lathe, Loom), settlements and farming.



Introduce Maiden Castle as the largest hillfort in the UK and examine how it is built as a defensive structure.

Explore the culture of the Celtic people – Focus on feasting, music and poetry (difference between periods of time)

Key Vocabulary: hill fort, coinage, governance, tribal, invasion

Session 6: **What changed from the Stone Age through to the Iron Age?**

Substantive knowledge: Know identifying continuity and change is a way to study the past. Know that there are different periods of time in prehistory: Stone Age, Bronze age and Iron Age. Know that people were hunter-gatherers until the neolithic era when people started farming. Know what primary and secondary sources are and know how we use artifacts to find out about the past. Know how tools have advanced from wood to metal, settlements have advanced from temporary shelters to hill forts and people have advanced from hunter – gatherers to farmers. Know that as settlements grew in size during the three periods, people cut down woodlands and forest to make space for farming and resources.

Disciplinary knowledge: Chronology - When did these events happen in relation to each other? What is prehistory? Why are there three Stone Age periods? When did prehistory end? How did Warrington change during the prehistoric period? Investigating Sources – What role does archaeology play in learning about prehistory? What do artefacts teach us about the advancement during the prehistorical periods? Change & Continuity – What changes and developments occurred between the Stone Age, Bronze Age and Iron Age? How did tools, settlements, beliefs and agriculture change during the prehistoric periods? Significance – What significance did the advancement from hunter-gatherers to farming have on Stone Age life?

Consolidation lesson

Recap key learning from each period of time – Stone Age, Bronze Age and Iron Age.

Change and continuity: Discuss similarities and differences over time relating to:

- Tools
- Settlements
- Agriculture
- Beliefs

Explore links to Warrington.

Why Warrington? A Chronology of Warrington - Changes from Stone Age to Iron Age

- The biggest change from the Stone Age to Iron Age was in the landscape. Humans brought about this change.
- Prehistoric period: The crossing of the River Mersey already existed in this period.
- Paleolithic times: There were thick forests and wild areas with just a few people moving around and living in the area.
- 4000 B.C: onwards Neolithic people began living in the area in permanent settlements.
- 3000 B.C: Evidence that the woodland was beginning to be cleared to create land for farming to grow crops and these first farmers had domesticated animals. They have studied vegetation preserved in peat mosses from 5000 years ago, which shows people were living in the area. A polished stone ceremonial axe was found at Orford. The growing population needed more food and a network of tracks and lanes.
- Neolithic times – the biggest changes came as the farmers and fishermen began to change the landscape, building permanent homes, clearing the forests to make farmland, with fences to keep animals separate from crops which they were growing. The landscape changed as the woodland disappeared as humans searched for new sites for houses and farms.
- Neolithic period onwards: There have been archaeological discoveries which prove the Warrington area had quite large settlements from this period onwards. Increasingly wide settlements in the area grew up near the river.



- Bronze Age: Evidence of settlements found in burial mounds at Winwick, Croft and Grappenhall. A burial mound at Grappenhall (excavated in March 1931) contained a quernstone for making flour, food beakers, bone needles and urns for the dead person.
- Many settlements have shown up on aerial photographs along the Mersey valley.
- Iron Age: Major activity has been shown by archaeologists digging in the Glazebrook area. This site had already been settled in the Neolithic times.
- Celtic times: before the Romans, the Mersey was the frontier between two tribes: the Brigantes in the North and the Cornovii in the South in modern day Cheshire.

Ensure children understand the chronology of the three time periods and can name different sources that help historians understand what happened during these periods.

Discuss with the children - Which period would you prefer to live and why? Which period of time would be the most difficult to live in? Why?

Future learning this content supports:

- Roman Britain unit LKS2