



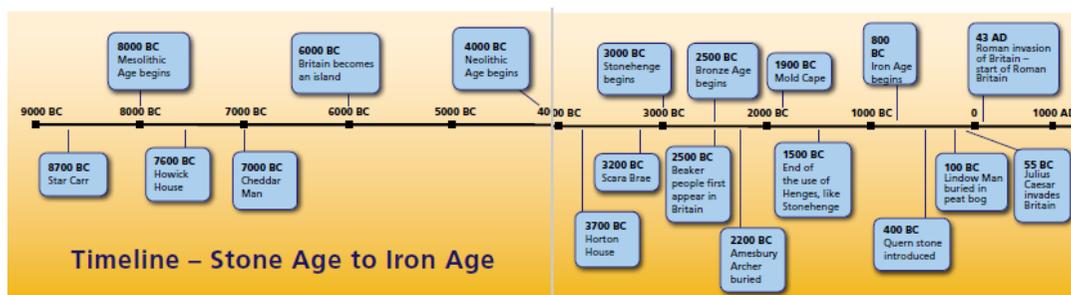
## Year 3 History Overview

### Stone Age to Iron Age

#### Stone Age to iron Age-which would you prefer to live in?

##### Introduction

In this unit, children will be introduced to the idea that people have been living in Britain for a very long time. Pupils will learn about the changes that occurred over this long period, as well as the things that stayed the same. They will begin to realise that new inventions can have dramatic impacts on the way people live and work, but that also, as in the case of houses, sometimes the continuities are as important as the changes. For most of the period there is no written evidence, so the archaeological record is very important. 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. Pupils will begin to realise that conclusions must be based on evidence, and that new evidence, like the discoveries at Howick House, can change the way we look at the past.



Year 3: Autumn Term: Stone Age to Iron Age

What children should already know:	Substantive Concepts	Other key vocabulary	Historical Skills and Enquiry
<ul style="list-style-type: none"> <li>Life existed before grandparents were born.</li> <li>Our school was built in 1877 when Victoria was queen.</li> <li>Some key events in the last 400 years.</li> </ul>	<ul style="list-style-type: none"> <li>Migration</li> <li>Settlement</li> <li>Trade</li> </ul>	<ul style="list-style-type: none"> <li>pre-history</li> <li>nomadic</li> <li>evolution</li> <li>hunter-gatherers</li> <li>artefacts</li> <li>extinct</li> <li>culture</li> </ul>	<p><b>Key Focus: Continuity and Change:</b></p> <ul style="list-style-type: none"> <li>Realise that ancient means thousands of years ago.</li> <li>Talk about the past in terms of periods and eras.</li> <li>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</li> <li>Understand that knowledge about the past is constructed from a variety of sources</li> <li>Construct and organise responses by selecting relevant historical data</li> <li>Understand that history is constantly being rewritten</li> <li>Understand some of the key features of the period studied.</li> </ul>
<p>By the end of this unit, children will know:</p>			
<ul style="list-style-type: none"> <li>Britain was once covered in ice.</li> <li>The Stone Age had 3 periods.</li> <li>Britain was joined to Europe by Dogger Bank until 6000BC.</li> <li>The Iron Age ended when the Romans invaded.</li> <li>The Iron Age lasted for about 800 years.</li> <li>The people living at the end of the Iron Age in Britain were the Celts.</li> <li>During the Iron Age, the principal metal used was iron because it was harder than bronze.</li> <li>We can see lots of remains of the Iron Age in our landscape today.</li> <li>Celtic civilisation survived the Roman invasion.</li> <li>The period is called Prehistory because there are no written resources.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will learn about changes in life between the Stone Age to Iron Age.</li> </ul>		

Unit Overview (8 lessons + 1 visit)

Key Questions	Pupils will learn about/that:	Activities	Resources
<p>What does pre-history mean?            What happened in pre-historic Britain?            How do we know about prehistoric Britain?</p>	<ul style="list-style-type: none"> <li>• The time before the Romans came is called the prehistoric time.</li> <li>• Prehistoric Britain began when the first humans arrived in the British Isles.</li> <li>• We know about this time because of the work of archaeologists.</li> <li>• The prehistoric timeline is divided into three ages: Stone Age, Bronze Age and Iron Age.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a KUW task about the Stone Age to Iron Age on a double page spread. Children write and draw what they think they know and then write questions they would like to find out. Share ideas on board so that pupils can add to theirs. Return to the task at the end of the unit and complete in green pen.</li> <li>• Look at the vocabulary list and read through the new vocabulary they will be introduced to. Return to the list and definitions at each point new word is introduced.</li> <li>• Slide 3: discuss the timeline and pose the question-were humans alive when the dinosaurs were? What does extinct mean?</li> <li>• Slide 4: introduce the idea of evolution and how scientists think man evolved and then migrated across Europe from Africa (slide 5).</li> <li>• Slides 6-8: how do we know about the pre-historic period? Pupils complete slide 8 in their jotters.</li> <li>• End the lesson by watching the BBC Bitesize clip, 'What happened in Prehistoric Britain?'</li> </ul>	<p><a href="https://www.bbc.co.uk/bitesize/topics/z82hsbk">https://www.bbc.co.uk/bitesize/topics/z82hsbk</a></p>
<p>What were the different periods in the Stone Age?</p>	<ul style="list-style-type: none"> <li>• There were 3 different periods within the Stone Age.</li> <li>• Key features and developments of the Palaeolithic era.</li> <li>• The development of tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Slides 9-10: introduce pupils to the idea that because the Stone Age lasted for so many thousands of years, there were many things that changed so therefore historians have divided the Stone Age into about the three different parts called eras.</li> <li>• Read slide 11 about the Palaeolithic era and some books from within class and use slide 12 to support children to write a paragraph comparing life today with that of this era.</li> <li>• Find out about cave paintings from books. What evidence do these give historians? Stick a cave painting in jotters-children to write about what evidence cave paintings have given historians.</li> </ul>	<p><a href="http://www.bbc.co.uk/history/british/timeline/neolithic_timeline_noflash.shtml">http://www.bbc.co.uk/history/british/timeline/neolithic_timeline_noflash.shtml</a></p>

<p>What changed during the Stone Age?</p>	<ul style="list-style-type: none"> <li>• Doggerland joined Britain to the rest of Europe.</li> <li>• Immigrants brought new animals and crops to Britain.</li> <li>• What people needed in order to settle in one place.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the Mesolithic era with slide 14. Tell children that during this period, Britain was joined to Europe by land called Dogger bank. This allowed people to move across from Europe to Britain and bring new animals and tools.. The people of this era were hunter-gatherers. Slowly, over time, the ice caps in the North Pole melted and Doggerland was covered over with water. Archaeologists have found artefacts at the bottom of the ocean that prove people lived here during the Mesolithic period.</li> <li>• Use the timeline again to introduce the final era: the Neolithic era and read slides 15-18.</li> <li>• Enlarge slide 19 onto A3 paper and give 1 between 3. Children should complete working together and then share ideas with class. Teacher completes on IWB.</li> <li>• Slide 20: what might each tool have been used for? Watch film clip.</li> <li>• Slide 21: what does this slide tell us about how people lived during the Neolithic period?</li> <li>• Read activity 1 and the Stone Age section on the BBC website. How did people's lives change during the Neolithic period? How do we know this? Ensure children understand the change from hunter-gatherer to farmer was a gradual one. They should grasp that hunter-gatherers were living alongside early farmers about 5,000 years ago.</li> <li>• Focus slides on a Neolithic settlement. Slide 23: why might humans choose to live there? What has it got that humans living in one place might need to survive? stick in jotters. Children annotate in pairs first before looking at slide 24.</li> </ul>	<p><a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks2-discovering-stone-age-tools-made-of-flint/zjtjmf">https://www.bbc.co.uk/teach/class-clips-video/history-ks2-discovering-stone-age-tools-made-of-flint/zjtjmf</a></p>
<p>Why is Skara Brae such an important archaeological site? How did farming change the way Stone Age people lived?</p>	<ul style="list-style-type: none"> <li>• Know about the work of archaeologists.</li> <li>• The impact of farming.</li> </ul>	<ul style="list-style-type: none"> <li>• Slides 26-29</li> <li>• Slide 30: recap the 3 eras within the Stone Age stressing the many thousands of years for this period as a whole. Slide 31: as people started farming, they needed to stay in one place. This meant they needed to plant crops. The planting and growing of crops is called agriculture.</li> <li>• Slide 32: explain that this slide looks at the good things and also the bad things about being a hunter-gatherer. Discuss the slide. By staying in one place and farming, the Stone Age people didn't risk starvation.</li> </ul>	

		<ul style="list-style-type: none"> <li>Slide 33: look at the artefact found. What will this tell archaeologists? What do you think it was used for?</li> <li>Slide 34: make the link between sitting down and grinding corn and talking. This is one way that historians think people developed their talking skills. Give children a couple of moments to work out with a partner the missing words.</li> <li>Look at some pictures in books of Neolithic farms and note the animals, the water source etc. Slide 35: children should design their own farm in their jotters and label.</li> </ul>	
When did the Bronze Age begin in Britain? How did the discovery of Bronze change how people lived?	<ul style="list-style-type: none"> <li>Know how bronze was made.</li> <li>The impact of bronze as a weapon.</li> </ul>	<ul style="list-style-type: none"> <li>Slides 36-42: use the timeline to introduce the Bronze Age and then progress to looking at the different artefacts found by archaeologists from the Bronze Age. What do children think they are? What are they made from?</li> <li>Slide 38-print out and stick in jotters. Reveal the answers by moving the white boxes. Read slides 39-42. Children copy and complete slide 42 in jotters.</li> </ul>	
How did life change during the Iron Age and how we can possibly know? How did iron Age tools and weapons change life?	<ul style="list-style-type: none"> <li>All people during the Iron Age lived in roundhouses.</li> <li>The stages and materials of making a roundhouse.</li> <li>Everyday life for people living in roundhouses.</li> </ul>	<ul style="list-style-type: none"> <li>Slides 43-49 and short film.</li> <li>Look at pictures of roundhouses and find out the various stages of building them. Take children outside to draw a perfect circle using chalk and role play making a roundhouse. Children make their own paper roundhouse models and a village using leaves/straw etc to support them in understanding farming. <a href="https://www.youtube.com/watch?v=ae9FSyVmrno">https://www.youtube.com/watch?v=ae9FSyVmrno</a> (teacher support)</li> <li>compare and contrast life between the Stone Age and the Iron Age – what has changed and what has stayed the same? Children split their page in two and draw and write about the differences between the Stone Age and Iron Age. Give children suggested things to compare, e.g. houses, weapons, farming etc.</li> </ul>	<a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks2-iron-age-forts-and-tribes/zngnvk7">https://www.bbc.co.uk/teach/class-clips-video/history-ks2-iron-age-forts-and-tribes/zngnvk7</a> Use the Discovery box-children choose an artefact and must draw and write what they think it is and what it was used for.
		<ul style="list-style-type: none"> <li>Visit to Durham University.</li> </ul>	
What can monuments tell us about the prehistoric period?	<ul style="list-style-type: none"> <li>That monuments can give us information about how people</li> </ul>	<ul style="list-style-type: none"> <li>Slides 50-53. Stick the picture of Stonehenge into jotters. Discuss the mysteries surrounding it. What do children think it was built for?</li> </ul>	Last 2 lessons can be done together in one session.

	lived or what they may have believed in.	Write ideas on board. Children should write ideas and questions around the picture. <ul style="list-style-type: none"> <li>• Slides 54-56.</li> </ul>	
When do you think was better to live-Stone Age, Bronze Age or Iron Age?	<ul style="list-style-type: none"> <li>• To reflect and draw on previous learning.</li> <li>• How to make comparisons.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can compare key features of each of the different periods and reach a conclusion.</li> </ul>	