

Beneath our Feet: The Stone Age to Iron Age Year 3

What I have already learnt (Year 2)

Chronological understanding:

I have learnt to accurately order events that I learnt about from furthest away to most recent
I have learnt to draw timelines and placed areas of study on them
I have learnt to compare areas of study and identify similarities between them
I have learnt to compare areas of study and identified differences between them

Vocabulary:

I have learnt a range of names and words specific to areas of study
I have learnt to and used words and phrases accurately to indicate periods of time e.g. a long time ago, ancient, centuries

Questioning:

I have learnt to ask simple questions to develop my understanding
I have learnt to accurately answer simple questions related to an area of study confidently
I have learnt to justify my answers using sources or stories

Knowledge:

I have learnt to identify key events about the areas I have studied
I have started to about how we know about past events
I have learnt to identify different representations of history e.g. books, visual clips, letters

What I will have learnt by the end of this unit

- I can describe events from the Stone Age to Iron Age using dates when things happened
- I can use a timeline within the Stone Age and Iron Age to set out the order that things may have happened
- I can use research skills to find answers to specific historical questions
- I can research in order to find similarities and differences between the Stone Age and Iron Age

What I will have learnt by the end of my Key Stage

- I will have developed a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- I will have noted connections, contrasts and trends over time and developed the appropriate use of historical terms.
- I will have regularly addressed and sometimes devised historically valid questions about change, cause, similarity and difference, and significance.
- I will have constructed informed responses that involve thoughtful selection and organisation of relevant historical information.
- I will understand how our knowledge of the past is constructed from a range of sources.



Iron Age owl brooch unearthed in Denmark.



Bronze Age stone tools and weapons.



Bronze Age storage jar.

Key Knowledge

- Prehistoric is the beginning of our narrative of British History
- Britain became an island when the English Channel formed during this period
- Our knowledge from this period comes from archaeology
- People were nomadic during this period and began to settle in the Mesolithic
- People began to farm during the Mesolithic and Neolithic and settlements and society grew
- Family groups grew into tribes and kingdoms in the Bronze and Iron Age
- Communities traded with each other including over the English Channel

Key Skills I will learn/use

APPLY AND ANALYSE - I will be able to apply what I know about the Stone Age and Iron Age to what I know now and analyse these in ways which further my learning.

Describe - I will learn to use historical terminology to describe what life was like in the Stone Age - Iron Age.

Connect ideas - I will be able to connect ideas about what happened in the Stone Age - Iron Age to why we have different tools and ways of living now.

Consider - I will consider what happened during the Stone Age - Iron Age and how it has influenced our lives now.

Question - I will question ideas and concepts that I am not sure of to gain further understanding of the Stone Age - Iron Age.

Discuss/ideas/points of view - I will further my learning by discussing subjects in peer groups, seeing other's points of view and challenging my own.

Respond thoughtfully - I will learn to respond thoughtfully to questions and subjects using what I have learnt so far.

My Skills and Knowledge that I may use from other subjects

Mathematics: I can use my maths knowledge to work out how long-ago events happening

Literacy: I can use my reading and comprehension skills to further my knowledge of the Stone Age to Iron Age

Geography: I can use my geographical skills to find out where the best places were to build Iron Age settlements and why

Science: I can use my knowledge of the rock cycle to investigate different rocks and materials

Art: I can use my art skills to create replica art objects from Neolithic Bronze and Iron Ages

RE: I can use my knowledge of religion to compare and contrast those of prehistoric religious ceremonies

D&T: I can use my knowledge of food technology to study the development of food and cooking from the Stone Age to Iron Age

Music: I can use my music knowledge and skills to take part in improvised performances using replica musical instruments

Key Vocabulary

Sequencing - Ordering events in history in chronological order

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

Neolithic - Is the later part of the stone-age and follows the Palaeolithic and Mesolithic age

Chronology - The ordering of events, for example the stone, bronze and iron-age

B.C. - Before Christ. A date like 250BC means 250 years before Christ was born

Bronze - A type of metal that ended the Stone Age

Tribal - Groups of people who live together

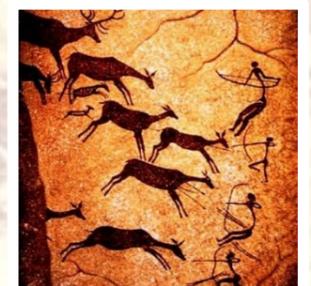
Hunter-gatherers - People who mainly live by hunting, fishing and gathering wild fruit

Shelter - A house where stone-age people would have lived

Civilization - A group that lived during a period of time long ago

Settlement - A place where there were several stone-age shelters, like a small village

Prey - An animal that is hunted for its food



Cave paintings - Early humans may have used art as a way of helping themselves in their struggle for survival. Paintings of animals on cave walls are common. The famous cave paintings at Lascaux in southwest France are about 18,000 years old.

Opportunities for teaching Diversity, Equality (Including protected characteristics) and expanding Cultural Capital

Scarborough's Rotunda was built to showcase the world-class fossils of Yorkshire's 'Dinosaur Coast'. It is home to some of the world's most exciting archaeological finds including a mysterious shaman's antler stag headdress from Stone Age Star Carr.

North York Moors National Park Education Service - Stone Age Day. This outdoor activity day was designed for years 5 & 6 and based on the book 'Wolf Brother' by Michelle Paver. However, it can also be adapted for years 3 & 4 and linked to 'Stone Age Boy' by Satoshi Kitamura.

At the Yorkshire Museum in York is a workshop called Prehistoric Progress which lets children explore artefacts from the Stone, Bronze and Iron Ages and work out what the major technological advances were, as well as practical activities such as make shelters, pots and jewellery.

At Dig in York children get to take part in a mock excavation and discover objects.

The Yorkshire Museum of Farming near York has an Iron Age roundhouse and teaches all about Stone Age and Bronze Age life including hunting, farming and making pottery.

Rydale Folk Museum Stone Age to Iron Age - The Museum's roundhouse provides the perfect backdrop for an immersive pre-history visit.

Recall and Remember

Can you answer these eight questions in eight minutes?

- What is the famous monument called? Stonefort. Stonehinge. Woodhenge. Stonehenge.
- Which period did they begin to make pottery for the first time? Palaeolithic. Mesolithic. Neolithic. Bronze Age.
- Why do we not know as much about other objects Stone Age people created in addition to pottery and stones? They were made from organic material and wood so did not survive. Stone Age people did not create many objects. They were busy decorating and painting. The objects have been buried.
- Which element is essential for making bronze? Lead. Tin. Silicone. Aluminium.
- What do we call collections that archaeologists were believed to be buried together as ceremonial offerings or to keep valuable things safe? Board. Cluster. Hoard. Huddle.
- Which group of people are commonly associated with the Iron Age in Britain? Cavemen. Vikings. Celts. Normans.
- What is a type of prehistoric animal? Wool Rhino. Giant Squid. Hairy Elephant. Woolly Mammoth.
- What is the Latin name for the sabra-tooth tiger? Toothodon. Smilodon. Bite-o-don. Fangodon.

5. Stone Age - Mesolithic Life and Neolithic Life
13,000BC 4,500-3,500BC

People make cave paintings. Farming starts and begins to spread.

6. Bronze Age
4,500-3,500BC 4,000-3,000BC 2,500BC

The first pottery is made and used. People start to ride and use horses. Metal starts to be used.

1,800BC 1,200-800BC 1,200-800BC

The first copper mines are dug. Metal tools are made and used. Tribal Kingdoms and Celtic culture.

7. Iron Age
800-700BC 700-500BC

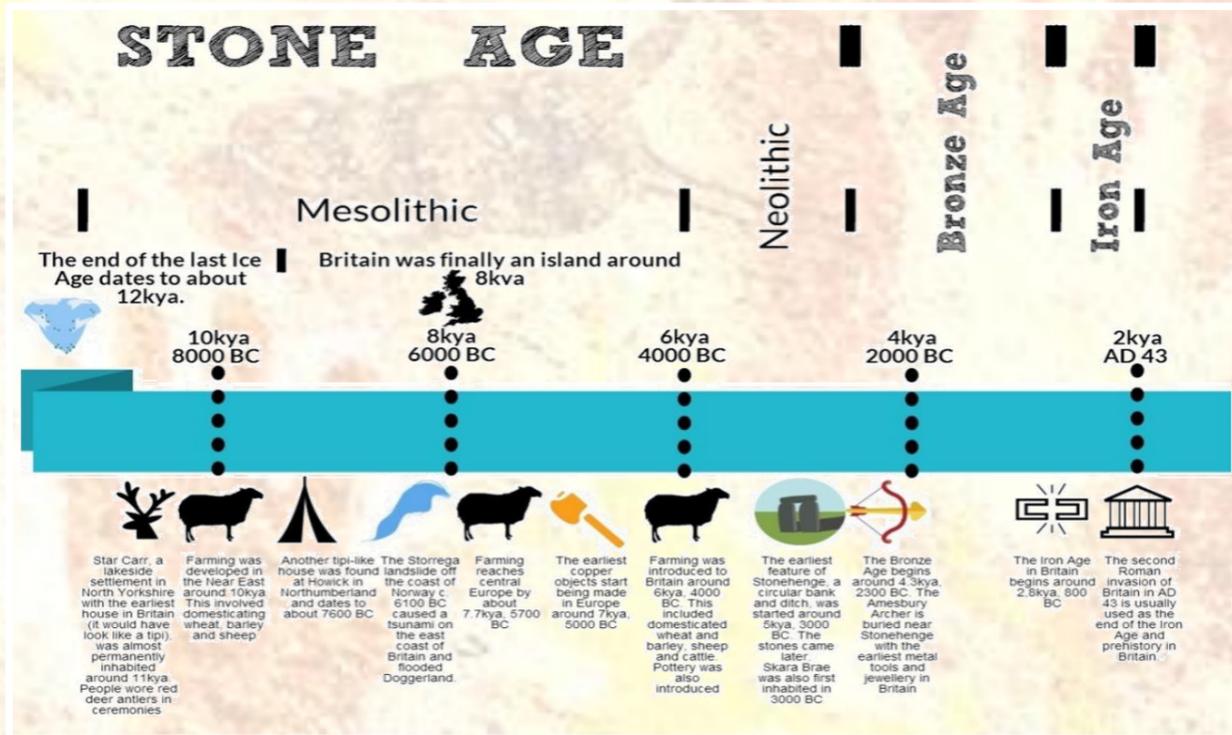
The first hill forts are made. Iron is used a lot more than before.

100BC AD43

Coins are made and used for the first time. The Romans invade Britain - Iron Age ends.



Skara Brae is an archaeological site in Orkney, Scotland. There are 8 houses made of stone. It is famous because it has taught us a lot about life in the Stone Age.



- Key Historical Concepts**
- Chronology Empire
 - Civilisation
 - Wider world history
 - Continuity and change
 - Cause and consequence
 - Similarity/difference/significance
 - Local history
 - Culture
 - Economy
 - Governance
 - Vocabulary

Roundhouses

- a. thick thatch
- b. door
- c. wattle
- d. daud
- e. timber frame
- f. upright loom
- g. hearth (fire)
- h. beds
- i. logs for sitting on