

## Beneath our Feet: The Stone Age to Iron Age Year 6

### What I have already learnt (Year 5)

#### **Chronological understanding:**

I have learnt to have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline.

I have learnt to draw my own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history.

I have learnt to compare historical periods, identifying similarities between them.

I have learnt to compare historical periods, identifying differences between them.

I have learnt to identify trends over time.

#### **Vocabulary:**

I have learnt to remember and use names and words from the areas they have studied in Year 5 as well as remembering some names and words from previous study.

I have learnt to use words and phrases to indicate time, talking about decades, centuries, millennium etc.

I have learnt to understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.

#### **Questioning:**

I have learnt to question to develop my understanding and also ask questions of what people have said.

I have learnt to challenge sources of information.

I have learnt to make purposeful selections about information I wish to include in responses.

I have learnt to organise information purposefully when responding to or asking questions.

#### **Knowledge:**

I have learnt to remember key facts and information from areas of study in Year 5 and can remember information from previous areas of study.

I have learnt to build my understanding of how our knowledge of history is developed, identifying how a range of sources build up my knowledge and understanding.

I have learnt to access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.

### What I will have learnt by the end of this unit

- I can place features of historical events and people from the past societies and periods in a chronological framework.
- I can summarise the main events from Stone Age to Iron Age, explaining the order of events and what happened.
- I can summarise how Britain has had a major influence on the world especially during the Stone Age to Iron Age.
- I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently).
- I can identify and explain differences, similarities and changes between different periods of history like the Stone Age and Iron Age.  
I can describe the features of historical events and way of life from periods I have studied; presenting to an audience.

### 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.

### Key Knowledge

- The Stone Age to Iron Age period is known as prehistory. Artefacts can give us clues about the period but there will be gaps in the evidence.
- The Stone Age to Iron Age covered around 10,000 years, between the last Ice Age and the coming of the Romans.
- The Stone Age is divided into three main chronological periods: Palaeolithic, Mesolithic and Neolithic.
- Life in the Stone Age was very different to present day. People hunted and gathered food, homes were small dwellings that used wattle and daub or caves and symbols were used as a method of communication.
- People were known as hunter-gatherers but as time progressed, tools and weaponry developed and by the Neolithic period people began to settle and farming developed.
- In the Palaeolithic period, spears were used for hunting with cut flints tied to wooden poles.
- In Neolithic times, people began to settle in one place. They settled in fertile farming areas near sources of water.
- Skara Brae is a late Neolithic settlement located in Orkney, Scotland, that was only discovered in 1850AD. Skara Brae means a village of hilly dunes.
- Stonehenge is a significant landmark from the end of the Neolithic era and marks the beginning of the Bronze Age.
- There are many theories about the purpose of Stonehenge with many historians believing it was a place for religious ceremonies.
- The change from Bronze Age to Iron Age was not instant. The Iron Age covered nearly a thousand years, twice as long as the Roman occupation.
- People living in Iron Age were called Celts and were known for their circular designs in art, jewellery and homes.
- The Celts were a collection of tribes with origins in central Europe that shared a similar language, religious beliefs, traditions and culture.
- The Celts were skilled metal workers who made advanced iron weapons, strong armour and sturdy war chariots.
- Boltby Scar is the remains of an Iron Age hill fort, located on the North Yorkshire Moors and dates back 2500 years. (Local History)

### My Skills and Knowledge that I may use from other subjects

**Mathematics:** I can use my mathematical knowledge of coordinates, conversion and measurement to create an accurate model of Stonehenge.

**Science:** I can use my knowledge of materials, fossils, soils, animals and light.

**Geography:** I can use my geographical skills to find out about the settlement of Skara Brae and create a visitors guide to there and another place. **Literacy:** I can use my reading, comprehension and writing skills to further my knowledge of the Stone Age to Iron Age.

**Art:** I can use art skills such as colour mixing, impression, and sculpture.

**RE:** I can use my knowledge of religions to make informed decisions as to why there was no single or continuously developed belief system in prehistoric Britain.

**D&T:** I can use my knowledge of construction, materials, design and structure to construct a range of different replicas.

### Key Vocabulary

**Prehistory** - Time in history before people wrote things down.

**Palaeolithic** - Geologists call this time the Pleistocene, when there were long ice ages with warmer times in between. From around 3.5 million years BC to 9700 BC.

**Mesolithic** - People were still hunter gatherers, but spent longer in different camps for hunting and fishing before moving on. From 9700 BC to around 6500 BC.

**Neolithic** - Trees were cut down to make fields, and groups of huts became villages. Hill forts were also built. From around 6500 BC to around 3500 BC.

**Homo sapiens** - These humans took over when the Neanderthals failed to adapt their hunting methods.

**Experimental Archaeologist** - Tries to copy or recreate what people in the past used to make, use and do, to learn about their lives.

**Ötzi the Iceman** - is the modern name given to a man who died in the Alps in the Copper Age.

**Domesticate** The process of making use of animals for things like farming or to have as a pet.

**Woolly Rhinoceros** - Similar to a Rhinoceros today, but with long hair to help it survive in cold icy places, the Woolly Rhinoceros is now extinct.

**Megaloceros** - A large type of Deer (also called the Irish Elk), with huge spreading antlers.

**Obsidian** - Natural glass from volcanoes, which was used to make sharp tools similar to flint tools.

**Aurochs** A type of large wild cattle that were hunted by Stone Age people.

How Stone Age Humans Made Hand Axes



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## Key Skills I will learn/use

**EVALUATE AND CREATE** - I will be able to evaluate what I have learnt about a range of different topics in the Stone Age - Iron Age and use these to create pieces of work that are well thought out and balanced.

**Outline ideas/practices** - I will outline ideas and practices of the Stone Age - Iron Age in a range of different ways and methods.

**Link different viewpoints** - I will be able to use my ever-growing knowledge of historical periods to link different viewpoints to the Stone Age - Iron Age and how they have influenced later periods of time.

**Explain** - I will be able to confidently and clearly explain my ideas, what I have learnt and my views of the Stone Age and Iron Age.

**Recognise impact** - I will use the knowledge I have gained to recognise the impact the Stone Age - Iron Age has had on many different factors of society today.

**Express own ideas** - I will express my own ideas thoughtfully and respectfully when talking about different subjects surrounding the Stone Age - Iron Age.

**Apply ideas thoughtfully** - I will be able to express my own ideas thoughtfully into group discussions and expand when needed to further my own and others learning.

**Investigate** - I will be able to use investigate methods to research concepts, ideas and different topics in the Stone Age - Iron Age.

## Recall and Remember

Can you answer these fifteen questions in ten minutes?

1. What species do humans belong to? Homo Antecessor. Homo sapiens. Neanderthal.
2. When did Neanderthals become extinct? 30,000 years ago. 300,000 years ago. 3,000,000 years ago. 3,000 years ago.
3. When did the Palaeolithic period end? 1,000 years ago. 110,000 years ago. 100 years ago. 11,000 years ago.
4. What was the name given to the area between Britain, the Netherlands, Germany and Denmark which is now under the North Sea? Cattyland. Doggerland. Fishyland. Ratland.
5. When did the Neolithic period begin? 4,000 BC. 1,000 BC. 3,000 BC. 2,000 BC.
6. There was evidence of pottery before the Bronze Age began. False. True.
7. Which of these did a 'Stone Man' not eat? Stinging nettles. Wild boar. Berries. Fish.
8. What did prehistoric farming not involve? Goats. Tractors. Sheep. Barley and wheat.
9. What has enabled us to learn about the Stone Age? Written accounts. Family. Archaeology. Photographs.
10. Which queen led a revolt against the Romans? Boudicca. Bondica. Boudicco.
11. Every Stone Age settlement was a cave. True. False.
12. Which animals from this list did Stone Age people try to fend off? Sheep. Dinosaurs. Seagulls. Eagles.
13. Which animals became pets to the Stone Age people? Bear. Wolf. Cat. Deer.
14. Which of these domestic items were not present during the Bronze Age? Water Wheel. Spindle Wheel. Loom. Quern.
15. In the Bronze Age, which of the following did not replace stone monuments and burrows. Network of villages. Roads and major routeways. Towns and cities. Field systems.

## Key Historical Concepts

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

## 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 teachers 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.



**Stone Henge** - a prehistoric monument in Wiltshire, England. It consists of a ring of standing stones, with each standing stone around 4 metres high. Its purpose and how it was built remains uncertain.



**Skara Brae** - a stone-built Neolithic settlement, located in the Orkney region in Scotland. It is a cluster of eight houses, which was occupied between 3000 and 2500 BC.



**Maiden Castle** - one of the largest and most complex Iron Age hillforts in Europe. It is located in Dorset, England. It was built around 100 BC and once protected hundreds of residents.

## STONE AGE

### Palaeolithic

