

Beneath our Feet: The Stone Age to Iron Age Year 4

What I have already learnt (Year 3)

Chronological understanding:

I have learnt to develop my knowledge of chronology and can place periods of history I have learnt about accurately on a timeline

I have learnt to confidently make links between areas of history I have studied in Year 3 and previously, identifying similarities between them

Vocabulary:

I have learnt to use a range of names and words from the areas I have studied in Year 3 as well as remembering a few names and words from previous study

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

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

Questioning:

I have learnt to ask more in-depth questions for my age to develop my understanding

I have learnt to answer questions accurately related to the area of study and used sources to justify my answers

Knowledge:

I have learnt to remember a range of key facts and information from areas of study in Year 3

I have learnt to identify at least two ways we gather information

I have learnt to use at least one type of source of information confidently

What I will have learnt by the end of this unit

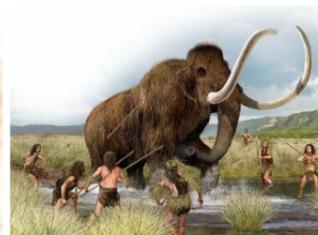
- I can plot events on a timeline using centuries
- I can explain how the lives of wealthy people were different from the lives of poorer people in the Iron Age
- I can explain how historic items and artefacts can be used to help build up a picture of life in the past
- I can explain how an event from the past has shaped our life today
- I can research two versions of an event and explain how they differ
- I can research what it was like for children in a given period of history and present my findings 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



The Gundestrup Cauldron



Hunting a Woolly Mammoth

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 the knowledge I have gained about the Stone Age - Iron Age to analyse, compare and contrast ideas and opinions.

Describe - I will learn to use key vocabulary and historical terminology when describing different aspects of the Stone Age - Iron Age.

Connect ideas - I will connect the ideas I have about the Stone Age - Iron Age to what we have in the modern day and how it has developed. I.e. Tools /farming/ Religion.

Consider - I will consider what influenced change through the Stone Age to Iron Age and the impact it has had.

Question - I will ask well-structured and in-depth questions about the Stone Age - Iron Age and challenge my learning by developing these.

Discuss/ideas/points of view - I will use my ideas and points of view to have in depth discussions with peers about different topics surrounding the Stone Age - Iron Age.

Respond thoughtfully - I will be able to respond thoughtfully to others views, different ideas and my own thoughts, challenging and analysing them.

My Skills and Knowledge that I may use from other subjects

Mathematics: I can use my mathematical knowledge of the counting system to compare it to a prehistoric counting system

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

Geography: I can read and make maps of surviving UK monuments from the Stone Age to the Iron Age using my map reading skills

Science: I can use my knowledge of materials to investigate stone, bronze and iron

Art: I can use my art skills and colour knowledge to create my own natural paints

D&T: I can use my knowledge of materials and sewing to create clothes similar to those of a Stone Age to Iron Age person

Music: I can use my music knowledge and skills to compose music for a journey through a cave

Key Vocabulary

Scaling - Adding a mathematical scale to a timeline

Stone Age - The Stone Age is named after the stone tools that the earliest humans used to help them survive

Palaeolithic - The 'old' Stone Age

Mesolithic - The 'middle' Stone Age

Neolithic - The 'new' Stone Age

Bronze Age - In 2100 BC, bronze began to be used to make tools

Iron age - In 800 BC, iron began to be used to make tools

Prehistoric - Prehistory is the time before people wrote things down - it ended during the Iron Age

Alloy - A metal made by combining two or more metals to improve its properties. Bronze and iron are both alloys

Roundhouse - People in the Bronze and Iron Ages lived in roundhouses

Mammoth - A large, woolly animal, like an elephant, that lived until around 8000 BC

Celt - A modern term for the tribes of people living in Europe during the Iron Age

Tribe - A group of people, often related through family, culture and language, usually with one leader, was a tribe

Sacrifice - To give something up, break it or kill it as an offering to a god or gods

Quern - a tool used for grinding down grain to make flour



Bronze Age tools



Stonehenge

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.

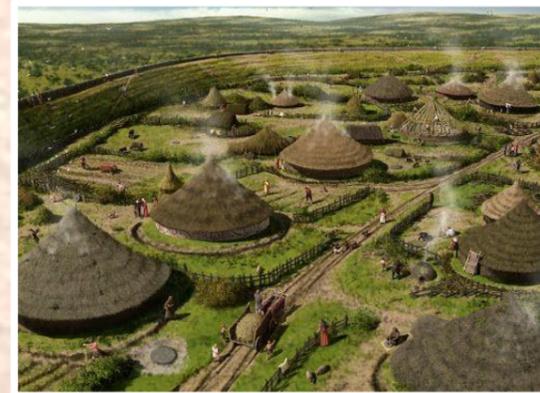
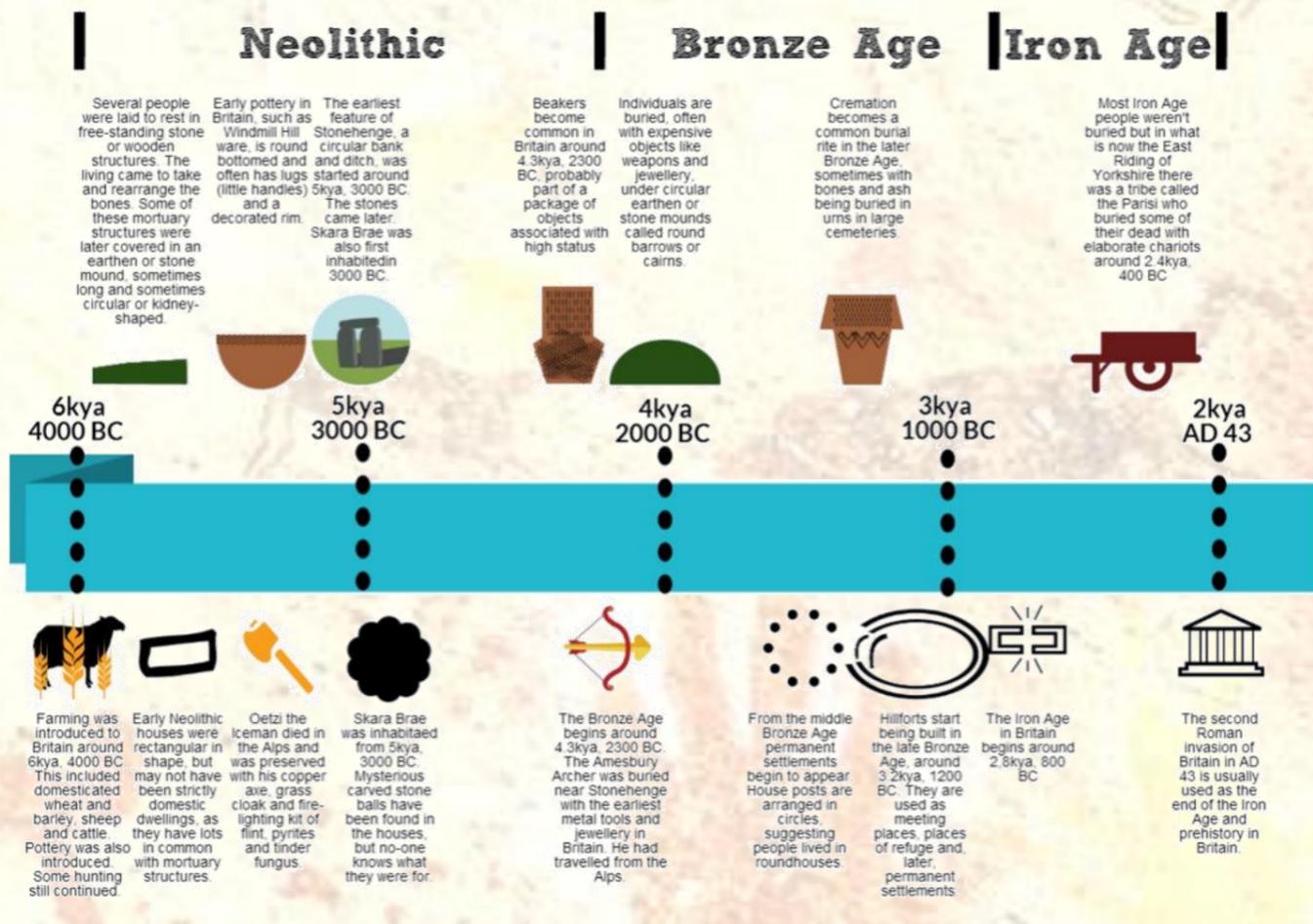
The **Yorkshire Museum of Farming near York** has an Iron Age roundhouse and teaches all about Stone Age and Bronze Age life including hunting, farming and making pottery.

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 ten questions in ten minutes?

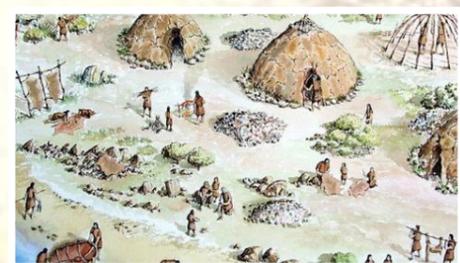
1. What is a lathe? Material. Soap. Bath. A tool that can shape wood.
2. Which period does the settlement of Skara Brae belong to? Mesolithic. Iron Age. Neolithic. Bronze Age.
3. Making iron compared to Bronze, is more complicated process. False True.
4. In the Stone Age, who has more power? Men. Women. They were fairly equal. Children.
5. What tool became essential for cultivating and managing woodlands and forests? Torc. Scythe. Plough.
6. What was the next period after the iron age Britain? Roman Britain. Anglo Saxon Britain. Norman Britain. Viking Britain.
7. Which place has the oldest human footprints in Europe and the earliest evidence for humans in Britain. Boxgrove. Beeches Pit. Happisburgh. Swanscombe.
8. Where did the first humans evolve from? Asia. Africa. Australia. Antarctica.
9. Which of these activities did Mesolithic people not undertake? Hunting wild animals. Fishing. Gathering wild plants. Building roundhouses.
10. Where might prehistoric people put their waste and rubbish? Mudbank. Midden. Recycling bin. Mountain.



**Reconstruct
ion of
Maiden
Castle in
the Iron
Age.**

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

**Bronze Age
settlement
in Orkney,
Scotland.**



**Drawing of
a Stone
Age
settlement.**