

HISTORY Year 3: Stone-Age to Iron Age

About this unit

Children can be introduced to the idea that people have been living in Britain for a very long time. They can learn about the changes that occurred between the middle Stone Age [Mesolithic Times] to the Iron Age – a period of over 10,000 years! Pupils should be encouraged to recognise the continuities too. For example there is very little change in houses, house-building or settlement size until well into the Iron Age. 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.

How this unit links to the new national curriculum for primary history

Changes in Britain from the Stone Age to the Iron Age

How will this enquiry help children to make progress in history?

They will begin to realise that new inventions can have dramatic impacts on people's survival and the way people live and work, but that also, as in the case of houses, sometimes the continuities are as important as the changes.

As so much of this topic is contested histories, pupils will begin to realise that conclusions must be based on evidence, and that new evidence, like the discoveries at Howick House and the Salcombe Shipwreck, can change the way we look at the past.

Key Enquiry Question

How does the survival of Stone-age to Iron-age people compare to civilisation today?

Substantive Concept

Settlements

Disciplinary Concept

Continuity and Change

Key Text

[Collins Primary History: Stone Age to Iron Age](#)

Usborne Prehistoric Britain

The History Detectives Investigates: Stone Age to Iron Age

Lesson Objective	What should children learn:	Assessment Criteria
<p>Experience Day: What was the Stone-Age, and how do we know about it?</p> <p>Historical Enquiry: Expected: To ask and answers questions to begin an enquiry.</p> <p>Going Deeper: To use a range of sources to gather information.</p>	<p>To place the Ice-Age and Stone-Age on a dated timeline and identify key events – See Appendix A.</p> <p>What Britain was like after the last Ice-Age</p> <p>How few people lived in Britain at the time</p> <p>To explain the stone tools that were used for survival during the Stone Age.</p> <p>To know prehistoric people sheltered in caves.</p>	<p>Expected: Pupils can explain the key characteristics of the Stone-Age.</p> <p>Ask and answer questions and know that for some questions there are no clear answers as there is much that we don't know about the Stone Age</p> <p>Going Deeper: Pupils can explain the characteristics of nomadic people and why they lived life like this.</p> <p>Some recent discoveries that are changing the way we think about the Stone Age</p>
<p>CASE STUDY: Otzi – what can Otzi tell us about prehistory?</p>	<p>Going Deeper: Who the nomadic people were and how they lived.</p>	
<p>What caused the change from hunter-gatherers to farming during the Stone-Age?</p>	<p>To place the Ice-Age and Stone-Age on a dated timeline and identify key events – See Appendix A.</p> <p>That immigrants brought new crops and animals to Britain.</p> <p>Nomadic people settled in Britain during this period.</p>	<p>Expected: Pupils can identify what has changed, and what has remained the same throughout the Stone-Age.</p> <p>Going Deeper: Pupils can compare lives of nomadic people to permanent settlers in the Stone Age.</p>
<p>CASE STUDY: Stonehenge: Is it just a circle of stones?</p>	<p>That Stone-Age people built houses for shelter: animal skin 'teepee'; wattle and duab; and stone</p> <p>Going Deeper: How the lives of people changed due to settlements</p>	

<p>What was the Bronze Age?</p>	<p>To place the Ice-Age, Stone-Age and Bronze-Age on a dated timeline and identify key events – See Appendix A.</p> <p>To explain where bronze comes from.</p> <p>To identify weapons and tools that were used during the Bronze Age.</p>	<p>Expected: Pupils can explain the differences and similarities between Stone-Age and Bronze-Age Britain.</p> <p>Going Deeper: As above, and pupils can explain why copper and tin were an important discovery for the survival of Bronze Age people.</p>
<p>CASE STUDY: The Beaker People The Amesbury Archer</p>	<p>To know that Bronze Age saw woodland cut down and large areas used for farming and cattle.</p> <p>Bronze Age houses were made of thatch, wattle and daub. Consisted of different areas.</p> <p>Going Deeper: To identify where copper and tin came from and how it was used.</p>	
<p>What was the Iron Age?</p>	<p>To place the Ice-Age, Stone-Age, Bronze-Age and Iron-Age to Roman Britain on a dated timeline and place key events – See Appendix A.</p> <p>To explain where iron comes from.</p> <p>To identify weapons and tools that were used during the Iron Age.</p>	<p>Expected: Pupils can explain the differences and similarities between the Bronze Age and the Iron Age.</p> <p>Going Deeper: Pupils can explain what has changed and what has stayed the same between the Stone Age and the Iron Age.</p>
<p>CASE STUDY: The Lindlow Man: what can the body of Lindlow Man tell us about Iron Age Britain? LOCAL HISTORY: Hillsborough Hill Fort</p>	<p>Iron-Age houses were similar to Bronze Age houses.</p> <p>Iron-Age people built hill forts</p> <p>Going Deeper: To identify why it took so long for iron to reach Britain.</p>	
<p>How did Stone-Age, Bronze-Age and Iron-Age tools and weapons change life, and how do we know?</p>	<p>Historical Enquiry How to use a range of sources to draw conclusions about the past</p> <p>Most of our evidence for the Stone Age comes from archaeologists</p> <p>Going Deeper: New evidence can change archaeologists' ideas about the</p>	<p>Expected: Pupils can explain how Stone Age, Bronze-Age and Iron Age tools and weapons were used for survival using a range of sources to find out about a period to draw conclusions</p> <p>Going Deeper: Pupils know what ideas about Stone-Age Britain have changed due to new evidence.</p>

	time. Archaeologists disagree	
How does the survival of stone-age to Iron-age people compare to people today?	SEND Outcome: Expected Outcome: Going Deeper Outcome:	Expected: Pupils identify the biggest changes between survival in Stone Age life to Iron Age life. Pupils can identify any differences between survival from Stone-Age to today. Going Deeper: Pupils can identify any continuities [things that haven't changed, or not changed very much?] between survival from Stone-Age to today.

Appendix A

Key timeline dates children should learn:

- Mesolithic Era (end of Ice Age and era of nomad) 8000BC
- Britain becomes an island 6000BC
- Neolithic Age (farming arrived and settlements) 4000BC
- Stonehenge begins 3000BC
- Bronze Age begins (use of bronze for tools, weapons) 2500BC
- The Beaker People arrive 2500BC
- Amesbury Archer buried 2200BC
- Iron Age begins (use of iron for tools and weapons) 800BC
- 100BC Lindlow Man buried in peat bog
- Julius Caesar invades Britain 55BC
- OAD
- Roman Invasion – start of Roman Britain 43AD