

STONE AGE, BRONZE AGE and IRON AGE

YEAR 3/4: Autumn 1

Would you have preferred to have lived in the Stone Age, Bronze Age or Iron Age?

COVERAGE: Would you have preferred to have lived in the Stone Age, Bronze Age or Iron Age?

The children will look at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age.

- Understand that prehistory was a long time ago.
- Accurately place AD and BC on a timeline.
- Identify conclusions that are certainties and possibilities based on archaeological evidence.
- Explain the limitations of archaeological evidence.
- Use artefacts to make deductions about the Amesbury Archer's life.
- Identify gaps in their knowledge of the Bronze Age.
- Explain how bronze was better than stone and how it transformed farming.
- Explain how trade increased during the Iron Age and why coins were needed.
- Identify changes and continuities between the Neolithic and Iron Age periods.
- Explain which period they would prefer to have lived in, providing evidence for their choice.

KEY LANGUAGE AND VOCABULARY:

AD (Anno Domini)

age

barter

BC (Before Christ)

date

evidence

export

historian

import

prehistory

primary source

reconstruction

secondary source

settlement

trade

KNOWLEDGE AND FACT SHEET

Stone Age to Iron Age Would you have preferred to have lived in the Stone Age, Iron Age or Bronze Age?			
Key Vocabulary		Key changes and events	
Paleolithic The first part of the Stone Age - the Old Stone Age.	Neolithic The second part of the Stone Age - the New Stone Age.	BC Before Christ. The time before the birth of Jesus Christ.	AD Anno Domini. The time after the birth of Jesus Christ.
Prehistory The time before written history.	Archaeology The study of human history through the excavation and analysis of material remains.	Settlement A place where people live.	Trade The exchange of goods and services.
Barter The exchange of goods and services without the use of money.	Import To bring goods or services into a country from another country.	Export To send goods or services to another country.	Primary source A source of information that is direct and first-hand.
Secondary source A source of information that is not direct and first-hand.	Reconstruction The process of building up a picture of something that has been destroyed or is missing.	Settlement A place where people live.	Trade The exchange of goods and services.

KEY QUESTIONS:

1. How long did prehistoric man live for?
2. What does Skara Brae tell us about life in the Stone Age?
3. Who was this Bronze Age man? (archaeological investigation)
4. What was the impact of bronze in prehistoric Britain?
5. How did trade change lives in Iron Age Britain?
6. What changed between the Stone Age and the Iron Age?

KEY SKILLS AND KNOWLEDGE

Knowledge

- To know that history is divided into periods of history e.g. ancient times, middle ages and modern.
- To know that BC means 'before Christ' and is the term used to date the years before Jesus was born To know that Anno Domini (AD) is Latin for 'in the Year of the Lord,' and is the term used to date the years after Jesus was born.
- To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.
- To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.
- To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.
- To know that change can be brought about by advancements in transport and travel.
- To know that change can be brought about by advancements in materials.
- To know that change can be brought about by advancements in trade.
- To know that significant archaeological findings are those which change how we see the past.
- To know that archaeological evidence can be used to find out about the past.

- To know that we can make inferences and deductions using images from the past.
- To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.
- To know that assumptions made by historians can change in the light of new evidence.
- To understand the development of groups, kingdom and monarchy in Britain.
- To understand that there are varied reasons for coming to Britain.
- To know that settlement created tensions and problems.
- To understand the impact of settlers on the existing population.
- To understand the earliest settlements in Britain.
- To know that settlements changed over time.
- To understand how invaders and settlers influence the culture of the existing population.
- To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.
- To know that communities traded with each other and over the English Channel in the Prehistoric Period.
- To understand that trade began as the exchange of goods.
- To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.
- To understand that trade develops in different times and ways in different civilisations.
- To understand that the traders were the rich members of society.

Skills

- Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.
- Understanding that history is divided into periods of history e.g. Stone Age, Neolithic period.
- Using dates to work out the interval between periods of time and the duration of historical events or periods.
- Using BC/AD/century. Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.
- Placing the time studied on a timeline. Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.
- Noticing connections over a period of time.
- Identifying reasons for change and reasons for continuities.
- Identifying what the situation was like before the change occurred. Comparing different periods of history and identifying changes and continuity.
- Describing the changes and continuity between different periods of history.
- Identifying the links between different societies.
- Identifying reasons for historical events, situations and changes.
- Identifying similarities and differences between periods of history.
- Explaining similarities and differences between daily lives of people in the past and today.
- Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
- Using a range of sources to find out about a period.

- Using evidence to build up a picture of a past event. - Observing the small details when using artefacts and pictures. - Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.# - Evaluating the usefulness of different sources. - Understanding how historical enquiry questions are structured. - Asking questions about the main features of everyday life in periods studied, e.g. how did people live. - Creating questions for different types of historical enquiry. - Using a range of sources to construct knowledge of the past. - Extracting the appropriate information from a historical source. - Identifying primary and secondary sources. Interpreting evidence in different ways. - Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. - Making links and connections across a period of time, cultures or groups. - Asking the question “How do we know?” - Reaching conclusions that are substantiated by historical evidence. - Constructing answers using evidence to substantiate findings. - Identifying weaknesses in historical accounts and arguments. - Creating a structured response or narrative to answer a historical enquiry. - Describing past events orally or in writing, recognising similarities and differences with today.	
ENRICHMENT: The children will have a visit from the History Man and for a day be absorbed in all things from the period. They will have opportunities to examine artefacts from the time period. Visits: -	PREVIOUS LEARNING: The children in Year 3 will have studied the areas of KS1 history including Castle development and The Great Fire of London. The children in Year 4 will have the basis of an understanding of the Roman society and the Tudor society. FUTURE LEARNING: The children will move onto the study of the Egyptians.
School Drivers to Examine Children will look at: - Economy and Power = how did the shift in power and the development of an economy change in these periods of time? - Creativity and Innovation = how did farming develop in terms of creativity and innovation over the periods of time? - Culture and Diversity = how did the culture change over these periods of time in the UK?	