

Sequence of substantive

knowledge

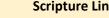
The Stone Age was a period of time before Jesus was

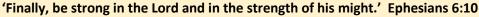
born (prehistoric).

#### **Advent Term 1**

### History Yr3: Changes in Britain - Stone Age to Iron Age

## **Scripture Link:**

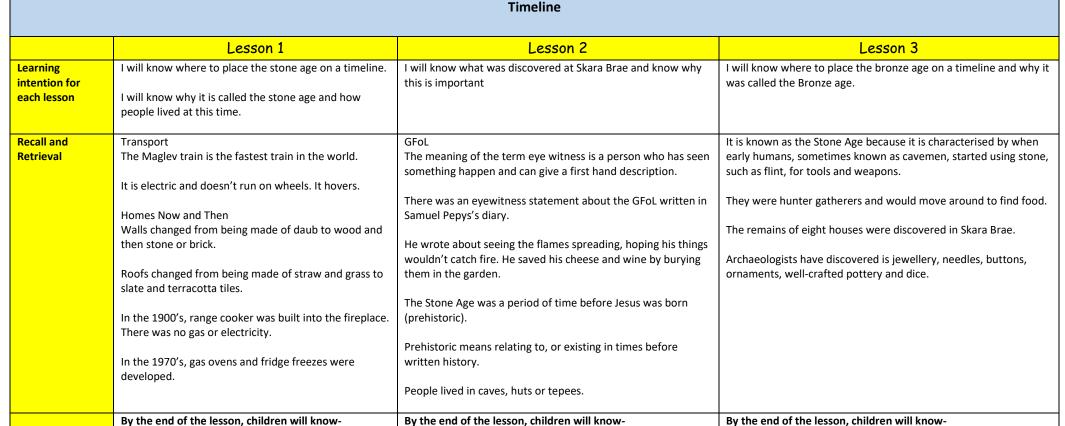




#### **National Curriculum Objective**

Changes in Britain from the Stone Age to the Iron Age





New Stone age – coming to the end of that period.



that the Bronze Age happened after the Stone Age, about 4000

years ago

throughout the		The remains of eight houses were discovered in Skara Brae.	
lesson	Prehistoric means relating to, or existing in times before written history.	(from about 5200 years ago - Stone Age)	During this period, people found a way of making tools and weapons from metal. The metal alloy used was called Bronze.
	,	The houses were built by stacking flat rocks on top of each	,
	This was during the last stages of the Neolithic Period.	other.	The people of this time found that they could separate copper (metal) from a certain type of rock but found that the copper
	It is known as the Stone Age because it is characterised	The houses had no windows, there was a smoke hole in the	could be too soft for tools and weapons so they melted it down
	by when early humans, sometimes known as cavemen, started using stone, such as flint, for tools and weapons.	roof (made of wood and turf) stone dresser and in the centre there would have been a hearth for fires and cooking.	and mixed it with tin. This produced bronze which was harder and much stronger.
	weapons.	The houses were all connected to a sewer system - this tells us	People didn't have money but they could make things and began
	People lived in caves, huts or tepees.	that they must have worked together.	to trade.
	They were hunter gatherers and would move around to find food.	The houses were all the same size - this tells us that the people of Skara Brae were seen as equal.	That people with the skills to work metal were seen as more important than others.
	They used basic stone and bone tools, as well as crude stone axes, for hunting birds and wild animals.	Historians believe Skara Brae was home to a peaceful community.	This was the beginnings of a divide of the rich and poor. People who had belongings and people who didn't.
		Archaeologists have discovered is jewellery, needles, buttons, ornaments, well-crafted pottery and dice.	
		Skara Brae is remarkable because of its age, and even more so for the quality of its preservation. Its structures survive in impressive condition – as does, incredibly, the furniture in the village houses.	
		Nowhere else in Western Europe can we see such rich evidence of how our remote ancestors actually lived.	
Key	Chronological Understanding.	Change and Continuity	Chronological Understanding.
Skills/disciplinary knowledge	Develop chronologically secure knowledge and understanding of British, local and world history.	Make valid statements about the main changes occurring in the units studied.	Develop chronologically secure knowledge and understanding of British, local and world history.
	Sources and Evidence		Similarities and Differences
	use sources of evidence to build up a picture of a past		make valid statements about the main similarities and differences
	event.		occurring in the units studied.
			Historical Significance:
			select what is most significant in a historical account by devising historically valid questions about significance.

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Key Vocabulary			
Main teaching activity If the school has another short term planning format, this does not need to be included.	<ul> <li>Introduce the stone age, ask children what the know and what they want to know - jot down on post its</li> <li>Children place stone age on timeline</li> <li>Children listen to stone age sounds - You've just woken up in the stone age period, what do you need to survive?         What do you need to source?</li> <li>Children watch a video about the stone age sharing key facts. Discuss video, what do they remember?</li> <li>Children complete a stone age fact file.</li> </ul>	<ul> <li>Introduce the 'Neolithic Period'</li> <li>Children watch a video exploring one of the settlements at Skara Brae jotting down key features.</li> <li>Children label a settlement with key features</li> <li>Children watch a video with key facts about Skara Brae</li> <li>Discuss what it would have been like to live there and why it is a helpful landmark for archaeologists</li> <li>Children answer questions about Skara Brae and why it is important</li> </ul>	<ul> <li>Introduce the bronze age to children</li> <li>Children place bronze age on timeline</li> <li>What similarities and differences are there between the stone age?</li> <li>Children explore different tools used in the bronze age using interactive eBook</li> <li>Children stick in pictures of tools/trade/work from the stone/bronze age to write comparative sentences about the differences between the stone/bronze age</li> </ul>
Scaffolding	51 51p1575 d 51.61.0 dgc   43.1   110.		
Challenge			
Key Questions:			
Diversity Links	Olympic Stadium Greece Santiago Calatrava building on Year 5 unit Olympic Playground	Santiago Calatrava the <u>design process</u>	Know that Neanderthals died out during the Palaeolithic Stone Age and homosapiens became dominant.  The first homosapiens (humans) originated in Africa 200,000 years ago before migrating across the world. This means we all have common ancestors from Africa. Use this as part of the chronological study placing the key periods of the Stone Age in sequence.
Catholic Social Teaching Principles			

British Values	Rule of Law
	I can follow and value rules I understand there are different rules in different places I can explore and make rules, learning their value and purpose I know everyone in a community has rights and responsibilities and understand the important of rules in different communities
Wider links	

Advent Term 1		
History Yr3: Changes in Britain – Stone Age to Iron Age		

# Timeline

	Lesson 4	Lesson 5	Lesson 6
Learning intention for each lesson	I know the impact of copper mining to the Bronze Age people	I will know where to place the Iron age on a timeline and why it was known as the iron age.	I will know how people lived during the Iron age and the importance of the hillforts.
Recall and Retrieval	Transport Overtime, transport has been powered by people horses and engines.	It is known as the Stone Age because it is characterised by when early humans, sometimes known as cavemen, started using stone, such as flint, for tools and weapons.	Bronze Age People didn't have money but they could make things and began to trade.
	Transports been used for many different purposes, for example, transporting goods and transporting passengers.	During the Bronze Age, people found a way of making tools and weapons from metal. The metal alloy used was called Bronze.	That people with the skills to work metal were seen as more important than others.
	That the Bronze Age happened after the Stone Age, about 4000 years ago	The people began to mine more and gradually began to be able to make a range of items from copper, gold and bronze.	This was the beginnings of a divide of the rich and poor. That the Iron Age came after the Stone Age and Bronze Age.
	During this period, people found a way of making tools and weapons from metal. The metal alloy used was called Bronze.	The boats carried, people, animals and trading goods.  They would transport goods by river and some expanded their trade networks, sailing to mainland Europe	Iron had begun to be used more as bronze had become harder to find and was a stronger metal.  The use of iron had a dramatic impact on everyday life as iron tools made farming much more easier than before and settlements grew in size.
Sequence of	By the end of the lesson, children will know-	By the end of the lesson, children will know-	By the end of the lesson, children will know:
substantive knowledge throughout the	The people began to mine more and gradually began to be able to make a range of items from copper, gold and bronze.	That the Iron Age came after the Stone Age and Bronze Age.  That from around 800 BC the Iron Age began.	People in Iron Age Britain lived in <b>clans</b> that belonged to <b>tribes led by warrior kings</b> .
lesson	A golden cape was discovered in a grave at Mold in North Wales. The very intricate pattern demonstrated	In this period, people had learned how to use Iron.	Rival tribes fought with deadly iron weapons.  Many people lived in hillforts to keep safe from attacks.
	the work of a very skilled goldsmith and must have been worn by a very important person – probably a woman.	Iron had begun to be used more as bronze had become harder to find and was a stronger metal.	Hillforts were designed to protect people from enemy tribes. To do this, these settlements were built on higher ground. Thi made it much easier to defend their tribe against attacks from other tribes. People would be able to spot attackers coming

	They began to travel in long wooden boats rowed by	The use of iron had a dramatic impact on everyday life as iron	and launch weapons such as arrows with iron tips to ward
	oarsmen. A boat was found in Dover needing up to 18	tools made farming much more easier than before and	them off.
	men to row.	settlements grew in size.	
			The Iron Age was quite unsettled and fighting was common.
	The boats carried, people, animals and trading goods.		The from Age was quite unsettied and righting was common.
	The bodes carried, people, animals and trading goods.		
	They would transport goods by river and some expanded		The Iron Age ended in 43 AD
	their trade networks, sailing to mainland Europe. These		
	items included metal from mines, precious swords, pots		
	and jewellery.		
Key		Chronological Understanding.	
Skills/disciplinary		Develop chronologically secure knowledge and understanding of	
knowledge		British, local and world history.	
		Consequence	
		comment on the importance of the consequences of some of the	
		key events and developments	
		key events and developments	
Key Vocabulary			
Main teaching		- Introduce the Iron age	- Children to 'build' hillforts in the classroom and act
activity		<ul> <li>Children place iron age on the timeline</li> </ul>	out defending themselves
If the school has		-	<ul> <li>What makes a hillfort? Why were they used? What</li> </ul>
another short			defences do they need?
term planning			<ul> <li>Pictures of them acting it out into books.</li> </ul>
format, this does			Ŭ
not need to be			
included.			
Scaffolding			
Scallolding			
Challenge			
S.I.S.II.CIIBC			
Diversity Links			

Catholic Social Teaching Principles		
British Values		Democracy I can say what makes a good leader
		Rule of Law I know everyone in a community has rights and responsibilities and understand the important of rules in different communities
Wider curriculum links		