



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



**Scripture Link:**  
**‘Finally, be strong in the Lord and in the strength of his might.’ Ephesians 6:10**



**National Curriculum Objective**  
**Changes in Britain from the Stone Age to the Iron Age**

**Timeline**

	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>
<b>Learning intention for each lesson</b>	<p>I will know where to place the stone age on a timeline.</p> <p>I will know why it is called the stone age and how people lived at this time.</p>	<p>I will know what was discovered at Skara Brae and know why this is important</p>	<p>I will know where to place the bronze age on a timeline and why it was called the Bronze age.</p>
<b>Recall and Retrieval</b>	<p>Transport The Maglev train is the fastest train in the world.</p> <p>It is electric and doesn't run on wheels. It hovers.</p> <p>Homes Now and Then Walls changed from being made of daub to wood and then stone or brick.</p> <p>Roofs changed from being made of straw and grass to slate and terracotta tiles.</p> <p>In the 1900's, range cooker was built into the fireplace. There was no gas or electricity.</p> <p>In the 1970's, gas ovens and fridge freezers were developed.</p>	<p>GFoL The meaning of the term eye witness is a person who has seen something happen and can give a first hand description.</p> <p>There was an eyewitness statement about the GFoL written in Samuel Pepys's diary.</p> <p>He wrote about seeing the flames spreading, hoping his things wouldn't catch fire. He saved his cheese and wine by burying them in the garden.</p> <p>The Stone Age was a period of time before Jesus was born (prehistoric).</p> <p>Prehistoric means relating to, or existing in times before written history.</p> <p>People lived in caves, huts or tepees.</p>	<p>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.</p> <p>They were hunter gatherers and would move around to find food.</p> <p>The remains of eight houses were discovered in Skara Brae.</p> <p>Archaeologists have discovered is jewellery, needles, buttons, ornaments, well-crafted pottery and dice.</p>
<b>Sequence of substantive knowledge</b>	<p><b>By the end of the lesson, children will know-</b></p> <p>The Stone Age was a period of time before Jesus was born (prehistoric).</p>	<p><b>By the end of the lesson, children will know-</b></p> <p><b>New Stone age – coming to the end of that period.</b></p>	<p><b>By the end of the lesson, children will know-</b></p> <p>that the Bronze Age happened after the Stone Age, <b>about 4000 years ago</b></p>

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

<b>Key Vocabulary</b>			
<b>Main teaching activity</b> <i>If the school has another short term planning format, this does not need to be included.</i>	<ul style="list-style-type: none"> <li>- Introduce the stone age, ask children what they 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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Scaffolding</b>			
<b>Challenge</b>			
<b>Key Questions:</b>			
<b>Diversity Links</b>	<a href="#">Olympic Stadium Greece</a> Santiago Calatrava building on Year 5 unit Olympic Playground	Santiago Calatrava the <a href="#">design process</a>	<p><b>Know that Neanderthals died out during the Palaeolithic Stone Age and homosapiens became dominant.</b></p> <p><b>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.</b></p>
<b>Catholic Social Teaching Principles</b>			

<b>British Values</b>			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
<b>Wider links</b>			

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**Timeline**

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

	<p>They began to travel in long wooden boats rowed by oarsmen. <b>A boat was found in Dover needing up to 18 men to row.</b></p> <p>The boats carried, people, animals and trading goods.</p> <p>They would transport goods by river and some expanded their trade networks, sailing to mainland Europe. <b>These items included metal from mines, precious swords, pots and jewellery.</b></p>	<p>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.</p>	<p><b>and launch weapons such as arrows with iron tips to ward them off.</b></p> <p>The Iron Age was quite unsettled and fighting was common.</p> <p><b>The Iron Age ended in 43 AD</b></p>
<b>Key Skills/disciplinary knowledge</b>		<p><b>Chronological Understanding.</b> Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p><b>Consequence</b> comment on the importance of the consequences of some of the key events and developments</p>	
<b>Key Vocabulary</b>			
<b>Main teaching activity</b> <i>If the school has another short term planning format, this does not need to be included.</i>		<ul style="list-style-type: none"> <li>- Introduce the Iron age</li> <li>- Children place iron age on the timeline</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Children to 'build' hillforts in the classroom and act out defending themselves</li> <li>- What makes a hillfort? Why were they used? What defences do they need?</li> <li>- Pictures of them acting it out into books.</li> </ul>
<b>Scaffolding</b>			
<b>Challenge</b>			
<b>Diversity Links</b>			

<b>Catholic Social Teaching Principles</b>			
<b>British Values</b>			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
<b>Wider curriculum links</b>			