

History

Stone Age to Iron Age Year 3

Remember when:

- Timelines
- Past, present and future including changes.

Sticky knowledge:

- The Stone Age began 3 million years ago, followed by the Bronze Age and then the Iron Age.
- In the early stone age people were hunter gatherers. Later in the stone age period people began to settle in one place and develop farming for food.
- Stone Age people used flint to make tools. They controlled fire and developed weapons for hunting.
- In the Bronze Age, the wheel was invented and bronze was used to make tools and weapons.
- Iron Age people built hill forts for protection because war was common. New iron technology meant more people had weapons like swords and spears.
- I can explain which changes and developments were most important.

Key vocabulary

Agriculture	Hunter-gatherer
Ancient civilizations	Iron Age
Archaeology	Prehistory
Artefact	Stone Age
Bronze Age	Mesolithic
Century	Paleolithic
Change	Neolithic
Chronology	Discovery
Decade	Iron age
Hill fort	Site
Roundhouse	

National curriculum

To study changes in Britain from the Stone Age to the Iron Age

Timeline specification

To be used within research/fact gathering.

- * Period of history
- * Passing of time
- * AD/BC
- * Plot given dates
- * Dates and key words

Enquiry questions

- What caused ...?
- How much did people's lives change ...?
- Was it for better or worse? Explain.
- How does ... compare to now?
- Why did... have such an impact?

Sources of information

visit	maps
visitors	oral testimonies
artefacts	diaries
museums	autobiographies
photographs	songs
documentation	tools
real life accounts	speeches
newspapers	paintings
letters	Clothing

	Title/Focus	Lesson outline
Lesson 1	<p>LO: To know when the Stone Age, Bronze Age and Iron Age periods were.</p> <p>Sticky Knowledge: The Stone Age began 3 million years ago, followed by the Bronze Age and then the Iron Age.</p>	<p>How do we know about the past? Introduce the children to the idea of a period in History as opposed to learning about significant people and events. Ask the children how we know about events from the past?</p> <p>Discuss what a timeline is. Share a simple timeline with the children from the lower paleolithic to the modern day. Discuss history they are already familiar with including The Great Fire of London and Castles. Children to compare the duration of the Stone Age with other periods and events. Discuss any unfamiliar topic vocabulary: duration, period, chronology, Paleolithic, Mesolithic and Neolithic.</p> <p>Activity: Children as a class create their own timeline, to display along the back of the room, using border rolls of different colours and length to demonstrate the duration of various periods in History, adding post-it notes for labels and creating a key. Children to attempt to order events themselves. Feedback to class which creates a timeline.</p> <p>Tweet photographs. Timeline focusing on the three periods (Stone, Bronze, Iron) and then zoom into the three periods of the stone age (neolithic, Mesolithic and paleolithic)</p>
Lesson 2	<p>LO: To know what life was like in the Stone Age.</p> <p>Sticky Knowledge: In the early stone age people were hunter gatherers. Later in the stone age period people began to settle in</p>	<p>Children given a Stone Age character (cook, hunter, gatherer). Learn their role and information about how that person would have lived, and how their lives would have changed throughout the different Stone Age periods (brainstorm facts on flip chart).</p> <p>Then, introduce themselves to the other 'villagers', talking about what their job/role is in the Palaeolithic era, flash forward to Mesolithic and then Neolithic.</p> <p>Children to answer questions (hot seating):</p> <ul style="list-style-type: none"> - What is your job? - Did you have to move from place to place? Why? - How did your job change?

	one place and develop farming for food.	- How was food cooked? (Extra cooks' question). Record as photographs or recordings.
Lesson 3	LO: To know how discoveries and inventions changed life in the Stone Age. Sticky Knowledge: Stone Age people used flint to make tools. They controlled fire and developed weapons for hunting.	Children investigate the various tools used from early Paleolithic times to Neolithic. Children investigate tools from the Paleolithic to the Neolithic, discussing similarities and differences. Children to watch short videos from Oxford University 'Living in the Stone Age' series: Flint knapping and Stone Tools. Children to complete differentiated tables: name the tool, describe in sentences what the tools used for and made of. Lower to use simple words to describe them GD: compare adaptations to the tools from each period and why these changes occurred. Share the story Making Things from 11,000 Years Ago: Stories from the Middle Stone Age.
Lesson 4	LO: To know what life was like in the Bronze Age Sticky Knowledge: In the Bronze Age, the wheel was invented and bronze was used to make tools and weapons.	Why is it called the Bronze Age? Brief facts about how life changed during the bronze age. Explain that the wheel was invented during the Bronze Age. Think about all the things we use wheels for. What would life be like without the wheel? What would we still be able to do? What would no longer exist? How would life be different? Fun fact- the umbrella was invented in the bronze age!
Lesson 5	LO: To know what life was like in the Iron Age Sticky Knowledge: Iron Age people built hill forts for protection because war was common. New iron technology meant more people had weapons like swords and spears.	Discuss what life was like in the Iron Age. How does this compare to the Stone and Bronze Ages? Why did they start using iron? Give children pictures of different tools that were created in the Iron Age. Write what each tool is, what it is used for and how it will have made life easier for people in the Bronze Age. Discuss why and how hill forts were built? Why was this particularly important considering how weapons and other tools were being developed?
Lesson 6	LO: To know the most important changes from the Stone Age to the Iron Age. Sticky Knowledge: I can explain which changes and developments were most important.	Which age was best? Which has had the biggest impact on modern life? Debate – Divide into 3 groups. Children to put across their points as to why their time period is the best/most influential. Choose one event/invention from each time period and explain why you think this is the most important/significant. Staff must discuss speech rules beforehand: - One child speaking at a time. - Stand when making a point. - Hand up if you want to add/argue against what someone has said. - Show respect to each other
Working towards		End of unit assessment Working at Age related expectations
		Working at a greater depth