

Year 3

Stone Age – Iron Age

NC Objective

Changes in Britain from the Stone Age to the Iron Age

Visits/Visitors/Immersion days

Visit to Bolton Abbey for a Stone-Age experience

(looking into providing this at school from next year)

Focus areas

Stone Age	<ul style="list-style-type: none"> • Who were hunter gatherers and how did they survive • Using artefacts to explore their way of life • Considering changes and development throughout the Stone Age • Skara Brae • Stonehenge
Bronze Age	<ul style="list-style-type: none"> • Discovery of bronze • How bronze was made • Importance of bronze • Bronze age burial sites and artefact finds within graves • Considering changes and development throughout the Bronze Age
Iron Age	<ul style="list-style-type: none"> • Hill forts • Considering changes and development throughout the Iron Age
<ul style="list-style-type: none"> • Consider time duration • Consider advances and developments • Consider changes 	

Enquiry Questions

1. **What were the main changes in Britain from the Stone Age to the Iron Age?**
2. How did hunter-gatherers survive in the Stone Age?
3. What kind of sources tell us about the Stone Age?
4. What was Skara Brae?
5. Why are there so many mysteries about Stonehenge?
6. How did bronze replace stone in the Bronze Age?
7. What do grave goods tell us about the Bronze Age?
8. What was life like in an Iron Age hill fort?

Rationale for studying in Year 3

Given that this is the start of all human history and is a KS2-specific topic, it makes sense to study this in Y3 as their first historical topic. This allows children to understand the progression of chronology easier as they start at the beginning. Also, it allows children to understand how human life started, human's first achievements and the growth of civilisation as a whole. This can then be referred back to throughout other historical topics which have similar starting points or existed at similar times such as the Egyptians, Greeks, Romans and Maya. Structuring the unit so that every lesson compares the advancements throughout the Stone, Bronze and Iron Ages allows children to see the developments of each of the given aspects in each lesson, rather than glossing over them in a few lessons on the Bronze Age and a few on the Iron Age. This then leads well into the Y4 starting topic of the Romans.

Subject Knowledge

This period of prehistory in Britain generally refers to the time before written records began. It begins when the earliest hunter-gatherers came to Britain from Europe around 450,000 BC and ends with the invasion of the Romans in AD 43.

With no written sources, what we know about this period comes mostly from artefacts and monuments that archaeologists have discovered. What we do know is that the period from the Stone Age to the Iron Age was one of immense change in human development, spanning from the early hunter-gatherers who roamed the countryside to the highly sophisticated and organised groups of the late Iron Age. We generally break this period into the following historical divisions: the Stone Age, the Bronze Age and the Iron Age.

The Stone Age refers to such a vast period of time that we break it into three sections. In the early Stone Age, which we call the *Paleolithic*, early people were hunter-gatherers and found food by roaming from place to place according to the seasons. The middle Stone Age, called the *Mesolithic*, begins at the end of the last Ice Age when sea levels rose and Britain became an island. Tools were developed to become smaller and finer and the invention of canoes meant that people were able to hunt for fish as well as animals. In the late Stone



Age, which is called the *Neolithic*, the way people lived changed significantly because they began to settle into farming communities (like Skara Brae) instead of moving from place to place. People started to domesticate animals and grow their own crops.

When people discovered how to extract metal from rocks, bronze replaced stone as the best material for tools. People were able to build better tools for agriculture and they also began to produce weapons and jewellery. Elaborate burial ceremonies took place and important objects were buried alongside bodies in round barrows. Many of these objects have now been discovered and they help us to know more about what life was like in the Bronze Age.

Iron replaced bronze as the main metal for making tools and weapons. Better tools for agriculture improved farming and this meant that the population began to rise. People lived in tribes and they were often at war with each other. Soon people protected themselves by settling in hillforts, which were groups of roundhouses and farming land protected by stone walls. During the Iron Age, British society became more sophisticated and people produced ornate art and music. Often these people are called 'Celts', although historians believe that this term was not used until the 18th Century. This period ends with the invasion of the Romans in AD 43.

Previous learning in Year 2

Invasion	
Transport and trade	
Political and monarchy	
Social and cultural	Considering how houses and society have changed through time in Year 2, provides the children with the skills to understand the vast changes in time through the ages.
Comparisons and influences	Comparing household objects in Year 2 provides the children with the skills needed to analyse artefacts and make historical judgements. This will be essential for their historical understanding in KS2.

New learning within the topic

Invasion	Tribes at war with each other Forts
Transport and trade	Discovery of bronze

Political and monarchy	
Social and cultural	Growth of societies Hunter-gathers Threats/assets Artefacts – what they tell us about life then Changes in Britain - farms
Comparisons and influences	Life before Neolithic period v's after Influence of Bronze Place names What was Skara Brae

Historical Skills that will be covered

Historical Knowledge	<ul style="list-style-type: none"> • Use evidence to describe culture and leisure activities, clothes, way of life and actions, and buildings and their uses from the past. • Identify details from several themes, societies, events and significant people covered in local, national and global history.
Historical Enquiry	<ul style="list-style-type: none"> • Devise a range of historically valid questions from a series of different types of enquiry and answer them with substantiated responses.
Chronological Understanding	<ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Use a timeline to place historical events in chronological order. • Describe dates of and order significant events from the period studied.
Historical Interpretation	<ul style="list-style-type: none"> • Explore the idea that there are different accounts of history.

Vocabulary

AD AD is used to show dates after the birth of Jesus. This year is AD 2019.

Agriculture The process of cultivating land to grow crops and rearing animals for food

BC BC is a way of dating years before the birth of Jesus. The bigger the number BC, the longer ago in history it was.



Chronological In time order starting with the earliest time.

Celt A modern term for the people living in Europe during the Iron age. The Celts were made up of many different tribes. The word Celt comes from a Greek word.

Evolution A gradual process of change over time

Hillfort A fort built on a hill with outer walls or ditches for defensive purposes (for example Maiden Castle)

Hunter-gatherer A member of a nomadic group who hunt or harvest food that grows in the wild

Nomadic people A group of people that move from place to place in search of food and shelter

Roundhouse A circular house with a conical thatched roof built from the Bronze Age to Iron Age

Settlement A place where people establish a community

Smelting A process to separate metal from rocks by heating and melting the metal

Tribe A group of families or communities that share a common culture and language, usually with one leader

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