

History Overview

Changes in Britain from the Stone Age to the Iron Age



Rationale: This unit of work requires the children to study the millennia between the Stone Age and the Iron Age. (i.e. the end of the Ice Age to the coming of the Romans.) For much of the period change is slow, yet in another sense there were dramatic changes. A study of this period is dependent on artefacts and the work of archaeologists. With these things in mind we think it is appropriate to approach the topic with an opportunity for 'overview' of the period developing chronological sequence. Some aspects will be investigated in 'depth' exploring major historical concepts as change and continuity. There is a lot of exciting content to engage year 3 pupils giving them scope to explore the conflicting ideas and evidence and to try to reach their own conclusions about what was, and what was not important about this period. We also believe there will be links with other year 3 areas of study namely skeletons and rocks in science. There is also the regional significance of Howick Mesolithic House - one of only a few Stone Age dwellings in the British Isles.

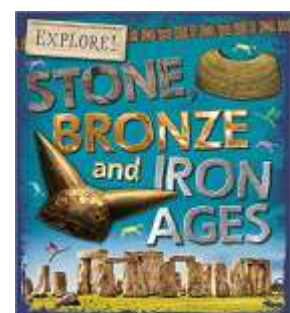
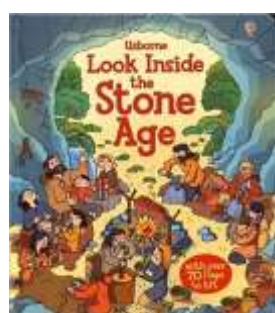
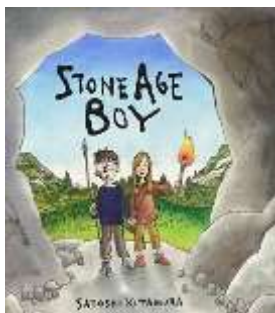
Pre-Unit tasks: Show the children pictures of the cartoon: The Flintstones. Do they think this is an accurate reflection of the Stone Age? Why?



Attention Grabber: Rubbish bin activity (See the Historical Association) i.e. The Stone Age is a time that pre-dates written records. Everything we know about the period has come from the archaeology. Near the end of the school day (or ask for the days bin NOT to be emptied.) Empty out the bin (gloves to be worn.) Ask pupils to identify the items and using ONLY the evidence before them to write a brief account of the day.

Enrichment activities / visits: Stone to Bronze to Iron Age Workshop - Museum of Archaeology (Durham University) 4schools@durham.ac.uk Find out more about life in prehistoric times! Your class will have the chance to use our handling collection, explore the gallery, learn about what archaeologists can discover about ancient people from their skeletons, and even make your own piece of prehistoric art.

Key Class book(s) linked to history study:





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Learning Objectives:

SKILLS:

- *Develop a chronological knowledge and understanding of British history, establishing clear narratives.
- *To understand how the period from the Stone Age to the Iron Age fits into a wider picture of British history.
- *Understand how our knowledge of the past is constructed from a range of sources.
- *Note connections, contrasts and trends over time.
- *To develop the appropriate use of historical terms.
- *Address historically valid questions about change, cause, similarity and difference, and significance.
- *Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

KNOWLEDGE:

- *To find out how hunter gatherers lived in Stone Age Britain.
- *To explore images of cave art from the Stone Age - identifying common images.
- *To make deductions from evidence - recording what different artefacts tell us about the Stone Age.
- *To research the history of Skara Brae (a Neolithic settlement in the Orkneys)]
- *To find out about the way people lived in the Neolithic period.
- *To understand what Stonehenge looks like.
- *To know how the Bronze Age was different to the Stone Age.
- *To explain how the smelting process was used to make bronze.
- *To understand how grave goods can give us information about the past.
- *To think about what type of objects survive over time.
- *To understand how British society changed in the Iron Age.
- *To imagine what life might have been like in an Iron Age hill fort.
- *To describe features of Iron Age (Celtic) art.

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Examples of Key Questions:

- *What does 'pre-history' mean?
- *What was a hunter gatherer?
- *What threats did hunter gatherers face?
- *What can we learn from Stone Age cave paintings?
- *How were cave paintings created?
- *What other sources tell us about the Stone Age?
- *What (and where) was Skara Brae? (a farming community)
- *How did life change in Britain when people began to settle in farming communities?
- *What is Stonehenge?
- *Why are there so many mysteries about Stonehenge?
- *How and when did the Bronze Age replace the Stone Age?
- *Why was Bronze so important?
- *What do grave goods tell us about the Bronze Age?
- *What types of objects survive over time?
- *Who was the Amesbury Archer and what was found in his grave?
- *What was life like in an Iron Age hill fort?
- *What does the archaeological site a Maiden Castle (Dorset Hill fort) tell us about life in the Iron Age?
- *Can you solve the mystery of the 52 skeletons? (at Maiden Castle)
- *What was Iron Age art like?
- *How do the creators of 'artists impressions' of these periods know what to draw?
- *Is it true to say Stone Age man was just a simple hunter gatherer only interested in food and shelter?
- *When do you think was a better time to be alive - in the Stone, Bronze or Iron Age?

Possible sequence of lessons

1. What does prehistory mean?

This lesson introduces the period of British history from the Stone Age to the Iron Age. Pupils will make a timeline to set this period into the wider context of British History and they will discover how we break up this period into distinct ages.

Objectives:

- To put events in chronological order
- To understand how the period from the Stone Age to the Iron Age fits into a wider picture of British history

2. How did hunter-gatherers survive in the Stone Age?

In this lesson pupils find out who the 'hunter-gatherers' were and how they survived in Stone Age Britain. Pupils will learn the difference between threats and assets provided by the natural habitat and go on their own survival treasure hunt around the school grounds.

Objectives:

- To find out about how hunter-gatherers lived in Stone Age Britain
- To explore how Stone Age people survived against threats

3. What was Stone Age cave art?

This lesson gives pupils the opportunity to examine images of cave art from the Stone Age. Pupils will identify common images in the cave paintings and consider what they tell us about life in the Stone Age. After learning about how Stone Age artists created their cave paintings, pupils will have the chance to get creative with their own versions of prehistoric cave art.

Objectives:

- To explore the style of Stone Age cave art
- To find out how cave paintings were created



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4. What kind of sources tell us about the Stone Age?

This lesson addresses the question of how we can know about a period of British history with a lack of written primary sources of evidence. Pupils will be introduced to the concept of making deductions from evidence and they will use an information table to record what different artefacts tell us about the Stone Age.

Objectives:

- To examine non-written sources of evidence about the Stone Age
- To make deductions from primary sources

5. What was Skara Brae?

In this lesson pupils will find out how things changed in Britain in the Stone Age when people began to settle in farming communities like Skara Brae. This lesson allows pupils to conduct their own research online about the discovery of Skara Brae and helps them to systematically organise their notes so that they can make a presentation.

Objectives:

- To research the history of Skara Brae
- To find out about the way people lived in the Neolithic period

6. Why are there so many mysteries about Stonehenge?

In this lesson pupils take a virtual tour of Stonehenge and suggest answers to some related questions that still puzzle historians today. Pupils will explore different theories about why Stonehenge was built and then they will construct their own models of Stonehenge using biscuits, clay or boxes.

Objectives:

- To understand what Stonehenge looks like
- To explore different theories about the building of Stonehenge

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7. How did bronze replace stone in the Bronze Age?

This lesson looks at the changes between the Stone Age and the Bronze Age, including the implications of the discovery of bronze and the process of how bronze was made. Pupils will find out why bronze was so important and they will create their own flowcharts to record the process of how it was made.

Objectives:

- To know how the Bronze Age was different to the Stone Age
- To explain how the smelting process was used to make bronze

8. What do grave goods tell us about the Bronze Age?

In this lesson pupils will find out about how people in the Bronze Age were buried alongside some objects that were important to them. Pupils will reflect upon how artefacts found in Bronze Age burial sites can give us information about what life was like in this period. This lesson also introduces the idea that not all artefacts survive over time and invites pupils to sum up their learning by exploring the grave of the Amesbury Archer.

Objectives:

- To understand how grave goods can give us information about the past
- To think about what type of objects survive over time

9. What was life like in an Iron Age hill fort?

Pupils will discover what life was like in an Iron Age hill fort in Britain. This lesson encourages pupils to engage imaginatively with this historical setting and reflect on how life in this period might have been different to life today, making a storyboard to record their ideas. As an extension activity pupils are challenged to find out about archaeological sites like Maiden Castle.

Objectives:

- To understand how British society changed in the Iron Age
- To imagine what life might have been like in an Iron Age hill fort

10. What was Iron Age art like?

Pupils will consider what kind of artefacts tell us about life in the Iron Age. They will investigate the distinctive designs found in Celtic art and use these ideas to make their own Celtic brooch design.

Objectives:

- To describe some of the features of Iron Age art
- To use design ideas from Celtic art to make an Iron Age artefact

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Impact/Assessment

Most Children will: (secure)

- Know how tools changed during the Stone Age to make hunting more successful.
- Persuade an audience that the bow and arrow is a good hunting tool.
- Explain the different challenges of survival for early man.
- Know the names of some of the jobs that copper miners used to do.
- Name three reasons why people think Stonehenge might have been built.
- Explain how Stonehenge changed from the Stone Age onwards.
- Name two of the roles of Druids in Iron Age tribes.
- Name an important festival in the Druid calendar.
- Explain how homes changed from the Stone Age to the Iron Age.
- Explain how hillforts were designed to protect Iron Age tribes.

Less Able Children will: (developing)

- *Know where the Stone Age gets its name.
- Know which tools were crucial to the survival of early man.
- Explain how Skara Brae was discovered.
- Know the names of some items found at Skara Brae.
- Explain why children worked in copper mines.
- Name two reasons why Iron Age people wanted to protect their homes.

More Able Children will: (greater depth)

- Explain how Skara Brae shows that Stone Age people were beginning to change how they lived.
- Explain why Bronze Age people mined copper.
- Explain why there are many ideas about how Stonehenge was used.
- Explain what archaeologists now think about Druids.
- Explain why the evidence we have from the Romans about Iron Age might be unreliable.



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Vocabulary

ancestor	archaeologist	arrowhead
artefact	axe	bone
bow and arrow	Bronze Age	carving
cave painting	Celts	club
copper	Early human	earthwork
evolution	extinct	farming
fire	flax	flint
food source	forage	fossil
gatherer	hammer stone	harpoon
hill fort	hunter	hut
Ice Age	Iron Age	jewellery
knives	land bridge	mammoth
megalith	Mesolithic	Neanderthal
Neolithic	nomadic	Orkney
Palaeolithic	pelt	pottery
predator	prehistoric	primitive
quern stone	sabre-toothed tiger	shelter
Skara Brae	spear	Stone Age
Stonehenge	tools	trap
weapons		