

Topic	Changes in Britain from Stone Age to Iron Age	Key Subject focus	History	Phase	3/4	Cycle no.	1
						Term	Sum 1
Previous Learning: Year 1&2 -Exploring past and present				Future Learning: Year 3&4 -Roman Britain Years 5&6 -British settlement Years 5&6 -struggle for England			
National Curriculum Objectives				School KPI's			
History	<ul style="list-style-type: none">Pupils should be taught about: - changes in Britain from the Stone Age to the Iron AgeTo learn about late Neolithic hunter-gatherers and early farmers, for example, Skara BraeTo learn about Bronze Age religion, technology and travel, for example, StonehengeTo learn about Iron Age hill forts: tribal kingdoms, farming, art and culture			<ul style="list-style-type: none">Pupils will look at and make realistic predictions about the purpose of artifactsPupils to realise that people are now planting and growing food and rearing domesticated animalsTo understand how Neolithic hunter-gathers lived.To understand how Bronze-Age people lived and to compare to previous ages.To understand how Iron-Age people lived and to compare to previous ages.Pupils will use their knowledge of Neolithic art to produce their own symbolic designs			
Geography	Locational knowledge <ul style="list-style-type: none">To locate world's countries using maps on EuropeTo name and locate geographical regions identifying physical characteristics						
Art & Design	<ul style="list-style-type: none">Pupils should be taught to develop their painting techniques by a range of materials (eg charcoal).						
Statement of Intent: During this topic pupils will learn about: <ul style="list-style-type: none">The length and scope of prehistoric Britain; from 900,000 years ago to the end of Celtic Britain (mainly concentrating on 4000BC to AD43)What prehistoric Britain was like; using archeology to find out how stone-age man livedThe lives of the Stone-Age hunter -gathersThe first farmersLife in the Bronze Age -the impact of bronze on the creation of tools, everyday implements and ornamentsLife in the Iron Age -the impact of iron on the creation of tools, everyday implements and ornamentsChanges in warfare from the Stone-Age to the Iron-Age							
Activities:							
Learning intentions			Tasks				

<p><u>Week 1</u> To be able to place objects and 'ages' on a timeline showing a very long period of prehistory.</p> <p>To know how prehistory is divided into stages (Ages)</p> <p>To make realistic predictions on the use of everyday artifacts from prehistory.</p>	<ul style="list-style-type: none"> Take a trip through 900,000 years of prehistoric history <ul style="list-style-type: none"> -make a timeline (class timeline display) <ul style="list-style-type: none"> -pupils to realise how massively long the period of the early and middle stone age was in comparison to the time period they will study in greater detail -the late stone - age starts at 4000BC. -look at pictures e.g. hillfort, copper mine, a long barrow, tools, household implements -ask pupils to suggest how they were used, what they are, what were there importance to everyday life, how they affected everyday life etc -place pictures on the time line
<p><u>Week 2</u> To know and describe which animals existed in Stone-Age Britain.</p> <p>To know and understand the simplicity of hunting methods.</p>	<ul style="list-style-type: none"> Look in detail at the lives of hunter-gathers <ul style="list-style-type: none"> -animals they hunted <ul style="list-style-type: none"> -animals now extinct -mammoths, woolly rhinoceroses -animals which you wouldn't think of or expect - elephants and hippos -animals which recently existed in the UK but not now -e.g.- bears how they hunted them (the weapons they used and how they were made) using the information gleaned from the above tasks and examples of Neolithic art, design their own Neolithic style of painting to represent hunting and gathering.
<p><u>Week 3</u> Pupils to realise that people are now planting and growing food and rearing domesticated animals.</p> <p>Describe the possible uses for areas in a Neolithic house.</p> <p>To understand and make comparisons between the ways people were buried.</p>	<ul style="list-style-type: none"> Draw a Neolithic homestead and label identified features (fields of wheat, barley, beans and peas and also fields for cattle, sheep and goats To describe living in a Neolithic house based on a video tour from Skara Brae (BBC bitesize) -how it is set out, decide what each area was used for To describe the differences between different Neolithic burial sites: round and long barrows, stone circles (Burial sites are the main surviving constructions from the Stone-Age from which we gain our understanding)
<p><u>Week 4</u> To understand and explain the complexities of building a stone circle with limited technology.</p> <p>To make reasonable predictions on the usage of Stonehenge.</p>	<ul style="list-style-type: none"> How was Stonehenge built? <ul style="list-style-type: none"> -using blocks, ask pupils to create a stone circle. How would this be done with very limited technology? -ask pupils to make suggestions <ul style="list-style-type: none"> -how would the resources of materials have been transported to the site? -ask pupils to make suggestions -pupils to write a diary extract in role as a worker What was Stonehenge used for? -Burials, religious ceremony, meeting place, astronomical device
<p><u>Week 5</u> Constantly refer back to how the Bronze-Age compared to the Stone-Age To understand and describe the bronze metal making process</p>	<ul style="list-style-type: none"> Discuss with the pupils the impact of the discovery of Bronze and how it was used to improve tools / equipment in everyday life. <ul style="list-style-type: none"> -look at and describe how the metal was made -look at bronze artifacts and explain how the item was used, make comparisons to what was used for the same

<p>To compare and evaluate Bronze Age tools</p> <p>To make predictions based on real life artefacts</p>	<p>purpose in the Stone-Age -explain the improvement</p> <ul style="list-style-type: none"> • Case study on Amesbury Archer <ul style="list-style-type: none"> -look at and discuss the items discovered in the grave - What was each item? What was its significance in everyday life at this time?
<p><u>Week 6</u></p> <p>Constantly refer back to how the Iron- Age compared to the Bronze - Age and Stone-Age</p> <p>To locate on a map of the UK where Iron Age tribes were based</p> <p>To know how an Iron Age house was constructed</p> <p>To be able to design a realistic defensive Hill Fort</p> <p>To compare and evaluate Iron age tools</p>	<ul style="list-style-type: none"> • Discuss with the pupils the impact of the discovery of iron and how it was used to improve everyday life. <ul style="list-style-type: none"> -case study on an Iron-Age hillfort -Maiden Castle in Dorset - display a UK map to locate tribal areas and hillforts (Always establish our location in London first) -look at how Iron -Age houses (roundhouses) were designed and built from modern evidence of post holes • Look at layout of Maiden Castle – children to design their own Celtic Hill fort defenses • Look at how tools developed and describe how common tools were an improvement on Bronze tools by describing how iron was used in them – hammers, ploughs, loom, lathe etc.

<p>Key vocabulary:-</p> <p>Prehistory, Stone-Age, Bronze-Age, Iron-age, artifacts, Stonehenge, Scara Brae, Amesbury Archer, hillfort, homestead,</p>	<p>Cross curricular links (may link to year before / after within other subjects)</p>
<p>Resources:- (already in school)</p> <p>BBC Bitesize</p>	<p>Resources:- (may need)</p>