



Curriculum

Year 3 Scheme of Work

Term: Autumn 2 & Spring 2

Topic: History

Changes in Britain from the Stone Age to the Iron Age

Key Skills and Knowledge:

Substantive Knowledge – children’s knowledge about the past.

Settlement, migration, farming

Chronological Understanding

To know some features of Stone Age life, clothes, houses, farming, tools/weapons (sense of period).

To be able sequence early stone age (Palaeolithic), later stone age (Neolithic), bronze age and iron age.

To begin to place the Stone Age period on a timeline.

The Early Settlers

To know that the first settlers migrated to Britain.

To know that the first settlers were nomadic hunter gatherers in family groups.

The later Settlers

To know that later settlers built small villages together and started farming crops(wheat, barley, flax) and some animals (sheep, goats, cows).

To know that farming was for the village not to sell (subsistence farming).

To be able to compare farming with hunting and gathering.

To know key features of a stone age village (Skara Brae) and iron age village (Castel Henllys)

To know the key features of a hill fort.

To know how stone age tools were made.

To know how tools changed through time.

To know how bronze age/iron age tools were made.

To know how buildings were constructed.

To know how villages operated.

To know how inland and maritime transport developed

To know how people defended themselves.

Knowledge

To tell the story about the changes from the Stone Age to the Iron age. E.g. The hunter-gatherer to settled farming.

To begin to make connections, contrasts and trends over time.

What was it like for people living in the Stone Age period?

What did they wear?

What did they eat?

What tools did they use?

What did their houses look like?

Disciplinary Knowledge – children’s knowledge of how historians think.

Historical Enquiry (How do we know?)

Reason about the reliability of sources presented to them. True or false?

Probably true/probably false? Definitely true/definitely false? Don’t know?

Evidence and Interpretation

Palaeolithic cave art, Henning Wood Bone Cave in Cumbria, Castlerigg Stone Circle, Stonehenge, Otzi the Iceman.

Change and continuity

Big change between the Palaeolithic and the Neolithic period was the development of farming rather than hunter gathering, villages were built.

Big change between Neolithic and bronze age is creation of metal.

Iron age created stronger metal.

Much stayed the same but often built villages on hill forts in Iron age.

The change of using tools made from stone to tools made form meant that stronger farming tools, defence weapons, crafting tools and building tools.

Cause and Consequence

Why did people migrate to Britain? Food, materials, and hunting opportunities.

Why did people start farming? Easier to get food.

Why did people build Hill Forts?

Similarities and Differences

The key changes took place from the Palaeolithic to the Neolithic to the Bronze Age.

The changes in the daily life from the Stone Age to the Iron Age?

How did settlements change/stay the same?

How did tools change/stay the same?

Significance

Otzi the Iceman - Why is it important for historians that his body, clothes and equipment were found preserved?

The Great Orme Copper Mines in North Wales.

Tin and copper.

Reading and Writing Opportunities (Long and Short Activities)

Creative Ideas and Hooks

Hooks - Curious Minds -

Now Press Play – Survival in Stone Age Britain: stone shelters, making fires and hunting (a woolly mammoth).

Tools & weapons for hunting and flint-mining

Creative ideas – Stone Age cave paintings. Build a mini stone circle and tell the story about it. Is it a place of worship, a special meeting place or a way to track the movement of the Sun?

Write a diary from the perspective of a child on their daily life in the Stone Age.

Newspaper report – In January 2023, an archaeologist named Martin Stables discovered human bone fragments that date back 11,000 years

Debate/presentation - When do you think it was better to live – Stone Age, Bronze Age or Iron Age?

Links to PSHCE, Equality and British Values Work

Tolerance of others beliefs and values- Celebrating differences Respect for elders Community

Key Vocabulary:

agriculture, alloy, archaeologist, artefacts, beaker, burial, construct, **continuity**, ditch, domestication, excavation, granary, **migrate**, mine, ore, palisade, preserve, remains, **settlement**, **significant**

Resources Available / Visits/Visitors

Stone Age Workshop
Stone Age books
A variety of seeds
Stone Age poo.
<http://www.portalstothepast.co.uk/>
Misconceptions

Useful Websites:

<https://www.bbc.com/education/topics/z82hsbk>
<http://primaryfacts.com/6902/stone-age-facts-and-information/>
<http://www.bbc.co.uk/wales/celts/>

Previous knowledge:

<p>Palaeolithic, Mesolithic, Neolithic, Stone Age, Bronze Age , Iron Age, druids, nobles, bards, artisans, warrior, Skara Brae, Stonehenge, clans, tribes, wattle and daub, roundhouse, hillfort.</p>	<p>Children may think that the Stone Age is one whole age and may not fully grasp the idea of how long the Palaeolithic was. Children may think that changes happened suddenly rather than over time. Children may think that iron was only used because it was a stronger metal but it was also more commonly available metal. Children may think early stone age people all lived in caves and hunted dinosaurs. They lived in a range of shelters and dinosaurs were long extinct.</p>	<p>Have an awareness of the past and use vocabulary related to the passing of time Comparing then and now Ask and answer questions about the past Know some ways to find out about the past. Substantive concepts such as trade and settlement will have been mentioned but not explicitly taught.</p>
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