

## Pipworth Community Primary School History Curriculum

### Year Three Changes in Britain from Stone Age to Iron Age How did Britain change thousands of years ago?

#### Key concept - Change and continuity

**Key learning - Life changed over thousands of years, People evolved from hunter-gatherers to farmers to metal users. They discovered new tools and materials, built homes and began farming and settling in villages.**

#### Enquiry Questions and Sticky Knowledge

KQ1- Was Stone Age man simply a hunter and gatherer, concerned only with survival?

The Stone Age is named after the stone tools that the earliest humans used to help them survive.

KQ2- How different was life in the Stone Age when man started to farm?

At the end of the Stone Age, around 3,500BCE, people started to farm.

KQ3 - What can we learn about life in the Stone Age from a study of Skara Brae?

The archaeological evidence at Skara Brae shows us that people were beginning to farm their own food and build homes instead of travelling from place to place.

KQ4- How should we remember the Bronze Age?

The Stone Age was followed by the Bronze Age period. This is when humans started to use metal for tools, weapons and farming.

KQ5- How much did life really change during the Iron Age and how can we possibly know?


People in the Iron Age lived in roundhouses in hillforts, which were like small towns built on top of hills.


#### Key Vocabulary

stone, flint, tool, hunter-gatherer, farm, plough, hillfort, roundhouse

#### Prior Knowledge

Children will have carried out a local study with a focus on old and new housing in the local area (Y1). Children will know what houses were made from wattle and daub, wood and straw during 1666 during the Great Fire of London and that London was reconstructed from brick and stone after the event. (Y2)

Enquiry Question/Vocabulary	Activities	Assessment takes	Resources	Success Criteria
<p>Revisit Prior Learning at beginning of enquiry</p>	<p>Display a picture of houses from the locality alongside these images and ask the children to talk about similarities and differences between them. Do these pictures of 'old' houses change their perception of what an old house is? (In Y1 children may have describes houses of a 100year old as old but compared to these houses they are relatively modern). You may need to refer to a timeline to model how long ago these houses were built compared to houses of only 100 years old and explore the children's understanding of old and new and time).</p>  <p>Houses dated to between 3800 and 3650 BCE</p> <p>Introduce Knowledge Organisers</p>			

<p><b>EQ1: Was Stone Age man simply a hunter and gatherer, concerned only with survival?</b></p> <p><b>LO: Make deductions about the past from artefacts and sources.</b></p> <p><b>Sticky Knowledge: The Stone Age is named after the stone tools that the earliest humans used to help them survive.</b></p>	<p>Task 1: The lesson starts with an image of the Old Stone Age. It is an artist's reconstruction – <b>an historical interpretation</b> - showing life over 10,000 years ago. To get all pupils involved quickly, show slide 2. Ask pupils to tell their neighbour as many things as they can find in the picture. This will ensure that they explore the whole image.</p>  <p>What does this illustration tell us about life in the Stone Age? Ask children to write down as many inferences as they can. Use slide 3 to bring their ideas together. Points are:</p> <ol style="list-style-type: none"> <li>1. At Star Carr archaeologists have found bones of birds and fish</li> <li>2. Spears were used for hunting with cut flints tied to wooden poles – not yet bows or arrows. Most hunting took place in open spaces.</li> <li>3. Heavy hand-axes were used to break bones of large animals.</li> <li>4. Animal skins. These were first scraped with flints.</li> <li>5. Stags. Deer were very important to Stone Age people. The male deer were hunted for their meat, antlers and skin.</li> <li>6. It appears that there is a small shelter which were often found near lakes.</li> <li>7. This looks like a landing place for boats. At Star Carr they found evidence of paddles, so they clearly had canoes or flat boats that they hollowed out using flints</li> </ol>	<p>Task 1 Print out the artist's impression of the Old Stone Age and ask children to annotate the image with their inferences about what it tells us about their lives.</p> <p>Task 2: Use the table to record evidence to show that Stone Age Man wasn't only a hunter gatherer.</p>	<p>PowerPoint</p> <p>Image to annotate</p> <p>Template to record ideas for /against on</p> <p>Timeline</p>	<p>I know that the earliest settlers were hunter-gatherers and lived in caves.</p> <p>I can make deductions about lifestyle of Stone Age man from images.</p> <p>I can give at least 2 reasons to suggest Stone Age man was interested in art and ceremonials.</p>
<p><b>Vocabulary:</b> stone flint tool bow and arrow</p> <p><b>Key concepts:</b> <b>Substantive:</b> Society and civilisation</p> <p><b>Second Order:</b> Sources and evidence</p>	<p>Now shift the focus to looking at evidence that Stone Age man was interested in more than just hunting and gathering. Show slide 5. Ask pupils to speculate what it might be. What they see is just a cropped part of the image but there is enough for them to make intelligent guesses. This object was found in a place called Star Carr in Yorkshire 9,000 years ago. But what is it? Reveal the rest of the slide and discuss the fact that the people who fashioned the object were clearly interested in ceremonies. Slide 6 offers an explanation on it was used. Now repeat the process showing slides 9, 10 and 11 (the latter from the caves in Lascaux).</p> <p>Task 2: Now bring the discussion of the overarching question to a close using the template on slide 12 to record arguments on both sides. Children should be given the template to record their ideas in their books. Is it true to say that Stone Age man was just a simple hunter-gatherer interested only in food and shelter? Pupils write a brief answer trying to argue from both standpoints.</p> <p>What have we found out? Yes he did spend most time hunting and fashioned tools from flint and wood to make him an effective hunter. But he was also concerned about ceremonies when hunting and so was concerned about more than survival. The cave paintings and the carved antler show how skilful he was. They wanted to record and enrich their lives as well as survive.</p>			

<p><b>EQ2: How different was life in the Stone Age when man started to farm?</b></p> <p><b>LO: Identify changes that came in the Stone Age</b></p> <p><b>Sticky Knowledge: At the end of the Stone Age, around 3,500BCE, people started to farm.</b></p>	<p><b>Retrieval Practice- Misconception</b> – Stone Age Man was a hunter gatherer. Can children remember the evidence from last lesson to show that they were more than this?</p> <p><b>Reveal slide 2.</b> What 3 features can pupils see in this picture that tell us how Stone Age life started to change? The man behind the plough, the oxen pulling the plough and possibly the tree stump showing how woodland had been felled to make way for cultivated soil.</p> <p><b>Slide 3</b> contains a familiar image from the last session and the new one they have just seen from the New Stone Age. They are four thousand years apart by using the timeline on <b>slide 5</b>. What has changed? Ask pupils in pairs to discuss as many ideas as they can. We hope that they might raise the idea of farming, growing crops, keeping animals to do the work etc.</p> <p>Task 1: Give children 10 cards cut up (RS1). The idea is that they discuss each of these cards in turn and then decide where they should be placed on a spectrum provided as RS2.</p> <p>Differentiation - You can clearly modify the task by giving less cards, (perhaps omitting 9 and 10) and perhaps using just two categories CHANGE or STAYED THE SAME.</p>	<p>Task 1: Give children a set of cards and ask them to place them on a spectrum to answer the question: How much did life change for Stone Age man when he started to farm?</p>	<p>PowerPoint</p> <p>RS1 cards</p> <p>RS2 spectrum</p>	<p>I can identify the most significant changes in the Stone Age.</p>
<p>plough oxen crops settlements</p> <p><b>Key concepts:</b> <b>Substantive:</b> Technical advancement</p> <p><b>Second Order:</b> Change and continuity</p>	<p><b>Big changes</b> Training oxen to pull the ploughs Growing crops such as wheat and barley Has small farms Started to live on small settlements</p> <p><b>Small changes</b> Kept pigs and cattle People started to make pots People started to have complicated burial ceremonies People cleared woodland (i.e. this had already started)</p> <p><b>Stayed the same</b> Some still hunted Continued to use stone tools</p> <p><b>Additional Information:</b> How did they spend their time and What did they eat?</p> <p><b>Hunter gatherers, 15,000 years ago</b> Females would tend to look for roots and grubs. Males would go big game hunting, usually in</p>			

	<p>groups of 50-100. They would follow big animals as they moved around. This would take a few hours a day, leaving a lot of time for leisure. They would eat meat following a successful hunt: otherwise, it was roots and snails and sometime nothing else.</p> <p><b>Farmers, 7,000 years ago</b> Farmers, 7,000 years ago would herd and protect animals, sow seed, weed, gather in the crops, bake bread, make porridge and weak beer. Some with skills would make baskets, pottery, cloth. Overall, this extra activity gave very little time for leisure. For food they would still eat meat, if lucky, but would drink milk, eat bread, beans and porridge and store food for hard times</p> <p>So now for the hard questions:</p> <ol style="list-style-type: none"> <li>1. Why did the hunter gatherers choose to sacrifice their leisure time in order to become farmers?</li> <li>2. Why did busy farmers make cloth and pottery, when the hunter gatherers, who had more leisure time did not?</li> </ol>			
<p><b>EQ3: What can we learn about life in</b></p>	<p><b>Retrieval Practice - Label it!</b> Give children the two images shown in last lesson and ask them to label the differences.</p>	<p>Choose from the 3 activities of</p>	<p>PowerPoint</p>	<p>I can listen to a story and</p>

<p><b>the Stone Age from a study of Skara Brae?</b></p> <p><b>LO: Find out about the past from stories.</b></p> <p><b>Sticky Knowledge: The archaeological evidence at Skara Brae shows us that people were beginning to farm their own food and build homes instead of travelling from place to place.</b></p>	<p>Start the sessions with a story to describe the discovery of Skara Brae and then move onto where it was and when the event occurred (see teacher's notes and story). Show slide 3 showing what archaeologists uncovered.</p> <p>Now locate Skara Brae in time and place using slides 4 of the PowerPoint and interactive video from the BBC site: <a href="https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z883g7h">https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z883g7h</a></p> <p>Orientate the children using slides 9-11 of the PowerPoint so they can visualise the remains, their state of preservation and their proximity to the sea.</p> <p>Slides 12 and 13, both artists' reconstructions (historical interpretation), help the children to visualise what these settlements probably would have looked like 5,000 years ago.</p> <p><i>There follow a choice of 3 separate activities, of increasing difficulty.</i></p> <p><b>Activity1</b> Asks pupils to label the internal features of a typical home. This is best done in small groups. Using slide 14, ask the children to place the labels on the appropriate part of the image. Do so in order, starting with number 1 the easiest. Resource Sheet 2 gives the labels. Recap using the projector, and asking pupils to come to front and label on the IWB.</p> <p><b>Activity 2 is further differentiated.</b> The middle and lower attainers are given the conclusions archaeologists have come to about Skara Brae</p> <p><b>Activity 2a</b> Hand-out Resource Sheet 3 and then have to find the evidence from 6 clues they are given (slides 16-21) and match clues to the conclusion.</p> <p>The more able pupils by contrast are given the evidence and have to make the deductions. Activity 2b uses Resource Sheet 4 hand-out.</p> <p>Resource Sheet 5 gives the suggested answers to 2a and 2b.</p> <p>You might want to wrap this up by explaining what happened to Skara Brae. Pupils will remember some detail from the story. Slides 22-23 give the information you need.</p>	<p>varying difficulty.</p>	<p>Story Teacher's Notes RS2,3,4 and answers on RS5</p>	<p>relate it to what I know about a period of time.</p> <p>I can talk about what life was like in the past</p> <p>I can deduce important changes that happened in the Stone Age</p>
<p>Archaeologist Farming Remains Preservation Settlements Evidence</p> <p><b>Key concepts:</b> <b>Substantive:</b> Settlement and settlers</p> <p><b>Second Order:</b> Sources and evidence</p>	<p><b>Activity 1</b> Asks pupils to label the internal features of a typical home. This is best done in small groups. Using slide 14, ask the children to place the labels on the appropriate part of the image. Do so in order, starting with number 1 the easiest. Resource Sheet 2 gives the labels. Recap using the projector, and asking pupils to come to front and label on the IWB.</p> <p><b>Activity 2 is further differentiated.</b> The middle and lower attainers are given the conclusions archaeologists have come to about Skara Brae</p> <p><b>Activity 2a</b> Hand-out Resource Sheet 3 and then have to find the evidence from 6 clues they are given (slides 16-21) and match clues to the conclusion.</p> <p>The more able pupils by contrast are given the evidence and have to make the deductions. Activity 2b uses Resource Sheet 4 hand-out.</p> <p>Resource Sheet 5 gives the suggested answers to 2a and 2b.</p> <p>You might want to wrap this up by explaining what happened to Skara Brae. Pupils will remember some detail from the story. Slides 22-23 give the information you need.</p>	<p>Task 1 List 4 things that</p>	<p>PowerPoint</p>	<p>I understand how</p>
<p><b>EQ4: How should we remember the</b></p>	<p><b>Retrieval practise</b> Why do historians and archaeologists consider Skara Brae significant? What does it show us?</p>	<p>Task 1 List 4 things that</p>	<p>PowerPoint</p>	<p>I understand how</p>

<p><b>Bronze Age?</b></p> <p><b>LO To identify the most significant aspects of Bronze Age culture.</b></p> <p><b>Sticky Knowledge: The Stone Age was followed by the Bronze Age period. This is when humans started to use metal for tools, weapons and farming.</b></p> <p><b>Vocabulary:</b> bronze metalwork archaeologist</p> <p><b>Key concepts:</b> <b>Substantive:</b> Technical advancement</p> <p><b>Second Order:</b> Change and continuity</p>	<p>The Bronze Age followed the Stone Age and began around 4000 years ago –show on a timeline.</p> <p>Pupils study finds from three separate Bronze sites, including them most recent excavations, to enable them to discover the main features of bronze age life before using this knowledge to evaluate a short video.</p> <p>Involve the pupils immediately by asking them to work in small groups to look at slide 2 which is a montage of 4 different changes characteristic of the Bronze Age. Can pupils work out what the 4 might be to start forming an early impression of the Bronze Age?</p> <ol style="list-style-type: none"> <li>1) Metalwork</li> <li>2) People living in settlements</li> <li>3) Burial customs</li> <li>4) A new style of beaker pottery</li> </ol> <p>Go through the 4 changes using slides 4-7 to emphasise the key points. Then use slides 8 and 9 to set the changes in context. Then explain that they are going to investigate how we know about these changes when they happened so long ago. Slide 10 shows a map of where these were.</p> <p>Task 1: Now introduce the most recent finds at Must Farm in Cambridgeshire. This has been chosen as it is the most recent, within the last 10 years. Stress that history is constantly having to be re-written in the light of new evidence such as this. Use slides 11-18 to describe the finds. Explain that the unique soil conditions of the Fens mean that this is a particularly well-preserved site. Now move to the most important task. Ask pupils to list 4 things that Must Farm tells us. Use slide 19 to go over the key points</p> <p>Introduce the contrasting settlement at Grimspound on Dartmoor using slide 20-1, with slide 22 placing it on the timeline</p>	<p>the finds at Must Farm tell us.</p> <p>Task 2 Truth detector – children spot the truth and the lies in 10 statements.</p>	<p>Truth Detector statements</p> <p>Video clip</p>	<p>archaeology helps us learn about the past.</p> <p>I can name some significant aspects of the Bronze Age culture.</p>
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	<p>Teacher in role</p> <p>The last settlement at Mold contains many similar finds but one that is special and that is what we concentrate on. Show slide 23 and ask pupils to work out what they think it is. Their ideas will naturally be tentative. To help them move to a full understanding, place yourself in role as the lead archaeologist in charge of the Mold Cape at the museum. The pupil's job is to interview you to find out more about the cape. Give them 5 minutes to generate and list the questions they think they need answers to. Make sure you build your answers carefully, not giving too much away. RS1 gives you all the background you need.</p> <p>Task 2:</p> <p>A good reinforcing activity on what the Mold excavations tells us is called truth detector. Using RS2 pupils have to work out which statements are true and which are not supported by the evidence. They draw on what you have told them in the Teacher-in-role session, but you could also build in some individual research here too. RS2 b gives the answers!</p> <p>Plenary: The final activity brings everything together. Pupils are shortly to watch a short film which is meant to cover all the important features of the Bronze Age. Explain this is an historical interpretation.</p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-bronze-age-britain/znrygwx">https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-bronze-age-britain/znrygwx</a></p> <p>Discuss: Does this truly reflect everything that they have learnt about the Bronze Age or are there things missing?</p>			
EQ5: How much did	Retrieval practise	Task 1: Zones of	PowerPoint	I can list 2

<p><b>life really change during the Iron Age and how can we possibly know?</b></p> <p><b>LO To examine how life changed in the Iron Age.</b></p> <p><b>Sticky Knowledge: People in the Iron Age lived in roundhouses in hillforts, which were like small towns built on top of hills.</b></p>	<p><b>Timeline activity</b> – Can children order: The Stone Age, The New Stone Age and the Bronze Age. Challenge – Can they remember how long each one lasted?</p> <p>Slide 1 Explain that beneath this green hill was an important Iron Age settlement at Danebury about 2,500 years ago. (See slide 2 for map.) But how do we know there was a big settlement there? All the wooden buildings would have rotted away. Show slide 3. What is being shown? What are all those round circles? Circular buildings (slide 4).</p> <p>Now explain that it a massive jump from holes in the ground to being able to reconstruct what life was like as shown in slide 5. Slide 6 is a picture of what Danebury Hill Fort probably looked like 2,500 years ago. But how do we know it was like that? Slide 7 explains the task. Model how this will be done, using slide 8, copies of which will need to be printed for pupils to work on. Show children this short video clip to explain what a hillfort would have been like.</p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks1--ks2-explain-this-hill-forts/z4xx6v4">https://www.bbc.co.uk/teach/class-clips-video/history-ks1--ks2-explain-this-hill-forts/z4xx6v4</a></p>	<p>inference</p> <p>Task 2: Careless Curator technique. Explain that one of the curators from the Iron Age museum has sent some pictures of objects found at Danebury but the labels have all come off. Can we help restore them to their rightful objects?</p>	<p>RS 2,3,4</p>	<p>characteristics of life in an Iron Age hill fort community.</p> <p>I can draw inferences from archaeological finds</p> <p>I can explain how artists' impressions are created from fragments of finds.</p>
<p><b>Vocabulary:</b> roundhouse hillfort</p> <p><b>Key concepts:</b> <b>Substantive concepts:</b> Settlement and settlers</p> <p><b>Second order concepts:</b> Sources and evidence Historical interpretation</p>	<p>Task 1 : This activity is called Zones of Inference. With a copy of slide 8 in front of them, pupils work in pairs, what can I see? What can I work out? What don't I understand? (Brief background teacher's notes on RS4 are provided for you to help extend their knowledge at this point.)</p> <p>Task 2: Now turn to questions of evidence, using Careless Curator technique. Explain that one of the curators from the Iron Age museum has sent some pictures of objects found at Danebury but the labels have all come off. Can we help restore them to their rightful objects? Show slide 13 and ask pupils to work out what the individual objects might be. Then show them the captions from slide 14. Check their answers before getting them to consolidate their understanding using slide 15. Can the pupils identify and explain 3 or 4 significant features of this scene from within an Iron Age hut? Have the image projected on the interactive white board and add handwritten labels which you can check with the animated labels provided.</p> <p>Watch a short 2m 44 sec film clip with the original archaeologist who interpreted Danebury (Barry Cunliffe) explaining why we think the Iron Age people who lived there were violent. What does the evidence on the film tell us about life in the Iron Age?</p> <p><a href="https://www.youtube.com/watch?v=uFM7u1B323">https://www.youtube.com/watch?v=uFM7u1B323</a></p> <p>Look at statements and have a discussion as to how true they are.</p>			
<p><b>End of unit</b></p>	<p>Children will produce a piece of writing as a Historian in order to answer the overall enquiry question and be quality marked by the class</p>			

<b>assessment activity:</b>	teacher.
<b>How did Britain change thousands of years ago?</b>	<b>Scaffolding:</b> This may be broken down into the key questions from each lesson and children may be provided with key vocabulary to use in their writing. Some children may need a scribe to aid them in their writing.
<b>Sticky Knowledge</b>	<ol style="list-style-type: none"><li>1. The Stone Age is named after the stone tools that the earliest humans used to help them survive.</li><li>2. At the end of the Stone Age, around 3,500BCE, people started to farm</li><li>3. The archaeological evidence at Skara Brae shows us that people were beginning to farm their own food and build homes instead of travelling from place to place.</li><li>4. The Stone Age was followed by the Bronze Age period. This is when humans started to use metal for tools, weapons and farming.</li><li>5. People in the Iron Age lived in roundhouses in hillforts, which were like small towns built on top of hills.</li></ol>