Changes in Britain from the Stone Age to the Iron Age

Developed Scheme of Work 2014

**ABOUT THE UNIT**

In this unit children will investigate three distinct periods of British history (Palaeolithic, Mesolithic and Neolithic periods of the Stone Age, the Bronze Age and the Iron Age) to answer an enquiry question of their design and to develop their understanding of a significant time or place. Children will use a range of sources, including archaeology, to find out about and compare each of the periods respectively.

**WHERE THE UNIT FITS IN**

The unit establishes an understanding of British history up to the invasion and occupation of the Roman Empire *(The Roman Empire and its impact on Britain)*. It provides opportunities to use a wide range of sources and investigations *(Skara Brae)* to develop skills of historical enquiry, interpretation, continuity and change whilst developing an understanding of society, life, religion, travel and the technological advances of each period.

**ADAPTING THE UNIT FOR A DIFFERENT AGE GROUP**

Year 3 and 4 could:

* Discuss and investigate an enquiry question provided: *When do you think it was better to live – Stone Age, Bronze Age or Iron Age? What can we learn about Stone Age life from a study of Skara Brae?*
* Provided more guidance on which sources to use to find out more about specific area of learning.
* Briefly describe and illustrate the changes between each of the three periods specified.
* Provide fewer reasons or explanations how advances in technology supported or led to changes within the periods.
* Provide basic explanations for why historical interpretations of the three periods are different and inconclusive.

Year 5 and 6 could:

* Discuss and investigate an enquiry question of their design.
* Use skills of researching to identify and use information to support responses.
* Provide appropriate reasons and explanations of how advances in technology supported or led to changes.
* Provide explicit explanations for why historical interpretations of the three periods are different and inconclusive.
* Use sources and outcomes from investigations *(Skara Brae or Stone Henge)* to support responses to tasks or discussions.
* Explain how archaeology helps historians to make assertions about this period in history.

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| **PRIOR LEARNING**  It is helpful if children have:   * some understanding of chronology. * experience engaging with different types of sources. | **VOCABULARY**  In this unit, children will have the opportunity to use:   * words associated with the passing of time: *ancient, BC, AD, decade, century, prehistory.* * words associated with the study of Stone Age Britain: *Palaeolithic, Mesolithic, Neolithic, homosapiens, hunter-gatherer, nomadic, semi-nomadic, microliths, agriculture.* * words associated with the study of Bronze Age Britain: *smelting, hammered, cast.* * words associated with the study of Iron Age Britain: * words associated with the study of sources: *reliable, primary, secondary.* | **RESOURCES**   * *Prehistory Teacher’s Kit* by English Heritage. * [*British History Timeline*](http://www.bbc.co.uk/history/british/launch_tl_british.shtml) by BBC * [*Iron Age Life*](http://www.bbc.co.uk/history/ancient/british_prehistory/launch_gms_ironage_life.shtml)by BBC. * [*Stone Age Hands on History*](http://www.bbc.co.uk/history/handsonhistory/ancient-britain.shtml)by BBC (Animation and PDF Resources). * Resource Folder: *Shared – STAFF ONLY – History – Resources – Stone Age to Iron Age.* * [*Skara Brae Information* by](http://www.orkneyjar.com/history/skarabrae/) Orkney Island Heritage. * [*Skara Brae Site Information*](http://www.bbc.co.uk/scotland/learning/primary/skarabrae/content/what/)by BBC Scotland. * [*Skara Brae Site Information (Evidence)*](http://www.bbc.co.uk/scotland/learning/primary/skarabrae/content/evidence.shtml)by BBC Scotland. * [*Skara Brae Images*](http://www.bbc.co.uk/history/ancient/british_prehistory/skara_brae_gallery.shtml)by BBC * [*Star Carr Information*](http://www.english-heritage.org.uk/caring/listing/heritage-centenary/landmark-listings/star-carr) by English Heritage. * [*3000-year-old shipwreck shows European trade was thriving*](http://www.telegraph.co.uk/earth/environment/archaeology/7228108/Bronze-Age-shipwreck-found-off-Devon-coast.html)by the Telegraph. * [*The Dover Boat*](http://www.bbc.co.uk/ahistoryoftheworld/objects/KqztJvaeRsiZdlDXMAqAEA)by BBC |

**EXPECTATIONS**

***most children will:***know that prehistory of Britain was divided into three-main periods (Stone Age, Bronze Age and Iron Age); give explanations about the way of life during each period noting some aspects of change and continuity; explain, using vocabulary, the impact that changes had on lifestyle and technological advances; select and combine information from a range of sources to answer specific questions about the past; interpret an aspect of life in order to recreate it.; produce a summary of what they have found out in an appropriate medium.

***some children will not have made so much progress and will:***be able to name, in order, the periods and know that progressive developments were made to lifestyle and technology; developed skills when engaging with sources; produce a structured summary of what they have learnt.

***some children will have progressed further and will:*** use sources to support responses to tasks and discussions; provide explanations why historians are unable to confirm information; develop skills of interpretation; give detailed reasons and explanations how advances in technology impacted the lives of those in prehistory; confidently use key vocabulary and explain what each means; work independently to produce a structure account of learning.

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| **LEARNING OBJECTIVES** | **POSSIBLE TEACHING ACTIVITIES** | **LEARNING OUTCOMES** | **POINTS TO NOTE** |
| CHILDREN SHOULD LEARN   * chronology of periods within British history. * to identify periods that precede or follow the Stone Age, Bronze Age and Iron Age. | Ask children *What does the word history mean?* Record suggestions and challenge children to find definition using dictionaries. Repeat for term *chronology*. Discuss with children if *chronology* is important, both in history and additional areas, providing reasons to support responses.  Give children *History of Britain Timeline* cards which display ***images only*.** Challenge the children to order the images chronologically explaining that they must be able to provide reasons for order when questioned. Observe children order cards and listen to discussions within groups to identify those using images as a source from which to support their actions e.g. *I think that is Henry VIII and I know he lived before…*  As a class circulate each group discussing the orders, identifying and further discussing differences. Repeat activity to include *History of Britain Timeline* cards with period names before finally providing and ordering *History of Britain timeline cards* with both date and period name.  Discuss with children the correct order (children to reorder where appropriate) before engaging children through further investigations to identify dates, periods that precede and follow others so as to reinforce understanding and familiarity with chronology: *use of adapted Investigating Timelines* document.  Children to place item collected from *Hands on History* launch *(a piece of flint)* onto their timeline before writing an explanation of why they believe it belonged to selected period: *encourage use of image to support ideas.*  Use of eight-section *Tell Me* plenary (using folded A4 to share and collect information) to cement learning. | CHILDREN   * know what terms *history* and *chronology* mean. * use of sources and inference to make and support judgements about the past. * develop skills in ordering periods chronologically. * develop understanding of time line through investigations. | This activity provides opportunity for children to work collaboratively within working communities. Encourage use of effective discussion, perhaps having previously established particular rules of engagement agreed with the class. Use of talk tokens might help to encourage more passive learners to engage with discussions.  Children might have engaged with similar activities during previous years and might be able to identify figures within images. If this is the case, the children should be able to justify and provide evidence as to how this has helped them to order chronologically.  **CROSS-CURRICULAR:**  Numeracy: *Ordering, number line and measure.* |
| CHILDREN SHOULD LEARN   * that the Stone Age, Bronze Age and Iron Age have a larger duration period than remainder of British history. * that the Stone Age was made up of three different eras: *Palaeolithic, Mesolithic, Neolithic* . | Recap definition of the term *chronology* and the use of timelines to visually represent where periods of history occurred.  Explain to children that each rectangle of toilet roll represents 100 years. Ask child to carefully hold the end of toilet roll explaining that it represents current year. Unravel to reveal sticky notes detailing periods of history or key events. Continue to unravel and note when recorded history began and pause when the end of the Iron Age is reached asking child to stand at this point.  Continue to unravel to 8000BC (end of Iron Age to rough start of Palaeolithic Stone Age). Discuss with children the difference in duration between Stone, Bronze and Iron Age with rest of history.  Identify the area that the children will be focusing on during investigations and give a brief overview of each period using p. 2 of *Prehistory Teacher’s Kit* by English Heritage. Explain to the children that the Stone Age was separated into three eras: *Palaeolithic (Early Stone Age), Mesolithic (Middle Stone Age) and Neolithic (New Stone Age).* Record on a shorter, more focused timeline. | CHILDREN   * appreciate vast difference in duration of the Stone, Bronze and Iron Age in comparison to later periods of history. * understand the Stone Age is made up of three eras and recall the name for each. * recall one or two basic facts about each period. | This activity requires preparation and careful planning but is incredibly effective in demonstrating the vast duration of the Stone, Bronze and Iron Age in comparison with other, often more familiar, periods.  Observations about comments or discussions with the children should be noted down and photographs used to capture the activity.  Recording of the task is not strictly necessary but it might be useful to record the periods of the Stone Age as well as the Bronze and Iron Age for use within work books.  Remember **P** for **primary (first)** and **Palaeolithic (first period of Stone Age)**, **M** for **middle** and **Mesolithic***,***N** for **new** and **Neolithic**. |
| **LEARNING OBJECTIVES** | **POSSIBLE TEACHING ACTIVITIES** | **LEARNING OUTCOMES** | **POINTS TO NOTE** |
| CHILDREN SHOUD LEARN   * interpretations can only be made on what is known about a period of time. * difficulties in providing an accurate recount of all events. * sources may miss information and that some ideas about the periods are not confirmed. | Children might not have an appreciation for source work and believe that all information they find, regardless of whether it is an opinion, is correct. To develop an appreciation for sources and interpretation children should be encouraged to engage with the activity below.  Use the contents of a rubbish bin as evidence to write a recount about the morning, afternoon or day. Discuss the items found within the bin and what it tells us about the activities within this period. Discuss what else the children did in this time frame but why this information was not included (not part of the rubbish or information available).  Encourage the children to develop their understanding that history is often partial depending on what evidence has survived. | CHILDREN   * understand that historical understanding is only based on evidence available. * often vast amounts of information or events remain unknown as they are not part of the evidence that has survived. | This activity will start to develop an understanding that the whole story cannot be unearthed in history unless information and evidence is available.  Ensure that you are strict when administering the activity and prevent the inclusion of any information that cannot be supported by the evidence from the bin. |
| CHILDREN SHOUD LEARN   * about the history of Skara Brae site. * significance of site and archaeological discoveries. * what the site has told us about aspects of Stone Age life. | Pose the enquiry question of the investigation the children will be participating in: *What can we learn about life in the Stone Age from a study of Skara Brae?*  Ask children if the name *Skara Brae* is known. Explain that *Skara Brae* is the name of a Stone Age village discovered on the Orkney Islands after a storm in 1850 (full recount of Skara Brae history see *Skara Brae Information* from resources section).  Encourage the children to make deductions about the way of life through the study of Skara Brae images (see *Skara Brae Images* in resources) and the evidence left behind. Consider providing children with scaffolded questions such as:   * How do we know that people living there were fishermen? * How do we know that they ate pigs and cattle? * How do we know that they grew crops? * How do we know that their houses were dark?   Encourage children to generate their own questions and to use the images and other sources to support their ideas and deductions. Children should be encouraged to make notes before writing a non-chronological report detailing their ideas and referencing the images to support them.  Children to develop mini presentations to share with their peers to share their ideas in relation to the enquiry question. Discuss differences in opinion using sources to support. | CHILDREN   * should be able to recall how Skara Brae was discovered. * make number of interpretations about life in the Stone Age based on evidence from Skara Brae. * should be able to give reasons why there might be more to learn about life at the site which might never be discovered. | This activity seeks to build on the learning established in the previous lesson. Developing interpretation and source skills will take place as the children are required to use the evidence to support their ideas.  Implementing this activity in learning communities limits the chance that children are passive and allows them to become more engaged through the sharing of ideas.  Teachers might wish to select which sources and images each groups use to ensure that different interpretations are developed to add more weight to the presentation and discussion at the end.  **CROSS-CURRICULAR LINKS:**  Literacy: *Non-Chronological Reports*  ICT: *Microsoft PowerPoint or iMovie to present.* |
| CHILDREN SHOULD LEARN   * that humans transitioned from hunter-gatherer to farmers during the Stone Age. | Ask children to consider whether life for humans during the Stone Age was always like that shown by the evidence at Skara Brae. Explain that transitions are important in history and things often progress: *think about a cake and how ingredients and steps are required before a cake is made.*  Explain that the children will be comparing and contrasting the lifestyles of Stone Age humans as they made the transition from hunter-gatherer to farmer (learnt and mixed ingredients together).  Children research in groups what life was like for Stone Age hunter-gatherer or farmer (using *Star Carr* information to support). Feedback from each group to generate a communal bank of knowledge.  Children to use this information to make comparisons between life as a hunter-gatherer and as a farmer and how these differences were beneficial or limiting. Finally the children should evaluate which they would prefer to live as and support using information found during research. | CHILDREN   * able to identify similarities and differences between the life of a Stone Age hunter-gather and farmer. * explain, with support, the benefits and limitations of this transition. | This activity seeks to blend to focuses into a more cohesive and child friendly learning experience. Through use of research children will be able to find information (potentially from resource list provided) to develop their understanding of change and continuity within the period. |
| CHILDREN SHOULD LEARN   * key changes in life between Stone Age (Neolithic) and the Bronze Age. | Display the focused timeline constructed to visually represent the areas of the Stone Age, Bronze Age and Iron Age. Show the progress through the time period that the children have made and ask them why they think that the periods have changed: *what might have changed about the lifestyles or technology humans used that might account for the name?*  Show children a wide range of sources and artefacts from both the Stone Age and Bronze Age. Challenge the children to group them into the two periods of time based on where they think they existed.  Explain to children the basics on Bronze Age life (p.2 *Prehistory Teacher’s Kit* by the English Heritage) using images and artefacts to support. Discuss choices of sorting activity with children and allow time for children to make amendments and provide justifications for why they have ordered in particular way. Reveal correct ordering. Discuss and complete continuity and change proforma to record differences in lifestyle and technology. | CHILDREN   * able to identify similarities and differences between the life in the Stone Age and life in the Bronze Age. | This activity allows children to use their previously established knowledge, supported through sources, to make judgements about the Stone and Bronze Age. Children are interpreting sources to make judgements which they will use to discuss and justify choices.  Children will be able to see some physical change in culture, housing, clothing and technology to give them a better understanding. |
| CHILDREN SHOULD LEARN   * how evidence has changed historians understanding and ideas of period. | Display map of British Isles and neighbouring European countries. Explain to children that, geographically speaking, little will have changed since 6000BC (when Britain was separated from Europe by rising sea) about the layout of the countries but that vast areas of Europe were **likely** to have been sparsely populated: *enforce* ***likely*** *due to lack of evidence.*  Ask the children to think about some issues that might face humans living in the British Isles at this time compared to those who might have lived in, what is now known as, Europe: *natural resources might not be available, temperature difference, landscape difference, not able to move too freely to find resources or migrate during harsh weather.* Feedback and discuss with children their ideas. Encourage the children to consider the alternative point of view: *those living around main land Europe might have been more likely to contract diseases, prone to more attacks, those in central areas not able to access seas and oceans with as much ease.* Explain to children that until 2010 many historians believed that little contact was made between those residing in the British Isles and mainland Europe. Discuss some of the issues that humans might have to have overcome in order to visit Europe (visa versa). Display articles *The Dover Boat* and *3000 year-old shipwreck shows European trade was thriving in Bronze Age.* Discuss to use evidence that was found on the shipwreck, using images to support, to identify clues that show trade was established with Europe during the Bronze Age. Discuss ideas and asking children to record as they work. Read article and discuss how it changed perceptions of Bronze Age period. | CHILDREN   * able to give benefits and limitations of living in the British Isles during the Bronze Age compared to mainland Europe. * able to give reasons, using evidence to support, why historians have changed their ideas about the Bronze Age. | This activity gives children a better understanding of the Bronze Age through more recent historical developments. Children able to use their geographical knowledge to support ideas for benefits and limitations to living within particular areas and how this might have affect settlers at the time.  Teacher might want to use the description given within the article about the size, shape and contents of the vessel to recreate in an area using chalk to gain a more visual appreciation. |
| CHILDREN SHOULD LEARN   * what life was like during the Iron Age. * identify similarities and differences between periods. | Display question *What was life like during the Iron Age?* Ask children to consider the different ways in which they can find out information and present it effectively. Discuss and list on WB for reference throughout the activity.  Children to use a range of non-fiction texts and sources to support them in researching and presenting information to answer the question. Children should be encouraged to consider:   * Agriculture * Religion * Lifestyle * Leisure * Appearance   *Information on these areas can be found at* [*http://www.bbc.co.uk/history/ancient/british\_prehistory/ironage\_intro\_01.shtml*](http://www.bbc.co.uk/history/ancient/british_prehistory/ironage_intro_01.shtml)  **NOTE:** If children are unable to find information about a particular area i.e. sports then it is likely that nothing is known. Refer child back to previous activity with the contents of the rubbish bin asking them to explain why their might not be any information of this topic: *there was no evidence so historians do not know.* | CHILDREN   * able to identify information about agriculture, religion, lifestyle, leisure and appearance. * able to communicate their research in an appropriate audience friendly way so information is effective and accessible. | This activity provides teachers with an opportunity to establish some basic, yet important, skills that the children will require within their following enquiry.  Children should be supported by teaching staff during this activity to build confidence and enable them to rehearse research skills and familiarity with non-fiction texts (both physical and internet based).  Teachers should ensure they emphasise that if information is not available to the children they cannot include it. Similarly, if an answer to a question they had cannot be researched it is likely because evidence has not be found to confirm or deny it.  Teachers should use time to identify those children with particular strengths and weakness to aid grouping for enquiry. |
| **ENQUIRY**  CHILDREN SHOULD LEARN   * develop research and source skills. * develop in-depth understanding of a chosen area. * use evidence to support ideas and information. | Explain to children that the following series of sessions are to be undertaken without input from teaching staff. Divide children into groupings (informed from previous activity observations).  Model to children what a **good** enquiry question looks like and encourage them to think about what aspects they want to investigate further: *lifestyle, clothing, food.* Encourage children to add in an element of comparison to their enquiry question using the following examples:   * *When do you think it was better to live – Stone Age, Bronze Age or Iron Age?* * *How was life similar and different in the Iron Age to our own?*   **NOTE:** To support you with historical enquiry use the following website for guidance: <http://facingthepastshapingthefuture.com/teaching-learning-strategies/history/historical-enquiry/>  Provide time for children to decide upon their question and encourage them to think how they might go about answer this question: *what will they need?* Children should also consider their chosen method for presenting their findings.  Emphasise to children that once started teaching staff are not to have an input but might ask some questions. IF answers cannot be found or ideas not supported then children **should not** include them in presentation: *discuss rubbish bin activity to reiterate that you can only build ideas based on the evidence available.* | CHILDREN   * able to provide information on chosen area. * should use evidence to support ideas and information found. * should present information in an effective and appropriate manner. | Throughout this process teaching staff should have no input into the enquiry process. Teachers may ask children to include a reference so that it can be verified when marking.  Teachers should ensure that a resource base of appropriate websites is available for LKS2 who might require more support.  LKS2 teachers might also wish to set an enquiry questions for the class to research to develop enquiry skills earlier on for use independently in UKS2. |