

## National Curriculum

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

## Artefacts



Bones



Tools



Cave Paintings



Housing



Monuments  
Stone Henge

## Cause and Effect

How did farming change life for stone age peoples?

What benefits did the discovery of metals bring to the population?

How did the Bronze Age change how humans lived?

How did British society change during the Iron Age?



## Vocabulary

Archaeologist	A person who learns about the past by digging up artefacts and studying them
Artefact	An object made by a human of historical interest
Monument	Something built to remember an important person or event
Settlement	A place where a group of people live together with many buildings
Homo Sapiens	The species (type) of humans living today on earth
Era	A time period
Flint	A type of stone that can be shaped into blades or spears for hunting
Agriculture	Farming and growing crops
Druids	Priests around in the Stone Age

## Stone Age to Iron Age (History) Year 3/4 Kingfisher Class Autumn 2 2024

Session	Key Learning: When did this event happen? Beyond Living Memory- pre history - 40,000 BC – 43 AD
1	<p><b>What does pre-history mean? Chronological order of the time period -(Chronology)</b></p> <p>Discover what pre-history means. Look at putting events in chronological order. Understand how the period from the Stone Age to the Iron Age fits into a wider picture of British history. Create a class timeline – 40,000 BCE – present day – Children discover different periods of prehistory, Paleolithic, Mesolithic, Neolithic and add to timeline</p>
2	<p><b>How do we know about the stone age if there was nothing written about it? (Artefacts &amp; chronology)</b></p> <p>To examine non written sources of evidence about the Stone Age and make deductions from primary sources- As no written or photographic evidence is available, it is important to study artefacts that have been discovered eg. bones- footprints in mud- tools - cave paintings- What deductions can we sensibly make from the evidence? What else would we want to know?</p>
3	<p><b>What was stone age cave art? (Artefacts)</b></p> <p>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. Consider how Stone Age artists created their cave paintings, pupils create their own versions of prehistoric cave art</p>
4	<p><b>What was life like in the Neolithic era? (Artefacts &amp; Chronology)</b></p> <p>Investigate the Neolithic Skara Brae settlement in Orkney. This settlement was built in 3100 BC and is one of the best preserved Neolithic settlements in Britain. Studying the settlement will help to give clues about how Neolithic humans lived. Why did people become farmers? What consequences did this have on their life style?</p>
5	<p><b>How did the bronze age change how humans lived? (Artefacts, chronology and cause and effect)</b></p> <p>The discovery of how to make bronze was brought to Britain by the Beaker culture from central Europe 2800 BC. Discover how was it made and contemplate different bronze artefacts found in graves and why using metal was such a huge change for prehistoric humans.</p>
6	<p><b>How did British society change during the Iron age? ( Chronology &amp; cause and effect)</b></p> <p>Who were the Celts and how they formed the first proper tribes in Britain. Study Celtic culture and how they moved on from using bronze and made use of a different metal: iron. Explore life in an iron age fort. – investigate Burrough on the Hill ( local iron age hill top fort)</p>
7	<p><b>What can monuments tell us about Prehistoric Britain? (Artefacts &amp; chronology)</b></p> <p>Investigating the monuments of the Stone age. Stonehenge, The Ring of Brodgar, The Standing Stones of Stenness and their importance to Prehistoric Britain. Also review construction possibilities and Druids and their role.</p>