

Cycle B

Spring Term

Stones and Bones

National Curriculum

Changes in Britain from the Stone Age to the Iron Age.






How did life change during prehistory?

KEY LEARNING –

Children will understand that Britain was once covered in ice. They will know that the earliest settlers were hunter-gatherers and lived in caves. They will be able to make deductions about lifestyle of Stone Age humans from images. They will know that Stone Age humans were interested in art and ceremonials. They will locate the move to farming on a simple timeline. They will know that hunter-gatherers were living alongside early farmers about 5,000 years ago. They will explain the impact of farming, especially taming wild animals, growing wheat, trade etc. They will compare early farming methods to methods used today and explore similarities and differences. They can use precise language to describe periods of time e.g., Neolithic. They will know how our view of early communities was changed when we discovered Skara Brae. They will deduce how Stone Age people lived at Skara Brae by looking at evidence of buildings left behind, e.g., how do we know that they people living there were fishermen? They will know that Stonehenge was built about 5,000 years ago, in stages. They will explain how it was built. They will speculate as to the likely use and come to a reasoned judgement based on evidence. They will look at the development of Bronze Age religion, technology, and travel and will explore who the Beaker people were and why they were significant. They will know how much life changed during the Iron Age and we can know. They will list 2 or 3 characteristics of life in an Iron Age hillfort community. They will draw inferences from archaeological finds and explain how artists' impressions are created from fragments of finds. They will know how trade developed between the Stone Age to Iron Age. They will use the knowledge they have learnt to conclude possible reasons for the skeletons at Maiden Castle.

LKS2 – Cycle A - Local Detective Agency - trade involves an exchange of goods. The Romans – how their achievements were different to those of the Celts in the Iron Age. The Iron Age ended when the Romans invaded.

Substantive Concepts

				
Conflict, invasion, and settlement	Society (social structure, civilisation, politics, role in the empire)	Culture (entertainment, religion, beliefs)	Trade	Achievements and legacy
		Know about how life changed between the Stone Age to Iron Age, looking at the example of farming and settlements. Beliefs of the Beaker people.	Know the trade that occurred during the Neolithic period. Know that during the Bronze Age people swapped items such as metal, pots, and jewellery. Know that the arrival of the Beaker people brought with them objects and technology, including the skills of copper and gold metal working. Communities traded with each other over the English Channel.	Impact of farming, especially taming wild animals, growing wheat etc. The importance of the Beaker people. Changes in technology – major technological developments made.
			Previous learning – LKS2 – Cycle A – Local Detective Agency - trade involves an exchange of goods.	Previous learning – LKS2 – Cycle A – The Romans – their achievement and how their achievements were different to the Celts during the Iron Age.

Chronological Understanding

- Understand that history is divided into periods of history eg. ancient times, Middle Ages and modern.
- Understand more complex terms (e.g. BC/AD, decade, century)
- Place events from periods studied on timeline - *They will locate the move to farming on a simple timeline.*
- Use dates and terms related to the unit and passing of time, eg. millennium, continuity, and ancient.
- Begin to develop a chronologically secure knowledge of local, British and world history across periods studied.
- Notice connections over a period of time – *How shelters/housing has changed in pre-history.*

Disciplinary Skills

Change and continuity

- Identify what the situation was like before the change occurred. – *Farming changed; settlements changed; trade developed; technology developed.*
 - Compare different periods of history. – *Changes from Stone Age to Iron Age – e.g., trade; technology.*
 - Describe the changes and continuities between different periods of history. – *How trade; technology changed in pre-history.*
- How did life change between the Stone Age to the Iron Age?*

Similarity and difference

- Identify similarities and differences between periods of history – *Look at similarities and differences between early farming methods and modern-day farming methods.*
- Explain similarities and differences between daily lives of people in the past and today. – *Comparing farming methods from Neolithic to modern-day.*
- Identify similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.

Cause and consequence

Identify the consequences of events and the actions of people. – *The impact of the Beaker people on Britain.*

Historical significance

Historical interpretation

- Identify the differences between different sources and giving reasons for the ways in which the past is represented. - *They will list 2 or 3 characteristics of life in an Iron Age hillfort community. They will draw inferences from archaeological finds and explain how artists' impressions are created from fragments of finds.*
- Explore different representations from the period e.g., archaeological evidence, museum evidence, cartoons and books.
- Look at a range of historical sources.

Historical enquiry

- Understand how historical enquiry questions are structured.
 - Create historically-valid questions across a range of time periods, cultures and groups of people.
 - Ask questions about the main features of everyday life in periods studied, e.g. how did people live.
 - Use a range of sources to find out about a period.
 - Observe the small details when using artefacts and pictures.
 - Use evidence to build up a picture of a past event.
 - Begin to recognise primary and secondary sources.
- Was Stone Age man simply a hunter-gatherer? What can we learn about Stone Age life from Skara Brae? Why is it so difficult to work out why Stonehenge was built? How much did life change in the Iron Age and how do we know?*

Organisation and communication

- Communicate knowledge and understanding through discussion, debates, drama, art and writing.

- **Construct answers using evidence to substantiate findings.**
- **Create a structured response or narrative to answer a historical enquiry.**
- **Describe past events orally or in writing, recognising similarities and differences with today.**

Vocabulary

Hunter gatherer, settler, Palaeolithic, Mesolithic, Neolithic, Stone Age, Bronze Age, Iron Age, prehistory, Skara Brae, Stonehenge, agriculture, farming, hillfort, settlement, tribal, shelter, prey.