

Stone Age – Iron Age

Year 3

Enquiry Question

How did daily life change in Britain from the
Stone Age to the Iron Age?

Theme: Society and Community

Concepts (taught over the unit):



the movement of people to a new place to find better living conditions



a place where people have settled to live



the action of buying and selling goods and services



a complex society that has developed advanced systems of government, culture, and technology



workplaces that turn raw materials into finished products or provide a service



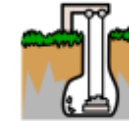
agriculture

The science of farming.



ditch

A trench formed from the upcast of soil, into a bank alongside it.



mine

A site where minerals are found.



alloy

A substance made of two or more metals.



domestication

The process of adapting wild plants and animals for human use.



ore

A natural combination of minerals from which metals can be extracted as profit.



beaker

People living about 4,500 years ago in the temperate zones of Europe.



excavation

The exposure, recording and recovery of buried remains.



palisade

A fence of wooden posts, driven into the ground in order to protect people from attack.



burial

The act of placing the corpse of a deceased person in a tomb constructed for that purpose, or in a grave dug into the earth.



granary

A post-harvest storage building for grains or seeds.



preserve

To keep something safe from harm; to keep as much of the historic character as possible.



construct

To make or form by combining or arranging parts or elements.



migrate

The movement of people to a new place to find better living conditions.



remains

What is left after part is removed.



settlement

A place where people have settled to live.

Stone Age to the Iron Age

15000 - 10000 BC

The Lascaux Caves in France are thought to contain some of the oldest cave paintings. The paintings (and engravings) mainly depict animals but no one is sure of the original purpose behind them. They may have been: part of religious rituals, representations of everyday life, used to mark or record the passing of time, some sort of calendar or part of superstitious behaviour relating to hoping for a good hunt.

15000 - 10000 BC

Animal hide is used to make tents. An example from this period has been found in France.

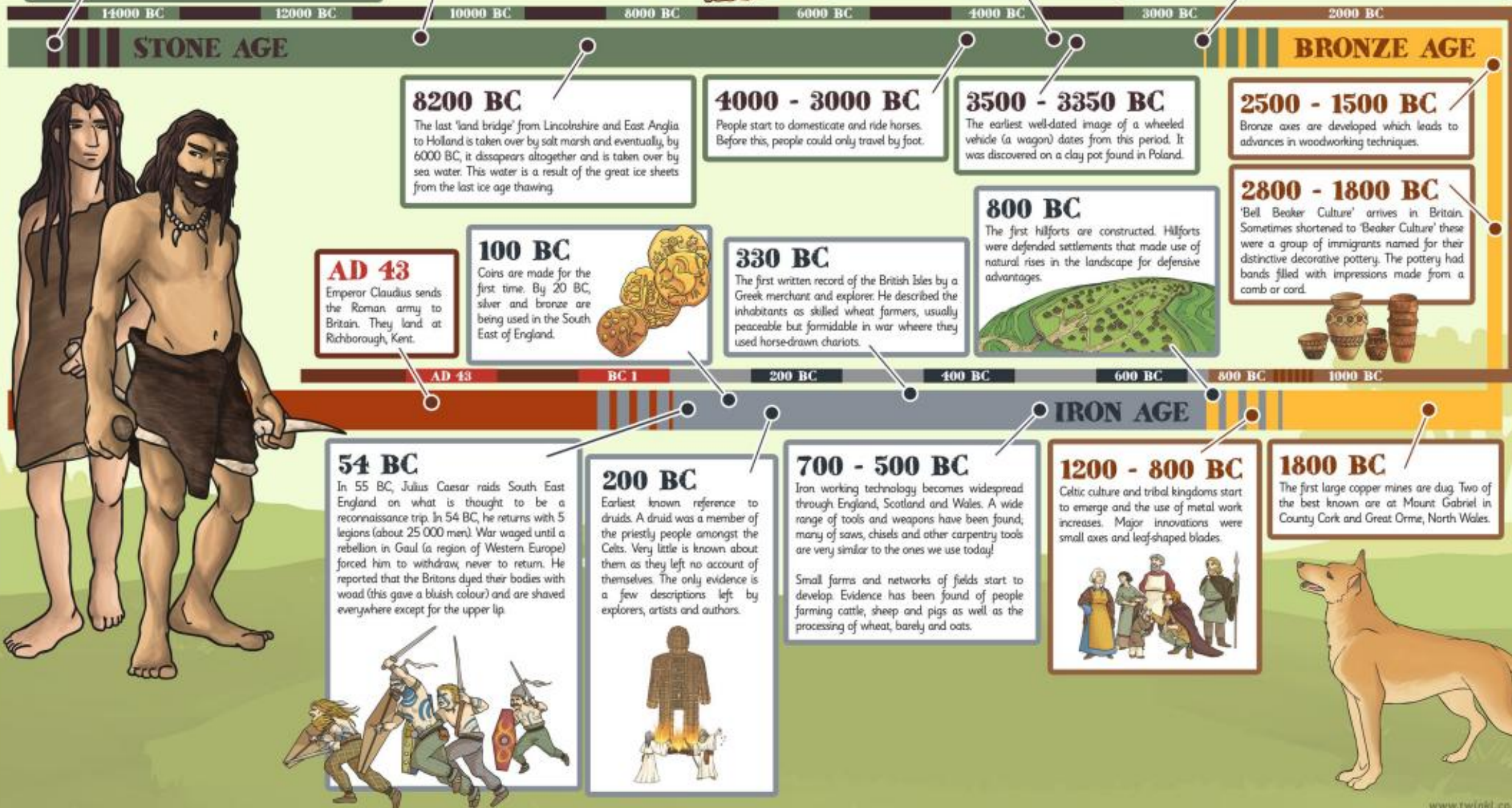


4500 - 3500 BC

People begin to make simple pottery and farming begins to spread.

3000 BC

Construction starts on Stonehenge in Wiltshire. It will take around 1000 years for it to be finished. The purpose of the site is a mystery, however, evidence of cremations seem to indicate that it was used as a burial ground from time to time. It is also thought to be a ceremonial site, where services marked the passing of time, seasons and cycles of life and death. The average weight per stone is 25 tonnes (that is around the weight of 25 elephants!). The stones originated from the Preseli Hills in South West Wales, but historians are yet to agree on how they transported the stones to the site of Stonehenge.



Stone Age – Iron Age

I Now Know...

INK

1

Palaeolithic

- Hunters
 - Don't live in one place, follow herds of animals to hunt
 - Small communities
 - Painted cave walls
- ### Mesolithic
- Live in small huts, made from wood and mud, close to water
 - Use bow, arrows and spears to hunt

INK

2

- They went from living in caves to huts
- The Mesolithic hunted less dangerous animals
- The Palaeolithic lived within a tundra biome as the temperature rose over time, flora and forests increased

INK

3

- ### Palaeolithic - food
- Hunted animals (woolly mammoths, cave lions, woolly rhinoceros and wild horses)
 - Plants
- ### Mesolithic - food
- Hunted animals (red deer and wild boar)
 - Plants, mushrooms, berries and nuts

INK

4

Neolithic - food

- Gather seeds, plant and harvest them
- Agriculture
- Turned grain into flour, which meant they could make bread
- Milk
- Water
- Honey

INK

5

Neolithic – tools

- Made from stone
- 'Quern Stone' used for crushing grain
- Sharp tools for cutting
- Axes used to cut wood

INK

6

Beaker People

- Migrated from Spain and settled in Britain
- Brought bell beakers with them (pottery) that they were often buried with

INK

7

Neolithic – tools

- At the end of the era, people mined metals (tin ore and copper)
- They melted them together to create bronze
- Used to make farming tools, household tools and weapons

INK

8

Bronze – Iron Age

- They discovered how heat could help them extract iron from the ore
- This was the most common metal used in weapons and tools
- Wealthy people still used bronze for jewellery

INK

9

Roundhouses

- Permanent homes
- Close to farming fields
- Built from Neolithic onwards
- Constructed from timber, wattle and daub
- Thatched roof

INK

10

Hillfort

- Built on high ground
- Contain villages and markets
- Surrounded by a palisade (wooden wall) to defend against attackers

INK

11

South East

- Gathered wood and used tools to make things
- Made fires
- Made string out of fibres and used to tie things

Previous Learning	Future Learning
<u>KS1</u> Chronology Similarities and differences Cause and consequence Handling historical facts	<u>Year 3</u> BCE Trade and its importance in establishing a kingdom <u>Year 4</u> Empire <u>Year 5</u> Migration Invasion Trade Settlement

Stone Age – Iron Age

Learning Objectives

Lesson 1	 Chronology
<u>What was life like in the Paleolithic and Mesolithic?</u>	 Evidence and interpretation
I can locate the Paleolithic and Mesolithic on the time line	
I can understand how long these time periods were	
I can use my interpretation of evidence to give my views	

Lesson 2	 Change and continuity
<u>What changed from the Paleolithic to the Mesolithic?</u>	 Evidence and interpretation
I can identify artefacts from the Mesolithic and say what they were used for	
I can identify similarities and differences between the Paleolithic and Mesolithic	
I can use my interpretation of evidence to give my views on the changes	

Lesson 3	 Evidence and interpretation
<u>What did people eat in the Paleolithic and Mesolithic?</u>	
I can explain how food sources impacted the way people lived	
I can identify what was eaten in the Paleolithic and Mesolithic	
I can explain how evidence helps us understand what was eaten	

Lesson 4	 Change and continuity
<u>How did the search for food change during the Neolithic?</u>	
I can say what Neolithic means	
I can explain how food changed the way people lived	
I can find similarities between the food eaten over the three ages	

Lesson 5	 Historical significance
<u>What tools were used in the Neolithic?</u>	 Change and continuity
I can identify tools and their use	
I can explain how tools changed over the three eras	
I can explain the significance in the advancements of tools	

Lesson 6	 Historical significance
<u>Who were the beaker people, and why were they significant?</u>	 Evidence and interpretation
I can identify where beaker people migrated from	
I can explain where their name came from	
I can use evidence to explain why the beaker people were significant	

Lesson 7	 Cause and consequence
<u>How did tools change after the Neolithic?</u>	
I can say what materials the tools were made from	
I can explain how the tools were made	
I can explain how these tools changed the way people lived	

Lesson 8	 Change and continuity
<u>How did the Bronze Age move into the Iron Age?</u>	
I can say why some areas found it difficult to make bronze tools	
I can explain changes from the Bronze Age to the Iron Age	
I can explain what continued from the Bronze Age into the Iron Age	

Lesson 9	 Evidence and interpretation
<u>What are roundhouses?</u>	
I can say what roundhouses were used for	
I can explain what roundhouses were made from	
I can say how the evidence helps us understand how people lived	

Lesson 10	 Evidence and interpretation
<u>What is a hillfort?</u>	
I can say what was found in a hillfort	
I can say what evidence there is to help us understand about hillforts	
I can explain how the way they were built helped protect the people	

Lesson 11	 Evidence and interpretation
<u>What was life, local to me, like during the Stone Age?</u>	
I can study evidence, at sites local to me, of the stone age	
I can give my opinion on what local life was like, based on the evidence	

How did daily life change in Britain from the Stone Age to the Iron Age?

Use all you have learned to answer the Enquiry Question. You can present this however you like: a non-chronological report, an essay, a speech or even over various diary entries.