

YEAR 3 - How did humans survive in the Stone Age to the Iron Age?

This topic is taught in Year 3 to develop some chronological sequence to our British history studies, this Stone Age to Iron Age topic offers great opportunities to explore in detail two major historical concepts: change and continuity.

It also allows us to keep posing the at all-important question; how can we possibly know what it was like so many years ago before man recorded his thoughts in writing? It is a very hands-on topic, but one that also encourages pupils to think about the spiritual side of life when man was not simply hunting, gathering and farming for survival. This unit uses case studies of Star Carr, Skara Brae, Stonehenge, Danebury and Maiden Castle to bring this period alive.

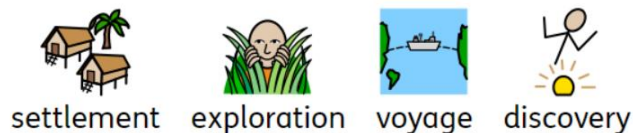
Substantive Concepts



Disciplinary concepts

Historical Significance, Change and Continuity, Sources and Evidence

Prior knowledge



Prior knowledge

Cause and consequence. Change. Sources and evidence. Historical significance. Similarity and difference

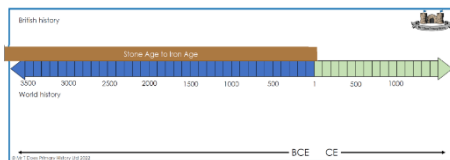
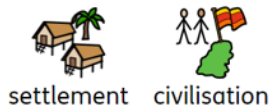
Hook/use of outdoor area/trips: Stone Age Workshop, Outdoor Area for den building/survival,

Cross-curricular links: Writing – fact sheets/ brochures/ stories, Reading – Stone Age Bone Age/ 24 Hours in the Stone Age/ Stone Age Boy

Key questions Content coverage/concepts/timeline	The knowledge intended to be taught. What will they learn? What skill will they be learning?	Learning Activities	Learning resources	Outcomes / assessment

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

Concepts: Similarity and difference/change/ Covers Old and Middle Stone Age. Focus on hunter-gatherer lifestyle. Case study Star Carr for evidence.



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

Concepts: similarity and difference Content: Focus on New Stone Age taming wild animals, growing wheat and barley/use of oxen/ need for flint

Pupils understand that Britain was once covered in ice. They know that the earliest settlers were hunter-gatherers and lived in caves. Pupils can make deductions about lifestyle of Stone Age man from images. They can advance at least 2 reasons to suggest Stone Age man was interested in art and ceremonies.

Pupils can locate the move to farming on a simple timeline. They grasp that hunter gatherers were living alongside early farmers about 5,000 years ago. They can explain the impact of farming esp. taming wild animals, growing

Pupils annotate artist's reconstruction of a typical scene from Old Stone Age. Slow reveal of mystery objects from Star Carr.

Pupils in pairs speculate as to what it is/could be.

Pupils make deductions about lifestyles from artist's illustration

Pupils use image from Neolithic times to identify what has changed. Using the Spectrum technique pupils place given cards on appropriate place on the spectrum from: BIG change, little change, same as before Differentiate by reducing number of cards e.g. leave out 9 and 10 and use just two classification categories not three

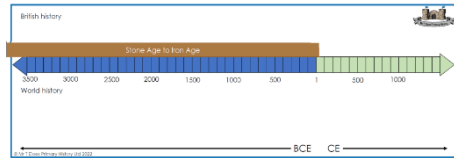
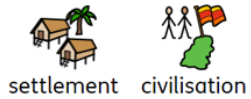
Ppt with all necessary images of objects and cave paintings RS1- image around which pupils annotate

Smart Task (PowerPoint, 10 information cards and spectrum)

Pupils write brief answer to the key question

Pupils annotate changes on resource sheet showing pictures from Middle and New Stone Age. Pupils explain orally what

tools/clearing forests for farming/use of pottery



What can we learn about life in the Stone Age from a study of Skara Brae?
Enquiry based on images of the remains of buildings



How do we know that the 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?

wheat etc. Some pupils can talk about relative significance of changes as well as continuities and can use precise language to describe periods of time e.g. Neolithic.

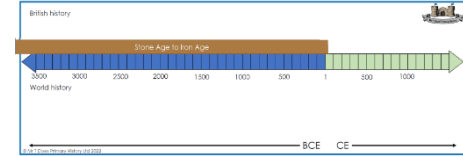
Pupils grasp that discovery of Skara Brae was quite recent and that changed our view of early communities about 10,000 years ago. Pupils can make deductions about way of life by studying evidence of buildings left behind e.g. How do we know that the people living there were fishermen? How do we know that they ate pigs and cattle? How do we know that they grew crops? How do we know that their houses were dark?

Tell story of how Skara Brae was discovered, last seen in 2,000 BC and then excavated. Slow reveal of photograph of the settlement. Can you find? Activity 1
Activity 2 What can we tell? Pupils are given 6 finds. They have to work out what they tell us about life then. Lower-attaining pupils have illustrated sheets and simply match conclusion to the find.

Task 1 'Can you find?'
Differentiated activity sheet 2
What can we tell?
matching activity sheet with pictures.
BBC website (now no longer updated)
<http://www.bbc.co.uk/scotland/learning/primary/skarabrae/>

changed most

Pupils write a few sentences for each picture and can say what the evidence can tell us about the past.



Why is it so difficult to work out why Stonehenge was built?

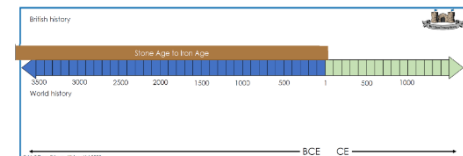
Content Focus on Bronze Age: how, where, when and why Stonehenge was built



settlement



civilisation



Pupils understand that it was built about 5,000 years ago, in stages. They can explain how it was built. They can speculate as to likely use and come to a reasoned judgement using evidence. They understand that it was one of many similar constructions from that time. They use provisional and tentative language (might have, perhaps, possibly, maybe etc.)

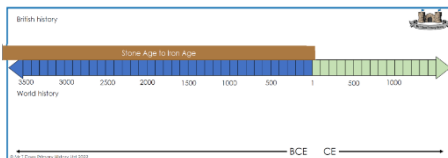
Pupils are shown a video tour of the site and discover when, where, and how it was built. They speculate as to why it was built. Then play 'Who wants to be a millionaire' working out which of the given explanations is the most plausible, before being given most recent expert view.

On the English Heritage website there is a really useful 90 second clip of a film made by students. It covers a range of possible ideas before posing the final question 'What do you think?' <http://www.englishheritage.org.uk/content/properties/stonehenge/2391272/why-was-it-built>

Pupils write high quality caption to accompany photo in new guide book for tourists, which explains why Stonehenge was built

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

Danebury Case Study
Concepts: enquiry using evidence to test an interpretation Case study Danebury



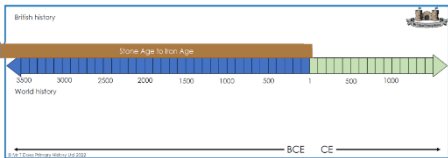
Pupils can list 2 or 3 characteristics of life in an Iron Age hill fort community. They can draw inferences from archaeological finds. They can explain how artists' impressions are created from fragments of finds.

Introduction placing Iron Age in chronological perspective. Zones of inference. Pupils list what they can see and what they can work out and what they don't understand from an artist's reconstruction. Careless curator. Pupils advise on possible function of mystery Iron Age objects.

Ppt
Resource
sheets

Pupils are given 2 artists' reconstructions they haven't seen before and are asked, based on these images PLUS their own knowledge to explain the main changes that took place between the 2 periods shown: one Middle Stone Age, the other Iron Age.

Can you solve the mystery of the 52 skeletons of Maiden Castle? Source-based history mystery
 Concepts: Using evidence, piecing together clues
 Content: Existence of different Celtic tribes across Britain Roman invasion
 AD43



Pupils can use their contextual knowledge of Iron Age hill fort life to speculate as to what might have happened. They can come to a conclusion as to the possible reasons for the bodies and substantiate their judgement using at least one piece of evidence. More able pupils can begin to weigh up the strengths and weaknesses of each theory.

History Mystery: Crimewatch AD50
 Pupils have context explained then act as detective teams to solve the mystery, using dossier of clues. They then choose between 4 alternative explanations offered by archaeologists before writing their own explanation of what, where who, when and most importantly why there were 52 dead bodies at Maiden Castle.

Ppt of context and 5 leading clues

Pupils produce their own explanation in form of a police file to make it more motivating. If they prefer they can film themselves as if in Crimewatch (or similar)