

Medium Term Plan: Supporting Implementation of LTP/Progression Grid	
Subject: History	Year: LKS2 Year 3
NC/PoS: Changes in Britain from the Stone Age to the Iron Age <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age. • The Roman Empire and its impact on Britain. • Britain's settlement by Anglo-Saxons and Scots. • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • A local history study. • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China. • Ancient Greece – a study of Greek life and achievements and their influence on the western world. • A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-130. 	
Prior Learning (what pupils already know and can do) <ul style="list-style-type: none"> • Children know what a settlement is and different types of land use. • Know events can happen beyond living memory and understand this means nobody alive today can remember the event. • Know how things have changed over time beyond living memory. • Know how artefacts are used to support our understanding. • Know that there are similarities and differences in aspects of life in different periods. • Know there are significant changes that happen nationally and globally after a significant event. 	
End Points (what pupils MUST know and remember) <ul style="list-style-type: none"> • Know that prehistory is the time before written records. • Know that the Stone Age is split into three periods: Palaeolithic, Mesolithic, Neolithic. • Know that the period of prehistoric Britain ends with the Roman invasion. • Know that people use archaeology to interpret the past. • Know that there are different periods of time in prehistory Stone Age, Bronze age and Iron Age. • Know that people were hunter-gatherers until the neolithic era when people started farming. • Know what primary and secondary sources are and know how we use artifacts to find out about the past. • Know how tools have advanced from wood to metal, settlements have advanced from temporary shelters to hill forts and people have advanced from hunter – gatherers to farmers. • Know that as settlements grew in size during the three periods, people cut down woodlands and forest to make space for farming and resources. • Know historians think stone circles were built for religious purposes. • Know in Iron Age people began to live in large tribal groups in hill forts led by warrior kings. • Know that people from mainland Europe settled in Britain, bringing metal work. 	

Key Vocabulary

archaeology, artefacts, prehistory, survival, hunter-gatherer, climate, tools, weapons, migration, agriculture, domestication, settlement, land use, religious beliefs, migration, metal work, trade, hill fort, coinage, governance, tribal, invasion

Enquiry question: **How did Britain change from the Stone Age to the Iron Age?**

Session 1: **What is prehistory?**

Suggested website for subject knowledge and videos -

<https://www.bbc.co.uk/bitesize/topics/z82hsbk>

Starter - What historical events do the children already know of?

Review prior learning and build a chronological timeline of previously taught units.

Recap the terms 'chronology', 'in living memory' and 'beyond living memory'. Ensure children understand what chronological knowledge is.

Discuss - how do we know about people and events from the past? Recap the term 'source'.

Show children images of lots of different sources (diaries, photos, videos, cave painting, artefacts, maps, newspapers) - how could these help us understand the past?

Present children with a set of pictures of archaeologists and discuss how historians use archaeology when interpreting the past.

Introduce the term 'prehistory'. Discuss how prehistory is any time that occurred before Human societies developed writing systems. Because different cultures across the world developed writing at different times, prehistory ends at different points in history depending on location.

Introduce the 3 prehistoric periods – The Stone Age, The Bronze Age and the Iron Age. Discuss with children – why do you think these periods have these names? Briefly introduce the three periods.

Teach the children about BC/ AD. Ensure children understand that sometimes the terms BCE/CE are used instead of BC/AD. Discuss how when looking at events that occurred BC, the number of years counts down, but after that, the years count upwards. There is no year '0': the year 1 BC is followed immediately by AD 1.

Suggested tasks: Place 3 periods of The Stone Age on a timeline.

Key Vocabulary: source, archaeology, artefacts, prehistory

Session 2: How did people survive in 'The Old Stone Age'?

Explore each period of time through the Palaeolithic Era, Mesolithic Era and Neolithic Era.

Palaeolithic Era- 'Old Stone' period

- First period in the Stone Age.
- Humans originated in Africa.
- Humans were nomadic and lived in temporary huts or caves.
- Prehistoric people could not write so there were no written records. They created Stone Age art (prehistoric art) between 4000 BC to 3000 BC ending with the Bronze Age. Humans would paint depictions of hunts on cave walls, some of these cave paintings can still be seen today.
- Fire was discovered in this era.
- Small tribes of Humans would travel to look for food, usually berries, deer or bison. Stone Age people were 'hunter-gatherers' as farming hadn't been introduced yet. They survived by hunting animals and finding food to eat like berries and nettles. Look at animals they would have hunted e.g. mammoths, aurochs and things they would have forested e.g. nettles, berries.

Investigate how Neanderthals who lived in Britain 400,000 years ago survived. (could discuss how we know this information due to discovery of the skull of a young woman from Swanscombe, Kent)

Homo sapiens settled in Britain around 40,000 years ago.

The Mesolithic - 'Middle Stone' period

- This period lasted from the end of the Ice Age until the discovery of farming.
- Humans developed hunting techniques by carving small, pointed stones for arrows and spears.
- Humans began to domesticate animals in this period.
- Though Humans were still hunter-gatherers, they began to settle in more permanent structures.
- In some places, the invention of pottery happened in the Mesolithic era.

Neolithic Era- Last era of the Stone Age/'New Stone' Period

- In this period Humans began to cultivate land and grow crops, this is called agriculture.
- The wheel was invention, making it easier to transport things across long distances.
- The sail was invented, allowing Humans to cross oceans and improve fishing techniques.
- The plough was invented which in turn led to increased food.
- The increase in food led to an increase in population.
- The Stone Age ended with the discovery of metalworking, which led to the Bronze Age. The Stone Age ended when humans learnt how to smelt metal for making tools out of bronze rather than stone.

Explore the development of settlements through the Stone Age focusing on the 'neolithic' period.

- Prehistoric people were incredible builders, they built tombs, forts and monuments.
- Tools used were spears, arrows, scrapers, hand axes, harpoons and nets.

Explore the Neolithic village Skara Brae – Discuss the role of archaeologists finding evidence to find out things from the past, and how these artefacts found prove factual knowledge.

Explore primary and secondary source and information.

Key Vocabulary: survival, artefacts, settlement, hunter-gatherer, climate, tools, weapons, temporary, Skara Brae

Session 3: **What was new about the 'New Stone Age'?**

Explore the developments from the 'Old Stone Age' to the 'New Stone Age'.

- Farming was brought to Britain by migrants from mainland Europe (spreading from civilisations like Ancient Sumer).
- Housing and settlements changed.
- They raised cattle so no longer had to forage and hunt.
- Had chieftains and leaders of their tribes.
- Instead of the nomadic lifestyle, communities began getting built as they became sedentary.

Look at how climate changed throughout (Ice Ages), tools and weapons and religious beliefs.

Investigate Stone Henge (religious), Sea Henge (religious) and Skara Brae (settlement).
When looking at Stone Henge, investigate the Amesbury Archer- A skeleton of a man found near Stone Henge, who is believed to have possibly worked on the construction of Stone Henge.

Key Vocabulary: sedentary, settlements, chieftain, community, burial, stone henge.

Session 4: **Who are the Beakers?**

Possible school trip - Roundhouse at Beeston Castle.

Introduce the term 'Bronze Age'. Discuss what the children think might have changed since the Stone Age.

Explore The Beaker People.

- The beaker people were a prehistorical cultural group, names for their distinctive bell-shaped pottery.
- They migrated to Britain from mainland Europe around 2800-1800 BC, and they brought over the skill of making metal, marking the transition from the Neolithic to the Bronze Age.
- Beaker people were also known for making beautiful clay beakers and pots- these would be used for decoration around a home as well as practical things like moving items and collecting crops.

Place The Bronze Age on a timeline in relation to the Stone Age and previously taught topics.

Explore the questions - What was life like in the Bronze Age? How was life different from the Stone Age?

- The Bronze age lasted approximately 3300 BC to 1200BC.
- Around 2500BC settlers from mainland Europe brought new skills to Britain. They travelled across the sea in long wooden boats.
- Most people lived in villages or farms.

- Bronze age society developed a ruling class supported by military power.
- They began to trade to support the development of agriculture.
- They developed the wheel and a farming economy.
- Tools were more advanced and sophisticated. Tools used were barbed and tangled arrowheads, piercers, side scrapers, edge-trimmed knives and thumbnail scrapers.
- The first round houses were built.

Look at the Roundhouse at Beeston Castle and compare to Stone Age settlements and modern-day settlements (link to Y1 History).

Key Vocabulary: migration, metal work, trade, alloy.

Session 5: **What was life like in the Iron Age?**

Introduce the term 'Iron Age'. Discuss what the children think might have changed since the Stone Age and Bronze Age.

Place The Iron Age on a timeline in relation to the Stone Age, Bronze Age and previously taught topics.

Explore the questions - What was life like in the Iron Age? How was life different from the Bronze Age?

- In approximately 800BC people learnt how to use iron.
- People lived in clans that were led by the warrior kings.
- Rival tribes fought using weapons.
- Tools were more advanced- Rotary Quern, Swords, Potter's wheel, Iron tipped plough, Pole Lathe, Loom.
- Many people lived on hill forts surrounded by walls and ditches to help keep them safe from attacks. People lived in round houses. Walls were made from Wattle and Daub (Science link)
- Farming became more advanced. Farmers grew crops and vegetables.
- Farmers kept geese, goats, pigs, cows and sheep.
- Iron Age people believed in powerful spirits and druids (priests) led religious ceremonies.
- The end of the iron age came when the Romans invaded Britain in 55BC.

Explore the culture of the Celtic people – Focus on feasting, music and poetry (difference between periods of time)

Key Vocabulary: hill fort, coinage, governance, tribal, invasion

Session 6: **What changed from the Stone Age through to the Iron Age?**

Consolidation lesson

Recap key learning from each period of time – Stone Age, Bronze Age and Iron Age.

Change and continuity: Discuss similarities and differences over time relating to:

- Tools
- Settlements
- Agriculture
- Beliefs

Explore links to Warrington.

Why Warrington? A Chronology of Warrington - Changes from Stone Age to Iron Age

- The biggest change from the Stone Age to Iron Age was in the landscape. Humans brought about this change.
- Prehistoric period: The crossing of the River Mersey already existed in this period.
- Paleolithic times: There were thick forests and wild areas with just a few people moving around and living in the area.
- 4000 B.C: onwards Neolithic people began living in the area in permanent settlements.
- 3000 B.C: Evidence that the woodland was beginning to be cleared to create land for farming to grow crops and these first farmers had domesticated animals. They have studied vegetation preserved in peat mosses from 5000 years ago, which shows people were living in the area. A polished stone ceremonial axe was found at Orford. The growing population needed more food and a network of tracks and lanes.
- Neolithic times – the biggest changes came as the farmers and fishermen began to change the landscape, building permanent homes, clearing the forests to make farmland, with fences to keep animals separate from crops which they were growing. The landscape changed as the woodland disappeared as humans searched for new sites for houses and farms.
- Neolithic period onwards: There have been archaeological discoveries which prove the Warrington area had quite large settlements from this period onwards. Increasingly wide settlements in the area grew up near the river.



- Bronze Age: Evidence of settlements found in burial mounds at Winwick, Croft and Grappenhall. A burial mound at Grappenhall (excavated in March 1931) contained a quernstone for making flour, food beakers, bone needles and urns for the dead person.
- Many settlements have shown up on aerial photographs along the Mersey valley.
- Iron Age: Major activity has been shown by archaeologists digging in the Glazebrook area. This site had already been settled in the Neolithic times.
- Celtic times: before the Romans, the Mersey was the frontier between two tribes: the Brigantes in the North and the Cornovii in the South in modern day Cheshire.

Ensure children understand the chronology of the three time periods and can name different sources that help historians understand what happened during these periods.

Discuss with the children - Which period would you prefer to live and why? Which period of time would be the most difficult to live in? Why?

Future learning this content supports:

- Roman Britain unit LKS2