

Curriculum Rationale	Curriculum Big Question: What was life like in prehistoric times?	Targeted phase: Y3 (LKS2)
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	Curriculum Content	
What prior knowledge needs to be used? From prior learning the children will need to use their awareness of the past and their understanding that people and events fit within a chronological framework, identifying similarities and differences between ways of life in different periods/changes over time and the impact on the future. They should be able to use some historical vocabulary/terms and be able to ask and answer questions which demonstrate their understanding. They should also understand some of the ways that we find out about the past and identify ways in which it is represented.	Chronology	Communicating History <i>(Including tier 2 vocabulary and tier 3 vocabulary)</i>
About the Unit	The children will place events on a timeline, detailing the shift from the Stone Age → Bronze Age → Iron Age.	
<p>What knowledge and procedures need to be learnt by the end point? The children will have a knowledge of the changes that occurred from the Stone Age (3 periods), through the Bronze Age and the Iron Age. The children will have used a selection of sources/evidence to ask questions and find answers to questions about the past. They will need to learn how to communicate history using appropriate vocabulary and they will also be required to think like a historian, considering change and effect and then expressing their preferences (assessment task).</p> <p>Why are these important? The knowledge is important because it provides children with an awareness of the past and how things have changed over time (relate to present day), and the procedures that are involved enable the children to develop a curiosity about the past and also confidence in asking and answering questions using the limited evidence sources available.</p> <p>Which threshold concepts need to be emphasised? Chronology - understand the concept of change over time Communicating historically - using appropriate historical vocabulary Investigating and interpreting the past - using evidence /suitable sources Thinking like a historian - to develop understanding of cause and effect</p> <p>How will you assess if the knowledge and procedures have been secured? The children will complete a final piece of work in which they will state which Age they</p>	Investigating the past	<p>The children will recognise connections, contrasts and trends over time and they will begin to use the appropriate historical terms/vocabulary (see below). They will ask and answer historically valid questions about change, cause, similarity and difference, and significance. They will begin to make informed responses based upon relevant historical information. They will begin to understand how our knowledge of the past is constructed from a range of sources.</p> <p>Vocabulary (this list may not be exhaustive) - B.C., caveman, Palaeolithic, Neanderthal, hunter-gatherer, Mesolithic, nomadic, Neolithic, society, hide, homo sapien, settlement, domesticated, quern, plough, sickle, loom, ancestors, Skara Brae, ancestors, consequence, climate, communal, historical source, copper, tin, bronze, agriculture.</p>
	Thinking like a historian	

<p>would prefer to live in and explain their reasons why. This will highlight the knowledge they have acquired and provide them with the opportunity to demonstrate this.</p> <p>How will this create readiness for subsequent units? This will create readiness for subsequent units because the children will have studied how things change over time and shape the future. Why are these important? The knowledge is important because it provides children with an awareness of the past and how things have changed over time (relate to present day), and the procedures that are involved enable the children to develop a curiosity about the past and also confidence in asking and answering questions using the limited evidence sources available.</p> <p>Which threshold concepts need to be emphasised? Chronology - understand the concept of change over time Communicating historically - using appropriate historical vocabulary Investigating and interpreting the past - using evidence /suitable sources Thinking like a historian - to develop understanding of cause and effect</p> <p>How will you assess if the knowledge and procedures have been secured? The children will complete a final piece of work in which they will state which Age they would prefer to live in and explain their reasons why. This will highlight the knowledge they have acquired and and provide them with the opportunity to</p> <p>How will this create readiness for subsequent units? This will create readiness for subsequent units because the children will have studied how things change over time and shape the future.</p>	<p>The children will explore life and some of the achievements from each of the 3 Ages They will identify how we know about this period of history (refer to the limited evidence base)</p>	<p>Cause and effect - What were the causes of past events? What were the effects? Who or what made the change happen? Change and continuity -What changed/ remained the same? Who benefited/did not benefit and why? Using the past - How does the past help us to make sense of the present? Through their eyes - How do you think people in the past viewed their world? What values, skills and knowledge did people need to succeed/survive?</p>
	Wider Curriculum Links:	
	<p>Career: historian, archaeologist, teacher, museum curator, researcher</p>	<p>PHSE: Give children the tools/confidence they need to construct/support arguments and become analytical thinkers/problem solvers/better decision makers.</p>
	<p>British Values: Respect and tolerance/ compassion</p>	<p>Virtues: gain an understanding and appreciation of the past and how it has shaped our lives today, helping children to make sense of the present and so the future.</p>

<u>Sequential components of learning</u>	Prehistory - an introduction to the Stone Age, Bronze Age and Iron Age	Survival during the Stone Age	Farming in the Stone Age	Case Study - Skara Brae What does the evidence tell us?	The dawn of the Bronze Age	The dawn of the Iron Age	Assessment task- When do you think it was a better time to be alive - The Stone Age, Bronze Age or Iron Age? Explain.
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Sequential components	Big Question and Key Ideas	Suggested Teaching Tips	Resources
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<p>Prehistory - an introduction to the Stone Age, Bronze Age and Iron Age</p>	<p>Why is the Stone Age called the Stone Age?</p> <p>Society - explain how Stone Age man lived and that society was not ordered as it is today, cave paintings - Palaeolithic period</p> <p>Chronology</p> <ul style="list-style-type: none"> • What do 'prehistory' and B.C. mean/refer to? • Timeline from Stone Age to Iron Age <p>Investigating the past</p> <ul style="list-style-type: none"> • Introduce the 3 periods of the Stone Age - Palaeolithic, Mesolithic and Neolithic (distinguished by dwellings) <p>Thinking like a historian :</p> <p>Change and continuity</p> <ul style="list-style-type: none"> • What changed/remained the same re. the materials used to build the dwellings and the style of them? • What were the benefits of the change in design/materials? • Why? 	<p>Let the children listen to the- Horrible Histories - Stone Age Song</p> <p>Next, explain to the children that today we are going to start our prehistory unit in which we will learn about the Stone Age, Bronze Age and Iron Age . They will then ask the children if they have heard of the Stone Age before asking the big question -</p> <p style="text-align: center;">Why is the Stone Age called the Stone Age?</p> <p>Following this the children will be asked to complete a vocabulary grid on which they will record what they think some of the key words related to the unit mean and then the teacher will discuss the terms with the children and provide them with accurate definitions which will be recorded on their grids (Alternatively the children could be provided with accurate definitions which they will place beside the appropriate terms - time dependent)</p> <p>Explain to the children that we are going to begin our 'pre-history' unit by learning about the Stone Age -</p> <ul style="list-style-type: none"> • Timeline - explain about how the years are ordered related to B.C. (display and provide a copy to stick in children's books as not enough time for children to complete this individually. • Society - explain the meaning of 'society' and stress that much of life was extremely difficult during the Stone Age during and that man needed to find/make their own dwelling. • Stone Age was divided into 3 periods which are Palaeolithic, Mesolithic and Neolithic (distinguished by dwellings) • Dwellings - Work through PPT, displaying the different types of dwellings from each period, cave paintings during Palaeolithic period <p>Cave paintings - Cave Art 101 National Geographic</p> <p>Watch the following video from 1min 7 secs for replica Neolithic house - .Stone Age farming and homes History - Ancient Voices</p> <p>Activity - The children will then draw and label the dwellings from each period, adding a written description of each dwelling.</p> <p>Curriculum links - Possibility for an Art lesson - cave paintings</p>	<p>Vocabulary grid PPT with timeline and images of Stone Age dwellings Children's exercise books to complete the activity</p>
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<p>Survival during the Stone Age</p>	<p>How did humans survive during the Stone Age? Was Stone Age man just a simple hunter-gatherer only interested in food and shelter?</p> <p>Society - explain how man functioned within Stone Age society and how Stone Age man was nomadic at this point</p> <p>Beliefs - early beliefs</p> <p>Investigating the past</p> <ul style="list-style-type: none"> ● Making tools and weapons - what was used to make the tools, how were they made, what were they used for? ● Hunting or scavenging wild animals - techniques adopted by Stone Age man ● Gathering food - the variety and where they gathered it from <p>Thinking like a historian: Through their eyes</p> <ul style="list-style-type: none"> ● How do you think people in the past viewed their world? ● What values, skills and knowledge did people need to succeed/survive? 	<p>Ask the big question/s - How did humans survive during the Stone Age? Was Stone Age man just a simple hunter-gatherer only interested in food and shelter?</p> <p>Read an extract from Stone Age Boy (Satoshi Kitamura) where the boy meets Om and witnesses daily life for Om's family (OR view/listen to the story on this link from 1 min 49 secs)- ESL Video story book - Stone Age Boy read by Teacher Sabina)</p> <p>and/or watch BBC Bitesize video which explores life in Mesolithic Britain through the eyes of a hunter-gatherer family - History KS2: Middle Stone Age (animation)</p> <p>and/or the following video on tools and weapons Stone Age Tools and Weapons Stone Age Tools and Weapons For Kids History Grade 3</p> <p>What do the children think now? Ask the children to work with a talk partner to discuss/consider the hardships etc of daily life that have been highlighted in the video/story.</p> <p>(Perhaps explain that early man was known as Neanderthal and then evolved to become Homo sapiens - the main difference between Neanderthal and Homo sapiens is that Neanderthals were hunter-gatherers whereas Homo sapiens spend a settled life, producing food through agriculture and domestication.)</p> <p>Display PPT with slides re. a day in the life of S.A. man -</p> <ul style="list-style-type: none"> ● Making tools and weapons using stone and bones ● Hunter gatherer and methods used to hunt (include which wild animals were hunted or scavenged and the types of food that Stone Age man gathered). ● Stone Age man needed to be nomadic as they exhausted food supplies in each area they lived in over time and they needed to follow the animals that they hunted for food.. ● Being nomadic meant that they had to carry many resources from place to place (heavy, inconvenient...) ● Beliefs - early man developed religious beliefs to help to explain the world around them <p>Activity - Children to write a diary entry about a day in the life of Stone Age man, including making tools and weapons, the big hunt, scavenging and gathering food (e.g. fruit, seeds fish, eggs etc)</p>	<p>IWB - video links</p> <p>PPT with images of S.A. tools, animals that were hunted and scavenged, methods adopted to hunt.</p>
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The introduction of farming in the Stone Age.

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

Society - changed - Neolithic period (link to settlement)

Settlement - man no longer nomadic

Beliefs - made tombs and offered gifts as man began to settle, burials in long barrows

Thinking like a historian :

Cause and effect - What made the change happen? What were the effects (see below)

Change and continuity -What changed/ remained the same? What were the benefits of farming (introduction of farming led to the formation of settlements/people no longer nomadic, able to grow crops, kept animals)

Through their eyes - How do you think people in the past viewed their world? What values, skills and knowledge did people need to succeed/survive?

Ask the big question - How different was life in the Stone Age when man started to farm?

Watch -

[Life in the New Stone Age | The Story of Britain | BBC Teach](#) which is an introduction to the changing way of life in Neolithic Britain through the eyes of a family, exploring their transition from hunter-gatherers to farmers.

Society/settlement -

Display PPT

Ask the children to work with a talk partner to consider how life changed - people were no longer nomadic, animals were brought from over the sea (sheep, goats, pigs and different types of cattle), crops were grown (barley and wheat), animals were domesticated (eg dogs), problems with birds eating the seeds that they sowed and eagles from taking some of their farm animals etc. Consider where the people settled (fertile land near rivers etc so that they could grow their crops and animals to drink etc)

Inventions/advancements in Neolithic society

- The loom
- The wheel
- Pottery and ceramics

Beliefs

Explain to the children that as man started to settle/farm, they also started to worship forces of nature and made tombs for their ancestors and the first elaborate burials in long barrows began, the people offered gifts and performed ceremonies to keep their gods happy.

[West Kennet long barrow tour | Avebury, England](#)

Activity

The children will be provided with an image of farming in the Stone Age which they will stick in their book and will then write a non-chronological report about how life changed when man started to farm (e.g. no longer nomadic, settled, constant food supply, how tools etc were more developed, technical innovations and his beliefs) Teacher to model how to do this. Differentiate.



IWB - videos

PPT

Image of a Stone Age Farm

Children's exercise books

<p>Case Study - Skara Brae</p>	<p>What does Skara Brae tell us about life at the end of the Stone Age?</p> <p>Settlement and society - life in a Stone Age (Neolithic period)</p> <p>Investigating the past -</p> <ul style="list-style-type: none"> What can we learn from Skara Brae? <p>Thinking like a historian -</p> <p>Using the past - How does the past help us to make sense of the present?</p> <p>Through their eyes - How do you think people in the past viewed their world? What values, skills and knowledge did people need to succeed/survive</p>	<p>Display Who were the first farmers? and scroll down to ‘Who lived at Skara Brae?’. Use the video showing a house from Skara Brae which begins by stating that a dresser would have been the first thing you would see when going through the door...)</p> <p>Ask the big question - What does Skara Brae tell us about life at the end of the Stone Age?</p> <p>Explain to the children that archaeologists can learn lots about our ancestors when they unearth sites like Skara Brae. Discuss why Skara Brae is therefore important in helping us to understand what life was like at the end of the Stone Age -</p> <p>Further information can be found at - Skara Brae facts for kids and Fascinating facts about Skara Brae</p> <p>Discuss -</p> <ul style="list-style-type: none"> The buildings The furniture The passage ways Evidence of farming <p>Activity</p> <p>The children will create a fact file about Skara Brae and what it tells us about life at the end of the Stone Age. They will write in the role of an archaeologist/ historian, explaining what the evidence tells us about Skara Brae and they will be provided with a selection of images which they can include in their fact file.</p> <p>(This can be differentiated - LA to be provided with various headings, HA - the children will add their own headings/subheadings)</p> <p>Consider -</p> <p>What does the evidence tell us?</p> <p>Why is it hard for historians to report what life was like in prehistoric times?</p> <p>What would make it easier for us to know/learn about prehistory?</p>	<p>IWB - videos PPT Images of Skara Brae Fact file template (differentiated)</p>
<p>The dawn of the Bronze Age.</p>	<p>How did life change during the Bronze Age?</p> <p>Settlement - building own homes and farming</p> <p>Society - lived and worked together in settlements, development of technology/use of bronze</p>	<p>Ask the big question, ‘How did life change during the Bronze Age?’ and then introduce the Bronze Age to the children by watching some or all of the following videos - What was the Bronze Age? (an introduction)</p> <p>Life in a Bronze Age settlement (general info)</p> <p>Life in the Bronze Age The Story of Britain BBC Teach (a Bronze</p>	<p>IWB - videos PPT Poster template Images</p>

Beliefs - burial - round barrows

Chronology -

when did the Bronze Age begin in Britain
(Timeline)

Investigating the past -

Look at evidence found at Must Quarry Farm

Thinking like a historian -

Cause and effect - what caused the change?
What were the effects?

Change and continuity - What changed/
remained the same? Who benefited/did not
benefit and why?

Using the past - How does the past help us
to make sense of the present?

Through their eyes - How do you think
people in the past viewed their world? What
values, skills and knowledge did people need
to succeed/survive?

Communicating history -

The children will record the changes that
occurred with the dawn of the Bronze Age
using appropriate historical vocabulary and
develop an understanding of what life was
like at that time.

Age family)

[KS2 Prehistory – The Bronze Age](#) (how tools were made)

Discuss/record the changes -

Farming-

- Metal used to make stronger, sharper farming tools, resulting in more land farmed/crops grown (plough)
- Irrigation
- Field system (forest clearance led to the development of large farms and fields were separated by walls).

Homes -

The Bronze Age roundhouse - watch up to 3 mins 18 secs

[Homes Through History | Episode 1: Visiting a Bronze Age Roundhouse](#)

Technology -

- Mines (copper and tin) how tools were made (metallurgy)
- New invention - making bronze by combining tin and copper
- Clothes woven from wool so no need to kill animals for their skins

Beliefs -

- Buried their dead in man-made mounds called round burrows and possessions were buried along with them
- Thank Gods - construction of megaliths/made stone circles: mega = large, liths = stone (Stonehenge - just one of hundreds of stone circles that have been found in Britain. During the early Bronze Age, circles built from stone or wood played a very important part in the religious life of the British people.)

Travel - Link - [Bronze Age Travel](#) | [Bronze Age Boats](#) | [DK Find Out](#)

- People travelled long distances to trade/barter (boats)
- Traders came (amber)
- Society changed - social classes of rich and poor, powerful and slaves
- New people arrive (Beaker people) - pottery but also know how to make metal

Activity -

Bronze Age poster - The Dawn of the Bronze Age

LA - provide the children with images and they will choose 2 or 3 to focus on and write about the changes that have occurred during the

		<p>Bronze Age. MA - focus on 4 HA - focus on 5 or more changes</p>	
<p>The dawn of the Iron Age</p>	<p>How did life change during the Iron Age? How could we possibly know? Settlement - hill forts Society - lived in tribes Conflict - rivalry between tribes (stealing cattle etc so built hill forts for protection Beliefs - Druids, burial Chronology - Look at the position of the Iron Age on the Timeline</p> <p>Investigating the past - understand how archaeologists use evidence to</p> <p>Thinking like a historian - Cause and effect - what caused the change? What were the effects? Change and continuity -What changed/ remained the same? Who benefited/did not benefit and why? Consider the longevity of the use of iron (we still use it today) Using the past - How does the past help us to make sense of the present? Through their eyes - How do you think people in the past viewed their world? What values, skills and knowledge did people need to succeed/survive?</p> <p>Communicating history - The children will record the changes that occurred with the dawn of the Iron Age using appropriate historical vocabulary and develop an understanding of what life was like at that time.</p>	<p>Ask the big question, ‘How did life change during the Iron Age? How could we possibly know?’ and then watch the following video - Daily life at home in Iron Age Britain History - Ancient which shows archaeologists at work and asks what it was like to live in the Iron Age and how we know (by using the evidence).</p> <p>Next, watch the BBC video which follows an Iron Age family as it explains how life in Britain was changing once again, helped along by the introduction of a new metal and that this period is called the Iron Age (focuses on iron, druids and hill forts) Iron Age Britain The Story of Britain BBC Teach</p> <p>Discuss/record the changes</p> <ul style="list-style-type: none"> ● Iron is now used and more sophisticated tools made from iron are made (use of looms etc) ● Celts - tribes that migrated to Britain from elsewhere in Europe. ● Hill forts and tribal kingdoms - Look at the evidence (e.g. Danebury Ring hill-fort in Hampshire, Maiden Castle hill-fort in Dorset) ● Roundhouses - Inside the hill forts, families lived in round houses. These were simple one-roomed homes with a pointed thatched roof and walls made from wattle and daub (a mixture of mud and twigs). In the centre of a round house was a fire where meals were cooked in a cauldron ● Farming - Iron farming equipment, including sickles and ploughs etc, have made the process more productive and allowed farmers to harden their ground, test new plants, and have more quantity of time to work. ● Beliefs - worshipped powerful spirits in sacred places, Druids <p>Activity - ‘Welcome to the Iron Age’ information leaflet The children will create an information leaflet about the Iron Age to be handed out to visitors to a museum. LA - children choose 2 - 3 areas to write about and provide them with images which they will include in their leaflet. MA/HA - children write their own headings and choose 4 - 5 areas to write about (provide images to stick in leaflet)</p>	<p>IWB - videos PPT Leaflet template Images</p>

		Possible headings - What was the Iron Age? Roundhouses Celtic life Hill forts and tribal kingdoms Tools and jobs Farming Druids/Beliefs	
Assessment task When do you think it was a better time to be alive - The Stone Age, Bronze Age or Iron Age? Explain.	When do you think it was a better time to be alive - The Stone Age, Bronze Age or Iron Age? Explain. Communicating history - The children will use historical terms/ vocab to when explaining/answering the question about which age they think it was best to live in. Thinking like a historian - The children will need to consider what it might have been like for people during those times (see it through their eyes), consider change/continuity, cause/effect and they will use evidence from the past to strengthen their argument/opinion.	Display the tasks on the IWB - see PPT Task 1 - order periods on a timeline - quick activity in which the children will place the Iron Age, the Bronze Age and the three periods of the Stone Age in the correct order. Task 2 - knowledge retrieval quiz (see google docs to print off for children) Task 3 - extended writing Recap on some of the main points from previous lessons, inviting the children to work with a talk partner to consider the pros and cons of each of the three ages. Explain to them that they are to complete a piece of writing in which they will write about which of the three ages they would have preferred to live in, giving their reasons why and referring to historical fact to demonstrate their understanding. The children must JUSTIFY their reasons/arguments (using historical facts)	Timeline images Retrieval quiz paper Exercise books for extended writing