

ACET Junior Academies'

Scheme of Work for history

Unit 2: Stone Age to Iron Age



About this unit:

This Scheme of Work continues children's learning about pre-historic Britain. They will learn about changes from the Stone Age to the Iron Age - a period of 2500 years! These will include the changes brought by the Beaker people to Britain and the impact from bronze to iron tools and weapons. Pupils will also start to understand that Britain became a very wealthy country and deduce the possible reasons for Caesar's invasion. For the majority of this period there continuities to be no written evidence so archaeological evidence will continue to be important. The children will continue to investigate issues and solve valid historical questions as well as to use the evidence to pose their own enquiry questions. This will all build upon the skills they started to acquire in the first unit. There is also a strong emphasis on knowledge and developing the historical narrative so that the children can fit their learning into future units at KS2 and beyond.

Unit structure

This unit is structured around seven sequential history enquiries:

1. Remind me. How long ago was the Stone Age?
2. Why did Bronze Age people mine for copper and tin?
3. Did life change in Britain between the Stone Age and the Bronze Age?
4. Was iron worth fighting for?
5. What did people use hill forts for?
6. If you were Julius Caesar would you have invaded Britain in 55BCE?
7. Was there more continuity or change between the Stone Age, Bronze Age and Iron Age?

National Curriculum unit:

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

Links to previous and future National Curriculum units

- Changes in Britain during the Stone Age. (Y3 HT1.1)
- A non-European society that provides contrasts with British history - Mayan civilisation c AD 900.

Enquiry 1: Remind me. How long ago was the Stone Age?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>This is the second KS2 unit for history. At the start of Year 3, the children will have already completed a unit of work on changes in Britain during the Stone Age.</p>	<p>Substantive knowledge: (What the children should know.) The Stone Age was 12,000 years ago. Stone Age, Bronze Age and Iron Age are different, sequential periods of time. Some of the key features of the Stone Age, Bronze Age and Iron Age.</p> <p>Second order concepts: (What students should understand)</p> <p>similarity difference</p>	<p>Construct enquiry questions. Chronological understanding.</p> <p>Key concepts:</p> <p>Stone Age Bronze Age Iron Age Prehistory Chronology BC/BCE AD/CE</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - use adverbial phrases to show understanding of when the Stone Age, Bronze Age and Iron Age were. - produce a timeline - identify some features of the Bronze Age and Iron Age. 	<p>Horizontal:</p> <p>Vertical:</p>
Suggested activities:		Resources:	Useful links:	
<p>Children should construct a timeline - toilet roll (each sheet is 100 years), physical - standing in line, timeline sheets. <i>NB. It's really important that the children understand the scale. It's not just a chronology!</i> Link: Stone Age timeline.</p> <p>Children plot on the timeline key time ago. Get the children to consider the length of time of each period - which lasted the longest? Shortest? Why might this be? Can they think of a way to remember the chronology? Ask and encourage the children to pose their own questions - what might it have been like living so long ago? How might it be different/similar to our lives today? What might have changed between the Stone Age and the Iron Age? Why have they been given these names? <i>NB. You may include some pictures/artefacts for the children to place on their timeline.</i> Link: Questions on the Stone Age - did the children answer all their questions? How could they change their questions from what they have learnt previously?</p> <p>Children can draw their own timelines marking on them key time periods and dates Link: Children have completed a timeline previously - consider how easy they found this skill and adjust accordingly.</p>		<p>Timeline- toilet roll, sugar paper etc. Something that can easily be divided to periods of time.</p> <p>Key date cards.</p> <p>Artefacts/pictures of artefacts. Link: Include examples of artefacts/pictures which you used with the Stone Age.</p> <p>Selection of books linked to the time periods or illustrations.</p>	<p><i>Primary History (66): 'Stone Age to Iron Age'.</i></p> <p>BBC Bitesize - prehistoric - https://www.bbc.co.uk/bitesize/topics/z82hsbk</p> <p>http://bbc.co.uk/history/ancient/british-prehistory/overview-british-prehistory-01.shtml</p>	

Enquiry 2: Why did Bronze Age people mine for tin and copper?

Links to previous learning	Knowledge and second order concepts	Historical skills and concepts:	Assessment criteria:	Curricular links:
<p>Children should now understand the key features of the Stone Age in Britain. They should also understand that around 2500BC life began to change in Britain with the start of the Bronze Age.</p>	<p>Substantive knowledge: (What the children should know.) Life changed between the Stone Age and the Bronze Age. Around 2500BC the Beaker people arrived in Britain. The Beaker people brought with them bronze tools and weapons. Bronze is made from a combination of tin and copper which Bronze Age people had to mine for.</p> <p>Second order concepts: (What the children should understand) cause and consequence.</p>	<p>Historical skills:</p> <ul style="list-style-type: none"> - Enquiry - select and record information. - Use a range of sources to find out about a time period. - Observe small details - artefacts and pictures. - Ask and answer questions. <p>Key concepts: Bronze Age Beaker people Immigrants</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - identify that the Beaker people were immigrants? - explain where bronze comes from and how it is made? - make inferences about who the Amesbury Archer was? - start to devise their own questions about the Bronze Age? 	<p>Horizontal:</p> <p>Vertical:</p>
<p>Suggested activities:</p>		<p>Resources:</p>	<p>Useful links:</p>	
<p>Introduce the children to the Beaker people - a new wave of immigrants who arrived in Britain in 2500BC - use a map to show where the Beaker people came from. Explain that they brought with them bronze weapons and tools.</p> <p>Provide the children with a mystery activity- could be based around Great Orme Head - the biggest copper mine in Europe. On the cards should be a range of statements. Using the statements, the children should work out that bronze is made from nine parts copper and one part tin heated - so, Bronze Age people needed to mine for copper.</p> <p>Amesbury Archer - the children could research the Amesbury Archer - outline the story of the archer and how he was discovered - the BBC website has a picture of his skeleton and some of finds - https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z874kqt Children then use inference skills to think about what the evidence tells us about the archer - rich or poor? What job did he do? Why did he have so many arrows?</p>		<p>Map.</p> <p>Pictures of bronze artefacts.</p> <p>Mystery linked to Great Orme Head.</p>	<p>For artefacts see previous.</p> <p>For information on the Great Orme mines: http://www.greatormemines.info</p> <p>BBC website: https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z874kqt</p> <p>In addition to the Amesbury Archer, there are also pictures of Bronze Age artefacts.</p> <p>YouTube: BBC Clips: The Story of Britain: The Bronze Age https://www.youtube.com/watch?v=cH_uowNBjno</p>	

Enquiry 3: Did life change in Britain between the Stone Age and the Bronze Age?

Links to previous learning	Knowledge and second order concepts	Historical skills and concepts:	Assessment criteria:	Curricular links:
<p>Children should now know that around 2500BC the Beaker people came to Britain. They should also start to understand some of the changes this brought about.</p>	<p>Substantive knowledge: (<i>What the children should know.</i>) Life changed between the Stone Age and the Bronze Age. Some of the things brought to Britain by the Beaker people. Life in Britain changed between the Stone Age and the Bronze Age.</p> <p>Second order concepts: (<i>What the children should understand</i>) similarity and difference</p>	<p>Historical skills: Enquiry - select and record information. Use a range of sources to find out about a period. Observe small details - artefacts and pictures. Ask and answer questions.</p> <p>Key concepts: Bronze Age Chariot</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - identify and describe some of the things introduced by the Beaker people? - Identify similarities and differences between the Stone Age and the Bronze Age? Explain 	<p>Horizontal:</p> <p>Vertical:</p>
<p>Suggested activities:</p>		<p>Resources:</p>	<p>Useful links:</p>	
<p>Ask the children to think about some of the features of the Stone Age - clothing, food, homes, weapons, tools etc. Link back to previous learning.</p> <p>Give out cards with some of the things which the Beaker people introduced to Britain/pictures of Beaker artefacts - new style of pottery, spinning using a spindle and weaving using a loom, horses, chariots and bronze tools and weapons. Ask the children to think about whether these show similarity or difference from the Stone Age. What difference would these have made to life in Britain?</p> <p>Give the children two different opinions - 'Life changed a lot between Stone Age and Bronze Age' or 'Life stayed the same between Stone Age and Bronze Age' - the children could then have a debate/work together to put together a presentation/produce a piece of writing outlining which they agree with and why.</p>		<p>Artefacts/pictures of artefacts linked to the Beaker people.</p> <p>Selection of books linked to the topic area.</p>	<p><i>Primary History</i> (66): 'Stone Age to Iron Age'.</p> <p>For artefacts try the British Museum: http://britishmuseum.org The British Museum also has a range of resources on questions to ask about finds.</p> <p>For 3D images use the Museum of London: https://www.museumoflondon.org.uk/schools/learning-resources/3d-objects-stone-age-to-iron-age</p>	

Enquiry 4: Was iron worth fighting for?

Links to previous learning	Knowledge and second order concepts	Historical skills and concepts:	Assessment criteria:	Curricular links:
<p>Children should now know the key features of the Bronze Age and the similarities and differences between the Stone Age and the Bronze Age. They should also know that that Iron Age came next.</p>	<p>Substantive knowledge: (What the children should know.) The Iron Age came after the Bronze Age and began in about 800BCE. Iron Age weapons and tools were stronger than Bronze Age weapons and tools. Iron Age people lived in clans several of which made up a tribe. Tribes or clans would often fight each other.</p> <p>Second order concepts: (What the children should understand) similarity and difference</p>	<p>Historical skills: Enquiry - select and record information. Observe small details - artefacts and pictures. Ask and answer questions.</p> <p>Key concepts: Iron Age Celts Clan Tribe Warrior</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - identify that the Iron Age came after the Bronze Age? - describe the similarities and differences between Stone Age, Bronze Age and Iron Age weapons? - describe the features of a Celtic warrior/battle? 	<p>Horizontal:</p> <p>Vertical:</p>
<p>Suggested activities:</p>		<p>Resources:</p>	<p>Useful links:</p>	
<p>Start by linking back with previous chronology - when was the Iron Age? Ask the children to think about why it was called the Iron Age and the possible changes to Britain. Link to previous chronology.</p> <p>Watch the BBC clip on YouTube - ask the children to think about the key features of the Iron Age - how is it similar/different to the Bronze Age?</p> <p>Provide the children with pictures of Stone Age, Bronze Age and Iron Age tools/weapons - what ways are they similar? In what ways are they different? Children could list criteria of a good weapon, then create a grid where they test which weapon was the best.</p> <p>Investigate Celtic warriors - provide the children with a description of a Celtic warrior - the children could draw and label what they think the warrior would have looked like OR re-enact a Celtic battle - use https://celts.mrdonn.org/warriors.html for details about what would have happened. Encourage the children to think about why they would go to war.</p>		<p>Link to previous timeline.</p> <p>YouTube clip</p> <p>Pictures/artefacts of weapons.</p> <p>Props to re-enact a Iron Age battle.</p>	<p><i>Primary History</i> (66): 'Stone Age to Iron Age'.</p> <p>For pictures of artefacts, use previous examples.</p> <p>YouTube BBC Clips: The Story of Britain - The Iron Age https://www.youtube.com/watch?v=j6rCMToss_k</p> <p>For general information on the Iron Age: https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z8bkwmn</p> <p>Information on Celtic warriors.</p>	

Enquiry 5: What did people use hill forts for?

Links to previous learning	Knowledge and second order concepts	Historical skills and concepts:	Assessment criteria:	Curricular links:
<p>Children should now know that the Iron Age started in about 800BC. They should also understand that iron is stronger than bronze.</p>	<p>Substantive knowledge: <i>(What the children should know.)</i> Nearly 2000 hill forts have been discovered in Britain. Historians are not sure why hill forts were built and have different views or interpretations. The key features of a hill fort.</p> <p>Second order concepts: <i>(What the children should understand)</i> similarity and difference interpretation</p>	<p>Historical skills: Enquiry - select and record information. Observe small details - artefacts and pictures. Begin to use the library and ICT for research.</p> <p>Key concepts: Hill fort Interpretation Reconstruction</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - describe what an interpretation is? - describe the features of a hill fort? - start to explain which interpretation they agree with and why? 	<p>Horizontal:</p> <p>Vertical:</p>
Suggested activities:		Resources:	Useful links:	
<p>Start with an aerial photo of Maiden Castle hill fort - ask the children to describe the image and then to make inferences about what they think it was used for.</p> <p>Explain to the children that historians do not know what hill forts were used for and that they have different views, or interpretations. Outline the</p> <p>English Monarchs Website - <i>'These large defensive enclosures protected by a series of steep ditches can usually be found occupying prominent hilltop positions. In times of attack the local people may have sought refuge within the hill forts.'</i></p> <p>Museums Wales website - <i>'As monuments, they may have been as much about displaying the status and power of different community groups, as they were about defence.'</i></p> <p>The Field magazine website - <i>'Archaeologists have found evidence of housing and of ritual practices inside hill-forts as well as storage and large amounts of grain.'</i></p> <p>Working in groups, the children find evidence for each of the interpretations - which do they think is the most accurate? They can then present their research back to the rest of the class.</p> <p>Show the children the picture of English Heritage's reconstruction of Oswestry hill fort - from their research do they think that this is accurate?</p>		<p>Picture of Maiden Castle hill fort</p> <p>Range of books from the library/access to the Internet</p> <p>Picture of Oswestry hill fort - English Heritage reconstruction.</p>	<p><i>Primary History</i> (66): 'Stone Age to Iron Age'.</p> <p>English Monarchs website: http://www.englishmonarchs.co.uk/celts_19.html</p> <p>Museums Wales website: https://museum.wales/iron_age_teachers/hillforts/</p> <p>The Field magazine: https://www.thefield.co.uk/features/iron-age-hillforts-21556</p> <p>For images, use Google,</p>	

Enquiry 6: If you were Julius Caesar, would you have invaded Britain in 55BC?

Links to previous learning	Knowledge and second order concepts	Historical skills and concepts:	Assessment criteria:	Curricular links:
<p>Children should have started to understand that Britain was a wealthy country.</p>	<p>Substantive knowledge: (What the children should know.) Britain was a wealthy country at the end of the Iron Age. Julius Caesar invaded Britain in 58BC and again in 54BC. Possible reasons for Caesar's invasion.</p> <p>Second order concepts: (What the children should understand) cause and consequence.</p>	<p>Historical skills: Enquiry - select and record information. Use a range of sources to find out about a period. Ask and answer questions.</p> <p>Key concepts: Invasion BC/BCE Romans Empire Emperor</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - identify that Britain was a wealthy country at the end of the Iron Age? - Describe Caesar's invasion and give possible reasons? - Make inferences from a source and select information to support? 	<p>Horizontal:</p> <p>Vertical:</p>
Suggested activities:		Resources:	Useful links:	
<p>Start with the Snettisham hoard of gold and silver torcs and the Blackmore Vale hoard of silver coins - show the children what was found and ask them - does it show a rich society? Why might people bury treasure?</p> <p>Outline who Julius Caesar was - ask the children to write a hypothesis - why would he want to invade Britain?</p> <p>Outline Julius Caesar's invasion - go through the key events and create a historical narrative - the children link the events chronologically. They could create a storyboard outlining the key events or you could act out what happened - this is a good opportunity to re-visit BC - Caesar invaded in 58BC, 54BC and confirmed his invasion in 43BC.</p> <p>Read through Caesar's description of Britain - edit as appropriate for the children - what inferences can the children make about why Caesar wanted to invade Britain? The children could write an explanation of why he invaded Britain and underline in the source, the information which supports their inference.</p>		<p>Pictures of the Snettisham hoard and the Blackmore Vale hoard.</p> <p>Outline of Caesar's invasion</p> <p>Caesar's description of Britain edited as appropriate</p>	<p><i>Primary History</i> (66): 'Stone Age to Iron Age'.</p> <p>For an outline of Caesar's invasion and his description of Britain: http://www.mytimemachine.co.uk/?p=7</p> <p>NB. There is a BBC Class Clips linked to the invasion but the Roman has a mobile phone! Please be careful if you use this one.</p>	

Enquiry 7: Was there more change or continuity between the Stone Age, Bronze Age and Iron Age?

Links to previous learning	Knowledge and second order concepts	Historical skills and concepts:	Assessment criteria:	Curricular links:
<p>Children should now know some of the key features of the Stone Age, Bronze Age and Iron Age.</p>	<p>Substantive knowledge: (What the children should know.) That there were changes and continuities across the time periods. The move from hunter-gatherer to farmer was one of the biggest changes. Life was hard across all of the time periods.</p> <p>Second order concepts: (What the children should understand) change and continuity.</p>	<p>Historical skills: Enquiry - select and record information. Place the time studied on a timeline and sequence events.</p> <p>Key concepts: Stone Age Bronze Age Iron Age</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - identify key features of each of the time periods? - identify and describe changes and continuities across the time periods? - explain when they would have liked to have lived and why. 	<p>Horizontal:</p> <p>Vertical:</p>
Suggested activities:		Resources:	Useful links:	
<p>Re-cap with the children the key features of the Stone Age, Bronze Age and Iron Age. Link: This is good opportunity to show the children the artefacts/pictures they have looked at in previous lessons.</p> <p>Re-visit the timeline which the children produced at the start of the enquiry - get the children to re-create the timeline but to now add in additional information about what they have learnt. They could annotate a timeline or they could re-create the physical timeline and include freeze frames for significant events/features. Ask the children to mark the continuities across the time period. Was there more continuity or change?</p> <p>The children could produce a living graph - timeline for the x-axis and emotions for the y-axis. The children then plot on the graph key ups and downs for people from the Stone Age to the Iron Age - ask the children to think about when they would most have liked to live and why.</p> <p>Re-visit the enquiry questions you posed at the start of this series of lessons - which can now be answered?</p>		<p>Timeline- toilet roll, sugar paper etc. Something that can easily be divided to periods of time.</p> <p>Key date cards.</p> <p>Artefacts/pictures of artefacts.</p>	<p><i>Primary History (66): 'Stone Age to Iron Age'.</i></p>	

END POINTS:

Knowledge and second order concepts:

Substantive knowledge:

(What the children should know)

This is not an exhaustive list but an outline of what might be expected:

- The Stone Age to the Iron Age was a long time ago. There were no written records and so we have to rely upon archaeological evidence. Historians have gaps in their knowledge.
- The Bronze Age came after the Stone Age and was followed by the Iron Age.
- It lasted a very long time - from the end of the Stone Age to the coming of the Romans in 43CE.
- In some ways there was little change - houses, for example, stayed very much the same.
- In other ways things changed a great deal - from tools and weapons made in stone to tools and weapons made out of bronze and then iron.
- By the end of the Iron Age, Britain was a very wealthy country trading with the Romans and the world.
- There are some people and places that are worth studying in detail.

NB. This knowledge should be built on what children learnt about the Stone Age in Unit 1.

Taken and adapted from Sue Temple and Alf Wilkinson, 'Collins Primary History: Teacher's Guide', (2019), p.62.

Second order concepts:

Children should start to have an understanding of:

cause and consequence
change and continuity
similarity and difference
interpretation
chronology

Key concepts developed:

AD/CE

BC/BCE

Beaker people

Bronze Age

Celts

Chariot

Chronology

Clan

Emperor

Empire

Hill fort

Immigrants

Interpretation

Invasion

Iron Age

Prehistory

Reconstruction

Romans

Stone Age

Tribe

Warrior

Key historical skills developed:

By the end of the unit, children will have studied a series of question led enquiries. In doing so, children will have had the opportunity to:

- place events on a timeline.
- use terms relating to the passing of time.
- 'handle' a range of artefacts.
- conduct their own research.
- select and record information.
- ask and pose questions about the enquiry.
- present their findings in a variety of ways.

The children will also have started to investigate written sources, identifying key information and should start to have an understanding that the past has been interpreted in different ways.

The next step ...

This unit will have allowed children to build on their historical narrative of the British Isles while continuing to develop their historical skills and understanding of key concepts. In the next history unit, children will move onto studying Ancient Egypt. This will allow them to draw comparisons with life in Britain at the same time and consider similarities and differences between the two civilisations. Once again, children will begin by constructing a timeline so that they build up an understanding of chronology before moving onto looking at lifestyles in Ancient Egypt. At the end of the series of enquiry questions, children will then compare life in Britain with life in Egypt at this time and provide reasons for the differences.