

## Morpeth First School Knowledge Organiser

History	Year group	Autumn 1
Changes in Britain from the Stone Age to Iron Age	Year 3	6 sessions

### Background knowledge

The three main periods of prehistory are generally divided into Stone Age, Bronze Age and Iron Age. The hunter-gatherers were from the Mesolithic age (Middle Stone Age) and farming started to develop towards the end of this period. The Neolithic (New Stone Age) saw farming take the place of hunter-gathering. This period is known as the Neolithic revolution.

### Resources

**Artefact box** - School Library Service,  
**Twinkl** - Stone Age to Iron Age, **Planbee**  
**History Rocks (songs)** - The Stone Age sucks!, Stone age inventions,

### What should I already know?

I can begin to describe similarities and differences in artefacts. I can find answers to simple questions about the past from sources of information  
I can sequence events and objects into chronological order.  
I can begin to identify different ways to represent the past e.g photographs, stories, adults talking about the past.  
I can sequence photographs etc from different periods of time  
I can find out about people and events at other times.  
I can describe memories of key events in their lives  
I can use drama to develop a sense of empathy and understanding.  
I can discuss the effectiveness of a source

National Curriculum Objectives / Key Skills	The Journey
<p>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.</p> <p><b>Range and depth of historical understanding</b> Find out about the lives of people in the stone age. Compare with our life today</p> <p><b>Chronology</b> Place the time studied on a timeline Use dates relating to the passing of time and the unit of work to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p><b>Historical enquiry and sources</b> Use a range of sources make inferences from sources</p> <p><b>Interpretations of history</b> Distinguish between different sources and evaluate their usefulness Identify and give reasons for different ways that the past is represented.</p>	<ol style="list-style-type: none"> <li>1. What is the Stone Age? What tools were crucial to the survival of early man and how did the tools change to make hunting more successful?</li> <li>2. How was Skara Brae discovered? How does Skara Brae show that Stone Age people were beginning to change how they lived.</li> <li>3. Why did Bronze Age people mine copper? What jobs did copper miners do? Why did children work in copper mines?</li> <li>4. Investigate Stonehenge. What do we know about why it was built or what it was used for? Locate a local stone circle (Duddo) on a map and explain what it might have been used for.</li> <li>5. Look at hillforts and find out how homes changed from the stone age to the Iron Age. How were hillforts designed to protect Iron Age tribes? Locate Northumberland hill forts on a map (Yeavinger Bell, College Valley).</li> <li>6. Who were the Druids? What were their roles in Iron Age tribes? Where does our information about Druids come from? Is it reliable?</li> </ol>

## Cultural Capital

**Stone Age artefact box** - brings the topic to life for all children and helps to engage them in their learning.

**Forest School** - Fire building, natural shelter, make a bow and arrow, make vegetable soup, use charcoal to draw, scavenged necklace - all of these offer the children an amazing hands-on experience of life in the Stone Age. The experiences will take them on a journey which provides opportunities for them to develop skills and knowledge, both academic and personal, which will ensure that success is achievable for all, regardless of circumstance.

**Google Earth/ OS maps** - look at aerial pictures of hill forts, stone circles and early civilization settlements in Northumberland. This will help to develop an excellent knowledge and understanding of people, events and contexts from a historical period in their local area.

## Outcomes

### [An overview of what children will know / can do](#)

#### Developing:

be aware of the chronological order of stone age, bronze age and iron age • begin to understand how early man survived and transitioned from nomad to settlers and identify how we know about the past • learn about Skara Brae and know some of the items found there by archaeologists. Ask and answer some simple questions related to Skara Brae \* use words and phrases accurately to indicate periods of time e.g. long ago, ancient, centuries

**Secure:** Understand the chronological order of the Stone Age, Bronze Age and Iron Age with some accuracy and place periods of history that they have learnt about on a timeline.

Understand what early humans needed to survive and how their tools and weapons changed over time. Understand that there are no written records from Skara Brae and all of our information comes from archaeology. Begin to ask simple questions to develop their understanding. Talk about Stonehenge and how no-one really knows what it was used for because there is no written evidence or clear archaeological evidence. Identify at least one way that we gather information.

**Mastery:** Explain the different characteristics of the Stone Age and Bronze Age and Iron Age, make links between them and identify similarities and differences. Reference sources and artefacts to explain how archaeologists know about this period of history. Say how tools changed during the Stone Age to make hunting more successful. Understand that this period is known as prehistory because there are no written records. Remember a range of key facts and information from areas of study in year 3. Ask more in depth questions for their age to develop their understanding. Answer questions and use sources of information confidently.

## Key Vocabulary

**Stone Age:** The Stone Age is the name given to the earliest period of human culture when stone tools were first used.

**Bronze Age:** The Bronze Age is the time period when bronze replaced stone as the preferred materials for making tools and weapons.

**Iron Age:** The Iron Age is the time period when iron became the preferred choice of metal for making tools.

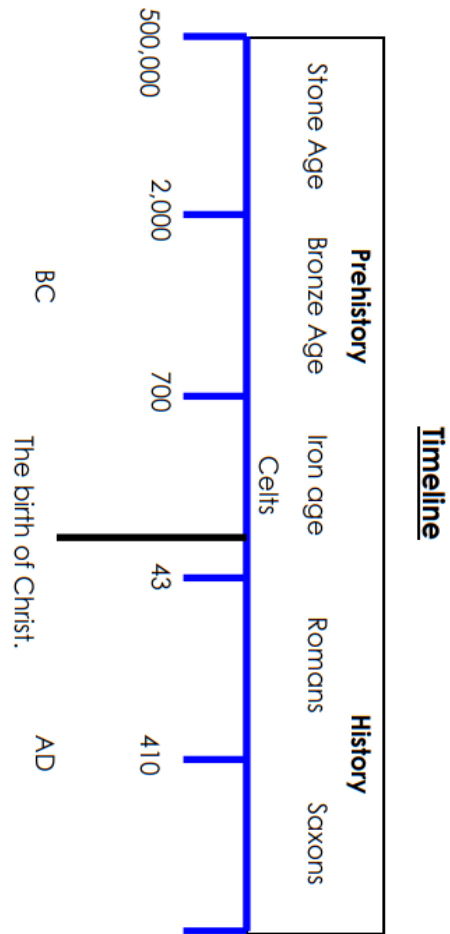
**Neolithic:** The Neolithic is the youngest part of the Stone Age. The neolithic period is the time when farming was invented and when people started caring for animals, such as cows, sheep and pigs.

**Prehistoric:** Prehistoric means the time before recorded history.

**Monument:** A group of huge stones, often set up in a line or circle. Tribe Iron age people who lived in the same area and did similar things.

**Expected vocabulary for this unit of work;** tribe, settlement, settler, Iron Age, Bronze Age, chronology, immigration, hunter-gatherer, nomad, prehistory, artefact

## Timeline / Diagrams



## Key people / places

**Skara Brae:** In 1850, a storm in Orkney off the north-east coast of Scotland revealed a Neolithic village called Skara Brae. It was inhabited between 3200 and 2500 BC. It was used as a base for farming cattle and sheep, fishing and growing barley and wheat.

**Celts:** The Celts originated from central and western Europe before arriving in Britain in around 500 BC. They had been the dominant race in Europe and soon became the same in Britain.

**Stonehenge:** Stonehenge was built over many hundreds of years. Work began in the late Neolithic Age, around 3000 BC. Over the next thousand years, people made many changes to the monument. The last changes were made in the early Bronze Age, around 1500 BC.

**Hill fort:** Built on high ground, with ditches and banks of earth for protection.

## Assessment questions / outcomes

1. Can you put the Stone, Bronze and Iron Age on a timeline?
2. What features would make a good hunter-gatherer settlement?
3. How could we find out answers we have about the Stone Age? What sources of information are available for us to use?
4. What theories do historians have about the origin of Stonehenge? Which theory do you support and why?
5. Describe the features of a Northumbrian hillfort.
6. Who were the Druids? What were their roles in the Stone Age?