

Subject: History

Year 3

How did Britain change between the beginning of the Stone age and the end of the Iron age?

NC/PoS: changes in Britain from the Stone Age to the Iron Age.

- Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

Prior Learning (what pupils already know and can do)

- Inventions and inventors.
- What is royalty and power
- How has Wigan change through history.

End Points (what pupils MUST know and remember)

- Understand major periods, Palaeolithic, Mesolithic, Neolithic, Bronze Age, Iron age.
- knowledge of tools and techniques used for survival in the Palaeolithic period.
- knowledge of the shift from nomadic to settled life and settlements.
- Understanding of how the introduction of Bronze changed communities and technology.
- Knowledge of social structure and power, housing and transport in the Iron Age.

Key Vocabulary

- Prehistoric – before written history.
- Stone Age – a time when people used stone tools.
- Bronze Age – when people started using bronze to make tools and weapons.
- Iron Age – when people used iron for tools and weapons.
- Palaeolithic – the early part of the Stone Age.
- Mesolithic – the middle part of the Stone Age.
- Neolithic – the later part of the Stone Age.
- Hunter-gatherer – someone who hunted animals and gathered plants for food.
- Cave – where some Stone Age people lived.
- Flint – a type of stone used for tools.
- Metal – a solid material that can be used to make tools or weapons.
- Bronze – a mixture of copper and tin.
- Smelting – melting metal to make tools.
- Roundhouse – a type of home people lived in.
- Farming – growing crops and keeping animals for food.

- Iron – a strong metal used to make tools and weapons.
- Hillfort – a village built on a hill with walls for protection.
- Warrior – a person who fights in battles.
- Celtic – the name of the people living in Iron Age Britain.
- Chieftain – the leader of a tribe.
- Druid – a religious leader in Celtic society.

Component 1: LO: To understand how early humans survived using tools and techniques during the Palaeolithic and Mesolithic periods.

Evaluation of Prior Knowledge

To gauge students' prior knowledge, teachers will ask the following questions at the start of the lesson:

- "What do we use tools for today?"
- What if there were no shops?"
- Display pictures of early tools—ask pupils to guess their uses.

Core Content:

- Introduction to the Palaeolithic and Mesolithic
- Nomadic lifestyle: hunting, gathering, fishing
- Inventions. Stone tools, shelters, fire, clothing from animals

Activity:

- Label a diagram showing tools and survival techniques
- Create a 'day in the life' drawing of a Palaeolithic family

Adaptations:

Less Able: Use picture matching and scaffolded descriptions

More Able: Write a short paragraph using terms like 'hunter-gatherer', 'flint', and 'nomadic'

Component 2: LO: To explore how farming and permanent settlements changed daily life?

Evaluation of Prior Knowledge

- Ask: "What do you eat that someone had to grow or farm?"

- Compare a cave and a roundhouse – which would you choose to live in?

Core Content:

- Farming begins, animals domesticated
- Settlements built (Skara Brae)
- Pottery, storage, simple trade

Activity:

- Venn diagram: compare nomadic life and settled life, how did things change for the civilisation. Write a diary entry of a Nomad becoming a settler.
- Create a model or drawing of a Neolithic settlement

Adaptations:

Less Able: Use sentence starters for comparisons and word banks

More Able: Explain how farming changed food, homes, and work roles

Component 3: LO: To understand how bronze tools and new technology transformed communities.

Evaluation of Prior Knowledge

- Recap: "What tools were used in the Neolithic period?"
- Show bronze artefacts and ask how they differ from stone tools

Core Content:

- Discovery of bronze: mixing copper and tin
- Metal tools, weapons, and status symbols
- Larger communities, barrows, early trade networks
- People of power
- Transport

Activity:

- Sort artefacts into stone or bronze categories with reasoning
- Discuss how inventions changed communities
- Write or draw how life improved with bronze tools

Adaptations:

Less Able: Matching activity using images and labels

More Able: Write an explanation of how bronze impacted farming, defence, and leadership

Component 4 LO: To explore Iron Age life through social structures, people in power, housing and transport.

Evaluation of Prior Knowledge

- Ask: "What kind of homes did people live in before?"
- Show a hillfort image and ask: "Why build homes on hills?"

Core Content:

- Use of iron for tools and weapons
- Hillforts, roundhouses,
- tribal leaders, druids and warriors what and who where they?
- Trade routes and carts, community roles
- Discuss people in power in these communities

Activity:

- Design a hillfort: label key features (walls, homes, chieftain's hut)
- Discuss who had power and why. Where would different people in power live in the hill forts due to status and power.

Adaptations:

Less Able: Label a pre-drawn hillfort with a word bank

More Able: Write a paragraph describing daily life from the viewpoint of a warrior or druid

Component 5 LO: To summaries and explain how Britain changed from the Stone Age to the Iron Age.

Evaluation of Prior Knowledge

- Timeline activity: Order the 5 key periods (Palaeolithic to Iron Age)
- Quick quiz: tools, homes, and roles from earlier lessons

Core Content:

- Recap of major changes across each period
- Compare tools, homes, society, food, and transport
- Identify what stayed the same and what changed

Activity:

- Create a class or individual timeline including key features of each period
- Complete a review sheet comparing each period
- Write a report on changes in technology and inventions, people in power, transport.

Adaptations:

Less Able: Use pre-filled timelines with some gaps to complete

More Able: Write a structured explanation of the biggest change across the ages, using historical vocabulary