

History



The Stone Age, Bronze Age & Iron Age Year 3

Essential Knowledge

By the end of this unit children will

- When the Stone Age, Bronze Age and Iron Age were and be able to order events chronologically.
- What an archaeologist is and what archaeology can tell us about the past.
- What Skara Brae was, where it is and what it can tell us about the past.
- What tools and weapons people had in the Stone Age, how they were made and what they were used for.
- How they got food by hunting and gathering.
- What Stonehenge is and what it may be for.
- Who the Celts were.
- Why there were Hill Forts in the Iron Age.

Vocabulary

Ancestors, climate: nomadic;
communal: historical sources:
artefacts; archaeology; archaeologists;
scavenging; predators; prehistoric;
Palaeolithic; Mesolithic; Neolithic;
Skara Brae; Stonehenge; Hill Forts

The Stone Age Topic Intention

Through this topic, children will find out about life during the stone age, bronze age and iron age. They will be able to appreciate how long ago these periods were and can place them on to a timeline in chronological order. They understand that it is one of the earliest periods of recorded history. Children will be able to use sources of information to compare how life was different then to how they live their own lives. They will be able to talk about what they ate, what they wore, where they lived with these things during this period of time. Using atlases, they will locate Skara Brae and use evidence to help them suggest what this settlement tells them about life in that period. They will gain further insight of this time period during an educational visit to Flag Fen.

History

Key Objectives- History

- To order events from the stone age to the iron age in chronological order and place them on a timeline.
- To consider differences between then and now using a range of sources.
- To investigate stone-age diet and why it was like this.
- To use Skara Brae as an example of a stone age settlement and suggest what it can tell us about the past.
- To know what cave paintings tell us about the past.
- To understand the significance of Stonehenge.

Session 1

What do we already know about the Stone age, Bronze age and Iron age?

Establish the children's previous knowledge of 'The Stone Age, Bronze Age and Iron Age' and build onto that key questions that they want to discover ...

Focus: To order events in chronological order.

How long ago was The Stone Age, Bronze age and Iron age?

Explain to the children that we are going to be studying a brand new topic this term. It is all about Prehistoric Britain, it is a time before Jesus. Introduce our new topic of the Stone Age. Show timeline and explain that we are traveling back to the earliest period of human culture.

Using toilet roll, one sheet represents 50 years. Show them how long ago each period of time was. Explain the terms 'AD' and 'BC' and how we are looking at 'BC'.

Create a class timeline. Children to add on key events from these periods on their own timeline. To include AD and BC

Session 2

Focus: To understand what an archaeologist does and suggest what evidence tells us.

How do we know about The Stone Age, Bronze Age and Iron Age?

Play the Rubbish Bin Activity – get the pupils on their table to empty the classroom bin on to a table. Get the children to identify all the rubbish and, using only the EVIDENCE they have in front of them, write a brief account of the morning of that class. When they have done that, give the children the list of events their class bins have done that day. *Is there anything they have missed out? What is missing? Why is it missing?* Explain the reason we did this activity was to help them understand that when we rely upon artefacts as evidence to tell us what life was like, we are only ever going to have a partial account – almost a random account, depending upon what evidence has survived, just like the litter in the bin.

Pose question *'The first people arrived in Britain over 2 and a half million years ago...How do we know about them?'* Allow chn to talk to TP about how we might know about the Stone Age and discuss. *How do we know about people from the past? What clues might they have left behind?* (Archaeology, objects (stone, bone, antler tools), bones/skeletons, cave paintings, pottery, monuments. EVIDENCE! Explain that we do not know much about these people because it was so long ago, not much evidence has been found. They did not write or draw and they did not live in one place. They lived in caves or in camps. Show images of stone age tools, cave paintings, caves, camps and clothing on google images.

Show sandbox and invite chn to come up and 'dig' for some clues (include skull/bones (science resources) images of objects/artefacts found. *Why would these be important findings? What could we learn from them?*

Using the website (<http://www.bbc.co.uk/guides/z34djxs#z39wq6f>) look at 'what was left behind?'

Chn will have a selection of replica artefacts that have been left behind. Select an artefact and write sentences explaining what they tell us about the Stone Age.

Session 3

Focus: To explore what daily life was like during the Stone Age period.

SC: I can discuss how Stone Age people got their food, made tools and built shelters.

I can use sources like pictures or artefacts to find out about the past.

I can explain what evidence tells me about life in the Stone Age.

Key enquiry question: What do sources tell us about the Stone Age?

Revisit the artefacts from Lesson 2 and discuss what they told us about the Stone Age. Reflect on their work from last week.

Then each table to examine difference photos/drawings of Skara Brae (Neolithic site in Orkney). Discuss in tables then as a class, create a mind map surrounding the picture on flipchart paper. This will allow children to see how Neolithic Stone Age people lived, it is important to discuss with the children about Prior living before the Neolithic period.

Share round more evidence, Photos of food, tools, clothing. Again discuss as a class and create evidence together.

[The Stone Age – Years 3/4 and P4/5 History Collection - BBC Bitesize](#)

Activity: To draw and label a stone age scene using the sources we have looked at together.

Challenge: The difference between the neolithic mesolithic paleolithic periods and how this might have differed in terms of living and hunting.

Session 4

Focus: To understand how the discovery of Bronze changed people's lives.

SC: I can compare Stone Age tools with Bronze Age tools.

I can use evidence to show how life changed in the Bronze Age.

Hook: Show a bronze Axe, ask questions: What is it? What is it made of? How is it different from the Stone Age tools we have looked at previously.

Pass round photos of Bronze age tools, jewellery and homes. Then go through powerpoint and watch the video.

[KS2 History: Bronze Age Britain \(animation\) - BBC Teach](#)

Talk about the changes.

Farming (how bronze age tools helped with farming)

Tools (how they have changed)

Jewellery and Trade.

Children to create mini newspaper reports "The big change!" Discuss how Bronze has changed the Stone Age ways.

Session 5

Focus: To explore how Iron Age communities were organized and defended.

I can describe what a hillfort is and why it was built.

I can discuss daily life in the Iron Age

I can use Iron Age sources to see how they lived and protected themselves.

Show image of Iron Age hillfort ask questions: What do you think this is, why was it built on a hill? What is different?

[Hill forts - BBC Teach History | KS1 | KS2 | Hill forts | BBC Teach Life in Iron Age Britain | The Story of Britain | BBC Teach Forts and tribes in Iron Age Britain | History - Ancient Voices](#)

Talk about Key features: roundhouses, ditches, banks, entrances and defensive walls.

Activity to draw their own hillfort, Label diagram from an aerial view.

LAP Template.

HAP write a paragraph explaining why they have made those choices.

BRONZE AGE

Session 6

Focus: To understand how the Iron Age ended and what it might have felt like for people at the time.

I can describe what happened when the Romans came to Britain.

I can use historical evidence in a piece of writing or drama.

I can explain how an Iron Age person might have felt about these changes.

Starter (5–10 mins): Story Circle – “Voices from the Hillfort”

Sit in a circle and read a short, dramatic narrative aloud:

“It was early morning. Smoke drifted from the cooking fire. Children played near the wooden fence. Then we saw them – rows of shiny helmets, tall shields, and flags. The Romans were coming...”

Ask:

- What do you think people in the hillfort did next?
- What questions do you have?

Main Activity: Create a Diary Entry or Speech – ‘I Remember the Day...’

Step 1: Investigate the Evidence (10–15 mins)

Give the class a simple source set (pictures and brief facts) showing:

- Roman armour and weapons vs Iron Age ones
- A Roman road or villa
- Changes in coins or language
- New foods, clothes, or objects brought by Romans
- A map showing how the Romans took over Britain

Step 2: Imagination Task (20–25 mins)

Children write a first-person diary entry, letter, or speech as if they are:

- An Iron Age child whose family sees the Romans for the first time
- A warrior preparing to defend the hillfort
- An elder remembering *“how life used to be before the Romans came”*

They can begin with prompts like:

- “Dear diary, today something strange happened..”
- “They came from the sea, dressed in metal..”
- “Everything changed when the Romans arrived..”

Learning Challenge Week:

Draw a table and compare life then to life now. E.g. What food do we eat? What food did they ate? What were their houses like? What are our houses like?

Write a diary of a stone age man. What does he do every day? (Visual timetable for LA SEN)

Build a stone age settlement and label it with post its according to the features

Through this unit of work the following essential skills will be developed:

Literacy

read fluently, listen and respond critically to texts of all kinds, on paper and on screen, in order to access ideas and information

talk clearly and confidently about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively.

write, present and broadcast a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts

Computing

find and select information from digital and online sources, making judgements about accuracy and reliability

collaborate, communicate and share information using connectivity to work with, and present to, people and audiences within and beyond the school

Learning and thinking skills

communicate, interacting with different audiences in a variety of ways using a range of media

Personal and emotional skills

work independently, knowing when to seek help, dealing with pressures and deadlines

control their own physical movements in a range of contexts with skill, dexterity and confidence

Social skills

listen and respond appropriately to a wide range of people

work collaboratively towards common goals

take turns and share as appropriate, stating their own views and needs

Assessment:

- I can describe events from the past using dates when things happened.
- I can use a timeline within a specific period of history to set out the order that things may have happened.
- I can use my mathematical knowledge to work out how long ago events happened.
- I can use research skills to find answers to specific historical questions.
- I can research in order to find similarities and differences between two or more periods of history