



History

Stone Age, Bronze Age and Iron Age.
(2500 BC–500 BC)

Year 2 Unit 1

How did Britain change during this period?

Intent:

For pupils to understand that, although the lives of early human in Britain remained much the same for long periods of time, this period was also marked by maybe the greatest change ever to occur in British society – the creation farming-based settlements, the birth of agriculture and the gradual decline of a hand-to-mouth subsistence existence.

Pupils should be taught about:

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

Investigate the past.

Investigate and interpret the past.

Communicate historically.

Communicate historically and understand chronology.

Prior learning:

ELG	Year 1				
Builds on Past and Present.	Builds on Local History and significant individuals.				

Key Vocabulary:

Tier 2 - Multiple meanings or high frequency

Timeline	Artefact		
Evidence	Past		

Tier 3 - Subject specific

Stone Age	Iron Age	Nomadic	Archaeologist
Bronze Age	Hunter-gatherer	Prehistory	Smelt

Etymology and morphology

Prefix / Suffix / Root	Meaning	Examples
Nomad	The word "nomad" comes ultimately from the classical Greek word (nomás - "roaming, wandering, especially to find pasture")	Nomadic (adjective) <i>They led a nomadic existence.</i>
Archaeology	Directly from Greek arkhaiologia "the study of ancient things".	Archaeologist (noun), Archaeological (adjective).
Smelt	probably from Middle Dutch or Middle Low German smelten, "to melt, smelt, fuse"	Smelting (verb)

Idioms and colloquialisms

	Meaning
--	---------

Misconceptions	
Not true	Teach this
That all ancient Britons lived in caves where they were at the mercy of dinosaurs!	Ancient Britons were nomadic hunter-gatherers living in temporary camps (dinosaurs died out 60 million years before the Stone Age).

Lesson number	Key enquiry question & learning objective	Suggested learning activities	Cumulative questions
1	<p>Q: What was the Stone Age like?</p> <p>L.O. TBAT investigate the past.</p>	<p>*Mind map The Stone Age, Bronze Age and Iron Age as a class - ascertain any prior knowledge or address misconceptions (<i>See David Weatherly Enquiry 7, resources 1 and 2</i>). Discuss how we can be sure that these images are accurate (or not).</p> <p>*Discuss what types of evidence we might need to be sure about historical facts/findings.</p>	1 - 2
2	<p>Q: What clues help archaeologists prove how people might have lived in the Stone Age?</p> <p>L.O. TBAT investigate and interpret the past.</p>	<p>*See David Weatherly Enquiry 7, page 6 – 7. Resources 8 and 9. This describes and explains how archaeologists use artefact to understand how Britons lived in the Stone Age.</p> <p>*Watch BBC Teach film ‘<i>Discovering Stone Age Tools Made of Flint</i>’ – www.youtube.com/watch?v=SJ5s75osk</p> <p>*Write a report about Stonehenge.</p>	1 - 4
3	<p>Q: Why do you think the period after the Stone Age is called the Bronze Age?</p> <p>L.O. TBAT communicate historically.</p>	<p>*Discuss reasons/ideas why the Stone Age ended and the Bronze Age began.</p> <p>*Discuss the word ‘smelt’ and how there are different meanings for this word – in this case, the meaning will be about melting and combining metals.</p> <p>*Describe the process of smelting bronze from copper and tin and watch ‘<i>Prehistory – The Bronze Age</i>’ www.youtube.com/watch?v=Ohij1e2oZio</p> <p>*Draw and label a simple diagram showing the process of smelting bronze to copper.</p>	4 - 6
4	<p>Q: What can these artefacts tell us about life during the Bronze Age?</p> <p>L.O. TBAT investigate and interpret the past.</p>	<p>*Identify and describe the likely use of a range of Bronze Age artefacts and explain why these items demonstrate progress in the way people lived in Britain compared with the Stone Age. Complete table - (<i>See David Weatherly Enquiry 8, resource 1</i>).</p>	5 - 8

5	<p>Q: What is an Iron Age hill fort and why were they built?</p> <p>L.O. TBAT investigate and interpret the past.</p>	<p>*See David Weatherly Enquiry 9, page 4. Resource 1. Describe features and discuss what they must have looked like when they were first built (ask the questions in the notes section on page 4).</p> <p>*Write down (mind map) what the need for these forts might have been.</p>	4 - 10
6	<p>Q: How do we know life wasn't always peaceful in the Iron Age?</p> <p>L.O. TBAT communicate historically and understand chronology.</p>	<p>*Divide children into groups and provide them with a copies of <i>Resource 6</i>. Analyse each piece of evidence and make a list of reasons for their use. Q: How do they combine to suggest why life wasn't so peaceful?</p> <p>*Finally, draw a timeline to show the order and dates of the Stone, Bronze and Iron Ages of Britain.</p>	9 - 12

** Trip suggestions – Dover Museum (Bronze Age boat)