

Stone Age to Iron Age

History | LKS2 | Planning Overview

Introduction

In this unit about the Stone Age to the Iron Age, children will learn that prehistory is the time before written records began and that we know about this time from the sources of evidence left behind that have been studied by archaeologists. They will learn that prehistoric times went through a series of ages, during which early Britons made huge technological advances for the time and left a lasting mark on the British landscape. Children will also explore key substantive concepts such as settlement, migration, tribe and technology.

When learning about the Stone Age, children will learn how prehistoric people migrated to Britain and eventually settled here after the last ice age. They will learn about how early humans survived as hunter-gatherers, living a nomadic life – in order to eke out an existence – and they will begin to consider the evidence that tells us this. The lessons use a range of archaeological evidence to look in more detail at the lives of prehistoric people. This includes the changes and developments that occurred in the Stone Age, the technological advances in tools, the establishment of permanent settlements like Skara Brae and the growth of agriculture. By learning about the Bronze Age, children will recognise the end of the Stone Age and explore how metals were first used, measuring the impact of this advance. Children will investigate the building of tombs and monuments, such as the world-famous Stonehenge and consider the expertise early Britons had in building and engineering. When learning about Skara Brae and Stonehenge, there will be opportunities for children to undertake their own independent research. The unit will conclude with a look at the Iron Age, the uses for this new, stronger metal (iron) and its impact on the way of life of people called Celts.

Studying the Stone Age to Iron Age will assist children: in identifying the significant changes that took place in prehistoric Britain; in using archaeological sources of evidence; and in helping them to develop the skills to ask and answer historical questions. By the end of the unit, children will have travelled through thousands of years of prehistory, which they will learn eventually came to an end in Britain with the conquest by the Romans in AD 43.

Home Learning

Stone Age Food

In this task, children read a fact file about food in the Early and New Stone Age and then write about the food people ate and how they acquired it during each of these periods of the Stone Age.

Bronze Age Jewellery

In this task, children work like an archaeologist by making a careful observational drawing of a late Bronze Age brooch.

Assessment Statements

By the end of this unit...

Working Towards the Expected Level:

- With support, children can identify some key features of Stone Age life and know what people needed to survive as hunter-gatherers.
- With support, children can note connections and contrasts between life in the Palaeolithic (or Old) and Neolithic (or New) Stone Age, recognising significant changes and developments like technology, growth of new settlements and agriculture.
- With support, children can begin to understand some of the ways in which historians and others investigate the past through exploring evidence from Skara Brae.
- With support, children can research aspects of life in the Bronze Age, making simple comparisons with these aspects of life in the Palaeolithic (or Old) and Neolithic (or New) Stone Age.
- With some support, children can address questions relating to the building of Stonehenge and give simple explanations that show their reasoning.
- With support, children can evaluate the impact on daily life of changes in metalworking skills in the Iron Age.
- With support, children can recognise the significance in the arrival of Celtic tribes to Britain, including their impact on the landscape in the Iron Age.
- Children can recognise the chronology of Prehistoric Britain from the Stone Age to the Iron Age.

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Working At the Expected Level:

- Children can identify some key features of Stone Age life and know what people needed to survive as hunter-gatherers.
- Children can note connections and contrasts between life in the Palaeolithic (or Old) and Neolithic (or New) Stone Age, recognising significant changes and developments like technology, growth of new settlements and agriculture.
- Children can understand some of the ways in which historians and others investigate the past through exploring evidence from Skara Brae.
- Children can research aspects of life in the Bronze Age, making clear comparisons with these aspects of life in the Palaeolithic (or Old) and Neolithic (or New) Stone Age.
- Children can address questions relating to the building of Stonehenge and give explanations that show their reasoning.
- Children can evaluate the impact on daily life of changes in metalworking skills in the Iron Age.
- Children can recognise the significance in the arrival of Celtic tribes to Britain, including their impact on the landscape in the Iron Age.
- Children can recognise and describe the chronology of Prehistoric Britain from the Stone Age to the Iron Age.

Working At Greater Depth:

- Children can identify a number of key features of Stone Age life and know what people needed to survive as hunter-gatherers.
- Children can independently note connections and contrasts between life in the Palaeolithic (or Old) and Neolithic (or New) Stone Age, clearly recognising significant changes and developments like technology, growth of new settlements and agriculture.
- Children can understand and clearly explain some of the ways in which historians and others investigate the past through exploring evidence from Skara Brae.
- Children can research aspects of life in the Bronze Age, making more detailed comparisons with these aspects of life in the Palaeolithic (or Old) and Neolithic (or New) Stone Age.
- Children can confidently address questions relating to the building of Stonehenge and give more detailed explanations that show their reasoning.
- Children can confidently evaluate the impact on daily life of changes in metalworking skills in the Iron Age.
- Children can recognise and describe the significance in the arrival of Celtic tribes to Britain, including their impact on the landscape in the Iron Age.
- Children can recognise and confidently relate the chronology of Prehistoric Britain from the Stone Age to the Iron Age.

Lesson Breakdown

1. How Did People Survive During the Stone Age?

Develop an awareness of changes in Britain from the Stone Age to the Iron Age.

Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Continue to develop a chronologically secure knowledge of British and world history, establishing clear narratives within and across the periods they study.

Develop the appropriate use of historical terms.

To explain how people survived during the Stone Age.

Resources

[Lesson Pack](#)

Standard School Equipment:

- Whiteboards and pens



70 mins

2. What Changed For People Living in Stone Age Britain?

Develop an awareness of changes in Britain from the Stone Age to the Iron Age.

Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Continue to develop a chronologically secure knowledge of British and world history, establishing clear narratives within and across the periods they study.

Develop the appropriate use of historical terms.

Note connections, contrasts and trends over time.

To identify how life changed for people during the Stone Age.

Resources

[Lesson Pack](#)

Standard School Equipment:

- Whiteboards and pens
- Scissors
- Glue



65 mins

3. How Do We Know About Life in the Stone Age?

Develop an awareness of changes in Britain from the Stone Age to the Iron Age.

Understand how our knowledge of the past is constructed from a range of sources.

Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Develop the appropriate use of historical terms.

To explore how we know about life in the Stone Age.

Resources

[Lesson Pack](#)

Standard School Equipment:

- Whiteboards and pens



70 mins

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4. How Did Life Change in the Bronze Age?

Develop an awareness of changes in Britain from the Stone Age to the Iron Age.

Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Note connections, contrasts and trends over time.

Develop the appropriate use of historical terms.

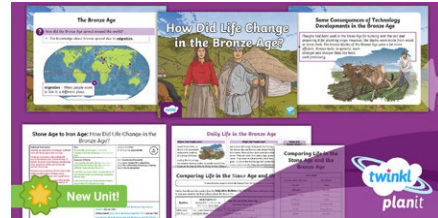
To describe some ways in which life changed from the Stone Age to the Bronze Age.

Resources

[Lesson Pack](#)

Standard School Equipment:

- Whiteboards and pens



70 mins

5. What Do We Know About Britain's Prehistoric Tombs and Monuments?

Develop an awareness of changes in Britain from the Stone Age to the Iron Age.

Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Continue to develop a chronologically secure knowledge of British and world history, establishing clear narratives within and across the periods they study.

Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Develop the appropriate use of historical terms.

To explore what archaeology has told us about Britain's prehistoric tombs and monuments.

Resources

[Lesson Pack](#)

Standard School Equipment:

- Whiteboards and pens



90 mins

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6. Who Were the Celts and How Did They Make Iron in the Iron Age?

Develop an awareness of changes in Britain from the Stone Age to the Iron Age.

Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Continue to develop a chronologically secure knowledge of British and world history, establishing clear narratives within and across the periods they study.

Develop the appropriate use of historical terms.

To learn about the lives of the Celtic tribes in Iron Age Britain.

Resources

[Lesson Pack](#)

Standard School Equipment:

- Whiteboards and pens



65 mins

7. Why Did They Build Hillforts in Iron Age Britain?

Develop an awareness of changes in Britain from the Stone Age to the Iron Age.

Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Understand how our knowledge of the past is constructed from a range of sources.

Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

To discover why people built hillforts in Iron Age Britain and what we know about them.

Resources

[Lesson Pack](#)

Standard School Equipment:

- Whiteboards and pens



70 mins