

Beneath our Feet: The Stone Age to Iron Age Year 5

What I have already learnt (Year 4)

Chronological understanding:

I have learnt to become more secure in my knowledge of chronology and can place periods of history I have learnt about accurately on a timeline.

I have learnt to confidently made links between areas of history I have studied, identifying differences and similarities between them.

Vocabulary:

I have learnt to remember and use a range of names and words from the areas I have studied in Year 4 as well as remembering some names and words from previous study.

I have learnt to generally use words and phrases to indicate time, talking about decades, centuries, millennium etc.

I have learnt to understand a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.

Questioning:

I have learnt to ask questions to develop my understanding.

I have learnt to challenge sources of information.

I have learnt to organise some information that is purposeful for responding to or asking questions.

Knowledge:

I have learnt to remember a range of key facts and information from areas of study in Year 4 and can remember a few facts from previous areas of study.

I have learnt to understand how our knowledge of history is developed through a range of sources.

I have learnt to use at least one type of source of information confidently and begin to use at least two different types of sources e.g. books, internet, visual clips.

What I will have learnt by the end of this unit

- I can draw a timeline with different historical periods showing key historical events or lives of significant people.
- I can explain how the lives of wealthy people were different from the lives of poorer people in the Iron Age.
- I can compare the Stone Age to the Iron Age and explain things which changed and things which stayed the same.
- I can explain how our locality has changed over time.
- I can summarise the main events from Stone Age to Iron Age, explaining the order of events and what happened.

What I will have learnt by the end of my Key Stage

- I will have developed a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- I will have noted connections, contrasts and trends over time and developed the appropriate use of historical terms.
- I will have regularly addressed and sometimes devised historically valid questions about change, cause, similarity and difference, and significance.
- I will have constructed informed responses that involve thoughtful selection and organisation of relevant historical information.
- I will understand how our knowledge of the past is constructed from a range of sources.



A Bronze Age gold disc.

Stone age tool replicas



Key Knowledge

- The Stone Age to Iron Age period is known as prehistory. Artefacts can give us clues about the period but there will be gaps in the evidence.
- The Stone Age to Iron Age covered around 10,000 years, between the last Ice Age and the coming of the Romans.
- The Stone Age is divided into three main chronological periods: Palaeolithic, Mesolithic and Neolithic.
- Life in the Stone Age was very different to present day. People hunted and gathered food, homes were small dwellings that used wattle and daub or caves and symbols were used as a method of communication.
- People were known as hunter-gatherers but as time progressed, tools and weaponry developed and by the Neolithic period people began to settle and farming developed.
- In the Palaeolithic period, spears were used for hunting with cut flints tied to wooden poles.
- In Neolithic times, people began to settle in one place. They settled in fertile farming areas near sources of water.
- The change from Bronze Age to Iron Age was not instant. The Iron Age covered nearly a thousand years, twice as long as the Roman occupation.
- The Celts were a collection of tribes with origins in central Europe that shared a similar language, religious beliefs, traditions and culture.
- The Celts were skilled metal workers who made advanced iron weapons, strong armour and sturdy war chariots.

Key Skills I will learn/use

EVALUATE AND CREATE - I will be able to evaluate what I have learnt about the Stone Age - Iron Age and use these to help me in my work (both written and verbal).

Connect ideas - I will connect ideas by making links the impact certain periods of time have had to nowadays and how life has.

Describe - I will learn to use a range of historical terminology to describe different periods of history (including the Stone Age - Iron Age) and how they have impacted the world we know today.

Recognise impact - I will what I have learnt to outline the impact the Stone Age - Iron Age has had on the world we live in today.

Question/ideas/points of view - I will compare my own ideas, points of view and questions to those of my peers and think about how the range of answers will influence my view of the Stone Age - Iron Age.

Respond thoughtfully - I will respond thoughtfully to questions and answers myself and peers have and use what I have learnt to further these.

Investigate - I will be able to use different methods to investigate different areas of the Stone Age - Iron Age.

Key Vocabulary

Duration - How long each period of history occurred for.

Palaeolithic - The Old Stone Age. During this time people were hunter gatherers, who followed the movements of the animal herds they hunted.

Mesolithic - The Middle Stone Age, after the last ice age, before farming. Sea levels rose due to melting ice, and Britain became an island.

Neolithic - The New Stone Age, when farming began. People lived in one place all year round, with crops and animals in fields around them.

Field Archaeologist - A person who searches outdoors for clues and evidence of past human activity.

Nomad - an individual or group of people who have no permanant home.

Neanderthal - Neanderthal is the name given to a type of human who lived for a long time before modern humans like us appeared.

Palaeontologist - A person who searches outdoors for traces of animals that lived in the past, including dinosaurs and fossils from long before the Stone Age.

Copper Ore - Copper ore is a blue-green mineral found in different types of rock.

Smelting - The process of making bronze by extracting the metal from the natural ore, or by mixing two metals together to make an alloy.

Druid - An ancient Celtic priest.

Waste flakes - When flint was knapped to make tools and weapons, lots of small waste flakes dropped onto the ground, and could stay there for thousands of years.



Metal Iron Age artefact

My Skills and Knowledge that I may use from other subjects

Mathematics: I can use my mathematical knowledge of coordinates to create scaled and ratio replicas of forts and settlements.

Science: I can use my knowledge of materials and use these to investigate stone, bronze and iron. I can use my knowledge of different layers of soil.

Geography: I can use my geographical knowledge to consider where in my locality would be best to create a hillfort and construct a model of.

Literacy: I can use my reading, comprehension and writing skills to further my knowledge of the Stone Age to Iron Age.

Art: I can use my art skills to experiment with different techniques and styles to create my own cave art.

RE: I can use my knowledge of religion to compare and contrast the significance of Stonehenge and its religious importance to another religion.

D&T: I can use my technology skills to discover technological developments from the Stone age to Iron Age and create a collection of edible prehistoric tools.

Music: I can use my music knowledge and skills to take part in improvised performance to compare and contrast prehistoric musical instruments and musical stones.

Opportunities for teaching Diversity, Equality (Including protected characteristics) and expanding Cultural Capital

Scarborough's Rotunda was built to showcase the world-class fossils of Yorkshire's 'Dinosaur Coast'. It is home to some of the world's most exciting archaeological finds including a mysterious shaman's antler stag headdress from Stone Age Star Carr.

North York Moors National Park Education Service - Stone Age Day. This outdoor activity day was designed for years 5 & 6 and based on the book 'Wolf Brother' by Michelle Paver. However, it can also be adapted for years 3 & 4 and linked to 'Stone Age Boy' by Satoshi Kitamura.

At the **Yorkshire Museum in York** is a workshop called Prehistoric Progress which lets children explore artefacts from the Stone, Bronze and Iron Ages and work out what the major technological advances were, as well as practical activities such as make shelters, pots and jewellery.

At **Dig in York** children get to take part in a mock excavation and discover objects.

The Yorkshire Museum of Farming near York has an Iron Age roundhouse and teaches all about Stone Age and Bronze Age life including hunting, farming and making pottery.

Rydale Folk Museum Stone Age to Iron Age - The Museum's roundhouse provides the perfect backdrop for an immersive pre-history visit.

Recall and Remember

Can you answer these twelve questions in ten minutes?

1. What is another name for the Neolithic era? Iron Age. Stone Age. Bronze Age.
2. Which animals were alive during the Stone Age to Iron Age? Pandas. Woolly Mammoths. Squirrels. Cave Lions. Dinosaurs.
3. What were the main changes from the Bronze Age to the Iron Age? Dyed their clothes bright colours. Made spears out of flint. Lived in roundhouses in hillforts. Fought with other tribes.
4. What do archaeologists think Stone Henge was for? A house. Statues. Religion, rituals and worshipping. A way to tell the time of the year.
5. How did Stone age people get their food? Used bronze axes. Hunted and gathered. Use swords. Used bows and arrows.
6. Can you circle the features of a Stone Age tent? Animal skin. Mud sides. Wooden frame. Hole in the roof. Painted walls.
7. What kind of clothing did they wear in the bronze age? Tunic and leather shoes. Dyed clothes loin cloth.
8. Why was a hill fort safe? Animals could be kept inside. High up on a hill to see enemies coming. It was pretty. Surrounded by a wooden fence.
9. What did iron age people invent? Smart phone. Plough. Pencils. Bows and arrows.
10. Why was it important for Stone Age people to move around? So they could find food and stay warm. So they could find a new place to live. To live somewhere different.
11. What is the other name for the bronze age? Palaeolithic. Mesolithic era. Neolithic era.
12. Why do we call the Stone Age to Iron Age people our ancestors? Because they were the first people on Earth and therefore related to us. Because ancestors means friends. Because that is another name for old people.

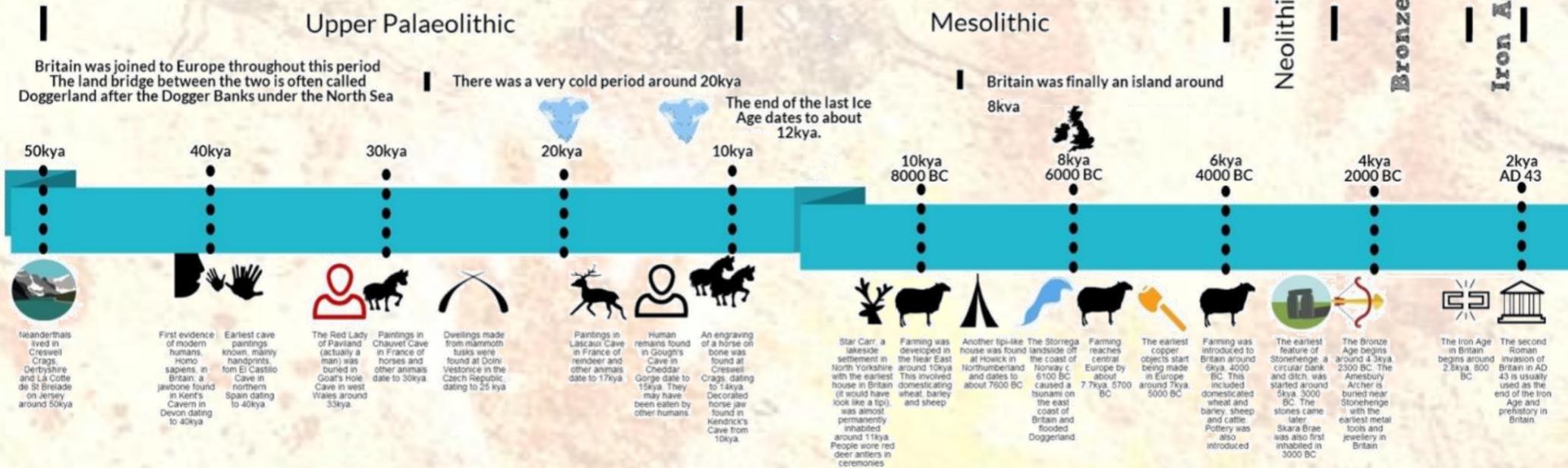
Stone age artefacts



The Orkneys, an archipelago of islands off the Northern coast of Scotland, are home to some of the greatest Neolithic treasures in Western Europe

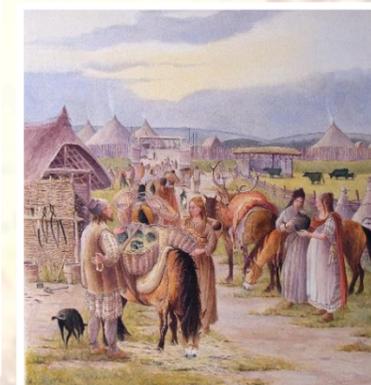


STONE AGE



Key Historical Concepts

- o Chronology Empire
- o Civilisation
- o Wider world history
- o Continuity and change
- o Cause and consequence
- o Similarity/difference/significance
- o Local history
- o Culture
- o Economy
- o Governance
- o Vocabulary



What an Iron Age settlement may have looked like