

YEAR A

THEME: History in the United Kingdom

TERM: Autumn 2

EXPEDITION: Stone Age to Iron Age



EXPEDITION OVERVIEW:



This topic will use both factual discoveries and fictional stories to focus on what it may have been like to have lived during the Stone Age through to the Iron Age. The pupils will step back into the 'Time Machine' to build links to their KS1 learning.

This time we will find out what pre-history means and how we know what was happening all that time ago. Our local deciduous woodland, the boreal forest of Scandinavia and Northern Scotland and the introduction to Tundra will all be the backdrop to our time travel adventures, which will be brought to life through real life experiences provided through a class trip to an Iron Age village and hill fort.

CULTURAL CAPITAL:

Take part in an Archaeological dig to experience how history is 'uncovered'. Use the Reserve to understand what Britain may have looked like in prehistoric times.

Encouraged visits:

Visit Carn Euny a local Iron age Settlement.

Visit Chysauster Ancient Village to get an idea of what hill forts may have been like.

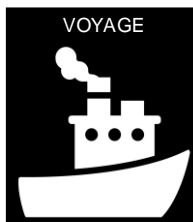
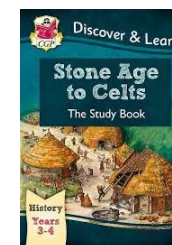
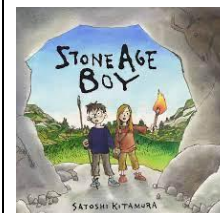
SUPPORTING TEXTS:

The Secret Explorers and the Ice Age Adventure by SJ King

The Stolen Spear by Saviour Pirotta

Stone Age Boy by Satoshi Kitamura

Other Reads:



HISTORY KEY CONCEPTS: These are areas of understanding within our curriculum which are repeated during their Voyage through the school.

community & culture (art, economy, myth, nation, settlement, trade)

exploration & invention (discovery, migration, tools)

hierarchy & power - (protection)

change & continuity

similarity & difference

evidence & interpretation (sources)

KNOWLEDGE AND ASSESSMENT:



Stone Age to Iron Age



Timeline

13,000 B.C.	4500-3500 B.C.	2300 B.C.	1800 B.C.	1200-800 B.C.	800-700 B.C.	700-500 B.C.	100 B.C.
People make cave paintings	Farming starts to begin to spread and pottery is made	Start of the Bronze Age	The first copper mines are dug	Metal tools are made and used	Start of the Iron Age / The first hill forts are made	Iron is more commonly being used	Coins are made and used for the first time / Iron Age end with Romans in 43 AD

Key Vocabulary

The Stone Age	
cave paintings	Artwork in caves dating back to the Ice Age.
jewellery	Late Stone Age people made it from shells, teeth and bones.
woolly mammoth	A now extinct animal roaming earth during the Ice Age.
nomadic	Early Stone Age people followed food sources and travelled.
Skara Brae	A stone-built Neolithic settlement in Scotland.
The Bronze Age	
foundry	A place of work where metal castings are made.
jewellery	Wearing bronze items was a way to show how rich you were.
Stonehenge	A mysterious set of enormous stones built 3000 B.C. – 1500 B.C.
roundhouses	A circular house with a conical roof and wattle and daub walls.
weapons	Combining copper and tin to make hard weapons and armour.
The Iron Age	
Celts	NW Europeans who used iron from 600 B.C. – 43 A.D.
hillforts	Small towns built on a hilltop surrounded by banks of soil and wooden walls to keep out enemies.
smithing	Blacksmiths would heat iron and create weapons / tools.
weapons	Swords, daggers and arrowheads were made of iron.

d i d y o u k n o w ?

Famous Bronze Age civilizations included the Shang Dynasty, Indus Valley, Ancient Egyptians and the Sumerians.

Stone Age

Palaeolithic to 10,000 BCE (end of the Ice Age) / Mesolithic to 4000 BCE / Neolithic to 2300 BCE
Early Stone Age Man was a hunter-gatherer, travelling around following food sources, setting up camps. Some lived in caves, although not many as this was dangerous. Scientists believe they had fires but used naturally occurring fire to bring to a campfire (e.g. a lightning strike) rather than making one by themselves. By the time it was the Neolithic Age, people stopped travelling and settled, becoming farmers and domesticating sheep, cattle and pigs. They learned how to soften leather to make warm, comfortable clothes and they used wool from sheep to spin, thread and weave into clothes. They built homes from wooden planks and covered it with wattle and daub. The roof was thatched using reeds. During this period, they also made clay pots for cooking, serving food and storing water. Huge tombs were made with dead remains.

Bronze Age

2300 BCE to 800 BCE

The mining of metals helped transform the world's use of trade, weaponry pottery and jewellery. The creation of bronze, gold and copper items around this time signalled the end of the Stone Age and the start of the Bronze Age. These improved tools led to developments in farming and therefore larger productions able to feed growing cities. The invention of the wheel meant that animal drawn vehicles could drive along tracks and roads. The potter's wheel and textile production meant that better pottery and clothing could be produced.

Iron Age

800 BCE to 43 CE

The Iron Age is a period of history when iron became the preferred metal of choice for making tools which is seen to have ended with the spread of the Roman Empire from 43 A.D. Iron was more readily available than bronze and was much easier to work with. This led to further improvements in farming and diet. During this time the Celts lived as an advanced Iron Age society. There were three main branches of Celts in Europe – Brythonic, Gaulic and Gaelic. Brythonic Celts (Britons) settled in England. Some people can still speak Celtic languages such as Welsh and Gaelic. Most Iron Age people worked and lived on small farms and their lives were governed by the changing of the seasons.



Stone Age to Iron Age



Mini-Quiz #1

Name: _____

Date: _____

- 1) When were the first copper mines dug?
a) 2300 B.C.
b) 1800 B.C.
c) 800 B.C.

- 2) What was the name of a famous stone-built Neolithic settlement in Scotland?
a) Brythonic Celts
b) Stonehenge
c) Skara-Brae

- 3) Why did iron become so popular?
a) It was easy to work with
b) people preferred darker metal
c) It was best for pottery

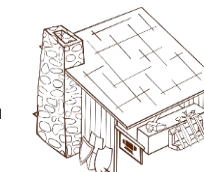
- 4) What word is used to describe people who hunted and therefore followed where animals travelled?
a) nomadic
b) smithing
c) farming

- 5) Which civilization is not a famous Bronze Age civilization?
a) Ancient Egyptians
b) Shang Dynasty
c) Roman Empire

- 6) Which animal roamed the earth during the Ice Age?
a) polar bear
b) woolly mammoth
c) whales

- 7) What is a place of work where metal castings are made?
a) jewellery
b) foundry
c) smithy

- 8) When were cave paintings created from?
a) 13,000 B.C.
b) 10,000 B.C.
c) 4,500 B.C.



9) What were the NW Europeans between 600 B.C. and 43 A.D. called?

- a) Romans
b) Anglo-Saxons
c) Celts

10) When was the start of the Bronze Age?

- a) 3200 B.C.
b) 2300 B.C.
c) 1800 B.C.

Total Score

____ out of 10

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NEW VOCABULARY:

Retrieval vocab: AD, BC, BCE, CE, emperor, event, historian, manufacture, period, population, tribe, worship

New vocab: advance, age, agriculture, artefact, ancestor, attack, clan, common, era, prehistory, sophistication, tribe, weapon, worship

LEARNING:

What they will be learning:

What is prehistory, and in what way is it commonly discussed?

What is BCE?

How do we discover pre-history?

Who were the first people in Britain?

What was life like during the Paleolithic period of the Stone Age?

Can we name periods during the stone age?

What artefacts have we found?

What was cave art like?

What was life like during the Mesolithic period of the Stone Age?

What animals were around? How did they hunt and gather? What clothes did they wear?

What was life like during the Neolithic period of the Stone Age?

What were the first farms like?

What was life like in the Bronze Age?

What were hill forts like? How did they collect metals? What were the great inventions?

What was life like in the Iron age?

What else was happening in the world?

When did the Romans invade?

SCIENCE

In science we will revisit and recap our knowledge of an animal's basic needs and nutrition. We will also revisit our knowledge of plant and animal types and how they can be grouped.

We will then move on to looking at materials and their properties, with particular focus on combustible materials and the fire triangle. We will observe changes associated with burning. We will also be separating solids from liquids.

We will also make comparisons between North and South American vegetation belts and use maps, atlases and satellite images to support our learning.