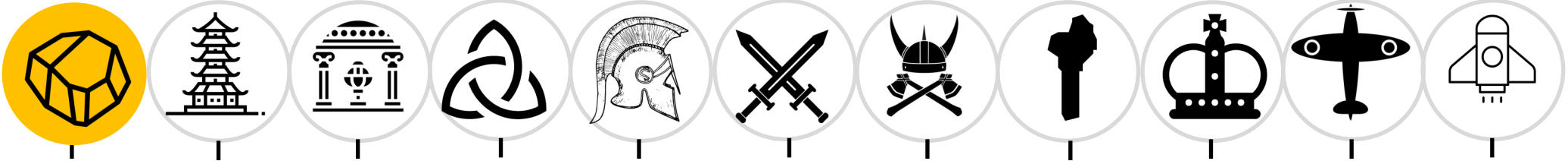


Year 3:

HISTORICAL CONTEXT: Stone Age to Iron Age



KEY VOCABULARY:

Archaeologists	People who work out our history by looking at arte-
Artefact	An object made by human beings, usually with his-
Paleolithic	The earliest period of the Stone Age
Mesolithic	A period in the development of human technology between the Paleolithic and Neolithic periods of the Stone
Neolithic	Is the later part of the stone-age and follows the
BC	Before Christ. A date like 250BC means 250 years

WHAT?

How much did life really change during the Iron Age and how can we possibly know?

What can we learn about life in the Stone Age from a study of Skara Brae?

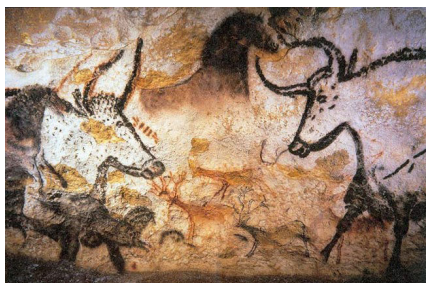
Was Stone Age man simply a hunter and gatherer, concerned only with survival?

What are historical sources and what can we learn from them?

Why is it so difficult to work out why Stonehenge was built?

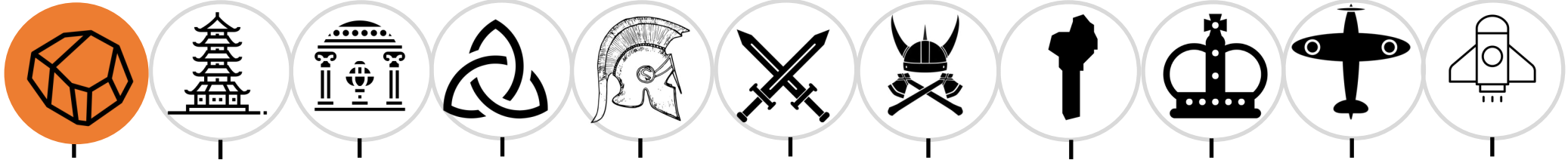
How different was life in the Stone Age when man started to farm?

Pupils should be taught about changes in Britain from the Stone Age to the Iron Age. Pupils should 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.



Year 3:

HISTORICAL CONTEXT: Stone Age to Iron Age



Pre Assessment: KWL grid

Key questions content

Learning objectives

Learning activities

Learning resources

Outcomes / Assessment

coverage/key concepts

① Was Stone Age man simply a hunter and gatherer, concerned only with survival?
Concepts: Similarity and difference/change/ Covers Old and Middle Stone Age. Focus on hunter-gatherer lifestyle. Case study Star Carr for evidence.

Pupils understand that Britain was once covered in ice. They know that the earliest settlers were huntergatherers and lived in caves. Pupils can make deductions about lifestyle of Stone Age man from images. They can advance at least 2 reasons to suggest Stone Age man was interested in art and ceremonials.

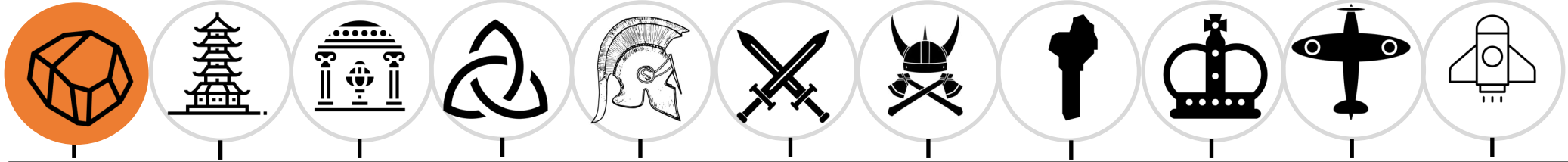
Pupils annotate artist's reconstruction of a typical scene from Old Stone Age Slow reveal of mystery objects from Star Carr. Pupils in pairs speculate as to what it is/could be. Pupils make deductions about lifestyles from artist's illustration

Outstanding lesson 1 contains Ppt with all necessary images of objects and cave paintings RS1- image around which pupils annotate

Pupils write brief answer to the key question

Year 3:

HISTORICAL CONTEXT: Stone Age to Iron Age



Pre Assessment: KWL grid

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2 How different was life in the Stone Age when man started to farm? Concepts: similarity and difference

Stone Age taming wild animals, growing wheat and barley/use of oxen/ need for flint tools/clearing forests for farming/use of pottery

Pupils can locate the move to farming on a simple timeline. They grasp that huntergatherers were living alongside early farmers about 5,000 years ago. They can explain the impact of farming esp. taming wild animals, growing wheat etc. Some pupils can talk about relative significance of changes as well as continuities and can use precise language to describe periods of time e.g. Neolithic.

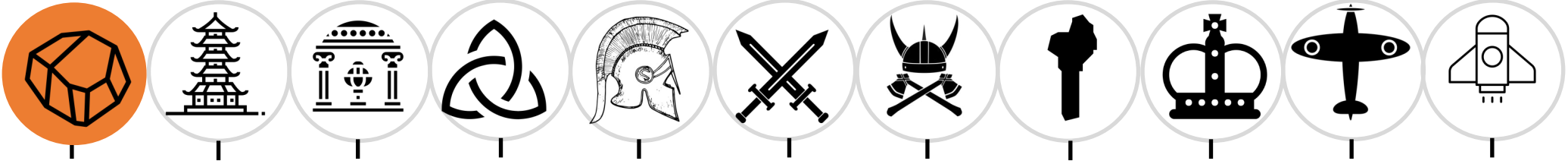
Pupils use image from Neolithic times to identify what has changed. Using the Spectrum technique pupils place given cards on appropriate place on the spectrum from: BIG change, little change, same as before Differentiate by reducing number of cards e.g. leave out 9 and 10 and use just two classification categories not three.

Smart Task (PowerPoint, 10 information cards and spectrum)

Pupils annotate changes on resource sheet showing pictures from Middle and New Stone Age. Pupils explain orally what changed most.

Year 3:

HISTORICAL CONTEXT: Stone Age to Iron Age



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③ What can we learn about life in the Stone Age from a study of Skara Brae? Enquiry based on images of the remains of buildings

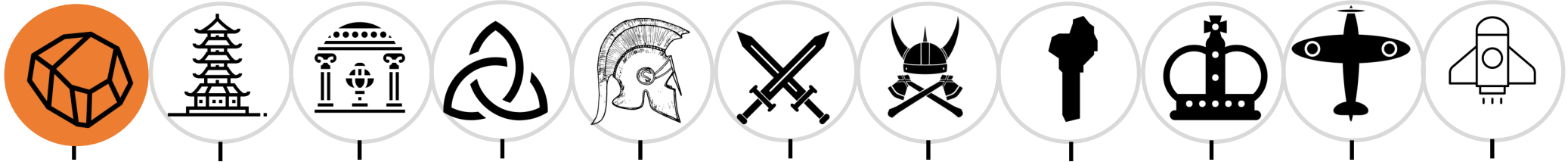
Pupils grasp that discovery of Skara Brae was quite recent and that changed our view of early communities about 10,000 years ago. Pupils can make deductions about way of life by studying evidence of buildings left behind e.g. How do we know that the people living there were fishermen? How do we know that they ate pigs and cattle? How do we know that they grew crops? How do we know that their houses were dark?

Tell story of how Skara Brae was discovered, last seen in 2,000 BC and then excavated. Slow reveal of photograph of the settlement. Can you find? Activity 1 Activity 2 What can we tell? Pupils are given 6 finds. They have to work out what they tell us about life then. Lower-attaining pupils have illustrated sheets and simply match conclusion to the find.

Task 1 'Can you find?' Differentiated activity sheet 2 What can we tell? matching activity sheet with pictures. Please note that there is some overlap between this task and a similar one for KQ5. Resource sheet What do these finds tell us? BBC website (now no longer updated) <http://www.bbc.co.uk/scotland/learning/primary/skarabrae/>

Year 3:

HISTORICAL CONTEXT: Stone Age to Iron Age



Pre Assessment: KWL grid

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4 Why is it so difficult to work out why Stonehenge was built? Content Focus on Bronze Age: how, where, when and why Stonehenge was built

Pupils understand that it was built about 5,000 years ago, in stages. They can explain how it was built. They can speculate as to likely use and come to a reasoned judgement using evidence. They understand that it was one of many similar constructions from that time. They use provisional and tentative language (might have, perhaps, possibly, maybe etc.)

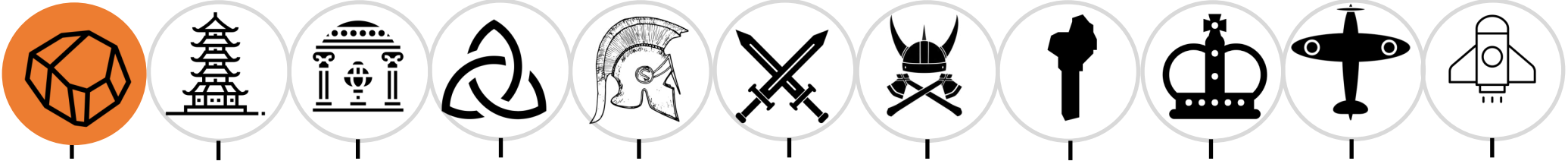
Pupils are shown a video tour of the site and discover when, where, and how it was built. They speculate as to why it was built Then play Who wants to be a millionaire working out which of the given explanations is the most plausible, before being given most recent expert view.

Smart Task, includes Ppt background notes for teacher. On the English Heritage website there is a really useful 90 second clip of a film made by students. It covers a range of possible ideas before posing the final question 'What do you think?' <http://www.englishheritage.org.uk/content/properties/stonehenge/2391272/why-was-it-built>

Pupils write high quality caption to accompany photo in new guide book for tourists, which explains why Stonehenge was built

Year 3:

HISTORICAL CONTEXT: Stone Age to Iron Age



Pre Assessment: KWL grid

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5 How much did life really change during the Iron Age and how can we possibly know? Concepts: enquiry using evidence to test an interpretation Case study Danebury

Pupils can list 2 or 3 characteristics of life in an Iron Age hill fort community. They can draw inferences from archaeological finds They can explain how artists' impressions are created from fragments of finds.

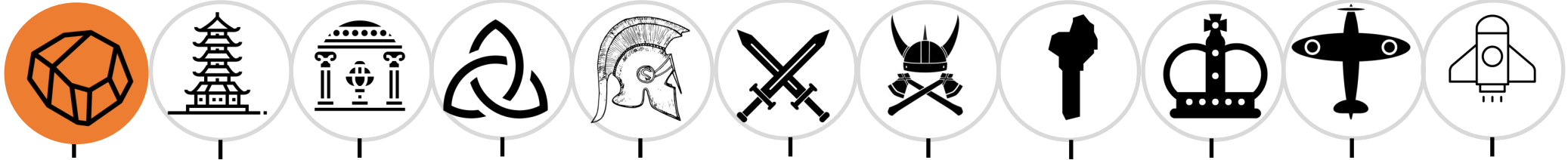
Introduction placing Iron Age in chronological perspective Zones of inference. Pupils list what they can see and what they can work out and what they don't understand from an artist's reconstruction. Careless curator. Pupils advise on possible function of mystery Iron Age objects

Fully resourced Outstanding Lesson 5 PPT, resource sheets please note that there is some overlap between this task and a similar one for KQ3 (resource sheet 3a)

Pupils design an iPad app to show link between artist's reconstruction and evidence that backs it up. Common Assessment task: Pupils are given 2 artists' reconstructions they haven't seen before and are asked, based on these images PLUS their own knowledge to explain the main changes that took place between the 2 periods shown: one Middle Stone Age, the other Iron Age.

Year 3:

HISTORICAL CONTEXT: Stone Age to Iron Age



Pre Assessment: KWL grid

Key questions content

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coverage/key concepts

6 Can you solve the mystery of the 52 skeletons of Maiden Castle? Source-based history mystery Concepts: Using evidence, piecing together clues Content: Existence of different Celtic tribes across Britain Roman invasion AD43

Pupils can use their contextual knowledge of Iron Age hill fort life to speculate as to what might have happened. They can come to a conclusion as to the possible reasons for the bodies and substantiate their judgement using at least one piece of evidence. More able pupils can begin to weigh up the strengths and weaknesses of each theory

History Mystery: Crimewatch AD50 Pupils have context explained then act as detective teams to solve the mystery, using dossier of clues. They then choose between 4 alternative explanations offered by archaeologists before writing their own explanation of what, where who, when and most importantly why there were 52 dead bodies at Maiden Castle.

Fully resourced Outstanding Lesson 6 Ppt of context and 5 leading clues Answers on PowerPoint

Pupils produce their own explanation in form of a police file to make it more motivating. If they prefer they can film themselves as if in Crime-watch (or similar).