

## WELCOME TO THE KEY TO THE NATIONAL CURRICULUM

Changes in Britain from The Stone Age to The Iron Age supports the Key to the National Curriculum: History series of publications, which provide the busy primary teacher with the planning to deliver their own exciting and stimulating history lessons while keeping to the National Curriculum (NC) requirements. Teachers can be confident that the subject knowledge is up to date and that the learning materials are stimulating and challenging for the children. Teachers may use the overview in a number of ways. They might consider each section to be a short topic or a series of lessons. The Observed Learning Outcomes are designed to classify the children's progress and are loosely based on the SOLO taxonomy approach (Structure of Observed Learning Outcomes). The complete scheme is easy to use, affordable and will provide NC History coverage. Teachers can make choices from the individual units to suit the needs of their children.

**At KS2, the NC states:** "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." *The periods known as prehistory are the beginning of that narrative story of British and World History.*

### Key Stage 1 and 2

Be History Ready

### Key Stage 2

Changes in Britain from the Stone Age to the Iron Age

The Roman Empire and its impact on Britain

Britain's settlement by Anglo-Saxons and Scots

The Viking and Anglo-Saxon struggle for the Kingdom of England

Ancient Egypt

Ancient Greece

Mayan Civilisation

## B&C Educational Ltd.

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Des is a geographer and former university head of department with experience of living and researching in West Africa. He is interested in developing the global dimension in the primary school curriculum to give pupils an understanding of the wider world in which they live and in which they will work.

Stuart Tiffany is an experienced primary school teacher and history specialist. He has written resources for Hodder, Lonely Planet Kids and articles for a number of publications. He currently sits on the Historical Association's Primary Committee and delivers CPD on all aspects of primary history around the country.

## THE MEMORY KEY

**The memory key contains copies of all the worksheets and activities to help the teacher unlock children's potential. The contents may be downloaded to an area on a PC or the school's computer system.**

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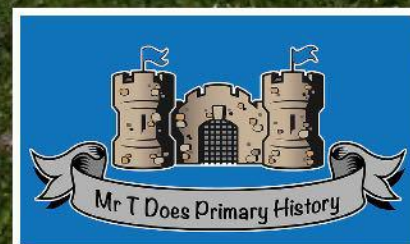
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KEY STAGE 2  
THE STONE AGE TO IRON AGE



CHANGES IN  
BRITAIN FROM  
THE STONE AGE  
TO THE IRON AGE





Subject Knowledge	Excite & Engage	On the key	Purpose	Starter	Suggested activities	Plenary	Observed Learning Outcomes
<p><b>The Stone Age to The Iron Age.</b> <b>National Curriculum</b> <b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li><b>changes in Britain from the Stone Age to the Iron Age</b></li> </ul> <p><b>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</b></p> <p>Prehistory is defined as the history before writing was developed to record events and spans the vast majority of human history (99%). It comprises the Stone Age (3 periods) followed by the Bronze Age and the Iron Age. Each of the periods has distinct characteristics that demonstrate how life changed and developed throughout prehistory.</p> <p>The Stone Age is the earliest period, named because our ancestors had started to make tools from stone. This period began around 3.7 million years ago until about 2000 BC. It is commonly thought that this period can be divided into three parts: Palaeolithic (old stone age), Mesolithic (middle stone age) and Neolithic (new stone age). The word ‘-lithic’ means stone and comes from the ancient Greek word lithos. During this period of history the people were nomadic hunter-gatherers who used stone to cut and crush. During the Mesolithic period people learned to make tools like arrows and spearheads. They hunted animals and used their skins in their houses. Later the Neolithic people began to live together in groups, to keep animals such as pigs and sheep and to farm the land. They lived in huts made from stone and wood. Cave painting found in Altamira in Spain show the way of life at this time. The village of Skara Brae in the Orkneys provides evidence of how people lived. Following the Stone Age, settlers from Europe arrived</p>	<p><b>The Human Timeline:</b> Ask the children to make a human timeline in the classroom, mapping out periods of history. Ask the children questions so that they interact with the timeline.</p>	<p><b>Worksheets:</b> Periods of history. Teachers’ Guidance on Prehistory (The Stone Age to The Iron Age sheet 1).</p> <p><b>Key vocabulary mat</b></p> <p><b>Timeline PPT</b></p> <p>Sequencing (The Stone Age to The Iron Age sheet 2).</p> <p>Continuity and change (The Stone Age to The Iron Age sheet 3).</p>	<p><b>Learning Objectives:</b> to understand the difference between KS1 and KS2 history with a focus on understanding the term: “periodisation and the sense of narrative”.</p>	<p><b>What do we already know?</b> Recap with the children what they have learned at KS1. Introduce and define prehistory and begin to explain the sequencing of periods, explaining the terms BC/AD. ( See Teachers’ Guidance on prehistory sheet 1).</p>	<ul style="list-style-type: none"> <li>Explain to the children the meaning of the terms sequence and duration. Complete the exercise (The Stone Age to The Iron Age sheet 2).</li> <li>Create another human timeline but attempt to scale the periods and explore the duration of each.</li> <li>Discuss the terms Stone, Bronze and Iron and ask the children to write definitions about why they think these periods were so named.</li> <li>Show the children:<a href="https://www.bbc.co.uk/bitesize/topics/z82hsbk">https://www.bbc.co.uk/bitesize/topics/z82hsbk</a> and discuss similarities and differences.</li> <li>Explain the terms continuity and change and complete the activity which identifies continuity and change between each of the periods in terms of tools, homes, buildings, and feeding themselves and complete the exercise (The Stone Age to The Iron Age sheet 3).</li> </ul>	<p><b>Reflect on terms:</b> Reflect on the difference between KS1 history and that of KS2 - the studying of periods. Recap on specific terminology used - <i>duration, prehistory, continuity and change.</i></p>	<p><b>Can the children:</b></p> <ul style="list-style-type: none"> <li>sequence periods of prehistory?</li> <li>understand the duration of periods?</li> </ul>
<p><b>The Stone Age to The Iron Age.</b> <b>National Curriculum</b> <b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li><b>changes in Britain from the Stone Age to the Iron Age</b></li> </ul> <p><b>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</b></p> <p>Continuity and change is looking at aspects of history that either remain the same (for example, people always need to find food to eat) but how they do it changes over time (from hunting wild animals to going to the supermarket). Tools, another example, are required to cut meat (from Stone Age to Iron Age), this is continuity but the materials used to make those tools change over time as skills and technology develop. Similarities and differences usually are the result of comparing ‘snapshots’ of two particular times. It is important to treat the curriculum as a narrative so that children understand that all of their history topics fit together to form part of the ‘story’ of human history. Prehistory is the beginning of this story.</p>	<p><b>Let’s role play!</b> In groups role play as hunter gatherers. Role play Teachers’ Guidance (The Stone Age to The Iron Age sheet 4).</p>	<p><b>Worksheets:</b> Role play Teachers’ Guidance (The Stone Age to The Iron Age sheet 4)</p> <p>Consequences (The Stone Age to The Iron Age sheet 5).</p> <p>Similarities and differences (The Stone Age to The Iron Age sheet 6).</p>	<p><b>Learning Objectives:</b> to begin to understand history as a narrative in more depth, by exploring life in the earliest period.</p> <p>to contrast the lives of the people.</p>	<p><b>Periods of history:</b> Locate the periods of history on the class timeline. In pairs ask the children to make a list of question they wish to investigate about these periods.</p>	<ul style="list-style-type: none"> <li>Introduce the terms Palaeolithic, Mesolithic and Neolithic.</li> <li>Recap the role play activity and complete the consequences of being a hunter gatherer. (The Stone Age to The Iron Age sheet 5).</li> <li>Complete the similarities and differences in homes, clothes and hunting (The Stone Age to The Iron Age sheet 6).</li> </ul>	<p><b>Let’s Summarise:</b> Life was challenging, make a list of the difficulties you would face if you lived at this time.</p>	<p><b>Can the children:</b></p> <ul style="list-style-type: none"> <li>begin to understand the concept of historical narrative?</li> <li>identify differences between their own lives and that of those who lived in Palaeolithic or Mesolithic times?</li> </ul>
<p><b>The Stone Age to The Iron Age.</b> <b>National Curriculum</b> <b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li><b>changes in Britain from the Stone Age to the Iron Age</b></li> </ul> <p><b>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</b></p> <p>Using evidence and sources: Evidence is anything that you can see, you experience, you read, or are told that leads you to believe that something is true or has actually happened. Historical evidence can come in a number of forms. The most important primary sources are original documents, artefacts, newspapers, books and other paper based materials. Paintings, drawings, legends and folklore can be also credible evidence for what happened in the past. There are no written records in prehistorical times and evidence comes from secondary sources like archeology (such as tools, artefacts and skeletons) and from the impact that people in the past may have had on the landscape (like hill forts and monuments).</p>	<p><b>Imagine living at this time!</b> <a href="https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z33487h">https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z33487h</a></p> <p>Ask questions about living as a hunter gatherer.</p>	<p><b>Worksheets:</b> A successful settlement and map (The Stone Age to The Iron Age sheet 7).</p> <p>Interpret and analyse evidence (The Stone Age to The Iron Age sheet 8).</p> <p>Use artefacts if you have them available.</p>	<p><b>Learning Objectives:</b> to understand that people settled at the end of the Mesolithic and Neolithic periods when farming the land developed.</p> <p>to appreciate that lifestyles changed as permanent settlements evolved.</p>	<p><b>A Successful Settlement</b> Complete the map exercise (The Stone Age to The Iron Age sheet 7).</p>	<ul style="list-style-type: none"> <li>Ask the children to consider what archaeologists do. Explain that they examine the archaeological evidence to show how and why homes changed through these periods.</li> <li>Use a range of artefacts to interpret past societies (use loan boxes or bought artefacts). Ask the children to gather evidence, interpret and analyse it (The Stone Age to The Iron Age sheet 8).</li> <li>Discuss in groups the improvements and how these made lives easier for people.</li> <li>Identify Neolithic settlements in the UK close to your school, or consider Skara Brae as a case study. <a href="https://www.youtube.com/watch?v=A7c7iz2BefU">https://www.youtube.com/watch?v=A7c7iz2BefU</a>.</li> </ul>	<p><b>Preferences:</b> Ask the children to write a brief explanation or answer to the question “Would you have preferred to live as a hunter-gatherer or Neolithic farmer? Why ?</p>	<p><b>Can the children:</b></p> <ul style="list-style-type: none"> <li>examine non written sources of evidence?</li> <li>make deductions from primary sources?</li> <li>use evidence to support explanations?</li> </ul>
<p><b>The Stone Age to The Iron Age.</b> <b>National Curriculum</b> <b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li><b>changes in Britain from the Stone Age to the Iron Age</b></li> </ul> <p><b>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</b></p> <p>The people had now learned to make objects from bronze. Some of the settlers who introduced making tools of bronze in Britain were the ‘Beaker people’ who arrived from Europe. Their culture is named after a characteristics style of pottery. Beaker people lived in clans with chiefs and these clans belonged to tribes. They held religious ceremonies at stone circles and on death the high ranking people were buried in circular graves (round barrows).</p>	<p><b>Without Bronze:</b> Debate - <b>Without metal we wouldn’t have?</b></p>	<p><b>Worksheets:</b> Tools (The Stone Age to The Iron Age sheet 9).</p>	<p><b>Learning Objectives:</b> to understand that the use of metal made tools more effective.</p>	<p><b>What is Bronze?</b> Show the children how bronze is made <a href="https://www.youtube.com/watch?v=Ohij1e2oZio">https://www.youtube.com/watch?v=Ohij1e2oZio</a></p>	<ul style="list-style-type: none"> <li>Discuss what bronze is and why it was useful and what it is used for today.</li> <li>Compare archaeological finds of Stone Age and Bronze Age tools and discuss if bronze tools were better. Put your ideas together on a poster.</li> <li>How would life have changed because of the more effective tools? (The Stone Age to The Iron Age sheet 9).</li> </ul>	<p><b>Make a tool:</b> Use materials to make or sketch replica tools.</p>	<p><b>Can the children:</b></p> <ul style="list-style-type: none"> <li>understand how bronze was made?</li> <li>compare sources of evidence ?</li> </ul>
<p><b>The Stone Age to The Iron Age.</b> <b>National Curriculum</b> <b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li><b>changes in Britain from the Stone Age to the Iron Age</b></li> </ul> <p><b>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</b></p> <p>The Iron Age was the period that started between 1200 BC and 600 BC, depending on the region. During the Iron Age, people across much of Europe, Asia and parts of Africa began making tools and weapons from iron. This helped to improve farming by using iron ploughs and settlements grew in size. People lived in tribes with chiefs, although from time to time, tribes fought one another. Many people lived in hill forts. These were usually sited on tops of hills, and the people constructed ditches and ramparts to keep them safe from attack. The houses inside were round in design with wattle and daub walls and thatched roofs.</p>	<p><b>Iron Age Settlements and tribes:</b> Watch: <a href="https://www.youtube.com/watch?v=kxlbczNR9a8">https://www.youtube.com/watch?v=kxlbczNR9a8</a></p>	<p><b>Worksheets:</b> Teachers’ Guidance Sources to use about life in the Iron Age (The Stone Age to The Iron Age sheet 10).</p> <p><b>Iron Age Hill Fort PPT</b></p>	<p><b>Learning Objectives:</b> to understand that iron was a much better metal for weapons than bronze.</p> <p>to appreciate that hill forts emerged and became hubs for trade and tribes.</p>	<p><b>Constructing an Iron Age settlement:</b> Make a model of an iron age hill fort.</p> <p>Make a PowerPoint (4 slides) to show the features of hill forts. Choose a hill fort on Google maps (satellite view) and use the photo icon to explore it.</p>	<ul style="list-style-type: none"> <li>Research the tribes in Britain during the Iron Age. Identify the tribal area where the school is located</li> <li>Brainstorm the roles that would be needed in an Iron Age tribe. Research the roles and attempt to identify the modern day equivalent.</li> <li>Discuss how the use of iron is still really important in the modern world.</li> <li>Recap and identify similarities and differences between the lives of the Stone Age and the Iron Age people. Ask the children to write a narrative or analyses of: <b>Changes in Britain between The Stone Age and Iron Age.</b></li> </ul>	<p><b>Let’s review it:</b> Review the changes in life during all three periods. Do you think the changes from Stone Age to Iron Age make for a better life for the people?</p>	<p><b>Can the children:</b></p> <ul style="list-style-type: none"> <li>identify the changes in the lives of people during the time between the Stone Age and the Iron Age?</li> <li>use evidence to support their views?</li> </ul>