

LKS2.CA.T1	Area of study: Stone Age Unit aims / outcome: To understand the significant changes in Britain from the Stone Age to the Iron Age and how it has impacted life today	
History disciplinary concepts: Significance – to know the significant advancements in way of life in agriculture; tools and weaponry; settlements Similarities and differences – considering specific aspects of agriculture and settlements Cause and consequence – Consider the reasons why early humans developed and what this led into Continuity and change – Across the stone, bronze and iron age.		
Disciplinary concepts: Interpretation and, sources and evidence Identify and reason why we have different ways of knowing about the past. To know that in the Stone Age there were no written records so different ways were needed to learn about the time period Know that historians found out about the stone age through: remains of buildings, cave paintings, tools and weapons discovered. Identify different versions of events from different sources of information. Know that this is more common during this time period as there were no records kept Know that archaeologists learn about the past from what they find in the ground Know that Mary Anning is an archaeologist	Substantive Concepts: Chronology - to know BC / AD and know that the Stone Age and early humans have know existence from over 2,000,000 years ago – link to science with aging samples Settlements Civilisation Agriculture	
Learning in Reception:	Tier 2 <u>New</u> Agriculture – ‘agr’ from the Latin meaning field and ‘cultura’ meaning growing BC – before Christ AD – Anno Domini Archaeologist Hunter gatherers Foraging Sedentary Hillfort Roundhouse Tribes	Tier 3 <u>New</u> Prehistory Civilisation – meaning from the Latin ‘civitas’ meaning city Palaeolithic – from the Greek ‘palaios’ meaning old and ‘lithos’ meaning stone. Mesolithic – ‘meso’ meaning middle and ‘lithios’ meaning stone.

	<p><u>Review –</u></p> <p>Primary Source Secondary source Artefacts</p>	<p>Neolithic – ‘neo’ meaning new and ‘lithos’ meaning stone</p> <p>Nomadic</p> <p>Dwelling</p> <p><u>Review</u></p> <p>Settlement ‘settle’ meaning remain in place</p>
NC objective:	Vocabulary and crucial knowledge:	
<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Gain and deploy a historical grounded understanding of abstract terms ‘civilisation’</p>	<p><u>Chronology:</u></p> <p><u>Review</u></p> <p><u>New</u></p> <p>To know that BC means Before Christ 10,000 BC – The Mesolithic Period 4,500 BC – The Neolithic Period 2,300 BC – Start of the Bronze Age 800 BC – Start of the Iron Age</p> <p>To know that AD mean Anno Domini – from the Latin meaning ‘in the year of the Lord’ signifying the birth of Christ. 43AD – Roman Empire?</p> <p><u>Context of study:</u></p> <p>The Stone Age to Iron Age unit of work provides the children with the understanding of how historians know about the past when written records and recounts are not present. The understanding of prehistory is crucial to the children’s understanding of primary and secondary sources of information as well as knowing about the significance of the work of archaeologists and the information we can draw from artefacts. During this unit the children will learn that written records of events only started happening around 3000 years ago.</p> <p>Chronologically, this is the earliest time period the children will have encountered and the first time that they’ve delved truly into BC. This is crucial foundational knowledge for when they explore ancient civilisations at Middle School.</p> <p>The children will build their knowledge around continuity and change and similarities and differences. The concept of similarities and differences will be familiar to the children from their previous study of local history, the Potteries and The Victorians (KS1).</p> <p>Studying early settlements and the use of the resources they had to hand will give the children a stark contrast to what they already know about settlements (KS1.CA.T1 Geography) and the Great Fire of London (KS1.CB.T2). Furthermore, the use of trade and its initial purpose is further developed having been first taught around the Pottery industry</p>	

(KS1.CA.T1) but is also explored during the Industrial Revolution unit (LKS2.CA.T3).

Agriculture plays a significant role in the lifestyle of early humans and the advancements they made, with tools and irrigation systems paved the way of farming to this day. The children explore the significance of land use and the human impact on environments on a number of occasions (Geography local studies) to filter into the necessity of agricultural land for easing survival and moving away from hunting and gathering, nomadic lifestyle.

Crucial Knowledge:

To know that **prehistory** means before people could write and keep records

To know the first known writing was from 2000 years ago and that we know humans have been around for about 1 million years.

Understand that there is a lot of history that has not been written down.

Historians and **archaeologists** look at evidence to find out what happened in the past.

Know that archaeologists use **artefacts** and remains that people discover to work out what might have happened and what life might have been like

Know that historians use **primary** and **secondary sources** of information to find out about the past

Primary sources are from the specific time period being studied

Secondary sources are not from the time period being studied

Humans created and controlled fire for warmth and cooking

Civilisation

To know that a **civilisation** is when a group of people share the same language and way of life – living together peacefully

To know that humans have not always lived in civilisations

To know that during the Stone Age civilisations began to develop over a long period of time.

To know that 'be civil' means to be kind and caring to one another

Stone Age

To know that the stone age is split into 3 periods

To know **Palaeolithic** means old stone age

To know **Mesolithic** mean middle stone age

To know that **Neolithic** mean new stone age

Palaeolithic (old stone age)

To know that this was part of the last ice age. Britain was covered in ice and snow

To know that early humans would have lived in caves or forests for shelter

To know that they were **hunter gatherers**.

To know that hunter gathering or **foraging** means to hunt for food to eat and to collect fruits and berries which grow in the wild

To know that nomadic mean to move from place to place
To understand that early humans were **nomadic**, with no fixed place to live, to search for food.
To know that simple stone tools were made
To know that stone tools included hand axes and arrowheads
To understand that historians and archaeologist know about the Palaeolithic period due to cave paintings being discovered

Mesolithic (middle stone age)

Britain began to warm up and the ice and glaciers began to melt
Britain was covered in large areas of grassland and woodlands
To know that humans began to farm, growing their own crops and raising their own animal livestock
To understand that because of **farming**, humans began to settle and early **settlements** began to be developed. Humans still live on caves too.
To know that evidence suggests that Mesolithic houses were circular shape with wooden posts for support. Animal skins, thatch or turf was used to cover the frames
Small houses, with **thatched roofs** were built as found in Star Carr
Historians found out about animals due to cave paintings discovered

Neolithic (new stone age)

To know that the Neolithic period lasted until the start of the **Bronze Age**.
To know that the nomadic lifestyle shifted into a **sedentary** lifestyle meaning they stayed in one place.
To know that early **civilisations**, towns and villages, began to be built.
To know that Skara Brae was one of these settlements.
To know that some houses were rectangular and constructed from timber, others were still circular in shape and built using stone.

To understand how agriculture developed by...

Bronze Age

To know that bronze is made from mixing copper and tin together
To know that copper and tin are **natural resources** found underground
To know that during the bronze age, tools and weapons were made out of bronze as it was stronger
To understand that people who could make things with bronze were considered important
To understand that people who had were considered '**rich**' and those who did not have were considered '**poor**'
To know that tools and weapons made from bronze included: daggers, blades, spearheads, axes.
To understand that with the improvement in tools using bronze, better advancements were made using woodwork techniques
To know that humans began to trade the things they had for the things they needed.
To know that humans did not have money
To understand that families began to join together to form **tribes** and built hillforts to protect themselves from raiders

To know that families would have more than one **dwelling** – they might have had two: one for cooking and the other for living in.

To know a **hillfort** is...

Raiders wanted to take material items, livestock and take land

To know that people mainly travelled on foot still

To know that there is some evidence of boats being developed and evidence of wheels (3000 years ago)

Iron Age

To know that the **Iron Age** was named due to the use of iron for tools and weapons.

Iron tools included:

To know that iron tools made farming easier because...

To know that settlements began to grow in size.

To know that iron weapons included

To understand that **hillforts** were used to keep people safe from attack.

To know a hillfort was built on the top of a hill, surrounded by walls and ditches

Inside the **hillfort** roundhouses were built.

Roundhouses had one room, a pointed thatched roof and made from **wattle and daub** (mixture of mud and twigs)

To know a roundhouse would have had a fire for cooking in the middle of the room

To understand that due to conflict between tribes, men and boys trained as **warriors**

To know that Iron Age farmers **grew crops and vegetables**.

To know that they kept **geese, goats and pigs** and had **large herds of cows and flocks of sheep**.

To understand that with the improvements to tools, humans became more skills (potters, carpenters and metalworkers) and creating new products which increased trade around Britain and Europe.

Disciplinary knowledge (source and evidence / interpretation):

Identify and reason why we have different ways of knowing about the past.

To know that in the Stone Age there were no written records so different ways were needed to learn about the time period

Know that historians found out about the stone age through: remains of buildings, cave paintings, tools and weapons discovered.

Identify different versions of events from different sources of information. Know that this is more common during this time period as there were no records kept

Know that archaeologists learn about the past from what they find in the ground

Know that Mary Anning is an archaeologist