




# Springdale First School








Imagine, Believe, Achieve

Year 3 / History / Stone Age to Bronze Age: What were the changes from the Stone Age to Bronze Age?

 Children's prior learning in this area	 Cultural Capital Opportunities	 Key vocabulary and glossary
<ul style="list-style-type: none"> <li>Idea of trade</li> <li>Year 1 Castles</li> <li>Settlement through Geography</li> </ul>	 <ul style="list-style-type: none"> <li>Visit to Stonehenge</li> <li>Artefacts Archaeology box – Poole Museum</li> <li>Workshops (Stone Age, Iron Age) Poole Museum</li> <li>Local history – Bradbury Rings, Maiden Castle</li> </ul>	<p>Stone Age, Iron Age, Bronze Age, hillfort, cave painting, tools, trade, paleolithic, mesolithic, neolithic, hunter-gatherer, Stonehenge, settlements, artefacts, archeologists, sickle, inventions</p>

<b>Enquiry Question: When was the Stone Age?</b>	<b>Enquiry Question: What were the changes in houses in the Stone Age?</b>	<b>Enquiry Question: How did technology change throughout the Stone Age.</b>
<p><b>Concept: Chronology</b> <b>Enquiry Skill: Questioning</b></p>	<p><b>Concept: Change and Continuity, Cause and Consequence</b> <b>Thread: Settlement</b> <b>Enquiry Skill: Questioning and Researching</b></p>	<p><b>Concept: Chronology</b> <b>Thread: Technology</b> <b>Enquiry Skill: Questioning and Researching</b></p>
 <p>Students will be able to say that the paleolithic period was over 12,000 years ago, the mesolithic period was 12,000 to 6000 years ago, neolithic period was 6000 – 4000 years ago, Bronze age was 4000 years ago and Iron age was 3000 years ago. Paeolithic age lasted the longest.</p> <p><b>Practise:</b> Walk out 300,000 years with 1mm representing 1 year. Talk about when different periods started and ended. Mark these using paper.</p> <p><b>Apply:</b> Give students 3 different lengths of paper to match with different stone age periods.</p> <p><b>Deepen:</b> Why do you think the neolithic period is the shortest period?</p> <p>Link past events: Stuarts and 1700s from year 1 and year 2</p>	 <p>Children will know that in palaeolithic era, people lived under rocks ledges and caves as they were still very nomadic. During the mesolithic era, they started to stay a little longer in one place so built smaller shelters that could sometimes be taken with them. In the Neolithic era, more permanent dwellings were made as people would farm crops and animals and didn't need to travel.</p> <p><b>Practise:</b> Students will match pictures of different houses to the different eras.</p> <p><b>Apply:</b> Students will order different pictures and justify their answers with sentences.</p> <p><b>Deepen:</b> Students will begin to understand how changes in food rearing (semi-farming) lead to changes in settlement. Why did houses change in the stone age?</p>	 <p>Children will learn that hand axes were the first simple tools used but these then progressed to axes with handles, then spears and then bow and arrows.</p> <p><b>Practise:</b> Students will match pictures of different tools to their names.</p> <p><b>Apply:</b> Students will look at the tools and talk about what is the same and what is different between them.</p> <p><b>Deepen:</b> Students will order tools from oldest to newest and justify their answers</p>

<b>Enquiry Question: How did people get the resources they needed to live?</b>	<b>Enquiry Question: How did the Stone Age end?</b>	<b>Enquiry Question: What is a hillfort?</b>
<b>Concept: Similarity and differences</b> <b>Thread: Trade</b> <b>Enquiry Skill: Questioning and Researching</b>	<b>Concept: Change and Continuity</b> <b>Thread: Technology</b> <b>Enquiry Skill: Questioning and Researching</b>	<b>Concept: Cause and Consequence, Similarity and Difference</b> <b>Thread: War and Conflict</b> <b>Enquiry Skill:</b>
 <p>Children will learn that different areas had access to different resources (flint, salt, meat, fish, clay etc.) They will know that people traded with one another so that they could have access to resources they needed.</p> <p><b>Practise:</b> Students will label a map of where different resources would be found in the UK (clay near Poole, meat found inland near forests etc, seafood found near the sea, flint found near Norfolk – look at Grimes Graves, salt from seaside – important for preserving food)</p> <p><b>Apply:</b> Students will look at what difficulties could arise when people traded – agreeing a set worth for each item/ haggling/ bargaining. This could be done as a role play activity first and then discussed.</p> <p><b>Deepen:</b> Do we still trade today? Yes, money in shops is trading. Food and resources from other countries is trading.</p>	 <p>Children will learn that copper age happened by melting copper ore and then mixing it with tin made bronze. This allowed for stronger, lighter weapons. It was the end of the Stone Age.</p> <p><b>Practise:</b> Watch a video of bronze being made. Compare this with stone. True or False sheet about Stone tools and Bronze Tools.</p> <p><b>Apply:</b> Students discuss the benefits of bronze tools vs stone tools. Link back to trading and what did people want more of now.</p> <p><b>Deepen:</b> Show a picture of a Stone Age warrior vs Bronze Age Warrior. Who would win and why?</p> <ul style="list-style-type: none"> <li>• Watch a video of how bronze was made/ smelting. Discuss benefits of this compared to stone age tools.</li> </ul>	 <p>Children will learn that due to a rise in population, there was more demand for the best farm land and resources. This led to a more hostile world and the need for better defence of settlements. A hillfort is a settlement built upon a hill that used ditches/ trenches and barricades to defend itself from attack – link back to Year 1 castles work. Make local references to Maiden Castle and Bradbury Rings.</p> <p><b>Practise:</b> Label the parts of a hillfort and say where it was built and why.</p> <p><b>Apply:</b> What is the same and different between a hillfort and a castle?</p> <p><b>Deepen:</b> Show pictures of 2 hillforts (Maiden Castle and Bradbury Rings). Which one is better and why?</p>

<b>Enquiry Question: What is special about Stonehenge?</b>	<b>Enquiry Question: How do we learn about the past? (Skara Brae)</b>	<b>What have I learnt?</b>
<b>Concept: Significance</b> <b>Thread: Religion</b> <b>Enquiry Skill: Field Trip</b>	<b>Thread: Significance</b> <b>Enquiry Skill:</b>	
 <p>Children will learn that Stonehenge is a circle of rings built near Bath and no-one knows the real reason it was built. As people were now farming, they needed to know more about when the seasons were and the gaps helped act as a calendar. Stonehenge was also an important spiritual place that people visited and lots of people travelled from overseas to visit.</p> <ul style="list-style-type: none"> <li>• TRIP to STONEHENGE.</li> </ul>	 <p>Children will look at Skara Brae as a significant historical location. They will learn that Skara Brae was a Stone Age site that was preserved in time by being covered in sand. This gave archaeologists access to tools, settlement etc to help understand life in the Stone Age.</p> <p><b>Practise:</b> Complete a close passage about Skara Brae.</p> <p><b>Apply and Deepen:</b> How does Skara Brae help us learn about the past?</p>	<p>Children complete unit summary under the threads of: Settlement, Technology, Trade, War and Conflict, Religion</p>