



The Stone Age to Iron Age

(Intention) What we intend to cover in our learning

- The main changes and continuity that occurred between each phase of early British history
- Using timelines, explore the length and duration of the Palaeolithic, Mesolithic and Neolithic periods
- Human evolution and hominins. The Neanderthals- when does 'humanity' begin? What defines it?
- Palaeolithic tools from Boxgrove. Survival skills. Cave art.
- Mesolithic shore dwellers. Dug out canoes.
- The Neolithic revolution. Causewayed enclosures, long barrows and cursus monuments.
- Stonehenge and its sacred landscape.
- Skara Brae - life in a Neolithic home.
- Bronze Age Britain- round houses and round barrows. Hero culture.
- Flag Fen- the origins of Excalibur?
- Iron Age kingdoms. Hillforts, Celtic druids and art.
- The Roman invasions
- King Arthur's Britain.

(Implementation) Key words I will use and need to know:

Palaeolithic. Mesolithic. Neolithic. Hominin. Neanderthal. Species. Genus. Evolution. Homo Sapiens. Knapping. Technology. Revolution. Agriculture. Causewayed enclosures. Cursus. Barrows. Henge. Material culture. Druids. Bards.

(Implementation) Key knowledge we will learn:

- The Stone Age is often overlooked, but is the longest historical period, in which humans evolved and learned different ways of living together.
- It is often thought that the ability to use tools, to make art, complex communication and planning, separates us from the animals
- The idea that each historical epoch marks an influx of new peoples into the British Isles needs to be challenged.
- Through the Stone Ages people learned better ways to exploit and control their environments, coupled with development of new technologies.
- The invention of farming allowed complex societies to develop
- Stonehenge is just one monument among many in a vast sacred landscape. It was in use for over 1000 years, perhaps in different ways, for different reasons and people.
- Bronze age burials, rich in weapons, attest to the rise of warrior culture.
- The Iron Age gives us the first recognisable characters from history, which archaeology can confirm. Roman records give a window into this period.
- While King Arthur himself is hard to prove, Britain was the only country to briefly revive as one kingdom and hold off the barbarians, after the Romans left.

(Implementation) Things to do and find out at home:

Explore some of the topics on these sites:

<https://www.dkfindout.com/uk/history/stone-age/>

<https://www.bbc.co.uk/bitesize/topics/z82hsbk>

Build a genuine replica of a Stone Age round house:

<https://www.yac-uk.org/activity/build-a-mini-roundhouse>

Make some Stone Age cheese!

<https://www.youtube.com/watch?v=jVxO9ZYa3A&feature=youtu.be>

Create your own Stone Age pots:

<https://youtu.be/nr11LjKlvk>

(Implementation) Some key pictures and facts linked to The Stone Age



Why in the Bronze Age, was there a switch from multiple cremation burials in long barrows, to individual burials in round barrows?



What was the connection between 'Woodhenge' and Stonehenge?



Was cave art actually an example of sympathetic magic, a hunting guidebook, a record of actual events, or just the work of the artist's imagination?



Could rituals where swords were broken and placed in lakes and rivers be the origin of the myth of Excalibur, returned to the lady of the lake?

Swords were cast in stone moulds. Could this be where drawing the sword from the stone began?



(Impact) What we will aim to do at the end of our learning:

The pupils will be able to understand the some of the defining characteristics of each epoch and the changes that happened between them. They will be able to describe some of the artifacts or monuments created and what they can tell us about the peoples of that time. The children will have an appreciation for a time vastly different than their own. They will build their own narratives by interpreting the evidence available.

(Impact) The children will be assessed against these National Curriculum Programmes of Study:

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.