

Stone, Bronze or Iron?



Activate Prior Knowledge

EY

- Knowing similarities and differences between things from the past and now.
- Compare and contrast characters from stories

Context: Dinosaurs

KS1

- Recognising similarities and differences between the past and present.
- Identifying what happened as a result of events in the past
- explain that there are different types of evidence and sources that can be used to help represent the past
- Discuss reliability of photos/ accounts/stories

Context: GfOL, Captain Cook, Kings and Queens

KS2

- The Maya were a Stone Age culture too. Parallels can be drawn, and differences explored, between the Stone Age in Britain and the Stone Age in Mesoamerica.
- Link to periods of time – Over lap with Ancient Egyptians and The Roman's coming to Britain next.

Context: Who were the Maya?, Ancient Egypt

Links to Future Learning

- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Context: What did the Anglo-Saxons do for Britain?
Were the Vikings really that vicious?

Chronological Understanding

- sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time

Knowledge and Understanding of Events, People and Changes in the Past

- note key changes over a period of time and be able to give reasons for those changes
- find out about the everyday lives of people in time studied compared with our life today
- explain how people and events in the past have influenced life today

They will begin to realise that new inventions can have dramatic impacts on the way people live and work, but that also, as in the case of houses, sometimes the continuities are as important as the changes.

Historical Interpretations

- begins to understand how our knowledge of the past is constructed from a range of sources and evaluate them.
- find and analyse a range of evidence about the past

The children will begin to realise that conclusions must be based on evidence, and that new evidence, like the discoveries at Howick House and the Salcombe Shipwreck, can change the way we look at the past.

Historical Enquiry

- use a range of sources to find out about the past;
- construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;

Children will begin to question the significance of events – why Julius Caesar came to Britain – and how they are portrayed. By using a wide range of evidence – archaeology, written, autobiography – they will appreciate the way historians put together arguments and ideas. They might begin to think about cause and consequence, and that events – like Caesar's trips to Britain – do not happen in a vacuum.

Presenting Organising and Communicating

- start to present ideas based on their own research about a studied period.
- note connections and contrasts over time and show developing appropriate use of historical terms

Hook into a Book



What was new about the New Stone Age?

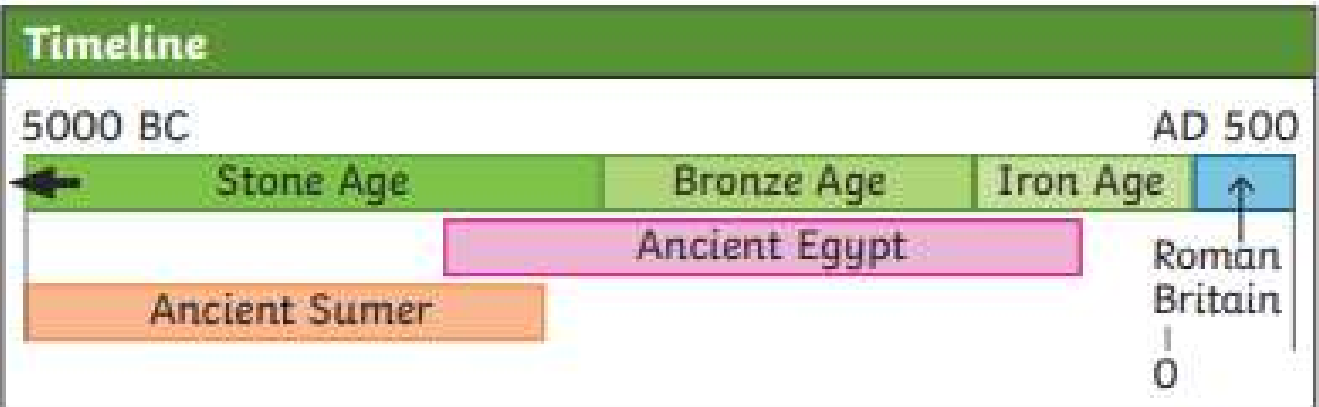
Which was better, bronze or iron?

When do you think it was better to live – Stone Age, Bronze Age, Iron Age?

If you were Julius Caesar, would you have invaded Britain in 55BC?

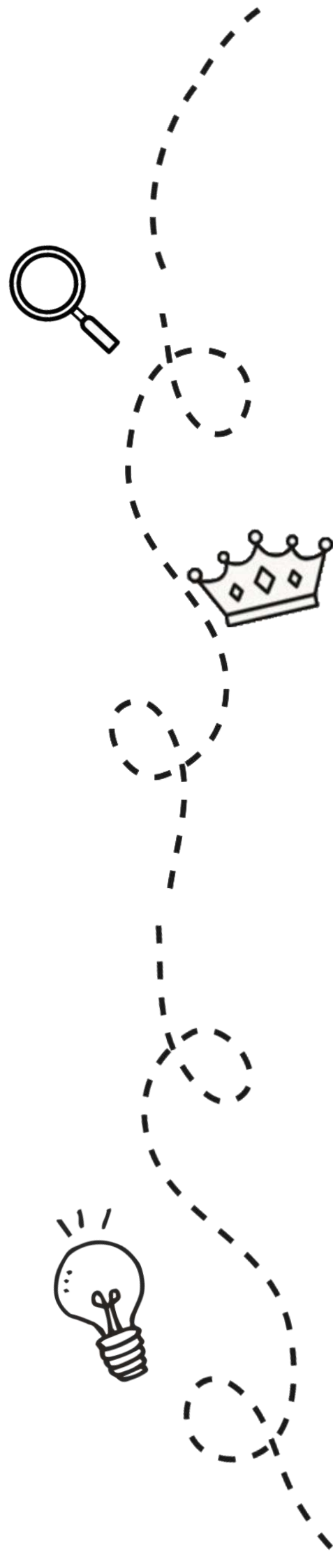
Key Vocabulary	
bronze	A metal alloy made from a mixture of copper and tin. It is a much harder and more long-lasting material than stone or copper alone.
alloy	A metal made by combining two or more metals to improve its properties.
bone marrow	The substance inside bones, which is high in fat and a good energy source.
earthwork	A large bank or mound of soil that has been made on purpose.
Celt	A modern term for the people living in Europe during the Iron Age. The 'Celts' were made up of many different tribes . The word 'Celt' comes from a Greek word.
sacrifice	To give something up, break it or kill it as an offering to a god or gods.
tribe	A group of people, often related through family, culture and language, usually with one leader.
iron	A metal that is stronger and harder than bronze .

Key Changes and Events	
3000 BC	The village of Skara Brae is built in Orkney. The people who live there are beginning to farm their own food and build homes instead of travelling from place to place. Construction starts on Stonehenge in Wiltshire. It will take around 1000 years for it to be finished.
2500 BC	'Bell Beaker' culture arrives in Britain. These people are named for their distinctive decorative pottery.
2100 BC	Bronze begins to be used in Britain to make weapons and tools.
1800 BC	The first large copper mines are dug.
1200 BC	'Celtic' culture begins to arrive in Britain and tribal kingdoms develop.
800 BC	Iron begins to be used in Britain to make tools and weapons, instead of bronze . The first hillforts are constructed.
AD 43	The Romans invade Britain.



The Bronze Age

- A period of time, with no written records, where early humans made tools from **bronze**.
- The **Bronze** Age in Britain lasted around 1500 years.
- The **Bronze** Age started at different times in different countries. People travelled to other countries and brought skills, tools and knowledge with them.
- The use of **bronze** was brought to Britain around 2100 BC.
- Bronze** was used for tools, weapons, armour and building materials.



Stone Age Life

The Stone Age is named after the stone tools that the earliest humans used to help them survive. They used them to kill animals, such as mammoths, for their meat, **bone marrow** and skins. The bones were also useful for making tools, such as needles to sew skins together.

People in the Stone Age moved around from place to place with the seasons, in order to keep safe and warm and to follow the animals they hunted.

Hillforts

People in the **Bronze** Age and Iron Age lived in roundhouses. These could be very large and would have housed many people. One household might have had two houses, one for living and one for cooking and making things. In the **Iron** Age, these houses were sometimes rectangular and were often gathered in farming communities on hills. These were known as 'hillforts'.

Between 500 and 100 BC, many parts of Britain were dominated by hillforts. These settlements provided a home for hundreds, and later thousands, of people.

Roundhouses

- a. thick thatch
- b. door
- c. wattle
- d. daud
- e. timber frame
- f. upright loom
- g. hearth (fire)
- h. beds
- i. logs for sitting on

The Iron Age in Britain started around 800 BC. It followed the **Bronze** Age after iron began to be used for making weapons and tools — it was stronger than **bronze** and easier to work with. The Iron Age continued in Britain for about 800 years until the Romans invaded in AD 43.

