

# Brough Primary School – Curriculum Intention Plan 2024 - 2025



<p><b>Subject:</b> History</p> <p><b>Year Group:</b> Year 3/4</p>	<p><b>Area of learning: Stone Age to the Iron Age</b> <i>Changes in Britain from the Stone Age to the Iron Age.</i></p> <p><b>Enquiry Question:</b> <i>When do you think would be best to live- The Stone Age, Bronze Age or Iron Age?</i></p>														
<p>Links to previous work/Remember when</p>	<p><b><u>For Year 3 (2023 / 2024 Y2 learning)</u></b></p> <ul style="list-style-type: none"> <li>● <b>Neil Armstrong / Christopher Columbus-</b> <i>Significant individuals in the past who have contributed to national / international achievements.</i></li> <li>● <b>A Dinosaur Planet-</b> <i>Events beyond living memory that are significant nationally or globally.</i></li> <li>● <b>Transport-</b> <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i></li> </ul> <p><b><u>For Year 4 (2023 / 2024 Y3 learning)</u></b></p> <ul style="list-style-type: none"> <li>● <b>Anglo-Saxons, Scots and the Vikings-</b> <i>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.</i></li> <li>● <b>Ancient Maya Civilisation-</b> <i>A non-European society that contrasts with British history – AD 900; Mayan civilization.</i></li> </ul>														
<p><b>Term</b></p>	<p><b>Key Skills to be taught</b></p>														
<p><b>Spring 2025</b></p> <p>What the children should know at the end of this series of lessons</p>	<p><b><u>National Curriculum</u></b></p> <ul style="list-style-type: none"> <li>● Changes in Britain from the Stone Age to the Iron Age.</li> </ul> <p><b><u>Historical Skills</u></b></p> <table border="1" data-bbox="466 1209 1366 1361"> <thead> <tr> <th>Chronology</th> <th>Sources of Evidence</th> <th>Similarities and Differences</th> <th>Historical Enquiry</th> <th>Analyse and Evaluate the Past</th> <th>Cause and Consequence</th> <th>Historical Significance</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>● Order events on a timeline. Begin to compare different time periods (British history).</li> </ul> <p><b>Sources of Evidence</b></p> <ul style="list-style-type: none"> <li>● Use a variety of sources to find out about aspects of life in the past. Begin to evaluate the usefulness of different sources (Y4).</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>● Ask and answer questions about the past.</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>● Make observations about the influence of a particular period of history on Britain today.</li> </ul> <p><b>Analyse and Evaluate the Past</b></p> <ul style="list-style-type: none"> <li>● Understand how and why life was different during different historical periods.</li> </ul>	Chronology	Sources of Evidence	Similarities and Differences	Historical Enquiry	Analyse and Evaluate the Past	Cause and Consequence	Historical Significance							
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	<p><b>*Cross-curricular link to Art-</b> Drawing &amp; Materials and Textiles – Stone Age people used natural dyes like walnut husk and elderberries to dye the fabric they had made. Using white cotton, experiment with different natural dyes.</p>
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## Vocabulary

Prehistoric, tools, weapons, Palaeolithic (Old Stone Age), hunter-gatherers, threat, asset, flint, stone, Mesolithic Age (Middle Stone Age), Neolithic Age (New Stone Age), farming, Skara Brae, Stonehenge, bronze, metal, copper, tin, ore, smelting, mines, iron, crops, Celts, tribes, hillfort, roundhouses, Roman invasion.

**To consider-** Catherine Conyard 'Hands on History' workshop (Stone Age to the Iron Age)- could plan this for the end of the unit of work- [historytolife@hotmail.com](mailto:historytolife@hotmail.com)

Sequence of learning	Learning Objectives/Outcomes	Suggested Lesson Outline
1	<p><b>Learning Objective:</b> To order events on a timeline (chronological order). To begin to compare different time periods (British history).</p> <p><b>Key Knowledge:</b> We will be focusing on BC- prehistory- what happened before written records began. This prehistoric period ends at AD 43 when the Romans successfully invaded.</p> <p>The Stone Age-people made tools and weapons out of stone (over two million years ago).</p> <p>People gradually began to make weapons out of metal, such as bronze (The Bronze Age). This was followed by the Iron Age (iron was increasingly used).</p> <p><b>Enquiry Type:</b> <b>Chronology</b></p>	<p><b>A Timeline of Prehistoric Britain</b></p> <p>5000 BC      AD 500</p> <p>← Stone Age      Bronze Age      Iron Age →</p> <p>Ancient Sumer      Ancient Egypt      Roman Britain</p> <p>0</p> <p><b>What do you already know?</b></p> <ul style="list-style-type: none"> <li>Do you already know anything about the Stone Age, Bronze Age or Iron Age?</li> <li>What does prehistory mean?</li> <li>What would you like to know about the Prehistoric Age? <i>Children write their own questions or combine together a series of 'class' questions.</i></li> </ul> <p><i>Children complete a pre assessment activity to check what they already know and what they would like to know within the unit of work. Children work individually or as part of a small group to put historical periods into chronological order (highlight the Stone Age, Bronze Age and Iron Age). See possible resources folder for activity ideas.</i></p>


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<p>2</p>	<p><b>Learning Objective:</b> To ask and answer questions about the past. To use a variety of sources to find out about aspects of life in the past. Begin to evaluate the usefulness of different sources (Y4).</p> <p><b>Key Knowledge:</b> People lived as ‘hunter gatherers’ during the Mesolithic period after Britain had become an island due to rising sea levels (before this time it was joined to the mainland of Europe).</p> <p>Threats- Things that make it hard to survive). Assets- Things that people could use to help them survive).</p> <p>We have no films, photographs or written accounts from the time of the Stone Age.</p> <p><b>Enquiry Type:</b> <b>Historical Enquiry</b> <b>Source of Evidence</b></p>	<p><b>Recap-</b> Where are the Stone Age, Bronze Age and Iron Age in British history?</p> <p><b>Stone Age- Hunter-gatherers</b></p> <ul style="list-style-type: none"> <li>• Why were people during the Stone Age known as ‘hunter gatherers’?</li> <li>• What was a threat or an asset to a hunter-gatherer?</li> </ul> <p><b>Stone Age- Sources of Evidence</b></p> <ul style="list-style-type: none"> <li>• What kind of sources tell us about the Stone Age?</li> <li>• What sort of tools were invented and developed in the Mesolithic period to help people survive?</li> </ul> <p><i>Children consider the challenges for living in the Stone Age (threat or asset).</i> <i>Children examine some sources of evidence (photographs of prehistoric tools)- What can I tell for certain? What can I deduce? What else do I want to know? (Y4)</i></p>
<p>3</p>	<p><b>Learning Objective:</b> To ask and answer questions about the past.</p> <p>To understand what Stonehenge looks like.</p> <p>To explore different theories about the building of Stonehenge.</p> <p><b>Key Knowledge:</b> Stonehenge is a circle of huge stones. It is</p>	<p><b>Recap-</b> Name a prehistoric tool used in the Stone Age and what it might have been used for.</p> <p><b>Stonehenge- Why are there so many mysteries around Stonehenge?</b></p> <ul style="list-style-type: none"> <li>• Where is Stonehenge?</li> <li>• How was it built?</li> <li>• What is different about the stones that were used?</li> <li>• Why is Stonehenge a significant monument?</li> </ul> <p><i>Children carry out some research to find out more about Stonehenge (listing basic facts and naming</i></p>

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	<p>located on Salisbury Plain in Wiltshire. This is in the south of England, close to the river Avon.</p> <p>Nobody knows for certain why Stonehenge might have been built (there are various theories that we are going to explore based on some of the evidence found at Stonehenge).</p> <p>The Stonehenge monument was built in three main stages.</p> <ol style="list-style-type: none"> <li>1. c. 3000 BC - Digging the henge.</li> <li>2. c. 2500 BC - Adding a circle of 82 bluestones. 500 years later, massive sarsen stones were positioned at the site.</li> <li>3. c. 2300 BC - Rearranging the stones into the horseshoe shape and circle shape that we can still see today.</li> </ol> <p><b>Enquiry Type: Historical Enquiry &amp; Significance</b></p>	<p><i>the different stones- possible templates in the resources folder).</i></p> <p><b>Biscuit Henge Model!</b> <i>Children make their own model of Stonehenge using different biscuits (pairs or small groups):</i></p> <ul style="list-style-type: none"> <li>● <i>Shortbread fingers for the larger sarsen stones and bourbons or pink wafers for the smaller sarsen stones.</i></li> <li>● <i>In contrast, use marshmallows or a smaller biscuit like iced gems for the bluestones to demonstrate the relative size difference.</i></li> <li>● <i>*Please check food allergies if the completed models are to be eaten!</i></li> </ul>  <p><b>Biscuit Henge!</b></p>
4	<p><b>Learning Objective:</b> To know how the Bronze Age was different to the Stone Age.</p> <p>To explain how the smelting process was used to make bronze.</p> <p><b>Key Knowledge:</b> The village of Skara Brae was discovered almost by accident during a powerful storm in 1850. It is important because it dates back to a major change when people began settling on</p>	<p><b>Recap-</b> How was Stonehenge built?</p> <p><b>How did bronze replace stone?</b></p> <ul style="list-style-type: none"> <li>● What is bronze made of?</li> <li>● What were the benefits of using bronze?</li> <li>● How was bronze used?</li> <li>● What are the different steps in the smelting process?</li> </ul> <p><i>Children identify where the Bronze Age is on the lesson 1 timeline.</i></p> <p><i>Hold a discussion around the benefits of using bronze (in comparison to stone). What can you think of that is made of bronze?</i> <i>Children match up a series of cards to show how the discovery of bronze changed different aspects of prehistoric life.</i></p>

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	<p>farms instead of roaming around as hunter-gatherers.</p> <p>Bronze is not a natural material like stone but instead it had to be man-made (smelting process).</p> <p>Bronze improved life in many ways and marked the end of the Stone Age and the beginning of the Bronze Age.</p> <p><b>Enquiry Type: Historical Enquiry</b></p>	<p><i>Children create a flowchart to show how bronze was made during the smelting process.</i></p>
5	<p><b>Learning Objective:</b> To understand how British society changed in the Iron Age. To imagine what life might have been like in an Iron Age hillfort.</p> <p><b>Key Knowledge:</b> Iron Age (when the Romans arrived)- Iron was used to make tools and weapons. Iron was heated and then hammered into whatever shape was required. Iron could be used to make heavy ploughs (easier to grow food in different types of soil).</p> <p>A roundhouse was a typical iron age home built within a hillfort. Some were very large and housed many people (wattle and daub walls / thatched roofs).</p> <p><b>Enquiry Type: Historical Enquiry &amp; Significance</b></p>	<p><b>Recap-</b> What were the benefits of using bronze?</p> <p><b>What was life like in an Iron Age hillfort?</b></p> <ul style="list-style-type: none"> <li>• What replaced bronze as the main metal for tools and weaponry?</li> <li>• What did Iron Age people (or Celts) build for themselves where they could live and farm?</li> </ul> <p><i>*The Iron Age was brought to an end by the invasion of the Romans who had their own set of customs. The Romans' advanced building skills changed the landscape of Britain as they built houses and roads.</i></p> <p><i>Children identify where the Iron Age is on the lesson 1 timeline.</i></p> <p><i>Introduce the use of hillforts: <a href="https://www.bbc.co.uk/teach/class-clips-video/articles/z4xx6v4">https://www.bbc.co.uk/teach/class-clips-video/articles/z4xx6v4</a></i></p> <p><i>Children could draw / label a map of a hillfort or write a short description of what one may have looked like (see possible resources folder for a recount from a lady- Brenna- who lived in an Iron Age hillfort).</i></p> <p><i>Children could consider how iron was discovered / used and the impact this had on everyday life.</i></p>

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6	<b>Learning Objective:</b> To demonstrate what has been learnt about the Stone Age to the Iron Age.	<b>ASSESSMENT LESSON</b> <i>When do you think would be best to live- The Stone Age, Bronze Age or Iron Age?</i>  Children may consider a written explanation, presentation, poster, leaflet etc. to answer the enquiry question for this unit of work.
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<b>Learning Outcome/product</b> Children will be able to use the knowledge gathered across all lessons to decide which period was the best to live in (Stone Age, Bronze Age or Iron Age). Children will consider the way of life, materials and tools available to survive within the chosen period. Children give some reasons why they have chosen their selected time period.
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<b>Assessment records</b>	<b>List only those children who have not achieved the expected outcomes.</b>