



# Medium Term Plan: Through the Ages

This history project teaches children about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement.



## How did life change from the Stone Age to the Iron Age?

### Primary Concepts

Society and Community

Exploration and Invasion

Power and Influence

Conflict and Resolution

### Secondary Concepts

Cause and Consequence	Change, Continuity and Development	Diversity and Historical Significance	Chronological Understanding	Evidence and Interpretation	Similarity and Difference
<p>Stone Age settlements:</p> <ul style="list-style-type: none"> <li>What can we learn about life in Mesolithic times using what has been found at Star Carr?</li> <li>How did the discovery of iron change the way people lived?</li> </ul>	<ul style="list-style-type: none"> <li>How did early humans forage and create cave art using only what was available in nature?</li> <li>How did everyday life in the Bronze Age compare to life in the Stone Age?</li> <li>Who were the Celts and how did they live?</li> <li>How did people live in the Iron Age?</li> </ul>	<ul style="list-style-type: none"> <li>What does Cheddar Man tell us about people living in prehistoric Britain?</li> <li>Who were the Beaker people and why were they significant?</li> </ul>	<ul style="list-style-type: none"> <li>How is prehistory divided into 'ages'?</li> <li>Why can we not be sure how long each 'age' lasted?</li> </ul>	<ul style="list-style-type: none"> <li>How is prehistory divided into 'ages'?</li> <li>Why can we not be sure how long each age lasted?</li> <li>What can we learn about everyday life in the Stone Age?</li> </ul> <p>Stone Age settlements:</p> <ul style="list-style-type: none"> <li>What can we learn about life in Mesolithic times using what has been found at Star Carr?</li> <li>How did the discovery of iron change the way people lived?</li> </ul> <p>Iron Age:</p> <p>What is an Iron Age hillfort?</p>	<ul style="list-style-type: none"> <li>How did everyday life in the Bronze Age compare to life in the Stone Age?</li> </ul>

### Overarching Themes

Civilisation

Empire

Industry

Migration





Monarchy

Rebellion

Settlement

Trade

Why has this history project been chosen for pupils at Applegarth Primary School?	Pupils will learn about the earliest British civilisations. As they progress through KS2, pupils will then go on to build on this knowledge and understanding through their study of Romans in Britain, Anglo Saxons and Vikings, leading up to 1066.
Which aspects of this historical period will the project focus on?	The Stone Age in Britain (Palaeolithic, Mesolithic and Neolithic eras) to the Iron Age in AD43 at the point of the Roman invasion of Britain.
What specifically do we want the children to know, understand and be able to do by the end of this unit?	<p>Children will know that:</p> <ul style="list-style-type: none"> <li>The Stone Age in Britain began c750,000 BC and ended when metalworking technology arrived in c2500 BC. The Stone Age is split into three periods: the Palaeolithic, the Mesolithic and the Neolithic. The Bronze Age ended when iron was used more widely, and the Iron Age ended with the Roman invasion of Britain in AD43.</li> <li>That early man lived on these islands and developed into the homo sapiens that we call humans today.</li> <li>That early man developed so that they could be self-sufficient (less reliant on hunter gathering) and settlements grew as people lived together.</li> <li>That archaeological finds (e.g. Star Carr), Cheddar Man and the Amesbury Archer can give us clues as to how early people lived, and how their lives changed as a result of technological developments.</li> <li>That Celts (Britons) lived in this land during the Iron Age and during the time of the Roman invasion</li> </ul>

<p><b>KS2 National Curriculum PoS</b></p> <p><i>Pupils should continue to develop a chronological secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connects, 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 involved thoughtful selection and organisations of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</i></p> <p><b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li>- <b>changes in Britain from the Stone Age to the Iron Age</b></li> </ul> <p><i>This could include (non-statutory):</i></p> <ul style="list-style-type: none"> <li>- late Neolithic hunter-gathers and early farmers, for example, Skara Brae</li> <li>- Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>- Iron Age hillforts: tribal kingdoms, farming, art and culture</li> </ul>	<p><b>Prior Learning</b></p> <p><b>Long Ago (EYFS)</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p><b>Bright Lights, Big City(Y1)</b> To learn about significant historical events include those that cause great change for large numbers of people.</p> <p><b>Childhood (Y1)</b> Learn about growing and changing from young to old and how people’s needs change.</p> <p><b>Magnificent Monarchs (Y1/2)/ Movers and Shakers (Y1/2)</b> To describe how an aspect of life has changed over time. Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.</p>	<p><b>Subsequent Learning</b></p> <p><b>Emperors and Empires (Y3/4)</b> Describe ways in which human invention and ingenuity have changed how people live.</p> <p><b>Invasion (Y3/4)</b> A past event or society can impact a local settlement in several ways</p> <p><b>Ancient Civilisations (Y4)/ Ground-breaking Greeks (Y5/6)</b> Explain how everyday life in an ancient civilisation changed or continued during different periods.</p> <p><b>Crime and Punishment (Y6)</b> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts.</p>
<p><b>Local Context</b></p>	<p><b>Cultural Capital</b></p>	
<p>Star Carr (Scarborough – Mesolithic site)</p> 		
<p><b>Previously Learned Vocabulary</b></p> <p>artefact, evidence, change, compare, significance, century, chronology, decade, compare, difference, similarity, timeline, sequence, positive, negative, impact</p>	<p><b>New Vocabulary</b></p> <p>archaeologist, historical source, viewpoint, Beaker people, consequence, change, continuity, Amesbury Archer, migration, warfare, roundhouse, prehistory, circa, Palaeolithic, Mesolithic, Neolithic, druid, hillfort, hunter-gatherer, nomad, Cheddar Man, thatched, climate, excavate, woad, Briton, Celt</p>	
<p><b>Significant People</b></p>	<p><b>Significant Events</b></p>	
<p>Cheddar Man  Amesbury Archer </p>	<ul style="list-style-type: none"> <li>✓ End of the Stone Age, Bronze Age, Iron Age and their significance and impact for the subsequent era.</li> <li>✓ The emergence of bronze then iron as a useable, everyday material.</li> </ul>	
<p><b>Recommended Reads – Reading for Pleasure and Writing Opportunities</b></p>	<p><b>Recommended Reads – Curriculum Enhancement</b></p>	
<p><i>Stone Age Boy</i> by Satoshi Kitamura</p> <p><i>The Wild Way Home</i> by Sophie Kirtley</p> <p><i>How to Wash a Woolly Mammoth</i> by Michelle Robinson</p> 	<p><i>Stone Age Tales: The Great Cave</i> by Terry Deary</p> <p><i>The Secrets of Stonehenge</i> by Mick Manning</p> <p><i>Everything: Stone Age to Iron Age: Go Hunting for facts, photos and fun!</i> by National Geographic Kids</p> <p><i>Stone, Bronze and Iron Ages</i> by Sonya Newland</p> <p><i>The Stone Age: Hunters, Gathers and Woolly Mammoths</i> by Marcia Williams</p> <p><i>Stone Age to Iron Age</i> by Clare Hibbert</p> <p><i>UG: Boy Genius of the Stone Age and His Search for Soft Trousers</i> by Raymond Briggs</p> <p><i>The Stone Age and Skara Brae (Time Travel Guides)</i> by Ben Hubbard</p>	