

# Year 3: How did Britain change from the Stone Age to the Iron Age?



## Key Questions

1. Where is Britain, its counties and what are the names of its significant cities?
2. How can we be archaeologists?
3. How can I understand chronology using a timeline?
4. What makes the Neolithic so different from the rest of the Stone Age?
5. What did Neolithic homes look like?
6. How can I design and build a Neolithic house?
7. How and why was Stonehenge built?
8. What would life have been like for someone from the Bronze age?
9. When was bronze invented and how was it made?
10. How did life change during Iron Age?
11. How did life change from the Stone Age to the Iron Age?

## Historical Dates

10,000BC - 4,000BC

## Vocabulary

Britain, county, cities, stone age, bronze age, iron age, tools, archaeology, prehistoric, BC, BCE, CE, Palaeolithic, Mesolithic, Neolithic, settlement, Skara Brae, henge, Stonehenge, monument, hillfort, roundhouse

## National Curriculum

### History

- Understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources).
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Develop a chronologically secure knowledge and understanding of British history.
- Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Know about changes in Britain from the Stone Age to the Iron Age

### Geography

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

## Curriculum Links

### English

- Participate in discussions, presentations, performances, role-play, improvisations and debates.
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Apply growing knowledge of root words, prefixes and suffixes to understand the meaning of new words.
- Retrieve and record information from non-fiction.
- Draft and write non-narrative material using simple organisational devices

### Computing

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact