



# History



## Knowledge organiser –Stone Age to Iron Age (LKS2)

### What will we be learning?

Children can be introduced to the idea that people have been living in Britain for a very long time. They can learn about the changes that occurred between the middle Stone Age [Mesolithic Times] to the Iron Age – a period of over 10,000 years! Pupils should be encouraged to recognise the continuities too. For example there is very little change in houses, house-building or settlement size until well into the Iron Age. For most of the period there is no written evidence, so the archaeological record is very important. There is a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based.

### Key knowledge

#### Children should learn:

- The main features regarding the chronology of the Stone Age
- The main changes throughout the period
- There is much that we don't know about the Stone Age!
- The main changes brought about by bronze and iron
- To make a judgement based on the evidence available to them
- Using different pieces of evidence will lead to different conclusions – children will build their own interpretation of Iron Age Britain
  
- Sometimes in history there is no clear answer
- How to make comparisons
- How to reach a conclusion
- How to present their conclusions most effectively.
- The *Enquiries*:

**What was 'new' about the New Stone Age? Which was better, bronze or iron? If you were Julius Caesar, would you have invaded Britain in 55BC? When do you think it was better to live – Stone Age, Bronze Age or Iron Age?**



### Key Vocabulary

Stone Age, Bronze Age, Iron Age, BC, hunter-gatherers, timeline, evidence, chronology

<https://www.history-rocks.com/prehistory>

### Possible Evidence

- Can children construct a simple timeline showing some of the changes throughout the Stone Age?
- Can your pupils identify the biggest changes between Stone Age life and Iron Age life?
- Can they identify any continuities [things that haven't changed, or not changed very much?]
- Can your children produce a 'holiday brochure' advertising Britain in 55BC?
- What evidence would you use to describe Britain in 55BC?
- How would you make Britain seem attractive?
- What parts of life would you stress? What parts would you miss out?
- Can your children reach a reasoned conclusion in answer to the enquiry question?