**Unit Planning Guidance**

***Enquiry question: How did life change for people living in the Stone, Bronze, and Iron Ages?***

**Main disciplinary focus:** DC2 Continuity and change―To evaluate how agriculture, tools, trade, and communities changed life throughout the Stone, Bronze, and Iron Ages.  
**Main substantive concepts:** Chronology, religion, settlement, society, trade.

**Unit context**

‘Stone, Bronze, and Iron Ages’ is the first unit in the Key Stage 2 sequence of British History. The sequence covers British History in chronological order from the Stone Age to the Battle of Hastings in 1066. This unit spans approximately 98 per cent of the total of British History and is designed to teach pupils what life was like in Britain before written records began, as well as what we can learn from evidence in the form of archaeological sites, human remains, and physical objects (artefacts). If replicas of artefacts can be handled by pupils instead of relying on the photos in the workbook or teaching slides, this would really bring the unit to life. Site visits are also valuable: the Subject Knowledge Guide suggests some prehistoric sites on a map of the UK. In preparation for beginning this unit and to excite pupils about the content, activities from the Discovery Box can be sent home.

Pupils may struggle to grasp just how long ago these periods of history were and should refer to timelines for support; the timeline resource gives a good starting point. Throughout the unit, pupils will encounter dates that use numbers much larger than they are used to working with, as well as negative dates (in BCE format). Dates have been included to give a sense of time and should be discussed, but there is no requirement for pupils to recall or fully understand them.

Pupils will begin by learning what we mean by ‘prehistory’. Emphasis should be placed on the fact that there are no written records (before the Roman arrival) and that throughout the unit they will be examining physical artefacts such as the remains of buildings and tools. Pupils first look at the people of the early Stone Age (Palaeolithic and Mesolithic periods) before discovering the impact of agriculture during the Neolithic period. They will then look at the changes brought by the use of metals such as bronze during the Bronze Age and iron in the Iron Age. After studying the three ages of prehistory, pupils investigate Stonehenge and discover what it tells us about the people who once lived in prehistoric Britain. Stonehenge remains a mystery in many ways and was used throughout each of the Stone, Bronze, and Iron Ages.

The final lesson is a comparison of the different periods of prehistoric Britain. It focuses on the milestones of prehistoric civilisation and the impact of new materials and tools to bring pupils’ learning together. Pupils will end the unit by responding to the enquiry question: *How did life change for people living in the Stone, Bronze, and Iron Ages?*

**General resources**

The teacher’s Subject Knowledge Guide gives a basic overview of the knowledge needed to teach this unit. Posters of significant people and places can be displayed around the class during the unit. The Discovery Box gives information that may be useful to pupils before they start the unit. It also contains a variety of activities which can be used throughout the term in different lessons to enhance learning.

**Links to previous and future learning**

*The knowledge from previous and future units which closely link with this current unit are shown below. For more information about how this unit fits into the wider sequence of learning, please see the history progression document.*

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| **Year 3** | **Year 4** | **Year 6** |
| **Ancient Egypt**   * Ancient Egypt was a civilisation in north-east Africa. * Ancient Egypt began about 5,000 years ago and existed for around 3,000 years. * Ancient Egyptians lived along or around the River Nile. * Ancient Egyptian farmers used irrigation to grow crops. * Ancient Egyptians travelled along the River Nile to trade. * Pharaohs ruled over the people, like royalty. * Pharaohs were considered gods. * Some pharaohs were buried inside pyramids. * Ancient Egyptian society was structured like a pyramid. * The Ancient Egyptian system of writing was called hieroglyphics. * Hieroglyphics used pictures to show sounds and meaning. * Ancient Egyptians wrote on papyrus. * Ancient Egyptians worshipped over 2000 gods. * Each god had a different responsibility. * Pharaohs built temples and statues for the gods. * Temples were a place to worship specific gods. * The Ancient Egyptian civilisation left behind an important legacy. * Archaeologists are still discovering new things about Ancient Egypt today. | **The Romans**   * At the time of the Roman invasions, Britain was split into different areas. * Areas were ruled by separate communities who often fought each other. * The leader of one group fled to Rome to ask for support in defeating another group. * Emperor Claudius used the request for support as a reason to invade Britain in 43CE. * The Romans continued to invade parts of Britain, but tried to keep the peace with most of the communities. * Boudicca was Queen of the Iceni people, who lived peacefully with the Romans. * Boudicca raised a rebel army after the Romans took control of Iceni lands. * The rebel army successfully attacked three Roman towns before they were defeated by the Roman army. * To defend the land they had taken, the Romans built forts.   **Roman Britain**   * People from across the Roman Empire moved quite freely between the different lands. * We know that Roman soldiers settled in Britain. * The Romans built towns across Britain. * The towns would all follow the same plan, with the same key buildings and roads. * Roads were built to connect towns, to make it easier for troops to travel, and to transport supplies. * The Romans developed a trade system across the empire, so they could import and export the goods they needed. * The Romans also traded enslaved people across their empire. * The Romans introduced a currency and different coins to make trade easier across the empire. * The Romans had their own gods. * Britons could worship their own gods as long as they also respected the Roman ones. * As Britons began to lose faith in the gods, Christianity became popular. * Emperor Theodosius eventually declared Christianity the official religion of the Roman Empire. * Before the Romans invaded, most Britons could not read and write. * The Romans introduced an alphabet and writing. * The Romans introduced the calendar to Britain. * The Romans introduced a number system. | **Ancient Greece**   * The Minoans and the Mycenaeans were the first civilisations to develop in Ancient Greece around 4000 years ago. * The Minoan civilisation began to decline around 1450BCE. * The Mycenaeans had come to dominate mainland Greece with a distinct culture of their own and expanded through former Minoan territory after 1450BCE. * Greece is a mountainous country, which made it difficult to unite under a single government. * The Greeks lived in smaller cities called city-states. * Each city-state ruled itself and had its own government, laws, and army. * Although living in different city-states, all Greeks had a shared identity of being Greek. * From 508BCE, Athenian democracy was established. * Athenian democracy was structured in three separate parts: Ekklesia, Boule and Dikasteria. * Citizens were appointed to the assembly of Athens and all citizens were expected to serve. * After defeating the Persians at war, Greek culture flourished. * Alexander the Great conquered an empire and several kingdoms between 333BCE and 323BCE. * Alexander was successful because he accepted foreign customs in an attempt to be accepted by local people. * The Ancient Greeks made important contributions to philosophy. * Literature and theatre were an important aspect of Ancient Greek culture and influenced modern drama. * The Ancient Greeks gave us the Olympic games. * The Ancient Greeks also developed an alphabet and a way of recording history. * The Ancient Greeks were one of the first civilisations to scientifically study medicine. |

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| **Unit overview** | | | |
|  | **Key knowledge** | **Key vocabulary** | |
| **Lesson 1**  ***How do artefacts inform us about prehistory in Britain?*** | * Prehistory is the time before written records. * Prehistory is divided into the Stone, Bronze, and Iron Ages. * An artefact is an object made by a person. * Archaeologists are historians who use artefacts and remains to learn about people from  the past. | * archaeologist * artefact * Bronze Age * BCE | * CE * Iron Age * **prehistory** * Stone Age |
| **Lesson 2**  ***How did life change during the Stone Age in Britain?*** | * The Stone Age is divided into three periods: Palaeolithic, Mesolithic, and Neolithic. * Before the Neolithic period, people were hunter–gatherers who moved around. * In the Neolithic period, people started to farm, build permanent homes, and make pottery. * The archaeological site of Skara Brae is an example of Neolithic homes. | * **agriculture** * artefact * hunter–gatherers * Mesolithic | * Neolithic * Palaeolithic * settlement |
| **Lesson 3**  ***What was life like in Bronze Age Britain?*** | * The Bronze Age followed the Stone Age and began over 4000 years ago. * In the Bronze Age, people learned how to make new objects from bronze and other metals. * Some people became wealthy for the first time. * There was conflict between groups of people because of wealth. | * bronze * communities * conflict | * goods * **trade** |
| **Lesson 4**  ***What was life like in Iron Age Britain?*** | * The Iron Age followed the Bronze Age and began around 750BCE. * People started to use iron rather than bronze to make tools and weapons. * Iron Age communities built hillforts to protect themselves. * The people of Iron Age Britain and the rest of Iron Age Europe shared a culture and would trade. | * **conflict** * defend | * hillfort * iron |
| **Lesson 5**  ***What does Stonehenge tell us about prehistoric Britain?*** | * Stonehenge is a monument built from different stones. * Monuments can be built to celebrate or remember something or someone. * Historians have an idea about when and how Stonehenge was built. * There are different theories about why Stonehenge was built and how it was used. | * druids * **monument** | * Stonehenge * theories |
| **Lesson 6**  ***How did prehistoric beliefs and rituals change?*** | * Prehistoric Britons believed in many different gods and spirits. * In the Neolithic and early Bronze Age periods, people built huge structures and gathered in large groups for rituals. * In the later Bronze Age and Iron Age, rituals were far smaller and took place in caves, woods, and near rivers. * Druids were the priests of Iron Age Britain. | * barrow * druid * festival | * **ritual** * sacred |

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| **Lesson question** | **Key knowledge** | **Learning resources** | **Key vocabulary** |
| **Lesson 1**  ***How do artefacts inform us about prehistory in Britain?*** | * Prehistory is the time before written records. * Prehistory is divided into the Stone, Bronze, and  Iron Ages. * An artefact is an object made by a person. * Archaeologists are historians who use artefacts and remains to learn about people from the past. | Lesson 1 teaching slides  Pupil workbook  Additional resources:  Stone Age tools  Timeline  Knowledge record | * archaeologist * artefact * Bronze Age * BCE * CE * Iron Age * **prehistory** * Stone Age |
| **Outcomes / Assessment** | **Disciplinary and substantive concept/s** | **Key term** | **Key takeaway** |
| Pupil workbook  Response to enquiry question | **DC5:** To understand how historians have used artefacts to find out about early Stone Age Britain  **SC:** Chronology | **Prehistory** is the period of history before written records. | In Britain, **prehistory**, included the Stone, Bronze, and Iron Ages. |
| **Teacher notes:**   * **Hook:** Prepare an engaging ‘hook’ to introduce pupils to the new unit. This could be done at another time before you teach this lesson, or at the start. Depending on time, you could show photographs, read a story (try ‘Boy’ by James Mayhew), show a video, or something more creative. Some ideas might include: cave drawings, printmaking, 3D Bronze Age house model making ([Interview with a Bronze Age Settler at Beeston Castle | English Heritage (english-heritage.org.uk)](https://www.english-heritage.org.uk/members-area/kids/prehistoric-england/interview-with-a-bronze-age-settler-at-beeston-castle/#modelroundhouse)), etc. Oxford University Press is not responsible for content available on third-party websites. The content of these websites may have changed since publication. * Share the unit enquiry question: *How did life change for people living in the Stone, Bronze, and Iron Ages?* and explain that all lessons in this unit will support pupils in answering this question at the very end. Each lesson has its own question, and they should be able to answer each of these individually too. * **Existing knowledge exercise**: Briefly gauge pupils’ knowledge of the Stone, Bronze, and Iron Ages. Pupils may have no knowledge to recall, and you could then ask them to write what they would like to know instead. ‘If you wanted to learn about the Stone Age, what sources would you use?’ (Ask a voice assistant or use a search engine, look at a history website, get a book from a library, etc.) * **Introduction:** Share the learning journey, lesson question, lesson statement, and key term. Then share key knowledge and other key vocabulary with pupils—you may want to add images to the teaching slides to support exemplification and understanding of these words. Before the content of the lesson begins, investigate the timeline resource with pupils. You could turn the timeline into a sorting exercise based on the dates, to reinforce the negative numbering of the BCE period. Point out that the timeline does not cover all of the Stone Age period—there’s just not enough room! * **Talk task**: ‘How do historians know about things that happened in the past?’ ‘What do you think prehistory is?’ You may wish to discuss the prefix ‘pre’ here (preview, preschool, precaution) and explain that we use it to mean ‘before’ to give pupils a clue. * **Read**: What is prehistory? This section details what prehistory is and the different ages of prehistory. Most of the ways we learn about the past involve reading and writing but, in prehistory, nobody could read or write. Heavily emphasise this point. Key learning here is that prehistory is before humans could read and write and it was split into three periods: the Stone Age, the Bronze Age, and the Iron Age. Pose the question ‘How do we learn about prehistory if we cannot read about it?’ to be discussed throughout the lesson (and unit!). Tell pupils that throughout history they will come across the acronyms ‘BCE’ and ‘CE’. Explain what they mean (before the common era and the common era). You may wish to display these definitions in the class. Explain to pupils that in this unit they will be focusing on the Stone Age between 10,000 and 2,000BCE. This is not when the Stone Age started, however (this was about 900,000BCE). Britain wasn’t continuously inhabited until 10,000BCE because of the changing climate making it inhabitable until this time. Pupils should know that while 10,000BCE is an important period for Stone Age Britain, it did not mark the beginning of stone tools—see Swanscombe Man and the Red ‘Lady’ of Paviland for examples of remains found with stone tools prior to 10,000BCE. * **Talk task:** Pupils discuss with their partner what they have just learned. You may want to write up discussion answers and add to a working wall display. This can be displayed for the entire unit. ‘What is prehistory?’ *The period of time before written records began.* ‘What are the three periods of prehistory?’ *The* *Stone Age, the Bronze Age, and the Iron Age.* ‘Why did prehistory in Britain end when the Romans invaded Britain?’ *Because written records began.* * **Read**: What is an artefact? This introduces the concept of artefacts. Encourage pupils to think about the kind of things historians of the future might consider artefacts of this era. * **Write**: Modern artefacts activity. Pupils investigate a modern ‘*artefact’* on each table. You could make this a carousel activity if you have time—and add ideas on what each artefact tells them on a big sheet of paper with the artefact in the centre. (Refer back to their work in Year 2 if ‘investigate’ needs explaining.) Use images if real objects are not available. You could model this task with pupils using an example of a mobile phone before they write about what their artefact tells them about modern life in the workbook. * **Investigation:** Tell pupils that you’ve received a special delivery from an archaeologist. They need help working out **who** made the artefacts, **what** the artefacts could be, **how** they might have been made and **why** they were made! Use the A4 cut outs of the Stone Age tools (use theStone Age tools additional resource) or ideally any reproductions of Stone Age tools you may have access to. Alternatively, you could use a printout of the investigation slide. Pupils can work in groups and note down their thoughts in the workbook. Let pupils work out for themselves that the tools come from the Stone Age (because of the material) and together discuss what these artefacts tell them about the people of that period. * **Read**: Who? and What tools did Stone Age people use? These sections provide the answers and more in-depth explanations to the questions in the investigation activity. Were pupils’ deductions about the tools correct? Does the information on the PPT match their guesses about the artefacts? This is a good opportunity to introduce pupils to the idea of ‘drawing inferences’, something they will return to in later history lessons. Pupils can go back and check their initial answers, noting if they were correct and why/how they knew this. * **Read**: How do we know about the Stone Age? This section—on the teaching slides only—explains how, without written historical records, archaeologists have discovered what the Stone Age was like. It focuses on cave paintings and human remains. At the end of this section pupils should be able to explain that tools, paintings and remains are used instead of written records to find out about prehistory. See <https://www.creswell-crags.org.uk/explore/our-caves/> for more on Creswell Crags and the artefacts discovered there. * **Extension**: There is a case study on the Swanscombe Man and Red ‘Lady’ of Paviland that can be discussed with pupils if you have time, or on a separate occasion. This in-depth information is not vital to the following lessons.   **Learning review:** Using the teaching slides, talk partners tell each other a response to the lesson question. Add further review questions if you wish to. As an exit ticket, pupils should write an independent response into the Knowledge record for this lesson. | | | |

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| **Lesson question** | **Key knowledge** | **Learning resources** | **Key vocabulary** |
| **Lesson 2**  ***How did life change during the Stone Age in Britain?*** | * The Stone Age is divided into three periods: Palaeolithic, Mesolithic, and Neolithic. * Before the Neolithic period, people were hunter–gatherers who moved around. * In the Neolithic period, people started to farm, build permanent homes, and make pottery. * The archaeological site of Skara Brae is an example of Neolithic homes. | Lesson 2 teaching slides  Pupil workbook  Additional resources:  Skara Brae  Timeline  Knowledge record  Optional: laptops | * **agriculture** * artefact * hunter-gatherers * Mesolithic * Neolithic * Palaeolithic * settlement |
| **Outcomes / Assessment** | **Disciplinary and substantive concept/s** | **Key term** | **Key takeaway** |
| Pupil workbook  Knowledge quiz 1.1  Response to enquiry question | **DC2 and DC5**: To understand what an archaeological site and its artefacts tell us about the changes during the  Stone Age  **SC**: Settlement | **Agriculture** means farming, which includes growing crops and rearing animals to provide food, clothing, and other products. | In the Neolithic period, people started to tame animals and  plough fields (**agriculture**). As a result, people began to form permanent settlements. |
| **Teacher notes:**   * **Knowledge quiz 1.1**: Pupils complete this independently to assess their knowledge retention from the previous lesson. They write their score in the chart at the front of the workbook. * **Revisit the main enquiry question and the learning journey so far.** * **Introduction:** Share the lesson statement and key term then share key knowledge and other key vocabulary with pupils—you may want to add images to the teaching slides to support exemplification and understanding of these. * **Talk task**: What can pupils remember about the Stone Age from the previous lesson? Can pupils remember what prehistory means? What were the three  main periods? * **Read**: The three periods of the Stone Age and How did life change in the Neolithic period? These slides introduce the three periods of the Stone Age and how things began to change during the Neolithic period. Additional information is available on the teaching slides to enhance this information. * **Retrieval**: This exercise asks pupils to tick whether the statement applies to ‘Before Neolithic period’, ‘During Neolithic period’ or ‘Both’. This exercise allows pupils to compare people’s lives before and after the Neolithic period. As an extension activity, pupils could use their knowledge from the previous lesson and the knowledge gained in the previous section of this lesson to write additional statements. Answers to the retrieval activity are provided on the next slide. * **Talk task**: Pupils respond to the questions on the slide: ‘What changed when people started farming?’ and ‘How did farming affect the lives of Stone Age people?’ Pupils should note that it meant that people created permanent settlements and began to make objects that they needed to live as a more settled group (for example, pottery). * **Investigation**: Pupils investigate Skara Brae, using laptops if possible. Alternatively, they can use the Skara Braeadditional resource and information on the teaching slides. Before investigating, show pupils the location of Skara Brae on the teaching slides. Explain that Skara Brae is an example of a settlement built because of agriculture—people could settle in one place. Make sure pupils understand that this is not a typical site of the period, and its preservation is due to its unusual design—stone slabs buried in clay and waste. You may wish to show the Historic Environment Scotland website for the site as part of the investigation. Please note that the information on the model is pitched for adults, so use it as a visual tool rather than for gathering facts. You could read through the table whilst looking through the 3D model ([[New digital model of Skara Brae | Historic Environment Scotland](https://www.historicenvironment.scot/about-us/news/new-digital-model-of-skara-brae-welcomes-virtual-visitors/)](https://sketchfab.com/3d-models/skara-brae-orkney-db877d56cfd4441a8bc844419790f50a)). (Note: Oxford University Press is not responsible for content available on third-party websites. The content of these websites may have changed since publication.) * **Write**: Pupils use what they’ve investigated about Skara Brae and the word bank to label what they think the features of the Skara Brae home are. Answers are provided on the following slide. * **Write**: Pupils answer the questions about Skara Brae using laptops if possible and/or the table (on the Skara Braeadditional resource). Answers are provided on the next slide. Question 6 is designed to elicit a range of answers, so credit any sensible suggestions.   **Learning review:** Using the teaching slides, talk partners tell each other a response to the lesson question. Add further review questions if you wish to. As an exit ticket, pupils should write an independent response into the Knowledge record for this lesson. | | | |

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| **Lesson question** | **Key knowledge** | **Learning resources** | **Key vocabulary** |
| **Lesson 3**  ***What was life like in  Bronze Age Britain?*** | * The Bronze Age followed the Stone Age and began  over 4000 years ago. * In the Bronze Age, people learned how to make new objects from bronze and other metals. * Some people became wealthy for the first time. * There was conflict between groups of people because of wealth. | Lesson 3 teaching slides  Pupil workbook  Additional resources:  Bronze Age artefacts  Bronze Age trading game  Timeline  Knowledge record | * bronze * community * conflict * goods * **trade** |
| **Outcomes / Assessment** | **Disciplinary and substantive concept/s** | **Key term** | **Key takeaway** |
| Pupil workbook  Knowledge quiz 1.2  Response to enquiry question | **DC2**: To identify the changes in the Bronze Age and their impact compared to the Stone Age  **SC**: Trade | **Trade** is when people buy and  sell things. | People could make new goods from bronze and other metals and used these to **trade**. As a result, some people became wealthy for the  first time. |
| **Teacher notes:**   * **Knowledge quiz 1.2**: Pupils complete this independently to assess their knowledge retention from the previous lesson. They write their score in the chart at the front of the workbook. * **Revisit the main enquiry question and the learning journey so far.** * **Introduction:** Share the lesson statement and key term then share key knowledge and other key vocabulary with pupils—you may want to add images to the teaching slides to support exemplification and understanding of these. * **Talk task**: The artefacts are made from bronze. What do pupils think bronze is? * **Read**: When was the Bronze Age? This section in the workbook and teaching slides uses the timeline with which pupils should be becoming familiar. Point out the Bronze Age period.  It is important that pupils know that the dates of prehistory were not the same all around the world, and that accounts of exact dates may vary. The Bronze Age began whenever people started to work with metals such as bronze and the discovery of these (or the discovery of how to make these) happened at different times across the world. For example, the Bronze Age in Egypt happened around 3100BCE—when the Ancient Egyptian civilisation, which is the next unit pupils will be studying in history, began. * **Read**: Why is it called the Bronze Age? The teaching slides contain more information than the workbook. Explain how people started melting and shaping metals to make tools and weapons. Bronze was one of the most important of these: a mixture of copper and tin. However, it was not the only metal used during this period. * **Investigation**: You could start this investigation by finding pictures to show pupils of modern artefacts/pictures of artefacts made from bronze, e.g. bronze medals, bells, screws, cymbals, guitar strings, statues, etc. Display the analysing sources slide with multiple pictures and pupils decide in the workbooks whether each artefact is ‘Made of bronze?’ ‘Made in the Bronze Age?’ The only item from both is the pot. Model how it looks very old so isn’t modern, therefore could be from Bronze Age and how even though it is decaying you can see patches of shiny bronze. Following this task on the teaching slides only (and supplied as an additional resource: Bronze Age artefacts) are three more bronze age artefacts. One or several of these could be used for an extension followed by a discussion on what these artefacts show us about life in the Bronze Age. * **Read**: What was it like to live in Bronze Age Britain? This text explains the impact that bronze had on society, wealth, and trade. There is also information on transport in the teaching slides. * **Investigation:** How does trading work? Whole class game. Pupils are handed a card (all mixed up) with a Bronze Age item on it from the Bronze Age trading game additional resource. They all have five minutes to swap their card as many times as they want until they’re happy with the item they have. When the time is up pupils sit at their desks with their final card. Reveal the slide that shows how many points each card is worth to find out who is the ‘richest’ pupil. Explain to pupils that this is an idea of how trading works and how some people ended up richer than others. * **Group task:** Pupils compare life in Neolithic Britain to life in Bronze Age Britain. You could display images of the Neolithic period and the Bronze Age to help pupils with this task. The task asks for similarities and differences. Some suggested answers are provided in a table on the next slide. Model writing up bullet points on each. Pupils work in groups to find as many as they can and write up their findings into the table in their workbooks. * **Write**: Pupils write a response to the question: Were all of the changes in the Bronze Age positive? This question asks for thoughts around the development of bronze, but also the consequences of greed and conflict between people. Encourage pupils to think about how change can be positive for some groups and not for others. Answers should include: positive developments of more tools and objects which improved people’s lives, e.g. made hunting easier, made cooking easier, and more decoration, as well as negative developments of this as it led to more differences between people, which led to increased conflict.   **Learning review:** Using the teaching slides, talk partners tell each other a response to the lesson question. Add further review questions if you wish to. As an exit ticket, pupils should write an independent response into the Knowledge record for this lesson. | | | |

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| **Lesson question** | **Key knowledge** | **Learning resources** | | **Key vocabulary** |
| **Lesson 4**  ***What was life like in Iron  Age Britain?*** | * The Iron Age followed the Bronze Age and began around 750BCE. * People started to use iron rather than bronze to make tools and weapons. * Iron Age communities built hillforts to protect themselves. * The people of Iron Age Britain and the rest of Iron Age Europe shared a culture and would trade. | Lesson 4 teaching slides  Pupil workbook  Additional resources:  Hillforts  Timeline  Knowledge record | | * **conflict** * defend * hillfort * iron |
| **Outcomes / Assessment** | **Disciplinary and substantive concept/s** | | **Key term** | **Key takeaway** |
| Pupil workbook  Knowledge quiz 1.3  Response to enquiry question | **DC2**: To identify the changes in the Iron Age and their impact compared to the Bronze Age  **SC**: Settlement, Society | | **Conflict** is fighting between different groups of people. | The use of iron increased trade but also **conflict**. |
| **Teacher notes:**   * **Knowledge quiz 1.3**: Pupils complete this independently to assess knowledge retention from previous lesson. They write their score in the chart at the front of the workbook. * **Revisit the main enquiry question and the learning journey so far**. * **Introduction:** Share the lesson statement and key term then share key knowledge and other key vocabulary with pupils—you may want to add images to the teaching slides to support exemplification and understanding of these. * **Talk task**: Pupils look at the image of the site of an Iron Age hillfort. What do they think a hillfort was? The teaching slides show an aerial view of Maiden Castle hillfort, in Dorset. This is what the area looks like today; in the workbook, pupils can see an artist’s impression of how the site may once have looked. * **Read**: When was the Iron Age in Britain? And What was the Iron Age? The teaching slides contain more information than the workbook. The point here is that, although iron is harder to make and work with, the materials needed to make iron were much easier to find. Bronze had been precious and rare in the Bronze Age, but iron was common. Bronze continued to be used (especially by the wealthy) but the increased availability of iron meant that more and more people had access to metals and metal objects, including weapons. This increased conflicts between communities. * **Read**: What were hillforts? These slides explain what purpose hillforts served, using the example of Maiden Castle. * **Investigation**: Life inside an Iron Age hillfort. Here, pupils investigate a secondary source which shows Danebury Hillfort in Hampshire. Explain that secondary sources are not from the time itself: a book about the Stone Age is a secondary source because it was not written during that time. Introduce pupils to the artist’s impression of an Iron Age hillfort. Explain why the image here is a secondary source and not a primary source. You could ask pupils to locate other secondary sources in the workbook. Looking closely at the image, pupils note down what they can see in the image and what the people are doing. The Hillforts additional resource is provided with a larger image that they can annotate. They should also write down what this tells us about life in the Iron Age. You might like to explore Maiden Castle Hillfort’s website with pupils for further information on hillforts. * **Read**: How did people in Iron Age Britain live? The teaching slides give additional information about life in the Iron Age to the workbook. Ask pupils whether this information supports the conclusions they drew from the hillfort illustration. Was there anything they didn’t know? * **Group task:** Pupils complete the table to compare life in Bronze Age and Iron Age Britain. This can be completed as a discussion if preferred. There is a table where they should note the similarities and differences (as they did when they compared the Neolithic period to the Bronze Age in the last lesson).  You could display images of Bronze Age and Iron Age life to help pupils with this task. Model writing up bullet points on each. Pupils work in groups to find as many as they can and write up their findings into the table in their workbooks. Some suggested answers are on the following slide. * **Write**: ‘Were all the changes in the Iron Age positive? Explain your answer.’ Encourage pupils to consider whether everyone was affected in the same way. The increased availability of iron to other metals, meant that more people had access to metal objects which improved more people’s lives but also increased the number of weapons and conflict.   **Learning review:** Using the teaching slides, talk partners tell each other a response to the lesson question. Add further review questions if you wish to. As an exit ticket, pupils should write an independent response into the Knowledge record for this lesson. | | | | |

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| **Lesson question** | **Key knowledge** | **Learning resources** | **Key vocabulary** |
| **Lesson 5**  ***What does Stonehenge tell us about prehistoric Britain?*** | * Stonehenge is a monument built from different stones. * Monuments can be built to celebrate or remember something or someone. * Historians have an idea about when and how Stonehenge was built. * There are different theories about why Stonehenge was built and how it was used. | Lesson 5 teaching slides  Pupil workbook  Additional resources:  Stonehenge theories  Timeline  Knowledge record | * druids * **monument** * Stonehenge * theories |
| **Outcomes / Assessment** | **Disciplinary and substantive concept/s** | **Key term** | **Key takeaway** |
| Pupil workbook  Knowledge quiz 1.4  Response to enquiry question | **DC6**: To understand how historians have interpreted Stonehenge  **SC**: Religion, Society | A **monument** is a statue or structure built for an important reason. | Stonehenge is a prehistoric **monument** built from different stones. There are different theories about why Stonehenge was built and how it was used. |
| **Teacher notes:**   * **Knowledge quiz 1.4**: Pupils complete this independently to assess knowledge retention from previous lesson. They write their score in the chart at the front of the workbook. * **Revisit the main enquiry question and the learning journey so far**. * **Introduction:** Share the lesson statement and key term then share key knowledge and other key vocabulary with pupils—you may want to add images to the teaching slides to support exemplification and understanding of these. * **Talk task**: Have pupils heard of Stonehenge? Why do they think Stonehenge was built? If you record their ideas, you can revisit this later in the lesson. * **Read**: What is a monument? The teaching slides only outline what monuments are and some of the reasons why they are built. Pupils may be familiar with war memorials, for example. Pupils will likely be familiar with the Eiffel Tower but may not know that it’s a monument. Explain to pupils that the Eiffel Tower is a monument because it symbolises the whole of France and French ‘industrial genius’. * **Investigation**: Is this a monument? Pupils examine the different pictures and decide if they are monuments by ticking or crossing. Answers are provided on following slide. * **Talk task**: Do pupils know of any monuments in their local area? What about national monuments in the UK and beyond? You may wish to prepare some pictures of local monuments and national monuments to show. National monuments may include: Big Ben, Buckingham Palace, Edinburgh Castle, Old Bridge in Pontypridd and Dunluce Castle in County Antrim, etc. * **Read**: What do we know about Stonehenge? The teaching slides contain more information than the workbook. Introduce pupils to the English Heritage virtual tour on their website ([English Heritage | Stonehenge virtual tour](https://www.english-heritage.org.uk/visit/places/stonehenge/history-and-stories/stonehenge360/)) and let them explore the site. They can click on the different stones to find out more information. They should look for evidence of the uses of the site and where the stones came from. How might prehistoric people have transported such large stones and put them in place? The English Heritage have some good videos and resources on these topics. (Note: Oxford University Press is not responsible for content available on third-party websites. The content of these websites may have changed since publication.) * **Read**: Why was Stonehenge built and how was it used? The teaching slides detail the most common theories on why Stonehenge may have been built and some of the uses historians believe it may have had. * **Group task**: Pupils work together to complete the table. Pupils use the Stonehenge theories additional resource to stick the correct evidence box next to the theory name. Pupils then write in their own words if they believe the theory or not and why. Answers are on the next slide. * **Write**: Pupils write an extended response to the question: ‘Which theory do you think is most likely? Explain your answer.’ Pupils can pick any of the theories as long as they give sound reasons for their choice. Model using the group task table to support writing up an answer. * **Learning review:** Using the teaching slides, talk partners tell each other a response to the lesson question. Add further review questions if you wish to. As an exit ticket, pupils should write an independent response into the Knowledge record for this lesson. | | | |

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| **Lesson question** | | **Key knowledge** | **Learning resources** | **Key vocabulary** |
| **Lesson 6**  ***How did prehistoric beliefs and rituals change?*** | | * Prehistoric Britons believed in many different gods and spirits. * In the Neolithic and early Bronze Age periods, people built huge structures and gathered in large groups for rituals. * In the later Bronze Age and Iron Age, rituals were far smaller and took place in caves, woods, and near rivers. * Druids were the priests of Iron Age Britain. | Lesson 6 teaching slides  Pupil workbook  Additional resources:  Ritual festivals  Timeline  Knowledge record | * barrow * druid * festival * **ritual** * sacred |
| **Outcomes / Assessment** | **Disciplinary and substantive concept/s** | | **Key term** | **Key takeaway** |
| Pupil workbook  Knowledge quiz 1.5  Knowledge quiz 1.6  Response to enquiry question | **DC2**: To find out how religious rituals changed throughout Prehistoric Britain  **SC**: Religion | | A **ritual** is when people carry out activities in a set order to mark life events or for religious ceremonies. | **Rituals** in the later Stone Age changed from being small affairs to large ones using huge, built structures. From the later Bronze Age rituals became much smaller again, carried out in sacred places in the natural world. |
| **Teacher notes:**   * **Knowledge quiz 1.5**: Pupils complete this independently to assess knowledge retention from previous lesson. They write their score in the chart at the front of the workbook. * **Revisit the main enquiry question and the learning journey so far**. * **Introduction:** Share the lesson statement and key term then share key knowledge and other key vocabulary with pupils—you may want to add images to the teaching slides to support exemplification and understanding of these. * **Talk task**: Can pupils think of any examples of modern-day rituals? What sort of things do people perform rituals for? Encourage pupils to think about small rituals that people do by themselves or with a small group such as praying and larger rituals such as religious festivals, naming ceremonies, weddings, and funerals. * **Read:** Neolithic and early Bronze Age rituals. This section explores the main changes that appeared because of rituals after people began settling in one place to farm the land—the appearance of large, human-made structures suggesting that rituals at this time were large community or even multi-community events. We will look at barrows (burial grounds) and then stone monuments (on the teaching slides only). Barrows are the first time that we can see people being buried together. Barrows did not contain large numbers though, which indicates that the people buried in them were important members or leaders of the community. In different parts of the country, barrows were built slightly differently. Almost all have forecourts which may have been used for funeral rituals and ceremonies, for important people at least. As barrows are very common in the UK, this would be a great opportunity to create a link with your local history and show pupils a barrow in your area. The stone monuments are in many ways more mysterious. There are many, many different types and nobody knows exactly what they were used for. * **Retrieval**: Pupils complete the quick matching task to ensure they know the difference between barrows and stone monuments. * **Read:** Changes in the late Bronze Age and Iron Age. This section focuses on the main changes to rituals—that they become much smaller and sacred places are natural ones rather than large, human-made monuments. The Battersea Shield is given as an example of an offering. If time allows you could find other objects that may have been given as offerings from local sites. You could point out to pupils that we know much more about Iron Age beliefs and rituals because we have writings from people who visited Britain or who came into contact with Iron Age Britons who travelled to mainland Europe for trade. We have no writing from Iron Age Britons themselves, of course. * **Write**: Pupils complete the statements about Iron Age festivals. If pupils use the Ritual festivals additional resource, you can discuss the use of seasonal elements in the images (from top to bottom, these represent Samhain, Beltane, Imbolc and Lammas). * **Read:** Who were the druids?This section (on the teaching slides only) explores the druids and their role in Iron Age Britain. Please note that this section contains information on human sacrifice. It is important to counter any misconceptions about the druids at this stage. For example, the druids played no part in the building of Stonehenge and there is very limited evidence that they even used Stonehenge for rituals and festivals as evidence for the druids comes from a much later period. * **Retrieval**: Pupils select the statements that apply to ‘Neolithic/Early Bronze Age’, ‘Late Bronze Age/Iron Age’ or ‘Both’ to cement understanding of the major changes in beliefs and rituals throughout prehistoric Britain. Answers are shown on the next slide. Emphasise to pupils that beliefs seemed to stay largely the same but how they practiced their beliefs changed quite a lot. * **Knowledge quiz 1.6**: Pupils complete this independently to assess knowledge retention from this lesson. They write their score in the chart at the front of the workbook.   **Learning review:** Using the teaching slides, talk partners tell each other a response to the lesson question. Add further review questions if you wish to. As an exit ticket, pupils should write an independent response into the Knowledge record for this lesson.  **Enquiry question:** Pupils should now respond to the enquiry question: *How did life change for people living in the Stone, Bronze, and Iron Ages?* They should use their completed knowledge records to help them. This could be in the form of an extended piece of writing, an oral presentation, an annotated poster, or another format of your choice which best suits your class. For further information to help support pupils to answer the enquiry question, please refer to the Enquiry Question Teacher Support document. | | | | |