**Lead Question: Would you rather live in the Stone age or the Iron age?**

By the end of the study, children will be able to identify key features of the Stone age, bronze age and Iron age and be able to compare and contrast these, in order to make an informed choice about which era they would prefer to live in. They will investigate clothing, diet, housing and tools in order to do this.

**Chronology** – Develop increasingly secure chronological knowledge and understanding of history. Put events, people, place and artefacts on a timeline. Use correct terminology to describe the past.

**Historical terms** – develop use of appropriate subject terminology e.g. civilisation, chronological, period, Neolithic, Age, Iron, Stone, Bronze, years

**Historical enquiry** – Ask and answer questions about the past considering different aspects of change, cause, similarity, difference and significance. Suggest where we might find answers to questions considering a range of sources. Understand that knowledge about the past is constructed from a variety of sources. Construct and organise responses by selecting relevant historical data.

**Interpreting history** – be aware that different versions of the past may exist and begin to suggest reasons for this. Find out how people’s interpretation of the past has changed over time with developing technology.

**Continuity and change** – Describe and begin to make links between main events, situations and changes within and across different periods and societies

**Causes and consequences** - Identify and give reasons for historical events, situations and changes. Identify some of the results of historical events, situations and changes.

**Similarities and differences** - Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual

**National Curriculum Driver:** History

**Rationale statement:** End point: To be able to justify which age they would live in via a PowerPoint presentation. By the end of the study, children will be able to identify key features of the Stone age, bronze age and Iron age and be able to compare and contrast these, in order to make an informed choice about which era they would prefer to live in. They will investigate clothing, diet, housing and tools in order to this. Key skills developed will include understanding of chronology, looking at similarities and differences between ages, interpreting sources of information and looking at different versions of past events.

**Q1: How long ago did Early People live in Britain?**

**LO:** To construct a timeline including early settlers in Britain.

**Source:** non-fiction books, internet

**Vocabulary:** order, chronological, period, Neolithic, Age, Iron, Stone, Bronze, years

**Fieldwork opportunities:** possible trip to Hancock museum to investigate the Stone Age exhibition.

**History opportunity:** Focus on chronology. Ask children how far back they remember. E.g. Can you remember what you had for breakfast? Can you remember when you were five? Discuss with children the time periods they are aware of. Can they remember when these occurred and which first/last. Discuss how long ago they think the Stone Age occurred. Take feedback. Explain that these ages occurred Building a timeline. Use one piece of A4 paper for every 2000 years - 20 sheets,
just the first sheet after Jesus. Label timeline with periods and dates, taken from English Heritage Prehistory Teacher's Kit – Palaeolithic (Old Stone Age) 450,000-10,000 BC; Mesolithic (Middle Stone Age) 10,000-4,500 BC; Neolithic (New Stone Age) 4,500-2,300 BC; Bronze Age 2,300-700 BC; Iron Age 700 BC-AD 43; Romans AD 43.

Explain that this time is called pre-history because there are no written records of that time, but what remains is the landscape and what is buried beneath the surface of the land, discovered by archaeologists.

Q2: Did they eat the same food in the Stone Age and the Iron Age?

Source: Life in the Stone Age, bronze age and Iron age (non-fiction), internet for images

Vocabulary: forage, hunt, gather, diet, animals, live, raw,

History opportunities:
Explain that Stone Age people needed to kill animals in order to eat a balanced diet.

http://www.youtube.com/watch?v=gGkmPqdjAel&list=RD02fu9-7ZJ1h1gn Horrible histories clip on hunting. Look at horrible histories apprentice - how did the different groups hunt? Which were most effective? http://www.youtube.com/watch?v=qGJSNLCBj4w

Look at interactive activity on the parts of a stag. Children to match the parts of the stag with what they could be useful for.

http://www.youtube.com/watch?v=2yyzFKbstBA

What other animals would stone age people have hunted? Show an image of a landscape.

How would this be different depending on where you lived? How would the diets have been different in different seasons?

Activities involving planning meals for a Stone Age person – literacy link – writing a recipe for a Stone Age family.

Q3: Did Ug really have to sleep in a stone bed?

Source: Ug (fictional book), internet, Non-fiction books.

Vocabulary: thatched, roundhouse, roof, hunter gatherer, Crannog, causeway, cone, clay

Fieldwork opportunities:
History opportunities: Comparing and contrasting housing between the ages

Comparison with children's homes today - Early People did not have permanent homes like ours. Look at images of a typical Stone Age house and compare and contrast this with an Iron Age house. Discuss the differences in how the homes were built.

Read from The Stone Age - The first people. They have been given the name of Hunter Gatherers as they moved around, to where food could be found easily. Has anyone moved
house? Can you remember what it was like? Would you like to be doing that every few months?
What did Early People do when it rained or snowed?

Additional lesson: D & T: Building a stone house

Q4: How do we know so much about the Stone Age?

Source: secondary sources of information (artefacts)

Vocabulary: primary, secondary, artefact, reliable, interpret, information.

Activity – Present children with a variety of artefacts from Stone and Iron Ages – Invite discussion about who might have used it, where it would have been found, how an archaeologist might have discovered it, what is it used for?

Discuss the difference between primary and secondary sources – which do they think the artefacts are? How they know? Show children examples of other secondary sources.

Sort objects into primary and secondary sources using a Carroll diagram.

Q5: Did Stone Age people have wars?

Source: Interactive Skara Brae, non-fiction texts

Vocabulary:

Activity: Watch this clip that talks about the making of weapons.

Different groups to look at:

- What were the first weapons?
- What did they use the weapons for?
- How did they make the weapons better?

http://www.youtube.com/watch?v=hG7QpXM170I episode on weapon making.

Look at interactive Skara Brae. Children list as many facts as they can about this settlement.

- Tell the children about how Skara Brae was discovered. What does this tell you about history and the past? (That when we are learning about things that happened a long time ago we can always discover new facts about the past).
- There were no weapons found at Skara Brae what does this mean?

Children to use clay to create own weapon

Q6: Could you have helped to build Stone henge?

Source: Images of Stone Henge, Horrible Histories, Non-fiction text

Vocabulary: build, construct, pre-historic, ceremony, burial ground, mystery,

Fieldwork opportunities: take children outside to use their Stone Henge models to investigate movement of the sun.
Starter: Where do you arrange to meet your friends or family? What do we use to explain where a place is? (Discussion about landmarks etc).

Explain that there are some Stone Age stone circles still standing today. Historians do not know exactly why they were created but they are quite a mystery.

Some ideas historians have had are:
- To measure the movement of the sun and moon
- To create a special meeting place
- For spiritual worship

Historians have been puzzled by how stone age people actually created these stone circles due to how heavy the stones are and the lack of machinery in Stone Age times. Once of these was Stonehenge.


Children to create their own stone age circle and discuss

Science opportunities: Light – creation of shadows

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<td>Research information safely using the internet.</td>
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<td>Make our own comic strip using an app.</td>
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<td>materials to dress a stone age person and justify why they have been used.</td>
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<td>Computing</td>
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<td>Design a PowerPoint presentation explaining why we would live in a certain era.</td>
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