

Changes in Britain from the Stone Age to the Iron Age - Deep Study: Society and its impact of Community

Key Questions

How was society and community formed?

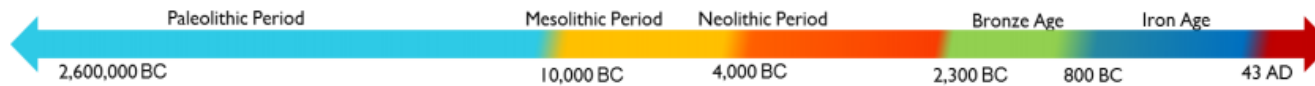
- What was the most significant change during the Stone Age/Iron Age/ Bronze Age?
- What changes occurred during these times to enable society to develop?
- What was the reason for building Stonehenge?
- What evidence do we have to prove their significance?
- How did their beliefs affect how they lived?
- How did their actions/discoveries impact our lives today?



Maiden Castle - one of the largest and most complex Iron Age hillforts in Europe. It is located in Dorset, England. It was built around 100 BC and once protected hundreds of residents.



Stone Henge - a prehistoric monument in Wiltshire, England. It consists of a ring of standing stones, with each standing stone around 4 metres high. Its purpose and how it was built remains uncertain.



| Key dates in chronological order | |
|---|---|
| 40,000 BC | Homo sapiens arrived in Britain. |
| 20,000 BC | The ice age caused humans to disappear from Britain. |
| 14,000 BC | Humans returned to Britain as hunter gatherers. |
| 13,000 BC | People begin to make cave paintings. |
| 6,000 BC | Britain is separated from Europe and becomes an island. |
| 6,500 BC | The climate grows warmer and forests start to grow. |
| 6,500 BC | People begin to settle across Britain, building farms. |
| 5,800 BC | Humans built the first stone houses and burial mounds. |
| 4,900 BC | Humans started building monuments such as Stonehenge. |
| 3,000 BC | People begin to ride horses |
| 3,500 BC | Pottery begins to be made and farming spreads |
| 2,500 BC | Roundhouses were built. |
| 2,200 BC | People discovered how to make Bronze, the Bronze Age began. |
| 2,000 BC | Stonehenge was completed. |
| 2,000 BC | Fields with stone walls were built. |
| 1,200 BC | Small villages start forming, metal tools are being used. |
| 1,200 BC | Celts and tribes started to live in Britain. |
| 800 BC | Hillforts start to be built. |
| 700 BC | The Iron Age begins. |
| 200 BC | Detailed bronze and gold objects are made. |
| 100 BC | Coins are used for the first time. |
| 43 AD | The Romans invade Britain again and the Iron Age ends. |

| Key Vocabulary | |
|-----------------------|---|
| Homo Sapiens | The humans species of today |
| Hunter-gatherer | people who live by hunting, fishing, and harvesting wild food. |
| Nomads | people that travel and have no permanent home |
| Tribe | people who live in a group for protection |
| Settlement | A place where a group live together in buildings building a community |
| Agriculture | farming |
| Flint | Stone used in Stone Age for blades, knives and spears |
| Roundhouse | A circular house with a conical thatched roof built from the Bronze Age to Iron Age |
| Society | People living together in a more or less ordered community. |
| Archaeology | The study of history through excavation and artefacts |
| Artefact | Object made by humans |
| Primary source | Artefact or information that was created at the time of study |
| BCE | Before Common Era |
| BC | Before Christ |
| CE | Common Era |
| AD | Anno Domini "in the year of the lord" |

Pre-History

- The period of prehistory in Britain generally refers to the time before written records began.
- It begins when the earliest hunter-gatherers came to Britain from Europe around 450,000 BC and ends with the invasion of the Romans in AD 43. The Stone Age, Bronze Age and Iron Age covers 98% of human history in Britain.
- Some of the major advances in technology were achieved during this period, including the control of fire, agriculture, metalworking and the wheel.

The Stone Age

Palaeolithic Period

- people were hunters and they found food by roaming from place to place in different seasons.

Mesolithic Period

- Sea levels rose and Britain became an island (before this time Britain was joined to the mainland of Europe).
- tools were developed to become smaller and finer.
- The invention of canoes meant that people were better able to hunt for fish as well as animals.

Neolithic Period

- people began to settle into farming villages instead of moving from place to place.
- People started to look after animals and grow their own crops.



The Bronze Age

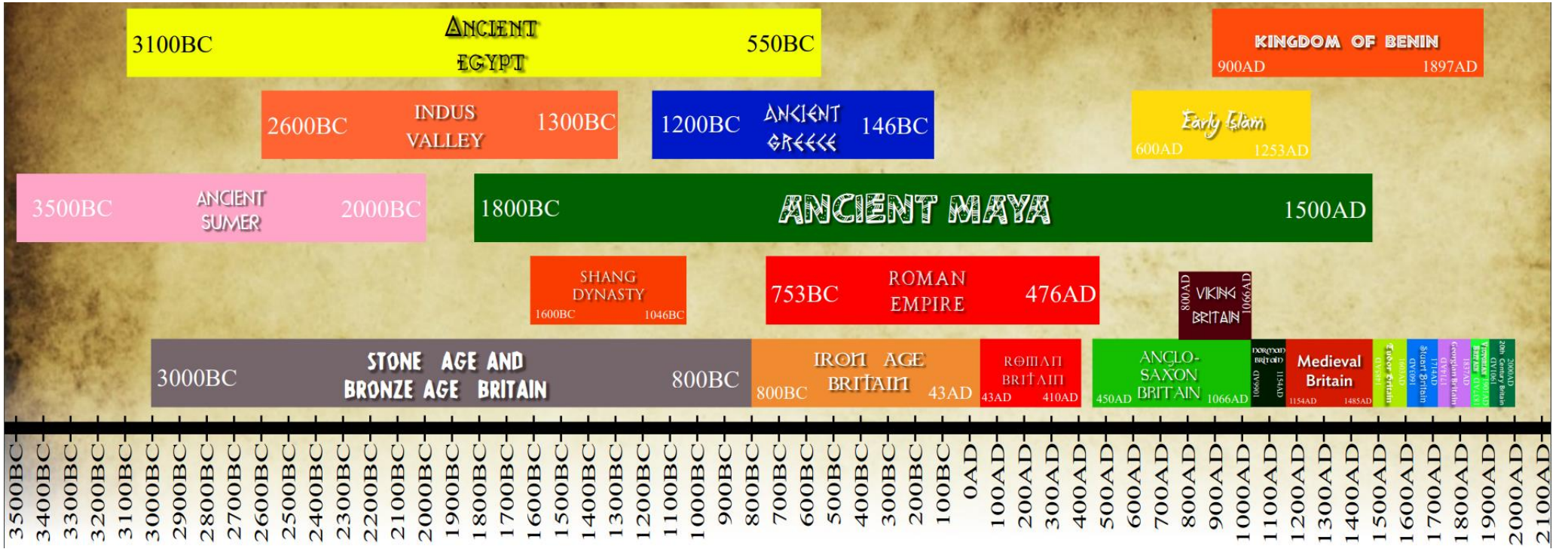
- people discovered how to get metals out of rocks
- bronze replaced stone as the best material for making tools.
- People were able to build better farming equipment and they also began to make bronze weapons and jewellery.
- When people died, they were buried with their most important possessions. Many of these burial objects have now been discovered and they help historians to know more about what life was like during the Bronze Age.



The Iron Age

- Iron replaced bronze as the main material for making tools and weapons.
- People lived in tribes and they were often at war with each other.
- Iron Age people began to protect themselves by settling in hillforts, which were groups of round houses and farming land protected by stone walls.
- Sometimes people from the Iron Age are called 'Celts'.
- This period of history ended when the Romans invaded Britain in AD 43.





LLI: to identify key features of an era

Skills covered

- Begin to identify key features, events and beliefs.
- Use a range of sources and interpretations to find out about a period- identifying smaller details in artefacts or pictures.
- Identify similarity and change within a period of time.

Introduction/Starter

Share Knowledge organiser – Focus on Stone Age
<https://www.bbc.co.uk/bitesize/clips/z2mfbk7>

Overview Stone Age PowerPoint

Main

KQ1 lesson

Was Stone Age man simply a hunter and gatherer, concerned only with survival?
 Content: Old and Middle Stone Age. Focus on hunter-gatherer lifestyle. Using evidence to establish characteristics

Plenary

https://www.youtube.com/watch?v=-DkXHi-udxq&list=PLcvEcFsF_9zL7eufSRIWUYiC80khLsqZ7&index=1

KQ2 lesson

How different was life in the Stone Age when man started to farm?
 Content: New Stone Age taming wild animals, growing wheat and barley/use of oxen/ need for flint tools/clearing forests for farming/use of pottery
 Children compare changes within this period on a spectrum

Plenary

<https://www.youtube.com/watch?v=pWHCyyWCCLc>

LI: to understand why there are different interpretations of the past

Skills covered

- Use a range of sources and interpretations to find out about a period- identifying smaller details in artefacts or pictures.
- Identify reasons for and results of people's actions.

Introduction/Starter

Share Knowledge organiser – Focus on Bronze Age

Overview Bronze Age PowerPoint

Main

What was the reason for building Stonehenge?

KQ4 lesson

Why is it so difficult to work out why Stonehenge was built?
 Content: Bronze Age: how, where, when and why Stonehenge was built

Discussion

Plenary

https://www.youtube.com/watch?v=cH_uowNBjno

LI: to understand the significance of archaeology

Skills covered

- Identify similarity and change within a period of time.
- Use a range of sources and interpretations to find out about a period- identifying smaller details in artefacts or pictures.
- Sequence key events/artefacts and place the time studied on a simple time line.

Introduction/Starter

Share Knowledge organiser – Focus on Iron Age

Overview Iron Age PowerPoint

Main

KQ5 lesson

How much did life really change during the Iron Age and how can we possibly know?
 Concepts: enquiry using evidence to test an interpretation

Investigation

Plenary

https://www.youtube.com/watch?v=j6rCMTQss_k

LI: to understand cause, consequence and significance

Skills covered

- Identify reasons for and results of people's actions.

Introduction/Starter

What changes happen between these eras?

Main

What was the most significant change during the Stone Age/Iron Age/ Bronze Age?

What evidence do we have to prove their significance?

Using information from <https://www.dkfindout.com/uk/history/> and "Explore!" Book to gather information to complete the in table

Complete table as a class **with evidence**

How did they live?

| | Stone | Bronze | Iron |
|---|-------|--------|------|
| Homes/ Settlements <i>Where did they live?</i> | | | |
| Food/ Farming <i>How did they find food?</i> | | | |
| Clothes / jewellery <i>What did they have? What materials did they use?</i> | | | |
| Tools/ weapons <i>What materials did they use?</i> | | | |
| Beliefs / Religion <i>How did their beliefs affect how they lived?</i> | | | |

Discuss as class, then answer independently
 Which do we feel is most important to life during this time and why?
(What were the consequences of the discovery of new materials/tools and why were these materials significant to their culture?)

LI: to compare the past with today

Skills covered

- Identify similarity and change within a period of time.
- Compare the past with our life today
- Identify reasons for and results of people's actions.

Introduction/Starter

What did we think was the most significant change?
 Is that significant today?

Main

How was society and community formed?

What is a society?

Discuss Key Questions and gather ideas as a class from previous learning.

What changes occurred during these times to enable society to develop?

How and when did the first types of society form over the period?

Children answer with the change they feel was most significant to creating society

How did their actions/discoveries impact our lives today?

Children answer with the change they feel was most significant to today.

Use as an assessment tool