

# How did life change from the Stone Age to the Iron Age?

## (Year 3 - Autumn Term)

This history project teaches children about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement.



KS2 National Curriculum PoS	Prior Learning	Subsequent Learning
<p><i>Pupils should continue to develop a chronological secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connects, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involved thoughtful selection and organisations of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</i></p> <p><b><u>Pupils should be taught about:</u></b></p> <ul style="list-style-type: none"> <li>- changes in Britain from the Stone Age to the Iron Age</li> </ul> <p><b><u>This could include (non-statutory):</u></b></p> <ul style="list-style-type: none"> <li>- late Neolithic hunter-gathers and early farmers, for example, Skara Brae</li> <li>- Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>- Iron Age hillforts: tribal kingdoms, farming, art and culture</li> </ul>	<p><b>Long Ago (EYFS)</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p><b>Bright Lights, Big City(Y1)</b> To learn about significant historical events include those that cause great change for large numbers of people.</p> <p><b>Childhood (Y1)</b> Learn about growing and changing from young to old and how people's needs change.</p> <p><b>Magnificent Monarchs (Y2)/ Movers and Shakers (Y2)</b> To describe how an aspect of life has changed over time. Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.</p>	<p><b>Emperors and Empires (Y3)</b> Describe ways in which human invention and ingenuity have changed how people live.</p> <p><b>Invasion (Y4)</b> A past event or society can impact a local settlement in several ways</p> <p><b>Ground-breaking Greeks (Y4) Dynamic Dynasties (Y5)</b> Explain how everyday life in an ancient civilisation changed or continued during different periods.</p> <p><b>Crime and Punishment (Y6)</b> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts.</p>



**Previously Learned Vocabulary:** artefact, evidence, change, compare, significance, century, chronology, decade, compare, difference, similarity, timeline, sequence, positive, negative, impact

**New Vocabulary:** archaeologist, historical source, viewpoint, Beaker people, consequence, change, continuity, Amesbury Archer, migration, warfare, roundhouse, prehistory, circa, Palaeolithic, Mesolithic, Neolithic, druid, hillfort, hunter-gatherer, nomad, Cheddar Man, thatched, climate, excavate, woad, Briton, Celt