

Year 1 – DIY Tools of the Past

Enquiry question: How did life change and develop from the Stone Age to the Iron Age?

National Curriculum Objectives		Core Knowledge & Key Questions			Local links	
<p>Understand the history of Britain, including how people’s lives have shaped the nation - specifically changes in Britain from the Stone Age to the Iron Age.</p> <p>Develop an awareness and curiosity about the past</p> <p>Learn about events that are significantly nationally and know where these fit within a chronological framework.</p> <p>Ask and answer questions about the past.</p> <p>Understand how we can find out about the past.</p> <p>Find out about the past using secondary sources, e.g. artefacts</p> <p>Identify similarities and differences between ways of life in different time periods.</p> <p>Communicate their knowledge of the past in different ways.</p>		<p>When was the Stone Age and how long did it last for?</p> <ul style="list-style-type: none"> Place the different periods of the Stone Age within a chronological framework. Place particular events of the Stone Age, Bronze Age and Iron Age in order <p>How did people live in the Stone Age?</p> <ul style="list-style-type: none"> Know key facts about life in the different periods of the Stone Age - hunter gathers, cave dwellers, nomadic life, changes with early farming and settlements. <p>How do we know about life in the Stone Age if there are no written records?</p> <ul style="list-style-type: none"> Understand what archaeology is and how we can use objects they find in different places to tell us about the past. Use artefacts and cave paintings to interpret life in the Stone Age. <p>How did life change when Stone Age people began to farm?</p> <ul style="list-style-type: none"> Understand how the introduction of farming meant that Stone Age people began to settle in certain areas. Look at the development of early settlements. <p>What can the Skara Brae settlement tell us about life in the later Stone Age?</p> <ul style="list-style-type: none"> Study photographs of Skara Brae and begin to interpret what this tells us about Stone Age settlements Compare this with the more nomadic life in the early Stone Age <p>How did tools and technology develop between the Stone Age and the Bronze Age and how did this change the way people lived?</p> <ul style="list-style-type: none"> Learn about the discovery of Bronze and what this meant for people at the transition from Stone Age to Bronze Age Understand how different tools and technology - e.g weaving, pottery etc improved the lives of people living at this time. <p>How was Stonehenge built and why is it significant?</p> <ul style="list-style-type: none"> Learn how historians and archaeologists this Stonehenge was built Begin to understand the significance of Stonehenge as a place to gather and worship. <p>How did life change with the development of iron?</p> <ul style="list-style-type: none"> Understand how the development of iron led to more weapons and more trade. Learn about how villages developed with hilltop forts to protect communities living in different areas. 			<p>Local museums (incl Godalming and Guildford Museums) have Stone Age artefacts on display some of which may have been found locally.</p>	
		Key Figures	Linked Texts			
			<p>Stone Age Boy by Satoshi Kitamura</p> <p>Information texts on the Stone Age, Bronze Age and Iron Age</p>			
<p>Prior Learning</p> <p>Builds on early understanding of chronology developed as part of reception topics, e.g. pre-historic/dinosaurs.</p> <p>Further develops understanding of how we find out about periods of history following on from “My school and Me” topic.</p>					<p>Future Learning</p> <p>Year 2: History: further develop understanding of settlements and change over time through studying other aspects of British history - Romans in Britain (topic - Innovation and Legacy) and then Anglo-Saxons and Vikings (“Invaders: Raiders or Traders” topic)</p>	
Chronology	Similarities & differences	Continuity & change	Cause & consequence	Significance	BIG Question: Outcome & Assessment Opportunity	
When was the Stone Age and how long did it last for?	How was life in the early Stone Age different from life in the later Stone Age?	How did life change when Stone Age people began to farm?	What did the discovery of metal mean for the lives of people in the Bronze Age?	Why were the technological developments of the Bronze Age significant?	What was it really like to live in the Stone Age?	

Timeline of events	Key vocabulary	Key Skills
<p>Teacher subject knowledge only Children's timeline to be visual with items rather than dates.</p> <ul style="list-style-type: none"> • 15 - 13, 000 - BC Stone Age people start creating cave paintings • 15 - 10,000 - BC Animal hide is used to make tents for people to live in • 8,000 BC - Mesolithic Era of the Stone Age begins - Middle Stone Age with small nomadic communities, including some within areas of Britain. • 6000 BC - Britain becomes an island • 4500 BC - people begin to make simple pottery • 4000 BC - farming begins to spread and Neolithic Age begins • 4000 BC - people start to domesticate horses for travelling and cattle for pulling carts • 3500 BC - Skara Brae • 3000 BC - Stonehenge begins to be built • 2500 BC - Bronze Age begins and metal starts to be used • 2500 BC - Beaker people first appear in Britain (known for Beaker pottery and trading) • 2000-1500 BC - development of seagoing vessels and trade develops with mainland Europe • 1000-800 BC - Iron Age begins and first hill forts are made • 55 BC Romans first come to Britain (Julius Caesar) • 43 AD - Roman invasion and start of Roman Britain 	<ul style="list-style-type: none"> • history, pre-history, past, • era, time-period • timeline, chronology • date, year, century, • before, after, recent, ancient • archaeology • evidence • civilisation, • early-man, • nomad/ nomadic • cave-dweller • settlement/ community • hunter-gatherer • technology, tools, • Stonehenge • stone circle • worship • weaving • pottery • metals, bronze, iron • hillfort 	<ul style="list-style-type: none"> • I can talk about the past using simple chronological vocabulary. • I can use the words past and present to explain events. • I can match objects (or photos of objects) to people of different time periods • I can show an interest in the past, e.g. when something happened or what life was like at different periods of time. • I can ask simple questions about the past. • I can use a variety of sources (artefacts, photos, first-hand accounts, simple texts) to answer questions and find out about the past. • I can look at evidence from the past and give a simple reason why people may have acted the way they did • I can explain something I have learnt about the Stone Age. • I can recount stories that I have heard about the past • I can identify some ways that life in the past was different from my life • I can look at books, pictures, photographs and artefacts and understand that I could use these to help me make sense of the past. • I can draw and label pictures to show my understanding of people, objects or events from the past. • I can make models (e.g. of objects or buildings) that show what something from a particular time period was like.