

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: History	Year: LKS2 Year A
NC/PoS: Changes in Britain from the Stone Age to the Iron Age	
Prior Learning (what pupils already know and can do) <ul style="list-style-type: none"><li>• Children know what a settlement is and different types of land use – LKS2 Settlements unit</li><li>• Children know what plants need to grow and materials – KS1 Science unit</li><li>• Children are beginning to understand vocabulary: significant and chronology</li><li>• Children know changes can happen within and beyond living memory</li></ul>	
End Points (what pupils MUST know and remember) <ul style="list-style-type: none"><li>• Children know prehistory is the time before written records.</li><li>• Children know the period of prehistoric Britain includes The Stone Age, The Bronze Age and the Iron Age.</li><li>• Children understand historians use archaeology to interpret the past</li><li>• Children know The Stone is split into three periods: Palaeolithic, Mesolithic and Neolithic</li><li>• Children know people were hunter-gatherers until the Neolithic period when people started farming</li><li>• Children know the Neolithic period was significant because people started farming and stopped being hunter-gatherers and began building permanent settlements.</li><li>• Children know people from mainland Europe settled in Britain, bring metal working</li><li>• Children know historians think stone circles were built for religious purposes</li><li>• Children know as settlements grew in size during the three periods, people cut down woodlands and forest to make space for farming and resources</li><li>• Children know in Iron Age people began to live in large tribal groups in hill forts led by warrior kings</li><li>• Children know the period of prehistoric Britain ends with the Roman invasion</li></ul>	
Key Vocabulary archaeology, artefacts, prehistory, survival, hunter-gatherer, climate, tools, weapons, migration, agriculture, domestication, settlement, land use, religious beliefs, migration, metal work, trade, hill fort, coinage, governance, tribal, invasion	
Enquiry question: <b>How did Britain change from the Stone Age to the Iron Age?</b>	
Session 1: <b>What is prehistory?</b> Chronological knowledge – Review prior learning and place chronology of units already learnt on wider timelines discussing 'within' and 'beyond living memory'. Present children with a set of pictures with archaeologists and discuss how historians use archaeology when interpreting the past. Discuss prehistory Place 3 periods of The Stone Age on timeline Vocab: archaeology, artefacts, prehistory	
Session 2: <b>How did people survive in 'The Old Stone Age'?</b> Tell or investigate how Neanderthals who lived in Britain 400,000 years survived. Introduce what a hunter-gatherer is. Look at animals they would have hunted e.g mammoths, aurochs. Homo Sapiens settled in Britain approximately 40,000 years ago. Look at themes of climate (ice ages) housing, food, tools and weapons Look at Star Carr Vocab: survival, hunter-gatherer, climate, tools, weapons, temporary	
Session 3: <b>What was new about 'The New Stone Age'?</b> Tell children or investigate how farming was brought to Britain by migrates from mainland Europe (spreading from civilizations like Ancient Sumer).	

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Look at themes of climate, settlements, housing, agriculture, tools and weapons, religious beliefs

Look at Skara Brae, Stone Henge, Sea Henge

Change and continuity –What changed during The Stone Age? What stayed the same?

Vocab: migration, agriculture, domestication, settlement, land use, religious beliefs, permanent

Session 4: **Who are the Beakers?**

Tell the children people known as the Beakers migrated to Britain, bringing metal work with them.

Look at themes of climate, settlements, housing (roundhouses), agriculture, tools and weapons, trade, religious practices (barrows and burial mounds)

Look at the Amesbury Archer, roundhouse at Beeston Castle

Place Bronze Age on timeline

Vocab: migration, metal work, trade

Session 5: **Which was better, bronze or iron?**

Look at themes of climate, settlements (Hill forts), housing, agriculture, tools and weapons, trade (coinage) religious, governance (tribal)

Look at hill fort and Maiden Castle, Old Oswestry hillfort

Place The Iron Age on a timeline

Vocab: hill fort, coinage, governance, tribal

Session 6: **If you were Julius Caesar, would you have invaded Britain in 55BC?**

Consolidate learning about three periods of prehistory.

Change and continuity –What changed during the three periods? What stayed the same?

Investigate or tell the children The Iron Age ended with the Romans invading Britain.

Read Julius Caesar's description of Iron Age Britain.

Vocab: invasion

Future learning this content supports:

- Roman Britain unit LKS2