

Year 2/3 - Woodpeckers (A1)

History - Stone Age Man (Changes in Britain from the Stone Age to the Iron Age)
Essential Question: What did Stone Age Man Teach Us about Self- Sufficiency?
 (Thread: Field to fork)



1A

What I should already know : There was no electricity during the Stone Age era. Animals existed during this period of time which do not exist now. 65 million years ago: Dinosaurs disappeared -they became extinct.

Enquiry Questions:

Was Stone Age man simply a hunter and gatherer, concerned only with survival?

How different was life in the Stone Age when man started to farm?

What can we learn about life in the Stone Age from a study of Skara Brae?

Why is it so difficult to work out why Stonehenge was built?

How much did life really change during the Iron Age and how can we possibly know?

Can we solve the mystery of the 52 skeletons of Maiden Castle?

Key Vocabulary

Archaeologists - People who work out our history by looking at artefacts that have been found.

Artefact - An object made by human beings.

Ancient astronomy: The study of things outside of the earth's atmosphere from the very distant past.

B.C. - Before Christ. A date like 250BC means 250 years before Christ was born.

Bone marrow: A substance high in fat and nutrients found inside bones.

Borer: A small piece of flint stone used for making holes. These were commonly used for making holes in clothing and footwear.

Earthwork: A large bank or mound that has been made by moving soil.

Flint: A very hard stone that can produce a spark when struck by another stone.

Fur Pelt: Animal skin used as clothing for warmth

Hammerstone: A prehistoric hammering element made from rounded stone.

Hand Axe: The hand-axe was perhaps the most popular tool of the Stone Age; used for cutting and scavenging purposes. Specifically, the Acheulean hand-axe of the Paleolithic Age predates most, if not all other tools. To make sharp edges on these hand-axes, flaking was used on the hard stone to chip away at it.

Hunter Gatherer: Somebody who hunts wild animals and gathers wild food to eat.

Mesolithic era: The middle part of the Stone Age between paleolithic and Neolithic era (10,000BC). This is when tools, bow and arrows to hunt deer were invented.

Neanderthal: (Homo neanderthalensis, Homo sapiens neanderthalensis), also spelled Neandertal, means a member of a group of archaic humans who emerged at least 200,000 years ago during the Pleistocene Epoch (about 2.6 million to 11,700 years ago) and were replaced or assimilated by early modern human populations (Homo sapiens) ..

Neolithic era: The final part of the Stone Age era. (8,000 BC) This is the time when farming began.

Paleolithic era: The earliest phase of the Stone Age which lasted about 2.5 million years, when the first stone implements were invented and used.

Prehistoric- before the Romans and written records **Prey:** An animal that is hunted for its food.

Ritual: A ceremony, often religious

Skara Brae: Skara Brae is a Neolithic age site which consists of ten stone structures situated in Orkney, Scotland, It is called Skara Brae because it comes from the old name for the site: Skerrabra' or 'Styerrabrae' which is the mound which buried and preserved the buildings of the village.

Spear: A stone Age weapon used for hunting and protection.

Tribe/Tribal group of people: often of related families, who live in the same area and share the same language, culture, and history.

Historical Skills

(KS1)

- 1) Pupils should develop an awareness of the past
- 2) Use common words and phrases relating to the passing of time and a wide range of historical vocabulary
- 3) Know where the people and events fit in with a chronological framework
- 4) Identify similarities and differences between different ways of life in different periods.
- 5) Ask and answer questions and use different sources to show they know and understand key features of events
- 6) Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

(KS2)

- 1) Continue to develop a chronologically secure knowledge and understanding of British, Local and World History,
- 2) Establish clear narratives within and across the period of study; note connections, contrasts and trends over time
- 3) Develop the appropriate use of historical terms.
- 4) Address and devise historically valid questions about change, cause, similarity & difference and significance and construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- 5) Continue to develop their understanding of how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving reasons for this.

Timeline



The earliest humans were hunter-gatherers. They survived by hunting animals and finding food to eat. Then, very gradually people learned new skills. First they learned to herd animals and grow crops. Later they discovered the secrets of making bronze and iron. Prehistoric people couldn't read or write, but they were excellent builders. Their tombs, forts and monuments have survived for thousands of years.

Meanwhile, elsewhere...2560 BC The Great Pyramid of Giza is completed.



1323 BC Tutankhamun dies.



1600 – 1046 BC Shang dynasty rule China.

What came next?

Prehistoric Britain ended when the Romans conquered the ancient Britons and Britain became part of the **Roman Empire** in 31BC.



Our school timeline

Links to other areas of the Curriculum: Art- cave art and pre historic art. Geography- what was going on in the rest of the world. Science: Astronomy.