



1. Can I place the Stone Age, Bronze Age and Iron Age on a timeline in relation to other historical events?

- **Vocab:** Prehistoric Britain, Stone Age, Bronze Age, Iron Age, Chronology, Chronological Order, duration
- **Previous learning:** a timeline is the best way to put historical events in chronological order (the order they happened from past to present).
- Recap that historians use dates in history to place events on a timeline
- Know that this term's learning will be around 3 time periods known together as 'Prehistoric Britain'. These are:
 - Stone Age (10,000BC-2500BC)
 - Bronze Age (2500BC-800BC)
 - Iron Age (800BC-43D)
- Introductory information: Prehistoric Britain = how people first used stone tools, then bronze, and later iron, as they moved from hunting and gathering to farming and building villages.
- Know that these time periods overlap with the Egyptians (Year 3) and the Ancient Greeks (Year 5) (note to teachers: refer to school timeline)
- Know that 'BC' means Before Christ and AD means 'Anno Domini', which is Latin for 'in the year of our Lord'. AD starts at the year 0
- **Chronology:** Place Stone Age, Bronze Age and Iron Age (Prehistoric Britain) on a timeline

**Prehistoric Britain:
Change from Stone
Age to Iron Age
(page 1)**

Stone Age day with activities as part of this topic

3. Can I use historical evidence to explain why hillforts were built in the Iron Age and their short and long term impact?

- **Vocab:** hillfort, cause, consequence, short term, long term, archaeological
 - **Prior learning:** (Year 3) Cause and consequences of Viking Invasion in Britain
 - Evidence: Know that as historians, we can look at a variety of evidence, including archaeological remains of hillforts (earth walls, ditches—see Source 1), weapons and tools found in hillforts (source 2), to help gain information.
- Causes:**
- Rival tribes often fought for land and food so people needed protection.
 - Iron tools made farming more productive so people needed to protect money and food.
 - Leaders wanted to show power and control so hillforts were a way of showing strength.
 - High ground gave a good view of the surrounding area so easier to spot enemies.
- Short term consequences:** People felt safer inside strong walls; Food and valuables could be stored securely; Communities gathered together so villages became larger; Fighting between tribes increased because hillforts made defence easier.
- Long term consequences:** Tribes grew stronger/more organised with leaders (chiefs, warriors, farmers, craftsmen). More tribe wars over land and food so hillforts became centres of power. Iron Age society became more complicated over trade, leadership, ways to defend hillforts developed.
- Cause and Consequence:** Use evidence to explain why hillforts were built; understand short term and long



Source 1: Maiden Castle (Dorset, UK)



Source 2: Tools found at a hillfort

2. Can I explain what stayed the same and the sudden/gradual changes that took place in Prehistoric Britain?

- **Vocab:** change, continuity, gradual, sudden, Nomadic lifestyle, Neolithic, metalwork, roundhouse, hunter-gatherer
- **Previous learning:** Changes during the Viking period (farming, beliefs/religion, trade, leaders). Recap (lesson 1) that Prehistoric Britain is the Stone Age, Bronze Age and Iron Age
- Know that over time, some aspects of everyday life (e.g. homes, tools, way of life) change and some things stay the same (are continuous)
- Know that changes can happen gradually (over many years and centuries) or suddenly (very quickly)

Tools:

- **Stone Age:** Tools made from stone, wood, and bone (e.g., hand axes, flint knives). **Gradual change** as there were improvements in shaping tools over thousands of years
- **Bronze Age:** Discovery of metalworking → tools and weapons made from bronze (copper + tin alloy). Stronger and more durable than stone. **Sudden change** when metalworking was discovered
- **Iron Age:** Tools and weapons made from iron, which was harder and more available than bronze → allowed better farming tools and stronger weapons. **Sudden change** from bronze to iron due to it being much stronger and more available
- **What stayed the same (continuity):** People always needed tools for hunting, farming, and building.

Homes:

- **Stone Age:** Simple shelters/caves/wooden huts; nomadic lifestyle early on (frequently moving around) to Neolithic (staying in one place and growing crops/keeping cattle as farmers—**Gradual change**)
- **Bronze Age:** Permanent roundhouses with wattle-and-daub walls and thatched roofs; villages began forming. **Gradual change** due to better building techniques and people living as a community
- **Iron Age:** Larger, more complex roundhouses; hillforts built for protection; communities (called tribes) grew stronger. **Sudden change** in hillforts that defended land due to tribes being at war.
- **What stayed the same (continuity):** Homes always provided shelter and were built from natural materials.

Farming:

- **Stone Age:** Hunter-gatherers → later farming begins (Neolithic). **Gradual change** in farming over thousands of years.
- **Bronze Age:** Farming becomes widespread; people start trading metals and goods; some people more important as leader in society (become chiefs/kings and control land). Metalworkers become very important—**gradual change**
- **Iron Age:** Farming improves with iron tools; wars increase; **Sudden change** as iron tools mean farms can produce a lot more
- **What stayed the same (continuity):** People always needed food, clothing, and shelter; farming remained central after its introduction.

(Task: present fact file over 2 sessions. Provide images (e.g. roundhouses, wattle and daub thatched roof, various tools, farming images from time period for children to stick in to support fact file)

- **Change and Continuity:** sudden/gradual changes in aspects of life in Prehistoric Britain



4. Can I explain the significance of Stonehenge and explain why we still learn about it today?

- **Vocab:** significance, Stonehenge, solstice, archaeologists
- **Prior learning:** significance of the discovery of Rosetta Stone when learning about Egyptians (resource: <https://www.bbc.co.uk/teach/class-clips-video/articles/zb9vrj6>)
- Recap: definition of significance: important event or person in history
- **Know key facts about Stonehenge:**
 - Built around 4500 years ago during Stone Age and completed in Bronze Age
 - People made a huge effort to build it as stones were brought 48km (30miles) and weighed 40 tonnes each. It took 10 years to transport stones.
 - Top stones are not balanced but have carved bumps and groove to slot together
 - Stones were originally white but have weathered so now dark/rough
 - Stonehenge is surrounded by a number of Bronze Age barrows (special man-made mounds where people have been buried)
 - Archaeologists have found these people to be buried with a huge amount of gold
 - In the Bronze Age, Stonehenge was at its richest and most powerful and to be buried in a barrow nearby meant that you were very important.
- **Know Stonehenge is significant because:**
 - No written words from Prehistoric Britain, so the only clues are objects, burials, cave paintings, monuments
 - Archaeologists believe that because the seasons were so important to farming, these stones were arranged to celebrate the movement of the sun which would provide them with good harvests
 - Stonehenge contains more artefacts than anywhere else in Britain and was the burial place for the people who built it, leaving many clues for us about how people lived thousands of years ago

Why we still learn about Stonehenge today:

- Historians and archaeologists still do not know exactly why it was built—they are still trying to find answers
- It is part of our history and is one of the most famous prehistoric monuments in the world.
- People still visit Stonehenge today for celebrations like the summer solstice (the longest day of the year)
- It reminds us how ideas and traditions can last thousands of years
- **Historical Significance:** criteria (impact, lasting change, people affected) for significance and why we still learn about it today



Prehistoric Britain:
Change from Stone
Age to Iron Age
(page 2)

*Stone Age day with activities
as part of this topic*

5. Can I compare the similarities and differences in the role of men and women in Prehistoric Britain?

- **Vocab:** similarities, differences, toolmaker, survival, weave clothes,
- **Prior learning:** compared aspects of life in Viking and Egyptian times (food, clothes, beliefs, homes, travel)
 - Know that similarities and differences between men and women can happen at the same time
- **Stone Age:**
 - **Men:** Toolmakers, protectors and hunted large animals, built shelters to protect the group and made weapons from stone.
 - **Women:** Gathered plants, berries, nuts; cared for children; made clothing from animal skins.
- **Similarities:** Both worked to find food and survive, but roles were divided by physical tasks
- **Differences:** men hunted and fought, women gathered plants and cared for family
- **Similarities/Differences at the same time:** Even though men hunted and women gathered, both were equally important for survival.

Bronze Age:

- **Men:** Farmers (ploughed fields), warriors, and metalworkers (made bronze tools/weapons), fought in battles to protect villages
- **Women:** Managed homes, cooked, pottery/textiles, cared for children, wove cloth and made clothes. Some may have helped with farming.
- **Similarities:** Both men and women worked hard to support the family
- **Difference:** Men more linked to farming and fighting; women stayed at home
- **Similarities/Differences at the same time:** Men and women had different main jobs, but both helped with farming and keeping the family safe.

Iron Age:

- **Men:** Used iron tools to farm, fight, build and defend hillforts. Tribal leaders were usually men
- **Women:** Cooked, made clothes, cared for children, helped with farming, in some tribes women could own land and make some leadership decisions about how to run the farm. They could also make some decisions for the tribe.
- **Similarities:** Continue to work to survive. Both now working on farms
- **Difference:** Men dominated leadership and warfare; women had less power and still stayed at home
- **Similarities/Differences at the same time:** Even though men were leaders and warriors, women could still have power in some tribes and decide how the farms were run.
- **Similarity and Difference:** across aspects of life; compare within time period (Prehistoric Britain), understand similarities and differences can exist at same time

6. Can I compare the reliability and bias of two sources linked to Stonehenge?

- **Vocab:** primary source, secondary source, artefact, reliability, bias
- **Previous learning:** In Year 3, we used sources to ask historical questions about Tutankhamun (Egyptians) and longships (Vikings)
- Know that a primary source is made at the time of the historical event, and a secondary source is made after the event. This lesson will have an artefact (primary source) and video (secondary source)
- Know that reliability means how we can trust a source to give us accurate and truthful information about the event or person in history.
- Know that bias means that a source shows opinion or preference that makes the information less balanced or fair.

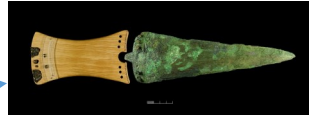
Source 1: Bronze Age Dagger (Primary Source)

- **Facts:**
 - Dagger from around 1950 BC (Early Bronze Age) found in a burial mound close to Stonehenge.
 - The blade is made of bronze; the handle is made of wood and decorated (in a zig zag pattern) with 140,000 gold studs that are thinner than a human hair!
- **It is reliable because:**
 - **Direct evidence from the past:** It was made and used in the Bronze Age so it gives us real information about materials (bronze, gold), craftsmanship, and technology of that time
 - **Physical object:** It's an actual artefact from the burial site near Stonehenge
 - **Condition:** Despite age, enough survives to show us its design and decoration.
- **It is unreliable because:**
 - **Doesn't tell the full story:** The dagger doesn't explain its purpose. Was it a weapon? Was it used in a ceremony? Was it a symbol to show wealth?
 - **Missing context:** We don't know who made it or exactly how it was used
- **Bias:** Almost no bias because it's an object from the time, but our interpretation of it can be biased (we might assume it was for fighting when it could have been ceremonial).

Source 2: Video (secondary source)

(Note for teachers: watch from 3min56 <https://www.bbc.co.uk/teach/class-clips-video/articles/zb9vrj6>)

- **Facts:**
 - Modern video including an interview with an historian/architect about the dagger.
- **It is reliable because:**
 - **Produced by a trusted organisation (BBC):** Based on expert research and archaeological evidence
 - **Uses real artefacts and interviews:** Includes information from museums and archaeologists,
- **It is unreliable because:**
 - **Interpretation involved:** The video explains theories (e.g., Stonehenge as a place of healing or sun worship). These are opinions based on evidence, not proven facts.
 - The historian says 'must have been put in place by children because only children have fantastic eyesight and the skill with their hands to be able to put those in place one by one.' This is a guess.
- **Bias:** Could be biased because it uses modern archaeologists' interpretations (e.g., "most archaeologists believe..."). It might favour one theory about Stonehenge.
- **Historical Enquiry:** Use historical sources; understand reliability and bias of sources



Prehistoric Britain:
Change from Stone
Age to Iron Age
(page 3)

7. Can I select sources to investigate what life was like in Skara Brae?

(use this source for lesson: <https://www.natgeokids.com/uk/discover/history/general-history/skara-brae/>)
Task: Present findings in a factfile. Printed photos can be stuck in to support findings

- **Vocab:** Skara Brae, inhabited, ornaments, primary source, secondary source
- Know that we can use primary sources (photos) and secondary source (website) to investigate a place in history.
- Know Skara Brae facts: a village located in Orkney Islands (Scotland) and was inhabited between 3200BC and 2200BC (so older than Stonehenge). There are 8 houses linked by low passageways. Houses made of stone and each one is a single room with beds and dressers. Village was discovered in 1850 after a storm revealed very clear stone-built structures.
- Know that we can make interpretations based on artefacts found:
 - Tools, crop remains and bones could mean villagers were hunters, fishermen, farmers
 - No weapons could mean the villagers were a peaceful community
 - Jewellery, needles, buttons, ornaments, pottery and dice could mean that villagers were creative, enjoyed beauty and played games
 - Villagers could have left because of a sandstorm or they wanted better land
- **Historical Enquiry:** Use historical sources to investigate

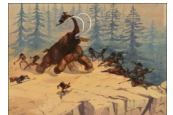


8. Can I understand various interpretations of Prehistoric Britain and explain how these can be different?

- **Vocab:** source, interpretation, evidence,
- **Previous learning:** Year 3: Explain why historians interpretations of the Vikings changed from 'violent invaders' to 'explorers'
- Know that interpretations of history can be shown in a number of ways including art, writing and historical discoveries.
- Know a variety of interpretations in sources (see below)

Source 1: Painting by the artist Ernest Griset in 1869

- A picture of men attacking a mammoth with spears.
- This shows Stone Age people as wild and basic as they are hunting mammoths and living in caves
- The artist had very little evidence or research about Prehistoric Britain at the time— they referred to them as "cave people."



Source 1: Painting of Prehistoric Britain by Ernest Griset (1869)

Source 2: Modern day YouTube video presented by architect

(https://www.youtube.com/watch?v=SJ5s75osk_0)

- Video shows Stone Age people as highly skilled to make tools to help with life.
- Used hammerstones to sharpen flint so it was sharp. They could then make an arrow and use glue from pine resin and charcoal to stick flint to arrow. They could then hunt. Animals skins were used for food, skins for bags/clothes and jewellery.
- **Know how these interpretations are different:**
 - Source 1 shows Stone Age as simple and unskilled painted by an artist. Source 2 is a video presented by an expert showing the Stone Age people to be very skilled.
 - **Interpretation of the Past:** understand various interpretations; explain differences