Year	3	Topic	Prehistoric People: The Stone Age to the Celts

Children will explore what life was like in the Stone Age and how people managed to survive. They will look at day-to-day life, survival and settlement. Children will look at what life was like in the different periods during this time. They will also look at the rise of the Bronze Age and Iron Age and how this changed life for people.

Prior Learning

- Children will know that people's lives were different in the past and that this has affected how we live today (Year 2 – The Great Plague and The Great Fire of London).
- Children will know that even their grandparents' lives were different from ours and that history is an ongoing event (Year 1 – Our Homes in the Past).
- Children will know that decisions made in a historical period have impacted how we live today (Year 2 – The Great Plague and The Great Fire of London).
- Children can name a significant person from the past and say why they are famous (Year 2 – The Great Fire of London).

Future Learning (End of Key Stage)

- Understand more complex terms, e.g. BC/AD, and that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
- Identify some ideas, beliefs, attitudes and experiences of men, women and children from the past.
- Give reasons why changes in houses, culture, leisure, clothes, buildings, beliefs and attitudes, and ways of life may have occurred during a time period.
- Use evidence to build up a picture of a past event through a range of sources (e.g. documents, artefacts, pictures, internet, music, historic buildings).

National Curriculum Links

Chronology (Stone Age to 1066):

- Know how Britain changed between the beginning of the Stone Age and the Iron Age.
- Know the main differences between the Stone, Bronze and Iron Ages.
- Know what was meant by 'hunter-gatherers'.

Local History:

- Visit to Creswell Crags to look at evidence of prehistoric living in our area.

Key Vocabulary

Historical: BC/AD, decade, ancient, century, timeline, period, settlers, archaeologists, evidence, similarities, differences, historical information, historian, artefact, compare, contrast

Topic Specific: AD, alliance, archaeologist, BC, bronze, Bronze Age, Celts, cemetery, climate, copper ore, cremated, crop, empire, evidence, fertile land, flint, forage, fossil, Gaul, glacial period, glacier, harvest, hillfort, historian, Homo, hunter-gatherer, Iron Age, loom, mammoth, Mesolithic, Neolithic, prehistory, primary source, ritual, secondary source, settlement, sickle, source, Stone Age, solstice, timeline, tsunami

Recommended Texts & Web Links

- Key text: CGP Stone Age to Celts
- Stone Age Boy by Satoshi Kitamura
- Stig of the Dump by Clive King
- How to Wash a Woolly Mammoth by Michelle Robinson
- The Secrets of Stonehenge by Mick Manning
- https://www.bbc.com/bitesize/topics/z82hsbk
- https://www.dkfindout.com/uk/history/stone-age/

What pupils need to know or do to be secure

Lesson 1 – What was life like in the Stone Age?

Focus: How do we know about life so long ago?

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• The Stone Age lasted a very long time — people first lived in Britain over 800,000 years ago, and they lived as hunter-gatherers. • People used stone tools and lived in caves or temporary shelters. • We know about this time through artefacts and cave paintings.	Source study: Examine different sources (images of cave paintings, bones, tools and reconstructions).	*Use evidence and artefacts to ask and answer questions about the past.* *Use more than one source of evidence for historical enquiry to gain a more accurate understanding of history.*
	Discussion: Which sources tell us the most? Which might be guesses?	*Suggest suitable sources of evidence for historical enquiries.* *Describe different accounts of a historical event, explaining why they may differ.*
	Timeline challenge: Place 'Stone Age', 'Bronze Age', 'Iron Age' and 'Celts' on a class timeline with approximate dates.	*Place events, artefacts and historical figures on a timeline using dates.* *Use appropriate historical vocabulary: era, chronology, evidence, change.*

Lesson 2 – How did life change in the Neolithic (New Stone Age)?

Focus: How did people move from hunting to farming?

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• Around 4000 BC, people began farming and building settlements. • Life became more settled — people made pottery and stored food. • Skara Brae helps us understand how they lived.	Compare sources: Use photos, videos and 3D models of Skara Brae. Discuss what each shows about homes, jobs and daily life.	*Use more than one source of evidence to build an accurate picture.* *Describe the characteristic features of the past (homes, jobs, tools).*
	Cause and consequence mapping: What caused people to settle? What were the effects of farming?	*Suggest causes and consequences of main events and changes in history.*
	Mini research task: Use computing skills to find an image or fact about Neolithic life.	*Use literacy, numeracy and computing skills to communicate information about the past.*

Lesson 3 – What was life like in the Bronze Age?

Focus: How did new technology and trade change life in Britain?

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• People discovered how to make bronze by mixing copper and tin. • Trade between areas grew, and people made jewellery and tools. • Stonehenge was first built in the Neolithic, and people were still changing and using it in the Bronze Age. *DISCO (Oppose): Some historians think Stonehenge was used as a calendar; others think it was a special burial place. Which do you think is more likely? Use evidence to argue your case, then explain why someone might disagree with you.*	Evidence table: Compare images of bronze artefacts, settlements and burials. Discuss what each tells us.	*Use evidence and artefacts to ask questions and find answers.* *Suggest suitable sources of evidence for historical enquiries.*
	Interpreting accounts: Look at two ideas about Stonehenge's purpose (burial site vs. calendar).	*Describe different accounts of a historical event, explaining why they differ.*
	Create a Bronze Age timeline strip: Add key developments and their approximate dates.	*Place events on a timeline using dates and terms such as BC and era.* *Understand change over time and represent it visually.*

Lesson 4 – How did the Iron Age change Britain?

Focus: What impact did iron have on society?

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• Around 800 BC, people began using iron to make tools and weapons. • They lived in hillforts and formed tribes. • There were differences between social groups — farmers, warriors, craftspeople.	Source study: Compare Iron Age tools, hillfort layouts and artefacts from different regions.	*Use more than one source of evidence to build a picture of life.* *Give a broad overview of life in Britain during this era.*
	Social structure diagram: Create a simple diagram of Iron Age society.	*Describe the social, ethnic, cultural or religious diversity of past society.* *Describe characteristic features of men, women and children's lives.*
	Discussion: Why might tribes choose to live on hills?	*Suggest causes and consequences of main events and changes.*

Lesson 5 – Who were the Celts?

Focus: What did the Celts believe and how did they live?

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• The Celts were Iron Age tribes who lived across Britain before the Romans. • They created intricate art, used iron weapons, and had druids as religious leaders. • They traded and sometimes fought with each other. *DISCO (Switch): Roman writers described the Celts as wild and fierce. How might a Celt have described their own people? Why might the two views be so different?*	Artefact comparison: Examine images of Celtic jewellery, shields and carvings.	*Use artefacts and sources to ask and answer questions.* *Describe characteristic features of Celtic life — beliefs, art, daily life.*
	Story comparison: Read two accounts (e.g. a Roman vs. a Celtic view of the Celts). Discuss differences.	*Describe different accounts of a historical event, explaining reasons for difference (bias, perspective).*
	Map work: Locate Celtic tribes on a map of Britain and compare with another world civilisation (e.g. Ancient Egyptians).	*Compare some of the times studied with those of other areas around the world.*

Lesson 6 – How did life change from the Stone Age to the Celts?

Focus: How did technology, society and beliefs develop over time?

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• Britain changed from hunter-gatherer societies to farmers and metalworkers. • Communities grew, trade expanded, and beliefs became more organised. • These changes laid the foundations for later civilisations (Romans, etc.).	Whole-class timeline: Add artefacts, events and people from all eras.	*Place events, artefacts and historical figures on a timeline using dates.* *Understand and represent change over time.* *Use vocabulary such as chronology, era, period.*
	Compare and contrast poster: What stayed the same? What changed?	*Suggest causes and consequences of main events and changes.* *Give a broad overview of life in Britain in the areas studied.*
	Presentation or digital story: Create a multimedia summary showing how life developed.	*Use literacy, numeracy and computing skills to communicate information about the past.*

Enrichment

- Visit to a prehistoric site or museum (or virtual tour)
- 'Life in the Stone Age' camp day (on-site experience)
- Archaeology dig simulation
- Build a Stone Age settlement (DT/history cross-curricular project)
- Cave art workshop
- Stone Age to Iron Age timeline workshop
- Local history link – Derbyshire's prehistoric past
- Re-enactment: 'A Day in the Life of a Stone Age Family'
- Stonehenge STEM challenge
- End-of-topic exhibition – 'Life in the Stone Age'