



Portfields Primary School Medium Term Plan



Year Group – 3

Subject - **History**

Topic – **Bronze and Iron Age**

Term – **Spring 1**

National Curriculum	Key Questions		Substantive Knowledge	Key Vocabulary	Real-Life Links
2.1.1 Develop knowledge and understanding of British, local and world history. 2.2.1 Develop chronologically secure knowledge and understanding of British, local and world history. 2.5.2 Understand how and why different interpretations of the past have been constructed. 2.7.1 Understand how our knowledge of the past is constructed from a range of sources.	<ul style="list-style-type: none">● What difference did bronze make?● Did Bronze Age people have better lives than people living in the Stone Age?● If artefacts are incomplete, does this mean they cannot be used to tell us about the past?		Explain what the Bronze Age means. Describe and explain how the lives of Bronze Age people differed from the Stone Age. Explain and describe the importance of hoards.	Impressive, smelting, , hoard, ore, mould, status archer, evidence, beliefs, afterlife, torc, tribe, wattle and daub, roundhouses, crannog, broch, ingot, tribe, hill fort	Examine items made from bronze, tin, copper
	Technical Questions				
	<i>Why are hoards particularly useful to archaeologists and historians?</i> The items found usually all date from the same time. They tell us a great deal about the period, the people and the skills they learned. <i>Do you think that Bronze Age people had better lives than people living in the Stone Age?</i> Consider the positive impact of using bronze for farming and making items. The use of bronze also resulted in a broader range of weapons and greater wealth to fight over, so it could be claimed that people became more warlike. <i>Do you think that not much happened in the Iron Age?</i> Consider the advances in farming, many of which were made possible using iron for tools, but also other areas including the impact of developments in transport, the increased range of crops and use of animals, etc. We have fewer Iron Age objects than those from the Bronze Age, as iron rusts and is less durable.	<i>What do you think you would find inside an Iron Age house? How comfortable would it have been inside?</i> Iron Age houses were often round with upright timbers for support, interwoven with twigs and branches from oak, hazel, willow or ash trees (this is known as wattle). There was just one room for the whole family where they had their meals, slept and lived. The homes contained beds with a wooden base and a hay or feather mattress. Animal skins or blankets provided warmth. In the centre of the structure was a hearth. Food was cooked here in a huge pot over the fire. Fish and meat hung from the roof and the smoke helped to preserve them. People had very few personal possessions. <i>How would people have protected themselves in the Bronze and Iron Ages?</i> They would have needed to be more wary and possess better self-defence skills, and would have been more likely to carry weaponry. Make a link to developments in bronze and iron used to manufacture weapons.	Disciplinary Knowledge I can explain that the Bronze Age comes from the discovery of smelting (remove the metal from the ore) copper. I can explain that the use of metals, including iron, led to big advances in farming with the use of iron tools. This led to more food being available and therefore an increase in the population I can explain how there is no written evidence of the Bronze Age, many structures and objects from the time will have been destroyed and many of the objects that have survived have been damaged. Hence the need to understand the importance of artefacts and the work of archaeologists – discovery of Amesbury Archer.	Technical Vocabulary bronze, period, Beaker, interpretations, radiocarbon dating, DNA testing, inference, marine archaeology, Persuasive argument, technology, viewpoint	Key figures / significant events Discovery of the Avebury Archer – Salisbury Museum Great Orme caves – Bronze and Iron age mining.

Lesson Breakdown

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Star Knowledge	Star Knowledge	Star Knowledge	Star Knowledge	Star Knowledge
<p><u>Last Lesson</u></p> <p>Can you give one example of why a Stone Age monument might be built? <i>As a tomb, a site used for rituals, a place for feast & celebration, and as a meeting or trading centre.</i></p> <p><u>Last Topic</u></p> <p>What event ended the Stone Age and when was it? <i>The Roman invasion in 43 AD.</i></p> <p><u>Last Year</u></p> <p>Why didn't many people go on holiday to seaside resorts in the 1950s? <i>They had more money so chose to went on holiday to other countries like Spain.</i></p> <p><u>Last Key Stage</u></p>	<p><u>Last Lesson</u></p> <p>Why is bronze better material to use for a tool than stone? <i>Bronze was much better because it is harder, stiffer, more durable and non-corrosive.</i></p> <p><u>Last Topic</u></p> <p>What are the names for the early stone age and the middle stone age? <i>Palaeolithic and Mesolithic.</i></p> <p><u>Last Year</u></p> <p>What year was the first recorded postcard? <i>1894.</i></p> <p><u>Last Key Stage</u></p> <p>What is an explorer? <i>An explorer is someone who first discovers a new area.</i></p>	<p><u>Last Lesson</u></p> <p>Why do Historians now think that the Amesbury Archer was a metal worker? <i>Because he was buried with a cushion stone - used for placing metal on as it was hammered.</i></p> <p><u>Last Topic</u></p> <p>Why did Stone Age people clear forests in the Neolithic times? <i>To build farms and grow crops like wheat and barley.</i></p> <p><u>Last Year</u></p> <p>What is a souvenir? Can you give an example? <i>A souvenir is something you take home from holiday to remember your time there. It could be a mug, t-shirt, magnet or more.</i></p>	<p><u>Last Lesson</u></p> <p>Why do less Iron Age objects exist today than Bronze Age objects? <i>Because iron rusts and is less durable than bronze.</i></p> <p><u>Last Topic</u></p> <p>Why did the Neolithic settlement of Skara Brae build their houses from stone, instead of wood? <i>They had little access to wood and stone was better protection against strong winds.</i></p> <p><u>Last Year</u></p> <p>Why can we still use the story from last lesson as a historical source, even though it's fiction? <i>Because it was written by someone who experienced a holiday in the 1950s.</i></p>	<p><u>Last Lesson</u></p> <p>Bronze Age and Iron Age houses both had fires but only Bronze Age houses had chimneys. What happens to the smoke in Iron Age houses? <i>The smoke dispersed through the thatched roof.</i></p> <p><u>Last Topic</u></p> <p>Can you give one example of why a Stone Age monument might be built? <i>As a tomb, a site used for rituals, a place for feast & celebration, and as a meeting or trading centre.</i></p> <p><u>Last Year</u></p> <p>In the 1950s, where would low-income families go on holiday? Where would high-income families go on holiday? <i>Low-income families would go to UK</i></p>

Who is Sunita Williams? <i>An astronaut who first went into space in 2006.</i>		<u>Last Key Stage</u> Why are people not sure if Ibn Battuta is telling the truth about his exploration? <i>He didn't make any notes whilst exploring.</i>	<u>Last Key Stage</u> What did Captain Cook discover? <i>The west coast of Australia.</i>	<i>seaside reports. High-income families would go abroad to Spain.</i> <u>Last Key Stage</u> Out of Amundsen and Scott, which explorer got to the south pole first? Why? <i>Amundsen got there first because he had already done lots of exploring in the cold and knew what to do to stay safe.</i>
<u>Learning Objective</u> LO: To understand the importance of the improvements made by using bronze. <u>Success Criteria</u> <ul style="list-style-type: none"> I can locate the Bronze Age on a timeline. I can describe some key features of the Bronze Age. I can explain why changes in the Bronze Age impacted people's lives. <u>Star Knowledge</u> Around 2150 BC, copper began to be smelted with tin to make Bronze. Bronze was much better because it is harder, stiffer, more durable and non-corrosive. Bronze was used to improve the quality of everyday items, like axes and cauldrons for cooking, as well as to create beautiful objects like the Mold Cape.	<u>Learning Objective</u> LO: To use sources in order to find out more about Bronze Age life. <u>Success Criteria</u> <ul style="list-style-type: none"> I can work out information about the Bronze Age from using sources about the Amesbury Archer. I know and understand aspects of life in the Bronze Age. I can organise and present information from my research. <u>Star Knowledge</u> The Amesbury Archer was found near Stonehenge in 2002. He was buried with over 100 artefacts including copper knives, gold hair ornaments and even boars' tusks. He was originally thought to be an Archer, but historians now think he was a metal worker because he was buried with a cushion stone - used for placing metal on as it was hammered.	<u>Learning Objective</u> LO: To reach a conclusion about the scale of the achievements made in the Iron Age. <u>Success Criteria</u> <ul style="list-style-type: none"> I can identify important features about the Iron Age. I can explain why there are differing viewpoints about the Iron Age. I can support my opinions with accurate information. <u>Star Knowledge</u> By 800 BC, iron has become the most popular metal. Iron was more commonly found than both tin and copper. The use of iron led to big advances in farming with the use of iron tools, which led to more food being available and an increase in the population. Technical innovations at the time included the rotary quern stone for grinding grain, the iron-tipped plough and the pole pottery wheel. We have fewer Iron Age objects than those from the Bronze Age because iron rusts and is less durable than bronze.	<u>Learning Objective</u> LO: To make a comparison between home life in the Bronze Age and the Iron Age. <u>Success Criteria</u> <ul style="list-style-type: none"> I can find similarities and differences between Bronze Age and Iron Age houses and home life. I can make an informed decision about which period was better. I can explain which sources provide evidence about homes in these periods. I can contribute to a class timeline (from the Stone Age to the Iron Age) using photos of dwellings. <u>Star Knowledge</u> In the Bronze Age, the buildings were called roundhouses and were made from trees (known as wattle). This was mixed with daub, made from clay, straw, soil and manure. They also had chimneys to let the smoke out from fires that were in the middle of the roundhouses and used for cooking. Iron Age houses were very similar, but they had upright timbers for support and no chimneys - the smoke dispersed through the thatched roof. Iron Age houses have been found together, in settlements called hill forts.	<u>Learning Objective</u> LO: To understand the dangers faced in Bronze and Iron Age Britain. <u>Success Criteria</u> <ul style="list-style-type: none"> I can identify some of the dangers Bronze and Iron Age people faced. I can explain some of the ways people at this time protected themselves, using a variety of sources. I can reach a conclusion on whether it was dangerous to live in the Bronze and Iron Ages. <u>Star Knowledge</u> People in Iron Age Britain lived in clans that belonged to tribes led by warrior kings. Rival tribes fought with deadly iron weapons. In 1984, workers found a man thought to have died during the Bronze or Iron Age. The evidence suggests he had a very violent death, with lots of broken bones. He could have been attacked by an axe! Historians suggest he could have died because he was a criminal, a victim of an attack or possibly a human sacrifice for the Gods.