

# BILSTON CHURCH OF ENGLAND PRIMARY



Subject	Topic	Year Group	Term	Time Allocation
History	Bronze/Iron Age	3	Spring 1	12+ Hours
End of Key Stage objectives.	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Compare aspects of significant individuals lives in different time periods.</li> <li>• Recognise events beyond living memory that are significant nationally or globally.</li> <li>• Demonstrate an understanding of chronological order in history beyond 1066.</li> <li>• Identify and explain the changes in Britain from the Stone Age to the Iron Age.</li> </ul>			
End of Unit Objectives	<ul style="list-style-type: none"> <li>• I can understand the job of an Archaeologist.</li> <li>• I can identify changes in the 3 stages of the Bronze and Iron Age.</li> <li>• I can explain how Bronze and Iron was made.</li> <li>• I can explain the changes in hunting, gathering and farming.</li> <li>• I can identify how settlements grew and were built differently.</li> <li>• I can identify the different food diet throughout this period and how this impacted lives.</li> <li>• I can understand what sources may suggest and how they can be inferred.</li> <li>• I can understand how artefacts can provide evidence for events prehistory.</li> <li>• I can research about events in the past.</li> <li>• I can name several weapons and tools used in the Bronze and Iron age.</li> </ul>			

- I can explain how weapons and tools evolved throughout the Bronze and Iron age.

Lesson Sequence	Time Allocation	Key Question	Teaching Activities	Resources
Lesson 1	1 Hour	<p>What is the Bronze Age?</p> <p>Key Vocabulary:</p> <p>Timeline, BC, Chronological order, Settlements, Early, Middle, Late, Change</p>	<p>Tell children that in this session you are going to move on to the Bronze Age. Get them to recap when the Bronze Age was using your timeline (2300 BCE to 700 BCE). <i>Can they remember why it is called the Bronze Age?</i> (Because</p>	<p><a href="http://www.schoolsprehistory.co.uk/2014/08/01/when-do-you-start-teaching-britain-from-the-stone-age-to-the-iron-age/">http://www.schoolsprehistory.co.uk/2014/08/01/when-do-you-start-teaching-britain-from-the-stone-age-to-the-iron-age/</a> Series of timelines of prehistoric B commentary</p> <p><a href="http://www.schoolsprehistory.co.uk/2014/07/09/teaching-resources-for-cha from-the-stone-age-to-the-iron-age/">http://www.schoolsprehistory.co.uk/2014/07/09/teaching-resources-for-cha from-the-stone-age-to-the-iron-age/</a> Links to resources on different periods in</p> <p><a href="http://www.bbc.co.uk/history/ancient/british_prehistory/bronzeageman_01.s about the Bronze Age">http://www.bbc.co.uk/history/ancient/british_prehistory/bronzeageman_01.s about the Bronze Age</a></p> <p>Background information about the Bronze Age; Research template for Bronze A template; Paper and pencils; Web enabled devices</p>

			<p>most of the tools start to be made of bronze).</p> <p>They need to do some research to find out more about the Bronze Age. They can work in pairs on their tables to look at the Early, Middle and Late Bronze Age.</p> <p>Give the children time to do their research. Use the Hamilton resources to help with</p>	
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			<p>information and iPads.</p> <p>Ask children to listen carefully to each other and think about the major changes over the Bronze Age and when they happened. Ask each child to draft a poster about each period. Then the children will spot the different changes.</p> <p><b>This could take 2 lessons due</b></p>	
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			<p>to time spent researching about each stage.</p> <p>Lesson could be recorded with pictures of students researching and the finished A3 sheets could be uploaded onto Padlet.</p>	
Lesson 2	1 Hour	<p>What new crops were introduced in the Bronze Age.</p> <p>Key Vocabulary:</p>	<p>Remind children that this session is all about the Bronze Age. Explain that in the Bronze Age new crops were domesticated and that meant people were healthier as</p>	<p><a href="http://www.ancientcraft.co.uk/Archaeology/bronze-age/bronzeage">http://www.ancientcraft.co.uk/Archaeology/bronze-age/bronzeage</a></p> <p>Web page on the evidence for Bronze Age food and some recipes</p> <p>Images of new and existing crops; New crop identification game;</p> <p>Picture of bowl with nettle stew from Must Farm; Several tins of</p>

		<p>Diet, Domesticated, Farming, Crops, Vegetables</p>	<p>they had more variety in their diet.</p> <p>Show them the PowerPoint images of crops on the w/b (session resource). Give out pictures of oats, peas, beans and rye 1 per table (session resource) and ask children if they can work as a group to match the name of the crop with the picture. Give them ten minutes to do this. Get each table to feedback and agree which crops are which.</p> <p>Ask children what people could do with each of these crops? Have they heard of any of them before? (Rye can make flour for</p>	
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			<p>bread, oats can make porridge, beans and peas are good to go in stews).</p> <p>The children research into why beans and peas are so good for you using books or the internet. Think about the diet of the people in this era and the impact of the diet.</p>	
Lesson 3	1 Hour	<p>When and How was Bronze invented?</p> <p>Key Vocabulary:</p> <p>Casting, Change, Tools, Evolved, Decorative,</p>	<p>Show children the PowerPoint presentation about how bronze was made in prehistory (session resource). Show them one of the videos in the weblinks if you can. Give each table the cut-up images of bronze tools and weapons (session resource) and tell</p>	<p><a href="http://www.bbc.co.uk/education/clips/z2gqhv4">http://www.bbc.co.uk/education/clips/z2gqhv4</a> BBC Bitesize class cli casting</p> <p><a href="http://youtu.be/eEWluyeNp2k">http://youtu.be/eEWluyeNp2k</a></p> <p>Video from the BBC of casting a bronze sword with some more explan needed and why bronze was useful</p>

		<p>Jewellery, Weapons</p>	<p>children that these show a range of different bronze tools. Can they put them in date order? Give them five minutes to do this.</p> <p>What can they tell about bronze tools over time? (e.g., change from flat to socketed, which made it easier to put it on a handle, smaller and different tools later as people got better at making bronze, bronze continued to be used in the Iron Age for decorative items etc...) Gold is softer than bronze and so was just hammered flat into jewellery and decoration, rather than melted and cast. Show children images of sheet gold objects</p>	
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			<p>from the Bronze Age on the w/b (session resource).</p> <p>The children using the iPads, are going to research the different tools. The children will need to write the tool as a subheading and draw the tool in their books.</p> <p>Following this, they will describe and write information about the tool and why it was used. The children should be able to do this about 6 or more times with their partners.</p>	
Lesson 4	1 Hour	<p>What does a Bronze Age settlement looked like.</p> <p>Key Vocabulary:</p>	<p>Show children the PowerPoint on bronze age houses on the w/b (session resource). Ask children, how do these houses differ</p>	<p><a href="http://www.mustfarm.com/bronze-age-settlement/discoveries/">http://www.mustfarm.com/bronze-age-settlement/discoveries/</a> Arte</p> <p>Must Farm settlement</p> <p><a href="https://www.instructables.com/id/how-to-weave-on-a-cardboard-lo">https://www.instructables.com/id/how-to-weave-on-a-cardboard-lo</a></p> <p>way to do weaving</p>

		<p>Settlement, Houses, Must Farm, Artefacts, Weaving</p>	<p>or are like the Neolithic ones? (They are all round, some are built out of stone and some of wood and some are thatched, others have turf roofs.)</p> <p>Tell children they are not going to be making a model of a Bronze Age house, but instead thinking about what would be inside a house. Luckily, there is a site that has been excavated recently near Peterborough called Must Farm which has lots of objects left in it. Show children the PowerPoint (session resource). The settlement was built over a river. At some point it was set on fire, and everybody left very quickly,</p>	
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			<p>leaving their possessions behind. The houses collapsed into the river, which put out the fire and preserved all the objects, even the ones that usually rot.</p> <p>Main Task: Write about the structure of the settlement and the artefacts found at the settlement.</p>	
Lesson 5	1 Hour	<p>What is the Iron Age?</p> <p>Key Vocabulary:</p> <p>Early, Middle, Late, Era, Chronological order, Change</p>	<p>Tell children that in this session you are going to move on to the Iron Age. Get them to recap when the Iron Age was, using your timeline (700 BCE to 43 CE). <i>Can they remember why it is called the Iron Age? (Because most of the tools</i></p>	<p><a href="http://www.schoolsprehistory.co.uk/2014/08/01/when-do-you-start-teaching-cl-the-stone-age-to-the-iron-age/">http://www.schoolsprehistory.co.uk/2014/08/01/when-do-you-start-teaching-cl-the-stone-age-to-the-iron-age/</a> Series of timelines of prehistoric Britain with com</p> <p><a href="http://www.schoolsprehistory.co.uk/2014/07/09/teaching-resources-for-change-stone-age-to-the-iron-age/">http://www.schoolsprehistory.co.uk/2014/07/09/teaching-resources-for-change-stone-age-to-the-iron-age/</a> Links to resources on different periods in prehistory</p> <p><a href="http://www.bbc.co.uk/history/ancient/british_prehistory/ironage_intro_01.shtml">http://www.bbc.co.uk/history/ancient/british_prehistory/ironage_intro_01.shtml</a></p> <p>Iron Age life</p> <p>Background information about the Iron Age; Research template for Iron Age; Rep and pencils; Web enabled devices.</p>

			<p><i>start to be made of iron</i>). They need to do some research to find out more about the Iron Age. They can work in pairs in groups again to look at the Early, Middle and Late Iron Age.</p> <p>Before you get children working in their pairs on the internet, in books or using <i>session resource</i> as before to find out the answers to the questions about the Iron Age, point out that there is space to create their own question to research in their research template. Ask children to produce their own suggestions for questions and write them in books. Tell children they can</p>	
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			<p>pick one of these questions or produce their own to research. Give children enough time to do their research.</p> <p>Get each table to report back to the team about their section of the Iron Age, and then ask one or more groups to report back to the class about their section of the Iron Age.</p> <p>Ask children to listen carefully to each other and think about the major changes over the Iron Age and when they happened. Ask each child to write a short report about the changes over the period – including</p>	
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			<p>their evidence (<i>session resource</i>).</p> <p><b>This could take 2 lessons.</b></p>	
Lesson 6	1 Hour	<p>What was Iron Age feasting?</p> <p>Key Vocabulary:</p> <p>Diet, Domesticated, Crops, Bronze Age, Neolithic</p>	<p>If you have a timeline in the room, remind children that this session is all about the Iron Age. Explain that in the Iron Age more new crops were domesticated and that meant people were even healthier as they had lots more variety in their diet.</p> <p>Give out a range of vegetables per table and ask the table to work together to match each vegetable to a label (<i>session resource</i>). Explain that traces of these vegetables have been found in Iron Age Britain and</p>	<p><a href="http://www.ancientcraft.co.uk/Archaeology/iron-age/ironage_food.html">http://www.ancientcraft.co.uk/Archaeology/iron-age/ironage_food.html</a></p> <p>Web page on the evidence for Iron Age food and some recipes</p> <p><a href="https://youtu.be/rp9dPjxbvbk">https://youtu.be/rp9dPjxbvbk</a> Video of some children using a replica</p>

		<p>they were being farmed by then. This would give Iron Age people an even healthier diet than their predecessors. They would also have all the food that their farming predecessors had. Get children to recap what kind of food people ate in the Neolithic and Bronze Age (Bread, butter, milk, honey, oats, beans, stews, farm animals).</p> <p>Show the children the PowerPoint on hunting (session resource) on the w/b explaining how there is more evidence for hunting wild animals again in the Iron Age.</p> <p>Tell children that they are going to</p>	
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			work in small groups to make something for a great Iron Age feast, something they have made before (or using the special recipe (session resource) based on what was found in the stomach of Tollund Man, an Iron Age bog body).	
Lesson 7	1 Hour	<p>When and How Iron was invented?</p> <p>Key Vocabulary:</p> <p>Tools, Weapons, Iron, Artefacts, Hammered</p>	Give out the cut-up images on the Iron tool and weapons timeline (session resource) to each table and get children to work in groups to put the iron objects in chronological order. Can children explain how these objects are different from the bronze ones they looked at in the	<p><a href="http://www.bbc.co.uk/education/clips/z26b82p">http://www.bbc.co.uk/education/clips/z26b82p</a></p> <p>BBC Bitesize clip about mining and working iron</p>



		<p>last session? (Different colour, the iron does not look like iron because it has gone rusty; the iron is flat again instead of hollow like the later Bronze Age tools and weapons were; there is a bigger range of uses for iron).</p> <p>Show children the PowerPoint presentation (session resource) (or the video in weblinks) that explains how iron was made in the Iron Age. It was not cast like bronze, but had to be hammered into shape, because people could not make fires hot enough to melt the iron.</p>	
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			The children will research about the different weapons and tools on the iPads. They will write a subheading, draw the tool and then describe/write information about that specific tool and how it was used.	
Lesson 8	1 Hour	<p>What were Bronze and Iron Age roundhouses?</p> <p>Key Vocabulary:</p> <p>Roundhouse, Thatched, Settlements, Wattle</p>	Remind children about the Must Farm buildings they looked at in the last session. Show them the PowerPoint on Iron Age houses on the w/b (session resource). Ask children, how are the Iron Age houses different or the same as what went before? (They are all round, the Iron Age houses are mostly thatched with wheat straw, rather than	<p><a href="http://www.schoolsprehistory.co.uk/2014/05/12/feel-prehistory-con-reconstructed-houses/">http://www.schoolsprehistory.co.uk/2014/05/12/feel-prehistory-con-reconstructed-houses/</a></p> <p>Some reconstructed prehistoric houses to visit (there are lots of Iron <a href="http://www.bbc.co.uk/history/ancient/british_prehistory/launch_and">http://www.bbc.co.uk/history/ancient/british_prehistory/launch_and</a></p> <p>BBC animation showing how a roundhouse is constructed</p>

		<p>turfed or using reeds, Iron Age houses seem bigger).</p> <p>Show children the resources you have provided and tell them they are going to make a model Iron Age roundhouse out of these.</p> <p>First, you are going to teach them how to wattle outside. Model how to wattle (session resource). You could make fences to go round your prehistoric house.</p> <p>When you get back in you can either model how to make a model roundhouse (session resource) or show them the animation from the</p>	
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		<p>BBC in the weblinks above.</p> <p>Get children to create a labelled design showing how they would build it and what each bit would be made from. Give them about ten minutes to do this.</p> <p>Get children to pair up, swap their designs, and then comment on each other's designs. Will they stand up? Do they look anything like the reconstructions in the presentation? Are they based on the evidence?</p> <p>Get children to swap back their designs and then ask them to decide on any improvements they</p>	
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			will make based on the feedback.	
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