

Y3 – Stone Age to Iron Age; Ironstone Mining (local history study)

Rationale

Given that this is the start of all human history and is a KS2-specific topic, it makes sense to study this in Y3 as their first historical topic. This allows children to understand the progression of chronology easier as they start at the beginning. Also, it allows children to understand how life human started, human's first achievements and the growth of civilisation as a whole. This can then be referred back to throughout other historical topics which have similar starting points or existed at similar times such as the Egyptians, Greeks, Romans and the Maya. Structuring the unit so that most lessons compare the advancements throughout the Stone, Bronze and Iron Ages allows children to see the developments of each of the given aspects in each lesson, rather than glossing over them in a few lessons on the Bronze Age and a few on the Iron Age. This then leads well into the Y4 starting topic of the Romans to provide contrast with how things changed or stayed the same.

The Ironstone Mining topic provides stark contrast to the Stone to Iron Ages topic studied earlier in the year and offers some comparisons to the tools used in different periods that can be explored. It also follows on from the concept of expanding the children's local historical knowledge to a larger area. This started with Stockton, Redcar and Saltburn in Y1, Middlesbrough and Whitby in Y2 and now the entire Tees Valley in Y3 through the development of the steel works. It also allows for a development of the learning on seaside resorts when looking at the steelworks in Redcar. Comparisons between George Stephenson and the Dorman Long company regarding their influences on the growth of our area can also be made.

Learning

Prior Knowledge

Children have learnt about the impact of significant individuals like George Stephenson, Captain Cook and Nicholas Patrick in terms of local, national and international significance and why we learn about them today. They have considered the effects of these people on the local area and how we can still see their effects.

Children have conducted a small, semi-independent enquiry in Y2, making a simple judgement and providing evidence for why they think that.

Children have begun to explore the differences between primary and secondary/interpretive sources and begun to use more specific vocabulary for the passing of time.

In Year 3, pupils are taught

About Prehistoric Britain, man's achievements and the growth of civilisation from the Stone Age, Bronze Age and Iron Age by studying through these major themes which will run throughout KS2:

- Achievements
- Housing
- Society
- Beliefs

Each lesson will compare the various facets through the Stone, Bronze and Iron Ages to show the developments in each.

Children will also conduct a local history study and learn about ironstone mining. This will focus on the effects of the mining industry on the growth of Teesside and the rise of significant local businesses like Dorman Long and their national and international impacts.

In Year 4 pupils will learn

About the Ancient Romans and their impact on the world including Roman Britain. They will investigate Roman:

- Achievements
- Housing
- Society
- Beliefs

This will be done in direct comparison to the Iron Age learnt in Y3 to provide context to both periods.

Children will also learn about the Earliest Civilisations as an overview, then focus on Ancient Egypt as an in-depth study. This will include:

- Achievements
- Housing
- Society
- Beliefs

This will be in comparison to both Prehistoric Britain (Y3) and the Ancient Romans (Y4) as they lived concurrently at various points in history.

Key Vocabulary

'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century'
 'Long ago' 'before I was born' 'changes to now' 'stayed the same'

'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD'
 'growth' 'population' 'industrialisation' 'ironstone'

Skills gained

Constructing the past	Sequencing the past	Continuity and change	Cause and Effect	Significance and Interpretation	Carrying out a historical enquiry	Using sources as evidence	Vocabulary and communication
<p>Building a coherent knowledge of the Stone, Bronze and Iron ages by comparison throughout most lessons, focusing on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • beliefs <p>Identify the difference between human and non-human history</p> <p>Understand how Ironstone mining impacted on Teesside and the growth of the area, placing this into a chronological framework</p>	<p>Placing Stone, Bronze and Iron Ages into wider chronological contexts – where does Britain's prehistoric past sit with other places?</p> <p>Start developing an understanding of concurrence of civilisations around the world during these times</p> <p>Identify that historians place history into periods</p> <p>Placing the industrialisation of Teesside into chronological context through comparison of George Stephenson and Captain Cook</p>	<p>Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • beliefs <p>Identify why continuity and change was important in Prehistoric Britain</p> <p>Identifying the continuity and changes to the local area through Ironstone Mining:</p> <ul style="list-style-type: none"> • population • jobs • local significance 	<p>Identifying what caused the shift into each period of prehistory and the interconnected effects of them</p> <p>Identifying whether the effects of developments were significant</p> <p>Identifying the effects of industrialisation of Teesside – explaining the local and national impacts</p>	<p>Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain</p> <p>Identifying which changes were significant throughout prehistory</p> <p>Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence</p>	<p>Nothing really changed between the Stone and Iron Ages in Britain, did it?</p> <p>Did Ironstone Mining improve our area?</p> <p>Guided enquiries using a range of information to construct a claim about changes in Prehistoric Britain and the impact of industrialisation on the local area</p> <p>Begin to make independent decisions and use evidence to justify</p>	<p>Identifying primary and secondary sources – artefacts, books, internet etc.</p> <p>Identifying why sources are limited for the Stone, Bronze and Iron ages</p>	<p>Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD' 'growth' 'population' 'industrialisation' 'ironstone'</p>