

KS2

Year A 2022 2023

Previous learning

- Some children will have studied the Maya.
- They will know about their inventions and how they used and developed farming techniques.
- They will know about their religious beliefs and burials.
- They will know that there are many stone structures left behind which help us interpret the past.
- Most children will be able to say whether a source is 'primary' or 'secondary'.
- They will also be able to say how effective the source is in supporting a theory.
- Children will be adding to their timeline of world history.
- They will be able to say what is meant by a 'turning point' in history.

The Stone Age Palaeolithic Period

- People were hunters and they found food by roaming from place to place in different seasons.

Mesolithic Period

- Sea levels rose and Britain became an island (before this time Britain was joined to the mainland of Europe).
- Tools were developed to become smaller and finer.
- The invention of canoes meant that people were better able to hunt for fish as well as animals.

Neolithic Period

- People began to settle into farming villages instead of moving from place to place.
- People started to look after animals and grow their own crops.



The Bronze Age

- People discovered how to get metals out of rocks
- Bronze replaced stone as the best material for making tools.
- People were able to build better farming equipment and they also began to make bronze weapons and jewellery.
- When people died, they were buried with their most important possessions. Many of these burial objects have now been discovered and they help historians to know more about what life was like during the Bronze Age.

Stone Henge - a prehistoric monument in Wiltshire, England. It consists of a ring of standing stones, with each standing stone around 4 metres high. Its purpose and how it was built remains uncertain.



New learning

- Children will know when the Stone Age, Bronze Age and Iron Age occurred as well as knowing what is distinctive about each period.
- To know that the earliest settlers migrated from Europe and were hunter-gatherers living in caves. Following further migrations, they moved towards early farming.
- To know Stone Age man used art and performed ceremonies.
- To know that Skara Brae has changed and enhanced historians' knowledge of early communities.
- To list characteristics of life in an Iron Age hill fort community.
- To know that at the end of the Iron Age, it was unsettled and people fought over their land with their community.

The Iron Age

- Iron replaced bronze as the main material for making tools and weapons.
- People lived in tribes and they were often at war with each other.
- Iron Age people began to protect themselves by settling in hillforts, which were groups of round houses and farming land protected by stone walls.
- Sometimes people from the Iron Age are called 'Celts'.
- This period of history ended when the Romans invaded Britain in AD 43.



Aiskew, Leeming Bar
Church of England Primary School

Rooted in love and growing together
to become lifelong learners

Changes in Britain from the Stone Age, to the Iron Age

2022 2023



Maiden Castle - one of the largest and most complex Iron Age hillforts in Europe. It is located in Dorset, England. It was built around 100 BC and once protected hundreds of residents.

Skara Brae

Skara Brae was inhabited before the Egyptian pyramids were built, and flourished for centuries before construction began at Stonehenge. It has been remarkably preserved. The structures of this semi-subterranean village survive as does the furniture in the village houses. Nowhere else in northern Europe are we able to see such rich evidence of how our remote ancestors actually lived.



Enquiry Questions

When where the Stone Age, Bronze Age and Iron Age and how long did they last?

Was Stone Age man simply a hunter and gatherer, concerned only with survival?

How much did life change for Stone Age man when he learned to farm?

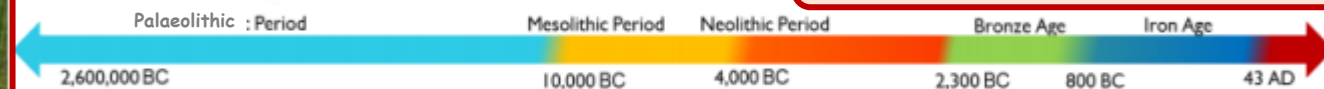
Did the people from the Stone Age develop a culture which included beliefs or did they just try to survive?

What can we learn about life in the Stone Age from a study of Skara Brae?

Why is it so difficult to work out why Stonehenge was built?

How much did life really change during the Iron Age and how can we possibly know?

Can you solve the mystery of the 52 bodies at Maiden Castle?



Previous learning

- All children have studied the Stone, Bronze and Iron Age and know that other civilisations were in existence **concurrently** around the world.
- Some children will have studied the Maya and know that there was a hierarchy within society.
- Some societies have evidence of believing in a range of gods.
- They will know burials formed an important part of their belief system.
- They will know that there are many stone structures left behind which help us interpret the past.
- They will know about key inventions and how they used and developed farming techniques.
- Most children will be able to say whether a source is 'primary' or 'secondary'.
- They will also be able to say how effective the source is in supporting a theory.
- Children will be adding to their timeline of world history.

New learning

- To know when the Ancient Egyptian period was and know that other ancient civilisations were in existence **concurrently** in other parts of the world and to know what they all had in common.
- To know brief information about the following ancient civilisations and where they were located: Ancient Sumer, The Indus Valley and the Shang Dynasty.
- To know that the Ancient Egyptians built their civilisation around the Nile and this made them successful due to their ability to make use of the flood plains. They will also look at the land use in Egypt today as a comparison.
- Their society was hierarchical.
- The Ancient Egyptians had many gods, including their belief that the pharaoh was a living god.
- The pyramids were built as tombs for the pharaohs. These provide historians today with a fabulous insight into how the Egyptians lived because they contain many artefacts and images which have all been well preserved.
- They will be able to explain the process of mummification and know how this played a central role in their belief system.
- Pupils will learn about the discovery of Tutankhamun's tomb in 1922 by Howard Carter and understand why this was so important to historians.
- As children enhance their knowledge of other civilisations, they will be able to make informed comparisons as to their similarities and differences.

Earliest Civilisations with a key focus on Ancient Egypt

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Enquiry Questions

- When was the Ancient Egyptian period and where did this lie chronologically with other ancient civilisations?
- Where did the Ancient Egyptians live? Why was the River Nile important to the success of the Ancient Egyptian civilisation?
- How did Ancient Egyptian society work?
- How was religion important to the Ancient Egyptians?
- Who built the pyramids and why?
- How and why did they mummify the dead?
- Why was the discovery of Tutankhamun's tomb so important to historians?
- What did Ancient Egypt had in common with other civilisations at the time?

