


Topic Knowledge Organiser KS2 – Stone Age to Iron Age (History and Geography) Elm Class – Year 3

<p>What Should I Already Know? (History and Geography knowledge from Early Years and Key Stage 1)</p> 	<ul style="list-style-type: none"> • Sort, group and compare physical and human features in the local environment. • Use maps and simple street plans to locate places and features in the locality and further afield. Talk about and compare features of the local environment. • Use aerial photographs, and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. • Understand geographical similarities and differences through studying human and physical geography • Use simple sources of information such as artefacts, photos • and books to answer simple questions about the past. • Use key evidence to support judgements and reasoning made about aspects of the past. • Ask and answer questions about an archaeological site • Talk with increasing accuracy and detail about events, places and people beyond living memory. • Use an increasing range of historical terms to describe the passage of time, e.g. modern, recent, long ago, older etc. • Place a range of objects, people and events beyond own experiences in time order. • Talk about and describe the home and the way people lived, e.g. day to day life, things they did, their house, their family etc. • Describe the changes and differences in lifestyle in the past and present.
<p>Key Vocabulary</p>	
<p>Agriculture</p>	<p>The raising of crops and animals for human use</p>
<p>AD Anno Domini</p>	<p>“in the year of our Lord”. AD is used to show dates after the birth of Jesus. This year is AD 2018.</p>
<p>Archaeology</p>	<p>The study of the buildings, graves, tools and other objects that belonged to people who lived in the past, in order to learn about their culture and society.</p>
<p>BC</p>	<p>Before Christ. A way of dating years before the birth of Jesus. The bigger the number BC, the longer ago in history it was.</p>
<p>Bronze Age</p>	<p>The bronze age is the time period when bronze replaced stone as the preferred materials for making tools and weapons.</p>
<p>Chronology</p>	<p>The arrangement of dates or events in the order in which they occurred</p>
<p>Flaking</p>	<p>A process of shaping stone by chipping pieces off the edges</p>
<p>Forage</p>	<p>To look widely for nourishment or other provisions.</p>
<p>Glacier</p>	<p>A large sheet of ice</p>
<p>Hunter/Gatherer</p>	<p>A person who meets their needs by hunting animals and gathering plants</p>
<p>Iron Age</p>	<p>The iron age is the time period when iron became the preferred choice of metal for making tools.</p>
<p>Microlith</p>	<p>Small, sharp stones used as arrow and spear heads</p>
<p>Neolithic</p>	<p>The last period of the Stone Age when humans began to develop agriculture and use tools and weapons</p>
<p>Paleolithic</p>	<p>The earliest part of the Stone Age characterised by tools made of crudely chipped stone and by cave art</p>
<p>Prehistoric</p>	<p>Prehistoric means the time before recorded history.</p>
<p>Stone Age</p>	<p>The stone age is the name given to the earliest period of human culture when stone tools were first used.</p>
<p>What will we investigate?</p>	<p>Key Questions/Lesson Focus</p>
<ul style="list-style-type: none"> • Local landmarks – e.g. Little Solsbury Hill. Why was the hill fort sited where it was? Which local features supported the settlement? • What might the top of the hill have looked like in Iron Age times? • Investigate a timeline including BC and AD for events and time periods. • Investigate how people lived in the Stone Age • How might this have changed into the Bronze and Iron Ages? • What food might stone age people have eaten? What about in the Bronze or Iron Age? How did 	<ul style="list-style-type: none"> • Who were the first people to live in Britain? • What does Skara Brae tell us about life in Neolithic times? • When was the Stone Age? How did Stone Age people get food? • What does Stone Age artwork tell us about this time in history? • What was lifelike in the Bronze Age? How did people live? • What was on Solsbury Hill? Why did an iron age hillfort develop on Solsbury Hill? • What jobs did people have in the Iron Age? • What do we know about plants? What do we know about leaves? Why do plants need stems? • Are all roots the same? Where does the water go? Where do new plants come from? • What is soil? What do bees do? • What different types of rock are there? Which rock is which? • Are all rocks as hard as one another? Are all rocks waterproof?

they cook? How does their diet compare with a modern diet?

- How did people get food? Hunting and gathering, introduction of farming.
- Compare and describe features of life now and in the Stone Age, Bronze Age or Iron Age.
- Describe and give reasons for the changes and differences in lifestyle in the past and present.
- Link study of Stone Age with science work on rocks and soils.
- Sites and Monuments – Stonehenge. Skara Brae
- Cave art/Prehistoric animals
Investigate trading – then and now

What I will know by the end of the topic? History and Geography

- Where in history the Stone Age, Bronze Age and Iron Age were and why they were called this.
- What homes were like in these times
- What life was like including clothes, food, homes and community.
- What an Iron Age hillfort looked like.
- Why people settled in certain areas thinking about the geography of the land.
- How we know about the past.
- That people were nomadic hunters and gatherers but that they became more settled when farming and agriculture were developed.
- What the words Neolithic and paleolithic mean and the meaning of the terms BC and AD.



What I will know by the end of the topic? Science and other Foundation subjects

- Names of a variety of rocks and how they are formed.
- To know which rocks, serve which purpose because of their features and properties.
- To know what soil is and why soils can be different.
- To understand pollination and germination.
- To know what a plant stem does.
- To know what leaves are for.
- To know that art/music has always been important to people.

