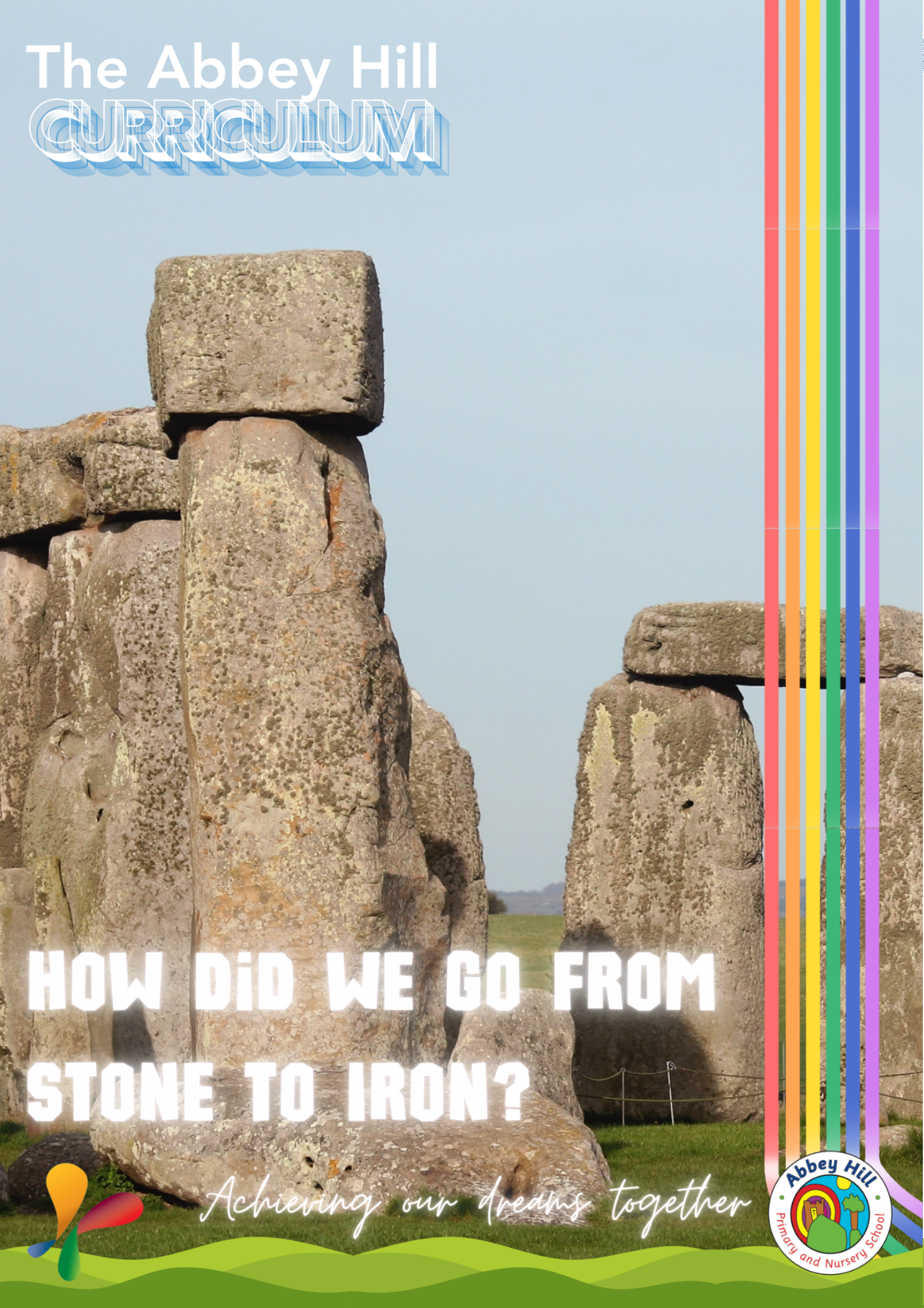
The Abbey Hill CURRICULUM



HOW DID WE GO FROM STONE TO IRON?

Achieving our dreams together

Abbey Hill Primary and Nursery School

How did we go from Stone to Iron?

3

OUR GOALS

Key Idea:

Over thousands of years, early humans shaped Britain through incredible innovations, from simple stone tools to advanced bronze and iron weapons. During the Stone Age, people crafted hand axes and cave art, leaving us glimpses into their lives, like those found at Creswell Crags. The discovery of bronze and later iron revolutionized tools, leading to stronger weapons, hill forts, and monuments like Stonehenge, marking Britain's journey from survival to sophisticated societies with remarkable construction and farming advancements.

We will:

Compete in a Hill Fort design challenge, creating our own Hill Fort models.

Core Text:

Stig of the Dump
Clive King

Core Knowledge

1.Early humans crafted basic stone tools like hand axes for daily tasks.
2.Evidence from Creswell Crags shows early humans used tools and created cave art.
3. E&D: Lucy is a famous fossil of an early human ancestor found in Ethiopia. She lived about 3.2 million years ago and is important because she walked on two legs.
4. Bronze (copper & tin) made stronger weapons than stone so people stopped using stone.
5.Iron smelting enabled the creation of even stronger tools and weapons
6.Hill forts became common in the Iron Age and are early forms of castles.
7. Stonehenge shows clever building and star-watching skills.
8.Skara Brae's stone-built homes show adaptation to the environment.
9.Skara Brae and Creswell Crags are both in the UK but in areas of differing human and physical geography.
10.From the Stone to Iron Age, advancements in construction and farming reshaped life.

Disciplinary Knowledge

Being a Historian:

Know that many aspects of everyday life stay the same over time but that some things change e.g. jobs people do, technology, clothes, the way people spend their spare time.
Know that observations can be made to identify comparisons.
Know chronologically secure, clear narratives relevant to the period studied.
Know the connections between local and regional history and between cultural, economic, military, political, religious and social history.
Know the connections between short-term and long-term timescales.
Know that there are different versions of the past.

Being a Geographer:

Know the names and locations of counties, cities and geographical regions of the UK, and their identifying human and physical features
Know geographical similarities and differences through the study of human and physical geography of a region of the UK

Lesson 1: What was life like in the Stone Age?

🧠 Learning Intention	To understand how early humans lived and made stone tools. (Being a Historian: changes over time in everyday life; Being a Geographer: human and physical geography features)
🧭 Disciplinary Knowledge	Being a Historian: Know many aspects of everyday life stay the same over time but some change e.g. jobs, technology. Being a Geographer: Know human and physical geography features.
📚 Key Knowledge Covered	1.Early humans crafted basic stone tools like hand axes for daily tasks.
👩‍🏫 What the Teacher Does	Introduce Stone Age life using images, artefacts, and stories. Explain the uses of stone tools clearly. Ask: "How might these tools have helped early humans survive?" "What everyday tasks would these tools be useful for?"
👨‍🎓 What the Children Do	Explore images and replicas of stone tools. Discuss and sort pictures of Stone Age daily activities. Share ideas about early human life.
📝 How the Lesson Will Be Evidenced	Sorting activity showing understanding of Stone Age tools and lifestyle.
🛠️ Adaptation Used	🌍 Dual Coding – images and artefacts support explanations.

Lesson 2: What can we learn from cave art at Creswell Crags?

🧠 Learning Intention	To explore cave art and understand its significance in early human history. (Being a Historian: identifying changes in culture and expression)
🧭 Disciplinary Knowledge	Being a Historian: Know observations help identify changes over time. Being a Geographer: Know physical features of UK regions.
📚 Key Knowledge Covered	2.Evidence from Creswell Crags shows early humans used tools and created cave art.
👩‍🏫 What the Teacher Does	Show images and videos of Creswell Crags cave art. Explain what the art depicts and how it might have been made. Ask: "Why do you think early humans made these paintings?" "What stories might these pictures tell us?" Demonstrate using black paper and chalk techniques.
👨‍🎓 What the Children Do	Observe and discuss cave art images. Create their own cave art using black paper and chalk. Discuss meanings behind their drawings.

📝 How the Lesson Will Be Evidenced	Pupils' chalk cave art creations with brief written or spoken explanations. This is effective on black display paper but could also be completed on playground surface as an outdoor art display - consider use of Top Playground and invite parents on the day (before it rains/washes away!)
🛠️ Adaptation Used	🔄 Relational Approaches – connecting art to human experiences.

Lesson 3: Who was Lucy and why is she important?

🧠 **Learning Intention**	**To understand who Lucy was and her role in human evolution. (Being a Historian: understanding different versions of the past)**
🧭 Disciplinary Knowledge	Being a Historian: Know there are different versions of the past. Being a Geographer: Know key physical and human features of Ethiopia.
📚 Key Knowledge Covered	3. E&D: Lucy is a famous fossil of an early human ancestor found in Ethiopia. She lived about 3.2 million years ago and is important because she walked on two legs.
👩‍🏫 What the Teacher Does	Tell Lucy's story using a child-friendly video or story link (e.g. Lucy Story for Kids - BBC Bitesize). Explain why walking upright was a key human development. Ask: "What does walking on two legs tell us about Lucy?" "How does Lucy help us understand human history?"
🙋 What the Children Do	Watch/listen to the story. Discuss and reflect on Lucy's importance. Create a Horrible Histories-style page about Lucy with jokes and funny facts.
📝 How the Lesson Will Be Evidenced	Humorous and informative Lucy pages – possibly in style of Horrible Histories.
🛠️ Adaptation Used	🔍 Chunking – breaking down evolution concepts simply.

Lesson 4: How was bronze made and why was it important?

🧠 **Learning Intention**	**To understand how bronze was made and why it changed life in the Bronze Age. (Being a Historian: changes in technology and society)**
🧭 Disciplinary Knowledge	Being a Historian: Know how technological changes affect societies. Being a Geographer: Understand resource locations.
📚 Key Knowledge Covered	4. Bronze (copper & tin) made stronger weapons than stone so people stopped using stone.
👩‍🏫 What the Teacher Does	Explain the process of making bronze with a simple demonstration or video.

	Discuss the impact of bronze on weapons and tools. Ask: "Why would a stronger metal change people's lives?" "How might life have been different with bronze tools?" Model writing instructions on how to make bronze.
What the Children Do	Watch or take part in the demonstration. Discuss and write instructions explaining how to make bronze.
How the Lesson Will Be Evidenced	Written instructions on how to make bronze. This could be picture sequenced.
Adaptation Used	Dual Coding – visuals to explain bronze making inc picture-sequencing.

Lesson 5: What did iron do for farming and life?

Learning Intention	**To understand how iron was used on farms, why it was so important, and its impact on life. (Being a Historian: technological progress and social change)**
Disciplinary Knowledge	Being a Historian: Know how technology shapes history. Being a Geographer: Know where iron was sourced.
Key Knowledge Covered	5.Iron smelting enabled the creation of even stronger tools and weapons
What the Teacher Does	Explain iron's role in farming tools and daily life using images, stories, and examples. Discuss why iron tools were better than earlier ones. Ask: "Why were iron tools so useful on farms?" "How did iron change what people could do?" Guide pupils to design a 'Why we're thankful for Iron' poster.
What the Children Do	Discuss and list iron tool benefits. Create informative posters celebrating iron's importance.
How the Lesson Will Be Evidenced	'Why we're thankful for Iron' posters.
Adaptation Used	Relational Approaches – connecting iron to pupils' everyday life.

Lesson 6: What are hill forts and how were they used?

Learning Intention	**To understand the purpose and features of hill forts in the Iron Age. (Being a Historian: connections between technology and society; Being a Geographer: landscape use)**
Disciplinary Knowledge	Being a Historian: Know connection between military and social history. Being a Geographer: Understand landscape features.
Key Knowledge Covered	6.Hill forts became common in the Iron Age and are early forms of castles.

👩‍🏫 What the Teacher Does	Show images and models of hill forts. Explain their strategic location and design. Ask: "Why do you think hill forts were built on hills?" "What parts of a hill fort might protect people?" Guide pupils to create their own Hill Forts.
👨‍🎓 What the Children Do	Create their own hill forts – effective materials can include Lego. Could also be produced using clay models.
📝 How the Lesson Will Be Evidenced	Hill Fort creations to be photographed.
🛠️ Adaptation Used	🌍 Dual Coding – use visual models to support understanding.

Lesson 7: How was Stonehenge built and why?

🧠 **Learning Intention**	**To explore the construction and significance of Stonehenge and understand early human expertise. (Being a Historian: clear chronological narratives)**
🧭 Disciplinary Knowledge	Being a Historian: Know chronological events and cultural history. Being a Geographer: Know physical geography and location.
📚 Key Knowledge Covered	7. Stonehenge shows clever early building and star-watching skills.
👩‍🏫 What the Teacher Does	Begin with the story of Stonehenge's construction, including how early humans might have transported huge stones. Show videos, images, and diagrams explaining the building process and possible uses. Discuss the mystery and theories behind Stonehenge's purpose. Ask: "How do you think people moved the stones without machines?" "Why might they have built it aligned to the sun and stars?" Explain the biscuit Stonehenge activity and organise materials.
👨‍🎓 What the Children Do	Listen and engage with the story and materials. Discuss ideas and theories. Build biscuit Stonehenge models. Share their models and thoughts on Stonehenge's importance.
📝 How the Lesson Will Be Evidenced	Biscuit Stonehenge models and pupils' verbal or written reflections.
🛠️ Adaptation Used	🔄 Relational Approaches – link mystery and creativity to engagement.

Lesson 8: What was life like at Skara Brae?

🧠 Learning Intention	To research and explore life in the stone-built homes of Skara Brae. (Being a Historian: social history and adaptation; Being a Geographer: environment adaptation)
🧭 Disciplinary Knowledge	Being a Historian: Know social history and daily life. Being a Geographer: Know adaptations to environment.
📚 Key Knowledge Covered	8.Skara Brae's stone-built homes show adaptation to the environment. 9.Skara Brae and Creswell Crags are both in the UK but in areas of differing human and physical geography.
👩‍🏫 What the Teacher Does	Visual fly through of Skara Brae. Guide pupils on how to find key facts. Ask: "What do the homes tell us about how people lived?" "How did people adapt to their environment?" Using aerials of Skara Brae, pupils try to identify what they can see as archaeologists.
👨‍🎓 What the Children Do	Pupils become archaeologists, unpicking images of Skara Brae to see what they spot and identify. Label images with their ideas of what they can see, in groups. Teacher reveals answers at the end – how accurate were we as archaeologists?
📝 How the Lesson Will Be Evidenced	Group labelled images of Skara Brae to be shared on a PicCollage.
🛠️ Adaptation Used	🔍 Chunking – breaking research and building tasks into manageable steps.

🏗️ Lesson Title: How Did Life Change from the Stone Age to the Iron Age?

Section	Details
🎯 **Learning Intention**	To understand how farming and building changed from the Stone Age to the Iron Age and how this affected daily life.
🛠️ **Disciplinary Knowledge**	*Know that many aspects of everyday life stay the same over time but that some things change e.g. jobs people do, technology, clothes, the way people spend their spare time.*
📖 **Key Knowledge Covered**	From the Stone to Iron Age, advancements in construction and farming reshaped life.
👩‍🏫 **What the Teacher Does**	The teacher shares images and models of homes and farms from each era (Stone, Bronze, Iron Age), highlighting key differences in tools, materials, and farming methods. Leads a class discussion comparing then and now. Facilitates a timeline sorting activity with artefacts or images.
👨‍🎓 **What the Children Do**	Pupils explore and compare examples of homes and farming tools across the three time periods. They create a visual comparison chart showing changes and continuities in daily life. They complete

	a short sentence scaffolded reflection: “The biggest change was… but one thing that stayed the same was…”
📸 **How the Lesson is Evidenced**	Annotated comparison charts and pupil reflection slips. Option to include photos of practical sorting activity or group work.
♿ **Adaptation**	**Chunking**: Break comparison into manageable chunks (e.g. homes, farming, tools) with visual scaffolds for each. Use word banks and pictures to support access.

Lesson X: to take place following trip to Creswell Crags

🧠 **Learning Intention**	**To review learning from Creswell Crags trip and celebrate its significance. (Being a Historian: reviewing evidence and narrative)**
🧭 Disciplinary Knowledge	Being a Historian: Know the importance of local and regional history.
📚 Key Knowledge Covered	Evidence from Creswell Crags shows early humans used tools and created cave art.
👩‍🏫 What the Teacher Does	Facilitate discussion about the Creswell Crags visit. Help pupils select key facts and images from their trip. Model infographic or double-page layout creation. Ask: "What surprised you about Creswell Crags?" "How can we share what we learned with others?"
👨‍🎨 What the Children Do	Review notes and photos from trip. Create an infographic or double-page spread celebrating Creswell Crags.
📝 How the Lesson Will Be Evidenced	Completed infographic/double-page spreads.
🛠️ Adaptation Used	🌍 Dual Coding – combining images and text for communication.

Knowledge Organiser

HOW INVENTIVE WAS OUR PREHISTORIC PAST?

Have you ever wondered what life was like thousands of years ago? How did people survive before there were cities, shops, or even metal tools? Let's discover how life changed from the Stone Age to the Iron Age!

KEY KNOWLEDGE

The Stone Age began around 2.6 million years ago, with humans living in caves and shelters.
The Bronze Age started around 2500 BCE when settlers from mainland Europe introduced bronze tools and weapons.
Skara Brae, an ancient village in the Orkney Islands, is over 5,000 years old and was home to farmers and fishermen.
Bronze tools gradually replaced stone tools, and people began building more permanent homes using wood and stone.
The Iron Age began around 800 BCE when people learned to make stronger iron tools, revolutionising farming.
Hill forts were built in the Iron Age for protection, and settlements like Maiden Castle became early forms of castles.

TOPIC TIMELINE

2.6 million years ago – The Stone Age begins.

2500 BCE – The Bronze Age begins

3000 BCE – Stonehenge begins to be built

800 BCE – The Iron Age begins

1850 CE – Skara Brae is discovered on the Orkney Islands

GLOSSARY

Bronze: A metal made from copper and tin, used for tools and weapons.
Iron: A strong metal used for tools and weapons, replacing bronze.
Hill Fort: A defensive settlement built on a hill, common in the Iron Age.
Innovation: The development of new ideas or methods to improve life.
Excavation: The process of digging to uncover historical remains.
Evolution: The gradual change of species over time.
Settlement: A community where people live and build homes.

QUIZ TIME!!!

When did the Stone Age begin?
True or False: People in Skara Brae were farmers and fishermen.
How old is Stonehenge?
What material replaced stone tools in the Bronze Age?

FAMOUS 3

Mary Anning: Pioneering fossil hunter who made significant discoveries about prehistoric life.

Ötzi the Iceman: A natural mummy from the Copper Age, offering insight into ancient human life.

Lucy: An early hominid whose skeleton provides important clues about human evolution in the Stone Age.

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