



# St James' Church of England Primary School

## History Overview Sheet



### Year 6 – Stone Age



**Rationale:** This 'Stone Age to Bronze Age' unit will teach your class about how the Stone Age to Bronze Age period impacted on life in Britain. They will learn about how early man survived in a harsh environment, why Skara Brae was important for understanding life in the Stone Age, how copper mining was crucial to the Bronze Age and why Stonehenge was built. Children will also learn about why Iron Age people developed hillforts and how important Druids were in Iron Age Britain.

**Pre-unit task:** What do we know? KWL Grid/task

**Attention Grabber:**

**Learning Objectives:**

- Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about how early man survived in the Stone Age.
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about Skara Brae and understanding its significance in knowing more about the Stone Age
- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about what happened in the Bronze Age, looking at how copper mining was crucial to the people of this time.
- Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning the different theories for the building of Stonehenge.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning how and why hillforts developed as popular places to live in the Iron Age.

#### Overview:

Lesson 1: Surviving the Stone Age - I can understand what humans needed for survival in the Stone Age.  
Lesson 2: Skara Brae - I can understand what was found at Skara Brae and why it is important.  
Lesson 3: Becoming a Copper Child - I can understand what copper mining meant to the people of the Bronze Age.  
Lesson 4: Stonehenge - I can understand how evidence about Stonehenge can give us different answers about the past.  
Lesson 5: Hillforts - I can understand how and why hillforts were developed in the Iron Age.  
Lesson 6: The Druids - I can understand how evidence about Druids can give us different answers about the past

#### Cross Curricular Links

#### Resources

iPads (Optional), plasticine, clay, Natural materials that can be used for decoration e.g. willow branches, grasses, berries etc

#### Impact/Assessment

**Most Children will:** • Know how tools changed during the Stone Age to make hunting more successful. • Persuade an audience that the bow and arrow is a good hunting tool. • Explain the different challenges of survival for early man. • Know the names of some of the jobs that copper miners used to do. • Name three reasons why people think Stonehenge might have been built. • Explain how Stonehenge changed from the Stone Age onwards. • Name two of the roles of Druids in Iron Age tribes.

**Less Able Children will:** • Know where the Stone Age gets its name. • Know which tools were crucial to the survival of early man. • Explain how Skara Brae was discovered. • Know the names of some items found at Skara Brae. • Explain why children worked in copper mines. • Name two reasons why Iron Age people wanted to protect their homes.

**More Able Children will:** • Explain how Skara Brae shows that Stone Age people were beginning to change how they lived. • Explain why Bronze Age people mined copper. • Explain why there are many ideas about how Stonehenge was used. • Explain what archaeologists now think about Druids. • Explain why the evidence we have from the Romans about Iron Age Druids might be unreliable.