

# YEAR 3 UNIT 2 – THE BRONZE AGE AND THE IRON AGE: Which was more impressive – the Bronze Age or the Iron Age?

**Related units:** *Year 3 Unit 1: The Stone Age*

## Unit overview

In this unit, the children will explore the key features of the Bronze and Iron Ages, and come to conclusions about the developments within the periods. Links will be made to the Stone Age period, which they may have studied in the autumn term. Throughout the unit, the children will use a variety of sources of evidence to investigate the period, including archaeological evidence with a focus on the Amesbury Archer, the Lindow Man, Roman written accounts of the Celts and reconstruction drawings of both periods. Differing interpretations of evidence will be considered. Where possible, options to study local sites have been included. You may decide to incorporate a visit to a local museum into the unit, and some ideas have been included on potential locations.

The Big Finish in week 6 involves the children looking at the achievements of the Bronze and Iron Ages, and pitching them in a Dragons' Den scenario to decide which invention is the most important. You may decide to share the pitches with a broader audience in an assembly or to another class in the school.

## Key vocabulary

Impressive, smelting, bronze, hoard, ore, mould, period, status, beaker, archer, evidence, interpretations, radiocarbon dating, DNA testing, beliefs, afterlife, torc, inference, marine archaeology, persuasive argument, technology, tribe, viewpoint, wattle and daub, roundhouses, crannog, broch, ingot, hill fort.

## Knowledge, skills and concepts

In this unit, the children will:

- use common words and phrases relating to the passing of time
- develop a chronologically secure knowledge and understanding of British history
- address historically valid questions about change, similarity and difference
- develop the use of historical terms
- understand how our knowledge of the past is constructed from a range of sources
- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- address historically valid questions about trends and significance.

## Cross-curricular links

- **Art:** studying and creating own Celtic knot patterns and chalk hill figures
- **Computing:** internet use and reliability of information
- **DT:** Celtic food, making a model roundhouse with wattle and daub, investigating tool designing, including the use of moulds
- **English:** researching information, writing a persuasive argument, drama and role play, communicating findings
- **Geography:** map work, settlements, physical geography features related to the location of a community or hill fort
- **Maths:** chronology, physically represent the length of each of the historical periods studied using units of measurement, an introduction to negative numbers through BC and AD
- **RE:** burial practices
- **Science:** properties of materials and decomposition, states of matter involving melting and solidifying

## Related books for wider reading

- *The Boy with the Bronze Axe* by Kathleen Fidler
- *Discovery of a Bronze Age Village* by John Malam (*Rising Stars Reading Planet*)
- *Stone Age to Iron Age* by Clare Hibbert (*The History Detective Investigates*)
- *Bronze Age* by Anita Ganeri (*Writing History*)
- *Iron Age* by Anita Ganeri (*Writing History*)

## Places to visit

- British Museum, London (Lindow Man, Snettisham Hoard, Mold Cape, etc.)
- National Museum of Scotland, Edinburgh
- National Museum of Wales, Cardiff
- Farm Herd Farm, Yorkshire (Reconstruction of an Iron Age farm)
- Butser Iron Age Farm, Hampshire
- Flag Fen Archaeology Park, near Peterborough (Bronze Age site)
- Maiden Castle, Dorset

## Subject knowledge and teaching guidance

The unit has a strong focus on the achievements of the Bronze and Iron Age people. It is intended that the children develop a strong understanding of how intelligent and resourceful they must have been to make these changes, given the barriers they faced and the limited resources at their disposal.

The unit is fully resourced with images of artefacts, but you may wish to introduce replica items where they are available. It is also worth contacting your local museum to enquire if they loan boxes of artefacts, or provide workshops where children can handle genuine artefacts. Local university archaeology departments may also be willing to support you in developing this aspect of the unit.

The option to study local sites will provide valuable opportunities for you to tailor your curriculum. The Historic England and Portable Antiquities Scheme websites are both valuable in developing this aspect of your study. It is also worth contacting your local museum for support. To further enrich the children's studies, it may be possible to organise a visit to a local site or museum.

When you come to the Big Finish in week 6, it is important to support the children in developing their pitches – an example is provided.

## Assessment

Opportunities for assessment for learning are built in throughout the unit through questioning and activities. The children can both self and peer assess as appropriate using approaches familiar to them. The quiz is intended to be used during week 6, and will review knowledge, skills and concepts acquired during the unit. The Rising Stars Progression Framework assessment focuses on: *Sequencing the past; develop chronologically secure knowledge and understanding of British, local and world history.* **The assessment should be undertaken in week 6. Detailed information on the task can be found on the key assessment opportunity sheet.**