

What changed in Britain during the Bronze and Iron Age?



Children carry on learning about prehistoric times in Britain, building on their knowledge of the Stone Age. We will learn about technological and social changes withing the Bronze and Iron age and find out their effects on daily life and society. Children will engage in historical enquiries , using archaeological evidence which will enable them to reason about the past.

Significant Places and people

| | | |
|--------------------------|--|---|
| Great Orme | | Located in Wales, it was the largest prehistoric copper mine in the world. |
| Amesbury Archer | | A Bronze Age man buried near Stonehenge with many objects, including arrowheads. |
| Beaker People | | A group of people who settled in Britain, known for their burials with decorative pottery. |
| Maiden Castle, Dorset | | One of the largest and most complex Iron Age hillforts in England. In use for over 400 years, the high earth walls and deep ditches were built to defend from enemy attack. |
| Danebury Hill, Hampshire | | Surrounded by smaller farming villages, this hillfort was used as a central location for trade. It could house 200-350 people during times of conflict. |

Main enquiry questions

When was bronze introduced in Britain and which changes did it bring?

How was bronze made?

What can Maiden Castle teach us about the Iron Age?

How did society change during the Iron Age?

Key Concepts

The following are the key concepts for this unit:

society, settlement, tribe, migration, technology, religion

Stone henge ... English Texts

This term in English we will be studying the following texts:

'Flotsam' by David Weisner

'Everyone Sang' by William Sieghart

Maths learning

This term in maths we will be studying:

Addition and subtraction

Multiplication and division

Times tables: 2x, 10x, 5x, 3x, 4x, 8x

Here are the home learning links: Just click on the relevant area to access the videos: <https://whiterosemaths.com/homelearning?year=year-3-new>

| Geographical links | Science | Design and Technology | PE | Music | RE | Computing | French | PSHE |
|---|--------------------|--------------------------------------|------------|----------------------------------|---|---|-----------------|----------------------|
| Locate Bronze Age and Iron Age settlements on a map | Forces and magnets | Structures: Constructing a Castle | Gymnastics | Glockenspiels Christmas Music | Christianity: What is it like to follow God? | Creating Media: Stop-frame Animation | Games and Songs | Health and Wellbeing |

Our Curriculum Elements for this half term.











Trips, activities and or visits this term:

Christmas Carol Concert

Steve Manning, Historical Story telling



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|---|---|--|
| Hook |  | Treasure chest in the classroom—introduction to ‘Flotsam’ |
| Fieldwork and living history. |  | Visit of Steve Manning, historical story teller |
| Written outcome |  | Postcards, setting descriptions, non-chronological reports, message in a bottle letters, poetry writing |
| Creative Outcome |  | Creating castles in Design and Technology |
| Adventure (Activities in Adventure Island) |  | Make a nut lamp |
| Play Project |  | Pretend to be someone from the Bronze or Iron Age and create and build something |
| Celebration |  | Christmas Carol Concert |
| Retrieval Practice |  | When was bronze introduced in Britain and which changes did it bring? How was bronze made? What can Maiden Castle teach us about the Iron Age? |



Learning & growing together,
taking every opportunity.

RESPECT · ADVENTURE · ACHIEVE

Curriculum Overview: Year 3 Autumn 2:

Spellings for the half term

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|--------------|--------------|----------|---------|-----------|---------------|---------------|
| Accidentally | reappear | Heart | gym | fatigue | irresponsible | breath |
| Actually | retry | History | cygnet | catalogue | irrelevant | breathe |
| Probably | rebuild | Quarter | myth | dialogue | intercity | build |
| Caught | mistake | Reign | pyramid | plaque | interact | busy/business |
| Naughty | replay | Straight | Egypt | critique | international | calendar |
| Consider | misbehave | Weight | mystery | unique | interrelated | caught |
| Disappear | mishear | Sentence | | antique | anticlockwise | centre |
| Fruit | redo | Young | | | antiseptic | century |
| Group | miscalculate | Double | | | antisocial | certain |
| Heard | return | Myth | | | autobiography | |
| Learn | retake | circle | | | autograph | |
| | reread | | | | | |

Suggested Texts to read at home with your children :

| | | | |
|---|--|---|--|
| <p>The Boy with the Bronze Axe By Kathleen Fiddler</p> | | <p>I am the Seed that Grew the Tree By Fiona Waters</p> | |
| <p>Kathleen Fidler’s classic story is set in the ancient Stone Age village of Skara Brae on Orkney. This is a fascinating and vividly portrayed story of life nearly 3,000 years ago.</p> <p>Kali and Brockan are in trouble. They have been using their stone axes to chip limpets off the rocks, but they’ve gone too far out and find themselves trapped by the tides. Then, an unexpected rescuer appears, a strange boy in a strange boat, carrying a strangely sharp axe of a type they have never seen before.</p> | | <p>I Am the Seed That Grew the Tree: A Nature Poem For Every Day Of The Year, is a beautifully illustrated gift book treasury of 366 animal poems – one for every day of the year, including leap years. Filled with familiar favourites and new discoveries, written by a wide variety of poets, including John Agard, Emily Bronte, Charles Causley and many more, this collection of daily poems is the perfect poetry anthology for children (and grown-ups!). Whether you are 8 or 88, you’ll find poems to share at the beginning of the day, or at bedtime, or just to dip</p> | |