

Bickerstaffe CE Primary School

Autumn 1 - Year 4 - Would you prefer to live in the Stone, Bronze or Iron Age?

History Knowledge Organiser

Key Vocabulary	
Neolithic	The later part of the Stone Age.
Palaeolithic	The early part of the Stone Age
Mesolithic	The middle part of the Stone Age.
Stone Age	A prehistoric stage where stone tools were created. There are three main period of the Stone Age.
Bronze Age	The period of time after the Stone Age, where weapons were made of bronze.
Iron Age	The period of time where people began to make their tools from iron and steel.
BC	Before Christ
Prehistoric	A period of time before written records.

Artefacts



Primary Source

It is a document or object created during the time period.

Secondary Source

They were made after the time period. They are created by reliable sources.

Sticky Knowledge

Substantive (what key knowledge are we going to learn?)

Trade

Goods like bronze and copper were exchanged for other items. Trade between Britain and Europe increased during the Iron Age. To start with, bartering was used to exchange goods, but the arrival of the first coins ended this.

Settlements

In the Neolithic period people started to live in groups together as communities. One example of this is Skara Brae.

By the Iron Age, people were living in community groups called tribes led by a chief or a king. These were often around hill forts which were built to defend the tribes.

Iron Age

At the beginning of the Iron Age, there were no coins, so traders had to use a different system to buy and sell goods. Bartering is when goods are exchanged from other items, without using money. When you bartered with someone, you had to decide what your goods were worth.

Stone Age

Stone Age people were hunter-gatherers. They found food by hunting wild animals for their meat and organs. They also gathered fruit, nuts and insects from their environment.

Bronze Age

In the Bronze Age, people began to use metal tools to help them to farm. They would mainly eat bread and other products made from grains such as spelt wheat, barley, rye and oats. They would also eat meat and dairy products from animals they farmed such as cows, sheep, pigs and goats.

Disciplinary (how are we going to achieve this through Historical skills?)

- Develop a chronologically secure knowledge of British history and explain using facts.
- Identify what a situation was like before a change occurred.
- Compare and discuss different period of history.
- Identify reasons for historical events and changes.
- Evaluate the usefulness of different sources.
- Identify primary and secondary sources.
- Ask the question 'how do we know?'