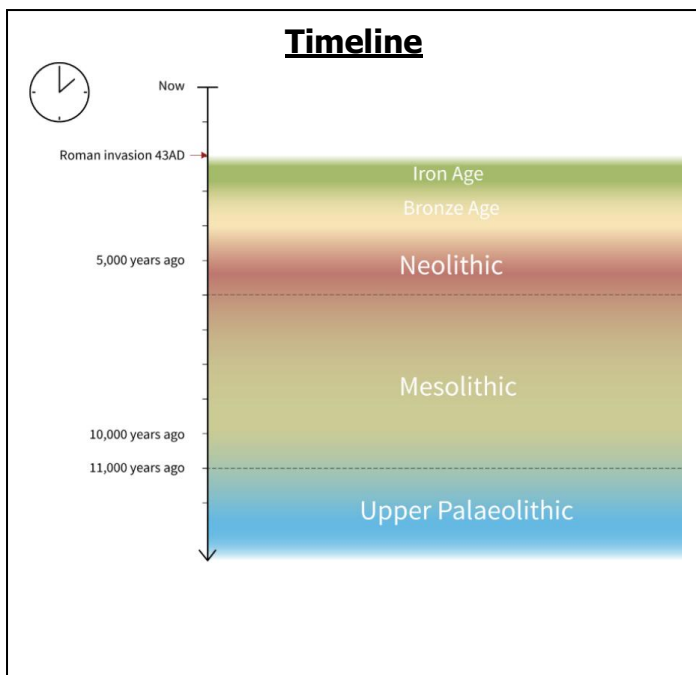


# History: Bronze and Iron Age

Year 3 Spring 1

## Timeline



## Key Vocabulary

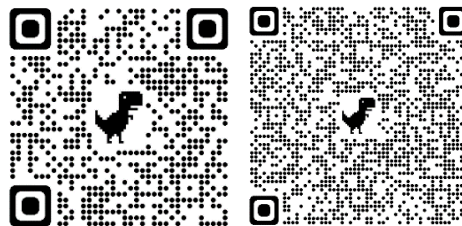
### Bronze Age Vocabulary

Metal-working	The act of creating objects out of metal.
Forge	A place where metal is heated up to be shaped into different objects.
Smelting	The process of heating up metal into its liquid form.
Durable	Able to withstand heavy use and damage.
Enclosure	An area sealed off by a barrier
Roundhouse	A type of house developed in the Bronze Age.
Farming	The activity or business of growing crops and raising livestock.
Hillfort	A fort built on a hill, in particular an area on a hilltop enclosed by a system of defensive banks and ditches, as used by Iron Age peoples in north-western Europe.
Civilisation	The process of development of a group of people, buildings, culture.

## Key Facts

- The Bronze Age is the name given to the period of time between the Stone and Iron Ages.
- Bronze is an alloy or mixture of tin and copper.
- Metal workers and those who traded in metals were probably the most important and wealthiest people in Bronze Age society.
- Iron was tougher and more durable than bronze and could be shaped into finer and sharper objects.
- The Iron Age marks the end of prehistory after the Stone Age and the Bronze Age.
- Only about a quarter of children born during the Iron Age reached adulthood. The average life expectancy at birth was 25 years.

## Website Links



## Enquiry Questions

Why is it called the Bronze Age and the Iron Age?  
What was the impact of bronze and iron tools on the way people in Britain lived?  
What can Must Farm tell historians about Bronze age life?  
Why were Iron Age hill forts a significant development in Britain?  
What were the significant changes in Britain from the Bronze and Iron ages?

## Historical Skills

### **Chronology:**

Use a timeline within a specific time in history to set out the order things may have happened.

### **Historical knowledge and interpretation:**

Begin to picture what life would have been like for the early people in Britain.

Make a few connections and contrasts e.g. change, cause, similarity, difference, significance.

Identify the features of a civilisation.

### **Historical enquiry:**

Begin to use more than one source of information to bring together a conclusion about an historical event.

## Why don't you...

- Create a hillfort to protect your village from potential invaders?
- Create a comic strip of what life would be like living in a hillfort?
- Draw an image of a Stone Age and Iron Age man and label their differences?

## Historical Concepts

### **Substantive:**

Civilisation- This is the first-time children will have been introduced to this word. They should develop a basic understanding of the term (religion, writing, language, buildings, culture) and will spot of the basics of these (buildings, farming, culture) were beginning at this time.

### **Disciplinary:**

Change and continuity- Children have seen these before and should be developing their understanding of historians look at history through these concepts by tracking the things that change and stay the same.