



KS2 History Lesson Plan: Changes in Britain from the Stone Age to The Iron Age

Lesson plan section	Details
Year group	KS2 (Year 3/4)
Duration	60 minutes
Topic	Changes in Britain from the Stone Age to the Iron Age
Focus	How life changed from late Neolithic hunter-gatherers and early farmers to Bronze Age and Iron Age societies

Learning objectives

By the end of the lesson, pupils will:

- Place the Stone Age, Bronze Age and Iron Age in chronological order on a timeline.
- Describe key features of life in at least two of these periods (e.g. homes, tools, farming, beliefs).
- Use appropriate historical terms (e.g. Neolithic, Bronze Age, Iron Age, hunter-gatherer, settlement).
- Identify similarities and differences between these periods.
- Ask and answer historically valid questions about change and continuity.

Key vocabulary

- chronology, timeline, Neolithic, Stone Age, Bronze Age, Iron Age, hunter-gatherer, farmer, settlement, hill fort, technology, tools, religion, culture, tribe
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Resources

- ☐ Simple timeline of British prehistory (Stone Age → Bronze Age → Iron Age)
 - ☐ Images/illustrations of: Skara Brae, Stonehenge, Iron Age hill forts
 - ☐ Fact cards for each period (Stone Age, Bronze Age, Iron Age)
 - ☐ Large paper or mini whiteboards for group work
 - ☐ Glue sticks, scissors, pencils
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Starter activity (10 minutes)

- Show three images: Skara Brae, Stonehenge, an Iron Age hill fort.
 - Ask: “What do you think is happening in each picture? Which do you think is oldest? Which is most recent?”
 - Introduce the three periods and place them roughly on a class timeline.
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Main teaching input (10–15 minutes)

- Briefly explain each period:
 - Late Neolithic/Stone Age: hunter-gatherers, early farmers, Skara Brae.
 - Bronze Age: metal tools, religion and monuments like Stonehenge, travel and trade.
 - Iron Age: hill forts, tribal kingdoms, farming, art and culture.
 - Model how to compare periods using a simple table (e.g. homes, tools, food, beliefs).
 - Highlight key historical terms and how they show change over time.
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Pupil activities (25–30 minutes)

Activity 1: Group Fact Sorting

- In groups, pupils receive mixed fact cards about Stone Age, Bronze Age and Iron Age.
- They sort the facts under the correct heading and stick them onto a large sheet.

Activity 2: Comparing Two Periods

- Pupils choose two periods (e.g. Stone Age vs Iron Age).
- They complete a comparison grid (homes, tools, food, beliefs, settlements) and note at least one similarity and one difference.

Challenge

- Higher-attaining pupils write a short paragraph explaining one key change over time (e.g. “How did technology change from the Stone Age to the Iron Age?”) using historical terms.

Plenary (5–10 minutes)

- Groups share one key difference and one similarity they found.
- Revisit the timeline and ask: “What trends can we see over time?” (e.g. more permanent settlements, more advanced tools).
- Discuss briefly how we know about these periods (archaeology, sites like Skara Brae and Stonehenge).

Homework

- Homework task: pupils draw a simple timeline showing Stone Age, Bronze Age and Iron Age.
- They add one picture or symbol and one key fact for each period.

Assessment notes

- Look for pupils placing periods correctly in order.
- Check use of historical terms and ability to describe key features.
- Note who can identify and explain at least one change or similarity between periods.