'Bringing Learning to Life: No Limits.No Barriers.'

Ocean Academy Poole
an Aspirations Academy
Self-Worth | Engagement | Purpose

Learning Journey Map

Year: **4** Term: **Autumn 1**

Subject: **History** Topic: **Iron Age**

Driving Question: **See Science - Electricity**
Power Skill: **Collaboration**- I can work in pairs and small groups to find solutions to simple, real-world problems.

National Curriculum Learning Objectives

- To understand and describe the changes in Britain from the Stone Age to the Iron Age.
- To develop a chronologically secure knowledge and understanding of British history.
- Address and sometimes devise historically valid questions about change, cause, and significance.

Key Vocabulary

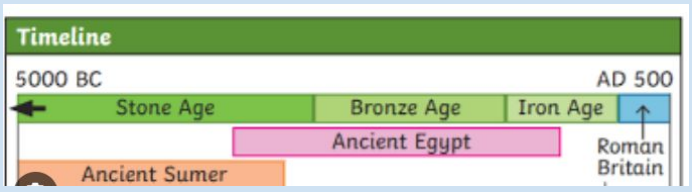
Iron Age	Celts	Tribe	BC = Before Christ	AD = Anno Domini
Farming	Warrior	Blacksmith	Druid	Hillfort
settlement	Forge	torcs	agriculture	Maiden Castle

Key Learning

The Iron Age:
The Iron Age began in around 800 BC when the use of iron to make tools, weapons and decorative items had spread throughout all of Europe. The warrior people who lived in Europe during this time are known today as the Celts. They shared common religious beliefs and spoke similar languages. They were skilled metalworkers who made distinctive art with rich, swirling patterns. Iron was used to make weapons, tools, cooking pots, horse harnesses, and nails. It was harder than copper and bronze, which had been used before. It was also more common. It changed ordinary people's lives, making important tasks like farming easier. Ploughs with tips made out of iron were used to plant crops for food. Iron weapons also made fighting between tribes more common. This will build on the chronological awareness for Year 3.



Thinking Point
What would make Iron Age Britain seem appealing to invaders?
What difficulties would invaders have when attacking Iron Age Britain?



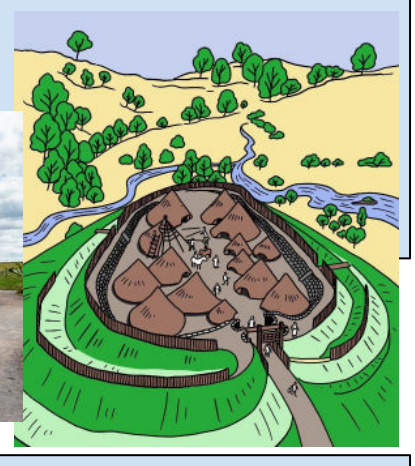
Timeline:

- 800 BCE – Ironworking Begins in Britain.
- 700 BCE – Hillforts Are Built.
- 600–300 BCE – Farming and Settlements Grow.
- 300 BCE – Tribal Kingdoms Form.
- 200 BCE – More Conflict Between Tribes.
- 100 BCE – First Coins Used in Britain.
- 60 BCE – Cassivellaunus Fights the Romans.
- 1st Century CE – Queen Boudica and the Iceni.
- 43 CE – Romans Invade and Iron Age Ends.

Farming and Tools:
The Iron Age showed a leap of development from the Stone Age. They had started to create settlements and invent machinery to help them. They developed an ard plough was an Iron Age tool used by Farmers to create lines in the soil for planting seeds. The sickle was another tool that was developed during the Iron Age. This was called a sickle it was used to cut crops when they were ready to harvest. They also created an Iron Axe, this meant that farmers were able to clear the wild wood and gain more land.

Settlements:
A hill fort was an Iron Age village built on a hill, surrounded by walls made of earth and stone. The view from the hilltop meant that people could spot enemies approaching and defend the fort from attack. Many hill forts were also used to house animals. Year 4 will have a focus on Maiden Castle, which can be found in Dorchester. This was built during the middle of the Iron Age, it is one of the largest hillforts in Europe.





Enquiry lesson: Exploring artefacts from the Iron Age. Identifying what they are and what they could of been used for. Relating back to the present day and how they are relevant.

Resources: Artefacts from the Iron Age , timelines , photos of artwork.

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Key Learning



Trade:

During the Iron Age, people in Britain began to trade more with each other and with other countries. They swapped goods like metal tools, pottery, salt, and food. Skilled workers made things to trade, such as pots and jewellery. Around this time, the potter’s wheel was introduced, which helped people make neater, rounder pots more quickly. Later in the Iron Age, tribes in southern Britain started to use coins made of gold and silver. These coins were used for trading and also showed who was in charge, with symbols or names of powerful leaders on them. Trade helped communities connect, grow, and share new ideas.







Art and Culture:

The Celts lived in Britain during the Iron Age.They didn’t write down much, but we know about them from their beautiful art. Celtic art often included spirals, curves, and patterns, not people or animals.These designs were carved into metal, wood, stone, and even made into jewellery. Spirals were a big part of Celtic art.They used swirls and flowing lines to make their art look magical and full of life.
These designs often had no beginning or end, showing ideas like nature, growth, and eternity. The La Tène style came from Europe and spread to Britain around 500 BCE.It is named after a place in Switzerland where lots of art objects were found. La Tène art is known for its
Smooth, curving lines , leaf and flower shapes and spiral, flowing patterns. The Celts in Britain used this style on weapons, shields, jewellery, and pots.



Thinking Point

What does the art and jewellery from the Iron Age tell us about the people who made it?

Woman in the Iron Age:

In the Iron Age, women could have important roles in their tribes. They helped with farming, making clothes, cooking, and looking after children, but some women were also leaders and warriors. One of the most famous women from this time was Boudicca, the queen of the Iceni tribe. When the Romans took over her land, she led a rebellion and fought back in a chariot, which was a fast, horse-drawn cart used in battle. Boudicca showed that women in the Iron Age could be brave, strong, and powerful leaders.



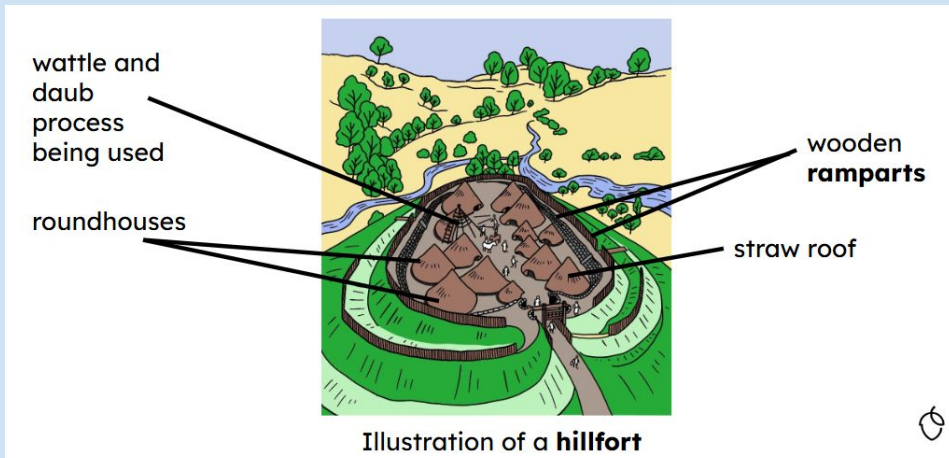
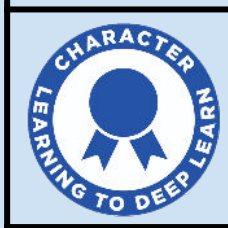


Illustration of a **hillfort**

Power Skills

	To imagine and design Iron Age homes, tools, or ritual sites inspired by archaeological evidence and past life.
	To compare Stone Age and Iron Age life and explain why changes in homes, tools, farming, and beliefs occurred.
	To share ideas and findings clearly using speaking, writing, diagrams, or presentations about the Iron Age.
	To work with others to investigate Iron Age artefacts, settlements, and evidence, sharing tasks and ideas effectively.
	To reflect thoughtfully on how life in the past connects to the present and what these changes tell us about human development.