

Medium Term Plan KS2 History

NC 2014: Changes in Britain from the Stone Age to the Iron Age.

Key Unit Question:

How did Britain change from the Stone Age to the Iron Age?

Year Group: Y3/4

Number of hours: 8 Hours

Core Historical Knowledge and Understanding based on the NC 2014

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Year 3/4	Year 3/4
<p><i>For instance:</i></p> <p><i>Develop increasingly secure chronological knowledge and understanding of history, local, British and world</i></p> <p><i>Put events, people, places and artefacts on a time-line</i></p> <p><i>Use correct terminology to describe events in the past</i></p>	<p><i>For instance</i></p> <p><i>Be aware that different versions of the past may exist and begin to suggest reasons for this</i></p>
<p><i>For instance:</i></p> <p><i>Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</i></p>	<p><i>For instance:</i></p> <p><i>Describe and begin to make links between main events, situations and changes within and across different periods and societies</i></p>
<p><i>For instance:</i></p> <p><i>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</i></p>	<p><i>For instance:</i></p> <p><i>Identify and give reasons for historical events, situations and changes</i></p>
<p><i>Suggest where we might find answers to questions considering a range of sources</i></p> <p><i>Understand that knowledge about the past is constructed from a variety of sources</i></p>	<p><i>For instance:</i></p> <p><i>Identify some of the results of historical events, situations and changes</i></p>
<p><i>Construct and organise responses by selecting relevant historical data</i></p>	<p><i>For instance:</i></p> <p><i>Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</i></p> <p><i>For instance:</i></p> <p><i>Identify and begin to describe historically significant people and events in situations</i></p>

Chronology- Produce a timeline.

Historical terms- To broaden their vocabulary- see vocab for details.

Historical inquiry- Ask and answer questions about the past. Suggest how we may find answers. Understand the past is constructed from a variety of sources.

Interpret history- Begin to understand that different versions of the past may exist.

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Continuity and change- To develop knowledge of the change in Britain between the Stone Age to the Iron Age.

Causes and consequences- Use Julius Ceasar to give reasons for historical events and changes in history.

Similarities/difference-Compare the Stone Age, Bronze Age and Iron Age.

Significance- Julius Ceasar as a historically significant figure.

The Big Picture/ Rationale

Chn will develop their understanding of Britain during the progression from the Ice Age to the Stone Age. They will promote their historical inquiry skills by looking at a range of artefacts and objects from the Stone Age. They will further understand how Britain has changed over time, and why others wanted to invade Britain during this time.

Key Vocabulary

Neanderthal	Mammoth	Stone Age Tools	Vocab
caveman	tusk	spear	antler
primitive	hunted	fur pelt	jewellery
bone	clothing	flint	cave paintings
hunter	weapons	club	wooly rhino
gatherer	dangerous	huts	carvings
shelter	food source	bow and arrow	pottery
animal skin	tactics	knives	weaving
sharpened	team hunt	needle and hook	harpoons
cave dweller	isolate	sickle	farming
forest	deadly	pebble	agriculture
artwork	enormous	quern stone	spirits
Neolithic	arctic	trap	evolving
tribe	extinct	fire	
Skara Brae	forager		
domestic dogs	herd		

STONE AGE
@VocabularyNinja

3 'Words unlock the doors to a world of understanding...

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Excavate, archaeologists, Stone Age, Bronze Age, Iron Age, Julius Ceasar and invade/invasion.

Lesson Questions and suggested activities

1. Hook lesson:

Chn to look at the role of archaeologists. T to introduce that today we are going to become mini archaeologists and excavate Stone Age artefacts.

To watch a video of the excavation of Skara Brae- <https://www.youtube.com/watch?v=de4kOrOaNyl>

T to model how archaeologists would excavate ancient artefacts. Using delicate tools such as brushes, etc. Discuss with chn why it is importance to be careful we are excavating.

Chn to work in small teams. Each team to be given a tray filled with sand and several SA objects. Chn to use paint brushes to carefully excavate their artefacts.

Put all artefacts on the table and discuss what they may be used for. Chn to use their own historical inquiry and judgements when discussing what the artefacts have been used for.

All chn to choose an artefact to observe and sketch.

Chn to then write what the object may have been used for, what it was made from and when it would have been used. Encourage chn to write in full sentence answers and explain why using the conjunction because to justify their opinions and predictions.

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Discuss several of the objects, looking for difference of opinions. Introduce the idea that this happens all the time with archaeologists when they excavate also.

2. See historical association planning scheme of work.

What was 'new' about the Stone Age?

LO: To understand what was new about the Stone Age.

1. The Rubbish Bin Activity

At the end of a morning, or afternoon, get your pupils to empty the classroom rubbish bin on to a table. Get them to identify all the rubbish, and, using only the evidence they have in front of them, write a brief account of the morning/afternoon/day. When they have done that, ask them what they have done today that is not included in their accounts. What is missing? Why?

This is a simple activity that can make pupils realise that in prehistory, when we rely upon artefacts as evidence to tell us what life was like, we are only ever going to have a partial account – almost a random account, depending upon what evidence has survived, just like the litter in your bin.

Begin with Rubbish Bin activity to introduce prehistory to the chn. Follow the guidelines of the rubbish bin activity and link to how we don't know everything about what happens in the stone age during this time. A bit like how we are unable to remember everything that happened this morning/this day.

With this in mind, move onto introducing the 'new' stone age. T to show PP with introduction, key points and ideas about the SA.

Look at answering and thinking about the following questions.

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Who lived in Britain in the 'old' Stone Age? How did they survive? How do we know?

What do they already know about the Stone Age?

Does Fred Flintstone help us understand life 8,000 years ago?

If we met an old stone age family what questions would we want to ask them?

Chn to have WC discussion as well as using TP's. With link to hook lesson- Are the chn able to discuss in their TP's how people lived in the old SA?

Move to to ensuring that the chn are aware that immigrants brought new crops, animals and settled within Britain. Who were the first farmers? In what other ways did things change is 4000BC? And How big of a change was it from being hunter gatherers to farmers? Look at similarities and differences.

Chn to work in TP's to sort cards into two piles. What changed and what stayed the same. Follow up as a WC.

With hook lesson once again in mind begin to discuss the role of archaeologists. Sometimes archaeologists disagree with one another and our thoughts on the SA are constantly changing. Why might this be? Use Cheddar Man as an example.

Cheddar Man is the oldest skeleton found in Britain. What does that tell us about people's lives at the time?
Cheddar Man: Fact or opinion? [TTS Group Ltd]

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What is fact and what in opinion? Link back to archaeologists disagreeing with one another.

Written activity: Using Cheddar Man as an example, chn to explain how a recent discovery by archaeologists has changed the way in which we think about the SA. Other examples can be used also for HA chn- See HA planning for additional resources. Howick House and Who invented clothes.

Recap what we have learnt about the SA- linking back to that there is still much that we do not know about this time in history.

T to explain that the SA covers are 6000 years, and we will not be able to learn about all this during our lessons. As a WC complete a timeline within the classroom discussion BC and how a timeline begins at the smallest number and continues towards the highest.

Chn to then complete their own timeline but with a much smaller focus up the main ideas around the Stone Age- Use uploaded PP.

Discuss why there may be large gaps/periods of time within the time line. As once again there is still much that we do not know, and archaeologists have not yet discovered about the SA. Some parts of history will never be 100% know, but we can speculate.

Challenge for HA, use as plenary.

They might try the following activity as a conclusion: **If you were to meet a family from 7,000 years ago, what would you want to ask them? Make a list of questions, and then see if you can find out some of the answers**

3. Which was better, bronze or iron?

LO: To explain the difference between the Bronze Age and the Iron Age.

Introduction of the 3 periods:

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http://archaeology.mrdonn.org/stone_bronze_ironage.html

What is better bronze or stone – children watch the video of making a sword: <https://www.bbc.co.uk/programmes/b00z597g/clips>

What does it tell you about bronze?

Discussion:

We move onto looking at the comparison of iron and bronze.

<https://study.com/academy/lesson/iron-vs-bronze-history-of-metallurgy.html>

What are the differences? Which is better? Why?

Activity: children compare and contrast a 'stone age sword/dagger' with a bronze age sword and then an iron age sword

We compare stone age weapons

<https://study.com/academy/lesson/stone-age-weapons-cutting-tools-knives-hand-axes.html>

Bronze age weapons:

Link: <http://www.bbc.co.uk/guides/z874kqt>

Iron age weapons:

Link: <https://classroom.synonym.com/weapons-used-iron-age-18314.html>

Looking at an iron age village -

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http://www.bbc.co.uk/history/ancient/british_prehistory/ironage_intro_01.shtml

Is it any different to a local village we know? How?

What about a bronze age village?

<https://www.landscapebritain.co.uk/location/flag-fen-ancient-settlement/>

Which is better? What are the similarities? What are the differences?

Children annotate 2 pictures of an iron age village and present local village.

Children can write a summary of which is better and why?

How did bronze change lives?

Final Activity Outcome:

Can your pupils identify/**explain /demonstrate understanding** the biggest changes between Stone Age life and Iron Age life?

Can they identify/ **demonstrate understanding / explain** any continuities [things that haven't changed, or not changed very much?]

Useful link: <https://www.slideshare.net/DarrenTerry3/iron-stone-bronze-ages>

4. See historical association planning scheme of work.

If you were Julius Ceasar, would you have invaded Britain in 55BC?

LO: To demonstrate understanding of invasion.

Quick recap of what we have already learnt about the SA- create a WC MM of our progression so far.

To look at hoards- like buried treasure from around this time. What can hoards tell us about this time in history?

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Explore a hoard which has been excavated-

<http://www.blackmorevale.co.uk/Metal-detectorists-ancient-coin-hoard/story-19701399-detail/story.html>

Come to some conclusions- How was Britain during this time?

Do some research on Julius Ceaser and create a fact file about his life and achievements.

T to show PP about JC invasion of Britain.

Conscience alley- If you were Julius Ceaser, would you have invaded Britain?

Written response from chn stating if they would invade Britain or not if they were Julius Ceasar. Encourage justifying opinions using the conjunction because. Chn to explain their point of view.

Plenary:

Chn to then look at JC written description of Britain. T to read aloud. Chn to follow. What conclusion can we draw from this piece of evidence? Chn to discuss and share historical understanding.

Julius Ceasar came ro Britain in 55BC because it was a very rich country? Do you agree? Hot seating- Chn who agree, Chn who disagree and Julius Ceasar. Other chn to ask questions.

5.

When do you think it was better to live – Stone Age, Bronze Age or Iron Age?

LO: To explain which time-period was better to live.

Children will need to make conclusions on each time period – listing the positives and negatives of the period.

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What was good? What was bad?

What hasn't changed much?

Using the timeline from the first lesson:

We discuss the attractions and difficulties of each period. Teacher has prepared a range of difficulties and attractions of each period for the class if a sufficient amount hasn't been suggested.

Children produce a 'living graph' showing the attractions and difficulties of the Stone Age?

Children produce a 'living graph' showing the attractions and difficulties of the Bronze Age?

Children produce a 'living graph' showing the attractions and difficulties of the Iron Age?

Living Graph

X axis - stone age ----- bronze age -----iron age

Y axis attractions

Difficulties

With these graphs, children in groups will produce and present a PPT of when they would have prepared to have lived.

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End of topic homework task: Chn to create a holiday brochure advertising Britain in 55BC. Chn to use Julius Cesar's written description of Britain in order to do this.

Resources

Links to other subjects:

English	<p>As writers we will: Making our own holiday brochure inviting people to visit Britain during this era.</p> <p>As readers we will: Read a range of resources from this time period.</p> <p>As speakers we will: Use TP's. Contribute to WC discussion. Create and present a presentation to our peers.</p>
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Maths	As mathematicians we will: Creating a 'living graph' to plot the advantages and difficulties of the SA.
Computing	As computer users we will: Research information safely using the internet (Digital literacy) Create a fact file about Julius Cesar. Making a presentation to support
Art	Make our own cave paintings using materials which they would have used in the SA.
Cooking	Cooking materials to use as paints- beetroot, raspberries, etc.
Geography	Look at atlases and maps.
D & T	

Curriculum drivers:

World of Work	My Place in the World	Live Well, Live Long	Safety Net
Archaeologists.			Safe searching online.

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Recognise
Identify
Describe
Observe
Select
Categorise
Classify
Sequence
Compare and contrast
Recall
Reason/speculate
Summarise
Synthesise
Explain
Demonstrate understanding
Empathise
Reach informed conclusions
Make reasoned judgements
Justify
Apply
Evaluate
Critique
Hypothesise

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