# Topic Planning
## Year 3
### From Stone Age to Iron Age

<table>
<thead>
<tr>
<th>LO - To arrange events from the past in chronological order onto a timeline.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>QUESTION</strong> Who were the first people to live in Britain?</td>
</tr>
<tr>
<td><strong>NC</strong> Pupils should be taught about changes in Britain from the Stone Age to the Iron Age. This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Input</th>
<th>Whole Class input (key questions)</th>
<th>Independent/group activities (including differentiation)</th>
<th>Assessment: Success criteria</th>
<th>Plenary &amp; Home Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pose 4 questions on A3 pieces of sugar paper – <em>What do you do for entertainment? What are your favourite foods? What types of transport do you use? What is it like where you live?</em> Chn to work in mixed ability groups (HAL to scribe) and write down notes to each question. Ask ‘How different would life be if we were to take this all away?’ Imagine a world with no electricity, no shops, no houses like ours, no transport etc. Allow time for chn to talk to TP, encourage them to think about what they would do for food/ clothes/ shelter etc.</td>
<td>All children to arrange the events in chronological order and stick onto time line. HA children can add other images of artefacts to the time line linked to particular periods of time.</td>
<td>I know some of the major developments in human history from this period.</td>
<td><strong>Plenary:</strong> Chn to write on thing they would like to learn about this topic on a post it note.</td>
<td></td>
</tr>
</tbody>
</table>

**Main Teaching:**

- Introduce the topic to the children. Talk partners **Q:** *What do they already know about stone age, iron age or bronze age Britain? What does pre-historic mean? How then do we find out about pre-historic Britain?*
- Use IWB and notebook to take chn on a whistle stop journey from stone age through to the iron age, introducing key events in each time period and explaining

**Mini Plenary:**

- Discuss the chosen order for the dates, emphasising how the higher a BC date is, the longer ago it happened.
### Lesson 2 - History

**LO** To understand what humans needed for survival in the Stone Age

To create an advert for a stone age tool

- Construct informed responses that involve thoughtful selection and organisation of historical information

**Starter:** *I'm a child, get me out of here* - give the children the scenario: they have woken up without clothes, food, water or shelter etc. On tables, decide which order you would need to complete these tasks.

- Introduce what The Stone Age means-
  - Why do you think it is called this? How long ago was this?
  - What types of tools would they have had?

- Go through introduction to The Stone Age (on IWB)
  - [http://www.bbc.co.uk/programmes/p00dtrcn](http://www.bbc.co.uk/programmes/p00dtrcn)

- Introduce the task

**Task:** children must persuade a Stone Age man to buy a bow and arrow. Watch example of sales pitch (either video or teacher). What persuasive features did they use? (adjectives, rhetorical questions)

- On tables, create a sales advert for the bow and arrow.

**Independent:**
- LA: annotate picture with adjectives
- MA: use writing frame

Children present their adverts to the class.

What persuasive features did they use?
<table>
<thead>
<tr>
<th>Session 3: Hunter gatherers</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>‘How did humans in the Stone Age collect their food?’</td>
<td>HA: write an advert using a rhetorical question</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have question on IWB and ask chn to discuss with their TP. Listen to chn’s ideas and discuss as a class. Go through PowerPoint.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Main Teaching Input</strong></td>
<td>Explain that for this lesson, we are going to become hunter-gatherers! We need to go out and hunt or gather our own food. <em>What types of food would the Stone Age people eat? How would they prepare this food? Would we do that today? Why not?</em> Split children into groups. Explain that we are going to take on the role of hunter-gatherers. Equip children with ‘spears’ (use javelins). Around the playground will be different images of foods that would be ‘gathered’ and some animals that would be ‘hunted’. Chn will search the playground for the food and bring back as much as possible. Return to class – discuss which foods would be hunted and which would be gathered. Look at some of the food that hunter-gatherers would have eaten (fruit, nuts, seeds, veg and lentils) for chn to try.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HA Independent Same as below and chn to also write about which weapons would have been used and what describe how they were used. MA Chn to write a paragraph explaining what Stone Age people would eat and how they collected their food. Explain which food would be hunted and which would be gathered. LA (Guided group) Chn to write simple sentences. Create column with pictures to show which food would be hunted and which would be gathered. SEN: Pictures stuck in to show which food was hunted and which was gathered. Copy sentences to explain what food was eaten.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 5: Hunter gatherers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Lesson 4**

**Main Teaching:**
Show Chn a range of pictures of different species of animals – can they place them in order of those who appeared on the Earth first and last? Where might we include humans? **Q: How long have people been on Earth for?** Explain that people have been on earth for about 3 million years –AFTER the dinosaurs (emphasis that the dinosaurs had died out long before humans arrived).

- The first people probably came from Africa and were **travellers**. They did not live in one place and did not farm. **Q: What might these people have eaten?** They collected berries and hunted animals. They were known as **HUNTER-GATHERERS**.
- **Q: What might the weather have been like in Britain millions of years ago?** Explain that climate used to be much colder and that Britain and much of Europe used to be covered in ice so life was very difficult. **Q: Why might life have been difficult?**
- Explain that the first people arrived in Britain at the end of the last Ice Age at around 800,000 years ago.
- They travelled, by foot, across Europe. **Q: Why might they have travelled by foot?** At this time Britain was joined to Europe. (Show STONE AGE to IRON AGE powerpoint – the slide showing Britain joined to Europe).
- **Q: How do we know about people from the past?** Archaeology, objects (stone, bone, antler tools), bones/skeletons, cave paintings, pottery, monuments. **EVIDENCE!!**

**ACTIVITY 1**
**To match each picture to each information box.** Cut and stick side by side into exercise book. Try to answer the question orally.

- **MA-HA extension**
  - Answer the questions in writing using the blank boxes and stick with pictures and information boxes.

- **LA Extension**
  - **Puzzle Objects** – to match up each stone age tool to its use. Children to cut out each artefact and mount on a square of black sugar paper. Then cut out each label and attach at an angle with glue. These can then be stuck onto A4 coloured paper for folders or display.

**LO** To understand what stone age artefacts tell us about this period of time.

**Who were the first people in Britain?**

**How do we know about people from the past?**

**NC**
Pupils should be taught about changes in Britain from the Stone Age to the Iron Age. This could include:
- a. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- b. Bronze Age religion, technology and travel, for example, Stonehenge

**I know the evidence which is used by archaeologists to learn about how stone age people used to live.**

I can ‘read’ a historical object.

I can successfully match each object to it’s description.

**PLENARY:**
Share work and discuss.
<table>
<thead>
<tr>
<th>lesson 5 and 6 History</th>
<th>To use the internet to gather research about Skara Brae.</th>
<th>To gather research about Skara Brae.</th>
<th>What did people do in the 'new' stone age?</th>
</tr>
</thead>
<tbody>
<tr>
<td>NC</td>
<td>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age. This could include:</td>
<td>Main Teaching: Quick recap from last lesson: <strong>Q: who can remember something which they have learned about stone age people?</strong> Talk partners and share ideas. Explain that stone age people (people who used stone to make tools and equipment) lived for thousands of years. For about 4000 years they were HUNTER GATHERERS — <strong>Q: who can remember what this means?</strong></td>
<td>Lesson 4 J.B Children to work in MA pairs to take notes and answer the following questions on Skara Brae, using the BBC website.</td>
</tr>
<tr>
<td></td>
<td>I understand how stone age people were Britain’s first farmers.</td>
<td>I can navigate a given website to carry out research.</td>
<td>I can explain how people used to live in the new stone age based on evidence from Skara Brae.</td>
</tr>
<tr>
<td></td>
<td>I can explain how people used to live in the new stone age based on evidence from Skara Brae.</td>
<td></td>
<td>Plenary: Share examples of good work</td>
</tr>
<tr>
<td>Iron Age hill forts: tribal kingdoms, farming, art and culture</td>
<td>- Explain that we do not know much about these people because it was so long ago, not much evidence has been found. They did not write or draw and they did not live in one place. They lived in caves or in camps.</td>
<td><em>Independent Work: Model tasks to chn; look at a picture, does it resemble any of the descriptions? Match together and stick side by side neatly in book. HA chn can be challenged to answer given questions about each object, requiring them to make inferences and deductions about the given period in time (links to English AF3 and AF7).</em></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| a. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae  
| b. Bronze Age religion, technology and travel, for example, Stonehenge  
| c. Iron Age hill forts: tribal kingdoms, farming, art and culture |

- Look at and investigate the Skara Brae website together.  
  [http://www.bbc.co.uk/scotland/learning/primary/skarabrae/content/what_happened/](http://www.bbc.co.uk/scotland/learning/primary/skarabrae/content/what_happened/)

  Explain that the children are going to make an information booklet about Skara Brae. They are to imagine that they are preparing a visitor’s guide for Skara Brae. Think about the type of information that they would need to include in their booklet; Show the chn a small advert for Vindolanda at Hadrian’s Wall. If they were visiting this site, what questions might they have? What might they like to find out before visiting Chn to discuss with talk partners - share ideas.

  **Independent Work:**  
  Chn will use the laptops/books and key question resource to explore Skara Brae website – gathering information to include on their information leaflet.

  Before chn begin independent research, model opening word document in shared drive – showing chn how to open hyperlink (ensure all chn have website open).

  **Lesson 5 Carpet Work:**  
  Recap last lesson – talk partners: Q: what did you learn about Skara Brae? Share ideas. Today we are going to create information booklets for Skara Brae using a framework.

  Show chn an information leaflet. Q: Can they pick out key structural and language features? Chn to discuss with talk partners and come up and underline on IWB. Introduce chn to the frame work which they will be using for their information booklet. Chn to work in ability groups using differentiated framework.

- Did they make/have any precious objects?  
- What happened to Skara Brae?  
  [http://www.bbc.co.uk/scotland/learning/primary/skarabrae/content/what_happened/](http://www.bbc.co.uk/scotland/learning/primary/skarabrae/content/what_happened/)

  **Mini Plenary:**  
  Stop chn and ask for examples of information which they have gathered so far – remind that they should be recording in note form rather than copying full sentences from the website.

  **Lesson 5**  
  Children to use research notes to create a visitor’s information leaflet on Skara Brae on differentiated framework.

  **Extension**  
  Children to find out additional information and place on the back of the leaflet. Add colour to leaflet. Provide support to LA group.
### Lesson 1: Art

**LO** To research stone age art work using the internet.

**Question**
What does stone age art work tell us about this period in history?

**NC History**
Understand how our knowledge of the past is constructed from historical sources.

**To interpret a historical source**

**Main Teaching:**
Begin by asking the chn what kind of art work they might find in a museum? Allow the chn to discuss with their talk partners. Share ideas and encourage chn to discuss lots of forms of artwork e.g sculpture, modern art work, collage, painting, sketching etc. Ask the chn if they think all of these forms of art work have always been used throughout history? Show the chn a picture of a cave man. Can the chn imagine this man sketching a picture at his desk? Why not?

Explain to the chn that art work can give us lots of clues into our past and the history of the world. Show the chn a range of different pictures and ask them to discuss what they tell us about the world at the time. Share ideas. Show the chn pictures of Chauvet cave paintings in France and discuss. Why do we not know the artists?

Explain to the chn that we are going to learn about cave paintings completed by those living in the stone age and the chn will eventually create their own, using a range of natural materials. Firstly the chn need to carry out some research into this type of art.

**Activity:**
Chn use their sketchbooks to begin sketching some of the animals and landscapes found in stone age cave paintings.

**I understand how art can help form our knowledge of our history.**

**I am beginning to understand how stoneage life was different to now.**

**I can discuss how stone age art was different to modern day art.**

**Plenary:**
What do stone age cave paintings tell us about stone age life? What animals were there? Do the chn think these animals live now?

### Lesson 2: Art

**LO** To experiment creating art work with natural resources.

**Question**
How did people in the stone age create art work?

**Main Teaching:**
Begin by asking the chn what they have learned about how people lived in ancient prehistoric Britain? Encourage the chn to realise that these people had no homes like ours, no electricity – link to what the chn have learned in History and Geography. What did the chn notice about the art work they looked at yesterday? They show that animals were clearly very important during this time period.

**Activity**
Chn use sketchbooks to record their work, recreating the effects which they found in their research last week into cave paintings.

**I know how stone age cave paintings were created.**

**I can create Earthy tones using a variety of resources.**

**Plenary:**
Ask the chn to look at their partner’s work and discuss the techniques used to create different effects – did any chn learn anything new from their partner which they can use next week?
<table>
<thead>
<tr>
<th>Lesson 3 Art</th>
<th>LO To sketch pictures inspired by cave paintings.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question</strong></td>
<td>How is sketching different to drawing?</td>
</tr>
</tbody>
</table>

**NC Art**
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Teacher modelling:
**Q: How might the stone age people have created art work?** Encourage the chn to discuss using hands, twigs, resources found outside, mud and the earth. Arrange the chn into a circle and introduce them to the resources which they will have available on their tables. Model to the chn how we can make our own stone age paint using these materials. Model crushing the soil to change its texture and adding a small amount of lard to create a paint like texture. **What could we add to change the colour?** Model adding tea and how this changes the colours – we are going to be using Earthy tones; **what does this mean?** Model using powder paints; are we going to be using bright purples and pinks? Again stress the importance of Earth tones. Model using fingers and twigs as paint brushes.

**Independent Work:**
Now the chn can use their implements to create different patterns and colours and experiment in their sketch books. They are going to do this using their hands as paint brushes, dried up twigs and dried paint brushes to replicate the effects found in cave paintings.

<table>
<thead>
<tr>
<th>Activity:</th>
<th>To develop sketching skills by drawing various stone age inspired drawings in sketchbooks.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extension</strong></td>
<td>The chn can add colour to their sketches when happy</td>
</tr>
</tbody>
</table>

**I can create different effects using a range of materials.**

**Mian Teaching:**
**Q: What have we learned so far about stone age art work?** Encourage the chn to reflect upon the importance of cave paintings such as Chauvet as they give clues into our history and how generations of people have lived on Earth. **Q: How might the experiences of these people have been different? Q: How was art work produced? Why was it produced?**

**I know how sketching is different to drawing an outline.**

**I can sketch effectively.**

**Plenary:**
Explain to the chn that next lesson they will be using their stained paper to recreate a cave painting just like the ones in the Chauvet cave. **Why is it important that they...**
| **drawing an outline?** | Explain to the chn that today they are going to be using all of the inspiration which they have gathered from their work so far, to sketch their own cave paintings into their sketch books. The key skills which we will be developing is the ability to sketch. **Q: How is sketching different to drawing an outline for example?** Encourage the chn to discuss the differences and how this can be achieved by holding the pencil differently.  
**Teacher Modelling:** Gather the chn into a circle. T to model how to hold a pencil when sketching and how this is different to when we are writing. Invite the chn to hold a pencil in this way – address any misconceptions. Begin by drawing a very thick line on the paper by pressing hard. Ask the chn what is wrong with this? Can any of the chn model how this should be done to achieve a sketched line? Explain to the chn that they can check if their technique is correct by using a rubber – a sketched line should rub out very easily without leaving a mark on the page.  
**Independent Work:** Explain to the chn that although the stone age people would not have used the same materials as we are using today, they might indeed have used the sketching technique with the resources which they did have. The chn are going to practise this technique in their sketch books, drawing different stone age scenes. While the chn are doing this, work around the tables – working with one table group at a time to stain their cartridge paper using diluted tea and coffee.  
**Mini Plenary:** Use to address any misconceptions with sketching, are the chn finding this a bit tricky. They may require further teacher/pupil modelling. | I can create drawings inspired by cave paintings. | I can create drawings inspired by cave paintings. | Ensure the chn understand that they will be painting on top of this and so it is important that their pencil lines are not visible.
<table>
<thead>
<tr>
<th><strong>Lesson 4 and 5 Art</strong></th>
<th><strong>LO</strong> To create our own cave paintings.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>NC Art</strong> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</td>
</tr>
</tbody>
</table>

**Mian Teaching:**
Encourage the chn to take part in a discussion to recap what we have learned in art and design up to now – how can the chn take their learning further? Today the chn are going to use all of the skills and techniques which they have developed to create their own cave paintings, using the paper which was stained last week. Use the IWB to show the chn a range of effective cave paintings which they might choose to use as their inspiration, reminding them that they must also have their sketch books open to use all of the work which they have done to inspire their finished product. Ask the chn what skills they will need in order to be successful today? List these on the whiteboard and add any which the chn might have missed. These are all skills which the chn should have had the opportunity to develop and practise over their art lessons.

**Teacher Modelling:**
To model to the chn the different between sketching onto their stained paper and sketching onto cartridge paper. The lines may be less visible, this does not mean that the chn should press harder, they simply have to work carefully and accurately. Then model again using some of the resources which the chn will have to create Earthy tones to colour the cave painting, creating a realistic replica.

**Independent Work:**
The chn are to work independently using their stained paper to complete their sketch. When this has been shown to an adult, the chn are then able to use the range of materials to add colour to their sketch.

**Activity 1**
To complete a sketch onto stained paper and to add colour using Earthy tones.

**Independent Work:**
The chn are to work independently using their stained paper to complete their sketch. When this has been shown to an adult, the chn are then able to use the range of materials to add colour to their sketch.

**Plenary:**
Ask the chn look at their partner’s work. How has their friend been successful, can they suggest ways to improve their painting? Share ideas with partner and invite some children to share the ideas which they have talked about. Ask the chn to share their reasons.

**I can sketch effectively onto a different surface.**

**I can use a range of materials effectively.**

**I can create a realistic cave painting replica.**
<table>
<thead>
<tr>
<th>Lesson</th>
<th>1-3 Art</th>
<th>LO To learn about the bronze age.</th>
<th>1-3 history</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Understand how our knowledge of the past is constructed from historical sources</strong>&lt;br&gt;To create Stone Age jewellery</td>
<td><strong>To learn about the Bronze Age.</strong>&lt;br&gt;NC Pupils should be taught about changes in Britain from the Stone Age to the Iron Age. This could include:&lt;br&gt;a. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae&lt;br&gt;b. Bronze Age religion, technology</td>
<td><strong>Lesson 1 history</strong></td>
</tr>
<tr>
<td></td>
<td>Starter: Interactive jigsaw puzzle at: <a href="http://www.bbc.co.uk/wales/celts/index.shtml?1">http://www.bbc.co.uk/wales/celts/index.shtml?1</a></td>
<td>After the ‘stone age’ it became named after something better than stone. <strong>What could this have been?</strong> Talk partners.</td>
<td><strong>Understand the Bronze Age.</strong>&lt;br&gt;I can read information from a historical source&lt;br&gt;I can create a Stone Age necklace&lt;br&gt;Children praise and prompt others on their tables.</td>
</tr>
<tr>
<td></td>
<td>Show pictures of pottery and jewellery - How do you think these were made? What materials did they use? Why would they make them? What can we learn about the people from them?</td>
<td>Pass around stone and a piece of bronze/metal. <strong>What is the difference? What is better?</strong> Strengths and weaknesses of the objects; what would you pick and why?</td>
<td><strong>I know what the bronze age</strong>&lt;br&gt;I know what started the bronze age&lt;br&gt;I know the different uses of bronze&lt;br&gt;I know how bronze was discovered&lt;br&gt;Ask for a volunteer to pretend to be a time traveller who has travelled from the Stone Age to the Bronze Age. Challenge the class to think of questions to ask about what some of the differences are between the two periods.</td>
</tr>
<tr>
<td></td>
<td>All children: Create a necklace using clay: round beads with hole pushed through&lt;br&gt;- Longer ‘tooth’ beads</td>
<td>Bronze is a type of metal; therefore it can be melted and made into different shapes, then when it is set it becomes really hard and useful without breaking into different pieces. Improved many lives for people and ended the stone age and started the bronze age.</td>
<td><strong>LA Give children the blank flow chart and ask them to stick into order.</strong></td>
</tr>
<tr>
<td></td>
<td>Paint the beads and thread onto string.</td>
<td>Flow chart of making rocks into bronze; (smelting) talk it through with children first and model on the board. Children to first write a sentence explaining what happens. Then can draw a picture.</td>
<td></td>
</tr>
</tbody>
</table>
and travel, for example, Stonehenge c.Iron Age hill forts: tribal kingdoms, farming, art and culture

Look again at the timeline from session 1. Ask the pupils to spot where the Stone Age ends and see what comes next. Explain that the introduction of bronze was such a significant change that this period was named after it.

http://www.bbc.co.uk/guides/z874kqt#zwmkd2p

Read through section 1-3 different uses of metal.

Twinkl powerpoint

Activity 1: Sort through cards on tables matching the different reasons of use bronze instead of stone; why is it important? (MA groups)

https://www.bbc.co.uk/education/clips/zssnfg8

Watch video about the bronze age; children to make notes about important parts of bronze age.

MA: Give children key words and ask to organize to the right step on flow chart.

HA: to complete independently.

Lesson 2 and 3 history

L.O to gather information about the bronze age.

Mindmap (on twinkl)

Summarise what life was like in the bronze age

What is it?
What they looked like
What they made
Weapons
Where they live - * key focus being on types of houses*

https://www.youtube.com/watch?v=aiiKBpJ0eoM

Pause video take notes.

https://www.youtube.com/watch?v=Ohij1e2oZio

Children to write a report about the Bronze Age.

LA
Guided write using set headings and class notes.

MA/HA
Independent writing using their own sub headings.

SC
I can gather information about the Bronze Age.

Timeline cards of stone age to bronze age.

What order did things happen in? Add to display board.
<table>
<thead>
<tr>
<th>LO</th>
<th>To know what Stonehenge was.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did Bronze Age people believe in God?</td>
<td>Carpet Work: Show the chn a photograph of Stonehenge. <strong>Q: Have you seen this place before? Do you know where/what it is?</strong> Read - Stonehenge. Explain that Stonehenge was built in stages over a period of 1000 years. Building began about 5000 years ago. Explain that Stone Age people believed in many gods, both male and female: sun gods, etc. <strong>Q: Why might these people have worshipped the sun?</strong></td>
</tr>
</tbody>
</table>
| |   - Read – information book/website   
|   - Explain that many henges were built all over the country.   
| NC | Pupils should be taught about changes in Britain from the Stone Age to the Iron Age. This could include:  
|   a.late Neolithic hunter-gatherers and early farmers, for example, Skara Brae | ACTIVITY 1  
| | The chn are going to cut out each picture of the stone henge stones being moved and erected. They are going to determine the correct order of the process, number each picture and stick these into their books.  
| | **Extension:**  
<p>| | Chn to stick aerial picture of Stonehenge into the middle of the next blank page and label each of the stones using the correct vocabulary displayed on the IWB e.g. Sarsen, bluestones. Can the chn add some extra information about these stones to their annotations using their wboard notes? Independently write which purpose they believe Stonehenge had and justify |
| I know what Stonehenge is, I know where Stonehenge is. | I know some of the theories about how and why Stonehenge might have been erected. |
| Mini plenary: Stop the chn, address the order which they have concluded at this point. Address any misconceptions and ensure the chn are able to complete the order correctly. |</p>
<table>
<thead>
<tr>
<th>Lesson 6 History</th>
<th>To know what a hill fort was</th>
<th>Independent Work: Introduce the chn to their task, to cut out and order the moving the stones process. Engage in discussion with the chn to recap the ideas which they have recorded on their wboards to ensure expectations are clear.</th>
<th>their answer using the evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note contrasts and trends over a period of time</td>
<td>NC Pupils should be taught about changes in Britain from the Stone Age to the Iron Age This could include: a. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae b. Bronze Age religion, technology and travel, for example, Stonehenge c. Iron Age hill forts: tribal kingdoms, farming, art and culture</td>
<td>Show chn a picture of a hill fort. Q: Have you seen this place before? Do you know where/what it is? Introduce today’s lesson: Hillforts Explain to the children that Hill forts are what they sound like: forts built on hills. Many can be seen around the countryside today. • They cover large areas of land and are surrounded by big earth banks and ditches. The banks originally had strong wooden walls on top, but they have rotted away. What is the iron age? Why is it called that? Why would they build their houses on a hill? What else would be inside the hillfort? Paired talk to discuss what they think would be inside a hill fort. Look at the 4 suggestions: - Farming - Religion - Protection - Food Discuss the use of a hill fort Explain to the chn. By the end of the Iron Age many people lived in hill forts. The forts were surrounded by walls and ditches and warriors defended their people from enemy attacks. Inside the hill forts, families lived in round houses. These were simple one-roomed homes with a pointed thatched roof.</td>
<td>Task 1: LA/MA- draw a picture and write simple sentences using the word mat HA- Draw a plan of a hillfort and label Then write sentences explaining.</td>
</tr>
<tr>
<td>I know why a hillfort was important</td>
<td>I can write sentences explaining parts of a hillfort</td>
<td>Children praise and prompt others on their tables.</td>
<td></td>
</tr>
</tbody>
</table>
farming, art and culture

roof and walls made from wattle and daub (a mixture of mud and twigs).
In the centre of a round house was a fire where meals were cooked in a cauldron. Around the walls were jars for storing food and beds made from straw covered with animal skins.
Iron Age farmers grew crops and vegetables. They kept geese, goats and pigs and had large herds of cows and flocks of sheep. Some people worked as potters, carpenters and metalworkers. Men and boys trained as warriors. They had to be prepared to fight at any time. Go through pwp (link on IWB)

Lesson 7 History

**LO to understand what jobs people did in the iron age.**

**Introduction**
Look at image of Iron Age settlement.
*What did Iron Age people do all day? What jobs would that have to do?*

**Main Teaching Input**
Remind chn that there would not have been any supermarkets or shops – everything they had would have to have been made by themselves or other people in the village. Look at images of Iron Age jobs featuring an illustration of an Iron Age farmer, a reconstruction of Iron Age smelting, a man hunting in an Iron Age style and a woman weaving. These are all jobs that Iron age people would have spent a large amount of their day doing.

When showing each image, ask the chn to comment on what they can see, and discuss what would be involved in the job. *Would it be hard work? Would you have to be strong and fit? How long do you think it would take? Would you get a day off?*

**Activity**

*Independent.* Children will have the images of the Iron Age jobs looked at in MTI. Chn to write an explanation of the job next to image. Chn to express own opinions about what the job would be like (e.g. I think it would be difficult because...)

*Guided.* Children will have the images of the Iron Age jobs looked at in MTI. Discuss the different jobs with chn and record notes on post it notes next to image. Chn to use these post it notes to write an explanation of the job next to image.

**S.C:**
I can understand different jobs of people in the iron age.

I can compare iron age jobs to modern day

I can describe different jobs and tasks

I can develop an understanding of how hard the job would be

**Mini Plenaries**

*If you had to have an Iron Age job, which one would you rather have? Why? Which job do you think would be the most difficult? Explain.*

Skeleton quiz PPT
**Lesson 8 and 9 History**

| L.O: To follow and write a set of instructions (Iron Age food) | Introduction  
*What did Iron Age people eat?*  
**Main Teaching Input**  
Beans and wild plants would also have been eaten. *What meat do you think Iron Age people ate? From where did they get it?* (From sheep, cattle, pigs, horses and even dogs.  
When archaeologists excavate an Iron Age farm, village or hill fort, they commonly find evidence of the food eaten. Pots, found as broken pieces, were used to cook, store and hold or food. The bones of animals that were eaten as food and parts of edible plants are also found. Other finds include tools used in preparing foods, such as grinding stones for making flour. Oven parts have also been found. These were used to bake bread.  
Show the video clip ‘*How To Make Iron Age Bread Rolls*’.  
[https://www.youtube.com/watch?v=J47AyO8fyms](https://www.youtube.com/watch?v=J47AyO8fyms)  
Cereals such as wheat and barley were probably the main source of food and were turned into bread, porridge and beer.  
Stress the importance of the tribal meal. Ask chn to comment on the food Iron Age people may have eaten. *Would you want to go for dinner with an Iron Age family? Are you surprised about any of the foods? Why?* Encourage the chn to think about the complexity of the food – it is not just foraged berries and wild rabbits! Iron Age people ate a variety of foods including meat, fish, and vegetables.  
**Tell chn that you are going to create an Iron Age meal!**  
**Activity**  
Making oatcakes (8-12 cakes)  
- 500g of medium oatmeal  
- 150g Stone-ground wheat flour  
- 60g lard  
- 1 tsp sea salt  
- water (until dry dough)  
Children to follow instructions closely to make oatcakes. Whilst these are cooking children are to write their own set of instructions about what they did to make the oat cakes.  
*Recap imperative verbs*  
Children to write a set of instructions about what we did.  
**I can understand the different foods people ate**  
**I can understand why they ate these foods**  
**I can follow a recipe to make Iron Age foods**  
**I can write a set of instructions**  
**I can use imperative verbs.**  
**Plenary**  
Encourage chn to serve each other and remind them that, in the Iron Age, eating was communal and important. Serve them barley tea.  
Ask for volunteers to read their written descriptions of how an arm moves. |
Age people were eating domesticated animals and growing, harvesting and milling wheat and barley. People in large parts of Britain ate stews, porridge and soups cooked in open pots, accompanied by bread. Eating was probably communal.

Lesson 1 Science

**LO** To know the main body parts and functions of the skeleton.

**NC:**
To identify that humans and animals have skeletons.

To be introduced to the main body parts associated with the skeleton.

**Talk Partners**
What is a skeleton?

Why do we need a skeleton?

Explain to children that the skeleton has three main functions: support protection and movement. If we didn't have a skeleton our bodies would collapse. We will look at how bones and muscles allow the body to move next lesson.

Which parts of the body need protecting?

Can children think of any names of bones that protect these parts of the body?

Explain that the children are going to listen to a song (Name Those Bones) to try and identify the names of some of the important bones in the human body.

https://www.youtube.com/watch?v=abgJJD054sds

**Talk Partners**
Can you remember any names of bones from the song?

In pairs, children to try and match up name of bone with its position on the body.

**LA/SEN example on table of imperative language and what it should look like.**

**LA –** To cut and label simple version of skeleton sheet

**HA / MA –** To cut and label more complicated version of skeleton sheet.

**Ext –** To explain the function of the skeleton in the body

**I can recognize why we need a skeleton**

**I can recognize the names of bones in the skeleton**

**I can label a skeleton correctly**

**I can explain the function of the skeleton in the body**

**Skeleton quiz PPT**
### Lesson 2: Animal Skeletons

**LO** To know the main body parts and functions of the skeleton.

**NC:**
- To identify that humans and animals have skeletons.
- To be introduced to the main body parts associated with the skeleton.

Recap previous lesson: *Ask the children what a skeleton is?*

*Talk partners: Feedback*
- What else have skeletons?
- Does anybody have a skeleton on the inside of their body?
- Where else could a skeleton be?

Go through PPT: discuss different types of skeletons (exoskeleton, endoskeleton)

**I can...**
- Name the different types of skeletons
- Understand the function of a skeleton
- Match skeletons to the animal

**Compare animal and human skeletons.**
- What are the differences?
- Introduce the idea of muscles: what else helps the skeleton to move?

### Lesson 3: Science

**LO** To know how muscles help the body move.

**NC:**
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Re-cap previous session – the skeleton has three main functions: support, protection, and movement.

Explain the human skeleton with its 206 bones is jointed so that we can move one part against another.

Do they just move on their own?

No! We need **muscles**. Muscles enable us to move our bones, because they are attached to the ends of the bones and can shorten or lengthen. When muscles contract (shorten) they make our skeleton move, tell the chn that when any part of our body moves, muscles are in action!

Chn to build a model of the arm.

**Resources needed:**
- Card
- Skewer
- Glue
- Split pin
- Elastic bands
- Strong tape

When chn have completed making the model take a **SC**

- I know that muscles are needed to make the body move.
- I can make a model showing the muscles and skeleton in the arm.
- I can describe how the arm moves.

Ask for volunteers to read their written descriptions of how an arm moves.
<table>
<thead>
<tr>
<th>Lesson 4 Science</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO</strong> To identify animals as vertebrates or invertebrates.</td>
</tr>
<tr>
<td><strong>NC</strong> To compare and contrast animals with and without skeletons.</td>
</tr>
<tr>
<td>Watch BBC video clip explaining how muscles work. <a href="http://www.bbc.co.uk/education/clips/zj2kjks">http://www.bbc.co.uk/education/clips/zj2kjks</a> Get chn to investigate body movements, eg flex arm, leg etc. <strong>What is happening?</strong> Demonstrate how muscles move using bicep, triceps etc. Use slides to discuss how some muscles work voluntarily and some involuntarily. Model activity making an arm. Move into task photo of each child with their model (for their book). Ext – children to write a description of how the biceps and triceps work in pairs to move the arm. I can write sentences to explain this.</td>
</tr>
<tr>
<td>I can write sentences to explain this.</td>
</tr>
<tr>
<td>LA – work as focus group, look at each animal and work out which description it matches to. MA/HA – work independently I can identify animals that are vertebrates. I know the five groups of vertebrates. I can identify animals that are invertebrates. I understand how invertebrates protect their soft bodies. Go through answers. Children to record examples of vertebrates / invertebrates in books. HA / MA to also explain which group of animal the creature belongs to.</td>
</tr>
<tr>
<td>Lesson 1</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 2</th>
<th>LO To understand the nutrition different food groups provide NC identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Recap previous lesson. Go through PowerPoint Talk about carbohydrates, vitamins and minerals, sugars and fats, protein and calcium. How do these nutrients help our bodies? Listen to children’s ideas and then show them the PPT balanced diet. Stop PPT at regular intervals and use talk partners to discuss what the children have found out about nutrients.</td>
</tr>
<tr>
<td></td>
<td>What is the main nutrient in this food? What does it provide our bodies with?</td>
</tr>
<tr>
<td></td>
<td>Food groups and their nutrients. Match the main nutrients to each food group and explain the function. LA/LMA: matching activity MA/HA: Writing their own explanations</td>
</tr>
<tr>
<td></td>
<td>I can Identify the main nutrients recognise what different nutrients do to your body recognise what nutrients different foods give us Sharing explanations of different nutrients and food groups. Quiz of nutrients and food groups.</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>LO To create a balanced meal. Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>NC Recap food groups and nutrients needed for a balanced diet. Explain to the chn they are going to make their own healthy lunch. What are the different food groups? What nutrients are found in those food groups? What is a balanced diet? What do we need to remember when planning our lunch? feedback to whole group. Can anyone think of a meal with all the food groups? Modelling: Teacher demonstrate how to make a healthy meal with the different food groups. Talk through the different food groups and nutrients required.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity: Create own lunch with different food groups. GG LA: discuss the choices they are making. I can... Identify different food groups Identify different nutrients Make a healthy, balanced meal. Give each group a rating of how healthy the meal is and scores out of ten. Explain why.</td>
</tr>
<tr>
<td>Stone Age Day</td>
<td></td>
</tr>
</tbody>
</table>