

TOPIC OVERVIEW:		
<p>Introduction to topic:</p> <p>Take a moment to step outside and stand quietly and still. Turn off all your technology and try to forget the modern world. Imagine this place 5000 years ago. What would you have seen? Head back to prehistoric times to gather berries and hunt down dinner. Unearth ancient objects and visit astonishing mystical monuments that reveal the secrets of an ancient time. Learn how the people of Britain developed over thousands of years, from the Stone Age to the Roman invasion. Work as a tribe to build a seasonal monument to celebrate the coming of spring. Then sit quietly and reflect, waiting for the sunrise. What tribal tales will you have to tell?</p>		
GEOGRAPHY		
<p>LEARNING OBJECTIVES:</p> <p>Human geography:</p> <ul style="list-style-type: none">Describe and understand types of settlement and land use <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none">Sketch maps, plans and graphsUse digital technologies to observe, record and present geographical features		
Lesson objectives:	WALT and Activity	Possible resource
GEOGRAPHY Session 1:	WALT: Gather evidence to answer a geographical question	<ul style="list-style-type: none">Maps, plans and aerial images of the siteComputers or tabletsDrawing equipmentClipboardsCameras
	ACTIVITY: Use maps, aerial images and site visits to select an area of the school grounds or a nearby green site suitable for an exploratory dig. Remove and collect any items found in the pit and soil, including natural and human-made objects.	
GEOGRAPHY Session 2:	WALT: Analyse maps to locate iron age hill forts.	<ul style="list-style-type: none">Maps and aerial images of hill fortsLocal map
	ACTIVITY: Look at a range of maps and aerial images to find and observe Iron Age hillforts. Make diagrams and plans of an Iron Age hillfort and describe its features. Imagine they are a local chief deciding where to build a new hillfort. Identify a suitable location on a local map and draw a plan of it.	
HISTORY		
<p>LEARNING OBJECTIVES:</p> <p>Historical periods and people:</p> <ul style="list-style-type: none">The changes in Britain from the Stone Age to the Iron AgeBritain’s settlement by Anglo-Saxons and ScotsThe achievements of the earliest civilisations <p>Chronology:</p> <ul style="list-style-type: none">Use chronology key vocabulary (Narrative, Era, Centuries, Duration, Dynasty)		<p>Historical concepts:</p> <ul style="list-style-type: none">Ask historical questions about characteristics, links and evidence <p>Historical components:</p> <ul style="list-style-type: none">Know about historical land use, technology and travelKnow about the art, architecture and culture of a historical periodResearch beliefs and conversion in historical periods

Lesson objectives:	WALT and Activity	Possible resource
HISTORY Session 1:	WALT: create a timeline to show the history of prehistoric Britain.	<ul style="list-style-type: none"> Information books, websites and films about stone age to iron age periods. Computers or tablets Timeline template
	ACTIVITY: use range of resources to create a timeline placing stone age, bronze age and iron age periods in the correct location.	
HISTORY Session 2:	WALT: Describe the roles of tribal communities and explain how this influenced everyday life.	<ul style="list-style-type: none"> Information books, websites and films about stone age families Computers or tablets Presentation software
	ACTIVITY: Use a range of historical source materials, including books, websites and films, to find out about the roles of men and women in Stone Age families.	
HISTORY Session 3:	WALT: Describe the everyday lives of people from the Bronze Age.	<ul style="list-style-type: none"> Information books, leaflets and other resources about the Bronze Age Computers or tablets Berries, apples, grains, nuts, milk and cheese
	ACTIVITY: Find out about life during the Bronze Age. Work in groups to research clothing, homes, diet, farming, work and weather. Choose an attractive way to present their findings.	
HISTORY Session 4:	WALT: Demonstrate the role of bronze age monuments	<ul style="list-style-type: none"> Builder's trays Earth Stones Pieces of wood Simple building plans or aerial images of a Bronze Age monument Torches Camera
	ACTIVITY: Build a small model of a Bronze Age monument in a builder's tray filled with earth. Search outdoors for stones and pieces of wood of suitable shape and size, then follow a given building plan or create their own. In a darkened room, explore the shadows created by their monuments when torches are shone from different heights and distances. Take photographs of the shadows and discuss patterns observed.	
HISTORY Session 5:	WALT: Describe the roles of iron age people and explain how this influenced everyday life.	<ul style="list-style-type: none"> Overview: Iron Age, 800 BC–AD 43 – BBC History Life in an Iron Age Village – BBC History How did Iron Age people live? – BBC Bitesize Iron Age Sites in Britain - BBC History Source materials about the tribal lives of Iron Age people
	ACTIVITY: Use a selection of historical source materials to find out about the tribal life of Iron Age people. Discover how tribes were led and ruled, where they built their homes and how they worked together to defend them. Find out about the jobs done by women, what life was like for an Iron Age child and how the land was farmed. Investigate the tools and weapons that they made. Create dramatic scenarios with dialogue to showcase what they have learned and understood.	

DT		
LEARNING OBJECTIVES: DT Design: <ul style="list-style-type: none"> Research design criteria to inform own design of products Generate, develop and model to communicate own design ideas 		Make: <ul style="list-style-type: none"> Use a wide range of tools for cutting, shaping, joining and finishing Use a wide range of materials according to their function
Lesson objectives:	WALT and Activity	Possible resource
DT Session 1:	WALT: Weave natural or human-made materials on cardboard looms to make woven products.	<ul style="list-style-type: none"> Found materials Faux fur rugs Throws Newspaper or card strips String Camera
	ACTIVITY: Make woven baskets or fishing nets for hunting and gathering. Weave easy baskets using newspaper or card strips and make nets with string and knotting techniques. After creating their woven items, construct strong shelters in the outdoors using found materials. Have their photographs taken for display, sitting inside or outside their shelter and holding their woven item.	
DT Session 2:	WALT: Develop design criteria to inform a design and make a stone age tool.	<ul style="list-style-type: none"> Natural resources, such as stone, wood, wool and raffia
	ACTIVITY: Look at images of stone and bone tools from across the Stone Age, including hammerstones, hand axes, stone awls, flint blades, burins, needles, scrapers and harpoon points. Explain how they might have been made and used, and how effective they were for the tasks they had to do. Explore cutting, scraping, sharpening, grinding and mark making with different types of stone, and describe what is difficult or easy about using stone for these tasks. Design and make an ancient hunting tool that meets the needs of a Stone Age hunter-gatherer, explaining their ideas. Carefully consider what their tool's purpose will be, what materials would have been available at the time to make their tool and which materials are effective choices. Use found materials, including stone, wood, wool and raffia, to create their tool or weapon.	
DT Session 3:	WALT: Develop design criteria to inform a design and create iron age jewellery.	<ul style="list-style-type: none"> Evidence of Iron Age jewellery Air drying clay Bronze and silver paint
	ACTIVITY: Look at evidence of Iron Age jewellery and the pins, brooches and other ornaments worn by Iron Age people. Describe their style and how they think they were made. Design an Iron Age brooch, pin or piece of jewellery. Consider the purpose of their piece of jewellery, the examples that they have looked at and how elaborate or decorative they want their piece to be when drawing out their design. Make it from a modelling material, such as air drying clay. Paint dried items with bronze or silver paint, using different colours to represent any glass beading or detailing. Write signage to go with their piece as if it were being shown in a museum exhibition.	