

**TOPIC OVERVIEW:** 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?

**Introduction to topic: SEE ART LESSONS**

## GEOGRAPHY

### LEARNING OBJECTIVES:

#### Human geography:

- Describe and understand types of settlement and land use

#### Geographical skills and fieldwork:

- Sketch maps, plans and graphs
- Use digital technologies to observe, record and present geographical features

Lesson objectives:	WALT and Activity	Possible resource
<b>GEOGRAPHY Session 1:</b> <ul style="list-style-type: none"> <li>Describe and understand types of settlement and land use</li> </ul>	<b>WALT:</b> Investigate early settlements and land use.	
	<b>ACTIVITY:</b> Traces from the past Look at a range of aerial images and consider which of these places an archaeologist would consider worth investigating and why. Locate counties the pictures come from. Settlements, location and importance <ol style="list-style-type: none"> <li>Display a selection of serial photographs that show ancient settlements. Discuss the difference between and try to suggest a time period for each.</li> <li>Children will mark the location of several provided settlements on a map of the UK</li> <li>Discuss why the location of these settlements was selected. Highlight and discuss such things as resources, access and defence for their selection.</li> <li>Children will be provided with two possible settlement locations and will select one and justify their choice based on the above criteria.</li> <li>Children will be shown a land map that is marked with 3 possible fort locations. Children will answer questions related to what benefits each location would have to settlers, such as protection, water and food supply. Children will then select a location and justify their choice.</li> </ol>	
<b>GEOGRAPHY Session 2:</b> <ul style="list-style-type: none"> <li>Use digital technologies to observe, record and present geographical features</li> </ul>	<b>WALT:</b> Investigate Iron Age forts with diagrams and plans.	
	<b>ACTIVITY:</b> Iron age fort Look at a range of maps and aerial images to find and observe Iron Age hillforts. Make diagrams and plans of an Iron Age hill fort and describe its features. <ol style="list-style-type: none"> <li>Show children aerial views for the following Iron age hillforts: Maiden Castle Dorset, Old Oswestry, Battlesbury Camp, Cissbury Ring. and Danebury.</li> <li>Discuss why these locations were selected and what the surrounding area provided to the settlers.</li> <li>Children will Use a template of a hillfort terrain template to draw and label their own fort.</li> <li>Then introduce the children to hand drawn maps and how keys are used to record local resources and the terrain. Children will then draw their own map to show where their fort would be located and include a key.</li> </ol>	

<b>HISTORY</b>		
<p><b>LEARNING OBJECTIVES:</b></p> <p><b>Historical periods and people:</b></p> <ul style="list-style-type: none"> <li>The changes in Britain from the Stone Age to the Iron Age</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>The achievements of the earliest civilisations</li> </ul> <p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>Use chronology key vocabulary (Narrative, Era, Centuries, Duration, Dynasty)</li> </ul> <p><b>Historical concepts:</b></p> <ul style="list-style-type: none"> <li>Ask historical questions about characteristics, links and evidence</li> </ul> <p><b>Historical components:</b></p> <ul style="list-style-type: none"> <li>Know about historical land use, technology and travel</li> <li>Know about the art, architecture and culture of a historical period</li> <li>Research beliefs and conversion in historical periods</li> </ul>		
<b>Lesson objectives:</b>	<b>WALT and Activity</b>	<b>Possible resource</b>
<p><b>HISTORY Session 1:</b></p> <ul style="list-style-type: none"> <li>Ask historical questions about characteristics, links and evidence.</li> <li>Use chronology key vocabulary (BC, period, prehistoric)</li> </ul>	<p><b>WALT:</b> Conduct an archaeological dig to investigate the Stone Age</p>	
	<p><b>ACTIVITY:</b> Pre-historic archaeological dig</p> <p>Explain what an archaeological dig is and show pictures depicting this. Explain why they are important (items found tell us a bout the past). Create a dig which the children complete – determine what period in history their dig relates to.</p> <p><b>Task – What is an archaeologist?</b></p> <ol style="list-style-type: none"> <li>Discuss what an archaeologist does.</li> <li>Children will view images/videos of digs. What are they doing?</li> <li>Children will then set up their own dig and identify and describe what they find</li> <li>Children will view artefacts related to the time period and annotate with what they can see and what this tells us about the time. Include description, material and purpose.</li> </ol>	
<p><b>HISTORY Session 2:</b></p> <ul style="list-style-type: none"> <li>the changes in Britain from the Stone Age to the Iron Age</li> <li>Use chronology key vocabulary (before, after, during, ** years ago)</li> </ul>	<p><b>WALT:</b> Create a timeline to show significant events in prehistory</p>	
	<p><b>ACTIVITY:</b> An order of ages</p> <p>Explain that we will be studying changes in Britain from the stone age to the Iron age. Explain the various ages (Palaeolithic, Mesolithic, Neolithic, Bronze, Iron) and their features of tools, settlements, monuments and arts. Order the periods.</p> <p><b>Task – What time am I from?</b></p> <ol style="list-style-type: none"> <li>Children will watch and discuss video/images related to the time periods. What is different between them?</li> <li>Provide pictures for each period that relate to various aspects of life. Children will then ty to name the object and group into stone age, iron age and bronze age.</li> <li>Introduce and discuss prehistory, chronology, and timelines.</li> <li>Provide and discuss event cards. Ask them to work together to put the historical periods into chronological order. Once they have placed the events onto their timeline, they will use three different colours to colour in the Stone, Bronze and Iron Age periods on the timeline. Use sources to add additional information.</li> <li>Children will create models/drawings of monuments or items from each period.</li> </ol>	

<b>HISTORY Session 3:</b> <ul style="list-style-type: none"> <li>Learn about changes in Britain from the Stone Age to the Iron Age.</li> <li>Know about the culture of a historical period</li> </ul>	<b>WALT:</b> Evaluate evidence to investigate life in the Stone Age	
	<b>ACTIVITY:</b> Everyday life in the stone age 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. Collate their research under headings, such as food, work, children, settlements, tools and weapons. <b>Task – Life in the stone age</b> <ol style="list-style-type: none"> <li>Show images of the stone age. What do these tell us about life in the stone age? Ask pupils to get into the 'survival' mindset that hunter-gatherers needed to have. Imagine that they have been transported back in time to the Stone Age and that they will need to think like a hunter-gatherer in order to survive!</li> <li>Show examples of what Stone age people would do on a daily basis, ask children to put them in order of priority, including shelters, food, tools fire etc.</li> <li>Discuss threats and assets and investigate examples for each. Children with them identify and separate into threats and assets.</li> <li>Go outside to explore the school grounds and Forest. Challenge pupils to look around the natural environment for assets that might help them to survive! Assets might include natural materials (wood, stone etc.), living things that could be eaten or used for clothing or bone weapons, places of shelter and edible berries, fruit or leaves. Pupils to record their findings: Record name of item, what it could be used for and what it would protect you from.</li> <li>Children will then create a picture scene to show these items and annotate them.</li> </ol>	
<b>HISTORY Session 4:</b> <ul style="list-style-type: none"> <li>Learn about changes in Britain from the Stone Age to the Iron Age.</li> <li>Know about historical land use</li> </ul>	<b>WALT:</b> Investigate life and land use in the Bronze Age	
	<b>ACTIVITY:</b> Everyday life in the Bronze age Find out about life during the Bronze Age. Work in groups to research clothing, homes, diet, farming, work and weather. Pay particular attention to how the land was used. <b>Task – What changed when we moved to the Bronze age?</b> <ol style="list-style-type: none"> <li>Explain that not all objects survive over thousands of years. Some materials decompose, rust or deteriorate more quickly than others, especially organic materials like food, animal skins or textiles. So why do we know more about the Bronze age than the Stone age? Ask pupils to think of 5 items that we need or use every day. Number them in order of how long they would survive if we tried to preserve them for thousands of years. Show a range of items and ask them to discuss which of the objects shown would survive over thousands of years. Provide a number of images of items from the time and challenge the pupils to sort out the items by whether or not they would survive over time. Ask pupils to reflect on what kind of items from the Stone and Bronze Ages might have not survived over time. Draw out that we would have more evidence of what life was like if everything was able to be preserved!</li> <li>Show images from the Bronze age and match to description cards that explain what they tell us about the time period. Discuss how the discovery of Bronze changed prehistoric life.</li> <li>Investigate how land use changed between the Stone age and Bronze age, changing from roaming groups to creating settlements. Discuss dwellings, tools and livestock. Children will complete a mind map of what they learn.</li> <li>Children will then investigate bronze age settlements and complete sheet to record key information under the headings: What were the first farms like? Who lived there? What is it like inside one of the houses? What sort of tools and objects did people make?</li> <li>Children will then create an annotated picture scene to show a Bronze age settlement.</li> </ol>	

<b>HISTORY Session 5:</b> <ul style="list-style-type: none"> <li>Learn about changes in Britain from the Stone Age to the Iron Age.</li> <li>Know about the culture of a historical period.</li> </ul>	<b>WALT:</b> Compare life in the Iron Age to other periods	
	<b>ACTIVITY:</b> Everyday life in the Iron age  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. <b>Task – Iron Age settlements and hillforts.</b> <ol style="list-style-type: none"> <li>Introduce the Iron age and what changed from the Bronze age. Give pupils a piece of paper and tell them that they are going to draw a map of a hillfort. They will listen carefully as I read out a description of one. I will then read it for a second time and pupils will add the different features to their own drawing. Once they have finished drawing their maps, pupils will be asked to imagine that they are an Iron Age person taking a walk through their hillfort. Ask them to describe some of the things that they do along their way, such as cooking a meal on the cauldron or passing by an enemy skull on display.</li> <li>Show and discuss examples of Hillforts. Note common features for children to annotate both hillfort and roundhouse diagrams.</li> <li>Investigate life in the iron age and children will create an iron age flip book, with a page to cover each area covered.</li> </ol>	
<b>HISTORY Session 6:</b> <ul style="list-style-type: none"> <li>Research beliefs and conversion in historical periods</li> </ul>	<b>WALT:</b> Investigate the religious beliefs of the Celts	
	<b>ACTIVITY:</b> Gods and Goddesses  Find out about Celtic beliefs, including the many gods and goddesses who were believed to take care of different aspects of the natural world. Alator, Brigantia, Saitada and Nuada are all interesting to research <b>Task – Celtic life and beliefs</b> <ol style="list-style-type: none"> <li>Introduce the Celts and how life changed during the Iron age. Introduce religion and</li> <li>Discuss their beliefs and introduce the Celtic gods and druids</li> <li>Discuss the main gods and goddesses</li> <li>Children will select a god to colour and annotate</li> <li>Following this, children will produce their own Celtic design and art to represent a selected god and act as though it is an artefact found during an archaeological dig which they will describe as part of a museum exhibit.</li> </ol>	

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<b>LEARNING OBJECTIVES:</b> <b>DT</b> <b>Design:</b> <ul style="list-style-type: none"> <li>Research design criteria to inform own design of products</li> <li>Generate, develop and model to communicate own design ideas</li> </ul>		<b>Make:</b> <ul style="list-style-type: none"> <li>Use a wide range of tools for cutting, shaping, joining and finishing</li> <li>Use a wide range of materials according to their function</li> </ul>
<b>Lesson objectives:</b>	<b>WALT and Activity</b>	<b>Possible resource</b>
<b>ART TOPIC INTRO:</b>	Create stone age cave paintings	
	<b>ACTIVITY:</b> Neolithic patterns Look at examples of patterns and symbols carved, by Neolithic people, into rocks, boulders, panels and monuments, describing how patterns are similar or different between the examples. <b>Task – Features of Neolithic art</b> <ol style="list-style-type: none"> <li>Provide examples of Neolithic art and discuss how it is different to other periods.</li> <li>Investigate and discuss different examples, including cave paintings and rock art. Discuss how they are both abstract and representative.</li> <li>Children will use sketch books to produce drawings of examples provided. Use charcoal and encourage children to focus on showing detail.</li> <li>Children will then mix and pour plaster into shallow trays and when dry they will carve their own rock art.</li> </ol>	
<b>ART TOPIC INTRO</b>	Create Iron Age weaving	
	<b>ACTIVITY:</b> Weaving and knotting 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. <b>Task – Art of the Beaker people</b> <ol style="list-style-type: none"> <li>Discuss how weaving was introduced as society progressed. Discuss what this could have been used for.</li> <li>Show examples, including clothing, baskets and nets.</li> <li>Explain how weaving is done and children will use card strips to make their own examples.</li> <li>Progress to using wool to weave their own design.</li> </ol>	
<b>DT Session 1:</b> <ul style="list-style-type: none"> <li>Use a wide range of tools for cutting, shaping, joining and finishing</li> <li>Use a wide range of materials according to their function</li> </ul>	<b>WALT:</b> Use a variety of creative techniques to make stone age weapons	
	<b>ACTIVITY:</b> Stone Age tools  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. Make models of stone age tools for display.	

	<p>Task – <b>Make a stone age axe.</b></p> <ol style="list-style-type: none"> <li>1. Discuss how weapons were used during the Stone Age.</li> <li>2. Show examples of weapons and tools in photographs and ask children to identify what they are made of and what they might have been used for.</li> </ol> <p>Children will then make a papier-mache model of a stone age axe, recording the design process and evaluating their final product.</p>	
<p><b>DT Session 2:</b></p> <ul style="list-style-type: none"> <li>• Research design criteria to inform own design of products</li> <li>• Generate, develop and model to communicate own design ideas</li> </ul>	<p><b>WALT:</b> Investigate and adapt existing designs to make Iron age jewellery design</p>	
	<p><b>ACTIVITY:</b> Iron age jewellery</p> <p>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.</p> <p>Task – <b>Make a broach or necklace.</b></p> <ol style="list-style-type: none"> <li>1. Look at examples of Iron age jewellery in photographs and ask children to consider patterns and how they were made. Also discuss materials used and how they were attached and decorated.</li> <li>2. Children will sketch design examples and patterns and discuss how they will make them.</li> <li>3. Children will then use clay to make and decorate their own beads and broaches.</li> </ol>	