

TOPIC OVERVIEW:

Introduction to topic:

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?

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
GEOGRAPHY Session 1: Hierarchy and power	WALT: Describe the roles of tribal communities and explain how this influenced everyday life.	<ul style="list-style-type: none"> Life as an Iron Age child (Video) Useful links: <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 Practical resources <ul style="list-style-type: none"> 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. Note: Iron Age people are sometimes referred to as Celts and children may find this term used when searching for Iron Age facts and information. Scenarios to act out might include an attack from a neighbouring tribe, making weapons, farming the land, a tribe leader addressing his people about an imminent danger, or the building of a hillfort. Encourage children to suggest scenarios.	
GEOGRAPHY Session 2:	WALT: Gather evidence to answer a geographical question or enquiry.	

Fieldwork	<p>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. Make sure any site is away from human features, so as to cause the least disruption. Work in groups of four or five at the site, measuring out a 30cm² area with tent pegs and string. Use spades, hand trowels, hand forks, small rakes and spoons to dig a pit up to 30cm deep. Transfer all soil and plant material onto trays or a large plastic sheet for examination. Remove and collect any items found in the pit and soil, including natural and human-made objects. Release any unearthed creatures into the pit and backfill it with all the soil and firm down. Return to the classroom and carefully clean their finds with warm water and soft brushes. Lay out their discoveries and share with others. Discuss what their finds reveal about human activity and how the land is used.</p> <p>Note: Make sure that children are aware of the hazards of finding sharp or unhygienic items and know to ask for adult help before removing such objects. Make sure children wash their hands thoroughly with soap after finishing the activity.</p>	<ul style="list-style-type: none"> • Setting up an archaeological dig <p>Useful link:</p> <ul style="list-style-type: none"> • Archaeology - BBC History <p>Practical resources</p> <ul style="list-style-type: none"> • Maps and images of the local area • Measuring tools • Tent pegs • String • Spades • Hand trowels • Hand forks • Small trays or large plastic sheet • Warm water • Soft brushes
<p>GEOGRAPHY Session 3:</p> <p>Data analysis</p>	<p>WALT: Analyse primary data, identifying any patterns observed.</p> <p>ACTIVITY: Look at a range of aerial images and consider which of these places an archaeologist would consider worth investigating and why. Sort the aerial images into two groups: locations that seem worth investigating and those that do not. Discuss what kind of evidence an aerial photograph reveals to help an archaeologist decide where to excavate. Look for traces of boundaries, shapes and patterns in the landscape and suggest what they might be. Label images to show their ideas.</p> <p>Note: Provide the children with a range of aerial images with and without groundworks for comparison. Archaeology has long benefited from aerial photography, revealing sites which are difficult or even impossible to see at ground level. Palaeolithic and Mesolithic sites have no distinct monuments, unlike Neolithic, Bronze Age and Iron Age sites. These can be seen on aerial photographs and survive above ground as stone structures and earthworks. Google Earth is excellent for giving aerial views of archaeological earthworks. Try searching for Danebury Hillfort, Hampshire.</p>	<ul style="list-style-type: none"> • Aerial images • Aerial images (A6) • Aerial images reference sheet
GEOGRAPHY Session 4:	WALT:	

	ACTIVITY:	
GEOGRAPHY Session 5:	WALT:	
	ACTIVITY:	
GEOGRAPHY Session 6:	WALT:	
	ACTIVITY:	
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 Age Britain's settlement by Anglo-Saxons and Scots The 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 travel Know about the art, architecture and culture of a historical period Research beliefs and conversion in historical periods 		
Lesson objectives:	WALT and Activity	Possible resource
<p>HISTORY Session 1:</p> <ul style="list-style-type: none"> Sequence dates and information from several historical periods on a timeline. 	WALT: sequence dates and information from historical periods on a timeline.	<ul style="list-style-type: none"> The Palaeolithic The Mesolithic The Neolithic The Bronze Age The Iron Age
	<p>ACTIVITY: Arrange pictures and dates on a timeline to show the chronology of the Stone Age, Bronze Age and Iron Age. Use source materials to find out the characteristics of each of these periods. Consider why finding out about these periods of history is challenging.</p> <p>Note: Prehistoric Britain began about 700,000 years ago and ran up to the year AD 43 when the Romans invaded Britain. Some children may think that dinosaurs lived during the Stone Age, so use long paper timelines to help them gain historical perspective. Dinosaurs predate human activity and could also be added to the timeline to show how ancient they really are. The Stone Age alone divides into three periods: the Palaeolithic, Old Stone Age (450,000-10,000 BC); the Mesolithic, Middle Stone Age (10,000-4500 BC); and the Neolithic, New Stone Age (4500-2300 BC).</p>	

HISTORY Session 2: <ul style="list-style-type: none"> Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. 	<p>WALT: describe how past civilisations of people developed during the stone age, bronze age and Iron age.</p> <p>ACTIVITY: Complete a prepared table to show how life in the Palaeolithic, Mesolithic, Neolithic, Bronze and Iron Ages evolved over time. Make notes to describe each period under the headings tools, settlements and use of materials. Decide which sources will best help them complete this task.</p> <p>Note: Sources might include national heritage websites, images, maps and plans, information books and a museum curator who could be interviewed via Skype.</p>	<ul style="list-style-type: none"> Comparing features of the different ages The Palaeolithic The Mesolithic The Neolithic The Bronze Age The Iron Age <p>Practical resources</p> <ul style="list-style-type: none"> Computers or tablets Skype software Images, maps and plans Information books
HISTORY Session 3: <ul style="list-style-type: none"> Make choices about the best ways to present historical accounts and information. 	<p>WALT: Make choices about the best ways to present historical accounts and information.</p> <p>ACTIVITY: Invite an archaeologist or museum curator into school to talk about the importance of their work in finding out about ancient civilisations. Ask them to explain how archaeology helps us find out about the past. Before the visit, make a list of questions to ask. Make choices about the best way to present the information given.</p> <p>Note: Explain to children that, although Britain's earliest people couldn't write things down, their bodies, ornaments, weapons and other surviving items give us clues about what prehistoric life might have been like. Ensure that they understand and apply archaeological terms, such as evidence, archaeology, site, artefact, and grid. They should also find out about other specialists who help us learn about the past, such as historians, anthropologists, palaeontologists and geologists.</p>	<ul style="list-style-type: none"> Interview with an archaeologist <p>Useful link:</p> <ul style="list-style-type: none"> Proud to be an Archaeologist – BBC Teach <p>Practical resources</p> <ul style="list-style-type: none"> Information books about archaeology Computers or tablets Photographs
HISTORY Session 4: <p>Everyday life</p> <p>Hierarchy and power</p>	<p>WALT: Describe the everyday lives of people from past historical periods.</p> <p>Describe the roles of tribal communities and explain how this influenced everyday life.</p> <p>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. Collate their research under headings, such as food, work, children, settlements, tools</p>	<p>Skara Brae (Orkney) website are very useful and have some clear images of Neolithic homes.</p> <ul style="list-style-type: none"> The Stone Age in Britain presentation <p>Useful links:</p>

	<p>and weapons. Make a short digital presentation with text and images to summarise their findings and share this with the class.</p> <p>Note: You might like to organise the children into three groups, each researching one of the Stone Age periods to find out about the similarities and differences between them. Resources on the Skara Brae (Orkney) website are very useful and have some clear images of Neolithic homes.</p>	<ul style="list-style-type: none"> • What was life like in the Mesolithic Stone Age? - BBC Bitesize • Norfolk - The home of the earliest humans in Britain - National Geographic • Day in the Life of a 10-year-old in the Stone Age - BBC Hands on History • Living History - Ancient Craft • Skara Brae - Historic Environment Scotland <p>Practical resources</p> <ul style="list-style-type: none"> • Information books, websites and films about stone age families • Computers or tablets • Presentation software
<p>HISTORY Session 5:</p> <p>Everyday life</p> <p>Report and conclude</p>	<p>WALT: Describe the everyday lives of people from past historical periods.</p> <ul style="list-style-type: none"> • Make choices about the best ways to present historical accounts and information. <p>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.</p> <p>Note: Discuss the availability of materials in this period compared to earlier times. Perhaps you could have a tasty Bronze Age meal of apples, berries, grains, nuts, milk and cheese.</p> <p>Always be aware of food allergies.</p>	<ul style="list-style-type: none"> • Life during the Bronze Age <p>Useful links:</p> <ul style="list-style-type: none"> • The Bronze Age - The School Run • What was life like in the Bronze Age? - BBC Bitesize • Bronze Age Britain - Britain Express • Bronze Age Britain (animation) - BBC • Bronze Age Britain - BBC History <p>Practical resources</p>

		<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
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: Generation of ideas	WALT: Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.	<ul style="list-style-type: none"> Examples of Beaker folk clay coil pot Examples of Beaker folk pots Practical resources <ul style="list-style-type: none"> Resources about the Beaker folk Sketchbooks Clay and clay working tools Computers or tablets Let's Create! Pottery app (iOS)
	ACTIVITY: Use a variety of historical resources to find out about the designs and pottery of the Beaker folk. Use a range of drawing materials to copy and draw the distinctive shapes and patterns of Beaker pottery in a sketchbook and then design and make clay beakers. Use clay tools to add Beaker-style pattern work. Note: Patterns could include dots, circles, zigzags, vertical and horizontal lines. Children could also use the Let's Create! Pottery app (iOS) to create highly decorated pots, printing them out and displaying them with their 3-D forms.	
DT Session 2: Generation of ideas skills	WALT: Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.	<ul style="list-style-type: none"> Stone Age patterns and symbols Useful links: <ul style="list-style-type: none"> Rare Neolithic or Bronze Age rock art in Ross-shire - BBC News
	ACTIVITY: 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. Consider how the carvings might	

	<p>have been created and what tools might have been used to make them. Copy examples of carvings into their sketchbooks, then design their own using a black marker pen on clean, smooth pebbles.</p> <p>Note: Evidence of Neolithic art in England is almost all abstract pattern work. Most of the patterns are curvilinear but some have a more geometric style. There are plenty of great examples online.</p>	<ul style="list-style-type: none"> • Ilkley Moor & Rombald's Moor - Stone Circles <p>Practical resources</p> <ul style="list-style-type: none"> • Sketchbooks • Black marker pens • Clean, smooth pebbles
<p>DT Session 3:</p> <p>Paper, fabric, metal and plastic</p>	<p>WALT: Weave natural or human-made materials on cardboard looms, making woven pictures or patterns.</p>	<p>Practical resources</p> <ul style="list-style-type: none"> • Found materials • Faux fur rugs • Throws • Newspaper or card strips • String • Camera
	<p>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.</p> <p>Note: Invite a craftsperson into school to work with the children, or follow instructions available online. There are lots of very simple methods to try. Take pictures as the children work and display these with the finished items too.</p>	
<p>DT Session 4:</p>	<p>WALT:</p>	
	<p>ACTIVITY:</p>	