

# St Bernadette's Catholic Primary Voluntary Academy



## History Medium Term Planning - LKS2 Term Advent Cycle B - Caveman to Iron Warrior

Exploratory Question- To be able to understand and explain the changes in Britain from the Stone Age to the Iron Age

MATERIALS	Learning Objective	Activity	Key Knowledge (By the end of the lesson)		Vocabulary (Tier 3)
			Substantive	Disciplinary	
Lesson 1	<p>L.O.1: To begin to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p><u>Stone Age to Iron Age Timeline</u></p>	<p>What is a timeline? How does it work? What would a timeline look like to you?</p> <p>We are looking right back at the first people that lived in Britain. Will this be a long time ago? What does BC and AD mean? What year is it now? Discuss and model - get the children up and modelling a timeline.</p> <p>Look at the ages individually and add the key parts from each. Then join the timelines together. Where are we on the timeline? What about any other key parts of history we already know about?</p> <p><u>HA:</u> Using the timeline add the events in the correct order.</p> <p><u>MA:</u> Using the timeline template add the events in the correct order.</p> <p><u>LA:</u> With support order the key parts for each age stick in books in order.</p>	<ul style="list-style-type: none"> <li>What is a timeline?</li> <li>How does it work?</li> <li>What would a timeline look like to you?</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop a chronologically secure knowledge and understanding of British, local and world history.</li> <li>Develop a chronological awareness of where events fit within the history they study.</li> </ul>	<p>Iron Age</p> <p>Britain</p> <p>AD</p> <p>BC</p> <p>Habitants</p>
Lesson 2	<p>L.O.3: To be able to address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p><u>Mesolithic</u></p>	<p>The Ice Age ended and the Mesolithic era began. These are the first Britains to have settlements. They were hunter/gatherers. One of the earliest settlements</p>	<ul style="list-style-type: none"> <li>How would it have felt living there in the Mesolithic era?</li> <li>To understand how they hunted and gathered.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop a chronologically secure knowledge and understanding of British History.</li> </ul>	<p>Star Carr</p> <p>Tools</p> <p>Mesolithic</p> <p>Civilisation</p> <p>Hunter</p> <p>Gatherer</p>

		<p>was in Star Carr, Yorkshire. Look at a picture.</p> <p>What tools did they have? What were they made from What were they used for? They hunted and gathered! Could you imagine having to do that?</p> <p>HA/MA: Label a picture of a hut. Explain what it might have been like to live in a hut in Star Carr. Draw a picture of a tool they might have used to hunt and explain what it was made from. Explain what they would have eaten. Purple - would you like to try it?</p> <p>LA: Label a picture of a hut. Complete sentence: I think living in a hut in Star Carr would have been... Draw a picture of a tool they might have used to hunt and explain what it was made from.</p>			
Lesson 3	<p>L.O.3: To be able to address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p><u>Neolithic</u></p>	<p>The Neolithic came next. It was much more settled and houses changed. People started to stay in one place and started to settle in small groups. Started farming - crops and animals. Started to make cloth. New skills. Got better at tool making - polished.</p> <p>Skara Brae - <a href="https://www.youtube.com/watch?v=79C97rpg13Y">https://www.youtube.com/watch?v=79C97rpg13Y</a></p> <p>Family home became a thing and houses were made by stacking rocks. Life was changing - it is thought people from abroad</p>	<ul style="list-style-type: none"> <li>• How was Neolithic different to Mesolithic?</li> <li>• How did they farm and develop new skills?</li> </ul>	<p>-</p> <ul style="list-style-type: none"> <li>• Address historically valid questions about change, cause, similarity and difference and significance by learning about the Neolithic era.</li> </ul>	<p>Neolithic Civilisation Crops Animals Farming</p>

		<p>brought farming and they adopted it which meant they didn't need to keep moving! Was this good for us?</p> <p>HA/MA: Diary entry as a person Neolithic Skara Brae. A day in the life - what would you have done that day - worn, jobs or eaten. Purple - this is different to what I do because?</p> <p>LA: As a group start a guided diary entry. Allow to independently complete (what they had eaten).</p>			
Lesson 4	<p>L.O.5: To begin to understand how our knowledge of the past is constructed from a range of sources.</p> <p><u>How do we know about the stone age?</u></p>	<p>Empty a box and ask the class to explain what happened in the morning to fill it. After, give the children a list of events that happened that day. Have they missed anything? What is missing? Why is it missing? Explain that this activity shows when we rely on only evidence we have we only get a partial account depending on what evidence survived.</p> <p>The first people arrived over 2 and a half million years ago, how do we know about them? How do we know about any people from the past? What clues might they have left behind?</p> <p>Explain 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 camps. Show images of stone age tools, cave</p>	<ul style="list-style-type: none"> <li>• Understand why the Stone Age has its name.</li> <li>• How were people living in the Stone Age?</li> <li>• How do we know about people in the Stone Age?</li> </ul>	<p>-</p> <ul style="list-style-type: none"> <li>• Establish clear narratives within and across different time periods.</li> </ul>	<p>Stone Age Source Period AD Million Evidence</p>

		<p>paintings, caves, camps, clothing, animals.</p> <p>Task: Selection of images of different objects/artefacts that have been left behind. Stick an image and write sentences to explain what kind of source it and what they tell us about the stone age.</p> <p>HA - Complete 4 MA - Complete 3 LA - Complete 2 (with support - photos from hands on activity and verbal reasoning)</p>			
Lesson 5	<p>L.O.3: To be able to address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p><u>Bronze Age</u></p>	<p>Youtube video: <a href="https://www.youtube.com/watch?v=cFWluyeNp2k&amp;feature=youtu.be">https://www.youtube.com/watch?v=cFWluyeNp2k&amp;feature=youtu.be</a></p> <p>Bronze is an alloy with 90% copper and 10% tin. It can be poured into moulds and made into different things. It doesn't break easily.</p> <p>What do you think has happened to Britain to have moved to the Bronze age? Why is bronze better than stone/</p> <p>Look at how they lived - started to get better at farming, clothes changed tools, bell beaker.</p> <p>HA/MA: Explain what life was like in the bronze age - write a few sentences on each part how they lived, what they ate, how they</p>	<ul style="list-style-type: none"> <li>- Understand why the Bronze Age has its name.</li> <li>- How were people living in the Bronze Age?</li> <li>- How do we know about people in the Bronze Age?</li> </ul>	<ul style="list-style-type: none"> <li>- Address historically valid questions about change, cause, similarity and difference and significance by learning about the Neolithic era.</li> <li>- Establish clear narratives within and across different time periods.</li> </ul>	<p>Bronze Age Civilisation 'Mould Copper Clothing</p>

		<p>made tools and why it was a good thing? Add images.</p> <p>LA: With support describe their houses and tools. Challenge - Food,</p>			
Lesson 6	<p>L.O.4: To begin to construct informed responses that involves thoughtful selection and organisation of relevant historical information.</p> <p><u>Iron Age Houses and Food</u></p>	<p>What do you think is different now we are moving into Iron age? These people are called Celts. They created tribes and this meant they lives and worked together as a community.</p> <p>Show pictures of hill forts communities and roundhouses. What do you notice about these houses? How have they changed? What would it be like to live in one?</p> <p>Discuss the food they had and what has been found. They are not just hunting and gathering now they are domesticated animals and using crops. They harvest and have mills - they are cooking more and have a lot more options. Pots used to cook have been found. Why was a tribal meal important?</p> <p>Task 1: Annotate the image of a roundhouse and explain why the materials were used.</p> <p>Task 2: Writing as a Celt, explain what you have eaten that day, how it was sourced and cooked.</p>	<ul style="list-style-type: none"> <li>- Understand how people in the Iron Age lived?</li> <li>- What did people in the Iron Age and eat?</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to develop a chronologically secure knowledge and understanding of British, local and world history</li> <li>- Establish clear narratives within and across different time periods.</li> </ul>	<p>Iron Age Civilisation Housing Food Forts Celts Tribes Domesticated</p>
Lesson 7	<p>L.O.4: To begin to construct informed responses that involves thoughtful selection</p>	<p>We know that the Iron age is called that because they started using Iron. Iron is much harder</p>	<ul style="list-style-type: none"> <li>- How did they warriors dress?</li> <li>- What did you need</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to develop a chronologically secure knowledge and</li> </ul>	<p>Warrior Weapons War</p>

	<p>and organisation of relevant historical information.</p> <p><u>Iron Age Warriors</u></p>	<p>than bronze and keeps a cutting edge longer.</p> <p>Show image of Iron Age Celtic Warrior. How are they dressed? What weapons/ protection do they have? What is important in battle? What is needed to be an Iron Age warrior.</p> <p>Task: HA/MA: Label image of Celtic warrior. Write instructions for how to be an Iron Age Celtic warrior. Purple pen - explain how you would feel going to battle.</p> <p>LA - Label image of Celtic warrior. Write instructions for how to be one.</p>	<p>to do to become an Iron Warrior?</p>	<p>understanding of British, local and world history</p> <ul style="list-style-type: none"> <li>• Establish clear narratives within and across different time periods.</li> </ul>	<p>Battle Clothing Armour Iron</p>
Lesson 8	<p>L.O.6: To be able to understand and explain the changes in Britain from the Stone Age to the Iron Age</p> <p><u>Written Assessment</u></p>	<p>Describe how life has changed in Britain from the Stone Age to the Iron Age.</p> <p>Provide information sheets to the children.</p> <p>Sections split into: -houses and settlements (living) -food (how it collected and what they ate) -tools/weapons (materials) -Jobs -Clothes (jewellery)</p> <p>HA: Write an explanation on changes within each section</p> <p>MA - Write an explanation on changes within 3 sections</p> <p>LA - Detail explanation on 2</p>	<ul style="list-style-type: none"> <li>- • Know about and recall different periods between Caveman to Iron Warrior.</li> </ul>	<ul style="list-style-type: none"> <li>- • Establish clear narratives within and across different time periods.</li> </ul>	<p>Housing Settlements Jobs Clothing Food Tools Weapons</p>

		sections (houses and weapons)			
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