



Medium-Term Planning

Subject: History



Term and Year:	Autumn Term 2, 2021
Teacher:	Miss O'Neil
Subject:	History
Key Question:	Was it better to be a hunter gatherer or a farmer?
Key Themes:	
Memorable Experience:	Trip to Bowes Museum to handle artefacts and make a Bronze Age pot. 08.11.21
Vocabulary that will be taught:	<ol style="list-style-type: none">1. Neolithic2. Prehistoric3. Skara Brae4. Handaxe5. Borer6. Hammerstone7. Flint8. Copper9. Bronze10. Iron

National Curriculum Objectives:

- Hi2/1.1 **Pre-Roman Britain:** Pupils should be taught about changes in Britain from the Stone Age to the Iron Age

Geography Skills that will be taught and assessed:

Year 3:

- Place the time studied on a timeline
- Use dates and terms related to the study unit and passing of time
- Sequence several events or artefacts
- Find out about everyday lives of people in time studied
- Compare with our life today
- Identify reasons for and results of people's actions
- Understand why people may have wanted to do something
- Identify and give reasons for different ways in which the past is represented
- Distinguish between different sources - compare different versions of the same story
- Look at representations of the period - museum, cartoons etc.
- Use a range of sources to find out about a period
- Observe small details - artefacts, pictures
- Select and record information relevant to the study

- Begin to use the library and internet for research

Year 4:

- Place events from period studied on time line
- Use terms related to the period and begin to date events
- Understand more complex terms e.g. BC/AD
- Use evidence to reconstruct life in time studied
- Identify key features and events of time studied
- Look for links and effects in time studied
- Offer a reasonable explanation for some events
- Look at the evidence available
- Begin to evaluate the usefulness of different sources
- Use text books and historical knowledge
- Use evidence to build up a picture of a past event
- Choose relevant material to present a picture of one aspect of life in time past
- Ask a variety of questions
- Use the library and internet for research

<p style="text-align: center;">Focus of each lesson 'Can I...' Statement(s)</p>		<p style="text-align: center;">Activities/Key points</p>
<p>Lesson 1</p>	<p>LO: Can I explain how people survived during the Stone Age?</p> <ul style="list-style-type: none"> • Can I create a timeline showing when the Stone Age was in relation to present day? • Can I explain which tools were crucial to survival and how they changed to make hunting easier? • Can I explain how these sources are limited? 	<ul style="list-style-type: none"> • Teacher to explain to the children that we will be studying the Stone Age to the Iron Age. Discuss with children when the Stone Age was in relation to present day and in which country specifically, we will be looking (Great Britain). Children are to create timelines showing when the Stone Age and Iron Age were (1). • Show children the video: https://www.youtube.com/watch?v=cE6OeRZB_Wc • Explain that life was a lot harder in the Stone Age and share some examples of challenges they faced. Discuss daily life: hunting, gathering, nomadic lifestyle, making camp, cooking on a stone. Discuss the importance of hunting and using tools. Discuss various tools and their uses. Children to use pictures of Stone Age tools to create a description of its use (2). • Activities: • Creating a timeline of events from the beginning of the Stone Age until present day. Y3 - Given a timeline that they have to gap fill. LA cut and stick. Y4 - Timeline cards that they have to stick into their book in order. • Use pictures of a Stone Age tool and explain what each source tells you. <p>Challenge - Can you write an advert explaining to the reader why the bow and arrow is a good hunting tool? Make sure to explain yourself and use examples and evidence.</p>

Lesson 2	<p>LO: Can I understand what was found at Skara Brae and explain why it was important?</p> <ul style="list-style-type: none"> • Can I explain how Skara Brae was discovered? • Can I describe some of the items found at Skara Brae? • Can I explain how Skara Brae shows that Stone Age people were beginning to change how they lived? 	<p>Explain that Skara Brae is 8 houses from the Stone Age that were discovered in Scotland on the island of Orkney after a big storm in 1850 by William Watt. Explain that this shows that the Stone Age people were no longer nomadic and were now farming and keeping livestock (animals). Watch video showing walk around of Skara Brae: https://www.youtube.com/watch?v=1pvJ9_Q88Y0</p> <p>Discuss what was found at Skara Brae (animal bones = farming, shells = fishermen, no weapons = peaceful life, carved stones = religious rituals, no weaving tools = wearing animal pelts, jewellery).</p> <p>Explain that they will now be completing comprehension questions. Model answering one together.</p> <p>Children are to complete comprehension questions about Skara Brae (1).</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Comprehension questions about Skara Brae. Y3 - Stick in each individual question then answer it underneath. LA - gap fill. Y4 - answer the questions.
Lesson 3	<p>LO: Can I explain why copper mining was so important?</p> <ul style="list-style-type: none"> • Can I explain why Bronze Age people mined copper? • Can I describe the jobs that copper miners used to do? • Can I explain how children would have felt working in the copper mines? 	<p>Explain that we are now looking at a period AFTER the Stone Age called the Bronze Age. Children are to sort the timeline cards into chronological order. Discuss that in BC the numbers are getting smaller not bigger because we are working out way towards 0 AD. This is to be recorded using photographs and a small description which will be stuck in their books.</p> <p>Explain that bronze is a type of metal called an alloy because it involves mixing tin and copper together. Discuss meaning of prehistoric. Explain that the Bronze Age happened in different places at different times, but it happened in Great Britain around 2100 BC. Discuss daily life, habitation and some artefacts (beakers and tools) from the Bronze Age. Watch video: https://www.bbc.co.uk/programmes/p01zfx8k</p> <p>Model answering comprehension questions. Children to answer comprehension questions (1).</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Answer comprehension questions about the Bronze Age. Y3 - Stick each question in then answer it. LA gap fill. Y4 - the answer. More writing expected.

Lesson 4	<p>LO: Can I use sources to explain what Stonehenge tells us about the past?</p> <ul style="list-style-type: none"> • Can I explain how Stonehenge changed from the Stone Age onwards? • Can I suggest why Stonehenge might have been built? • Can I explain why there are different theories about why Stonehenge was built? 	<p>Show children pictures of Stonehenge and explain where it is. Explain the method that was used to build Stonehenge. Children are to use play dough to follow along and build sections of Stonehenge (1). This evidence is to be photographed and recorded in books underneath and explanation of what children are learning. Watch video on Stonehenge: https://www.youtube.com/watch?v=wf7xwHFuH2o Go through some explanations of why Stonehenge was built. Assign each group a reason. They are to use a sources sheet to help them create a poster which they can use during a debate to explain to the rest of the class why their reason is correct. (2) This evidence is to be photographed and recorded in books underneath an explanation of the task. Allow children to vote on which they feel is correct.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Children to use play dough to follow along and create Stonehenge. Photographs as evidence. 2. Children to use a sources sheet to explain their reason for why Stonehenge was built using a poster. Working in mixed ability groups. Photograph for evidence. <p>Challenge- Why do you think there are so many theories of why Stonehenge was built? What was special about the prehistoric period that means there is some doubt? What are not all sources reliable?</p>
Lesson 5	<p>LO: Can I explain why hill forts were developed in the Iron Age?</p> <ul style="list-style-type: none"> • Can I explain how homes changed from the Stone Age to the Iron Age? • Can I explain why Iron Age people wanted to protect their homes? • Can I explain how hillforts were designed to protect Iron Age tribes? 	<p>Recap what the different periods are that we have studied so far: Stone Age and Bronze Age. Show children pictures of homes and ask them to identify which of them are the oldest and why. Show homes from Stone Age, Bronze Age and Iron Age. Discuss similarities and differences. Explain that in we are going to be looking at the Iron Age now, that this is AFTER the Stone Age and the Bronze Age. Discuss how living had changed and now people began to live together in groups in hillforts to help protect themselves. Watch the video explaining life in Danebury Hillfort: https://www.bbc.co.uk/programmes/p00gb6vh Discuss when the Iron Age was, what the people were called (Celts) and how they lived. Explain that hillforts were built to improve and protect farms, let them know when their enemies were coming, as religious places and as safe places to store food. Model answering comprehension questions. Children to answer comprehension questions (1).</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Comprehension questions based on hillforts. <p>Challenge: What was special about hillforts? How did they protect their tribes?</p>

Lesson 6	<p>LO: To answer the debate question.</p> <ul style="list-style-type: none">• Can I recall key facts?• Can I use the glossary?• Can I consider other points of view?	<p>Overview of the topic and review of the glossary.</p> <p>Children to complete a poster to answer the debate question.</p>
----------	--	--