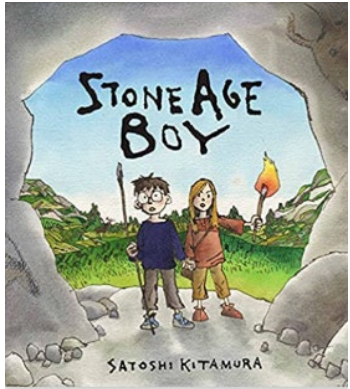





Unit Plan: What changed from the Stone Age to the Iron Age? (9 weeks)

Rationale

- Pupils start the unit learning about archaeologists and why they are so important in understanding how history has shaped the world and how things have changed.
- Pupils look at the timeline from Stone Age to modern day (today).
- Within the unit, the children learn about the sewing and why this was important to Stone Age people. Children are encouraged to practice 3 different stitches and reflect on how clothing has changed as well as how clothes are made.
- Pupils learn about different Skara Brae and Stone Henge, as well as the many changes that have occurred surrounding how people live. We then go on a trip to Cresswell Craggs where children explore the caves ahead of creating their own cave paintings.

Core Texts	Key Figures		Enrichment	
	 Hunter gatherers  Amesbury Archer Jesus		<ul style="list-style-type: none"> • Afternoon spent looking at artefacts and tools. • Trip to Cresswell Craggs • Outdoor cave painting experience <p style="text-align: center;">Written outcomes</p> <ul style="list-style-type: none"> • Setting description • Letter • Story ending • Persuasive letter 	
Science unit	RE unit	Oracy	Cross curricular Links	
<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • The life of Jesus • Jesus as a teacher • Why Christians follow Jesus 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • History • Music • D&T 	<ul style="list-style-type: none"> • Geography • Art • RE

Unit Sequence of Lessons - What changed from the Stone Age to the Iron Age? (9 weeks)

Lesson	Learning Challenge	Outcomes	Adaptive teaching	Flashbacks
1. History Tues 24 th	<p>WOW day to gain interest into the stone age.</p> <p>Can I understand what an archaeologist is and what they do?</p>	<p>Share artefacts. Children to use post it notes to ask questions and to write initial thoughts/ideas.</p> <p>Introduce topic and complete front sheet. - add key vocab to front covers.</p> <p>Twitter</p> <p>Pictures of tools, paintings etc. Explain primary and secondary sources</p>	<p>Adult support where needed</p> <p>Support to complete front sheet with key vocab scribed</p>	n/a
2. History	<p>Can I create a timeline to include Stone Age to now?</p>	<p>Toilet roll timeline.</p> <p>Children will explore the meaning of the term 'prehistory' and identify the Stone Age, Bronze Age and Iron Age on a timeline.</p>	<p>Topic group with adult support.</p>	<p>Pictures of artefacts from last lesson - what are these items? What were they used for?</p>
3. History	<p>Can I understand where Stone Age people lived?</p>	<p>What did this look like globally? Mankind originated from South Africa.</p> <p>Place on a world map.</p>	<p>Less countries with boxes to label, as a group.</p>	<p>Continents song</p>
4. Music	<p>Can I learn the Stone Age Rap?</p>	<p>To learn facts and dates.</p>	N/a	<p>1 min to tell their partner something they learnt in music last year</p>
5. History	<p>Can I create a timeline of the stone age period?</p>	<p>Time across a double page spread.</p> <p>Challenge: How have things changed from the Stone Age to Iron Age?</p>	<p>Topic group, adult support.</p>	<p>Recap vocab: Prehistory - what does this mean?</p>
6. History	<p>Can I compare hunter-gatherers to life today?</p>	<p>How they were hunter-gatherers and how that transitioned to life today and why that happened. Half hunter-gatherer and half modern human and label.</p>	<p>Labels to stick in as a group.</p>	<p>3 mins - mindmap everything they know about the stone age on whiteboard</p>
7. D and T	<p>Can I understand the origins and development of sewing?</p>	<p>Create a mood board of the clothing worn by Stone Age people. What do you notice. Materials used. E.g Animal skins, leather, colours. Glossary of clothing terms.</p> <p>Lesson on the invention of the needle.</p> <p>Purpose: Can you make a needle pouch to look after your sewing needle?</p>	<p>As a group, adult support.</p>	<p>What was a hunter gatherer? How are they the same / different to us?</p>

		<p>Brief: It must be able to hold a needle It must be in an authentic colour It must use a running, blanket or over stitch</p>		
8. D and T unit	Can I practice running, over and blanket stitch?	Practice all 3 stitches and stick them in books. Which stitch will you use and why?	Group table	Recap vocab learnt last lesson
9. D and T	Can I select a stitch and material to sew a needle pouch?	Select material Follow instructions Cut out template onto fabric Sew together Add bead / button.	Group table	Which was your favourite type of stitch? Why? TTYP.
10. History/ Geography	Can I understand where the best place for settlements were during the stone age? Can I explain how the homes changed over time?	Order homes and identify materials used and how they have developed.	Group topic, with adult support. Adult scribe	Recap where stone age people lived - South Africa. What do chn know?
11. History	Can I understand the importance of farming? Can I understand the transition to the Neolithic age?	Single Page Spread- Fact file on the importance of farming.	Group topic with adult support. Sentence stems or word bank to support.	Recap timeline from prev History lessons.
12. Geography/ History	Can I understand what Stonehenge is why it is important?	Double page spread but with question boxes. Listen to different theories about why Stonehenge was built and create their own. Significance of Stone Henge - Use sentence stems to support or questions. E.g How did they shape and cut the stones? What is it used for? How long did it take to build? What is it made of? What does it tell you about Stone Age people?	Provide scaffolds for LA children	Recap materials
13. Geography /History	Can I understand the importance of Skara Brae?	Give them images of things found at the sight and they become archaeologists and explain what each finding means. e.g Skara Brae facts for kids National Geographic Kids (natgeokids.com)	Provide scaffold for LA children	What is Stonehenge?

14. History	Can I understand the changes during the Bronze Age?	What were the changes and why? The grave of the Amesbury Archer and what it tells us about life in the Bronze Age. Look at what burials tell you about people.	Group topic. Sentence stems.	Stone Age rap
15. History	Can I understand how the way people lived changed during the Iron Age?	Compare Bronze age and Iron age using whereas statements or similar to/ e.g People in the Bronze Age were good farmers whereas Iron Age people were better farmers due to the advancements in tools due to iron. Housing, tools, farming, cooking, battles, tribes and celts, forts.	Group topic, sentence stems.	Photos of artefacts on tables to discuss
16. Trip Week 7	Trip to Creswell Crags		n/a	
17. History / sketch book	Can I investigate cave paintings and what they were used for?	Annotate paintings/ analyse one in depth/ label picture Look at cave art in Somalia, India and Caribbean.	Adult support, as a group.	Review sewing unit - what did you learn about colours / materials?
18. Art unit	Can I experiment with different materials to create texture? Can I create my own material to paint with? Can Can I create a replica of a cave painting? Can I evaluate my artwork?	Cave painting with their own paint. Explore cave paintings Practise with materials the different shapes Go outside and use 'natural' paints - take photos. Create final piece for gallery.	Adult support, as a group.	What were cave paintings? TTYP.
19. RE Week 8/9	Can I understand why Christians believe Jesus was born? Can I learn about the life of Jesus?	What is the light to them and what is the darkness around Jesus?	Adult support.	Sort Christian and non-Christian. Symbols, places of worship, hoy books, festivals.
20. RE	Can I understand if Jesus was a good teacher?	Who supports our children? What gives them strength in their lives?	Adult support.	
21. RE	Can I understand why Christians follow Jesus?	What are the rules? Link back to first RE unit.	Adult support.	Review class charter and british values.