




<p>Year Group: 3</p>	<p>Term: Autumn #1 2021</p>	<p>Teacher: Jess Hindley</p>	<p>Subject lead: Dionne Sanati</p>	<p>Overview: Stone Age to Iron Age: changes in Britain over time Chronological narrative – sequencing & duration Source work – extracting, interpreting, understanding limitations Using a range of sources to answer enquiries Enquiry – asking questions to deepen understanding, drawing conclusions from evidence</p>	<p>Key End Points: By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> -Place the time studied on a timeline sequentially. -Understand that AD dates become larger the closer they get to present day. BC dates become larger the further they get from present day. The year AD 1 marks the birth of Christ in the Gregorian. -Follow a given line of historical enquiry with questions: 'how' and 'why'. -Begin to compare and contrast common areas of human concern (include the need for food, survival, shelter and warmth; and the development of technology) over a period/era of time from Stone Age to Iron Age. - Identify some areas of continuity and changes throughout the Stone, Bronze and Iron Ages in Britain by comparison of either housing, innovations, entertainment society, food or beliefs. - Identify why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain. - Identify what caused the shift in hunter-gathering to settlements. -Identify why our interpretations of these time periods is difficult due to limited primary sources or written evidence. 	
<p>Links to other learning: Maths – sequencing dates & scaling Reading – prediction & inference</p>	<p>Relevant Prior Learning: Chn will have any awareness of chronology beyond living memory from GFireOL/ Flight units (see timeline work in books)</p>	<p>Relevant Future Learning: In the next term children will study the link between the Iron Age and the Roman Empire and its impact on Britain.</p>	<p>High Quality Text: Stone Age Boy by Satoshi Kitamura The Boy with the Bronze Axe by Kathleen Fidler</p>	<p>Risk Assessment:</p>	<p>Teacher CPD: Read through Stone Age to Iron Age article and listen to podcasts (additional if time allows) on HA website to support subject knowledge prior to teaching. https://www.history.org.uk/primary/resource/7196/stone-age-to-iron-age-overview-and-depth https://www.history.org.uk/primary/module/6581/podcast-series-from-the-stone-age-to-the-romans Historical Association Login amyharris@mendell.wirral.sch.uk mendellhistory1 Read blog https://www.mrtdoeshistory.com/post/the-stone-age-to-iron-age-my-teaching-approach Mr T Does Primary History Login dionneh@hotmail.co.uk shaian85 Watch the 5 CPD videos below – breaking down chronology Sequencing, Scaling, Duration/ intervals, Concurrence, Interaction https://www.youtube.com/channel/UCyfpQy_uJ8R8XgFHjwNTIQ</p>	
<p><u>Learning Intention</u></p>	<p><u>Lesson Outline</u> (Key Questions in colour)</p>			<p><u>Resources</u></p>	<p><u>Vocabulary</u></p>	<p><u>Lowest 20% Adaptations</u></p>
<p>1 I can use chronological language and sequence dates/ events on a timeline</p>	<p>In this unit of History we will be studying the changes in Britain from the Stone Age to Iron Age. We will be answering the following enquiry questions: 1) When was the Stone Age and what periods did it include? 2) Which change was the most significant to the way people lived? 3-4) How did hand held tools change through this period in history? 5) Would you rather live/eat the food in ... and why? 6) Is Skara Brae significant?</p>			<p>Context for teachers: The Stone Age to Iron Age covers an enormous amount of history which is very difficult to understand. It also brings to light why we can't give exact dates of when periods of history begin and ended so we use the word 'circa'. The purpose of this lesson is to begin to unpick the scale of this historical period and introduce</p>	<p>chronology Sequencing – ordering periods/dates/etc in chronological order. Duration – the time that an event/period/era takes place for.</p>	


	<p>Words of the week: Introduce the key language of chronology and discuss meaning: sequencing, duration, intervals, scale</p> <p>The Stone Age to Iron Age covers an enormous amount of history which is very difficult to understand. We can't give exact dates of when periods of history begin and ended so we use the word 'circa' e.g. Paleolithic – Circa. 800,000BC to 10,000BC. Today we are going to use the chronological language from our words of the week and apply it by constructing our own timelines. We will then sequence dates and events on our timelines. By the end of the lesson you will be able to answer the Enquiry question: When was the Stone Age and what periods did it include?</p> <p>Introduction: Begin by discussing the scale of history. Practically explore using the distance between your hands. <i>How long has the Earth existed for? (spread hands as wide as possible). How long have people been on Earth for? (As close as hands can be placed together without touching).</i> Use Chronozoom to depict this and explore the duration of time the planet has existed for and the tiny amount humans have existed for by comparison.</p> <p>On ppt recap prior learning with chronological links between their existing knowledge base to establish the comparative position of each 'topic' on the overall narrative structure. Introduce the concept of BC/AD (this will be revisited in yr4 when chn have done negative numbers in Maths). <i>What do you notice about the dates on our timeline? The dates get larger the further back in time we go. Which has the longest duration? Which has the shortest duration? What do you think BC and AD mean? AD stands for Anno Domini, Latin for "in the year of the Lord", while BC stands for "before Christ". AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar.</i></p> <p>Whole Class Task: Use pre-created boarder paper with the time periods opposite to model and create a scaled timeline for the WW. Ask chn to speculate on the order and sequence the periods as a class. Display on WW for the unit/ photos of process in books. <i>Which period comes first? Why do you think that? Why have you placed this era before that one? Can you explain what made you think that? Which of the periods has the longest duration? I'm counting in millennia (100 years), these are our intervals. Do anything here surprise you? Do you think the change from period to period was sudden or took time and why?</i></p> <p>Independent Task: Chn to consolidate their knowledge by completing their own sequencing timeline task. Extension questions to answer alongside timelines in their books: <i>What does BC mean? How do the dates change in this period? What does AD mean? How do the dates change in this period? Which period of the Stone Age to Iron Age has the longest duration?</i></p>	<p>the children to language which is necessary to study the past. It also stresses the importance of chronology to underpin studying the past.</p> <p>Lesson 1 ppt</p> <p>Chronozoom (load in advance and use search tool to help)</p> <p>Border paper</p> <p>Palaeolithic – Circa. 800,000BC to 10,000BC</p> <p>Mesolithic – Circa. 11,000 to 5,500BC</p> <p>Neolithic – Circa. 4300 – 2000BC</p> <p>Bronze – 2,200 to 750BC</p> <p>Iron – 750BC to 43AD</p>	<p>Interval – the chronological gap between events.</p> <p>Scale – using a mathematical scale to construct a precise timeline to show duration and intervals effectively.</p> <p>BC/ BCE AD/CE Prehistory Paleolithic Mesolithic Neolithic</p>	
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2	<p>I can identify continuity and change between periods of history</p>	<p>Hook: What do you think people looked like in the Mesolithic period? Read through Cheddar Man article and discuss significance of this find. Ancient DNA from Cheddar Man, a Mesolithic skeleton discovered in 1903 at Gough's Cave in Cheddar Gorge, Somerset, has helped Museum scientists paint a portrait of one of the oldest modern humans in Britain. https://www.bbc.co.uk/news/science-environment-42939192</p> <p>Words of the week: significant/ significance <i>A person or event can be significant for good or bad reasons. It is someone that did something important that changed people's lives at the time or after. It is an event that led to important changes in an aspect of life either at the time or in the future</i></p> <p>Today we are going to look at continuity and change thinking about what stayed the same and what changed between the periods from the Stone Age to Iron Age. By the end of the lesson you will have enough evidence to answer the Enquiry question: Which change was the most significant to the way people lived?</p> <p>Recap on the key learning from lesson 1 including the scale of time being studied and the names of the key periods being studied. Reminding about the scale of history using their hands again. What is the order of the stone age periods? Which of them has the longest duration? Are there any predictions or inferences about how life changed between these periods? (use the names of the periods as clues!)</p> <p>Whole Class teacher led: Read through key information for each period of the Stone Age, Bronze Age and Iron Age. Discussing the meaning of any key language etc. that the children don't understand (see vocab column) is key to chn being able to complete the group task. Do you think everyone in this period had access to the new developments, why? <i>No, access to natural resources such as iron, tin, copper, bronze etc... would have been dependent on geographical locations. Permanent settlements were more likely to occur near water sources. Farming would have been more successful for people where the soil was more fertile.</i> What would happen to those people that didn't make these discoveries? <i>They wouldn't have survived or they would have had to join more successful groups who had made the discoveries to survive.</i></p> <p>Group Task: Distribute the achievements cards about the periods being studied. Chn to sequence chronologically (recap of prior lesson skill). Then allow the children to explore the information further and locate any key</p>	<p>Context for teachers: The Stone Age to Iron Age period covers many thousand years and it would be wrong not to focus on the continuity and change that took place in those periods of history. The purpose of this lesson is to continue to develop the children's understanding of this period of history by giving them more information for each period of history and allowing children to make links between them to construct a narrative. Teaching children about continuity and change is a fundamental skill in history lessons to enable them to make links. It's also an opportunity to link this period to other ancient civilizations including Egypt, Sumer, the Indus etc.</p> <p>Ian Dawson's criteria for significance: -Changed people's lives (this can be for the better or worse). -Changed events at the time they lived. -Had a lasting impact on their country or the world. -Had been a really good/bad example to people of how to live and/or behave.</p> <p>WW timeline from lesson 1.</p> <p>Achievements posters lesson 2 in resources folder.</p>	<p>Significant/ significance Continuity Change</p> <p>Predictions Inferences Impact</p> <p>Settlements Domesticated animals Domesticating Bolas (a type of throwing weapon made of weights on the ends of interconnected cords, used to capture animals by entangling their legs) Currency Nomadic Nomads Hunter-gatherers Tribal groups Farming</p>	

		<p>information which is continued from one to another e.g. the development of tools (innovations), how groups were organised (settlements), how food was sourced (hunting/ animal domestication/ farming), trade etc... This could be done using highlighters and each group could be given a particular aspect to find on each card e.g. settlements. Take photo of this process for their books.</p> <p>What do you think was the impact of the change from people being nomads to settling in organised tribal groups?</p> <p>What do you think was the impact of the change from hunter-gathers to farming and domestication animals?</p> <p>How would the domestication of animals have made life easier/ better?</p> <p>How would the development of tools from stone/ wood to other metals have made lives easier/better?</p> <p>Reflection/Plenary/Conclusion: Reflect on what we have learned and what it tells us about the Stone Age – <i>there were new developments/advances etc.</i></p> <p>Chn to answer enquiry question in their books. Which change was the most significant to the way people lived? Add the information cards onto the class timeline to build up the knowledge and give a point of context for the topic.</p> <p>Did any of the changes surprise you?</p> <p>Can we say what caused those changes?</p> <p>Which of the changes do you think was most significant?</p>	<p>Teacher to model how to answer enquiry question:</p> <p><i>I think that the most significant change to the way people lived from the Stone Age to the Iron Age was...</i></p> <p><i>e.g. their discovery of stronger metals like iron and bronze because this meant that they developed their weapons for hunting making them better and stronger. Having stronger tools would have also made it easier for them to construct their homes and other things they needed in daily life.</i></p> <p><i>e.g. their domestication of animals because that meant they could easily access food like milk and meat.</i></p> <p><i>e.g. their change from being nomads, who moved around, to people who were settled and lived in tribes. This would have meant they could have worked together to build settlements, to hunt, to farm and to make tools.</i></p>		
3	<p>I can extract information from archaeological sources</p>	<p>Words of the week to discuss: archaeological sources & extract</p> <p><i>Archaeological sources refers to two kinds of thing: ancient monuments and artefacts.</i></p> <p><i>Extract – to draw out, to select or to obtain information.</i></p> <p>Today we are going to extract information from archaeological sources to help us answer the Enquiry question: How did hand held tools change through this period in history? (question will be answered at the end of lesson 4)</p> <p>Whole class: Lesson 3 resource sheet - Show archaeological findings from each of the periods being studied and identify how they are used by archaeologists and historians to build up a picture of the past. Promote the use of questioning to explore ideas (questions on post its added to WW) and make links between new and existing knowledge as of vital importance to a historian/archaeologist.</p> <p>Have you seen something like this before?</p> <p>What questions does this make you want to ask?</p>	<p>Context for teachers: The key learning in the first lesson are the scale of the past and representing the duration of each of the historical periods being studied. This, and the subsequent lessons build on that by adding context to them to build up a more complete picture. The focus on this lesson is extracting information from the sources provided to be able to place artefacts, events etc into a wider context – give as much support is needed in this lesson to facilitate independence further along in the unit.</p> <p>Lesson 3 resource sheet.</p> <p>All archaeological items chosen to show continuity and change in the use of hand tools through this period of history. They're also</p>	<p>Extract</p> <p>Archaeological sources</p> <p>Change</p> <p>Continuity</p> <p>Artefacts</p>	<p>Teacher led group write to answer enquiry question.</p>

		<p>Model how to extract information from a source using the knowledge and question grids under each section by identifying recognisable features.</p> <p>Independent Task: Chn to continue to extract information from stone age archaeological pictures on resources sheet. <i>What is it?</i> <i>What does this tell you? (point to specific part of item)</i> <i>How certain are you? (leads into question task that follows). Do you have further questions about the artefact?</i></p> <p>Mid lesson plenary/ teacher led reflections: Provide a chance to ask questions to deepen understanding about what the archaeology doesn't show. <i>How will the answer improve your understanding?</i> <i>Can you predict what the answer may be?</i> Additional challenge can be to research answer to their own question.</p> <p>Plenary/ reflection: Discuss evidence extracted and what we can learn from these sources. Allow children to speculate about the period they originate from using wider knowledge. Actively promote and explain how the archaeological findings the children have studied helped to develop our understanding of the past including the features studied in the previous lesson. <i>What makes you think that?</i> <i>Does anyone have a similar/different theory?</i> <i>Did the answer surprise you?</i> <i>Do you have any further questions?</i></p>	<p>entirely British. Another item could be used in the same lesson as long as there is archaeology available. Ideally use artefacts as well. Ensure you teach children the difference between a replica and a genuine artefact.</p>		<p>Teacher support for independent activity.</p>
4	<p>I can extract information from sources and interpret multiple sources</p>	<p>Word of the week to discuss: interpret <i>to explain or tell the meaning of : present in understandable terms</i></p> <p>Today we are going to continue to extract evidence using a range of sources. We will interpret the evidence from all of the sources to add more detail and depth to our answer of the Enquiry question: How did hand held tools change through this period in history? We will also begin to say what further evidence we may need to help us understand better.</p> <p>Whole class: Recap on key learning from previous session. <i>What are the limitations of using just those sources from last lesson? They are only one type of source (artefacts) so could only give us limited knowledge and understanding. We need to look at a wider variety of sources to deepen our understanding.</i></p> <p>Introduce the idea of interpreting evidence from other sources to create an overall understanding – as clear an image as possible. <i>Why does using multiple sources help us create clear images of the past? Because if you use multiple and varied sources you will be better able as a historian to see and interpret the many sides of an issue or topic.</i></p> <p>Teacher led/ partner/ independent task: Provide range of text sources and videos (see opposite links). Chn to extract information from the sources and make sure children can place the information into the correct period of history – independently or with support. Sources may need to be copied from the websites and adapted based on chn's reading abilities. <i>How does learning from this source compare with archaeology?</i></p>	<p>Context for teachers: The previous lesson introduced the children to archaeology of the periods being studied in the topic. It also began to make links between the continuities and changes in this historical period. The purpose of this lesson is to continue to increase the depth of knowledge for each period of history.</p> <p>Source 1: https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z34djxs</p> <p>Source 2: https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z33487h</p> <p>Source 3: https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z874kqt</p> <p>Source 4: https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z8bkwmn</p>	<p>Sources Extracting Interpret Conclusion</p> <p>Limitations</p>	<p>Support chn with group reading of texts from sources.</p>

		<p>Which is harder and why? Where does this evidence correspond to?</p> <p>Independent task: Relate back to enquiry question for lesson 3&4 and ask chn to answer this verbally/written.</p>	<p>Interactive images and videos on the above links could be used for chn who may struggle with reading.</p> <p>Teacher to model example of written answer to enquiry question – check model with subject lead in advance of lesson.</p>		<p>Teacher led group write to answer enquiry question.</p>
5	<p>I can draw conclusions from a range of sources</p>	<p>Word of the week to discuss: conclusion <i>To make a judgement or decision reached by reasoning based on evidence</i> Where have we used conclusions before?</p> <p>One of the main difficulties of studying this period of history is the lack of written sources from the time (because people couldn't read or write!) which means we need to use our inference skills (acting like detectives to use the evidence in our conclusions). Today we are going to continue to extract and interpret sources of evidence to add new learning to our understanding of the past. We are going to use this evidence to make conclusions from a range of sources to answer one of these enquiry questions – you can choose which one as a class...</p> <p>Enquiry question 1: Would you rather eat the food in the Palaeolithic (hunter gather's/ nomads) or Iron Age and why? Enquiry question 2: Would you rather live in the Stone Age or Iron Age and why?</p> <p>What information are we looking for to answer the question? Archaeological sources e.g. artefacts, written sources from books and the internet.</p> <p>Independent/ group task: Provide children with a range of sources (see opposite sheets/ links) covering housing or diet. Adaptations: Work whole class to analyse written sources or teacher to adapt/ simplify texts based on chn's reading abilities or chn can be directed to just use artefacts/ pictorial sources.</p> <p>Before they start explore what skills they're likely to use to learn from these sources. What skills are you going to use? Work like a historical detective – read and look at your sources carefully, make conclusions based on the evidence and share your findings with someone else. Which of them do you expect to use the most and why? Probably artefacts are they are the easiest to interpret. But remember your knowledge will be limited if you don't look at other sources as well!</p> <p>Children to extract information from sources and interpret what the sources tell them. Which of the sources is the most useful? What has source... taught you about the changes in settlements/ food from the Stone Age to Iron Age? What doesn't this source tell you? Does it tie into the other sources you have looked at?</p>	<p>Context for teachers: The children have learned about some of the key changes between the periods of the Stone Age and Iron Age. They should have an overview and be able to refer to it using the displayed timeline with an increasing number of dates, images and events from the previous lessons. One of the main difficulties of studying this period of history is the lack of written sources from the time which means encouraging children to bring in inference and wider knowledge is vital – this lesson promotes this.</p> <p>This lesson focuses on expanding children's knowledge base of an era alongside developing their ability to apply it into a wider chronological narrative.</p> <p>Sources about food/ diet: Sheet with sources about food in resource folder. Also ppt about hunter gather's could be shown/ included on sheet as slides.</p> <p>Also show clip Iron Age kitchen https://www.youtube.com/watch?v=OqWcpiGLXs</p> <p>Sheet with sources about housing in resource folder.</p> <p>Website sources about housing/ settlements – text, photos and videos: Ipads will be needed for chn to explore websites https://kidadl.com/articles/stone-age-houses-key-stage-two-fact-file https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z8bkwmn</p>	<p>Conclusions</p> <p>Extracting Interpreting Limitations Historical sources</p>	<p>Support chn with group reading of texts.</p>

		<p>Mid plenary: Share and compare findings with others. <i>What have the sources told you about the changes in settlements/ food from the Stone Age to Iron Age?</i> <i>Are there any disagreements?</i></p> <p>Reflection/Plenary/Conclusion: Write brief conclusion and share findings as a class. <i>What is the key finding to your research?</i> <i>Are there any limitations to the sources you looked at?</i></p>	<p>https://www.bbc.co.uk/teach/class-clips-video/history-ks2-stone-age-farming-and-homes/z479wtu</p> <p>Teacher to model example and to create sentence starters to support chn when answering enquiry question at the end of the lesson. <i>I would rather live in the... because...</i> <i>I would rather have eaten the food in the...because...</i></p>		<p>Scribe/ group answers with teacher support answers to enquiry question.</p>
6	<p>I can apply source analysis and questioning skills</p>	<p>Recap lesson 2 Words of the week: significant/ significance <i>A person or event can be significant for good or bad reasons. It is someone that did something important that changed people's lives at the time or after. It is an event that led to important changes in an aspect of life either at the time or in the future</i></p> <p>Words of the week to discuss: source analysis <i>To look closely and examine sources in detail.</i></p> <p>As we already know, in the later part of the Stone Age and Iron Age, groups of people turned from being nomadic tribes to farmers that stayed in one locality. Today we are going to study one of these settlements that show one of the achievements of this era. We are going to analyse sources to help us answer the enquiry question Enquiry question: Is Skara Brae significant?</p> <p>Introduction: Relate the task to the work of the previous lessons. Watch clip to introduce chronology to give sense of where and when. https://www.facebook.com/bbc/videos/649061669220549/ Ask chn to place image of Skara Brae with dates (opposite) on the WW timeline.</p> <p>Watch clip to add further information to chn's understanding – teacher to read text during video of https://www.youtube.com/watch?v=SM5igLkYvc</p> <p>Being to explore using IWB to introduce chn to website before they continue independent research https://www.bbc.co.uk/scotland/learning/primary/skarabrae/content/what/</p> <p>Independent Task: Children conduct initial research using BBC website above. Chn to continue research and analyse sources on sheet. They can also conduct additional research to enhance the depth of their knowledge using available books, internet access etc.</p> <p>Group Task: Share the evidence they have found with children in groups to collate findings – findings could be presented in a number of ways (e.g. mindmap with enquiry question at the centre, information poster etc...) Take photos of this process for books. <i>What has your evidence told you so far?</i> <i>Do you have any ideas of areas you want to research further?</i></p>	<p>Context for teachers: In the later part of the Stone Age and Iron Age, groups of people turned from being nomadic tribes to farmers that stayed in one locality. Studying these settlements shows one of the achievements of this era. The enquiry question is focused more on why it's significant than if it is significant.</p>  <p>Skara Brae, Scotland, Orkney Islands 3180 B.C.E - 2,500 B.C.E</p> <p><i>Ipads/ laptops needed for chn to explore this website or use whiteboard – needs flash player so check it works beforehand!</i> https://www.bbc.co.uk/scotland/learning/primary/skarabrae/content/what/</p> <p>Sources sheet lesson 6 in resource folder. <i>Adaptations: teacher to adapt/ simplify texts based on chn's reading abilities or chn can be directed to just use artefacts/ pictorial sources.</i></p> <p>Links to other sources: http://www.orkneyjar.com/history/skarabrae/ http://www.schoolsprehistory.co.uk/tag/skarabrae/</p> <p>This is also an opportunity to use school's wider library and collection of resources if relating to Skara Brae.</p>	<p>Source analysis</p> <p>Extracting evidence Interpreting evidence Drawing conclusions</p>	

		<p>Can you link this to your previous learning?</p> <p>Reflection/Plenary/Conclusion: Work together to write a conclusion for the enquiry question ensuring that key evidence is used as part of the explanation.</p> <p>What is your answer?</p> <p>Can you support it using evidence?</p> <p>Is there anything that makes you doubt your answer?</p>	<p>Teacher to model example and to create sentence starters to support chn when answering enquiry question at the end of the lesson.</p>		<p>Teacher led group write to answer enquiry question.</p>
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