



**Topic Title:** Back to Basics

**Year Group:** 5

**Academic Year:** 2022-2023

**KS2 History Intent:** To understand changes in Britain from the Stone Age to the Iron Age.

<b>Prior Historical Learning/Linked Topics:</b>  Children will have learned about different periods in time in previous years.	<b>Literacy Links (including texts/media used):</b> The Boy with the Bronze Axe Stone Age Boy  <b>WRITING TO INFORM</b>  Fact file about Skara Brae Recipe for Stewed Fruit  <b>WRITING TO DISCUSS</b>  Stone Age Restaurant  <b>WRITING TO ENTERTAIN</b>  Stone Age Adventure Story	<b>Maths Links:</b> Measuring when making stewed fruit  <b>Links to Foundation subjects:</b> D&T – stewing fruit Art – cave paintings Geography – looking at land uses over time
<b>Historical Knowledge</b>		
<b>Area of study:</b>		
Changes in Britain from the Stone Age to the Iron Age		
<b>Historical Skills</b>		



No Limits  
To Learning!

<b>Historical Interpretation:</b>	<b>Organisation and communication</b> <ul style="list-style-type: none"> <li>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> </ul>
<b>Chronological understanding</b> <ul style="list-style-type: none"> <li>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>Describe the main changes in a period in history.</li> </ul>	<b>Knowledge and understanding of events, people and changes in the past</b> <ul style="list-style-type: none"> <li>Choose reliable sources of information to find out about the past.</li> <li>Describe similarities and differences between some people, events and artefacts studied</li> <li>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</li> </ul>
<b>Historical enquiry</b> <ul style="list-style-type: none"> <li>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li> <li>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> </ul>	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How do we know about things in the past?</li> <li>Where did people live then?</li> <li>What would be helpful invention for a Stone Age house?</li> <li>What is Skara Brae? <i>Related to VIPERS which was set in Skara Brae.</i></li> <li>What do people need to know about Skara Brae?</li> <li>What were tools used for then?</li> <li>Were Stone Age animals similar to animals we have now?</li> <li>How did they hunt?</li> <li>What did they hunt?</li> <li>What did they gather?</li> <li>What did they eat?</li> <li>How do you make stewed fruit?</li> <li>What jobs did they do?</li> <li>What is Stonehenge?</li> <li>Who were the Iron Age Celts and what did they do?</li> <li>How did they live?</li> </ul>



## **Content:**

### **Lesson 1 – Step into to the Stone Age!**

Discuss and remind children about similarities and differences between now and the past. Explain to the children that we are going to be studying a new topic this term. It is all about Prehistoric Britain, it is a time before Jesus. Introduce our new topic of the Stone Age. Show timeline and explain that we are traveling back to the earliest period of human culture. Knowledge capture of what the children already know about the Stone Age. What do you think life was like in the Stone Age? How different would life have been? Have images/artefacts on table for chn to look at. Chn to stick images in their books and generate questions that they would like us to answer throughout the topic. Stop and share questions. *Is this an appropriate question? Are we able to find the answer to this question? Why/ Why not? How could we find the answer to this question? What could we use to research this?*

### **Lesson 2 – How do we know about the Stone Age?**

Play the Rubbish Bin Activity – What can they learn from the evidence found? How can we tell what someone has eaten? Or where they have been etc? Pose question *'The first people arrived in Britain over 2 and a half million years ago...How do we know about them?' How do we know about people from the past? What clues might they have left behind?* Discuss different types of evidence; Archaeology, objects (stone, bone, antler tools), bones/skeletons, cave paintings, pottery, monuments. Show images of stone age tools, cave paintings, caves, camps and clothing on google images. Show sandbox and invite chn to come up and 'dig' for some clues. Chn will have a selection of images of the different objects and artefacts that have been left behind. Select image and write sentences explaining what they tell us about the Stone Age.

### **Lesson 3- Stone Age Period**

Own life timeline activity. Draw out that we have to choose the significant events to put on a timeline and put them in chronological order. *How did you know what order to put things in?* Chn to sort out event cards. Create whole class timeline and discuss/add the intervals to use. Focus on the BC (Before Christ/Before the Common era) section. *What does it mean?* Reinforce a sense of history by showing an A4 piece of paper (landscape). One sheet represents 500 years, 80 sheets of paper should represent Neolithic/New Stone Age (or 23 metres). Discuss the timelines created. Draw attention to the way in which we split the Stone Age into three parts.

### **Lesson 4 – Cave Art**

Recap *what we learned last lesson about the past?* Show images on the whiteboard of Stone Age art, *ask children to talk with their partners about what is it they think they are looking at?* Go through the PowerPoint on *Cave Art, Carvings and ornaments. Decorated skeletons, Art Trade, Bone carving.* Having an open discussion about what they drew and *why the chn think they created pictures of those objects?* Explain that there are different theories about why humans created cave paintings. Chn to have a go at creating their own cave painting using natural resources such as sticks.



### **Lesson 5- Stone Age Houses**

*Discuss and share images of Stone Age houses.* Explain that the later homes show that people began to settle in one place instead of moving around. *Why might this be?* Chn to draw and label each house. Chn to then write a description of how the houses changed and what this tells us about people in the Stone Age (e.g. they began to settle in one place, lots of houses together suggests they lived in settled communities etc). Spend time discussing how the houses changed over time and what this tells us about the changes in the Stone Age. Chn to then write a description of how the houses changed and what this tells us about people in the Stone Age (e.g. they began to settle in one place, lots of houses together suggests they lived in settled communities etc.)

### **Lesson 6 – Food**

Explain that for this lesson, we are going to become hunter-gatherers! We need to go out and hunt or gather our own food. *What types of food would the Stone Age people eat? How would they prepare this food? Would we do that today? Why not?* Explain that we are going to take on the role of hunter-gatherers. Equip children with 'spears' (use javelins). Around the playground will be different images of foods that would be 'gathered' and some animals that would be 'hunted'. Chn will search the playground for the food and bring back as much as possible. Discuss which foods would be hunted and which would be gathered. Look at some of the food that hunter-gatherers would have eaten (fruit, nuts, seeds, veg and lentils). Chn to write a paragraph explaining what Stone Age people would eat and how people in the early Stone Age collected their food. Explain which food would be hunted and which would be gathered. Chn to also write about which weapons would have been used and what describe how they were used.

### **Lesson 7- Restaurant Menu**

Introduce lesson – explain children will be writing a menu for a Stone Age restaurant discuss availability of foods during Stone Age times and compare to now. Chn are then to write in the format of a restaurant menu, creatively considering possible main courses, side dishes and desserts.

### **Lesson 8– Stone Age Tools**

Talk about the early stone age humans and about our ideas on how they lived. Explain that archaeologists have found evidence of very early tools. Explain that we are going to be using different sources to research Stone Age tools (hammer stones, throwing stones, hand axe, sharp stone flakes, spear etc). Chn to work in mixed ability pairs. They will use the internet, books and images to research Stone Age tools. Chn to stick image in books and write bullet point facts next to them. Explain to chn that we are going to imagine that we are in the Stone Age period and have the task of creating our own tool using soap. Using our tool, chn will then experience the Stone Age way of life and cut different items such as fruit.



### **Lesson 9 – Skara Brae Research**

Explore Skara Brae and find out what the discovery tells us about people who lived in the Stone Ages. Show the youtube clip of skara brae. Explain to the children, that they have got a classroom quiz on Skara Brae to try and complete. They are going to go around the tables, where there are different sources of information for them to find the answers to their quiz. They will go around in mixed ability groups trying to find the answers. Using the information they have found out about Skara Brae, ask the pupils to think about how life might have changed for Stone Age people once they started to settle in.

### **Lesson 10- Bronze V Stone**

Start by passing round pieces of stone and bronze (or another metal if cannot find bronze). Ask children to discuss the differences and what each could be used for and why. Explain that Bronze is an alloy made of 90% copper and 10% tin – it was easy to melt and pour into moulds to make different things but it was really hard and didn't easily break. Revisit timeline to show where Stone Age ended and Bronze Age began. Point out that this was such a significant change that a period of history was named after it! Discuss with chn why some of the reasons that making things out of Bronze was such a significant change for society and how Bronze would have changed people's lives.

### **Lesson 11- Stonehenge**

Show image of Stonehenge. *Has anyone seen this before? What do you think it is? How long do you think it has been there? Who could have built this?* Discuss the known history around Stonehenge. Watch clip about Stone Henge <http://www.bbc.co.uk/learningzone/clips/computer-generated-view-of-stonehenge/8049.html>. Research around; Physical Appearance – What does Stonehenge look like now? What did it used to look like? Geographical Location – Where is Stonehenge? What is it like around Stonehenge? Spiritual Significance – Why was Stonehenge built? What do we think they did there? (remind chn that there is no definite answer). Chn work in mixed ability pairs to use different sources of information to research information about Stonehenge. Write notes under the three different headings. (Sources – images and photographs, books, internet research). Create own 3D model of Stonehenge!

### **Lesson 12- Iron Age**

Show enlarged image of recreation of Iron Age settlement. *What would it be like to live here? What are people doing? How is this different to the Stone Age and early Bronze Age?* Discuss differences between Iron and Bronzw. Chn to work in mixed ability pairs looking at the information online and create fact file about life in the Iron Age.

### **Lesson 13- Hillforts**



Look at enlarged image. Explain that once people had begun living in tribes they were often at war with each other. They build hill forts for themselves where they could live and farm – these hill forts provided protection from enemy tribes. Read ‘walking through an Iron Age fort’ to children. Discuss text. Chn to complete ‘build a hill fort’ activity. Further activity: Chn to write a description of what they would see walking through their hill fort. Model using an atlas to locate these places and to then pinpoint and label on smaller map. Chn to locate where Iron Age forts have been found and plot on a map of Great Britain.

### **Lesson 13- Life in the Iron Age**

Recap with chn what we have learnt so far about the Iron Age. Chn to research what life was like in the Iron Age and create a leaflet covering different areas such as Roundhouses, Jobs, Food, Weapons, Art. Chn to use books, computers and knowledge organisers to create information leaflet in groups. Each group to present the information they have discovered to the rest of the class. Allow children to make comparisons and identify differences from both periods of time and discuss what has changed? What is different? Why?

### **Key Vocabulary:**

Primary source, secondary source, evidence, eye-witness, recount, chronological, timeline, B.C., A.D., artefacts, wattle, flint, Paleolithic, Mesolithic, Neolithic, mammoth, fur pelt, Skara Brae, spear, tools, hand axe, hammer stone.

### **Stunning Start/Marvellous Middle/Fabulous Finish:**

**Start:** Trip to Butser Ancient Farm

**Middle:** Children act out hunting and gathering in the Eco Area to find the available edible resources during that time (hunting animals and gathering fruit).

**Finish:** Learn to make fire in Eco Area.

### **OAA/Trips/Visits/Visitors:**

Butser Ancient Farm