**Houghton School Stone Age to Iron Age Planning – Beech Class Spring 2016**

**Based on Dimension Curriculum Planning**

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Teaching, Practising and Applying</th>
<th>Resources</th>
<th>Key Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do we already know about the stone age? What did you know before your research homework?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities: Children create mind maps.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.</strong></td>
<td><strong>Hi15</strong> Develop their understanding that the past can be divided into different periods of time. <strong>Hi16</strong> Explore the different ways we can find out about the past and how to understand the evidence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask the children what they think <strong>prehistory</strong> means, thinking about the prefix ‘pre.’ <strong>Use the book ‘Stone, Bronze and Iron Ages’ to teach this.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain people lived in the world for hundreds and thousands of years before anyone started writing. <strong>The time (period) in the past before people started writing is called prehistory.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are three different eras in prehistory – <strong>Stone Age, Bronze Age and Iron Age.</strong> The Stone Age began over 2,000,000 years ago. The first writing that’s been found is only about 2000 years old.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>**How do you think people find out about the past? **Archaeologists – dig in ancient sites to find to find ancient objects to learn about the past.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
To understand what is meant by prehistory (prehistoric times).

Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.

L.O. To understand how the Earth has changed.
To understand how the Stone Age started.
To understand why it’s known as the Stone Age.

Prehistoric Earth did not look much like it does today, show a picture containing Doggerland. In talking pairs children discuss what’s different. How do you think people would have travelled from Britain to Europe in these times? Doggerland was an area of land, now lying beneath the southern North Sea, that connected Great Britain to mainland Europe during and after the last Ice Age. It was then gradually flooded by rising sea levels around 6,500–6,200 BCE. In the middle of the Stone Age, Doggerland flooded over and Britain became an island.

After the Ice Age (ice melted) came the Stone Age. The first Stone Age began in Africa 4 million years ago. It is called the stone age because people used stone to make tools and weapons.

Activities
Read the story ‘Stone Age Boy.’
Watch [http://www.bbc.co.uk/programmes/p01zfxnh](http://www.bbc.co.uk/programmes/p01zfxnh) middle stone age animation bbc learning zone clip.

What have you found out that interests you?
Write down two facts that you now know that you didn’t know.

Making it Real

[Hi18](#) Recognise similarities and differences between people’s lives during

Set up a camp fire (Reception Garden?), cook something on the camp fire and sing Stone Age songs (look up on Sing-up).
**Focus – History and Art**

Understand how our knowledge of the past is constructed from a range of sources.

**Hi16** Explore the different ways we can find out about the past and how to understand the evidence.

**Hi17** Identify different ways in which the past is represented.

**Art – How art reflects and shapes history.**

**Art – To look closely at line, shape, texture and tone.**

**L.O.**

To understand how people can find out about the past.

To create pictures in the style of cave paintings.

**Resources:**

- Sponges
- Red, black, white, yellow and brown paint
- Twigs
- Leaves
- Sand
- Glue

**Activities:**

Children create hand cave paintings by sponging around hands.

Children create a rough background using sand for their cave paintings (see Hands on History – paint your own cave painting handout).

<table>
<thead>
<tr>
<th>净水器的类型</th>
<th>描述</th>
<th>资源</th>
<th>为什么石器时代的人会在洞穴中画画？他们如何帮助历史学家？</th>
</tr>
</thead>
<tbody>
<tr>
<td>不同时期的</td>
<td>理解知识</td>
<td>资源：海绵、红色、黑色、白色、黄色和棕色颜料、树枝、树叶、沙子、胶水。</td>
<td>为什么石器时代的人会在洞穴中画画？他们如何帮助历史学家？</td>
</tr>
<tr>
<td>历史和艺术</td>
<td>探索不同的</td>
<td>在石器时代，大的野兽如狮子、犀牛、大象和猛犸象在国家内游荡。后来，这些大动物死了，较小的动物如驯鹿和野牛更常见。你认为历史学家是如何发现石器时代生活中的各种动物的？骨头、洞穴绘画。</td>
<td>使用YouTube视频教授很多画都是由基本形状组成的。</td>
</tr>
<tr>
<td>理解我们对过去的理解是如何从各种来源构建的。</td>
<td>通过翻阅《石器、青铜和铁器时代》一书。他们不会经常包含人类，如果他们画出它们，它们可能是棍状的。它们可能是用于交流、展示日常生活，一些日历，超自然的行为希望得到一个好打猎。它们也包括手。</td>
<td>为什么石器时代的人会在洞穴中画画？他们如何帮助历史学家？</td>
<td></td>
</tr>
<tr>
<td>在法国南部，被认为是其中一些最古老的洞穴绘画（约13,000 BC）。</td>
<td>在石器时代，他们会画在洞穴的墙壁上，它们通常是由动物形象。</td>
<td>如何帮助历史学家？</td>
<td></td>
</tr>
</tbody>
</table>

They didn’t have paintbrushes, fingers, sticks leaves or feathers were used.

**Activities:**

Children create hand cave paintings by sponging around hands.

Children create a rough background using sand for their cave paintings (see Hands on History – paint your own cave painting handout).
<table>
<thead>
<tr>
<th>Evidence</th>
<th>Children sketch a horse along with you, step by step.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hi17</strong> Identify different ways in which the past is represented Art – To improve drawing techniques using shape.</td>
<td></td>
</tr>
<tr>
<td><strong>L.O.</strong> To use shape within sketching. HA – To master sketching techniques. To create pictures in the style of cave paintings.</td>
<td></td>
</tr>
<tr>
<td><strong>Extension:</strong> Using the same principle children sketch other Stone Age animals. Children also work from pictures. See Stone Age Boy book.</td>
<td></td>
</tr>
</tbody>
</table>

| Art – How art reflects and shapes history. Art – To look closely at line, shape, texture and tone. |
| **L.O.** To understand how people can find out about the past. To create pictures in the style of cave paintings. Using shape effectively. |
| Children use what they have learnt about drawings to create a cave painting on their sand paper. Children hunt outside for tools that could be used for cave painting. |
| **Resources:** Twigs Feathers Red, black, white, yellow and brown paint |

<p>| Art – Use the coil and blending technique to create clay sculptures. |
| <strong>L.O.</strong> To use clay coils to create a clay bowl |
| In the Neolithic period 'New Stone Age,' people began making pottery and by the Bronze Age it had become a true craft, see page 25 of Explore Stone, Bronze and Iron Age book. |
| <strong>Activities:</strong> Children learn the techniques needed and produce their own clay pots using coils. <strong>Differentiation:</strong> HA – Add patterns etc |
| <strong>Resources – clay, clay tools and boards, lolly sticks, aprons</strong> |
| <strong>What did you find easy? What did you find more difficult? How would</strong> |</p>
<table>
<thead>
<tr>
<th>or pot.</th>
<th>LA – more support with blending</th>
<th>they dry these in Stone Age times?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</td>
<td><strong>Early Stone Age</strong> – paleolithic (2.5 million years ago to about 9000BC – very cold, hunter gatherers – moved around a lot, following herd of animals (deer) to hunt for meat. <strong>Middle Stone Age</strong> – Mesolithic, 9000 BC to around 4000 BCE, began when the last ice sheet over Great Britain melted, tents of animal skin and leaves. People still depended on animals for food and moved from place to place in search for food. Show bbc learning zone video. Didn’t move around as much, see page 9 of Explore the Stone, Bronze and Iron Age. <strong>New Stone Age – Neolithic 4000BC</strong> to the end of the Stone Age. Share bbc learning zone new Stone Age animation. People began to farming – started to grow food, use animals for meat and helpers. People stayed in one place and didn’t move around. Farming was brought from Europe. People start to ride horses. Watch new Stone Age bbc learning zone clip. Also read pages 1 -4 of the ‘Secrets of Stonehenge’ book.</td>
<td></td>
</tr>
<tr>
<td>L.O. To know the different parts of the Stone Age.</td>
<td>Activities: Children draw comic strips to show the differences between the middle and the new Stone Age . Extension – fill in the missing word sheet NEED</td>
<td></td>
</tr>
</tbody>
</table>
**Understand how our knowledge of the past is constructed from a range of sources.**

**Hi16** Explore the different ways we can find out about the past and how to understand the evidence.

**Hi21** Begin to give reasons for and results of the main events and changes.

**Hi27** Identify different ways in which the past is represented and interpreted and recognise how history is preserved.

**L.O.** To find out what we know about Skara Brae.

To understand Stone Age homes.

---

**Where do you live? What do you live in? What do you like about it? What things do you need from a place to live?**

Think about the different eras of the Stone Age and where people lived (caves, tents, wooden houses, stone houses). Use the homes power-point. Explain we are going to look further at the houses of the New Stone Age.

Go through the Skara Brae power-point, make a model home children role play live in a New Stone Age home.

**Activities:**

**Skara Brae comprehension sheet.**

Children design a new stone age house, including labels and captions.

---

**In the New Stone Age and Early Bronze Age many stone circles were built. They may have been religious monuments, burial grounds or places believed to have special powers that could heal the sick. Read the ‘Secrets of Stonehenge’ book to gain facts.**


Watch the learning zone video about Stonehenge [http://www.bbc.co.uk/learningzone/clips/computer-generated-view-of-stonehenge/8049.html](http://www.bbc.co.uk/learningzone/clips/computer-generated-view-of-stonehenge/8049.html)

Watch the bbc history of Stonehenge video. [http://news.bbc.co.uk/1/hi/sci/tech/7322444.stm](http://news.bbc.co.uk/1/hi/sci/tech/7322444.stm)

**Activities:**

Children make sand dough and a miniature Stonehenge.

---

**Where and what is Skara Brae? What do you know about it?**

**Skara Brae quiz.**

**Why are our houses not like this now?**

**Sing ‘Moving the Stones’ and ‘Two piles of Stones’ (compares building Stonehenge and the pyramids) from Sing-up.**
| **How Stonehenge was constructed. To know what it might have been used for.** | **Completing missing words sheet. Writing facts about Stonehenge.**  
**Extension – own research, draw a diagram of Stonehenge.** |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Music – To sing using control and expression.</strong></td>
<td><strong>Sing ‘Moving the Stones’ and ‘Two piles of Stones’ (compares building Stonehenge and the pyramids) from Sing-up.</strong></td>
</tr>
</tbody>
</table>
| **To develop a chronologically secure knowledge of events in the Stone Age.** | **Explain after the Stone Age came the Bronze Age when people used bronze (a hard metal) for making tools and weapons and for decoration. Bronze is a metal made from 90% copper and 10% tin. Bronze Age 2500BC to around 800BC. The discovery of metal meant stronger weapons could be made.**  
**Activities:**  
Children order Stone Age to Bronze Age events.  
LA – Have 3 pictures/eras to add to a timeline template |
| **Hi28 Place events, people and changes into correct periods of time on a timeline.** | **Use dates and vocabulary relating to the passing of time, including AD/BC.**  
**L.O. To order events from the Stone Age to the Bronze Age.** |
| **Hi29 Use dates and vocabulary relating to the passing of time, including AD/BC.** | **L.O. To understand the terms: carnivore, herbivore and omnivore.**  
**To understand food chains.**  
**To construct food chains.**  
**Show children the terms ‘carnivore’, ‘herbivore’ and ‘omnivore’ on the slides. How would you describe what each of these terms means to someone who didn’t know? Children to share their ideas. If necessary, read through the definitions and examples on the slides.**  
http://www.sheppardsoftware.com/content/animals/kidscorner/games/animaldietgame.htm use the website above to sort animals into herbivores, carnivores and omnivores.  
**Share L.O. To understand food chains. To order food chains.**  
Share the bbc Bitesize food chains video http://www.bbc.co.uk/education/clips/zdp6n39  
Show children the picture of a food chain on the slides. What do you think this diagram is showing? Invite children to share their ideas, then go through the information about food chains on the slides and how they always start with a producer. Explain also that the Plenary:**  
Show children the food chain on the slides. What would happen if one of these organisms was to be taken out of the food chain? What would the Use food chains quiz from woodlands junior school link.**  
Do children know what the terms ‘producer’ |
| **LA – Have 3 pictures/eras to add to a timeline template NEED** | **NEED** |
| L.O. To understand the terms: producer, consumer, predator and prey.  
To construct and interpret food chains. |
|---|
| **Activity:**  
Children work in pairs (mixed ability) and match the terms with the definitions using the food chain vocabulary cards.  
**HA – to explain the terms to their partner if struggling.** |

| □ Can you organise these animals into a food chain? Challenge children to do this with a partner and then check if they were right on the slides. Repeat with several other food chains.  
□ Possibly share the ecosystem video – an ecosystem is basically an animal’s habitat/where it lives (where it has everything it needs to survive) |
| --- |
| [http://www.crickweb.co.uk/ks2science.html#foodchains](http://www.crickweb.co.uk/ks2science.html#foodchains) explains food chains well  
**Lower ability:**  
Children to cut out each strip on worksheet 2A and then each animal from each strip. Children to arrange the organisms into a food chain on worksheet 2B.  
**Middle ability:**  
Children to cut out each strip on worksheet 2C and then each animal from each strip. Children to arrange the organisms into a food chain on worksheet 2D.  
**Higher ability:**  
Provide children with the Organisms Sheet. Challenge children to create as many food chains as they can using the organisms on the sheet. Children to record the food chains on worksheet 2E.  
Children add on the vocabulary producer, consumer  
**Extension: create a food chain pyramid**  
[http://www.zephyrus.co.uk/foodpuzzlechain.html](http://www.zephyrus.co.uk/foodpuzzlechain.html) - link from food chains on woodlands junior school.  
[http://www.sheppardsoftware.com/content/animals/kidscorner/games/foodchaingame.htm](http://www.sheppardsoftware.com/content/animals/kidscorner/games/foodchaingame.htm) search food chains on google |

| consumer eat instead? How might this affect the whole ecosystem? Discuss ideas as a class.  
**Resources:**  
Slides  
Worksheet 2A/2B/2C/2D/2E  
Organisms Sheet  
Name Tags (FSD? activity only)  
Food chain pyramid sheet |
| --- |
| □ Can children interpret food chains?  
□ Can children construct food chains? |

**Resources:**  
Slides  
Worksheet 2A/2B/2C/2D/2E  
Organisms Sheet  
Name Tags (FSD? activity only)  
Food chain pyramid sheet  
[http://www.crickweb.co.uk/ks2science.html#foodchains](http://www.crickweb.co.uk/ks2science.html#foodchains) go over terms using the website. Play some of the other games.  
Show the children a food chain by getting children to hold up labels and act it out (cards on eating and digestion work 2). Discuss the vocabulary: producer, consumer, predator and prey.  
Draw the food chain on the board.  
**Activity:**  
Children work in pairs (mixed ability) and match the terms with the definitions using the food chain vocabulary cards.  
**HA – to explain the terms to their partner if struggling.**
Either take photographs or stick in books.

**Extension:**
Complete the food chain passage by adding in the missing words.

Children work in groups of 3 or 4 to construct a food chain and explain what’s happening, children are to use the terms: producer, consumer, predator and prey. Children can make labels, pictures and arrows. Have ideas of plants and animals on the board.

<table>
<thead>
<tr>
<th>L.O.</th>
<th>Share the Stone Age food chain power-point.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Children create their own Stone Age food chains ready to act out.</td>
</tr>
<tr>
<td></td>
<td><strong>Extension – food chain story using puppets.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>L.O.</th>
<th><strong>Introduction</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ask pupils to close their eyes and imagine being stranded alone on a desert island. What would they need to survive? (Water, food and air). Clarify misconceptions i.e. you don't need an Xbox or mobile phone to survive!</td>
</tr>
<tr>
<td></td>
<td><strong>Independent or Paired Investigation</strong></td>
</tr>
<tr>
<td></td>
<td>Ensure the pupils know the names and features of a variety of living things e.g. a shark: smooth skin for swimming fast through water; sharp teeth for tearing at meat to eat; gills for breathing underwater etc.</td>
</tr>
<tr>
<td></td>
<td>Assess what the children understand by the terms: mammals, reptiles, fish, birds and amphibians. If needed use the identification of animals power-point and posters. In pairs children sort out animal cards into the different classes, children create their own labels.</td>
</tr>
<tr>
<td></td>
<td><strong>Extension (HA)</strong> – Children take one animal and create a fact file (possibly for a Stone Age animal), containing where it will be found, what it eats, whether it’s a carnivore etc, its features and the class it is. <strong>Have an example NEED</strong></td>
</tr>
</tbody>
</table>

**Resources:**
- Animal classification power-point
- Animal picture cards
- Animal fact file example

**Guess the animal.**
- Play the website link from the bottom of the main section or search classifying animals interactive games.

**Stone Age power-point**
- Materials for puppets
Sort and group a range of animals according to their features e.g. four legs, wings, tails, underwater, amphibian etc. Pupils can record their findings by drawing or listing names in a table.