

### Entry Task

Make a shelter on the school grounds, followed by an evaluation of how hard living in a shelter would be.



# AGES AGO!



### What to revisit?

Y1 Learn about events beyond living memory (Dinosaur Roar!)

### Vertical Threads

Settlement, Progress, Community, Humanity, Legacy, Trade, Significance, Invasion, Defeat, Resistance

### Big Question

How did the use of bronze and iron, and the invention of farming change human life in Britain?

Can I identify where the Stone Age, Bronze Age and Iron Age fit onto a timeline of history? Use the corridor to illustrate.

Can I produce a timeline from the Palaeolithic age to the end of the Neolithic age?

Can I discuss how people worked during the Stone Age? How do they compare to jobs today?

How did Stone Age hunter gatherers live?

Was trade important in Stone Age Britain?

Can I explain how people in Palaeolithic times used to gather food? What is the relationship between farming and the development of communities in settlements?

How did settlement develop in Britain throughout the Stone Age? How did people in Palaeolithic times make shelters as homes? Where did they build structures? Why?

How did dwelling construction progress throughout prehistory? How do prehistoric houses compare to modern day houses?

What is the legacy of the Stone Age in Britain? What is the significance of Stonehenge? What might it tell us about religion?

Can I evaluate my prototype against the intended purpose and user, drawing on the design criteria? Can I reflect on my strengths and areas for improvement?

Can I write a written account to explain how human life in Britain changed between the Stone age and the Iron Age?

Selecting appropriate tools and techniques, can I assemble a prototype of a Stone Age hut to meet my design brief?

Can I select from a range of materials and design my stone age hut prototype by creating an annotated sketch?

How was Skara Brae discovered? Why is it historically significant? What can we understand about community from its construction?

Can I investigate different reinforcing techniques including corrugating, laminating, tabs, flange, slots, creasing and bending, stating why they are beneficial?

Why were Iron age hill forts built in the way that they were? How did they help occupants resist defeat? How did the development of iron progress invasion techniques?

Can I distinguish between shell, solid and combination structures? Can I identify what type of structures Stone age shelters are and create a design specification?

How did technology/inventions develop from Stone Age to Iron Age? Why did this progress come about?

Can I research how Stone Age houses were built, what materials were used and why? Is there a modern day equivalent?

### Celebration/Evaluation

In groups, children will act out a scene from prehistory, on Seesaw, summarising their learning in this topic. Different groups should be directed to show scenes from throughout prehistory.

### Curriculum Passport Challenge

Children will visit Lunt Meadows/Formby beach to gather archaeological evidence of ancient times to explore in school.

### Key Vocabulary

As a historian, I will use... Hunter gatherer Archaeologist-chronological, Era, Period, Pre-Post Sequence Paleolithic, Mesolithic, Neolithic, Stone Age, Bronze Age, Iron Age, Settlement years, Century, Artefact Museum Evidence, Pre-history, tribe, Neanderthal, homo sapiens Celt, roundhouse, druid, smelting, hill fort Timeline AD/BC/BCE/ACE

As a designer, I will use... materials, equivalent, shell, solid, combination structures, design specification, reinforcing techniques, corrugating, laminating, tabs, flange, slots, creasing, folding, bending, prototype, annotated sketch, assemble, purpose, user, evaluate

DRIVER SUBJECTS ARE HISTORY & D.T.