

## Entry Task

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

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, using scale to compare?

Can I discuss how people 'worked' during the Stone Age? What 'jobs' needed to be done? Why?

**Enquiry:** How did people live Ages Ago? What can artefacts from the Stone and Iron Age tell us? Are they a reliable source?

How did the working lives of people during the Stone Age compare to today?

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?

## 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.



# AGES AGO!



## What to revisit?

**Y1-** Events beyond living memory (Dinosaur Roar!)

**Y2-** Design and Technology textiles, joining and fastening techniques, stitching, templates

## Vertical Threads

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

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 product against the intended purpose 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?

Can I apply finishing techniques to the inside of my tool bag, considering functionality and durability?

Can I use appropriate fastening techniques to assemble my product? (Revisit year 2)

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

Selecting appropriate tools and techniques, can I draw, measure and cut pattern pieces for my tool bag?

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?

What is recycling and why is it important? Can I gather recyclable materials and design my tool bag with resources available in mind considering functionality and durability?

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

Can I explore a range of existing tool bags, identifying materials and joining techniques used? Can I create a design criteria for my tool bag?

## Big Question

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

## Key Vocabulary

**As a historian, I will use...** Hunter gatherer, era, period, Archaeologist, chronological, Pre/Post, Sequence Paleolithic, Mesolithic, Neolithic, Stone Age, Bronze Age, Iron Age, Settlement years, Century, Artefact Museum Evidence, Prehistory, 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,

DRIVER SUBJECTS ARE HISTORY & D.T.