



No Limits
To Learning!

Topic Title: Back to Basics

Year Group: 5

Academic Year: 2019 -2020

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

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



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Historical Skills

Historical Interpretation:

Organisation and communication

- Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

Chronological understanding

- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
- Describe the main changes in a period in history.

Knowledge and understanding of events, people and changes in the past

- Choose reliable sources of information to find out about the past.
- Describe similarities and differences between some people, events and artefacts studied
- Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)

Historical enquiry

- 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.
- Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.

Key Questions:

- How do we know about things in the past?
- Where did people live then?
- What would be helpful invention for a Stone Age house?
- What is Skara Brae?
- What do people need to know about Skara Brae?
- What were tools used for then?
- Were Stone Age animals similar to animals we have now?
- How did they hunt?
- What did they hunt?
- What did they gather?
- What did they eat?



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- How do you make stewed fruit?
- What jobs did they do?
- What is Stone Henge?
- Who were the Iron Age Celts and what did they do?
- How did they live?

Content:

- Look rubbish from each classes bin and see what it tells us about what the class has done that day.
- Look at a variety of Stone Age houses and draw them, writing some facts that they have learned.
- Crood's Cave- (Dragon's Den style) where groups think of an invention that would have helped in a Stone Age house.
- Research Skara Brae and create a leaflet for it.
- Research different tools and choose one to draw and write facts about.
- Make tools out of chocolate.
- Research different Stone Age animals and answer questions about them.
- Go to the Eco-Area hunting and gathering.
- Take what they have gathered, and make stewed fruit- writing instructions.
- Research jobs that they did and write about which job they would like to have.
- Research Stone Henge and recreated it with biscuits.
- Learn about the Iron Age Celts and what they did.
- Look at how things moved on into Iron Age life.

Key Vocabulary:

Primary source, secondary source, evidence, eye-witness, recount, chronological, timeline, artefacts, wattle, flint , Neolithic, mammoth, fur pelt, Skara Brae, spear, tools, handaxe, hammer stone,



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Stunning Start/Marvellous Middle/Fabulous Finish:

Start: trip to Butser

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- maybe have parents in.

OAA/Trips/Visits/Visitors:

Butser Farm