



BJPS History Plan



Year: 3/4 Term: Autumn 2

Unit: Stone Age, Bronze Age, Iron Age

Enquiry Question: Who first lived in Britain?

Substantive Knowledge	See knowledge organiser.
Vocabulary	See knowledge organiser.
Substantive Concepts	Civilisation, country, migration, religion, settlement, trade, tribe
Hook? Visit?	Visitor in (LH to look into) → Year 4 already visited Creswell Crags
Links to any prior units	Year 4 will have had previous Stone Age topic in year 3.

Wk	Enquiry Question	Evidence Sources	Cause & Consequence	Continuity & Change	Similarity & Difference	Historical Significance	Historical Interpretations	Chronology	Teaching points	Activities
1	Who lived in Britain in the 'old' Stone Age? How did they survive? How do we know?	Identify details in pictures and artefacts					Understand that different versions of the past may exist.	Look for links and effects in time studied offer a reasonable explanation for some events	<p>Elicitation task- what do we already know? What do you want to find out? Introduce the idea of a timeline to children, explaining how we often use timelines in history to put things in order of when they happened. Visit whole school timeline to look at Stone Age to Iron Age period, what do we notice? Use PowerPoint to explain that we arrange our dates from the time Jesus was born even though we say this is the year 2020, the world is actually billions of years old. BC means Before Christ and AD means Anno Domini Higher BC number.</p> <p>2nd part of lesson- https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z34djxs Use to discuss how hunter gathers lived. Think about how we know this information- Archaeology, objects (stone, bone, antler tools),</p>	<p>In groups order stone age to Iron age timeline. Discuss some of the events what do they already know/want to find out more about?</p> <p>2nd part of lesson- look at evidence children match artefact pictures to description- yr4 answer questions related to artefacts. Y4 write out description.</p> <p>Plenary- https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-middle-stone-age-animation/zvkg92p</p>

									bones/skeletons, cave paintings, pottery, monuments. EVIDENCE!!	Resources: PowerPoint explaining AD/BC dates. Stone Age to Iron Age timeline. Artefacts pictures/ descriptions. Questions related to artefacts.
2	Who lived in Britain in the 'new' stone age? How big a change was it from hunter-gatherers to farming?		*Address and devise historical questions about cause *Comment on the importance of cause and effects for some key events.		identify (by including some examples) how life was different for different people in the past: men and women	Begin to identify why what they did (or what happened) was important and how it changed things for people.			https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-new-stone-age-animation/zjh2t39 make a list of the ways life in the New Stone Age was different to life in the Mesolithic period: did it change a little or a lot? Give out two pictures, one of hunter gathers and the other of Neolithic farming settlements. Annotate using lists from video similarities and differences. Q: What differences can you see? How do you know? Go through differences with ch and discuss. Explain that what they are seeing is a scene of a group of Hunter Gatherers and then another of a Neolithic farming settlement. Display timeline and explain to ch that farming was the beginning of the Neolithic period. Q: Why do you think farming was so important? Explain to ch that they are to use what they have seen in the pictures to organise the statements about Hunter Gatherers and Neolithic farming communities into the correct place.	Children read statements and sort into two columns in topic book. Hunter gatherers and Neolithic framers. Answer questions in books if finished. Resources: Pictures of hunter gatherer/ Neolithic farming settlement. Statements (hunter gatherers/ Neolithic farmers) (Year 3 cut and stick statements/ Year 4 write them). Questions for chn to answer.

3	<p>What was Skara Brae?</p>	<p>Identify different sources that have given them information about the period they are studying.</p> <p>Identify details in pictures and artefacts</p>	<p>Look for links and effects in time studied offer a reasonable explanation for some events.</p>						<p>Look at and investigate the Skara Brae website together. https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z33487h Explain that the children are going to make an information booklet about Skara Brae. They are to imagine that they are preparing a visitor's guide for Skara Brae. Think about the type of information that they would need to include in their booklet.</p>	<p>Children to work in pairs to take notes and answer the following questions on Skara Brae, using given websites/books.</p> <ul style="list-style-type: none"> * where is Skara Brae? * How/why was it discovered? * How old is it? * How long was it inhabited? * Who lived there? * What did their houses look like? * Did they have any furniture? <p>May need extended session to research and create info booklet.</p> <p>Resources: Copies of questions for chn to answer. Library books on Skara Brae. Ipads. Booklet template.</p>
4	<p>Who lived in Britain in the Bronze Age? How did it change the way people in Britain lived?</p>			<p>Can identify between and within periods: Things that stayed the same Things that changed</p> <p>Make links between events over time.</p>				<p>Use mathematical knowledge to work out how long ago events took place.</p>	<p>Look at timeline to work out time difference from the start of the Stone Age to the start of the Bronze Age.</p> <p>https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-bronze-age-britain/znrygwx Introduce Bronze Age</p> <p>Explain that the introduction of bronze was such a significant change that this period of history is named after it! <i>Why do you think bronze was better than stone?</i> Discuss points from video. Explain that today we are going to find out more about the Bronze Age and why making things out of bronze meant such significant changes for society.</p>	<p>Children to work in table groups, have large paper to create a Bronze age mindmap. Choose 3 questions from the question sheet to find the answers to and add to their mindmap. Use research sheets and library books to source answers.</p> <p>Mini plenary- Stone Henge- what was it used for? How was it built? Use PP to explain more info (yr4 children should already know some)</p>

										Transfer notes from spider diagram into full sentences in books. Resources: Large paper to create mindmap. Question sheet.
5	Who lived in Britain in the Iron Age? Who were the Celts?		Identify reasons for and results of people's actions understand why people may have had to do something		identify (by including some examples) how life was different for different people in the past: rich and poor male and female different religions				Show clip of Iron Age- https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-iron-age-britain-animation/z42d7nb Discuss how this differs to Bronze Age. Give chn questions to discuss in pairs after watching the video (record notes in jotters/ whiteboards): You are an Iron Age Celt... →How would you feel if you woke to the sound of the cattle being stolen? →What would you do? →What idea would you give for a solution at the tribe meeting? →What would you say to the thief that's been caught? →How would you feel when he told you where to get the Iron from? →What is so special about the iron? Share ideas as a class.	Children to write a diary about the day in the life of an Iron Age Celt (using questions discussed in input and information from video). Resources: Questions to discuss in pairs.
6	Why were hillforts important to the Iron Age people?		Address and devise historical questions about cause *Comment on the importance of cause and effects for some key events.	Begin to note the similarities and differences: within current period of history being studied				Identify reasons for and results of people's actions understand why people may have had to do something	Show chn a picture of a hill fort. Q: Have you seen this place before? Do you know where/what it is? What is the iron age? Why is it called that? Why would they build their houses on a hill? What else would be inside the hillfort? Paired talk to discuss what they think would be inside a hill fort. Look at the 4 suggestions: -Farming - Religion -Protection -Food Discuss the use of a hill fort using PowerPoint. Explain to the chn. By the end of the Iron Age many people lived in hill forts. The forts were surrounded by walls and	Create plan of a hillfort and add labels. Write sentences to describe the purpose of each feature and how they protected the Iron Age people. Plenary- Quiz (Celts, Bronze Age and Iron Age): https://www.dkfindout.com/uk/quiz/history/take-celts-bronze-age-and-iron-age-quiz/

									ditches and warriors defended their people from enemy attacks. Inside the hill forts, families lived in round houses. These were simple one-roomed homes with a pointed thatched	Resources: Picture of a hillfort on IWB. PowerPoint- use of hillfort.
7	Back to enquiry question: Who first lived in Britain?				All of the above					Write essay style answer to the question Who first lived in Britain? Cover the tree main time periods covered. Stone /Bronze/Iron Resources: SC for assignment.

