

Land Bone Stone

Scheme of Work Key Stage 2 Year 3

Exploring the Stone Age and the Iron Age on the South
Dorset Ridgeway

The historic and beautiful landscape of The South Dorset Ridgeway has benefitted from a major investment from the Heritage Lottery Fund. The South Dorset Ridgeway Landscape Partnership want school children to learn about, enjoy and feel pride for this local Area of Outstanding Natural Beauty. Frome Valley First School has created this engaging scheme of work using the South Dorset Ridgeway to explore the stone and iron age periods.

Weekly Creative Curriculum Plan

Year: 3

Week Beginning: 1

Half Termly Topic: Stone Age to Iron Age			Common Theme: History			
Session	Key Skills	Learning Intention	Context	Effective Question	Activity	Success Criteria
1		To have chronological knowledge and understanding of British and world historical time periods	<p>In groups at tables on A3. Mind Map: What do you already know about the Stone, Bronze or Iron Age? Green pen. What do you want to know? Blue pen. Feedback and make to make whole class mind map.</p> <p>Effective question to establish meaning of LO.</p> <p>English Heritage Prehistory toolkit activity 1.</p> <p>Sheets of A4 paper/paper roll to represent history; 1 A4 landscape represents 500 years. Begin with 2014- note year of children’s births; teacher’s; grandparents- if room! Unravel to attached notes detailing periods of history or key events: British History Timeline (bbc) and finishing with Romans AD43 and prehistory stone age: Palaeolithic (Old Stone Age) 450,000–10,000BC, Mesolithic (Middle Stone Age) 10,000–14,500BC, Neolithic (New Stone Age) 4,500–2,300BC, Bronze Age 2,300–</p>	<p>What does chronological mean?</p> <p>-Events in time order.</p> <p>-Word in alphabetical order.</p> <p>-History.</p> <p>-Types of rabbits.</p>	<p>Stone Age intro Twinkle powerpoint and Continental adrift video/map</p> <p>https://www.classzone.com/books/earth_science/terc/content/visualizations/es0806/es0806page01.cfm?chapter_no=visualization</p> <p>What did you already know? What do you now know?</p>	<p>1. name some historical time periods</p> <p>2. put events/ time periods in time order</p>

			<p>700BC, Iron Age 700BC–AD43 (EH Prehistory toolkit).</p> <p>Using EH Prehistory toolkit notes, page 1; explain ‘prehistory’ followed by ‘written history’.</p> <p>-Having no written records about the Stone to Iron age (which we are going to learn about) what problems might this pose?</p> <p>- So, how <i>do</i> we know about prehistory times?</p>			
2		To know our knowledge of the past comes from different sources and may provide different versions	<p>Effective question.</p> <p>What’s in the bin: use contents of teacher’s bin (tea bag; banana skin; cereal bar wrapper; to do list; tissues, empty tablet box etc) to write a recount about teacher’s day. NB only write information that can be supported by evidence from the bin. Give good and bad example sentence of this.</p> <p>What phrases/words could we use to show it’s what we think but don’t know for sure?</p> <p>Key phrases display:</p> <p>-This would suggest...</p> <p>-This may mean that...</p> <p>- May have</p>	<p>If it’s written down it must be true!</p> <p>Agree/ disagree</p>	<p>Write a recount about teacher’s day solely based on evidence from the bin.</p> <p>Read to TP; peer assessment.</p>	<ol style="list-style-type: none"> 1. include the evidence/artef acts found 2. don’t make things up 3. use key phrases to show it is thought but not definitely know*

			-Could be... - Probably/perhaps/maybe			
<u>Literacy/Numeracy Links</u>			<u>SEAL / RRS Links</u>			
			Global skills: detecting bias, opinion and stereotypes			
<u>ICT Links</u>			<u>Visits / Visitors</u>			

Weekly Creative Curriculum Plan

Year: 3

Week Beginning: 2

Half Termly Topic: Stone Age to Iron Age			Common Theme: History			
Session	Key Skills	Learning Intention	Context	Effective Question	Activity	Success Criteria
3		To know our knowledge of the past comes from different sources and may provide different versions	<p>How to be a historian http://www.bbc.co.uk/guides/ztnvgk7#zpfbcdm Watch once; then ask children to find out what the key words mean by watching a second time.</p> <p>Key words: primary and secondary sources. artefacts; archaeologist.</p> <p>English Heritage activity 3</p> <p>Find out about prehistoric sites/artefacts near the school: HER Historical enquiry report;</p>		<p>(visit LOOS tent in small groups) Photographing; labelling; reporting on artefacts.</p> <p>As historians, we must always ask questions: What questions do you have about past from today's learning?</p>	<p>1. explore each artefact carefully</p> <p>2. think what it can definitely tell us</p> <p>3. think what it <i>may</i> tell us</p>

			resources from county museum; Richard Baker's artefacts?			
4		<p>History</p> <p>To discuss and ask about changes, similarities and differences</p> <p>*Art: To communicate using art and design techniques (drawing with charcoal; and sculpture with clay)</p>	<p>Stone Age senses: get into the ancient mind (using notes from ancient mind bbc resource sheet) outside. Coats if raining. What could you see/hear/smell? No modern day answers!</p> <p>Where would you have slept and eaten? Is here a good place?</p> <p>Twinkle powerpoint?</p> <p>As historians, we must always ask questions: What questions do you have about past from today's learning?</p> <p>Hunter gatherer HOMEWORK for next lesson.</p>	<p>What does a hunter gather need to live?</p> <p>How long ago did the Stone Age begin?</p> <p>3000 yrs</p> <p>300 yrs</p> <p>3.4million yrs</p>	<p>Art LI *</p> <p>Stone Age activities (resources: ancient art activities bib pdf).</p> <p>Rotate:</p> <p>1) T/TA teach art techniques- Tell a story/message without words (paper, charcoal, story idea cards)</p> <p>2) T/TA teaches art techniques- Create a cave carving (clay, rolling pin).</p> <p>3) Independent- Paint a cave painting (sand paper; primary paints; natural objects- no paint brushes!)</p> <p>In TPs and then feedback as a class; address SC</p>	<p>1. say how each ancient activity is similar to a modern activity</p> <p>2. say how each ancient activity is different to a modern activity</p> <p>3. say why the activities may have changed</p>

					based on lesson's activities.	
<u>Literacy/Numeracy Links</u>				<u>SEAL / RRS Links</u>		
				Global K&U: relationships between people and environment		
<u>ICT Links</u>				<u>Visits / Visitors</u>		

Weekly Creative Curriculum Plan

Year: 3

Week Beginning: 3

Half Termly Topic: Stone Age to Iron Age			Common Theme: History			
Session	Key Skills	Learning Intention	Context	Effective Question	Activity	Success Criteria
5		To share our knowledge about the past in relevant and thoughtful ways	<p>Stone Age Hunter Gatherers</p> <p>Hunter gatherer HOMEWORK: in TPs share what you have learnt. What is the most interesting fact you have learnt? Share with whole class.</p> <p>Mesolithic stone age: watch bbc middle bronze age animation. First time teacher record key words as they appear in the video. Second time children make notes under headings: food; shelter; clothes</p> <p>http://www.bbc.co.uk/programmes/p01zfxnh</p>		<p>Diary entry: 'Day-in- the-life of a HG.'</p> <p>LA suggestion cards with T correct and incorrect; use accordingly.</p> <p>Literacy link: children read aloud diary entries.</p>	<p>1. listen/look carefully at the information given to you</p> <p>2. share what you have learnt/know in a clear interesting way</p> <p>3. include info about food,</p>

			<p>(7 mins).</p> <p>Key words: hunter, (boys and men), gather, (girls and women), hunt, spear, gather, berries, catch, deer, cook, nuts, fish, meat, fire, cave, paint, flint, wood, bone, antlers, move, dog/wolf.</p> <p>What can you tell share about the lifestyle of a Hunter gather? Group info on board under 'food', 'shelter', 'clothes'.</p>			shelter and clothes
6			<p>Select two of the best Hunter Gather diary entries to be read aloud by children (Literacy link).</p> <p>Intro of Settlers/farmer following Hunter gathers: watch bbc video New Stone age http://www.bbc.co.uk/programmes/p01zfxgg</p> <p>What does ancestor mean?</p> <p>What major change in history does this video show? Settling; farming.</p> <p>What did they first start to make? Using What material? Pottery; clay.</p>		<p>Class debate; which would your rather be, HG or settler?</p> <p>If the Stone Age began 3.4 million years ago, how long ago did the New Stone Age (farming) begin?</p> <p>6, 500 yrs</p> <p>1 million yrs</p> <p>6 million yrs</p>	

Kick Start Trip to the South Dorset Ridgeway

Year 3			The Plan for the day!			
9.30am Grey Mare & her Colts and Kingston Russell Stone Circle						
There is a lot of walking involved for this part of the day! We plan to have lunch in the stone circle.						
12.30pm Portesham Kings Arms Pub or Portesham Primary School						
Toilet stop! Phone prior to the trip to ask permission.						
1pm Hardy Monument						
From the top of the monument children will be able to see Europe's largest hill fort; Maiden Castle and round barrows in the surrounding area.						
Children go up with Steve and Amber in groups of 8; other helpers/staff to supervise remaining children on the ground! There is information they can read; can they stop the round barrow?!						
Visit site of 'Pit of Doom' on South Dorset Ridgeway, and Culliford Trees Barrow; by Came Wood; nr Bincombe. Steve Wallis explains the history						
7		To share our knowledge about the past in relevant and thoughtful ways	South Dorset Ridgeway Stone to Iron age history Replay How to be a historian video clip http://www.bbc.co.uk/guides/ztnvgk7#zpfbcdm Explain children are now are historical/ archaeological experts of the South Dorset Ridgeway! (SDR) SDR PowerPoint- look at photos of sites visited (and trip photos); ask children to explain the historical significance of each		In TPs choose one of the visited sites to report back on; 1. write a report fact based paragraph detailing what they have learnt about it; 2. Make up a myth.	1. listen/look carefully at the information given to you 2. share what you have learnt/know in a clear interesting way

			<p>site; children are the experts now!</p> <p>Model phrases needed to report (also used in session 2; evidence writing):</p> <ul style="list-style-type: none"> -This would suggest... -This may mean that... - May have - Could be... - Probably/perhaps/maybe <p>Optional: watch parts of Visiting South Dorset Ridgeway video as a model or how to report; 5.50 mins for start of Grey Mare & her Colts.</p> <p>Tell Greys Mare myths. What other myths could be told about the sites we have seen? Discuss ideas.</p>		<p>Reports & Myths can be recorded on tablets; in TPs one is filmed giving report; other is filmed telling myth.</p> <p>Anything new you can add to our info board?</p> <p>As historians, we must always ask questions: What questions do you have about past from today's learning?</p>	
<p><u>Literacy/Numeracy Links</u></p>			<p><u>SEAL / RRS Links</u></p> <p>Global K&U: relationships between people and environment; our potential to change things</p>			
<p><u>ICT Links</u></p> <p>Video recording on tablets</p>			<p><u>Visits / Visitors</u></p> <p>Archaeologist Steve Wallis</p>			

Weekly Creative Curriculum Plan

Year: 3

Week Beginning: 4

Half Termly Topic: Stone Age to Iron Age			Common Theme: History			
Session	Key Skills	Learning Intention	Context	Effective Question	Activity	Success Criteria
5		To share our knowledge about the past in relevant and thoughtful ways	<p>Play Reports and Myths that children have recorded in previous lesson.</p> <p>Bronze age</p> <p>Explain that transitions in history are important and things often progress: <i>think about a cake and how ingredients and steps are required before a cake is made.</i> Exemplify with cake ingredients to represent diff time periods.</p> <p>Start of metals: watch bbc learning zone clip 13751 http://www.bbc.co.uk/learningzone/clips/obtainin-g-copper-from-ore/13751.html</p> <p>Making a bronze sword: http://www.bbc.co.uk/guides/z874kqt</p> <p>Start of metals and bronze age in Britain: watch bbc bronze age animation</p>	<p>How long ago did the Bronze Age begin?</p> <p>400 yrs</p> <p>4000 yrs</p> <p>4 million yrs</p>	<p>In TPs using tables and QR codes for suggested websites:</p> <p>Research, Beaker people-</p> <p>Why are they called the Beaker people?</p> <p>Where did they live in Britain?</p> <p>How did they improve and develop life in Britain?</p> <p>Pit-stop- review children's notes/ answer so far. Scribe</p>	<p>1. listen/look carefully at the information given to you</p> <p>2. scan for the keywords (e.g. beaker) to find the indoor you need</p> <p>3.share what you have learnt/know in a clear interesting way</p> <p>4. use good writing skills: punctuation; spelling;</p>

			<p>http://www.bbc.co.uk/programmes/p01zfx8k</p> <p>Children complete Bronze Age Q&A video worksheet.</p> <p>It is widely thought, although not certain, that bronze was first brought over to Britain by the Bell Beaker folk. They were so named because of their distinctive bell-shaped pottery drinking vessels.</p>		<p>notes to answer each question on the board. Model putting notes into full sentences.</p> <p>Children write mini report.</p> <p>Historian questions?</p>	<p>handwriting</p> <p>5. draw and label diagrams accurately</p>
6		<p>To share our knowledge about the past in relevant and thoughtful ways</p>	<p>Iron age</p> <p>Watch bbc iron age animation, children complete differentiated Iron Age Q&A video worksheet.</p> <p>http://www.bbc.co.uk/programmes/p01zfx61</p> <p>Research Maiden Castle hill fort</p> <p>http://www.english-heritage.org.uk/daysout/properties/maiden-castle/;</p> <p>Timeline and history pages, as a class. Transcribe notes for children to use in activity time.</p>	<p>How long ago did the Iron Age begin?</p> <p>2000 yrs</p> <p>200 yrs</p> <p>2 million yrs</p>	<p>Write and make a video report about hill forts with particular reference to Maiden Castle using Hill forts Maiden Castle info sheet and whole class notes.</p> <p>Historian questions?</p>	<p>1. listen/look carefully at the information given to you</p> <p>2. share what you have learnt/know in a clear interesting way</p>
ICT Links Researching using the internet				SEAL / RRS Links		

Global K&U: trade between countries; relationships between people and environment; our potential to change things

Weekly Creative Curriculum Plan

Year: 3

Week Beginning: 5

Half Termly Topic: Stone Age to Iron Age			Common Theme: History			
Session	Key Skills	Learning Intention	Context	Effective Question	Activity	Success Criteria
7		To share our knowledge about the past in relevant and thoughtful ways	<p>Show 'What are these' round house intro pictures (paper copies & powerpoint) - look at in TPs and discuss.</p> <p>Effective question.</p> <p>Watch Building a Celtic round house bbc video clip 5665 http://www.bbc.co.uk/learningzone/clips/building-a-celtic-house/5265.html</p>	<p>Settlers of the Stone/Bronze/ Iron age all lived in round houses exactly like this.</p> <p>Agree/ disagree</p>	<p>English Heritage activity 4</p> <p>Make a roundhouse/agrological site.</p> <p>Resources: trays; plasticine (play dough); sand; paintbrushes; roundhouse poster</p>	

8		To share our knowledge about the past in relevant and thoughtful ways	<p>The Roman Invasion</p> <p>http://www.bbc.co.uk/programmes/p01zfwrl</p> <p>How do we know about Boudica?*</p> <p>English Heritage activity 2</p> <p>DRAMA Iron Age society meets Roman invaders</p>			
<p><u>Literacy/Numeracy Links</u></p>			<p><u>SEAL / RRS Links</u></p> <p>Global K&U: relationships between people and environment; our potential to change things; cause of conflict; impact of conflict.</p> <p>Global skills: detecting bias, opinion and stereotypes-Romans writings of Iron age people e.g. Boudica*</p>			