

<b>Year Group: 6</b>	<b>Term: Spring</b>	<b>Topic: Stone Age to the Iron Age</b>
<b>Historical strands</b>		
War and Conflict; Civilisation and Technology; Legacy; Monarchy		
<b>NC Links</b>		
Britain from the Stone Age to the Iron Age		
<b>Other Curriculum Links</b>		
English - reading; Science - materials; DT - toolmaking; Art - cave art		
<b>Links to Rights Respecting</b>		
Article 28 - every child has the right to an education		
<b>Links to North East Ambition</b>		
Link a lesson to the career of an archaeologist Gatsby Benchmark 4 - Linking curriculum learning to careers		
<b>Topic Overview</b>		
<p>In this unit, pupils will look at the three ages of the prehistory of humanity: the Stone, Bronze and Iron Ages. Pupils will look at their impact on Britain, and how the development of technology shaped peoples' lives, including a focus on Skara brae and Stonehenge. The unit will also serve to consolidate pupils' historical knowledge and skills, by making comparisons between the prehistoric world and the world in other time periods and their understanding of chronology and historical evidence.</p>		
<b>Possible Visits/Visitors</b>		
Great North Museum; Box of Delights		
<b>Historical Concepts</b>		
<p><b>Continuity and Change</b> - in and between time periods</p> <ul style="list-style-type: none"> <li>Identify similarities / differences between Stone Age, Bronze Age and Iron Age and with later periods.</li> </ul> <p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>Knowledge and understanding of cause and effects of each age (in terms of technological advancement)</li> </ul> <p><b>Similarity and Difference</b> - within a period / situation (diversity) N/A</p> <p><b>Significance</b> - of events / people</p> <ul style="list-style-type: none"> <li>Key technological advancements and archaeological discoveries</li> </ul>		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>Mind-map: what is history? Why study history? How do we know about history? How do we find out about prehistory? What do we mean by prehistory?</li> <li>To know and understand why the Stone/Bronze/Iron Ages were important</li> <li>To understand, evaluate and use evidence (archaeological and secondary) to find out what life was like in these periods</li> <li>To have an understanding of the time period studied (use toilet roll or blocks for decades / centuries)</li> <li>Describe key events of each of the Ages or across all three - place up to 10 events on a timeline</li> <li>To describe and explain some of the important Neolithic monuments / the druids</li> </ul>		

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<b>Essential skills to be covered and possible activities</b>		
<b>Historical Knowledge and understanding</b> <ul style="list-style-type: none"> <li>• What is history? Why is it important to study history / How do we find out about history? What is different about the evidence for prehistory?</li> <li>• Discuss, explore and describe the main features of the Stone, Bronze and Iron Ages.</li> <li>• Explore the artwork / archaeology / society (hunter-gatherer) of the Stone Age.</li> <li>• Discuss and explore the Bronze Age - including Skara Brae and Stonehenge - with farming replacing hunter-gathering during this period</li> <li>• Discuss and explore the Iron Age - the mass production of iron weapons, tools and utensils - more sophisticated farming techniques</li> <li>• Make comparisons between each Age and with other time periods.</li> </ul>		
<b>Chronological understanding</b> <ul style="list-style-type: none"> <li>• Explore chronology by using sheets of toilet paper to represent time. Place the Stone, Bronze and Iron Ages on a timeline</li> <li>• Place up to ten events on a timeline</li> <li>• Note connections, contrasts and trends over time</li> </ul>		
<b>Historical vocabulary</b> <ul style="list-style-type: none"> <li>• Explicitly teach relevant historical vocabulary. Use knowledge organiser</li> <li>• Use appropriate historical vocabulary and terms in discussion and writing</li> </ul>		
<b>Interpretations of history</b> <ul style="list-style-type: none"> <li>• Identify a range of historical sources, e.g. photographs, oral accounts, diaries, paintings, images, objects, newspaper reports - compare these with the sources available to study prehistory.</li> <li>• Consider how useful and reliable the sources for prehistory are.</li> <li>• Evaluate a range of sources in terms of what they can and cannot tell us about the past - to have an awareness that different evidence will lead to different conclusions</li> <li>• Use the library and the internet to research their own discussions / writing</li> </ul>		
<b>Historical enquiry</b> <ul style="list-style-type: none"> <li>• Recognise primary and secondary sources</li> <li>• Use a range of sources to find out more about the period/s studied.</li> <li>• Evaluate reliability of sources, suggest omissions and ways of finding the right evidence</li> <li>• Use books / internet / sources carry out research and use knowledge from these accounts to write a fluent account of the past</li> <li>• Regularly address historically questions and begin to devise their own questions</li> </ul>		
<b>Organisation and communication</b> <ul style="list-style-type: none"> <li>• Writing an explanation of Stone/Bronze/Iron Ages in terms of cause and effect, using a range of different sources to support your work and using appropriate dates and terms</li> <li>• Drama / role-play, e.g. hot-seating hunter-gatherers /farmers / soldiers etc</li> <li>• Reports /recounts / diaries relating to Stone/Bronze/Iron Age</li> <li>• Class debates - which is the 'best' Age</li> <li>• Explore different mining / smelting / forging techniques</li> <li>• Create displays about Stone / Bronze / Iron Age</li> </ul>		

- Using iPads / computers to create PowerPoints / Word presentations

### **Suggested Strategies for Recording Learning**

- Practical activities - drama / role-play / interviewing hunter-gatherers / farmers (recorded on iPads and linked to QI codes)
- Group work to discuss enquiry questions / debate pros and cons of each Age (recorded on iPads and linked to QI codes)
- Sorting activities to compare the features of each Age
- Sequencing events on a timeline
- Writing narratives / comics / reports / recounts / diaries / persuasive pieces supported by a range of historical sources, using appropriate dates and terms
- Create class displays about Stone/Bronze/Iron Ages
- Interrogate sources by sorting into primary and secondary / fact, fiction and opinion
- Create cave paintings / models of Neolithic housing / Stonehenge
- PowerPoint / Word presentations

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Assessment			
Ongoing assessment from guided activities, quizzes, observations, discussions, questioning and work.			
	6.1	6.2	6.3
<b>Historical knowledge and understanding</b>	<p>With support, describe the main features of the Stone, Bronze and Iron Ages.</p> <p>With support, describe some features of Skara Brae and Stonehenge.</p>	<p>Describe and compare some of the main features of the Stone, Bronze and Iron Ages.</p> <p>Describe the main features of Skara Brae and Stonehenge.</p>	<p>Describe and compare the main features of the Stone, Bronze and Iron Ages.</p> <p>Describe in detail the main features of Skara Brae and Stonehenge.</p>
<b>Chronological understanding</b>	<p>With support, place the Stone, Bronze and Iron Ages on a timeline</p> <p>With support, place up to ten key events on a timeline and use dates appropriately.</p>	<p>Place the Stone, Bronze and Iron Ages on a timeline.</p> <p>Place ten key events on a timeline and use dates appropriately.</p>	<p>Place the Stone, Bronze and Iron Ages on a timeline.</p> <p>Place at least ten events on a timeline and use dates appropriately.</p>
<b>Historical vocabulary</b>	<p>With support, use some appropriate historical terms.</p>	<p>Use some appropriate historical terms.</p>	<p>Confidently use a range of appropriate historical terms.</p>
<b>Interpretations of history</b>	<p>With support, identify a range of different sources, evaluating their reliability.</p>	<p>Identify a range of different sources, evaluating their reliability.</p>	<p>Confidently identify a range of different sources and evaluate their reliability.</p>
<b>Historical enquiry</b>	<p>With support, use at least two different sources to support an account and address simple questions about the past.</p> <p>With support, use the library and the internet for some of your research.</p>	<p>Identify, evaluate and use at least two sources to develop a fluent account.</p> <p>Address simple questions about the past, and begin to devise your own.</p> <p>Use the library and internet for some of your research.</p>	<p>Identify and evaluate a range of sources to support a fluent account.</p> <p>Address historical questions and devise some of your own</p> <p>Use library and internet for independent research.</p>
<b>Organisation and communication</b>	<p>With support, communicate knowledge and understanding through evidentially supported discussion, drama /role-play, writing and ICT.</p>	<p>Communicate knowledge and understanding through fluent and evidentially supported discussion, drama / role-play, writing and ICT.</p>	<p>Confidently and communicate knowledge and understanding through fluent and evidentially supported discussion, drama/role-play, writing and ICT</p>

