



Medium Term Unit Planning

Topic Name: Stone Age to Iron Age	
Learning outcome: By the end of this topic the children will have a good understanding of how the world transitioned from the start of the Stone Age to the end of the Iron Age. The children will understand how life changes during this time as people and their version of society changed to help shape areas of Britain today.	
Hook: Archaeological 'dig'	Topic Showcase (e.g. display, museum, performance, presentation) Stone age exhibition of art and 'artefacts'
Oracy: Present their views on life in the Stone Age and debate on how different ours are in comparison.	Key Vocabulary: Stone Age, Iron Age, Bronze Age, Archeologist, Hunter, Gatherer, Mesolithic
Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.): Stonehenge by Elizabeth Raum How To Wash A Woolly Mammoth by Michelle Robinson and Kate Hindley Stone Age Boy by Satoshi Kitamura Gretel the Wonder Mammoth by Kim Hillyord	
Citizenship/Community Opportunities: (Focus – change in attitude/increase knowledge and awareness/make a difference) <i>The children will be able to express their views on how life has differed from that of the Stone Age and encourage them to show a sense of pride and respect to what they have now.</i>	



Medium Term Unit Planning

Experiences/Visits/Visitors

Forest school: opportunity to make fire and build shelters.

Main Subjects covered: History, Art

Subject 1 Threshold concepts

History Threshold concepts.....

- **Investigate and interpret the past**
This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.
- **Build an overview of world history**
This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.
- **Understand chronology**
This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.
- **Communicate historically**
This concept involves using historical vocabulary and techniques to convey information about the past.

Subject 2 Threshold Concepts

Art and design threshold concepts

- **Develop ideas**
This concept involves understanding how ideas develop through an artistic process.
- **Master techniques**
This concept involves developing a skill set so that ideas may be communicated

Notes:



Medium Term Unit Planning

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
<p>1. Introduction to the Stone Age.</p> <ul style="list-style-type: none"> To be able to place important dates on a timeline. 	<p>Understand chronology This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p> <p>Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<ul style="list-style-type: none"> Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. 	<ul style="list-style-type: none"> Introduce the children to the period known as the Stone Age. Explain how this changed over time and what came before and after. Plot these important dates on a timeline of their choice.
<p>2. Stone Age artefacts</p> <ul style="list-style-type: none"> To be able to make an educated guess based on observations about the potential use of Stone Age artefacts. 	<p>Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <p>Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p>	<ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. 	<ul style="list-style-type: none"> Introduce yourself to the children as an archaeologist that has discovered some Stone Age artefacts. The children will then need to guess what the artefacts could be and why they think this. They could draw some of the artefacts and guess what they are.



Medium Term Unit Planning

<p>3. Hunting and Gathering into Farming</p> <ul style="list-style-type: none"> To be able to interpret information on the past and identify key characteristics of a historical period. 	<p>Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <p>Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p>	<ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> Introduce the children to the concept of hunting and gathering. Explain how this would be different to what we do now. Go through some of the things that are hunted and others that are gathered. The children need to complete a table to show which items were hunted and which were gathered with pictures.
<p>4. Homes, Mesolithic shelters (hunter gatherer) to Skara Brae</p> <ul style="list-style-type: none"> To be able to interpret information on the past and identify key characteristics of a historical period. 	<p>Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.</p> <p>Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<ul style="list-style-type: none"> Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> The children can design their own Stone Age homes (picture examples, Stonehenge). Their designs should include labels of the different materials and show both the exterior and interior. Look at Skara Brae also and discuss the differences in houses.
<p>5. Wattle and Dawb (Could be forest school, weaving material)</p>	<p>Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<ul style="list-style-type: none"> Give a broad overview of life in Britain from ancient until medieval times. 	<ul style="list-style-type: none"> All these art lessons provide a great opportunity for the children to showcase



Medium Term Unit Planning

<p>6. Thumb Pots (cooking what would they use them for).</p> <p>7. Cave Paintings (ART) Lion man</p>	<p>Develop ideas This concept involves understanding how ideas develop through an artistic process.</p> <p>Master techniques This concept involves developing a skill set so that ideas may be communicated</p>	<ul style="list-style-type: none">○ Describe the social, ethnic, cultural or religious diversity of past society.○ Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.○ Develop ideas from starting points○ throughout the curriculum.○ Collect information, sketches and resources.○ Adapt and refine ideas as they progress.○ Explore ideas in a variety of ways.○ Comment on artworks using visual language.○ Create and combine shapes to create○ recognisable forms (e.g. shapes made from○ nets or solid materials).○ Include texture that conveys feelings,○ expression or movement.	<p>elements of the past in a variety of different ways.</p>
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Medium Term Unit Planning

		<ul style="list-style-type: none"> ○ Use clay and other mouldable materials. ○ Add materials to provide interesting detail. 	
<p>8. Stonehenge (building out of different materials)</p> <ul style="list-style-type: none"> ○ To be able to interpret information on the past and identify key characteristics of a historical period. 	<p>Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <p>Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p>	<ul style="list-style-type: none"> ○ Describe the social, ethnic, cultural or religious diversity of past society. ○ Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. ○ Suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> ○ Introduce the children to the theories of Stonehenge and look at and describe pictures. ○ Set the children the task of building and creating Stonehenge in a variety of different ways.
<p>9. Ending with Bronze Age and Iron Age and why these changed over time.</p> <ul style="list-style-type: none"> ○ To be able to interpret information on the past and identify key characteristics of a historical periods and the 	<p>Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <p>Understand chronology This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were</p>	<ul style="list-style-type: none"> ○ Give a broad overview of life in Britain from ancient until medieval times. ○ Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. ○ Place events, artefacts and historical figures on a timeline using dates. 	<ul style="list-style-type: none"> ○ Touch on all these topics and how they had changed during the Bronze Age and the Iron Age.



Medium Term Unit Planning

<p>differences of these.</p>	<p>happening at similar times in different places. Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<ul style="list-style-type: none">○ Understand the concept of change over time, representing this, along with evidence, on a timeline.○ Use dates and terms to describe events.	
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