

<p>Theme read: If Stones could speak Stone Age Boy Stig of the Dump The Secrets of Stonehenge The Amazing Pop-up Stonehenge Noni the Blacksmith https://blackdownhillsaonb.org.uk/metal-makers/wp-content/themes/MetalMakers/noni_book/files/assets/basic-html/index.html#1 History detectives – stone age to iron age (in school library at OM) Hands on History – the celts</p>	<p>Year 3 (spring): Enquiry Question Why was Stonehenge built? Key driver: creativity Key skills: I can discern how and why contrasting arguments and interpretations of the past have been constructed. Year Enquiry: How does humankind leave its mark on the world? Topics: Bronze and Iron Age</p>	<p>Resources English-heritage.org.uk (how was Stonehenge built) Virtual tour on English-heritage BBC bitesize (has visual reconstruction of how Stonehenge has changed over the years) Hamilton-trust.org.uk Make your own Stonehenge firstpalette.com Londontoolkit.com https://www.english-heritage.org.uk/visit/places/chysauster-ancient-village/history/</p>
<p>Key Vocabulary: Archaeologists, Neolithic, burial, tumuli, bluestones, astronomy, solstice, sarsen, Salisbury Plain, lintel, trilithon, concentric, capped, antler pick, avenue, causewayed enclosure, ceremony,, chalk, cremation, cursus, long barrow, monument, mortise and tenon, excavation, henge, prehistory, Neolithic, replica, round barrow, sacred, tongue and groove</p>		<p>Pupil Pledge Visit to Stonehenge</p>

<p>Launch What is the Bronze Age? WALT: explain the significance of the introduction of Bronze. Pass around piece of bronze/metal and stone, discuss which would be better? Why? How would having</p>	<p>Lesson 2 Bronze Age tools WALT: timeline tools and provide reasoning for our ideas. Look at images of new tools and weapons and ask chn to compare with those made of stone. Show chn an image of stone axe and bronze axe and discuss. <i>Do you think it would be easier or harder to make a bronze</i></p>	<p>Lesson 3 Stonehenge What is Stonehenge and why was it built? WALT: understand the religious and spiritual beliefs of the Bronze Age</p>	<p>Lesson 4 Who were the people of the Bronze Age? WALT: Introduce the Beaker People, a group of people who migrated from central Europe to Britain in search of copper and gold.</p>	<p>POP Quiz Chn to write a short non-chronological report on the Bronze Age independently</p>
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<p>bronze help people live a better life?</p> <p>Outcome: chn to be given cards explaining some reasons why making things out of bronze meant significant changes for the people. They are to then write a short newspaper advert describing this discovery, what it means for the people and why it's so significant</p>	<p><i>axe? Would you need more resources or fewer? Why would they go to the bother of making bronze instead of stone?</i> Look at other tools made of bronze and discuss why they began to make bronze tools.</p> <p>Outcome: timeline tools from stone age to bronze age using dates on the cards then write an explanation explaining why they think that people began to make bronze tools instead of stone tools.</p>	<p>Use online tools to understand what Stonehenge is as a whole class. Then either have chn research ideas of why Stonehenge was built or provide they could be posted around the room for them to rotate through, discuss and record</p> <p>Outcome: Chn will have recorded theories for why it was built - possibly for ceremonies, burial, to do with sun and moon - then decide which one they agree with and why in a written response</p>	<p>They get their name from the pottery they made.</p> <p>https://www.nhm.ac.uk/discover/news/2018/february/the-beaker-people-a-new-population-for-ancient-britain.html</p> <p>https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z874kqt</p> <p>Outcome:</p>	
<p>Iron Age</p> <p>WALT: identify key elements of roundhouses and hillforts</p> <p>Intro to Iron Age. Why do you think it's called that? What possibly happened.</p> <p>Outcome: chn to draw and annotate a roundhouse or hillfort</p>	<p>Iron Age Jobs</p> <p>WALT: understand what jobs were done in the Iron Age</p> <p>Outcome: Chn to write an explanation of the job next to image. Chn to express own opinions about what the job would be like (e.g. I think it would be difficult because...)</p>	<p>Celts</p> <p>WALT: understand who lived in the Iron Age</p> <p>Explain who Celts were using texts, discuss what it means to live in tribes with different leaders.</p> <p>Outcome: using map of UK, mark where Celt settlements would have been</p>	<p>Celtic beliefs</p> <p>WALT:</p> <p>Things to discuss:</p> <ul style="list-style-type: none"> • Otherworld, Celtic Tombs, Otherworld doorways(natural waterfalls, had healing powers), Gods and Goddesses • Why do you think they had these beliefs? Where might they have come from? What might have been important to Celts based on these beliefs? <p>Outcome:</p>	<p>Celebration</p> <p>Create a model of Stonehenge?</p>

<p>Content: What will we learn? What are the core concepts? Astronomy/calendar/burial/religion</p>	<p>Coherence: How does this link to previous learning? This is the beginning of the history chronology taught at KS2 as part of civilisations</p>	<p>Creativity: How will we show we understand in multiple ways? We will create a stonehenge</p>	<p>Compassion: What opportunities are there to teach compassion?</p>	<p>Community: What links are there to local resources? Rollright Stones</p>
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<p>Lesson 6 Stonehenge is a masterpiece of engineering. How did Neolithic people build it using only the simple tools and technologies available to them? (Stonehenge reconstructed English heritage site) WALT: I can describe the technology used to build Stonehenge Outcome: Chn will understand that materials came a long way from the site, building required great feats of engineering. Blue stones come from Wales 150 miles away. They will also look at how the stones were held in place</p>	<p>Lesson 7 How do we know so much about Stonehenge? WALT: discover sources for history Outcome: The chn will find out that our knowledge of the past is constructed from a range of sources, that pre-history differs from later periods because there are no written sources. We will look at how archaeologists make discoveries and what is available to us as evidence, use of conjecture. Traces of buildings, holes in the grounds, remains of human bones, etc</p>	<p>Lesson 8 How has Stonehenge evolved over time? Compare and contrast what we see today to how it was in earlier times WALT: I can compare and contrast the change in Stonehenge Outcome: The chn will develop an awareness of the progression of time from the earliest works to the latest and that its function may have differed in this time</p>	<p>Lesson 9 The significance of Stonehenge today WALT: Outcome: Chn will understand that it is a World Heritage site, that it attracts mass tourism today, and that people go to the site at Summer solstice, that humankind has left its mark on our world today, but that we need to conserve and preserve it for future generations</p>
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