

## Stone Age to the Iron Age KS2 Planning

**Class:**

**Term: Autumn 2**

**Topic: Stone Age to the Iron Age**

**Subject: History**

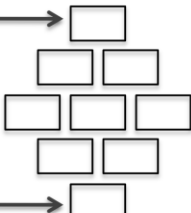
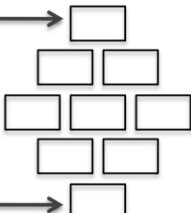
Differentiation and support	Cross curricular links
<p>SEN: Provide with templates and writing frames. Place in mixed ability pairs / groups when sharing ideas / having discussions</p> <p>GT: encourage them to add their own knowledge and to suggest their own ideas. Support less able children</p>	<p><u>Curriculum links:</u>                      Literacy – writing a diary entry / recount, discussing opinions and listening to those of other children, new vocabulary, making notes from videos, using a dictionary and glossaries</p> <p>Maths – ordering dates of events in chronological order</p> <p>Geography – different land uses and types of settlement</p> <p>ICT - IWB resources, videos and websites to answer questions</p> <p>Science – properties of materials (stone, bronze, iron etc)</p>

If you don't have / can't get the book for the second lesson, move this lesson to the end of the unit and alter it accordingly

Give children the homework project to complete over the half-term

Wk	LO	Lesson	Resources	Success criteria	Evaluation
	To research information on Iron Age / Celtic Britain	Over half-term children to research information on one aspect of Iron Age / Celtic life in Britian e.g. Celtic religion, Celtic warriors etc Children to use this research to create a PowerPoint or a hand-made poster to present what they found out to the rest of the class after half-term			
1	Present information they have researched, using the terminology appropriate to the period  Make notes on the Celts	Children present the posters they created for their half-term homework project. When one child is presenting the rest make one or two notes on what the presenter is saying. Model / revise how to make a mind map, with Celtic Britain in the middle. Revise how to make presentations interesting: <ul style="list-style-type: none"> <li>• speak clearly and loudly</li> <li>• refer to the poster as you talk</li> <li>• use hand gestures</li> <li>• make eye contact with the audience</li> </ul>	Posters	<p>MUST: present information they have researched</p> <p>SHOULD: make a mind map on Celtic Britian</p> <p>COULD: organise their mind map logically and make links</p>	

2	<p>To become familiar with the Stone Age and how people lived</p>	<p><b>Intro:</b>  Read the book 'Stone Age Boy' by Satoshi Kitamura to them (this book is about a boy who ends up living in the Stone Age and what he does there)  In discussing the book with the children, focus on the historical aspects of it; for example, on page 11 why the girl he meets inspects his glasses and is confused by them (because Stone Age people would not have had glasses)  Explain independent work and do some shared writing to model how we might begin our recounts / diary entries</p> <p><b>Main:</b>  Children to write a recount / diary entry as the boy who ends up in the Stone Age or to write as the girl about her life  Leave the following list of prompts (with related images) on the IWB for things to include:</p> <ul style="list-style-type: none"> <li>• what animals were around e.g. mammoths</li> <li>• what materials people used e.g. animal skins</li> <li>• what activities people did e.g. making tools, cave painting</li> </ul> <p><b>Plenary:</b>  In partners children to read each other's recounts / diary entries to each other  Discuss if children would have liked to live in the stone age. Why / why not?</p>	<p>The book 'Stone Age Boy' by Satoshi Kitamura</p> <p>Prompt sheet with images displayed on IWB</p> <p>Writing frame for lower ability</p>	<p><b>MUST:</b> know some features of Stone Age Life</p> <p><b>SHOULD:</b> write in the first person about Stone Age life</p> <p><b>COULD:</b> include some of their own knowledge of Stone Age life</p>	
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3	<p>To understand the major prehistoric human achievements</p>	<p>Intro:          Explain to children that although prehistoric people are often thought of as not being very clever, they actually completed some great achievements:</p> <ul style="list-style-type: none"> <li>• creating fire</li> <li>• making sharp wooden and stone tools</li> <li>• taming horses to ride them</li> <li>• farming (rather than hunting/gathering)</li> <li>• inventing wheels</li> <li>• pottery</li> <li>• using metals</li> <li>• trading with each other</li> <li>• building houses</li> </ul> <p>For each achievement:</p> <ul style="list-style-type: none"> <li>• ask children to discuss in their talk partners how it would have improved the people's lives</li> <li>• take suggestions as a class on how it would have improved people's lives</li> </ul> <p>Main:          Explain 'Diamond Nine' activity to children: they will have nine cards          On each card will be an achievement from the list above, with how that achievement could have improved people's lives          They will need to rank the reasons in terms of their importance in the shape of a diamond</p> <p>Most important reason → </p> <p>Least important reason → </p> <p>Emphasise how there is no right or wrong answer with this activity – the aim is to think about why prehistoric achievements were important</p> <p>Plenary:          Children compare how they arranged the reasons with how their partner arranged them          Discuss differences in partners and then as a class          Encourage children to explain and justify their choices</p>	<p>Scissors          Glue sticks          Diamond nine worksheet</p>	<p>MUST: know some of the achievements of prehistoric people</p> <p>SHOULD: justify why they think each achievement is more or less important</p> <p>COULD: see links between the achievements e.g. without fire we could not use metals</p>	
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To access the complete version of the [Stone Age to the Iron Age KS2 planning](#), with every resource needed to teach each lesson, visit:

<http://www.saveteacherssundays.com/history/year-3/318/>



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