



SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

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Medium Term Planning Creative Learning Journey

Year Group: LKS2

Topic: The Stone Age

Date: Autumn 2021

National curriculum

Pupils should be taught about changes in Britain from The Stone Age to The Iron Age.

Purpose

In this unit, children will learn about the three different periods of The Stone Age and where they fit in British history. Children will learn how early man survived in a harsh environment and identify the big changes that came in The Neolithic Period and the impact they had on life in Britain. Children will use the case studies of Star Carr and Skara Brad to learn about life in the Mesolithic and Palaeolithic period.

Key questions to think about throughout the unit:

- When was the Stone Age?
- How long did the Stone Age last?
- What are the three periods of the Stone Age? How do they differ?
- What was life like in the Palaeolithic/Mesolithic/Neolithic period?
- How did life improve for the Mesolithic period?
- How did life change in the Neolithic period?
- What is Starr Carr? What was life like there?
- What can the findings at Starr Carr tell us about life in the Mesolithic period?
- What was the impact of changes in the Neolithic period?
- What can we learn about Neolithic people from evidence found at Skara Brae?
- What is Stone Henge? When/how/why was it built?



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<p>Lesson One I can locate when the Stone Age took place</p> <p>NC: <i>-Use specialist dates and terms by placing topics studied into different periods e.g. BC/AD.</i> <i>-Develop a chronologically secure knowledge and understanding of British history.</i></p> <p>What pupils should know at the end of the lesson:</p> <ul style="list-style-type: none">• Stone Age spans roughly 3.4 million years• Stone Age began in 30,000BC and lasted until roughly 3,300BC.	<p>Introduce the class timeline. Explain that we use a time line to show when important events occurred (took place). Say, "We use a time line to show when important events occurred (took place). The further left you go, the further back in time you travel. The further right you go, the closer to the present day you travel." Model this on your timeline. Get pupils to point in correct direction of travel for each slide. You could turn this into a game.</p> <p>When we look at history, we are looking into what has already happened. https://www.history.com/news/prehistoric-ages-timeline We are going to look at different periods of history. Each period is like a chapter in a book. We need to make sure that all of the chapters are in the correct order or it will not make sense.</p> <p>We are going to make chronological (in time order) links between some of the events that you know and some of the new periods that you will learn about. Where is the year 0 on your timeline? Can you find it? Why are the numbers on the left of 0 labelled as BC? What does this stand for? BC stands for Before Christ. Any of the events before (left) of 0 all took place before Christ walked the Earth. Why is now the year 2021 AD? Why are the numbers on the right of 0 labelled as AD? What does this stand for? Anno Domini- AD stands for Anno Domini, Latin for "in the year of the Lord". Any events after this event occurred after the birth of Jesus.</p> <p>Think about these questions for each historical event. -When did this event take place?</p>	<p>Broken pieces activity.</p> <p>Pupils will work in mixed ability pairs to order the important events in the Stone Age. Make sure that older events are on the left and the</p> <p>HA should be able to add dates to their timelines. Photos can be taken for evidence in books.</p>



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- Where will it go on your timeline?
- What do you know about this event?
- How far back in time do you need to travel?

Proceed to look through the different time periods that pupils have studied at KS1-The Great fire of London, Mary Anning. Also mention The Romans (when Jesus was born), Industrial Revolution etc.
Continue using PPT to identify where other important events are.

Discuss the idea of Prehistoric being before things were written down.
Talk about how far back in the past the Mesolithic period was. It may be useful to model walking a far distance away to show how far back in time it is.

Introduce the Stone Age and its position on the time line and how long it lasted. The Stone Age began 30,000BC. It lasted until 3,300BC. Take time to Show pupils how far back in history we are going. Ask pupils to write down what they already know on post it's and stick these onto history display or board. Using ppt, I introduce the different periods of the Stone Age. Palaeolithic, Mesolithic, Neolithic. Place these periods on a Stone Age Timeline. This will make up part of your history display. Notice the differences in length of time and overlaps.

Briefly look at the key features of each period. Don't go into too much detail, this will be covered in later lessons.



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Lesson 2

I can investigate the mystery of Otzi the Iceman.

NC:

-Create historically valid questions about change, cause, similarity and difference, and significance of important events.

-Understand how our knowledge of the past is constructed from a range of sources.

If time before the lesson, return to our history timeline. Look at the important facts covered in the previous lesson. Give pupils a different coloured post it note and get them to add any extra information that they have learnt.

You will need to set up a 'body' under a blanket and not allow any children into the classroom before the lesson. Put some tape across the door to make it look official. Set the 'body' up in a prominent area of the room so all the children can see it. Outline that the children are going to use their own detective skills to solve the mystery. Pupils will be excited at investigating how the body got there and how it died. Explain that local police have recently found this body and we need to follow the clues to find out more about the mysterious death.

Discuss the difference between open and closed questions. Open- many responses, closed-2/limited responses. Get pupils to write down 3 questions that they want to know the answers to about the 'body'.

We are going to look at some evidence. Show first picture. When you see the picture you need to think 'What questions do I have now?'



Continue working through slides. Ask questions about each picture. What can they find by studying the clues?

Fill in the missing words in the following passage. When you are done you may draw a picture of Otzi the Iceman (either the reconstruction or how he was

Scientists studied a man who died over _____ years ago.
He was _____ under ice until 1991. They called him Otzi.
Scientists studied him to understand how early _____ lived.
Otzi's clothes were from goat _____, bear fur and other animals.
His _____ were made from grass.
He had 61 _____ on his skin.
Otzi was 45 when he died. Someone killed him with an _____ in the back.



tattoos leather shoes arrow
humans 5000 frozen

Pupils will fill in the missing words. They will then draw their own versions of Otzi the Iceman. One when he was alive and one when he had died.

LA- Pupils will be given a template to fill in the missing words. Draw a picture of Otzi.

MA- Pupils will write out the paragraph into their books. Underline the added words in a coloured pencil. Picture

HA- Same as MA. Pupils may be able to include additional facts and inferences made around the questions that have been answered during the lesson.



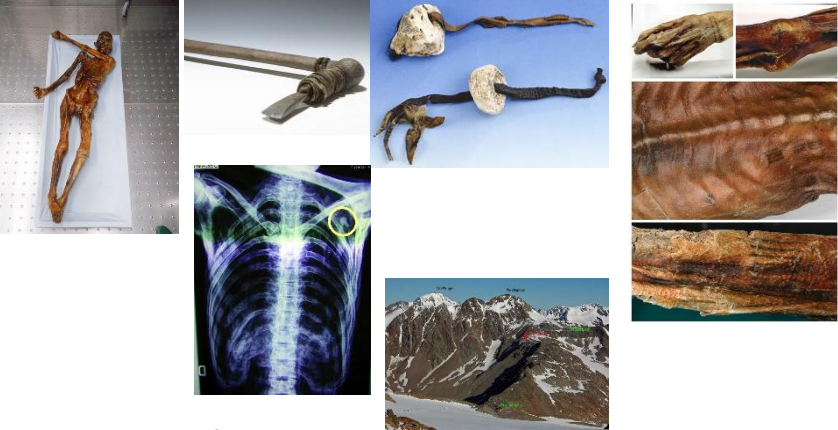
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	 <p>Watch this video of Otzi the Iceman and think about whether any more of your questions are answered. https://www.youtube.com/watch?v=WA3AiNup7fY&feature=youtu_be_gdata</p>	
<p>Lesson 3 I can describe what life was like in the Paleolithic period.</p> <p>NC: <i>Understand how our knowledge of the past is constructed from a range of sources.</i></p>	<p>We are going to focus on the Palaeolithic period and what life might have been like during this time. This period lasted between 2.5million years ago -10,000 years ago. What do we know about people at this time? They are prehistoric people so that means there was no writing.</p> <p>How do we know about what happened? (Tools, cave, paintings, examining bones, excavating sites) show pictures of each to enable discussion.</p> <p>Looks at some images of scenes from the Paleolithic period showing caves/shelters, hunting, gathering food, preparing and cooking food, fire, fishing, clothes, making and using tools etc.</p>	<p>Children will have a different scene to annotate in their history books.</p> <p>LA- Children to have support with task. Pupils will also have a vocabulary list that they will need to write onto their work.</p> <p>Information to include Paleolithic people were:</p> <ul style="list-style-type: none"> • Nomads, taking shelter in caves/tents



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	<p>Print these images and put onto flip chart paper, spread out around the classroom. Children will rotate to each station and write about what the image tells them about life in this period. Take photos of each sheet and screen share iPad. Read out some observations from each picture.</p>	<ul style="list-style-type: none">• Hunted animals (woolly mammoths, deer, bison) for food/clothes• Used fire to cook, for light and to keep warm• Gathered nuts, fruit and berries• Used Stone and bone tools and axes.
<p><u>Lesson 4</u></p> <p>I know what life was like during the Mesolithic period</p>	<p>Information for schools Background Star Carr Use for teacher subject knowledge.</p> <p>Start the lesson by asking 'What was life like during Palaeolithic period? How did they live? What did they hunt? What are their tools made from?'</p> <p>Introduce Mesolithic period, locate on timeline, only a short period of time (10,000BC to 8,000BC)</p> <p>Explain that Mesolithic people lived similar lives to Palaeolithic but small changes were starting to take place. Watch BBC video and look at images, spot differences to the Palaeolithic period.</p> <p>https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-middle-stone-age-animation/zvkg92p</p>	<p>Pupils will create a poster in their books to explain what life was like in the Mesolithic period.</p> <p>LA- Pupils will draw pictures to show the changes at the start of the Mesolithic period.</p> <p>MA- Pupils will use key words to add to their poster. They should be able to explain how the changes improve life for the people.</p> <p>HA- Pupils will give reasons for how each change improved the lives of the people.</p>



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	<ul style="list-style-type: none">• Star Carr is a Mesolithic archaeological site in near Scarborough, North Yorkshire – locate on a map. Explain that they are going to be archaeologists this lesson and use evidence found at a place called Star Carr to learn about Mesolithic life.• The settlement was on the banks of a lake surrounded by woodland – show video of 3D visualisation of site http://www.starcarr.com/film.html• Look for clues why Mesolithic hunter-gatherers would settle there. e.g. deer, boats for fishing, wood for fire...• Star Carr (A Mesolithic Marvel!) : In Focus - YouTube watch video link.• Show picture of deer antler headdress (don't say what it is yet). These are one of the most famous finds, children predict what it is, share ideas of what they think it is. Explain it is deer antlers that have been made into a headdress.• Children predict what they think it was used for and share ideas. Explain that archaeologists aren't sure but there are a couple of theories – share religious theory and hunting theory – children decide which they think most likely.	<p>Discuss some of the religious beliefs of the Mesolithic people.</p> <p>Information to include</p> <ul style="list-style-type: none">- Improved weapons/tools (microliths attached to shafts) which meant greater efficiency and a wider range of animal and vegetable food sources.- Some people started to settle near the sea or inland bodies of water for longer periods of time.- Sea levels rose and Britain became an island (before this time Britain was joined to the mainland of Europe).- The invention of canoes meant that people were better able to hunt for fish as well as animals.- Some agriculture (farming) began- Some domestication of animals e.g. wolves
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<p>Lesson 5</p> <p>I know what life was like in the Neolithic period.</p>	<p>Today we will be focusing on the final period of the Stone Age, the Neolithic Period (8,000BC – 3,000BC). The Neolithic period lasted from around 4300 BC down to 2000 BC, so some 6000 years before present. Neolithic means 'New Stone' and so this period is sometimes called the New Stone Age. Famous Neolithic sites in Britain include Avebury, Stonehenge, and Silbury Hill.</p> <p>As farming gradually spread, settled communities referred to as Neolithic gradually replaced the hunter-gatherer lifestyle. Ask pupils: What is farming? What is the hunter-gatherer lifestyle?</p> <p>Watch video and spot how the Neolithic is different to the Mesolithic https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-new-stone-age-animation/zjh2t39</p> <p>Optional- share images from The British Museum and visit the website on the ppt. This may be completed as a plenary if you wish.</p> <p>Activity 1 Give individuals/pairs/groups a set of statement cards, ask them to sort them into 3 groups, ones that show a BIG change from Mesolithic times, ones that show a small change and ones that show how things stayed the same.</p> <ul style="list-style-type: none">• Share how they have sorted the cards, justify why they put particular statements into a group.• Discuss the impact and significance of the BIG changes. <p>Activity 2 Use the same statements to do a diamond 9 activity, placing the change that they think is most important at the top and explaining why.</p>	<p>SEN/LA- With support, pupils can draw pictures onto post it notes and stick into books. I would suggest choosing 4 changes and drawing a picture of each. They can number them 1-4. 1 being the most important and 4 the least.</p> <p>MA-Pupils will use the statement cards to create their own 9 diamonds in books. They will show their most important change at the top and the least important change at the bottom.</p> <p>HA- Pupils will be able to give reasons to justify how important each statement is. They made need this modelling in small groups.</p>
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	<p>The Diamond Nine is an oral language strategy that challenges students to work together to evaluate and collectively prioritise nine ideas, opinions or pieces of information into what they consider highest to lowest importance. This activity encourages rich, focussed discussions as students are expected to reach a consensus within their group before sharing and justifying their choices with the rest of the class. In most cases there is no right or wrong order; the learning will come from their discussions and negotiations.</p>	
<p><u>Lesson 6</u></p> <p>I know about the major changes in The Bronze Age</p>	<p>(S2) Today we will be focusing on The Bronze Age (3,000BC-1200BC). The Stone Age gets its name for a certain reason. Why do you think we call it The Bronze Age?</p> <p>(S3) The Bronze Age marked the first time humans started to work with metal. Bronze tools and weapons soon replaced earlier stone versions. ... Humans made many technological advances during the Bronze Age, including the first writing systems and the invention of the wheel.</p> <p>Humans heated up and mixed metals to make an alloy. This is a mixture of two metals. Tin + Copper +heat = Bronze</p> <p>(S4) What is Stonehenge? Show pupils pictures and encourage discussions. https://www.youtube.com/watch?v=wf7xwHFuH2o</p>	<p>Pupils will create a fact file over 2 pages in their history books. This should be neatly presented and creative.</p> <p>LA/SEN- Pupils may complete the optional activity on slide 11. With support, draw pictures to show some of the basic facts about The Bronze Age. They may include some key words.</p> <p>Stonehenge, Bronze, rocks, logs, sled, wheel, tomb</p>



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	<p>(S5) Show slide and ask pupils: Where is Stonehenge?</p> <ul style="list-style-type: none">• Where is Manchester?• Where is Stonehenge?• Is it in the South or the North of England?• Why do you think it isn't very far from the coast? <p>(S6) How do you think Stonehenge was built? Explain that they will find out more during the research task. (S7) Explain that the stones came from Wales. Model showing where Wales is and the distance that the stones needed to travel to get to Salisbury (Stonehenge location). How did they get the stones to Stonehenge? What invention would help move heavy objects? (wheel)</p> <p>(S8) Vote with your feet. Pupils will move to an area of the classroom to vote for the 3 options on the slide. (S9) MTTT or Paired reading.</p> <p>(S10) Research how Stonehenge was built. (Photocopy in A3 for each class)</p>	<p>MA- Pupils will independently create a fact file.</p> <p>HA- Pupils may be able to explain some of the challenges that made construction difficult.</p>
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Optional (S11)- You may want to build Stonehenge out of custard creams and bournons. This may really engage some learners. To be used as a possible homework task or activity depending on ability. Pupils may take photos of their creations and record their voice to explain how people built it.



Applied Write opportunities:

Debate text - life in Stone Age Vs now.

Key Vocabulary

Tier 2

hunters, gatherers, stone, wood, period, Stone Age, BC/AD, tools, caves, bone, flint

Tier 3

archaeologist, excavating, nomads, pigment, ochre, shaman, agriculture, domestication, Skara Brae, Stonehenge, Orkney Islands, settlement, Palaeolithic, Mesolithic, Neolithic



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History Planning

Year Group: LKS2	Topic: The Romans	Term: Spring 2
National Curriculum Links (Ref: NC 2014)		
Pupils should be taught about the Roman empire and its impact on Britain		
<i>This could include:</i>		
<ul style="list-style-type: none">a. <i>Julius Caesar's attempted invasion in 55-54 BC</i>b. <i>the Roman Empire by AD 42 and the power of its army</i>c. <i>successful invasion by Claudius and conquest, including Hadrian's Wall</i>d. <i>British resistance, for example, Boudica</i>e. <i>"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</i>		



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History Planning

Knowledge and Skills Objectives	Activity	Differentiation
<p><u>Lesson One</u> I can identify significant events from the Roman occupation of Britain.</p> <p><u>Success criteria:</u></p> <ul style="list-style-type: none"> I can order important Roman events. I know why the Romans come to Britain. <p>Tier 2: warrior, Romans, Britain, general, emperor, tribe</p> <p>Tier 3: invasion, Julius Caesar,</p>	<p>Start the lesson by finding out what children already know about the Romans. Who are the Romans? Where do they come from? Why do you think they invaded Britain? Children to write what they know on a post it note and stick it onto the board.</p> <p>British history- Britain did not have one ruler/king. People lived in tribes and were ruled by warrior kings. The Roman Empire expanded across France (Gaul) which was governed by Julius Caesar. The Romans started to think about invasion.</p> <p><u>For and against</u> Children to imagine that they are a Roman general. Do they think it is a good idea to invade Britannia? Children to vote with their feet whether the statement is for or against invading Britannia. MTTT before voting. Emphasise key vocabulary.</p> <p><u>Activity 1:</u> Watch video to show why Julius Caesar decided to invade Britannia. Stick in emperor coin and answer "Why shall I invade this island?"</p>	<p>Activity 1: Pupils will write a written response to explain why the Romans invaded Britain. SEN: Draw pictures/one word response. HA: Give reasons.</p>
<p>Resources</p> <p>Roman Emperor coins Invasion table sheets.</p>	<p>https://protect-eu.mimecast.com/s/U-k1CJY6VIpMqxjFVDt_5?domain=bbc.co.uk</p> <p><u>Activity 2: Invasion table</u> Children to complete table to explain to the attempted Roman invasion of Britannia. Discuss Roman timeline. Explain that Rome was founded in 753BC. What does BC stand for? When was Jesus born? Compare where these dates are on the class timeline. Explain that we will look at the Roman invasion of Britain that started in 27 BC and lasted over 500 years.</p>	



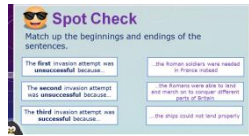

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History Planning

	<p><u>Activity 3: Class discussion</u> Children will imagine that they are a British tribe member and the Romans are about to invade. They must decide whether to fight back or not. What would you do? Take photos of class debate and print using pic collage for books. Some pupil responses maybe recorded for History display. At the start of next lesson, pupils will give a short response to their decision. (Some pupils may use the Spot Check to help.)</p> <p><u>Plenary: Spot Check</u> Pupils to match up sentences with partners.</p>   <table border="1" data-bbox="1344 598 1489 678"><tr><td>2</td><td></td><td></td><td></td><td></td></tr><tr><td>3</td><td></td><td></td><td></td><td></td></tr></table>	2					3					
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History Planning

Lesson Two

I can explain why the Romans were successful.

Tier 2:

Wool, cattle, food, silver, forts, armour, battle, soldier.

Tier 3:

successful, conquer, divide, battle formation, strategy

Why did the Romans invade Britain? (Wool, animals/cattle, food, metals, silver, and gold.) Which emperors invaded Britain? Were they successful? What year was this?

Activity 1:

Slide 4- Ask the children which soldier they think is who? Watch the video of the Celtic warrior and the Roman soldier to give the children a clearer understanding of each different soldier.

Compare Roman and Celtic soldiers. Pupils need to label the correct weapons and armour to the correct warrior and soldier. Answer the questions in their books: What differences can you see? Which warrior will win the battle? Why? Draw out the reasons why the Romans were more successful.

Activity 2:

- Hill fort: <https://www.youtube.com/watch?v=aqkYAIzlnFc>
- Tortoise: <https://www.youtube.com/watch?v=Hk1OjHoHz8U>
- Weapons and armor: <https://www.youtube.com/watch?v=IRLRMvrNEVE>
- Divide and rule: <https://www.youtube.com/watch?v=mR7PYeE6kCU>

Watch the videos of each key feature. The pupils will walk around the room, where there will be the A3 images of each tactic. Children will go

Activity 1:

Pupils will label a Roman and Celtic soldier and SEN: Labels on the slide to guide them.
HA: Challenge- Can you explain why this helped the Romans to be successful?
(Better armour than the Celtic warriors.)



Activity 2:

Create a journal to show which Roman tactics helped them to be so successful.
Pupils should be able understand why each tactic helped The Romans to conquer Britain.

- Forts
- Battle formation (Testudo)
- Armor
- Divide and conquer




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	<p>around the room in groups to gather information about the different tactics. Pupils will then journal this on their worksheet which has an area for them to write some information about each feature. Children will understand the reason why the Roman were successful and their methods that they used.</p>	<p>Activity 2 – Roman journal</p> <p>Create a journal to show which Roman tactics helped them to be so successful.</p> <p>Tell me why each tactic helped The Romans to conquer Britain.</p> <ul style="list-style-type: none">• Forts• Battle formation (Testudo)• Armour• Divide and conquer 
<p><u>Lesson Three</u></p> <p>I can explain what a gladiator and their role in Ancient Rome times</p>	<p>What is a gladiator? TYP. What do you think their role was? Do you think their lives were hard or easy? Watch the video about Roman gladiators to children to gather some knowledge. Use FREEZE to stop the video for children to explain key concepts that they notice.</p> <p>https://www.youtube.com/watch?v=OZoPiUBFlxY</p>	<p>Activity 1:</p> <p>Children will be either a Roman or the people of Gallia. Children will act out each of the bullet points as a freeze frame. Teacher photographs each freeze frame for a pic collage.</p>



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<p>Tier 2: role, slaves, farmer, miner, slave market, journey</p> <p>Tier 3: gladiator, advantages, disadvantages, jewellery, villagers</p>	<p>The colosseum. Get children to repeat the word using MTYT. What do you think this building is? What do you think might of happened here? TTYP</p> <p>Watch short video about the colosseum. explaining what happened in there. Why it was built by and what it looks like now. https://www.youtube.com/watch?v=U6oPfmJcU8s</p> <p>Activity 1: Roleplay Split the class into Romans and the people of Gallia. Children will pretend they are the people of Gallia and Romans are invading. Roman gladiator music in the background to get children into character.</p>	<p>Activity 2: Children will produce a piece of writing consolidating their knowledge of life as a gladiator. This will be presented as a letter to their family or as a diary entry. SEN: sentence starters worksheet and key words on the board as a model.</p>
<p>Resources</p>	<p>https://www.youtube.com/watch?v=j_ki9tw9rUQ</p>	
<p>iPad Sentence starter sheet.</p>	<p>Freeze frames:</p> <ul style="list-style-type: none"> • Children will act as the villagers living their normal everyday life. • They then realise the Romans are coming. • Romans and the people of Gallia attack each other. • Romans defeat the people of Gallia. <p>What do you happened after the Romans defeated Gallia? TTYP What do you think will happen to your family, home, weapons, and jewellery? Explain to pupils that the people of Gallia were sent off to be slaves. Explain their journey, what the different slaves were. (Slides 5-9)</p> <div data-bbox="1279 979 1487 1136" data-label="Image"> </div> <div data-bbox="1261 1212 1458 1353" data-label="Image"> </div>	<p>HA: Challenge on slide 15. Would you like to live life as a gladiator? Children will write why they would or would not want to life as a gladiator. The positives and negatives of a gladiator's life.</p> <p>Plenary</p>



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	<p>Activity 2: Write a letter or diary entry. In their books, children will write a diary or letter back home and explain their new life as a gladiator. Children will start their letter introducing themselves and how they are feeling. Their letter or diary should include: their journey after the defeat, their experiences being bought as slave and what life is now like as a gladiator.</p>	
<p><u>Lesson Four</u></p> <p>I can explain who Queen Boudica was and why she led her rebellion.</p> <p>Tier 2: leader, queen, fail, event</p> <p>Tier 3: Boudicca, rebellion, unsuccessful, significant,</p>	<p>Recap on last lesson.</p> <ul style="list-style-type: none"> • What happened to the people of Gallia? • What was the role of a gladiator? <p>Who was Queen Boudica? TTYP Freeze the video when the answer to the question is spotted. Watch the video: https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-boudica-and-the-roman-invasion/zmyhft4j</p> <ul style="list-style-type: none"> • What does she look like? How is she shown? How do we know what she looked like? Why do you think she is shown the way she is? • Why did the rebellion fail? Was Boudica a good leader, in your opinion? Students can hold a class discussion. 	<p>Activity 1: Children will answer questions on the video and about Queen Boudica.</p> <p>Activity 2: Pupils will create a storyboard explain Queen Boudica's life events. SEN: Pupils can use comic strip story to guide them with their writing for story board. HA: Use their own words to describe the story of Boudica.</p>
<p>Resources</p> <p>Comic strip Story board template Question sheet</p>	<p>Activity 1: Children will answer a pop quiz test on the video. Go through the answers together and self -mark.</p>	<p>Challenge HA: Explain why Boudicca started a rebellion and why she was unsuccessful in their books.</p>

TASK:

- Write a letter or a diary entry home to your family explaining your journey so far.
- Tell them what has happened to you since you left home.
- Tell them what might happen to you in the arena. Do you think you will survive?

Words to include:

- Dear diary,
- I am writing to tell you about my tragic experience that I have recounted...
- Colosseum
- People of Gallia
- Slave dealers
- Defeat



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	<p>Activity 2: Children will create a storyboard to show the significant events of Queen Boudica's life. Children will need to complete the writing first and pictures after. Read through the comic strip to give the children a better idea of the story. Choose readers to be the actors in the comic strip.</p>	
<p><u>Lesson Five</u></p> <p>I can explain what life was like in the Roman times.</p> <p><u>Tier 2:</u> bath, public</p> <p>Tier 3: Forum, mosaic, colosseum</p>	<p>What was a Roman bath house? What do you think happened there? Who do you think visited them? What do you think they look like? TTYP</p> <p>Read the bath resource with partners. What do pupils now know? TTYP</p> <p>Watch the video on Roman bath houses What do you know about Roman bath houses? What happened there? What were they used for? TTYP</p> <p>Activity 1: Role play (Slide 5) Explain the slaves and Romans did different activities in the public baths. Put pupils into the Romans and the slaves. Take children outside and put them into small groups. Each group should act out what they would do in the Roman baths. Slaves: carrying towels, massaging, rubbing oil.</p>	<p>HA: Make links between a Roman Forum and modern day Britain.</p>
		<h3>Plenary</h3>
<h3>Resources</h3>		<p>Activity 1: Roleplay In groups pupils will create freeze frames acting out what happened in the Roman baths.</p> <p>Activity 2: Mosaics</p> <p>Silent gallery: Pupils will walk around the classroom and notice mosaics. Children will stick and colour the mosaic colouring. Pupils will then answer in their books:</p> <ul style="list-style-type: none"> • What is a mosaic? • What were they made from? • Where were they seen?
<p>Sentence starter sheets</p>		



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	<p>Romans: relaxing, socialising, chatting (slide 5) Freeze frames and take photos of each group on iPad to put into books. What would you do if you were in the Roman baths? Do you think the Romans used soap? Why? No soap, Romans used oil. Do you think they used loafers? TTYP</p> <p>Mosaic MTYT What is a mosaic? What do you think the Romans used them for? TTYP Choose readers to read out what a mosaic is. Have you ever seen a mosaic? TTYP</p> <p>Silent gallery: Mosaics displayed around the room. Pupils will walk around the classroom and look at the mosaics. What do you notice about the mosaics? Are they all similar or different?</p> <p>Activity 2: Mosaic Pupils stick the mosaic photo into their books and answer the questions</p> <ul style="list-style-type: none">• What is a mosaic?• What were they made from?• Where were they seen?	<p>SEN: Sentence starter sheets.</p> <p>Activity 3: The Forum Children will draw a picture of the Forum and mind map the following:</p> <ul style="list-style-type: none">• What happened there?• What was it used for?• What did it look like?• Did a lot of people go there? <p>SEN: Key concepts from the video on the board to support them. HA: Make links between a Roman forum and The Forum. -(Wythenshawe)</p>
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History Planning

	<p>What was The Forum? What do you think happened there? Do we know another Forum? (Wythenshawe) TTYP</p> <p>Watch the video: https://www.youtube.com/watch?v=fjfaX2uCXsU</p> <p>Ask pupils to use freeze to stop the video when they hear a key concept relating to the Forum. Write the pupils ideas onto the whiteboard to look back to when doing their independent task.</p> <p>What did it look like? What happened in the Forum? What was it used for? Is it the same as the Colosseum? TTYP</p> <p>Activity 3: Pupils will stick the Forum on their A3 paper and create a mind map within their groups. Pupils mind map should include:</p> <ul style="list-style-type: none">• What happened there?• What was it used for?• What did it look like?• Did a lot of people go there? <p>Key concepts will be on the board to support pupils. (slide 26)</p>	
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History Planning

<p><u>Lesson Six</u></p> <p><u>I can explain why Roman Gods were important.</u></p> <p>Tier 2: power</p> <p>Tier 3: sacrifice, pantheon</p>	<p>Recap: What are 5 things you know about the Roman baths? TTYP</p> <p>Pupils will write their answer on a post it note and stick it onto the whiteboard.</p> <p>What is a pantheon? Pantheon MTTT.</p> <p>What is a pantheon?</p> <p>What do you notice about this building? TTYP</p> <p>Using jump in, read the information about what a Pantheon is.</p> <p>Watch the video showing what the pantheon looks like inside: https://www.youtube.com/watch?v=bM-vUd35HwM</p> <p>What do you notice about the pantheon?</p> <p>Activity 1:</p> <p>Pupils will stick the photo of the pantheon in their books and create a mini mind map using the information that they have read together. the mind map should have at least</p>	<p>Activity 1:</p> <p>Create a mini mind map in their about what the pantheon is. Remember to include the following:</p> <ul style="list-style-type: none">• What is a pantheon?• What year was it built?• What is interesting about the pantheon?• What does it look like inside? <p>SEN: Glue the photo of the pantheon is and explain it was a temple of gods.</p> <p>Activity 2:</p> <p>Create three top trumps cards for the top 3 most important gods. top trump cards should include:</p> <ul style="list-style-type: none">• Name of the God• Photo of the God• Power rating out of 99%• Quality of the god:



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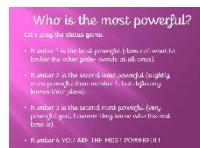
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<p>Resources</p>	<p>four points:</p> <ul style="list-style-type: none"> • What is a pantheon? • What year was it built? • What is interesting about the pantheon? • What does it look like inside? <p>How many Gods do you think the Romans had? TTYP</p> <p>Watch the horrible history video, to explain there was many Roman Gods. https://www.youtube.com/watch?v=CdVhdydj7fYds</p> <p>How did the Romans worship their Gods?</p> <p>In pairs, read the information on slide 7 to explain how the Romans worshipped their Gods.</p> <ul style="list-style-type: none"> • Sacrifice- What is a sacrifice? • What would The Romans sacrifice? <p>TTYP</p> <p>Activity 2: Status game</p> <p>What is status? MTYT TTYP</p> <p>There are 4 gods. Pupils will act out one of the four gods. Teacher to assign everyone a number 1-4. Moving around the space acting as gods.</p> <p>1 is least powerful, how will they act?</p> <p>4 is most powerful</p> <p>How will you act?</p> <p>Swap numbers around so each pupils has a go at acting</p>	<ul style="list-style-type: none"> • Strength rating: • Height: <p>Challenge: Pupils will explain how powerful their Gods are. (Status/relation)</p> <p>HA: Independently use chrome books to research at least three Roman gods and create a fact file.</p>
		<p>Plenary</p>





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History Planning

powerful.

Photo of acting on iPads for books.

Activity 3:

Print out the God slides and put them around the classroom for pupils to go around and look at. Pupils will pretend they are going to a silent temple with their friends to pay respects to shrine of each Roman God. Light candles and play some relaxing temple music to set the atmosphere for the pupils.

What information can you find out about the Roman Gods?

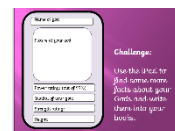
What do you notice about the names of the Gods?

The tradition of naming the planets after Greek and Roman gods and goddesses was carried on for the other planets discovered as well. ... Jupiter was the king of the Roman gods, and Saturn was the Roman god of agriculture. Uranus was named after an ancient Greek king of the gods. Neptune was the Roman god of the Sea.

Pupils will make three top trump cards of which God they think is the three most important Gods.

Pupils should include:

- Name of the God
- Photo of the God
- Power rating out of 99%
- Quality of the god:
- Strength rating:
- Height:



Challenge: If pupils finish this task, they can do some research about their gods and



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	write them in their books next to the stuck in trump card.	
Enrichment Opportunities: Chester Visit		
Key Vocabulary Tier Two: Roman Empire, emperor, Julius Caesar, citizen, amphitheatre, bath house, century, , Forum, gladiator, mosaic, Roman numerals, slave, toga Tier Three: Caledonia, legion, centurion, aqueduct, Celts, Iceni, Picts,		



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History Planning

Year Group: LKS2	Topic: Anglo Saxons and Scots	Term: Summer 2
<p>National Curriculum Links (Ref: NC 2014) Pupils in Key Stage Two should be taught about Britain's settlement by Anglo-Saxons and Scots Examples (non-statutory) This could include:</p> <ul style="list-style-type: none">• Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire• Anglo-Saxon invasions, settlements and kingdoms: place names and village life• Anglo-Saxon art and culture• Christian conversion – Canterbury, Iona and Lindisfarne <p><u>Historical skills:</u></p> <p>Working chronologically:</p> <ul style="list-style-type: none">• To develop a sense of chronology study of Anglo-Saxon invasions, settlements, and kingdoms, place names and village life.• To develop historical vocabulary linked to period <p>Knowledge and understanding of events, people and changes in the past:</p> <ul style="list-style-type: none">• To compare and contrast and identify similarities and differences between village life in Anglo-Saxon times and today. <p>Historical interpretation and enquiry:</p> <ul style="list-style-type: none">• To use historical evidence to construct a point of view about invasions and develop a sense of empathy for both sides within the conflict• To understand that there are different points of view and different sources of evidence.• To devise historical questions about changes that happened as a result of invasions and to raise questions about the causes of invasions.		



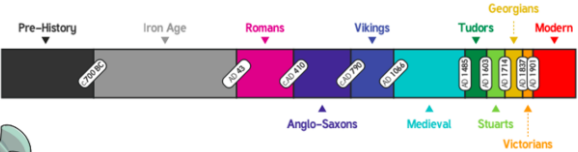

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History Planning

Knowledge and Skills Objectives	Activity	Differentiation
<p><u>Lesson One</u> I know who the Angles and Saxons were, where they came from and why they came to Britain.</p> <p>T2: Romans, raided, invaded, battles</p> <p>T3: retreated, shores</p>	<p>Start by looking at the timeline on the ppt. Take time to look at some of the important events that children will already know. Can they identify when Jesus was born? When the Romans occupied Britain etc.</p> <p>TTYP - What does this timeline show us about Britain's history? Which parts do we already know about? Which bits have we yet to learn about?</p>  <p></p> <p>Teacher input- 350AD the Anglo-Saxons came to Britain. Who was ruling Britain at this time? The Anglo-Saxons raided the south and east shores of England? Why do you think they raided England? The Romans were not happy and fought back. The Anglo Saxons retreated and left.</p> <ul style="list-style-type: none"> • Who were the Romans? • Where did they come from? • How many times did they invade Britain before they were successful? • How long did they rule? • What were their armies like? 	<p>Activity 1 Pupils to read the account of each person and talk about why they are leaving or arriving in Britain.</p> <p>Activity 2 Children to match up where each set of people came from when they invaded Britain - Anglo, Saxon and Jute. Use map on previous slide to label the map with modern day country names and draw on routes taken by each group of people into Britain.</p> <p>Challenge: Write a reflective sentence below your map. The jutes came from Denmark.</p> <p>Task 3 - why invade? Children to write down some simple sentences explaining why the anglo-saxons thought invading Britain would be a good idea. E.g I</p>
<p>Resources</p>		



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- Can you name three reasons that the Romans invaded Britain?
- Can you name any of the Roman rulers?
- Why do you think the Romans left Britain?

Around the year 410AD, the last Romans left Britain. They had not trained the British to defend themselves and therefore they didn't have a strong army to defend it from the invaders. There were many battles between the Anglo-Saxons (AS) and Britons. More and more AS took land for themselves. We think of the beginning of AS rule as 450AD.

Activity 1: Introduction to Gaius the Roman, Arthur the Briton, Nora the Pictish Warrior and Alf the Anglo-Saxon

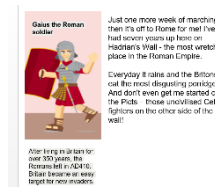
Look at the two maps above - what can you see? Where did the Angles come from? What about the Saxons? Can you work out where the Jutes lived before they came to Britain?

Use the maps above to match the countries and guide this discussion with the children. The next few slides will talk about this in more detail.

Task 2- Maps

Use the slides to guide the conversation as to why people from different

am a warrior. The Britons asked me to fight for them and defend their land. I came over to fight because I enjoy it but have decided that I want the land to myself.





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	locations settled. <u>Task 3- Why invade?</u>	
<u>Lesson Two</u> <u>I can locate Anglo-Saxon Kingdoms</u> <u>NC:</u> Tier 2: Britons, chiefs, Picts, Scots, arrived Tier 3: production	Start by recapping the previous lessons. When did AS come to England? Why did they come? What were the 3 main groups? Where did they come from? Believe it or not, the Anglo-Saxons were warrior-farmers . They wanted control and land. The Anglo-Saxons were tall, fair-haired men, armed with swords and spears and round shields. Their other skills consisted of hunting, farming, textile (cloth) production and leather working. For about 150 years the Britons fought the Anglo-Saxons, but by the year 600 the Britons had either been forced to flee to Wales or the West Country and had become slaves. By the year 600 Britain had been divided into 7 main Anglo-Saxon Kingdoms: Northumbria, Mercia, Essex, East Anglia, Wessex, Kent and Sussex.	Activity 1 To complete the map and the Anglo-Saxon kingdoms. Can you label the 7 kingdoms correctly? Challenge: Use an atlas to find these counties. You won't be able to find Mercia. Are these counties the same size as they were during Saxon times?






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	<p>In AD 407 British chiefs asked the Anglo-Saxons soldiers to come from Germany and fight against the Picts and the Scots.</p> <ul style="list-style-type: none"> • Can you find where the Picts and the Scots lived on the map? <p>Draw attention to the different locations and where the Picts and Scots lived.</p> <p>In return for this help the Anglo-Saxons were given land. The Anglo-Saxons were strong soldiers. They had defeated the Picts and the Scots and when they were asked to leave, they refused to go. As time passed, more and more Anglo-Saxons arrived, wanting land and attacking the Britons. Soon they began to settle in Britain.</p>  <p>Activity 1- Locate the 7 Kingdoms</p> <p>Village Life</p> <p>What do you see in these pictures? What do you notice about the sizes? How do you think they lived? Take a tour around a reconstructed Anglo-Saxon village. What does reconstructed mean?</p>  <p>Activity 2- Design a Saxon village</p>	<p>Why is this the case?</p> <p>Activity 2</p> <p>Design and make a typical Saxon village.</p> <p>On your designs you must include a list of the materials you would like to use and a description of how you will put it together. Don't forget to think of a name.</p>
<p>Lesson Three</p> <p>I know about Anglo-Saxon life and settlements.</p> <p>Tier 2:</p> <p>wood, water, fires, homes, settle, land, lord, jobs, villagers, materials</p> <p>Tier 3:</p>	<p>Start by asking children about what they already know. Where did the Anglo-Saxons come from? When did they move to England? Why did they settle here? Who did they fight with?</p> <p>Show children 3 images of AS houses- Think of 3 adjectives to describe these? Popcorn these. Highlight some interesting words, ask why those particular words were chosen.</p> <p>Show image of AS village. What can you see? What jobs are people doing? What is surrounding the village?</p> 	<p>Activity 1- Natural resources list</p> <ul style="list-style-type: none"> • Make a list of natural resources- write down some of the uses for each. • Think of some symbols to match each word. <p>Challenge- give a reason to explain why each resource was precious.</p>



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natural, resources, homestead	<p>Most of the Anglo-Saxon settlers lived as farmers. The villages were built near natural resources. The villagers needed food, water, fuel for heating and cooking and materials for their homes and clothes. The natural resources had to provide the villagers with what they needed to survive.</p> <p>Explain that natural means made in nature. We can find this outside. Explain that resources are something that we can find and use. Humans use resources to survive. Activity 1- Natural resources list.</p>	<p>Activity 2 Pupils will create a typical Saxon village.</p> <ul style="list-style-type: none">• Where would the land owners live? How do you know?• On your designs you must include a list of the materials you would like to use and a description of how you will put it together.• Where will all of the jobs be completed? Make sure you have areas for each job. <p>Challenge- Label each job area and explain why it is located there.</p>
Resources	<p>Video 1- https://www.youtube.com/watch?v=2Cp_ITaRXxE</p> <ul style="list-style-type: none">• How do you feel about animals being kept inside houses?• Would it be clean?• What would it smell like? <p>Video 2- https://www.youtube.com/watch?v=Rz9CwySfDtw</p> <p>Video 3 -https://www.bbc.co.uk/programmes/p01145r7</p> <p>After each video, ask 'what have you learnt?' Give pupils time to discuss and feedback important points to the class.</p>	
N/A	<p>Activity 2- Design an Anglo Saxon village Create a class model on flipchart paper and discuss each area.</p>	



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<p>Lesson 4 I know where the Scots came from and what they believed in.</p> <p>Tier 2: Scots, settlement, protection, access, settled</p> <p>Tier 3: Del Raida, Paganism, Pagan, superstitious, witchcraft</p>	<p>Who are the Scots? Where did they come from? The question we want to answer is why did the Scots decide Dal Raida was a good place to settle. Explain we are going to look at the geography of their settlements and how the land could help protect them.</p> <p>What makes a good settlement? What do you need to protect your settlement? Give time for discussion and take feedback. MTYT-River for water, mountains/hills for protection, access to the sea, farm land. Mind map on board. What could they use to build houses, fences? Need a forest nearby. Why is this useful?</p> <p>Display map of UK showing Dal Raida and mountains/ rivers – Grampian mountains, next to a Loch. What are the advantages and disadvantages about settling at Dal Raida? Mindmap these on WW. What makes these good (or bad) places to settle? Activity 1- Label a Scottish settlement.</p> <p>Explain the Scots followed a religion called Paganism What is paganism? What do we know about Pagan religion? Briefly explain they believed in witchcraft, superstitious and believed in many Gods. http://www.bbc.co.uk/learningzone/clips/scotti-way-of-life-and-religion/6347.html – Have you heard of any of these traditions before? Explain many of the customs we have in England now are originally Pagan as the Scots & Saxons slowly became</p>	<p>Activity 1- Map of Del Raida Label map of Del Raida with reasons why the Scots moved there.</p> <ol style="list-style-type: none">1. I understand Mountains/hills protect settlements2. I can list the different features of a good settlement3. I understand how these protect the settlement. <p>Challenge Explain how each advantage would be useful to their way of life.</p> <p>Activity 2- What is Paganism? Pupils write a short paragraph to explain what they know about Paganism</p>
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	<p>Christian. Discuss the different Pagan celebrations and Gods. Activity 2- What is paganism?</p> <p>Who was Saint Columba? What did he believe?</p> <p>Explain and discuss who Saint Columba was and why he travelled to Del Rada. (Exiled from Ireland, travelled to Iona and set up monastery)</p> <p>Why did he travel to north England? –to expand and share his religion.</p> <p>Discuss how the Scoti might have responded to Saint Columba and the change in religion. Explain the Scoti king accepted Christianity to strength his power. Columba taught their heirs and became an advisor. Bringing education to the Scoti.</p> <p>Activity 3- Write a short paragraph about the Scots conversion to Christianity</p>	<p>and Scottish beliefs.</p> <p>Activity 3- Who was St Columbo?</p> <p>Pupils will write a short paragraph about St Columbo and his conversion of the Scots.</p> <p>LA-Use missing word template to write into books. Challenge- Explain some of the difficulties that St Columbo would have faced.</p>
<p>Lesson 5 I can use artefacts to find out information about Anglo-Saxons</p>	<p>Introduce today's key questions.</p> <ul style="list-style-type: none"> • Where is Sutton Hoo located? • What was buried there? • What can we find out from these artefacts? 	<p>Activity 1: Chn are given pictures of artefacts found from the Sutton Hoo ship burial. Label what you can see. Write 2 things that you</p>



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<p>Tier 2: ,</p> <p>Tier 3: artefact</p> <p>www.show.me.uk/topicpage/Anglo-Saxons.html http://anglosaxondiscovery.ashmolean.museum replica of Sutton Hoo helmet, pictures of Anglo-Saxon, old maps of Europe</p> <p>Resources</p>	<p>Activity 1- Historical detectives Have some images of Sutton Hoo mystery objects printed and displayed around the classroom/outside if weather permits. What can you find out about them? Discuss some of the objects to try and work out what they are. What materials were used to make the objects and what they might have been used for. LA to use worksheet layout to stick pictures on and write answers MA/HA to use the worksheet as a layout to write/record and stick objects and ideas into their books.</p> <p>Staffordshire Hoard Show picture of Sutton Hoo ship burial to class for 30 secs. Can you name 3 things that you saw in the picture? Make list on flipchart paper. M/T/Y/T background info on Sutton Hoo. www.thebritishmuseum.org.uk/suttonhoo</p> <p>Give picture to each group of the ship burial. Ch to give 2 possible explanations of what is happening.</p>	<p>know about Sutton Hoo.</p> <p>Challenge Write a paragraph about what they know about Anglo-Saxon life by looking at the pictures given.</p> <p>Activity 2:</p> <p>Activity 3:</p> <p>HA-</p> <p>LA: Chn are given pictures and list what they can see in the pictures. They then answer, 'What the pictures tell us about Anglo-Saxon life.' Ext: How is Anglo-Saxon life different from today?</p>
<p><u>Lesson 6</u> <u>I know about Anglo-Saxon culture</u></p> <p>I know about King Alfred and his vision for a united England.</p>	<p>Say 'Hello, good health' in Old English. Can the chn guess what you've said? Tell them that this is Old English and spoken by the Anglo-Saxons, but it is the language we speak in Britain today.</p> <p>Handout to the children a sheet with a sentence from Saxon Runes - ask the children to see if they can work out what it says? This could prove impossible!</p>	<p>Copy of Runes sentence for chn to decode - differentiated to 3 ability levels</p>



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Resources

Explain to the chn that today we will be unlocking the Anglo-Saxon alphabet and writing our own sentences using the Saxon 'Runes'

- Chn can then use these sentences to give to their friends on another table to unravel.
- Discuss what the likes and dislikes are/similarities and differences are as a whole class of the Anglo Saxon Runes

Saxon-Art and culture

- Explain to the children that Anglo-Saxons were pagans (believing in many gods) use the ppt to aid childrens learning to cover the following:
Pagan religion
- Pagon beliefs and facts
- Images of Anglo-Saxon gods

Input about Alfred the Great- His vision and reasons for Christian conversion
Write a diary entry from the perspective of Alfred the Great

Hardcopy of runes poster for each group of 4

Display/poster of Runes in classroom

Activity 2 - Write own name using Rune alphabet.
Ext: write a secret message to a friend!

Applied Write Opportunities:

Write a diary entry from the perspective of Alfred the Great



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"Journeying together with Jesus Christ, we learn to love and love to learn."



History Planning

Key Vocabulary

Tier Two: Britain, Romans, Angles, Saxons, invasion, settlement, empire, artefact, AD, BC

Tier Three: imperial power, Sutton Hoo, Staffordshire Hoard, Hadrian's Wall