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| Year 5 | | | | | | | | | | |
| **Overview: Changes in Britain from the Stone Age to the Iron Age**  Children can be introduced to the idea that people have been living in Britain for a very long time. They can learn about the changes that occurred between the middle Stone Age [Mesolithic Times] to the Iron Age – a period of over 10,000 years! Pupils will be encouraged to recognise the continuities too. For example there is very little change in houses, house-building or settlement size until well into the Iron Age. For most of the period there is no written evidence, so the archaeological record is very important. There is a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based. | | | | | | | | | | |
| * Enquiry Question: Would you rather live in the Stone Age, Iron Age or Bronze Age? | | | | | | | | | | |
| **Depth enquiry questions** | When was the Stone Age, Bronze Age and Iron Age? | How did Cheddar Man change the way Historians viewed the past? | What were the main achievements of Prehistory people? | How did settlement change from the Stone Age to the Iron Age? | What does Skara Brae tell us about the Bronze Age? | How did society change from the Stone Age to the Iron Age? | How did religious beliefs change in this period? | Why did people build megalithic structures? | If you were Julia Ceasar, would you have invaded Britain? | Would you rather live in the Stone Age, Iron Age or Bronze Age? |
| **Disciplinary knowledge** | Chronological knowledge / understanding | Interpretations of history | Significance    Historical enquiry – using evidence | Continuity and change.  Similarity and difference | Continuity and change.  Historical enquiry – using evidence | Continuity and change.  Similarity and difference | Continuity and change. | Historical enquiry – using evidence. | Interpretations of history | Continuity and change.  Historical enquiry – using evidence |
| **Possible lesson activities** | Look at world time line from History Rocks. Children become physical timeline to see appreciate how long each part of the Stone Age was. Children use timeline to write statements eg ‘From the timeline, I can see that the Stone Age was split into 3 parts – Palaeolithic, Mesolithic and Neolithic.’ | Read the article of Cheddar Man. Use the worksheet to answer questions about this discovery. | Children examine main achievements from History Rocks planning. Use the diamond activity to prioritise which were the most important achievements and why. Children write sentences about their choices. | Use Mozaweb to compare different settlements in stone age to iron age. Use worksheet Houses from Stone Age to Iron Age to record changes in housing. | This may need 2 lessons – lesson1 research  Lesson 2 writing.  Use Twinkl lesson on Skara Brae. Children write an article about the Skara Brae explaining what it tells us about life in the Bronze Age. | Look at how society changed from hunter gatherers to iron age hill forts. Use the pictures to describe changes. | Use History Rocks lesson. Chn to compare the beliefs of Stone Age, Bronze Age and Iron Age people making comparisons between continuity and change  Ext – chn to compare Iron Age beliefs to a religion that know of today | Decide what THEY think henges would have been used for. What do they think is the most likely reason. Use evidence of different sources to compare and contrast reasons. | Use Historical Association plan | Children write an essay reviewing what they have learnt. |

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|  | Year 5 | | | | | | |
| Overview:   * Enquiry Question: Were the Maya a primitive and brutal civilisation?   *NB: Depending on how long the half term is, some lessons may need to be shortened or left out.* | | | | | | | |
| **Depth enquiry questions** | When and where was the Maya civilisation? | What were the main achievements of the Maya? | How were Maya houses different from Vikings? | Who was powerful in Maya society? | What did the Maya believe? | What happened to the Maya? | Were the Maya a primitive and brutal civilisation? |
| **Disciplinary knowledge** | Chronological knowledge / understanding | Significance | Historical enquiry – using evidence  Similarity and difference | Similarity and difference | Historical enquiry – using evidence | Interpretations of history | Interpretations of history |
| **Possible lesson activities** | Children organise pictures of Historical eras into chronological order. Use the timeline from History Rocks, a closer timeline of Maya and maps to write an introductory paragraph about where and when the Maya civilization occurred. | Look at Maya Maths, Writing, Calendar, Buildings. Overview of each then children research one aspect and write a presentation.  https://www.mayaarchaeologist.co.uk/achievements-of-the-maya/ | Use Mozaik 3d to compare how the Maya and the Vikings lived. Write a list of similarities and differences. | Watch the video:  [https://www.bbc.co.uk/ bitesize/topics/zq6svcw/articles/zg2htv4](https://www.bbc.co.uk/%20bitesize/topics/zq6svcw/articles/zg2htv4)  Research Pakal the Great. How do we know about him?  <https://www.bbc.co.uk/>  bitesize/topics/zq6svcw/articles/zv4x6yc | Read relevant Chapter of CPG book. Children use headings to explain Gods, Afterlife and Priests. | Look at different reasons for abandoned cities. Review different reasons and rank them. Write why you think that reason is more likely.  https://www.mayaarchaeologist.co.uk/collapse-of-the-maya/ | Review Maya civilization. Review achievements.  How were they brutal – blood letting, wars etc. Write an essay summarising main points. |