

UKS2 Topic: Stone Age to Iron Age Britain

6 sessions	Main outcome: History Other outcomes: Science, Art, English, D&T	Resources	Practical activities
By the end of this block you will have achieved the following outcomes:	<p><u>History</u></p> <ul style="list-style-type: none"> ● Created a timeline of human evolution ● Used sources to investigate a historical topic <p><u>English</u></p> <ul style="list-style-type: none"> ● Debated questions about human evolution ● Created tableaux of scenes from prehistory <p><u>Science</u></p> <ul style="list-style-type: none"> ● Investigated evidence for human evolution ● Undertaken scientific enquiries about the way certain substances break ● Undertaken an experiment about whether magnesium helps start fires <p><u>D&T</u></p> <ul style="list-style-type: none"> ● Designed a Stone Age weapon, shelter, and/or clothing <p><u>Art</u></p> <ul style="list-style-type: none"> ● Painted in a Ice Age art style ● Sculpted replica Ice Age artworks 		
<p>Session 1: Introduction <i>Children will be introduced to the timeline of human evolution and investigate how we know what we know about ancient humans.</i></p>	<p>Children will:</p> <p><u>History</u></p> <ul style="list-style-type: none"> ● Develop a chronologically secure knowledge and understanding of world and British history. ● Understand how our knowledge of the prehistoric past is constructed from a range of sources, including archaeology, and should evaluate the reliability of each of these sources. <p><u>Science</u></p> <ul style="list-style-type: none"> ● Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago 	<p>Image bank: fossil hominins. Timeline template of human evolution Fundamental fact-sheet: hominin species Process of discovery cards How to date fossils</p>	<p>Making bones from modroc</p>
<p>Session 2: What makes a human <i>Children will investigate evolutionary changes like bigger brains and bipedalism and debate what makes a human.</i></p>	<p>Children will:</p> <p><u>History</u></p> <ul style="list-style-type: none"> ● Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. <p><u>English</u></p> <ul style="list-style-type: none"> ● Become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, 	<p>Image bank – fossil hominins Image bank – Hominin footprints Timeline template of human evolution Fundamental fact-sheet:</p>	<p>How to record footprints</p>

	<p>formal presentations and debate.</p> <p><u>Science</u></p> <ul style="list-style-type: none"> Identify how animals and plants are adapted in different ways and that adaptation may lead to evolution. 	hominin species	
<p>Session 3: Making tools and fire <i>Children will look at evidence for tool-making and fire-making, and have a go themselves.</i></p>	<p>Children will:</p> <p><u>History</u></p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British history. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Understand how our knowledge of the prehistoric past is constructed from a range of sources, and should evaluate the reliability of each of these sources. <p><u>Science</u></p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, report and present findings from enquiries. Investigate reversible and irreversible changes. Talk about how scientific ideas have developed over time. 	<p>Fundamental fact-sheets (hominin behaviours 1) – fire and tools Image bank – making stone tools</p>	<p>Knapping with potatoes – some tips Magnesium experiment guidelines</p>
<p>Session 4: Hunting and gathering <i>Children will research the range of animals and plants available to Europe's earliest humans and draw up a typical menu. They will also work out what else plants and animals could be used for (e.g. clothing, shelters, tools, string...)</i></p>	<p>Children will:</p> <p><u>History</u></p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British history. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Understand how our knowledge of the prehistoric past is constructed from a range of sources, and should evaluate the reliability of each of these sources. <p><u>D&T</u></p> <ul style="list-style-type: none"> Use research and develop design criteria to inform design Generate, develop, model and communicate their ideas Select from and use a wider range of tools and equipment to perform practical tasks Select from and use a wider range of materials and components 	<p>Fundamental fact-sheets – Ice Age plants and animals Fundamental fact-sheets (hominin behaviours 2) – hunting and clothing Fundamental Fact-sheet – Boxgrove Ice Age or not</p>	<p>How to make cord How to make a spear-thrower</p>
<p>Session 5: Art and language <i>Children will look at and recreate some of the artworks of the Upper Palaeolithic and debate whether art was invented by modern humans. They will also debate whether ancient humans had language.</i></p>	<p>Children will:</p> <p><u>History</u></p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British history. Understand how our knowledge of the prehistoric past is constructed from a range of sources, and should evaluate the reliability of each of these sources. <p><u>Art</u></p> <ul style="list-style-type: none"> Find out about great artists, architects and designers in history Improve mastery of art and design techniques. 	<p>Image bank – Ice Age art Fundamental fact sheets (hominin behaviour 3) – art and language</p>	<p>Making pigment and art Making portable art</p>

	<ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences. <p><u>English</u></p> <ul style="list-style-type: none"> • Become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate. 		
<p>Session 6: Tableaux <i>Children will recreate some scenes in human prehistory (e.g. Laetoli footprints, control of fire, painting a cave) in an assembly and explain what is happening and how we know to the rest of the school.</i></p>	<p><u>History</u></p> <ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. <p><u>English</u></p> <ul style="list-style-type: none"> • Become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate. 		