

## Summer Term 2 Overview Year 5 and 6 – History

### Summer Term Book – Mortal Engines

| Topic – History: Stonge Age to Iron Age                    |   | Guide Time = 7 lessons   |
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| <b>Assessment:</b>   | Weekly VIP Quizzes / Retention activities provided to support children's learning.<br>Continuous AfL used throughout each lesson.   | <b>Very Important Points (VIPs):</b>   |
| <b>Links to prior learning (sequencing) and canon book</b> | <p>Mortal Engines – The book, <i>Mortal Engines</i>, focuses on the survival of cities in a futuristic world, although not immediately obvious, links can be made to the studies conducted in this history unit as students will study the survival of Stone Age humans. The book also explores the ideas of communities within the cities; during the history unit students will begin to understand how humans progressed from living as hunter gatherers to farmers living in small communities.</p> <p><u>Pupils should use their prior LKS2, Year 5 and Autumn term knowledge to expand their learning:</u></p> <p><i>Students will have little or no prior knowledge of this period of history. They will have been introduced to Stonge Henge through a Reading for Productivity text and activity from their geography learning in Autumn 2.</i></p> <p>Students will be given the opportunity to place the stone age, bronze age and iron age on a timeline which includes periods of history they are already aware of, including; Ancient Greeks, Vikings, Victorians and other historical events and people covered throughout other LKS2 and UKS2 studies. This will provide the children with a real context and understanding of chornological order and sequencing over time.</p> <p>The skills of a historian have been developed throughout KS1 and KS2 and they will be built upon during this unit. For example, studying primary sources and undertaking case studies into specific historical sites of interest, such as Skara Brae, will help develop stamina for studying one particular area in greater depth. GD children may be able to pose their own questions and conduct</p> | <p><u>Stone Age VIPs:</u><br/>The Stone Age is named this because the tools they used were made of stone.<br/>The earliest humans survived using sharp tools to kills animals like mammoths<br/>Hunting was extremely important as this was their main source of food and gaining resources to help build shelter.<br/>Skara Brae is a stone built Neolithic settlement located on the Bay of Skail, Orkney, Scotland.<br/>They moved around from place to place to stay safe and warm depending on the time of year.</p> <p><u>Bronze Age VIPS:</u><br/>Bronze is a metal (alloy), made mainly of copper.<br/>It is called the Bronze Age because people made tools from bronze (copper and tin.) They were mined separately and melted down together to make bronze.<br/>This Age started at different times in different countries, this was spread by travellers.<br/>It was brought to Britain around 2100BC.<br/>They used it to make tools, hairbrushes and weapons including; blades, spearheads, chisels, axes, daggers.<br/>The climate became wetter which forced them to move from the hills into the valleys to be able to grow food and find shelter. This helped the spread of farming.<br/>The Stonehenge was created and is one of the most famous prehistoric monuments. It was started in the Stone Age and completed early in the Bronze Ages.<br/>The invention of the wheel.<br/>Growth of trade for bronze and products made from bronze.</p> |

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| <p><b>Links to other learning (cross fertilisation)</b></p> | <p>independent study to further research and understand topics discussed during lessons.</p> <p><u>British Values</u> – British heritage – Roman invasion ending the iron age.</p> <p><u>Science and Maths</u> – materials and the properties of materials provides a clear link to this history unit due to the nature of the importance of materials to these periods of history (Bronze Age named so because humans discovered how to form bronze and use it to fashion tools). Understanding of number and a grasp of BC (BCE) and AD (CE) is required and incredibly helpful in understanding the world history timeline.</p> <p><u>Art</u> – Cave paintings provide a primary source from prehistoric Britain in the absence of any written records from the time period. Although this area is not a huge focus during this lesson sequence there may be opportunities during art lessons to study and recreate such cave paintings.</p> <p><u>Geography</u> – Understanding of weather and how this effected the positioning of humans during this period of history. Case studies of a number of significant locations including Skara Brae and Stonehenge.</p> <p><u>R.E.</u> – Druids and the understanding that early religions were formed when humans started to bury the dead and questions were pondered about an after life. The idea that multiple gods were worshipped has been covered in other areas of study, for example: Ancient Greeks and Romans.</p> <p><u>Thematic Questions:</u></p> <p><u>The World Around Us:</u><br/>     How would the daily life of a prehistoric human have differed from that of modern-day life? Would the same things have been important?</p> <p><u>World Beyond Us:</u><br/>     What would prehistoric humans have known about the world beyond their own? How would they have made sense of then, unexplained scientific occurrences?</p> <p><u>Culture:</u><br/>     When the Romans invaded Britain and ended the Iron Age, were their cultures compatible with that of the Celts? How do you know?</p> | <p><u>Iron Age VIPs</u></p> <p>The Iron Age came after the Bronze Age. It was named the Iron Age due to them making weapons and tools made out of iron. The people during this time were known as the Celts, they were made up of tribes.</p> <p>Iron was even stronger than bronze and was worked into a shape by hammering against an anvil.</p> <p>During the Iron Age in Britain, the majority of people consisted of settled farming communities. They lived in small communities, looking after livestock and they grew crops.</p> <p>Lots of parts of Britain were dominated by hillforts with huge settlements.</p> <p>The Druids were priests of the Celts. They believed the Druids were the only people who could communicate with the gods. Some Druids looked into medicines, the law, power and prediction of the future through studying nature.</p> <p><u>Fat Questions:</u></p> <ul style="list-style-type: none"> <li>• Advancing from hunter gatherers to farmers is the most significant progression made during human history. Agree or disagree?</li> <li>• In what ways were druids similar to the philosophers of Ancient Greece? How were they different?</li> <li>• Were prehistoric humans healthier than modern humans? Support your answer with your knowledge of diet, exercise and medicine.</li> </ul> |
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|  | <p><u>Modern Britain:</u><br/>In what ways did advances during the stone age to the iron age shape Modern Britain?</p> <p><u>Technology in Action:</u><br/>How did advances in basic use of materials effect the lives of humans?</p> <p><u>Healthy Body and Healthy Mind:</u><br/>Were prehistoric humans healthier than modern humans? Why do some people strive to 'live like a caveman' in terms of diet and exercise?</p>   |  |
| <b>Links to future learning</b>  | <p>The skills of a historian will be further developed during this unit, giving students the opportunity to study primary and secondary sources and question the limitations of both. Unlike other areas of history, famous people will not be a focus however, case studies of significant locations and discovered sites will be examined in detail. Learners will be given opportunities to use archaeological skills and 'uncover' artefacts to further assess the value of these, as items of historical significance.</p> <p><u>This will further aid their learning in secondary education:</u><br/>History: KS3 history focuses on history beyond 1066, meaning the knowledge may not be directly transferable. The skills developed, the study of sources and the in-depth study of particular case studies will prepare learners for more detailed studies moving through KS3.</p> |  |
| <b>Character/Wider Development ('50 things', cultural capital, skills)</b> | <p>This unit will broaden students' understanding and knowledge of the global timeline and highlight life before some of the great civilisations previously studied (Ancient Greeks). In doing so, the confidence of students to discuss and compare events throughout history should improve.</p> <p>50 things: 'make and sell a product' – the first lesson provides children with the opportunity to develop their marketing skills through an advertising task.</p>  |  |

## OVERVIEW OF TEACHING SEQUENCE

| Key Facts/Learning | Learning Focus or Key Question | Learning Outcomes (NC) | Key Words/ Vocabulary | Greater Depth/SEND | Misconceptions | Activities and Resources |
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| <p>Week 1</p> <p>The Stone Age</p> | <p>To understand how humans survived during the Stone Age.</p> | <p>The Stone Age is named this because the tools they used were made of stone. The earliest humans survived using sharp tools to kills animals like mammoths<br/>Hunting was extremely important as this was their main source of food and gaining resources to help build shelter.</p> <p>NC: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> | <p>Neolithic man, mammoth, fur pelt, Skara Brae, Spheres, Stonehenge, cave paintings, Celts, smithing, round houses, Neanderthal, homo sapiens, evolve, gatherer, thatched roof, tribe, Stone Age, Bronze Age, Iron Age, hillfort, farming, metal, iron, stone, carvings, pottery, clay, Britain.</p> | <p><u>GD:</u><br/>Greater depth students to show more persuasive techniques in their writing. More challenging language techniques and vocabulary choices should be encouraged.</p> <p><u>SEND:</u><br/>Depending on the ability of the child, this could be a purely verbal task in which the advert is captured on a camera or audio recorder.</p> <p>If completed as part of a group task, the roles of learners within the groups can be chosen to suit the needs and strengths of individual children.</p> | <p>Prehistoric Britain refers to the period in Britain when humans first appeared until the Roman invasion in AD 43.</p> <p>Prehistory refers to the period of history for which there are no written records.</p> <p>The Stone Age can be broken down into three main periods: Palaeolithic, Mesolithic, and Neolithic.</p> | <p>See planning slides on trust shared.</p> <p><b>Task 1:</b> survival – imagine you have stepped inside a time machine and have been transported back to The Stone Age. Make a list of things you need to survive. <i>This could be a class discussion, the list could be generated as a class, in small groups or independently.</i></p> <p><b>Main Task:</b> Create an advert for a stone age bow and arrow. <i>Teachers may decide that this should be a group activity or individual work. The advert could be a radio advert in which children write a script and then read and record. The advert could be a television advert which is scripted, acted and filmed.</i></p> <p>Clear differentiation will be seen in the outcome of this task, less confident writers might be more confident 'performing' the advert.</p> <p><u>Deepen the moment Y5:</u><br/>Are there any everyday school items that you think will be updated for more modern ones?</p> <p><u>Deepen the moment Y6:</u><br/>How has technology advanced during your own life time? Consider changes at school and at home.</p> |
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| <p>Week 3</p> <p>Skara Brae – case study</p> | <p>To investigate primary and secondary historical sources.</p> | <p>Skara Brae is a stone built Neolithic settlement located on the Bay of Skail, Orkney, Scotland. They moved around from place to place to stay safe and warm depending on the time of year.</p> <p>Primary sources are first-hand accounts or surviving evidence of a person, place or thing.</p> <p>Secondary sources provide second hand information about events from the past.</p> <p>NC: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> | <p>Neolithic man, mammoth, fur pelt, Skara Brae, Spheres, Stonehenge, cave paintings, Celts, smithing, round houses, Neanderthal, homo sapiens, evolve, gatherer, thatched roof, tribe, Stone Age, Bronze Age, Iron Age, hillfort, farming, metal, iron, stone, carvings, pottery, clay, Britain.</p> | <p><u>GD:</u><br/>       Children to really think about the significance of each item and how they can build a picture of the past.<br/>       To develop an understanding that historians use clues from the past but must make some assumptions or educated predictions where evidence is lacking or unreliable.</p> <p><u>SEND:</u><br/>       Depending on the ability of the children, verbal discussions about what each item is and what they think they were used for, with very little consideration of how this helps us to learn about the past.</p> <p>SEND resource available to support with written task on shared drive.</p> | <p>Not all items discovered are of historical significance.</p> <p>We know about prehistoric Britain only because of archaeological discoveries as there are no written records.</p> | <p>See planning slides on trust shared.</p> <p><b>Task 1</b> – get digging!<br/>       Teachers need to prepare boxes/trays of soil/dirt. Within the dirt place items of interest as well as everyday items or rubbish (chocolate bar wrappers). Using trowels, brushes and other such tools, allow the children to discover the items. Are these items important? What can be learnt from these items? How would you know how old they were?<br/> <i>This activity should lead to class discussions, give photographic opportunities and lead to a better understanding of the work of an archaeologist.</i></p> <p><b>Main task:</b> - Clue led – this is what was found, what can be learned from this?</p> <p>Children to take notes of what was found at Skara Brae during the video (BBC Bitesize – link on slide) and look at the photographs of objects found - click on each object activity on the same BBC Bitesize page.</p> <p>For each item found, students should state what the items were used for and consider what they suggest about the lives of people during the late Stone Age (Neolithic period). An example is on the slides.</p> <p><i>Year 6 students 'suggestions to be more thoughtful and considered, bringing in understanding from lesson 1 and RfP.</i></p> |
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|                              |  |   |   |   |   | <p><i>Year 5 students' list each object with simple suggestions about their use during the Stone Age.</i></p> <p><u>Deepen the moment Y5:</u><br/>What would the items you have in your house or bedroom suggest about what is important in your life?</p> <p><u>Deepen the moment Y6:</u><br/>If you were to make a time capsule for people in the future to dig up and learn about life in 2021, what would you include and why?</p>   |
| <p>Week 5<br/>Bronze Age</p> | <p>To understand significant changes during the Bronze Age</p> | <p>Bronze is a metal (alloy), made mainly of copper. It is called the Bronze Age because people made tools from bronze (copper and tin.) They were mined separately and melted down together to make bronze. This Age started at different times in different countries, this was spread by travellers. It was brought to Britain around 2100BC. They used it to make tools, hairbrushes and weapons including; blades, spearheads, chisels, axes, daggers.</p> | <p>Neolithic man, mammoth, fur pelt, Skara Brae, Spheres, Stonehenge, cave paintings, Celts, smithing, round houses, Neanderthal, homo sapiens, evolve, gatherer, thatched roof, tribe, Stone Age, Bronze Age, Iron Age, hillfort, farming,</p> | <p><u>GD:</u><br/>Expect more considered language choices and use of informal language as it is a letter to a relative.</p> <p>Learners to not simply explain the differences but consider how these changes improved the lives of people.</p> <p><u>SEND:</u><br/>Depending on ability of children, teachers may choose to use writing supporting materials or provide a written plan.</p> | <p>The Bronze Age started at different times in different places.</p> <p>Bronze is not a naturally occurring metal, it is an alloy.</p> <p>An alloy is a metal made of two or more metals.</p> <p>Bronze is made from mixing copper and tin, which are both natural occurring and can be mined.</p> | <p>See planning slides on trust shared.</p> <p><b>Task 1:</b> - Why bronze? Children able to handle bronze items and compare them to stone. Allow children to consider the advantages of using bronze as a material rather than stone. Discuss and compare like for like items stone vs bronze – use pictures or photographs to support discussion. Slides to support why bronze rather than stone.<br/><i>Allow children to discuss in small groups and to lead a class discussion about the materials and encourage children to theorise why there might have been a change from bronze to stone.</i></p> <p><b>Main task:</b> – Write a letter to a reluctant relative explaining the advantages of bronze over stone. Explain how it has improved everyday life, considering shelters (homes), farming, travel, etc.</p> |

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|                                 |  | <p>The climate became wetter which forced them to move from the hills into the valleys to be able to grow food and find shelter. This helped the spread of farming.</p> <p>The invention of the wheel.</p> <p>Growth of trade for bronze and products made from bronze</p> <p>NC: Bronze Age religion, technology and travel, for example, Stonehenge</p> | <p>metal, iron, stone, carvings, pottery, clay, Britain.</p>  |   |   | <p><i>Teachers may want to support learners by making a list of significant changes during the Bronze Age to consolidate learning before asking children to complete the writing task.</i></p> <p><i>Both Year 5 and Year 6 children will have written informal and formal letters during previous areas of study which makes the writing genre an approachable one for all UKS2 children.</i></p> <p><u>Deepen the moment Y5:</u><br/>Which of the changes during the Bronze Age were most significant?</p> <p><u>Deepen the moment Y6:</u><br/>What changes in materials used in everyday life would benefit humans now? (Think about plastic)</p> |
| <p>Week 7</p> <p>Stonehenge</p> | <p>To investigate a prehistoric monument</p> | <p>The Stonehenge was created and is one of the most famous prehistoric monuments. It was started in the Stone Age and completed early in the Bronze Ages.</p> <p>The work of an archaeologist and how discoveries made by archaeologists allow us to understand the lives of people in the past.</p>   | <p>Stonehenge, Salisbury Plain, Wiltshire, midsummer, religious ceremony, bluestone, altar stone.</p> | <p><u>GD:</u><br/>Learners to use persuasive writing techniques as well as including detailed information.</p> <p><u>SEND:</u><br/>Depending on the ability of children, teachers may support children with a writing frame or detailed plan.</p> <p>During the information gathering task, teachers may want to provide some of the key details on</p> | <p>No one knows for certain what Stonehenge was built for.</p> <p>There are theories with evidence to support but no definite answer.</p> <p>Children do not understand the term 'prehistoric'.</p> | <p>See planning slides on trust shared.</p> <p><b>Task 1:</b> -Using secondary sources, videos, websites and Reading for Productivity, take notes to build knowledge of key questions.</p> <p><b>Main Task:</b> Children to produce a visitors' guide for Stonehenge. Learners should have enough information gathered from the video link, the BBC Bitesize information and RfP to be able to write in depth about Stonehenge.</p> <p>During Cycle A (Cosmic) learners will have written persuasive leaflets for theme parks and should be able to draw on this knowledge, however, it would be useful to</p>                                       |

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|                    |  | NC: Bronze Age religion, technology and travel, for example, Stonehenge   |  | prepared cards or a planning sheet.  |   | <p>share WAGOLs (various leaflets on historical sites can be found in Pontefract Library, Museum and Castle gift shop.</p> <p><i>Teachers might choose to get students to write an information text rather than a visitor's guide should they consider this writing genre too unfamiliar to learners.</i></p> <p><u>Deepen the moment Y5:</u><br/>Is it important to always know the answer to historical questions?</p> <p><u>Deepen the moment Y6:</u><br/>Are there any other unanswered questions that historians cannot answer?</p>  |
| Week 9<br>Iron Age | To understand the lives of humans during the Iron Age. | <p>The Iron Age came after the Bronze Age. It was named the Iron Age due to them making weapons and tools made out of iron. The people during this time were known as the Celts, they were made up of tribes. Iron was even stronger than bronze and was worked into a shape by hammering against an anvil.</p> <p>During the Iron Age in Britain the majority of people consisted of settled farming communities. They lived in small communities, looking</p> | <p>Stone Age., Neolithic man, Neanderthal, homo sapiens, bow and arrow, hunter gatherers, Skara Brae, archaeologist, Neolithic settlement, bronze, copper, tin, metal, Iron Age, Hillside forts, farming</p> | <p><u>GD</u><br/>Learners to include all key information about the features of Iron Age houses but also suggest how these features can be beneficial to everyday life.</p> <p>Persuasive writing techniques should be used and applied.</p> <p><u>SEND:</u><br/>Depending on the ability of the children, teachers may want to change the writing task so that learners are concentrating on the history rather than the persuasive writing.</p> | <p>Iron Age people can be referred to as Celts or Celtic people.</p> <p>The Iron Age was the last prehistoric period in Britain.</p> <p>The Iron Age ended with the invasion of the Romans, who did keep written records.</p> | <p>See planning slides on trust shared:</p> <p><b>Task 1:</b> – iron age, why use iron, what is iron? What were the benefits to using iron instead of stone or bronze? Teachers should provide a range of materials stone, bronze and iron and compare these materials. <i>Class or small group discussions, allow learners to hypothesise about the shift towards iron from stone and bronze.</i></p> <p><b>Task 2:</b> - houses: Spot the difference between stone age, bronze age and iron age houses. <i>Teachers may choose to do this as a guided task or as an independent task recording in books. Resources provided on trust shared to support with this task. (pictures for children to write a brief description of each as well as match the information with the picture task for SEND or LA children).</i></p> |



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|                           |  | <p>after livestock and they grew crops.<br/>Lots of parts of Britain were dominated by hillforts with huge settlements.</p>   |  | <p>Teacher may wish to provide prepared sentence starters or sentence builders for learners in need of writing support.</p>  |   | <p><b>Main task:</b> – Students to write an advert for an Iron Age estate agent selling a roundhouse. Information from the slides should give students a good overview of the main features of an Iron Age home.</p> <p><i>Teachers may choose to review persuasive writing techniques or to look at examples of house adverts in newspapers to expose students to the writing style.</i></p> <p><u>Deepen the moment Y5:</u><br/>What are the advantages of living in a community rather than individually?</p> <p><u>Deepen the moment Y6:</u><br/>Why do you think the Iron Age was a more violent period?</p> |
| <p>Week 11<br/>Druids</p> | <p>To understand the role of religion and science during the Iron Age.</p> | <p>The Druids were priests of the Celts. They believed the Druids were the only people who could communicate with the gods. Some Druids looked into medicines, the law, power and prediction of the future through studying nature.</p> <p>NC: Iron Age hill forts: tribal kingdoms, farming, art and culture</p> | <p>Stone Age., Neolithic man, Neanderthal, homo sapiens, bow and arrow, hunter gatherers, Skara Brae, archaeologist, Neolithic settlement, bronze, copper, tin, metal, Iron Age, Hillside forts, farming</p> | <p><u>GD:</u><br/>Learners to bring in information about life during the Iron Age and why your Celtic Tribe needs a Druid. Use of higher-level vocabulary and choice of adjectives.</p> <p><u>SEND:</u><br/>Depending on ability of learners, teachers may wish to provide a writing frame or plan.</p> <p>Teachers may need to change the writing task to a simple description of</p> | <p>Celts were pagans believing in many gods.</p> <p>The Iron Age predates Christianity.</p> <p>Written records of the Druids were made by the Romans.</p> | <p>See planning slides on trust shared.</p> <p><b>Task 1:</b> - Students should take notes (notes as a class to support learners may be beneficial) to aid learning and understanding of what a druid was. <i>The information provided on the slides and from the RfP should be sufficient for the main task objective.</i></p> <p><b>Main task:</b> Students to write a job description for a druid from the perspective of a Celtic Tribe leader. Include information about their role within the Celtic community as well as the names and dates of the religious festivals they would be presiding over.</p>  |

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|  |  |   |   | what a druid was and remove the 'job description' element.   |  | <p><i>Teachers may wish to share examples of job descriptions with learners, or to make a checklist of information to include.</i></p> <p><u>Deepen the moment Y5:</u><br/>Druids were thought of as wise people who would give advice. Who would you ask for advice?</p> <p><u>Deepen the moment Y6:</u><br/>Why would people of the Iron Age seek answers to questions by asking Druids?</p>  |
| <p>Week 13</p> <p>Timeline – Stone Age to Iron Age</p> | <p>To display your understanding of human progression from the Stone Age to the Iron Age and beyond.</p> | <p>Understand BC or BCE.</p> <p>Understand the order of Stone Age, Bronze Age and Iron Age.</p> <p>Understanding of number to apply dates to the timeline, moving back towards 0 rather than increasing from 0.</p> <p>NC: Iron Age hill forts: tribal kingdoms, farming, art and culture</p> | <p>Stone Age., Neolithic man, Neanderthal, homo sapiens, bow and arrow, hunter gatherers, Skara Brae, archaeologist, Neolithic settlement, bronze, copper, tin, metal, Iron Age, Hillside forts, farming, BC or BCE, AD or CE, timeline</p> | <p><u>GD:</u><br/>These children should only use the prepared cards for inspiration and a general guide. Independent timelines including more detailed information, not only about prehistoric Britain but also other areas that have been covered.</p> <p><u>SEND:</u><br/>Depending on the ability of the students, the ordering of the prepared cards may be enough of a challenge and this itself may require support from an adult.</p> <p>Resources can be adapted to suit the needs of different levels of ability.</p> | <p>Prehistory is much longer than any other period of human history.</p> <p>Human advancement sped up rapidly with the shift from hunter gatherers to farmers.</p> | <p><i>RfP – no questions for this reading, instead a detailed response should be given to the Fat Question posed on the slides.</i></p> <p>See slides on trust shared.</p> <p><b>Task 1:</b> – watch the video and then try to order the events/advancements from earliest to latest.<br/><i>Teachers able to differentiate for different groups/children by reducing the number of events, giving dates to support/giving clues or support.</i><br/><i>Can be recorded in books or simply done as a discussion or group activity.</i><br/><i>Doc in trust folder with pictures on with and without dates should teachers want to use.</i></p> <p><b>Main task:</b> – Students to create a timeline of British history, incorporating prehistory through to the Second World War in order to give learners a better sense of where different events sit on the timeline.</p> <p><i>Teachers can differentiate for different abilities by allowing children to cut and</i></p> |

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|  |  |  |  |  |  | <p><i>stick the cards in order or by asking children to add more detail to the events on the timeline from their existing knowledge and previous studies. Students could be asked to use the cards but draw their own timeline including their own images and writing.</i></p> <p><u>Deepen the moment Y5:</u><br/>       Extend the timeline beyond the Second World War to include events from their lifetime: Olympic Games, Coronavirus.</p> <p><u>Deepen the moment Y6:</u><br/>       Extend the timeline beyond the Second World War to include events from their lifetime: Olympic Games, Coronavirus. Bring in global events the children might be aware of alongside the British events. For example, The eruption of Mount Vesuvius in AD 79.</p> |
| <p><b>Context (big picture learning)</b><br/>         A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. History equips children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p> |  |  |  |  |  |  |

Link to resources: **Trust Shared > Primaries > Departments > KS2 > Year 5 & 6 Curriculum Planning > Cycle B > summer – Mortal Engines > History**

Folder name: **Summer – Mortal Engines > History**

# Year 5 and 6 History Knowledge Organiser

## VIPs:

**The Stone Age is named this because the tools they used were made of stone.**

The earliest humans survived using sharp tools to kill animals like mammoths

Hunting was extremely important as this was their main source of food and gaining resources to help build shelter.

Skara Brae is a stone built Neolithic settlement located on the Bay of Skail, Orkney, Scotland.

**It is called the Bronze Age because people made tools from bronze (copper and tin.)**

Bronze is a metal (alloy), made mainly of copper.

This Age started at different times in different countries, this was spread by travellers.

It was brought to Britain around 2100BC.

They used it to make tools, hairbrushes and weapons including; blades, spearheads, chisels, axes, daggers.

The climate became wetter which forced them to move from the hills into the valleys to be able to grow food and find shelter. This helped the spread of farming.

The Stonehenge was created and is one of the most famous prehistoric monuments. It was started in the Stone Age and completed early in the Bronze Ages.

**The Iron Age came after the Bronze Age. It was named the Iron Age due to them making weapons and tools made out of iron. The people during this time were known as the Celts, they were made up of tribes.**

Iron was even stronger than bronze and was worked into a shape by hammering against an anvil.

During the Iron Age in Britain the majority of people consisted of settled farming communities.

Lots of parts of Britain were dominated by hillforts with huge settlements.

**Intent:** To understand the key periods of prehistoric Britain, the Stone Age, the Bronze Age and the Iron Age. To develop the skills of a historian through looking at primary and secondary sources and considering how they can improve our understanding of the past.

## Fat Questions:

- Advancing from hunter gatherers to farmers is the most significant progression made during human history. Agree or disagree?
- In what ways were druids similar to the philosophers of Ancient Greece? How were they different?
- Were prehistoric humans healthier than modern humans? Support your answer with your knowledge of diet, exercise and medicine.

## Key Places:

**Skara Brae:** Discovered in 1850 AD by William Watt. Located in Orkney, Scotland. A Neolithic settlement where archaeologists found evidence of farming.

**Stonehenge:** Located in England on Salisbury Plain, it is one of the world's most famous monuments. Began during the Neolithic period, completed during the Bronze Age. The purpose of Stonehenge remains a mystery.



## Key Dates:

**The Stone Age – 900,000 years ago – 2500 BC**

Palaeolithic period 2.5million years ago until 10,000 ago

Mesolithic period 8000 BC – 4500 BC

Neolithic period (Late Stone Age) 4000 BC – 2500 BC

**The Bronze Age – 2500 BC – 800 BC**

**The Iron Age – 800 BC – 43 AD**

## Different periods of history:

