

Component 6:

What we will know after this sequence:

How to make Stone Age style tools e.g. by making a hole in a piece of flint and what they used to shape arrow heads.

What a kiln is and what was used for.

How to flint knap.

That people living in the Bronze Age looked for blue/green as an indication that copper was present.

Vocabulary:

Flint, spear, kiln, malachite, cassiterite, flint knapping, hillfort.

SEN:

Adult support throughout the workshop, ensuring safety when tools are used.



Component 4:

What we will know after this sequence:

That the Bronze Age was the time period that followed the Stone Age.

What bronze is and what it is made from.

Why bronze was a better tool than stone.

Why children worked in copper mines

Who the 'Bell Beaker People' were and why they got this name.

Vocabulary:

bronze, copper, artefact, pre-history, the beaker culture

How will this feed into my next learning:

Pupils will then learn about the Iron Age and how and why hillforts were developed.

SEN:

Working as part of mixed ability groups to allow for scaffolding from peers.



Component 5:

What we will know after this sequence:

How homes changed from the Stone Age to the Iron Age.

Who the Celts were and why farming was important to them.

The reasons why Iron age people wanted to protect their homes.

How hillforts were designed to protect Iron Age tribes e.g. high walls, guarded gates, ditches.

Vocabulary:

tribe, Celts, tribes, forts, farming, shelter

How will this feed into my next learning:

Children will take part in a whole day hands-on Stone Age workshop.

SEN:

'Trash and treasure' style task instead of written outcome.



Component 3:

What we will know after this sequence:

The importance of archaeological discoveries.

What the site of Skara Brae has taught us about Stone Age life e.g. what the houses were made of and what was inside them.

The definition of the term 'excavation'.

Why people still visit Skara Brae today.

Vocabulary:

Skara Brae, Scotland, Neolithic, Orkney, construction

How will this feed into my next learning:

The children will learn about how the Stone Age lead into the Bronze Age.

SEN:

Pre-teaching of key vocabulary.



Component 2:

What we will know after this sequence:

The order in which the main Stone Age homes were designed: caves, tents, rectangular houses and stone houses.

The materials that were used to build each type of home.

How to compare and contrast the changes between the homes.

The advantages and disadvantages of each type of home to a Stone Age person.

Vocabulary:

community, nomad, tribe, settlement, agriculture

How will this feed into my next learning:

Children will then research into Skara Brae, a Stone Age village.

SEN:

Word banks and sentence stems for advantages/disadvantages provided.

Component 1:

We should know:

When the Stone Age time period was.

That tools were used to hunt and gather food.

What we will know after this sequence:

Different types of Stone Age tools e.g. hammerstone, harpoons and bow and arrows,

Which tools were used in certain situations and why.

The materials used to make the weapons.

How long ago these tools date back to.

Vocabulary:

Harpoon, net, sharpened sticks, hammerstone, spear, bow and arrows

How will this feed into my next learning:

Children will then look at describing Stone Age homes and how they have changed over time.

SEN:

Pre-teaching of different tool types.

