
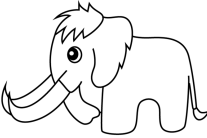


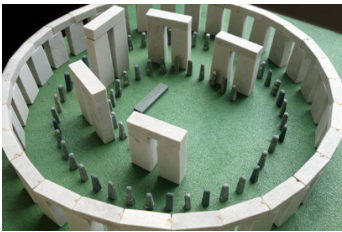






Y1 - Was there a time before history?

History		
Learning Objective	Teaching and Learning	Outcome/s
Engage	<p>Night at the Museum</p> <p>Using an AR app, showing the children that the classroom has come to life and that overnight it has come to life! Show them dinosaurs, wooly mammoths, stone age people wandering in the classroom.</p> <p>(Alternatively show clips from Night at the Museum)</p> <p>What do we know about history?</p> <p>How do we know? (People write things down, we read about them)</p> <p>But what about a time before words? Is this a time before history? How is life different from all those years ago?</p>	<p>Children look at the artefacts around the room. Could have teachers in role to speak to, photos of artefacts, examples of tools or weapons etc.</p> <p>Have a cave corner set up with examples of cave paintings.</p> <p>Record speech bubbles of their thoughts</p> 
To order and sequence periods of time	<p>Explain that this half term we are going to learn about the Ice Age, Bronze Age, Stone Age and Iron Age.</p> <p>What order do you think they went in? Why?</p> <p>Show children the dates. How do we order these? What does BC mean?</p> <p>As a class work together to build a class timeline of the different ages</p>	<p>Children create a timeline of the different periods of time that we will be learning about. They can order cards to do this</p>
To use simple vocabulary to describe the passing of time	<p>Show children clips from the film Ice Age. What impressions do you get?</p> <p>What was it like? How is it different from life today?</p> <p>What animals were there?</p> <p>Were there humans?</p>	<p>Ice Age pictures with key words and sentences using word mats for support</p>
To use sources to answer a question	<p>Remind children of the character Manny from Ice Age.</p> <p>What type of creature was he?</p> <p>Do they remind of any creatures we have today?</p> <p>Why don't we have photographs of the wooly mammoths?</p> <p>Show children a picture of a wooly mammoth. What do you notice about them? Why do you think they had thick hair? Long tusks? (For digging)</p> <p>Why were their ears smaller than elephants today (to keep them warmer)</p>	<p>Children use fact sheets, pictures, film clips etc. to create a mini fact file about wooly mammoths. They can sketch their own wooly mammoth and label what they have found out about them</p> 

History





Learning Objective	Teaching and Learning	Outcome/s
To use a source to answer simple questions	<p>Explain that we are now moving on to the next step of our timeline: the Stone Age. Key question: how was it different from the Ice Age?</p> <p>How do we know?</p> <p>Show children that like our first museum day, there are lots of artefacts and sources around the room which will all tell us something about the Stone Age. Your job is to look at the source, decide what it is and ask any questions about it.</p>	<p>Stone Age artefacts - can you guess what they are?</p> <p>Children complete a table to record their thoughts about what the source/artefact is and to record any words from their word mat which could describe it (tool, art etc.)</p>
To develop understanding of change over time	<p>Show children a range of Stone Age cave paintings. What can you see in the paintings? Why do you think they have been painted?</p> <p>What has been used to paint them? Did they have paint in the Stone Age? How else could they have made the colours?</p> <p>https://www.funkidslive.com/summer-challenge/make-paints-plants-berries-powders/#</p> <p>https://artful-kids.com/2010/09/08/experimenting-with-natural-paints/</p> <p>Model using the natural materials to make paint and then using this to create paintings in the style of the cave paintings.</p>	<p>Stone Age paintings</p> <p>Children make pigments in different ways and use these to create pictures in the style of the Stone Age cave drawings</p> <p>Blue – blackberries, blackcurrants, blueberries!</p> <p>Red – beetroot, rose petals, cranberries, strawberries!</p> <p>Yellow – mustard powder, pumpkin, bee pollen!</p> 
To explain why Stonehenge was built	<p>https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/zg8q2hvj</p> <p>The site below also has lots of interesting aspects including interactive maps:</p> <p>https://www.english-heritage.org.uk/siteassets/home/learn/teaching-resources/teachers-kits/stonehenge_teachers_kit_ks1-4.pdf</p> <p>It also outlines how Stonehenge was made</p>	<p>Stonehenge Building</p> <p>Children order the process of building Stonehenge and then create pictures and sentences to represent each step.</p> <p>Why was it built?</p> <p>Was it impressive? Is it still impressive?</p> <div data-bbox="1899 946 2179 1121"> <p>HOW WERE THE STONES SHAPED AND RAISED?</p> <p>Most of the stones were carefully shaped before being set in place. Sarsen and bluestone could only have been shaped using stone tools – hard, round balls of sarsen or flint known as hammerstones. The stone was positioned with a hammerstone until it became the right shape.</p> <p>To raise the stones, holes were dug into the chalk with order picks and the depth of each hole was carefully calculated in order to make the tops of the stones perfectly level. We know from excavations that most of the holes that hold sarsen stones have one straight side and one that slopes. The stones were balanced with its and hanging over the hole and tipped into place. Once the stone was lying at an angle against the sloping side, it was then pulled upright using ropes, weights and possibly a wooden A-frame. Finally, the hole was backfilled with chalk and bits of stone, to secure the upright stone.</p>  </div>
To explain why Stonehenge was built	<p>Explain that now we now how and why Stonehenge was built, we are going to look a little bit closer at the details</p> <p>Show images and plans of Stonehenge</p> <p>What shapes can you see? Are there any patterns?</p> <p>How could we recreate this?</p> 	<p>Stonehenge build</p> <p>Children use different materials to build the formation of Stonehenge</p>  


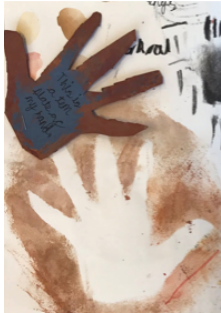

History		
Learning Objective	Teaching and Learning	Outcome/s
To provide explanations for change	https://www.youtube.com/watch?v=FluD0DRdK2Y Do they think this was an effective way of making bronze? What are the disadvantages? What was this such an important discovery?	Children order how bronze is made. Add key pictures to their sentences. Do they think this was an effective way of making bronze? What are the disadvantages? What was this such an important discovery?
To provide explanations for change To develop understanding of change over time	Now that we have moved onto the Bronze Age, we now need to think about what changes have happened, and why? Now that bronze can be used, how will tools improve? What about weapons? Why? Show children a tool or weapon from the Stone Age. How would this be improved now in the Bronze Age? Why? What impact do you think this could have?	Children look at a range of objects that were now made from bronze. Can they explain how the objects had improved? (Tools, weapons)  Children draw their favourite object and explain how the use of bronze improved it. Use key word mat for support. (Sharp, strong, durable)
Collapsed curriculum day See individual objectives	Children read about Celtic life (see attached) What key facts can we find? Why did they build forts? How were their houses built? What were Celtic warriors like? Look at the artefact pictures - what else does this tell us about the Celts? Roundhouses Why were the houses the houses so effective? What is wattle and daub? Show children examples and then explain that they are going to go outside and have a go at a wattle and daub structure. (See photos below)	Celtic Roundhouses If possible, children create a version of this roundhouse using simple materials. https://www.yac-uk.org/activity/build-a-mini-roundhouse 



Display examples



Art		
Learning Objective	Teaching and Learning	Outcome/s
To develop control of marks made	<p>Types of line</p> <p>What types of line can you draw? On your whiteboards, draw as many different lines as you can. Feedback to the class: what different types of line have we created?</p> <p>straight, zigzag, curved, wavy, thick, thin</p> <p>Show children different suggested artworks (from Knowledge curriculum) or any other pieces which show line. Model finding the different types of line in these pieces of art.</p> <p>Why have they been used?</p>	<p>What types of line can you see?</p> <p>Look at the selection of artworks and search for the different types of line.</p> <p>Children label the lines that they find and have a go at creating those lines themselves using different media. Which media is best for creating different lines?</p>
To experiment with paint using a range of natural tools	<p>Show children the cave paintings we were looking at in history.</p> <p>What different lines/marks can you see? Are there similar lines in each one?</p> <p>How would these lines and marks have been made? Would they have had pencils? Paintbrushes? What might they have used in the Stone Age?</p> <p>Send children out into the playground/outdoor environment. What can you collect that we could use to make marks with?</p> 	<p>What types of line can we see in the pictures?</p> <p>How might people have created these marks? Using what tools?</p> <p>Children use the natural materials they have collected to experiment making different marks in the classroom.</p> <p>Which of these do you think Stone Age artists might have used? Why? Why not?</p> 
To produce a range of textures using different media	<p>Remind children of the pigments they made in the previous history session. Were they effective? Which worked best? Why?</p> <p>Explain the they are going to have a go at mixing the pigments to create a palette of colours which would have been used in cave paintings and use this to create their own cave style painting to be added to our classroom display.</p> <p>What images will you draw?</p> <p>What tools will you use?</p> <p>How will you make your paint?</p> <p>Which colours will you mix?</p>	<p>Children have a go at using their pigments to create their own stone age cave drawings</p>  

<p>To understand why colour is used in art</p>	<p>http://downloads.bbc.co.uk/history/handsonhistory/ancients_art.pdf</p> <p>Show children the powerpoint on hand paintings.</p> <p>Why do they think people created these paintings?</p> <p>What colours are used?</p> <p>Why?</p> 	<p>Hand Stencils</p> <p>Children create templates of their hands so that it is easier to paint their hands.</p> <p>Draw around their hand and cut it out and then use the natural colours (brown, red, etc.) to create the image of their hands.</p> 
<p>To shape and model materials for purpose</p>	<p>Show children examples of sculptures from the periods of time that we have been learning about.</p> <p>What do they notice about them?</p> <p>What are the sculptures of?</p> <p>Explain that we are going to create our own sculptures of simple human forms or animals, to reflect the sculptures found in the periods of time we are learning about.</p> <p>What could we use to make these sculptures?</p> <p>What do we need to remember when handling clay?</p> 	<p>Children use their hands to mould the clay into different shapes. Once they have practiced, model how to best create different shapes and consistency.</p> <p>Ask them to choose what they would like to create a sculpture of and support them to shape and model the clay to do this.</p>
<p>Express</p> <p>To paint on different surfaces using a range of media</p>	<p>What have we learnt this half term in art?</p> <p>What materials have we used?</p> <p>What tools have we used?</p> <p>What colours have we used?</p> <p>What surfaces could we paint on?</p> <p>Provide children with different types of paper to paint on (sandpaper, parcel paper etc.)</p> <p>Explain to the children that you want them to bring all of these elements together to create one piece showcasing all of their learning</p>	