



Focus + Area of Curriculum Engage, Develop, Express, Innovate	Objectives	Holy Trinity Church of England Academy Activity and Lesson Outline <u>Termly Plan – Tribal Tales</u> <u>Year Group – Three</u>	Differentiation	Resources/ Key Questions	Next Steps/ Necessary Skills
Engage Memorable experience	N/A	Stone Age Day (man to come in for this)	N/A	N/A	N/A
Engage History	To develop an understanding of chronology from Stone Age to present day.	<p>Starter</p> <p>Explain to the chn that they are going to create timelines for Stone Age to Iron age Britain. What is a timeline? Ask the children to write what they think a timeline is on post it notes. Tell the children that a timeline shows the chronology of a time period (a list of events through time that are shown in the correct order)</p> <p>Explain that we arrange our dates from the time Jesus was born:</p> <ul style="list-style-type: none"> • even though we say this is the Year 20XX, the world is actually billions of years old • BC means Before Christ and AD means Anno Domini (in the time of our Lord) • Higher BC number were longer ago • Higher AD numbers are closer to now • Use a number line / timeline and some random dates to explain this <p><u>Enlarge the timeline and get the children to put them in order at the front of the class first.</u></p> <p>Chn to mark the dates first along the timeline. Then chn to arrange the dates into chronological order before writing it into their books. Starting with the furthest date first and the recent date last. Chn to put dates below to save space on the timeline.</p> <p>Extension</p> <p>Chn to use laptops to complete some research of the Stone Age. Give the children some prompt questions to help.</p> <p>When did humans first arrive in Europe? When did the Ice Age finish? When did farming arrive in Britain? When did people start making bronze in Britain? When did people start making iron in Britain? If chn don't understand some words whilst researching, get them to write them on a post it note and put it to the front of the class for the end of the lesson.</p> <p>Chn to write up these answers into their books.</p>	<p>LAPS: to work with AM to complete their work.</p> <p>MAPS: to complete timeline in pairs.</p> <p>HAPS: to complete timeline independently.</p>	<p>I can order events chronologically.</p> <p>I can arrange events from the past in chronological order.</p>	To develop an understanding of chronology from Stone Age to present day.



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<p>To identify differences between time periods.</p>	<p>Complete a pre-prepared table to show the differences between the Palaeolithic, Mesolithic, Neolithic, Bronze and Iron Ages. Make notes to describe each period under the headings: tools, settlements and monuments. <u>Decide which sources will best help them complete this task.</u></p> <p>Give children the table for cornerstones and give the children different key parts of information to put into their subheadings.</p> <p>Note Sources might include national heritage websites, images, maps and plans, information books and a museum curator who could be interviewed via an online group video call.</p>	<p>LAPS: to be supported by AM writing their information in and sharing it with each other. MAPS: to write key information down using a fact file given. HAPS: to write key information down using the fact file they've been given.</p>		
<p>Engage History</p> <p>To find out about early Stone Age diets.</p> <p>To understand how hunter-gatherers found food.</p>	<p>Starter 'How did humans in the Stone Age collect their food?' Have question on IWB and ask chn to discuss with their TP. Listen to chn's ideas and discuss as a class. Go through PowerPoint (Stone Age Food)</p> <p>Main Explain that for this lesson, we are going to become hunter-gatherers! We need to go out and hunt or gather our own food. <i>What types of food would the Stone Age people eat? How would they prepare this food? Would we do that today? Why not?</i></p> <p>Split children into groups. Explain that we are going to take on the role of hunter-gatherers. Equip children with 'spears' (use javelins). Around the playground will be different images of foods that would be 'gathered' and some animals that would be 'hunted'. Chn will search the playground for the food and bring back as much as possible.</p> <p>Return to class – discuss which foods would be hunted and which would be gathered, Look at some of the food that hunter-gatherers would have eaten (fruit, nuts, seeds, veg and lentils) for chn to try.</p> <p>Plenary</p>	<p>HAPS: Chn to write a paragraph explaining what Stone Age people would eat and how people in the early Stone Age collected their food. Explain which food would be hunted and which would be gathered. Chn to also write about which weapons would have been used and what describe how they were used.</p> <p>Chn to write a paragraph explaining how people what Stone Age people would eat and how people in the early Stone Age collected their food. Explain which food would be hunted and which</p>	<p>I can collect food.</p> <p>I can discuss which foods are hunted and gathered.</p> <p>I can explain how people in the Stone Age collected their food and what they are.</p> <p>I can explain which weapons were used and how they were used.</p>	<p>To find out about early Stone Age diets.</p> <p>To understand how hunter-gatherers found food.</p>



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To be able to understand how hunter-gatherers found food

To be able to research stone age weapons

Starter

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Recap last lesson – hunter and gatherer. What is a hunter? What is a gatherer?
As we know, The Stone Age seen the development of hunters and gatherers. We know that our ancestors became more knowledgeable and developed their hunting skills to become more efficient. They were able to make tools from bones, and began to use bows and arrows to kill animals from afar, reducing the chance they will be hurt themselves. The tools they made were simple but they made lives easy. They advanced with the passage of time.

Main

Lets take a closer look at the different tools that hunter gatherers had; sharpened sticks, hammer stones, choppers, cleavers, spears, nets, scrapers, harpoons, hand axes, animal skin, bows and arrows, shaft straighteners, arrow shaft smoothers, spear straighteners.

Hammerstone:

Simplest ancient tool of the stone age. Hard stone used for many purpses such as crushing and hitting other stones. Doesn't break easily. Made of sandstone or limestone.

Shatpened sticks

They were made from different types of wood. Used to defend themselves from the wind animals.

Harpoons

Large spear liked tool used to kill large animals lilke whales, tuna and swordfish. There is evidence to suggest in Congo, that harpoons were used 90,000 years ago. A rope was attached to the harpoon to bring the hunted

HAPS/MAPS:

Children to sort the items we found into hunter and gatherer wheels, placing them in the seasons they would find them in.
LAPS: Sort imagines into hunter and gatherer.
Ext: Print on large sticker- Which tools would be used to hunt/gather this item?

I can identify tools used to hunt and gather food.

I can research Stone Age weapons.

I can say why Stone Age weapons were important.

I can say what Stone Age weapons were used for.



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<p>Engage Geography</p>	<p>To understand the different periods within the Stone Age.</p>	<p><u>Starter</u> Go around in a circle and ask the children to think of something that they already know about the Stone Age. Ask children to share as a class the different ideas and then discuss. How long ago was the Stone Age? Explain to the children that the Stone Age was 2.7 million years ago. What do you think would have been in the world at this time? TTYP Why do you think it's called the Stone Age? <u>Main</u> Explain to the children that the Stone Age is split into 3 different time periods, the first period being the Palaeolithic period or old Stone Age. Neolithic/ Mesolithic What might they have had in the old Stone Age? How would they have survived? Where would they have lived? Children to have different pieces of evidence for each of the activities – split the tables up into different groups. Start with the Palaeolithic period</p> <ol style="list-style-type: none">1. Food2. Homes3. Weapons4. Settlements <p>Plenary Share what we have learned as a class. Do we understand the different time periods? Which was first? Which was second? Which was last?</p>	<p>LAPS : Children to be supported by AL. MAPS: children to be supported by AM. HAPS: to complete independently.</p>	<p>I can understand the Palaeolithic period. I can understand the Neolithic period. I can understand the Mesolithic period.</p>	<p>To understand the different periods within the Stone Age.</p>
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To be able to find out what types of homes early people lived in and what materials they were made from.

To be able to compare Stone Age homes to homes today.

Starter

Remind children of the different eras within the stone age. How many were there? How many can children remember?

Show PP saved on documents.

Ask children – why do we need shelter? What do houses look like today? Discuss our own houses. How do they differ around the world and why? What is important when building a house?

Discuss what shelter early humans have found or made in Britain and what they would be made from. Discuss what materials they had available. How do we know this? Explain to children, depending on the time and the country, the shelter early humans used differed. Show pictures. In Britain, archaeologists have found evidence of four different types of dwelling.

Main

During the Palaeolithic time period, when the ice came, some early humans sheltered from the cold in caved. Why build your house when theres ones already available. What issues would this house have? Explain that evidence from Howick from Mesolithic times shows that some homes in that time period were made from circular structures made from wooden posts a bit like a tippee as archeologists have found marks in the ground that were from the timber. They may have used animal skin to cover the frame. In the Neolithic period, evidence suggests houses were usually rectangular and constructed from timber. Some houses used wattle and saub (clay and mud and

HAPS To draw the different types of homes and write the time period these houses were built in. Write two sentences about each house. Compare the homes to ours. How is it similar. How is it different

MAPS: To draw the different types of homes and write the time period these houses were built in. Write one sentence about each house. Compare the homes to ours. How is it similar. How is it different

LAPS: Children to match the correct house to the time period. Draw the image.

SEN: draw the image of the different houses. Give children to be given the names and they draw the houses.

I can identify homes from the Stone Age.

I can identify homes from different periods.

I can compare homes to today.

To be able to find out what types of homes early people lived in and what materials they were made from.

To be able to compare Stone Age homes to homes today.



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<p>Develop History</p>	<p>To choose important source material.</p>	<p>Use a range of historical source materials including books, websites and films to find out about Stone Age families and their everyday lives. Collate their research under headings such as: food, settlements, family, tools and weapons. Make a short digital presentation with text and images to summarise their findings and share this with the class.</p> <p>Note You might like to organise the children into three groups, each researching one of the Stone Age periods to find out about the similarities and differences between them. Resources on the Skara Brae (Orkney) website are very useful and have some clear images of Neolithic homes.</p>	<p>Children to create a Powerpoint of their findings.</p> <p>LAPS: to be supported and given a template to add to for their PP.</p> <p>MAPS/ HAPS: to work in mixed ability partners to support each other.</p>		
<p>Develop D+T</p> <p>X 3 lessons</p>	<p>To research a Stone Age tool.</p> <p>To design a Stone Age tool.</p> <p>To make a Stone Age Tool.</p>	<p>Look at images of stone and bone tools from across the Stone Age, including hammerstones, hand axes, stone awls, flint blades, burins, needles, scrapers and harpoon points. Explain how they might have been made and used, and how effective they were for the tasks they had to do. Explore cutting, scraping, sharpening, grinding and mark making with different types of stone, and describe what is difficult or easy about using stone for these tasks. Design and make an ancient hunting tool that meets the needs of a Stone Age hunter-gatherer, explaining their ideas. Use found materials including stone, wood, wool and raffia to create their tool or weapon.</p> <p>Note Children could collect useful items for making their tools on a materials hunt in the school grounds or further afield. They should not use any modern materials to create their tools – that would be cheating! Display their tools, evaluating how successful they have been. Remind children to work safely and be conscious of others when handling and moving their models around.</p>	<p>Lesson 1: Children to research Stone Age tools and researching how they were made and what they needed to do. Children to create a poster.</p> <p>Lesson 2: Children to design their own Stone Age tool.</p> <p>Lesson 3: children to create a stone age tool.</p>		



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<p>Develop English</p>	<p>To understand Bronze Age burials.</p>	<p>Read a range of source materials to find out about Bronze Age burials. Find out the answers to given research questions such as: 'How did Bronze Age burials differ from those in the Stone Age? What is the difference between a 'long barrow' and a 'round barrow' grave? What else (other than bones) is often found in graves and why?' Record their findings using a mind map which can be developed throughout the week.</p> <p>Note In January 1957, a ploughman ploughing his fields in Mainsriddle, Dumfries (in Scotland) struck a large stone with his plough. Looking under the stone he saw human bones. He had discovered a Bronze Age cist burial. Amazing!</p>	<p>LAPS: to compare long and round barrow graves.</p> <p>MAPS: to compare and contrast long and round barrow graves and find out which things were found in graves.</p> <p>HAPS: to compare and contrast and write what would be found inside them.</p>		
<p>Develop English</p>	<p>To understand different artefacts.</p>	<p>Search for, download and print a photograph of an artefact from a Bronze Age burial hoard. Share their artefact with others in a small group, hypothesising about what the artefact might be and why it was buried. Make a label to explain what their item is and why they have chosen it. Describe how the owner might benefit from having the artefact with them in the afterlife. Display their images and labels around a life-sized male silhouette of an imaginary Bronze Age man</p> <p>Note In 2002, at Amesbury Wiltshire (near Stonehenge), archaeologists found a Bronze Age body surrounded by an amazing array of funeral artefacts. He became known as the Amesbury Archer or the King of Stonehenge! Children could search online to check out this exciting story.</p>	<p>LAPS: to have 2/3 different artefacts and write what they think they are and then what they actually are.</p> <p>MAPS/ HAPS: to have 4/5 different artefacts and to write what they think they are and what they actually are.</p>		



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<p>Develop English</p>	<p>To create a non-chronological report about the Stone Age.</p>	<p>Look at examples of clear, informative fact files and posters and create a features list that would help them to create their own Stonehenge fact file. Use the Stonehenge website and other resources, including non-fiction books, to find out more information. Consider the information they want to include in their fact file and how to organise it.Note Encourage children to make a rough organisational plan of their fact file. Perhaps facts could be checked across the group. For example, does everyone have the same facts or do some points differ? Why might that be? Consider whether their sources are trustworthy. Explain why historical facts (particularly from early history) may vary slightly. Can we call them facts or should they be called something else?</p>	<p>LAPS: to have a template to use. MAPS: to have a template with some information already on. HAPS: to write their own NCR using a template but not in their books.</p>		
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<p>Develop English</p>	<p>To create a NCR.</p>	<p>Develop their fact files, using headings and subheadings to organise the sections. Consider other interesting features to include in their fact files (perhaps links to websites, a map, a table or quote).</p> <p>Note Make sure children check their writing to correct any grammatical and spelling mistakes. Write out a neat and legible copy in their best handwriting and illustrate it with drawings or downloaded photographs. Display the final fact files with images of Stonehenge for all to see.</p>	<p>LAPS: to have a template to use.</p> <p>MAPS: to have a template with some information already on.</p> <p>HAPS: to write their own NCR using a template but not in their books.</p>		
<p>Develop History</p>	<p>To research the Bronze Age.</p>	<p>Find out about life during the Bronze Age. Work in groups to research clothing, homes, diet, farming, work and weather. Choose an attractive way to present their findings.</p> <p>Note Discuss the availability of materials in this period, compared to earlier times. Perhaps you could have a tasty Bronze Age meal of apples, berries, grains, nuts, milk and cheese. Always be aware of food allergies.</p>	<p>Children to work in mixed ability partners and use the pictures, resources, Ipad's and books to find out key information about the Bronze Age.</p> <p>Children to create posters to show to the class at the end of the lesson.</p> <p>Or Lesson 1 – children to create a table about the Bronze Age Homes, diet, farming, work and weather. Children to then use this information to help them.</p>		



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<p>Develop Art</p>	<p>To experiment with pastel using different techniques.</p>	<p>Starter Explain to the children that before we start and create our cave paintings we must practise a range of techniques beforehand.</p> <p>Main Model to the children the different techniques that they can use in their drawing. Children to have a go and watch you as you model. Children will try different techniques. Teacher to model one technique then children to come back and go off and try themselves. Blending Layering Short strokes Long strokes Stippling Drawing Children to have a go at each of these techniques for their cave paintings.</p> <p>Plenary Children to have a go of practising on a piece of paper using the techniques that they've learnt.</p>	<p>Mixed ability partners</p>	<p>I can use a range of technique.</p> <p>I can understand the different techniques.</p>	<p>To experiment with pastel using different techniques.</p>
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To create a cave painting using different techniques.

Starter

Encourage the chn to recap what we have learned to now – how can the chn take their learning further? Today the chn are going to use all of the skills and techniques which they have developed to create their own cave paintings, using the paper which was stained last week. Use the IWB to show the chn a range of effective cave paintings which they might choose to use as their inspiration, reminding them that they must also have their sketch books open to use all of the work which they have done to inspire their finished product. Ask the chn what skills they will need in order to be successful today. List these on the whiteboard and add any which the chn might have missed. These are all skills which the chn should have had the opportunity to develop and practise over their art lessons.

Main

AM to model to the chn the different between sketching onto their stained paper and ordinary paper. The lines may be less visible, this does not mean that the chn should press harder, they simply have to work carefully and accurately. LW to then model again using some of the resources which the chn will have to create Earthy tones to colour the cave painting, creating a realistic replica. The chn are to work independently using their stained paper to complete their sketch. When this has been shown to an adult, the chn are then able to use the range of materials to add colour to their sketch.

Plenary:

Ask the chn look at their partner's work. How has their friend been successful, can they suggest ways to improve their painting next

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Mixed ability partners

I can sketch effectively onto a different surface.

I can use a range of materials effectively.

I can create a realistic cave painting replica.

To create a cave painting using different techniques.



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<p>Develop History</p>	<p>To understand the Bronze Age</p>	<p>Starter</p> <p>Show children different facts about the Bronze Age. Get the children to research and find out more.</p> <p>Main</p> <p>Give the children a table with different things in e.g. homes, farming, diet etc. Get the children to write facts about each one. Some children can work together as support.</p> <p>Plenary</p> <p>Share 3 facts that you have found.</p>	<p>Mixed ability partners.</p>	<p>I can research facts about the Bronze Age.</p> <p>I can understand the importance of the Bronze Age.</p>	
<p>Develop History</p>	<p>To compare Bronze Age burials.</p>	<p>Starter</p> <p>Read a range of source materials to find out about Bronze Age burials. Find out the answers to given research questions such as: ‘How did Bronze Age burials differ from those in the Stone Age? What is the difference between a ‘long barrow’ and a ‘round barrow’ grave? What else (other than bones) is often found in graves and why?’ Record their findings using a mind map which can be developed throughout the week.</p> <p>Note</p> <p>In January 1957, a ploughman ploughing his fields in Mainsriddle, Dumfries (in Scotland) struck a large stone with his plough. Looking under the stone he saw human bones. He had discovered a Bronze Age cist burial. Amazing!</p>	<p>LAPS: to compare long and round barrow graves.</p> <p>MAPS: to compare and contrast long and round barrow graves and find out which things were found in graves.</p> <p>HAPS: to compare and contrast and write what would be found inside them.</p>	<p>I can compare Bronze Age burials.</p>	



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To understand how wealth and power caused problems in the Bronze Age.

Starter

What did the makers in the Bronze Age show in their picture of a tribal chief in Temple Plan – Tribal Tales what they wore.

Explain that, as time passed, the tribal chiefs started to show off their power by wearing elaborate gold ornaments and displaying highly decorated bronze spears, swords and shields. Owners of these precious and beautiful objects were considered to be powerful and important.

Main

Invite the children to read the Wealth and power in the Bronze Age information sheet.

After reading, gather the children together to discuss and answer questions, such as 'How did wealth and power cause problems for people in the Bronze Age?', to encourage the children to consider and articulate how wealth and power began to cause conflict between tribes and how this led eventually to the development of protected settlements. Task the children with recording their knowledge on the Wealth and power in the Bronze Age question sheet.

Plenary

How did wealthy and power cause problems for people in the Bronze Age?

SEN: draw a picture of the tribal chief wearing all of the different items of clothing. Write a simple sentence. Wealth and power caused problems because other tribes wanted their tools and weapons.

LAPS: draw a picture of the tribal chief with the different clothing. Children to write two things of why the caused problems in the Bronze Age. E.g. They caused problem for people because other tribes wanted their weapons. They caused problems because other tribes wanted their gold ornaments.

MAPS: draw a picture of the tribal chief with the different clothing. Children to write 3 sentences about it.

HAPS: draw a picture of the tribal chief with the different clothing. Children to write 4 sentences about it.

I can understand how wealth can cause problems.

I can understand how power caused problems.



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To explain the cause and effect of a significant historical event.

Starter

What came before the Bronze Age? Be England Academy
 children that before the Termly Plan + Tribal Tales
 Stone Age. Can anyone remember what comes
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 after the Bronze Age? Why did the Stone Age
 end? Explain that it ended because they
 discovered Bronze and they started to mine.
 Why do you think the Bronze Age ended?



Show children this

picture of the Iron Age.

Main

Ask the children to complete the End of the Bronze Age recording sheet to understand how a variety of factors may have been responsible for the end of the Bronze Age. Encourage them to read the text and answer questions, such as 'What events could have caused the end of the Bronze Age? How might the end of civilisations in Europe have affected Britain? What evidence is there that the production of bronze stopped?' Encourage the children to discuss which theory they think is most probable and how events at the same time could have changed life forever.

Plenary

Explain to your friend what caused the Bronze Age to End.

SEN:

Give children the cause and children to write the effect.
 e.g
 The Bronze Age ended because they discovered iron.
 The effect was the Iron Age started.

LAPS:

Give children the cause and children to write the effect.
 e.g
 The Bronze Age ended because they discovered iron.
 The effect was the Iron Age started.

MAPS:

Children to write why the Bronze Age ended and the Iron Age started. E.g.

The Bronze Age ended because they discovered iron.
 The effect was the Iron Age started.

The Iron Age started because they found iron to make tools, weapons and decorations.

The effect was that iron tools were much

I can understand why the Bronze Age ended.

I can understand why the Bronze Age started.

I can understand what caused the Bronze Age to End.

I can understand what effect this had.



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<p>To understand cause and effects of the Iron Age.</p>	<p>Starter Explain to the children that they will now delve more deeply into how the invasion of the Celts and their knowledge of iron changed the way that people lived in Britain during the Iron Age. Show the children the <u>Iron in Britain presentation</u>. Talk about the information and ask and answer questions to consolidate their understanding.</p> <p>Main Explore the <u>How iron changed the way people lived diagram</u> to learn more about the causes and consequences of the changes that iron brought to Britain. Encourage the children to answer these questions, ‘How did the discovery of iron change the way people lived? How was life similar to or different from life in the Bronze Age?’ Give children a sheet with cause, effect and how it changed.</p> <p>Plenary Go back to these questions and answer them as a class. ‘How did the discovery of iron change the way people lived? How was life similar to or different from life in the Bronze Age?’</p>	<p>SEN: give children the cause. They need to write the effect of that cause and how it changed everyday life.</p> <p>LAPS: children to write two causes, effects and how it changed everyday life.</p> <p>MAPS: Children to write three causes, effects and how it changed everyday life.</p> <p>HAPS: Children to write four causes, effects and how it changed everyday life.</p>	<p>I can understand how Iron change the way people lived.</p> <p>I can understand the causes of iron.</p> <p>I can understand the effect that they had on everyday life.</p>
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<p>To compare farming today to the Iron Age.</p>	<p>Starter Explain that in the Iron Age farming was an important part of everyday life and they farmed a lot.</p> <p>Main Show children where they farmed and explain that they lived in Iron Age hillforts. Show a picture of a hillfort and what surrounded them and what they had inside them. Look at how farming is similar to today. For example, they used iron sickles to harvest crops whereas today they have better machinery.</p> <p>Plenary Children to think of 2 similarities and 2 differences to farming today compare to the iron age.</p>	<p>SEN: children to cut and stick the sentences and put them in the correct place.</p> <p>LAPS: children to put what they did in the Iron Age and what they do now. Children to have a mix of sentences and writing.</p> <p>MAPS/HAPS: Children to write down and compare them.</p>	<p>I can compare Iron Age farming.</p> <p>I can understand similarities of farming to today.</p> <p>I can understand differences of farming.</p>
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<p>To describe ways in which human invention and ingenuity have changed how people live.</p>	<p>Starter Explain to the children what the words invention and ingenuity mean. Explain that invention and ingenuity were thriving in the Iron Age An invention is a new creation that has never been made before. Ingenuity is working out how to achieve something in a way that has never been thought of before. Invention and ingenuity in the Iron Age changed the ways that people lived their daily lives.</p> <p>Main Show children different things that they invented in the Iron Age. Children to draw a picture of some and write about them. Brooches, carynyx, pottery, games Show the children all of the different ones and then ask</p>	<p>SEN: Children to choose one thing that they invented, draw a picture and write a sentence about it.</p> <p>LAPS: children to choose two things that they invented, draw a picture and write 2 sentences about it.</p> <p>MAPS: Children to choose four things that they invented, draw a picture and write 2 sentences about it.</p>	<p>I can describe different invention.</p> <p>I can know what they made in the Stone Age.</p> <p>I can say how they</p>
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	<p>Plenary Which is your favourite invention? Why? Are there any things that have been invented that are similar to today?</p>	<p>HAPS: Children to choose six things that they invented, draw a picture and write 2 sentences about it.</p>	<p>are similar today.</p>
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<p>Innovate</p>		<p>It has been a long and bitter winter. The snow and gales have taken their toll on your crops and animals.</p> <p>It is now May and you eagerly await the first rays of the summer sun. Your people have decided to build a monument to celebrate this important time of seasonal change.</p> <p>You can choose to use earth, timber or stones to build it, but it must face the direction in which the sun rises. You must work together as a tribe to construct your monument.</p> <p>With your help, we can all look forward to a successful harvest.</p>			
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Innovate

- Decide on the shape and form of your monument. Perhaps a circle or a simple stack? Take a look at some examples to inspire you!
- Why not take a peek at the Holme Timber Circle (also known as Seahenge) in Norfolk, or Woodhenge in Wiltshire? Do they give you any good ideas?
- Draw a plan of your monument from an aerial perspective. How will it look?
- What materials will you use to build your monument? How big will it be? Write a list of everything you will need.
- Write a letter to a friendly neighbouring tribe to ask for help. Explain what you are doing and ask for volunteers with a useful skill or expertise.
- Use a plan or map of your grounds to show where you will build your monument. Remember it must face the rising sun. How can you find out which is the right way?
- It's a good idea to agree on some safety rules before you begin. Once you've done that, it's time to get building!
- Work together to solve any problems you encounter while building. You may need to appoint a chief to supervise.
- Appoint a photographer to capture all of your hard work. Photography isn't strictly prehistoric, but it's good to look back at later!
- When your monument is completed, stand back and appreciate your achievement. Why not invite others to come and admire your work?
- Observe your monument at different times of the day. What happens when the sun shines? What shadows does it cast?
- Have some quiet time at your monument. You could take a moment to wish for a bumper harvest or good health for your family.
- Invite the chief to come and check out the quality of your building work. What does he think? What wise words does he have to share with you?

CONGRATULATIONS! You have completed your Innovation Challenge.



Holy Trinity Church of England Academy
Termly Plan – Tribal Tales
Year Group – Three