UKS2 Unit – Hunter Gathers (Half term)

Understand the changes in Britain from the Stone Age to the Iron Age . The unit will take place before the Geography unit in Autumn Term 2 where Hill Forts linked to Iron Age will be taught.

Knowledge Progression (LE – Lines of enquiry, Ch – chronology, Ch & Con – change and continuity, CC – Cause and consequence, I & S – interpretation and significance, SP – significant people)

To know when the Stone, Bronze and Iron Age periods started and ended
To know that there were 3 different Stone Age periods – early, middle and late.
To understand the significance of Skara Brae to the Stone Age people and how the people lived there.
To know about the **homes, clothes, lifestyle** of the Stone Age people
To know about the **homes, clothes, lifestyle** of the Bronze Age people
To understand the significance of Stonehenge to the Bronze Age People
To know how the Bronze Age era compared to that of the Ancient Greeks and how the Bronze age influenced the Ancient Greek era.
To know about the **homes, clothes, lifestyle** of the Iron Age people
To identify the similarities and differences between the Stone Age, Bronze Age and Iron Age and identify trends over time

Skill Progression

To use a timeline to sequence the Stone, Bronze and Iron Age and to compare to other eras
When using timelines, identify how key events are sequenced and note connections, trends and contrasts overtime
To ask and answer historically valid questions using sources of evidence (e.g. about significance, or the basis of people's opinions)
To use evidence sources as a basis for research from which they will begin to use information as evidence to test hypotheses.
To be able to evaluate sources of evidence on their reliability and to understand about bias and reliability when using sources for evidence
To be able to present outcomes using a clear narrative within and across periods that notes connections, contrasts and trends over time.
To construct informed responses that involve thoughtful selection and organisation of relevant historical information.
To understand how our knowledge of the past is constructed from a range of sources.
To understand and apply vocabulary to their outcomes, discussing in detail to show their understanding

Key Learning

To know when the stone age, bronze age and iron age civilisations were the very beginning of humans being on the Earth and to understand just how long ago they lived.
Pupils will know that the Stone Age started approximately 2.6 million years ago up until approximately 3300 BC. The iron age happened approximately 1200 BC. The period of time beween these is known as the prehistoric era with the Bronze age happening between 3300 BC and 1500 BC.
Children will know that the 3 eras (early, middle and late) of the stone age sat alongside each other and the comparison of time between them. The Stone Age was divided into three periods: Paleolithic (or Old Stone Age), Mesolithic (or Middle Stone Age), and Neolithic (or New Stone Age), this era is marked by the use of tools by our early human ancestors (who evolved around 300,000 B.C.)
Pupils will know that during the stone age a lot of changes happened in the way that people lived. In the Paleolithic period (roughly 2.5 million years ago to 10,000 B.C.), early humans lived in caves or simple huts or tepees and were hunters and gatherers. They used basic stone and bone tools, as well as crude stone axes, for hunting birds and wild animals. They cooked their prey, including woolly mammoths, deer and bison, using controlled fire. They also fished and collected berries, fruit and nuts. The end of this period marked the end of the last Ice Age, which resulted in the extinction of many large mammals and rising sea levels and climate change that eventually caused man to migrate. During the Mesolithic period (about 10,000 B.C. to 8,000 B.C.), humans used small stone tools, now also polished and sometimes crafted with points and attached to antlers, bone or wood to serve as spears and arrows. They often lived nomadically in camps near rivers and other bodies of water. Agriculture was introduced during this time, which led to more permanent settlements in villages. Finally, during the Neolithic period (roughly 8,000 B.C. to 3,000 B.C.), ancient humans switched from hunter/gatherer mode to agriculture and food production. They domesticated animals and cultivated cereal grains. They used polished hand axes, adzes for ploughing and tilling the land and started to settle in the plains. Advancements were made not only in tools but also in farming, home construction and art, including pottery, sewing and weaving
Pupils will know that during the Bronze Age metalworking advances were made, as bronze, a copper and tin alloy, was discovered. The harder metal replaced its stone predecessors, and helped spark innovations including the ox-drawn plow and the wheel. This time period also brought advances in architecture and art, including the invention of the potter's wheel, and textiles—clothing consisted of mostly wool items such as skirts, kilts, tunics and cloaks. Home dwellings morphed to so-called roundhouses, consisting of a circular stone wall with a thatched or turf roof, complete with a fireplace or hearth, and more villages and cities began to form. Organized government, law and warfare, as well as beginnings of religion, also came into play during the Bronze Age, perhaps most notably relating to the ancient Egyptians who built the pyramids during this time. The earliest written accounts, including Egyptian hieroglyphs and petroglyphs (rock engravings), are also dated to this era. Pupils will make comparisons between these eras.
Pupils will know that during the iron age, metal was seen as more precious than gold, and wrought iron (which would be replaced by steel with the advent of smelting iron) was easier to manufacture than bronze. Along with mass production of steel tools and weapons, the age saw even further advances in architecture, with four-room homes, some complete with stables for animals, joining more rudimentary hill forts, as well as royal palaces, temples and other religious structures. Early city planning also took place, with blocks of homes being erected along paved or cobblestone streets and water systems put into place. Pupils will be able to make comparisons between homes and lifestyle during the prehistoric era itself and also be able to see how many of what we have today, originated from this era in History.

Children will learn how the people in each of the three eras lived, what they wore, the skills they had and used in everyday life and what their communities were like. They will understand what the homes were like, how they were built and understand more about Skara Brae and Hill Forts (explore the impact of farming) as places to live (Hill Forts will be covered in detail during Geog Aut 2). The children will find out what Skara Brae and Hill Forts were like as a place to live, the layout and the buildings. They will learn how people settled there and why. The children will understand what Stonehenge was like as a monument and its significance in religious ceremionies to the Bronze Age people. The children will understand that Stonehenge is still a monument and that it is still significant to people today.
Children will learn about how the Bronze Age compared to the Ancient Greek era and look at the lives of the people and how they compared. The children will understand the influence of the Bronze age on the way that the Ancient Greeks lived due to the materials discovered.

Vocabulary

Neolithic, Mesolithic, Palaeolithic, Neanderthal, evolve, society, Borer, Isolation, Gatherer, Tribe, Flint, Skara Brae, Empire, Democracy, Monarchy, Myth, temple

Misconceptions

Only men were the hunters
All stone age people lived in caves
Life was very basic during the stone age.
Clothing was made from animal hides only
They lived when the dinosaurs lived
The prehistoric era was not very long and not much of significance happened.

Prior Knowledge

Ancient Greek Unit in LKS2

- Know when this era happened
- Understanding of how people lived and their lifestyle
- Transport
- Olympic Games

Previous skills taught in LKS2 of chronology, questioning, use of evidence sources and exploring significant people

Future Learning

Year 5
Follow on Geog unit – Hill Forts and the Geographical features of them
Year 6 units about Romans, Vikings, Anglo Saxons and Celts and the Ancient Maya
Year 6
Follow on Geog unit – Hill Forts and the Geographical features of them
KS3 curriculum –

- the changing nature of political power in Britain, traced through selective case studies from the Iron Age to the present
- Britain's changing landscape from the Iron Age to the present
- a study in depth into a significant turning point, for example, the Neolithic Revolution

Possible Activities/Evidence

Create a timeline by using a roll of paper/toilet paper to represent the timeline itself. Mark on the timeline the key areas studied in History overtime (ww1, ww2, The Great Fire of London, Egyptians, Greeks, Victorians, Romans) Having the roll will allow you to show just how far back in time the Stone age started and how long just this era of time (combined with the bronze and iron age) actually lasted.
Use images and artefacts/objects from the time and infer what they tell us. What can we learn from these sources of evidence? Consider questions the children could ask and how these could be answered.
Create a 3 circle venn diagram in order to present how the eras are the same and how they are different.
Children could present an overall summary of the 3 eras using leaflet, fact sheet, comparison text or powerpoint. The quality of information would need to be a priority in this.
Use evidence sources to explore the homes in the Stone Age, the Bronze Age and the Iron age and look at how they changed and why.
Use evidence sources to explore how materials were discovered during each era and how the discovery of different materials changed the lifestyle for the people of that time.
Use evidence sources to disciver more about the Amesbury Archer, a bronze age man whose remains were found 3 miles from Stonehenge. What did the remains tell Historians about the people of this era.
Create maps and plot out how the land was used in the village of Skara Brae and consider what the evidence collected tells us about how people lived.
Consider life today and draw a list of similarities to that of the the stone/bronze/iron age eras on order to understand the influence that they had.
Create a summary of each era and list the most significant finidings from each one.
Debate which era had the biggest impact.
Write a newspaper report about the Amesbury Archer.
Consider how we use stone and different metals today, using this to explore the significance of the prehistoric era to our lives today.

UKS2 Unit – Ancient Maya (Full term)

Non European Society and its contrast to British History

A study of the Ancient Mayan people and a comparison to British History and our lives today. Suggest reasons based on their environment and influences.

Knowledge Progression (LE – Lines of enquiry, Ch – chronology, Ch & Con – change and continuity, CC – Cause and consequence, I & S – interpretation and significance, SP – significant people)

To identify when the Ancient Maya lived (Ch)
To identify key events during the Ancient Mayan era (Ch)
To understand how the Ancient Maya lived? LE How did the homes of the Ancient Maya compare to those of the Ancient Greeks? (*Ch & Con, I & S*)
To compare Ancient Maya cities to those of Ancient Greece LE How does Tikal compare to Athens? (*Ch & Con, CC, I & S*)
To understand the main roles and jobs in Ancient Maya communities (*Ch & Con, CC, I & S*)
To compare significant buildings LE What was Chichen Itza and was it as important as the pyramids of Egypt? (*Ch & Con, CC, I & S*)
To understand the importance of the Ancient Maya number and calendar system (Ch & Con, I & S)
To compare the Maya number system to the hieroglyphs of the Egyptians (*Ch & Con, I & S*)
To understand who Pakal the Great was (*SP, I & S*)
To understand the significance of farming to the Ancient Mayas LE How did farms support the Maya way of life? (*Ch & Con, CC, I & S*)
To understand the importance of Gods and priests to the Maya people (*Ch & Con, CC, I & S*)

Skill Progression

To use a timeline to sequence the Ancient Maya civilisaition alongside other eras (Ch)
When using timelines, identify how key events are sequenced and note connections, trends and contrasts overtime (Ch)
To ask and answer historically valid questions using sources of evidence (e.g. about significance, or the basis of people's opinions) (*Ch & Con, CC, I & S*)
To use evidence sources as a basis for research from which they will begin to use information as evidence to test hypotheses. (*I & S*)
To be able to evaluate sources of evidence on their reliability and to understand about bias and reliability when using sources for evidence (*I & S*)
To be able to present outcomes using a clear narrative within and across periods that notes connections, contrasts and trends over time. (*Ch & Con, CC, I & S*)
To construct informed responses that involve thoughtful selection and organisation of relevant historical information. (*Ch & Con, CC, I & S*)
To understand how our knowledge of the past is constructed from a range of sources. (*I & S*)
To understand and apply vocabulary to their outcomes, discussing in detail to show their understanding (*I & S*)
To make comparisons beween different historical eras (*Ch & Con, CC, I & S*)

Key Learning

The Maya first developed their civilisation in around 2000 BC (the Pre-classic period). This period from 250 AD to c900 AD is called the Classic period. In around 1600 AD (the postclassic period) the Maya were conquered and destroyed by the Spanish invaders. During the Maya civilisation, Britain went through the Stone, Bronze, and Iron Ages, including Stonehenge, to Roman Britain, Anglo-Saxon, Medieval and Tudor England.

All Maya shared a common culture and religion, but each city governed itself and had its own noble ruler. Mayan religion was based on the belief of many different gods. Sacrifices were often made to these gods, during rituals and ceremonies.

The Maya were sophisticated mathematicians who made use of the number zero. They used base 20 in their calculations. The Maya number system can be compared to the Egyptian Hieroglyphs due to the symbols used. Both have been significant in terms of what we can learn from them. As well as being known for their organisation within societies such as trading, communication and travel, Mayans are also credited for huge advances in subjects such as architecture, agriculture, maths and science (to name a few!). The mathematical advancements that the Mayans made were incredible and are still significant to this day as they developed what is commonly acknowledged as the most sophisticated counting system to come out of America. Mayans were also keen astronomers who were able to predict solar eclipses. Their complex calendar system was one of the most accurate of the ancient world.

Families lived in great cities like Yax Mutal and Palenque, and also in the surrounding farmland. Adults worked as farmers, warriors, hunters, builders, teachers and many other things. Children from noble families could learn maths, science, writing and astronomy, but poorer children were only taught their parents' jobs. Farmland was significant to the Maya people. On it their grew vast amounts of crops which their could trade.

Yax k'uk' Mo': Yax k'uk' Mo'; was a prominent leader and ruler of the Mayan civilization, and it is thought he had his base at Tikal. Ancient records suggest that he ruled for over 350 years and was a successful and efficient ruler. His major contributions were in the fields of arithmetic and astronomy, but he also had a keen interest in defence and the army.

The city of Tikal is an archaeological site which was one of the urban centers of the pre-Columbian Maya Civilization. It was the capital of a conquest state and which also became one of the most powerful kingdoms of ancient Mayans. It was the most prosperous city of that period.

The Maya had a class society. As in other mesoamerican cultures, an individual's daily life depended on their social class. There were slaves, peasants, artisans & merchants, nobility, priests, and leaders. There were also warriors. The highest class was made up of the nobility. Aside from the king, nobles included priests, scribes, government officials, and elite warriors. The middle class was made up of the craftsmen, traders, weavers, potters, and other warriors. At the bottom of the social order were farmers, other workers, and slaves.

Vocabulary

Calendar, society, Warrior, Priest, Maize God, Gods, Maize, crops, trade, Farming, Agriculture, Terrain, Temple, Monument, Chichen Itza, Tikal, Palenque, Kings and Queens, significant

Misconceptions

The Maya era was short
The Maya lived at the same time as the Ancient Egyptians
The Maya people built pyramids

Prior Knowledge

Ancient Greek Unit in LKS2
Know when this era happened, understanding of how people lived and their lifestyle, transport , olympic games
The Ancient Egyptians LKS2
Hieroglyphs, pyramidsm significant people, Gods and Goddesses, Egyptian homes, River Nile, canals
Current Year 6 – Invaders and Settlers
Significant people, invaders, settlers, land use
Year 5 and Year 6 – Prehistoric Britain
Impact on the wider world, Gods, religions, society, homes
Previous skills taught of chronology, questioning, use of evidence sources and exploring significant people

Future Learning

Year 5 - Invaders and Settlers
Significant people, invaders, settlers, land use

Possible Activities/Evidence

Create a timeline to show the key eras looked at so far – The Great Fire, WW2, when we were born and what date we are today, The Victorians, The Greeks, The Stone age, Romans, Vikings, Celts, Anglo Saxons and also The Egyptians. Clear understanding about the difference between the different eras, the amount of time between The Mayans and other eras, understanding the order of events, the time between one era and another and how long specific eras lasted for. Look at eras which overlap in time. Some eras will cover the timeline over the same dates.
Research and recap key information about the different eras and summarise the key points to remember.
http://www.timemaps.com/history/world-1500bc
Print and cut out the number cards 0-20. Spread them out on the tables with no clues to indicate that they are Maya numbers. Invite the chn to sit at their tables and immediately challenge them to look at the cards and think about them. Ask them to talk to each other about what they think they might be. Challenge them to try and put them in order. After a while, tell them that it is the Maya way of counting. Ask the class if anyone has worked out what the different symbols mean and after a while, tell them that the oval shape (or shell) is a zero, the dot (or pebble) is a 1 and the line (or stick) is a 5.
Look at images of the number system and compare the Hieroglyphs. Discuss similarities. Consider questions to ask and answer. Use images, videos and texts to explore aspects of Mayan life. Ask and answer questions. Create job descriptions or take on the roles and use the green screen to present themselves in the role given. Set the children the challenge of building a model of a Mayan home/Chichen Itza alongside the pyramids from Egypt. Which features would they include? How do they compare?
Create detailed pictures and diagrams with labels and captions. Create a detailed description to be used in a Mayan travel brochure or estate agent advertisement.
Look at images of cities and infer from what we and see. Look at the structure and form of the city and discuss why certain features may be where they are. Look for more prominent buildings and consider where they are placed. Compare other cities from other eras. Research using texts or the Internet to find out more. Compare sources of evidence and discuss the reliability of specific texts.