



**Exceed Learning Partnership**

• EVERY CHILD • EVERY CHANCE • EVERY DAY •

# Scheme of Learning for Geography and History



**Sheep Dip Lane  
Academy**



## Programme of Study

<b>Phase</b>	LKS2 Year 3 and 4
<b>Strand</b>	<b>Identity &amp; Social Justice</b>
<b>Leader</b>	F Parish Principal/History N Pounder/ Geography



## Sheep Dip Lane Academy

KS2 Cycle A

Year 3 and 4

How has my local community  
changed?

(Unit on Stone Age-Iron Age)

## HISTORY

<b>Main Strand/Concepts</b>	<b>Identity, diversity and social justice - (mining, Yorkshire Main Colliery, significant, dangerous, conditions, changes, employment)</b> Children will: understand the periods from Stone Age to Iron Age to begin to build knowledge about changes in settlement/community over time. They will understand how coal is formed and the history of mining including a focus on Dunscroft as a mining village.					
<b>Prior Learning Links</b>	By the time the pupils at Sheep Dip leave Key Stage 1, they will have built on their prior learning in EYFS of who they are as individuals and their family. They will have a secure understanding of their identity within the local area, through exploration of where they live. Pupils should have: <ul style="list-style-type: none"> <li>• <i>An understanding of the history of communication and how and why this has change.</i></li> <li>• <i>An understanding of the history of transport and how this has developed over the years.</i></li> </ul>					
<b>Main enquiry question/s</b>	<b>When were the Stone Age, Bronze Age and Iron Age periods and how did they differ?</b> <b>How has my local area contributed to change nationally?</b> <b>How has my local community changed?</b>					
<b>Programme of Study NC Requirements</b>	<p style="text-align: center;"><u><b>National Curriculum</b></u></p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• Stone Age to Iron Age</li> <li>• a local history study</li> </ul>					
	<b>Disciplinary Knowledge – Thinking like an historian</b>					
<b>Historical Enquiry</b>	<b>Stone Age</b>		<b>Bronze Age</b>		<b>Iron Age</b>	
	What were the 3 ages during the Stone Age period? What were Palaeolithic times like? How do we know?	What were Mesolithic times like? How do we know? What were Neolithic times like? How do we know?	What was the Bronze Age? What was it like and how do we know?	How was the Bronze Age different to the Stone Age?	When was the Iron Age? What was it like? How do we know?	What changes do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age?



## BIG IDEAS/CONCEPTS

Share the big ideas that you will be studying.



SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN					
Historical enquiry					
Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance
<p>What is the name of the oldest Stone Age?</p> <p>What does Mesolithic mean?</p> <p>How does the Neolithic period connect to Palaeolithic and Mesolithic times?</p> <p>What is the order of the Stone Age? What words help us explain that?</p> <p>Name the periods of time from the beginning of the Stone Age to the end of prehistory in Britain.</p>	<p>What technology helped people make changes in the Stone Age?</p> <p>Why did people of the Stone Age stop using temporary homes?</p> <p>What was the consequence of domesticating animals?</p> <p>Why do historians use the terms Stone Age, Bronze Age and Iron Age to describe those periods of time?</p>	<p>How did the way of life in prehistoric Britain change because of technology?</p> <p>How did migration influence the technology used in the Stone, Bronze and Iron Ages?</p> <p>How did burials change?</p> <p>Why was bronze more desirable than stone?</p> <p>Why was iron more desirable than bronze?</p>	<p>What were the big differences between the Stone Age and the Bronze Age?</p> <p>What were the big differences between the Bronze Age and the Iron Age?</p> <p>What was similar between the Neolithic times and the Bronze and Iron Age?</p> <p>Were the ways people buried their dead similar or different?</p> <p>How were monuments used in the Stone Age? Was this the same in the Bronze and Iron Age?</p>	<p>What artefacts and monuments tell us about the Stone Age?</p> <p>Were there any settlements found to tell us about the Stone Age?</p> <p>What artefacts, burials and settlements tell us about the Bronze Age?</p> <p>What artefacts, burials and settlements tell us about the Iron Age?</p>	<p>Some people say that Stone Age humans were not clever or intelligent. Do you agree or disagree? Why?</p> <p>What part did the migration of people play in advancing technology in the Stone, Bronze and Iron Ages?</p> <p>What was the significance of discovering how to make bronze and iron tools?</p> <p>Why is Stonehenge significant?</p>



Learning Objective		
<b>1<sup>st</sup> Concept</b> <b>What were the 3 time periods during the Stone Age?</b>	<b>Pre-Learning Expectations</b> Pupils to undergo some research into the Stone Age, Bronze Age and Iron Age using given images, they should have a copy of the school timeline to see where these periods fit against periods already studied in KS1: Anglo Saxon and Norman Invasion, Victorian times.	
Subject Specific Vocabulary	Substantive Knowledge/Core Knowledge - What do we want the children to know?	Disciplinary Knowledge Suggested learning activities – What key experiences? (Highlighted key disciplinary knowledge to be developed with pupils)
<p><b>Tier 2</b> Ancient Community Dense Extinct Prehistory roaming</p> <p><b>Tier 3</b> Domesticated Arid Gatherer Nomad Reared Submerged</p> <p>Palaeo (ancient) + lithic (stone) people arrived in Britain about 1 million years ago</p> <p>Meso (middle) + lithic (stone) About 10, 500 BC</p> <p>Neolithic Neo (new) + lithic (stone) 4,000 BC</p>	<p><b>-Know that when we talk about history we are usually referring to the period during which we have written records of what happened; the period before this is called prehistory</b></p> <p><b>-Know that human prehistory is commonly divided into three periods: the Stone Age, the Bronze Age and the Iron Age</b></p> <p><b>-To know when and how long each period was and in what order: Stone Age, Iron Age, Bronze Age.</b></p> <p><b>-Know the Stone Age is split into three parts: The Palaeolithic (old stone age) The Mesolithic era (middle stone age) The Neolithic era (new stone age)</b></p> <p><b>-To know the Palaeolithic period- old stone age- Nomads in the Ice Age- 800,000 BC</b></p> <p><b>-To know in the Mesolithic period- middle stone age- Hunter Gatherers About 10, 500 BC</b></p> <p><b>-To know the Neolithic period- new stone age- Start of Farming about 400,000 BC-Stone Age homes found at Skara Brae.</b></p> <p><b>Teacher additional knowledge:</b>  <b>Videos to support teacher knowledge to watch before beginning this unit of learning:</b>  <a href="https://vimeo.com/856761585/68a0eabb5c?share=copy">https://vimeo.com/856761585/68a0eabb5c?share=copy</a>  <b>bronze age to iron age</b>  <a href="https://vimeo.com/856761928/d0a792bca9?share=copy">https://vimeo.com/856761928/d0a792bca9?share=copy</a></p> <ul style="list-style-type: none"> <li>Accurately use dates and terms to describe historical events</li> </ul>	<p><b>Connect:</b> Share images of artefacts and paintings/ artist images of the stone age- iron age with the pupils. Explore their knowledge and understanding of this period of time in history and if any pupils know the three main commonly use terms that divide this period. Connect and share the 3 big ideas for this unit - knowledge, community and power.</p> <p><b>Explain:</b>            Tell children that historical events and periods of time in the past can be show on a timeline to help us understand the order. Recap on the past and introduce the terminology BC – (meaning before Christ and BCE before common era) and AD meaning anno domini (CE common era) historians use this term to record events that are believed to have happened after the year Christ was born. Remind children that we don't record a year 0 that is a common misconception or error sometime made.</p> <p><b>Model:</b> Explain there were 3 significant periods during the Stone Age. Use My turn, our turn, your turn to model the period names and show on a large class timeline when these periods were – draw this onto a class pre-drawn time line using this knowledge not as a prompt:</p> <p>What were the three ages of the Stone Age?</p> <div data-bbox="1310 1157 1825 1396"> <p>Palaeolithic ancient or old stone <b>Old Stone Age</b> Nomads in the Ice Age about 800,000 BC</p> <p>Mesolithic middle stone <b>Middle Stone Age</b> Hunter-gatherers About 10,500 BC</p> <p>Neolithic new stone <b>New Stone Age</b> Start of farming about 4,000 BC Stone Age homes found at Skara Brae</p> <p>BC = before Christ (BCE = before common era) AD = anno domini (CE = common era) BC written after the year AD written before the year</p> </div>





- Know and describe in some detail the main changes to an aspect in a period of history being studied
- Recognise when they are using primary and secondary sources of information to investigate the past
- Use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites

✗ Not true	Teach this ✓
Prehistoric people were not intelligent.	The evidence of innovation and survival skills that people living in prehistoric times had tells us they were skilful, knowledgeable and creative.
The Stone Age was one long period of time.	The Stone Age is subdivided into three distinct periods of time: Palaeolithic, Mesolithic and Neolithic.
All people in the Stone Age lived in caves.	Some prehistoric people may have dwelled in caves. Many, however, were nomadic and followed their food. They had temporary homes, such as shelters or tipis.
Prehistoric people just stayed in Britain.	Many prehistoric people migrated from Europe to Britain. Trade, places and natural resources gave people the impetus to travel and settle. The Beaker people migrated from Europe and settled in Britain.
Woolly Mammoths only lived in the Arctic.	For most of the Stone Age, Britain was consumed by an Ice Age. Woolly Mammoths and Woolly Rhinoceros were just a few of the animals that roamed Britain during these freezing times.
The Stone, Bronze and Iron Age describe the types of people who lived then.	The Stone Age, Bronze Age and Iron Age describe the types of technology people used.
Stone and Bronze tools were instantly given up once the Iron Age began.	It took a lot of effort and resources to make metal tools. Stone tools were used in the Bronze Age and bronze tools were also used in the Iron Age.

Model using some images where the children would place these on the timeline e.g. an image of a hunter gatherer and Queen Elizabeth II's coronation, on tables have images for different events pupils know from prior learning, Great fire of London, Ice age prehistoric animals mammoth, Norman conquest, Grace darling. Get children to sort the image on their tables onto 2 criteria BC and AD. Ask them to explain their classification.

Model with the children how to sort the 3 time periods onto the timeline, reinforce they are all BC. Discuss how you count back and the earlier date (largest BC number is first). Place the period notes onto the timeline, highlight how the periods get closer towards 1BC.

**Attempt**– Children to work in pairs to recreate the timeline – The timeline has been cut up for them to create on the table. From the BBC website, can the children add any facts to their timeline? Can they include how long each time period lasted for? Children can use post it's to record the period dates.

**Apply:** Y3: Children (on a piece of A3 paper will create a simple timeline showcasing the five aforementioned periods. **Adapt** if required to do this practically for some pupils and take images to then add into their bookwork. Use wordwall if needed to click and drag the period and the child be videoed to recall a summary about each period.

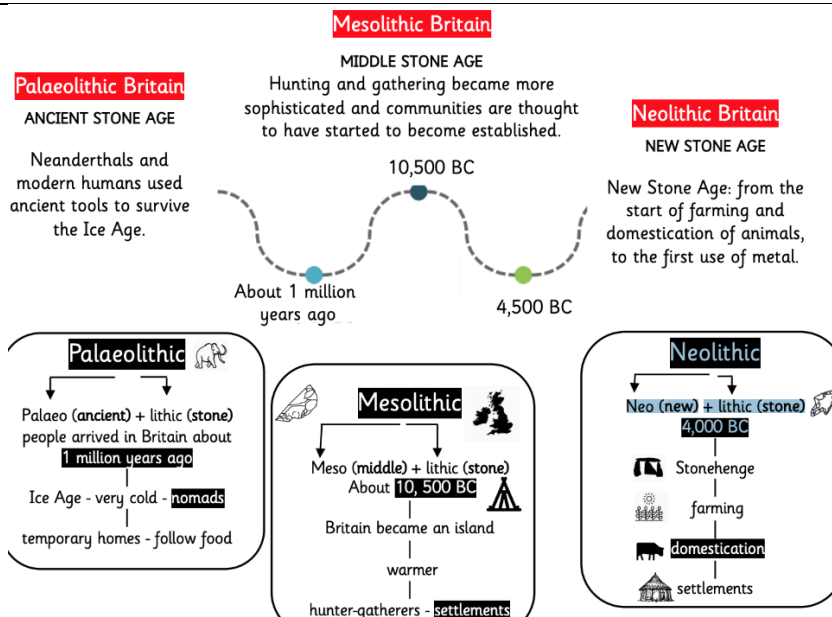
Y4: Use a ruler to scale their timeline accurately on a A3 squared paper, pupils to use 1cm squared paper to support them. Children record the 3 periods with 1 BC and 1 AD as 5 points on the timeline. Chn write a short summary paragraph about each period. Adapt if needed to provide a drawn timeline split into the 3 periods, can the children recall the names and order these correctly recording the period dates. **Adapt:**(Give example summary statements about each period for the children to get ideas).

**Literacy link:**

**Connect:** Pupils quickly record the names using washing line prompts for spelling of the 3 significant periods across the Stone Age. Pupils record onto 3 hexagons. Extend if they can recall the dates for the periods.

**Explain:** Pupils read an extract from a given text together, they begin to build their knowledge of the Palaeolithic period. (What have you found out? How would you summarise this period in time for other children to help their knowledge in history?

Show the children the Activity 1 on the BBC website – it opens up each era and provides them with more detail. Additional visual of the timeline also available. Using images and video that Paleolithic period was hard, it was an ice age and very cold and extreme. People were Nomadic (that means people didn't settle, they travelled around constantly in small groups/communities known as bands



## Knowledge note lesson 1

of people. This was because they were constantly on the hunt for food, that is why they are often called 'hunter gatherers'. They mainly ate meat, deer, mammoth. As the climate began to warm more vegetation grew so historians now know they began to eat seeds e.g. from berries. Paleolithic period findings tell us about hunting and gathering, artefacts found are spears/axes/knives, tools made from animal bone and stone. They would be used for hunting animals and fish.

**Model:** Using the map show how Britain was connected to Europe at this time by an area of icy land mass called Doggerland. Share a modelled example of how to create an information report on the Paleolithic period.

**Attempt:** Children attempt their plan, 3 sections about the Paleolithic period, the headings they will use: display the modelled example – tools, map of Doggerland, food, Nomads.

**Apply:** Pupils create a 2page spread for an information report on the Paleolithic period. They use headings and facts learnt from secondary source materials and images of primary sources/ artefacts found through archaeological digs.

Challenge: True or false (reasoning) Pupils use a piece of given secondary source material to respond to the following statement: **Neanderthal people throughout all three time periods from Stone Age to Iron Age and became the humans we are today.**

Simple Video to introduce prehistoric period as a concept overview and initial timings to reference on the timeline-

<https://www.bbc.co.uk/bitesize/articles/zfq9bqt>

Knowledge note:



1. What were the three ages of the Stone Age?

It is called the **Stone Age** because people used stones as their tools at that time

**Palaeolithic**

ancient or old

stone

**Old Stone Age**



Nomads in the Ice Age  
about 800,000 BC

**Mesolithic**

middle

stone

**Middle Stone Age**



Hunter gatherers  
About 10,500 BC

**Neolithic**

new

stone

**New Stone Age**

Start of farming  
about 4,000 BC

Stone Age homes found at **Skara Brae**

2. What were **Palaeolithic** times like? How do we know?

**Palaeolithic**

ancient or  
old

stone

**harsh conditions**

world was emerging  
from an ice age



**palaeolithic times**



simple stone, bone  
and antler tools



**nomad**

*Ancient Greek* for roaming,  
wandering or roving



**nomadic lifestyle**

small bands of about 25  
people would hunt and gather  
food



**people hunted**

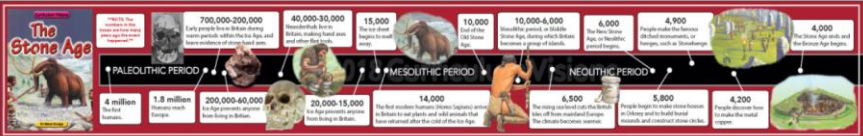
woolly mammoths,  
woolly rhinoceroses,  
deer and hare

Archaeologists think people  
lived in Britain and on  
**Doggerland**  
(land bridge that connected  
Britain to Europe)







<p><b>Assessment questions</b></p>	<p><b>What were the first type of humans living on this planet called? How do historians know about this? What evidence has been found to show human forms existed on the Earth during Palaeolithic times?</b></p> <p>What was the name of the earliest Stone Age?</p> <p>What does BC or BCE mean?</p> <p>What does AD or CE mean?</p>	<p><b>Resources:</b></p> <p>Example timeline to support pupils:</p>  <p>Pages to support reading activity for research curriculum vision free registration</p> <p><a href="https://www.historicenvironment.scot/visit-a-place/places/skara-brae/">https://www.historicenvironment.scot/visit-a-place/places/skara-brae/</a></p> <p><a href="http://www.starcarr.com/">http://www.starcarr.com/</a></p> <p>Star carr animation video for pupils:</p> <p><a href="https://vimeo.com/66913559">https://vimeo.com/66913559</a></p> <p>The cheddar man – reconstruction:</p> <p><a href="https://www.nhm.ac.uk/discover/cheddar-man-mesolithic-britain-blue-eyed-boy.html">https://www.nhm.ac.uk/discover/cheddar-man-mesolithic-britain-blue-eyed-boy.html</a></p>
<p><b>Learning Objective</b></p>		
<p><b>2<sup>nd</sup> Concept</b></p> <p>What were Neolithic times like? How do we know?</p>	<p><b>Pre-Learning Expectations</b></p> <p>To know what the Palaeolithic period was like</p> <p>To know what the Mesolithic period was like</p> <p>To know that the Stone Age is split into 3 parts</p> <p>Pupils to undergo key differences in 3 periods: stone age (paleolithic period, Mesolithic and Neolithic. See connect session.</p>	
<p><b>Subject Specific Vocabulary</b></p>	<p><b>Substantive Knowledge/Core Knowledge - What do we want the children to know?</b></p>	<p><b>Disciplinary Knowledge</b></p> <p><b>Suggested learning activities – What key experiences?</b></p> <p><b>(Highlighted key disciplinary knowledge to be developed with pupils)</b></p>
<p><b>Tier 2</b></p> <p>Artefacts</p> <p><b>Tier 3</b></p> <p>Domestication</p> <p>Stonehenge</p> <p>Skara Brae</p>	<ul style="list-style-type: none"> <li>To know Neolithic means new stone age</li> <li>To know the Neolithic period was around 4,000BC-2,500BC</li> <li>To know that during this period farming and domestication of animals happened (animals like sheep and cattle were reared)</li> <li>To know land was cleared-crops grown and small communities grew</li> <li>Stopped being nomads and lifestyle became sedentary- they didn't have to travel to find food again</li> <li>To know that Neolithic settlements were found near fertile land</li> </ul>	<p><b>Connect</b></p> <p>Share with pupils using images key facts about the Paleolithic and Mesolithic periods:</p> <p><b>Fact 1 -Palaeolithic</b> times the first stone tools were made from simple stone, bone, flint and antlers</p> <p><b>Fact 2-</b> arrow heads, knives, harpoons, needles were also made.</p>



Neolithic Neo (new) +  
lithic (stone) 4,000 BC  
-2500 BC

- To know stone tools during this period were much more elaborate made my friction polishing rather than hitting stones together.
- To know dead people were now buried in tombs called long barrows.

**Additional teacher knowledge:**

- To know the early features of **Stonehenge** started around 3,000 BC- thought to be a burial and worship site
- To know **Skara Brae** in Scotland tells us about Neolithic life
- To know over 5,000 year old houses had basic furniture
- To know **artefacts** discovered from this time include: tools, game dice, jewellery
- To know Neolithic people invented the **plough** and **sickle** which they used for harvesting their crops.
- To know the **handmill (or 'quern')** was used to grind grains.
- To know the wheel was invented during the Neolithic period
- To know the loom was invented- which helped them weave clothes, tapestries and helped them make the first sails and navigate the seas.
- To know Neolithic people discovered pottery and making ceramics
- To know villages were getting bigger and people were starting to use metals at the end of the period.

**Disciplinary Knowledge**

- Explain that there are different types of evidence and sources that can be used to help represent the past
- Use a variety of sources to collect information about the past
- Suggest sources of evidence from a selection to help answer questions and say how they can be used to find out about the past

<https://www.youtube.com/watch?v=WBrkYxf4798>

Fact 3- People were called **nomads**- (from the Ancient Greek-roaming, wandering or roving)- they would move from location to location looking to hunt, fish and gather food

Fact 4 people lived in tribes of 20-30 people, who would hunt and gather food together and Nomads lived in tribes in dwelling huts or caves

Fact 5 - People hunted- **woolly mammoths, deer, hare, bison, woolly rhinoceros**

Fact 6 -**archaeologists**, think people lived in Britain and on **Doggerland** (land bridge that connected Britain to Europe.)

Share on a map refer back to lesson 1 knowledge note.

Fact 7 - fire was discovered during Palaeolithic times so food began to be cooked.

Fact 8- early art was created in the form of Cave Paintings and this tell us about what life was like

**Pupils to use the quick quiz to recap on each of the 3 main periods from Stone age to Iron Age.**

**Explain** Use the PowerPoint presentation/YouTube clip to support pupil knowledge about the 3 periods within the stone age.

Use **BBC Bitesize Links** to explore with pupils 2 sites linked to this period in Britain: Stonehenge and Skara Brae both sites have helped historians find out about this period from the past.

**Example** -Children to study images and notes on Stonehenge and Skara Brae, including maps and images of inside a Neolithic circular home on the Orkney islands and how it looked when at full size. Pupils look at images of the artefacts discovered at each and click to read a summary of what historians believe each site can tell us about Neolithic life.

<https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z33487h>

**Attempt** Organising artefacts from different time periods into Palaeolithic, Mesolithic and Neolithic (in a table, in books) adapt and use Wordwall to sort for some pupils. Print QR link for child's learning.

**Apply** Compare/contrast the Neolithic period to the other time periods we have studied to date in a table.

**Challenge**

How has the Neolithic period influenced life as it is today and what examples do we have of this?



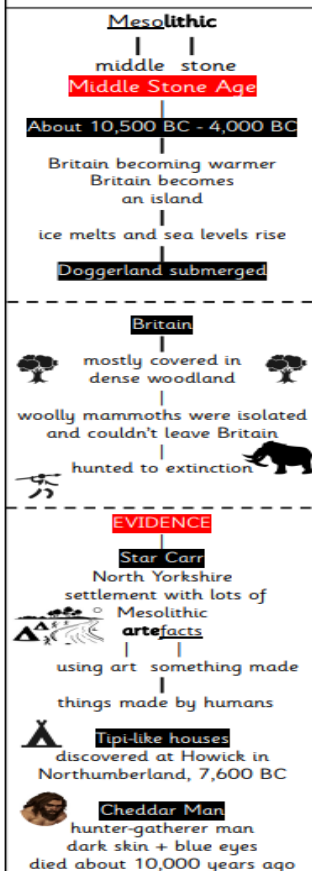
## Assessment questions

When was the Neolithic period?

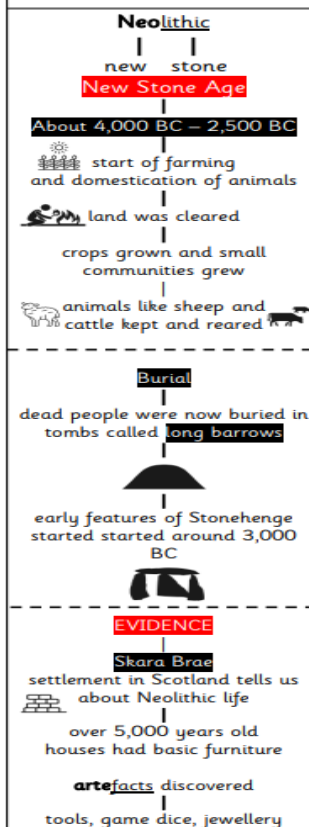
What was different in the Neolithic period to other times in the Stone Age?

How did people bury the dead in Neolithic times?

3. What were **Mesolithic** times like? How do we know?



4. What were **Neolithic** times like? How do we know?



Resources:

CUSP quiz to adapt connect back:

<https://www.unity-curriculum.co.uk/wp-content/uploads/2020/07/CUSP-Quiz-Stone-Age.pdf>

PPT <https://www.youtube.com/watch?v=WBkYxf4798>

Stone henge resources

<https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/zg8q2hv>

Skara brae resources

<https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z2ym6g8>

**Example task link showing Orkney circular Neolithic home and artefacts found at the sites, click to read summaries.**

<https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z33487h>

**Neolithic artefacts**



Mesolithic artefact images:



Hunting fishing, settlements near lakes and rivers.

Paleolithic images

[https://www.researchgate.net/figure/Palaeolithic-artefacts-from-Main-Chamber-East-Chamber-and-South-Chamber-a-Upper\\_fig8\\_330745649](https://www.researchgate.net/figure/Palaeolithic-artefacts-from-Main-Chamber-East-Chamber-and-South-Chamber-a-Upper_fig8_330745649)



d, Early Middle Palaeolithic assemblage. 1, core; 2 and 4, scrapers; 3, denticulate tool.

**Learning Objective**

**3<sup>rd</sup> Concept**

**Pre-Learning Expectations**

To know the three periods of the Stone Age and the significant developments during this period

To know how settlements, tools, travel and food habits had changed during the 3 periods of the Stone Age



<p><b>When was the Bronze Age?</b>  <b>What was the Bronze Age like and how do we know?</b></p>		
<p><b>Subject Specific Vocabulary</b></p>	<p><b>Substantive Knowledge/Core Knowledge - What do we want the children to know?</b></p>	<p><b>Disciplinary Knowledge</b>  <b>Suggested learning activities – What key experiences? (Highlighted key disciplinary knowledge to be developed with pupils)</b></p>
<p><b>Tier 2</b>  Bronze Age  Smelting  Amesbury Archer  Cushion Stone</p> <p><b>Tier 3</b>  Copper ore  Tin ore  Sedimentary rock  Igneous rock</p>	<ul style="list-style-type: none"> <li>To know the Bronze Age Britain about 2,300 BC – 800 BC</li> <li>To know the Bronze Age brought a new technology-bronze- created from smelting copper and tin.</li> <li>To know people migrated from mainland Europe</li> <li>To know making bronze is a combination of copper ore found in sedimentary or igneous rock and tin ore from igneous rock</li> <li>To know tin was only mined in Cornwall – so people must have travelled and communicated</li> <li>To know the smelted metals were mixed and poured into a mould to cast the bronze</li> <li>To know that bronze was used to make strong tools, weapons and jewellery</li> <li>To know bronze was brittle and could shatter it was not easily mended</li> </ul> <p><b>Teacher additional knowledge:</b> Evidence of this period -how we know:</p> <ul style="list-style-type: none"> <li>To know the Amesbury Archer was buried with over 100 artefacts such as Beaker pots, arrowheads, boar tusks, copper knives, jewellery and a cushion stone</li> <li>To know a cushion stone was used by metal workers like an anvil</li> <li>To know people began to weave their own clothes rather than wearing animal skins</li> <li>Bronze Age people were shaping their environment to meet their needs- large forest areas were cleared- people were building their own homes-rearing animals</li> </ul>	<p><b>Connect</b> What is bronze? Where have you seen it before?</p> <p><b>Explain</b> Children to be introduced to the bronze age through PowerPoint/YouTube clips/images. It is important that they understand that the Bronze Age represented a technological leap forward that would enhance the lives of prehistoric communities, including creating a range of new roles within them.</p> <p><b>Example</b> The Amesbury Archer, who was discovered with over 100 artefacts. Plus, pictures of artefacts excavated alongside the archer and artists’ renditions of new roles, e.g. smelting, weaving, etc.</p> <p><b>Attempt</b> Verbally discuss the significance of the artefacts – why was bronze so revolutionary? How did it change/improve their way of life?</p> <p><b>Apply</b> Children produce a leaflet on the Bronze Age, giving details on the new technologies and roles available at the time. They should use persuasive language to explain how bronze was enhancing the lives of people alive in this time. Pupils to use images given to help summarise their knowledge.</p> <p><b>Challenge</b> Explicit question: How did bronze enhance/improve the lives of people living in the bronze age? What new roles did it create within a community?</p>
<p><b>Assessment questions:</b></p>	<p>When was the Bronze Age?  Why did people want to make things from Bronze?  Which burial tells us about the Bronze Age?  What monuments tell us more about the Bronze Age in Britain?</p>	<p><b>Resources</b>  Amesbury Archer BBC resource  <a href="https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z874kqt">https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z874kqt</a></p>





5. When was the Bronze Age? What was the Bronze Age like? How do we know?

Bronze Age Britain

about 2,300 BC – 800 BC

people brought a new technology

people migrated from mainland Europe



making bronze  
copper ore

found in sedimentary or igneous rock

tin ore

igneous rock

tin was only mined in Cornwall – people must have travelled and communicated

mixed and poured into a mould

cast the bronze



using bronze

makes strong tools, weapons and jewellery



brittle and could shatter

not easily mended

EVIDENCE

Amesbury Archer

buried with over 100 artefacts

Beaker pots, arrowheads, boar tusks, copper knives, jewellery and a cushion stone



cushion stone used by metal workers like an anvil

## Activity 1: The Amesbury Archer

What can you learn about the Amesbury Archer from his grave?



[https://www.youtube.com/watch?v=jLsWmAR0m\\_E](https://www.youtube.com/watch?v=jLsWmAR0m_E)

<https://www.youtube.com/watch?v=aiiKBpJ0eoM>

Learning Objective

4<sup>th</sup> Concept  
When was the Iron Age?

Pre-Learning Expectations

To have an understanding of the Stone Age and the Bronze Age periods and significant aspects of each period





<p>What was the Iron Age like? How do we know?</p>	
Subject Specific Vocabulary	<p>Substantive Knowledge/Core Knowledge - What do we want the children to know?</p> <p>Disciplinary Knowledge</p> <p>Suggested learning activities – What key experiences?</p> <p>(Highlighted key disciplinary knowledge to be developed with pupils)</p>
<p>As above</p>	<ul style="list-style-type: none"> <li>• To know Iron Age Britain people are now called Celts this period was from 800 BC –43 AD and is known for new technology that arrived-iron</li> <li>• To know iron was used alongside bronze during this period and this was much stronger than bronze (it could also easily be mended).</li> <li>• To know iron was made when iron ore (sedimentary rock) was heated up with charcoal to remove impurities</li> <li>• To know people migrated from north and west Europe to Britain and there were larger more powerful tribes with kings and queens</li> <li>• To know Britain had many small kingdoms with warring tribes</li> <li>• To know territory was defined and hillforts were built e.g. Maiden Castle in Dorset</li> <li>• To know priests were called druids who were very powerful and sacrifices were made to worship spirits.</li> <li>• To know what life was like: farming, crafts, warriors, currency during the Iron Age</li> <li>• To know that stone circles and burials no longer happened during this time</li> </ul> <p><u>Additional teacher knowledge:</u></p> <ul style="list-style-type: none"> <li>• To know what Lindow Man can tell us about the Iron Age</li> <li>• To know what Maiden Castle Hillfort can tell us about the period</li> </ul> <p><b>Connect</b> Discuss: what advancements did the bronze age introduce to the lives of people living in prehistoric Britain?</p> <p><b>Explain</b> Children to be introduced to the iron age through PowerPoint/YouTube clips/images. It is important that they understand that iron was used alongside bronze, and that this era didn't necessarily mean the end of using bronze. They should also be introduced to the term 'Celts', which Iron-Age Britons became known as.</p> <p><b>Example/Attempt</b> Children to use iPads/chromebooks to explore the interactive images on BBC Bitesize for themselves, which give examples of tools and the way that they were used.</p> <p><b>Apply</b> Children to produce a mind map all about the Iron Age –they will be using this and their earlier Bronze age leaflet to summarise the main comparisons of the two ages for their 'Challenge' task.</p> <p><b>Challenge</b></p> <p>What are three of the biggest changes between the bronze age and iron age?</p> <p>What are the things that have changed the least?</p>



## Assessment Questions

7. When was the Iron Age?  
What was the Iron Age like?  
How do we know?

Iron Age Britain  
People now called Celts  
**about 800 BC – AD 43**  
new technology arrived  
people **migrated** from  
northern and western Europe



### making iron

iron ore (sedimentary rock)  
heated up with charcoal to  
remove impurities  
(made it weaker)  
hammer and shape  
the hot metal

### using iron

made very strong tools and  
weapons  
more **durable** than bronze  
easily mended by  
heating and hammering

### EVIDENCE

many small kingdoms  
Lindow Man  
**Maiden Castle**  
hillfort - built to defend people  
from attacking tribes  
traded with other  
countries  
used coins as currency

When was the Iron Age?

How do historians think iron working  
started in Britain?

Celts were...

Name three sources of evidence that tell  
us about life in the Iron Age

## Resources

BBC Bitesize Links:

Celts:

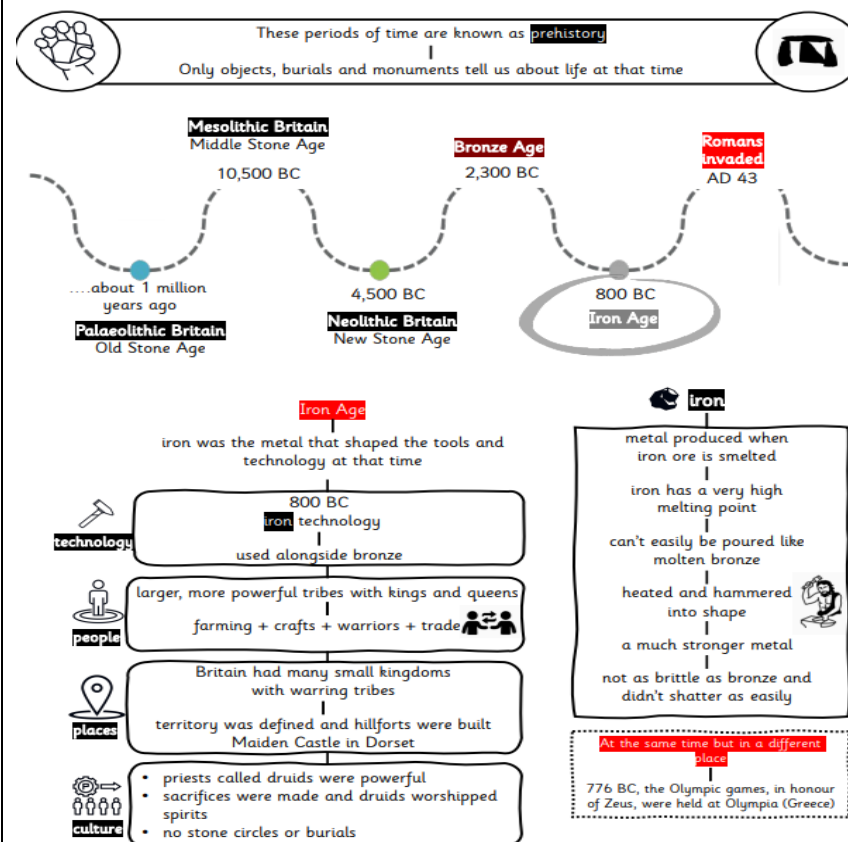
<https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/zqp2m39>

Life in Iron Age Britain:

<https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z8bkwmn>

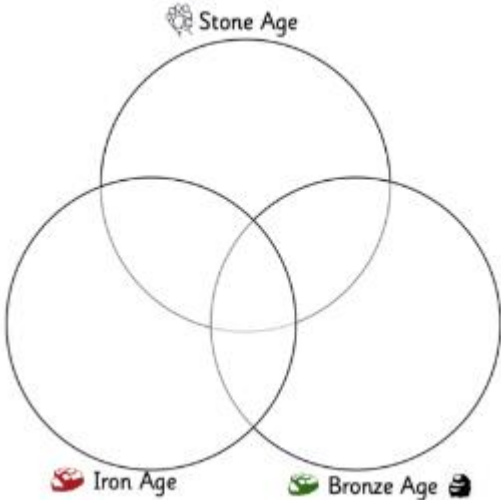
Iron Age society, food and craft:

<https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/zvhy3i6>

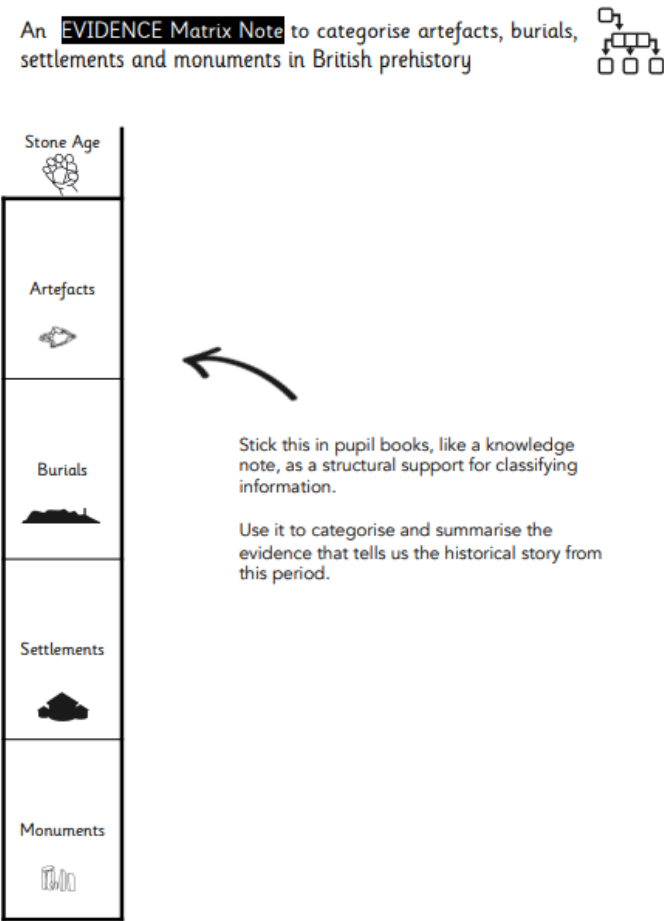



## Learning Objective



<p><b>5<sup>th</sup> Concept</b>  <b>What changes do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age?</b></p>	<p><b>Pre-Learning Expectations</b>          Children will know what the pre-historic period was          Children will know how through the work of archaeologists and cave paintings we know about the pre historic period          Children will understand the key changes and evolutions during the Stone Age, Bronze Age and Iron Age          Children will understand how to use a timeline and plot information on a timeline          Children will have learnt about monuments, burials and artefacts discovered from each period and what these tell us about prehistory.</p>	
<p><b>Subject Specific Vocabulary</b></p>	<p><b>Substantive Knowledge/Core Knowledge - What do we want the children to know?</b></p>	<p><b>Disciplinary Knowledge</b>  <b>Suggested learning activities – What key experiences?</b>  <b>(Highlighted key disciplinary knowledge to be developed with pupils)</b></p>
<p><b>Artefacts</b>  <b>Monuments</b>  <b>Burials</b>    <b>Lindow Man</b>  <b>Wayland's Smithy</b>  <b>Stone</b></p>	<p><b>Recap on key knowledge linked to unit</b>          Categorise:          artefacts          Burials          monuments            for each of the periods of prehistory Stone Age- Bronze Age- Iron Age            Use the matrix to categorise and summarise your knowledge   What was similar? What was different?</p> 	<p><b>Connect</b> Discuss Stonehenge/Cheddar Man/Amesbury Archer. What do the three have in common? How have they helped us to better understand the past?  <b>Explain</b> Briefly revisit each of the above, including Skara Brae and explain that each represent burial sites in which many archaeological discovery have been made. By studying these burials/monuments and unearthing artefacts, we can learn a lot about the lives and times of prehistoric Britons.  <b>Example</b> Share an example of a completed matrix and/or Venn diagram  <b>Attempt</b> Children to complete a Venn Diagram, organising/sorting facts and findings from each of the three eras they have studied: Stone Age, Bronze Age, Iron Age  <b>Apply</b> Children to produce a tabled summary of the findings of each age, divided into four categories: artefacts, burials, settlements and monuments. This should result in a concise summary of the most significant facts and findings from each age, in which the children can reflect on their learning over the half term.  <b>Challenge</b>          Explore link below and artefacts from the periods studied found in Doncaster's locality:</p>



	<p>An <b>EVIDENCE Matrix Note</b> to categorise artefacts, burials, settlements and monuments in British prehistory</p>  <p>Stick this in pupil books, like a knowledge note, as a structural support for classifying information.</p> <p>Use it to categorise and summarise the evidence that tells us the historical story from this period.</p>	<p><b>Reconstructed Storage Jar</b> Late Iron Age, 150 BC-100 AD. From Pickburn, Doncaster</p>  <p>This is the only near-complete Iron Age vessel found in Doncaster to date. The pot, from Pickburn Leys, is one of the most important finds from Iron Age Doncaster, and arguably also from South Yorkshire.</p> <p>It has allowed archaeologists to see the form and manufacture of Iron Age pottery in the area and also disproves a long-held theory that this area was aceramic (without pottery) during the Iron Age.</p> <p>The pot is very similar in fabric and shape to those made in Lincolnshire, and so may be an import. However, it is equally likely that it was made locally, but copied the more established local potting traditions to the south-east.</p>
<p><b>Assessment questions</b></p>	<p><i>Can children explain clearly key points within each period?</i></p> <p><i>Can children compare and contrast between developments within each period and the benefits of these?</i></p> <p><i>Can children compare practices in modern tribes that still exist today?</i></p>	<p><b>Resources</b></p> <p>Pages 38-52 maps, artefact photographs, artist images for all source materials  <a href="https://www.unity-curriculum.co.uk/wp-content/uploads/2020/07/CUSP-History-Y3-Changes-from-Stone-Age-to-the-Iron-Age-2023.pdf">https://www.unity-curriculum.co.uk/wp-content/uploads/2020/07/CUSP-History-Y3-Changes-from-Stone-Age-to-the-Iron-Age-2023.pdf</a></p> <p><b>Doncaster heritage:</b>  <a href="https://www.heritagedoncaster.org.uk/collections/archaeology/iron-age-links">https://www.heritagedoncaster.org.uk/collections/archaeology/iron-age-links</a></p>



<p>1<sup>st</sup> Concept</p> <p>How is coal formed and extracted from underground?</p> <p>Why was coal important?</p>	<p><i>Mind map and discuss what pupils already know about coal, mining and mining in Duncroft.</i></p> <p>steon</p>	
<p>Subject Specific Vocabulary</p>	<p><b>Substantive Knowledge/Core Knowledge</b> - What do we want the children to know?</p>	<p><b>Disciplinary Knowledge</b></p> <p><b>Suggested learning activities – What key experiences?</b></p> <p><b>(Highlighted key disciplinary knowledge to be developed with pupils)</b></p>
<p>coal</p> <p>coal mining</p> <p>miner</p> <p>a long time ago</p> <p>past</p> <p>before</p> <p>after</p> <p>then</p> <p>now</p> <p>before I was born</p> <p>surface mining</p> <p>underground mining</p>	<p>-To know that coal is a black rock that formed from decayed plants that were trapped underground millions of years ago. It is made up of dead plants or animals from long, long ago that can be turned into energy.</p> <p>-To know that coal is used to create heat and if used to boil water can create steam to drive pistons in a steam engine.</p> <p>-To know that coal became an important resource as it was used to power factories and methods of transportation such as ships and trains.</p> <p>- To know that mining is used to get resources to generate power – coal, oil and gas – these are called fossil fuels. Most coal is used for electricity generation and steel-making, with its use for heating homes decreased because of pollution concerns.</p> <p>-To know that you can't make coal because it takes too long to form. The coal that is in the ground today started forming even before the dinosaurs started walking on Earth.</p> <p>-To know that mining is the process of digging things out of the ground. Any material that cannot be grown must be mined.</p> <p>-To know that people needed huge amounts of coal during 1900s.</p> <p>-To know that a mine is a place where deep holes and tunnels are dug under the ground to obtain a mineral such as coal, diamonds or gold.</p> <p>- To know that surface mining is done when the coal is near the surface. Coal miners remove the soil above the coal. The coal can then be removed without the coal miners having to go deep underground.</p> <p>-To know that underground mining is when the coal is farther underground, making it too expensive to remove soil. In this process, coal miners and all of the coal mining equipment are brought deep underground and coal is carried up out of the ground.</p> <p><u>Teacher Additional knowledge:</u></p>	<p><b>Connect:</b> Share a piece of coal with the pupils. Explore their knowledge and understanding of coal.</p> <p>Pass a piece of coal around the circle (What is it? What is it used for? Where does it come from? How do we get it?)</p> <p><b>Explain:</b></p> <p>-Coal is a black rock that formed from decayed plants that were trapped underground millions of years ago. It is made up of dead plants or animals from long, long ago that can be turned into energy.</p> <p>-You can't make coal because it takes too long to form. The coal that is in the ground today started forming even before the dinosaurs started walking on Earth. Millions of years ago, large plants grew in swamps. When the plants died, the dead parts went to the bottom of the swamp and got buried under layers of dirt and rock. As more things built up, so did heat and pressure which transformed the dead plants into coal.</p> <p>Discuss that coal was extracted through the process of mining. Discuss what mining is:</p> <p>-Mining is the process of digging things out of the ground. Any material that cannot be grown must be mined.</p> <p>-People needed huge amounts of coal during 1900s – power steam trains, power</p> <p>-A mine is a place where deep holes and tunnels are dug under the ground to obtain a mineral such as coal, diamonds or gold.</p> <p>- Surface mining is done when the coal is near the surface. Coal miners remove the soil above the coal. The coal can then be removed without the coal miners having to go deep underground.</p> <p>-Underground mining is when the coal is farther underground, making it too expensive to remove soil. In this process, coal miners and all of the coal mining equipment are brought deep underground and coal is carried up out of the ground.</p>

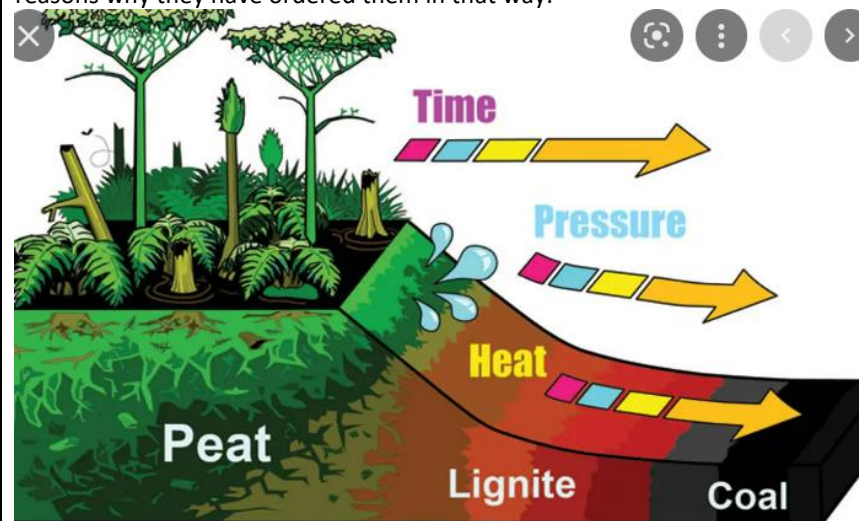


**-To also know that mining is used to get precious metals and gemstones – gold, silver, diamond, sapphire, ruby and emerald.**

Surface mining recovers more coal than underground methods, as more of the coal seams in the rock is visible. Most coal seams are too deep underground for surface mining and require underground mining. There was more coal mining in the north of the UK where there was more coal in the ground. Coal mining in the UK was the backbone of the economy and employed hundreds of thousands of people. From the early 19th Century until the 1980s, coal mining was a prominent industry in the UK. In 1981, the country was producing 128 million tonnes of coal a year.

**Model:** Share the process of how coal is formed with the children use images from the resources below.

**Attempt**– Children to sort and order them the correctly. Unpick and discuss the reasons why they have ordered them in that way.



**Apply:** Y3: Order how coal formed and label the diagram.

Y4: Order how coal is formed, draw their own diagram + label and explain each part of the process using key terminology.

**Challenge:**

Show pictures of surface mining and underground mining. Discuss what surface mining is and what underground mining is. Using the pictures, unpick and mind the following questions: What is the same about them? What is different? What are the pros and cons of each type?

Unpick and discuss the pupils thoughts on this. Pupils to write a thought bubble to explain their thinking on surface/underground mining.

Assessment questions

What is coal and coal mining?  
How was coal formed?  
What is a mine/miner?  
What is surface and underground mining?  
What can coal be used for/why was it important?

Resources

- Watch video of how coal is formed.

[https://www.youtube.com/watch?v=BQ\\_Ethb6\\_Wk](https://www.youtube.com/watch?v=BQ_Ethb6_Wk)

Coal mining

<https://www.nationalgeographic.org/encyclopedia/coal/>

**Learning Objective**


**Pre-Learning Expectations**

2nd Concept

Recap the different types of mining and how they are similar and different.





<p>What was life like for a child miner?</p> <p>Why were children more suited for jobs in the mines?</p>	<p>Recap how coal was formed and why we can't make it. Recall the ways that coal was/is used and why it was important.</p>	
Subject Specific Vocabulary	Substantive Knowledge/Core Knowledge - What do we want the children to know?	Disciplinary Knowledge Suggested learning activities – What key experiences? (Highlighted key disciplinary knowledge to be developed with pupils)
<p>coal</p> <p>coal mining</p> <p>child labour</p> <p>Victorians</p> <p>law</p> <p>underground</p> <p>trapper</p> <p>hurrier</p> <p>thruster</p> <p>getter</p>	<p>- To know that before a law was passed, it was common for whole families to work together underground to earn enough money for the family to live on.</p> <p>-To know that the Victorians saw child labour as a normal part of working life.</p> <p>- To know that the <i>trapper</i> was often the youngest member of the family working underground (as young as 6). Their job was simple: to open and close the wooden doors (trap doors) that allowed fresh air to flow through the mine.</p> <p>-To know that the older children and women were employed as <i>hurriers</i>, pulling and pushing tubs full of coal along roadways from the coal face to the pit-bottom. The younger children (as young as 4) worked in pairs, one as a hurrier, the other as a <i>thruster</i>, but the older children and women worked alone.</p> <p>-To know that <i>hurriers</i> would be harnessed to the tub, and thrusters would help hurriers by pushing the tubs of coal from behind with their hands and the tops of their heads.</p> <p>-To know that <i>getters</i> were the oldest and strongest members of the family, almost always grown men or strong youths. Their job was to work at the coal face cutting the coal from the seam with a pickaxe.</p> <p><b>Teacher Additional knowledge:</b> Most children started work underground when they were around 8 years old, but some were as young as 5. They would work the same hours as adults, sometimes longer, at jobs that paid far less.</p> <p>Tunnels were narrow and children could fit into the tightest spaces. Some estimates show that children were paid between 10-20% that of an adult. Therefore, the owners saved money by employing children. Children were generally more obedient than adults in terms of completing work.</p>	<p><b>Connect:</b> Recap what coal is and how it is formed – Children label a diagram in <a href="https://www.wordwall.net/resource/7271216">wordwall.net/resource/7271216</a></p>  <p>wordwall.</p> <p><b>Explain:</b> Discuss that when coal mines were developed in the early 1900's in England, families commonly worked together underground on the mines and this involved young children working on the mines. This was so that they could earn enough money to live on. During Victorian times when mining was very common it was normal for children to work and work similar hours to their parents/adults. Most being 8 years and older but some as young as 5.</p> <p>Explore the different roles and jobs the miners had underground. Share the key terms with the pupils – pupils to match the terms with the definitions/job role.</p> <p>-Trapper was often the youngest member of the family working underground (as young as 6). Their job was simple: to open and close the wooden doors (trap doors) that allowed fresh air to flow through the mine. They would usually sit in total darkness for up to 12 hours at a time, waiting to let the coal tub through the door. It was not hard work but it was boring and could be very dangerous. If they fell asleep, the safety of the whole workings could be affected. Whilst boring and pretty frightening, it was an important job for the safety of the mine and miners. Keeping doors shut whenever possible helped stop dangerous gases from building up.</p> <p>-Hurriers were older children/women pulling and pushing tubs full of coal along roadways from the coal face to the pit-bottom.</p> <p>-Thrusters would help hurriers by pushing the tubs of coal from behind with their hands and the tops of their heads. The tubs and the coal could weigh over 600kg, and would have to be moved through roadways which were often only 60-120cm high.</p>




		<p>Getters were the oldest and strongest members of the family, almost always grown men or strong youths. Their job was to work at the coal face cutting the coal from the seam with a pickaxe. Getters were the only members of the family who would work continually with a candle or safety lamp, as they needed the light to see the coal face.</p> <p>Share pictures of the mines underground – of the different job roles/children and adults working on the mines. Children to mind map how the people would have felt/what they can see through the pictures/what questions they'd like to ask to find out more. Use <a href="#">resource 2</a> which shows archive Royal commission records which show children's ages and wages working in mines and images/drawings.</p> <p>Role play the different jobs that children did in the mines - imagine doing them in the dark for 12 hours.</p> <p>Discuss the types of work children under 16 do today and modern regulations. Would you like to do any of these jobs? Would you want to do any of the jobs in the mine? Why/why not? <b>(NOTE FURTHER FOCUS ON THIS DURING THE VISIT WHERE THE PUPILS SEE MINING THROUGH THE AGES AND EMBED KNOWLEDGE ABOUT THE ROLES).</b></p> <p><b>Attempt:</b> Provide a model of how pupils can write to explain the different roles of miners in the early 1900's. Children use their mind maps and images to draft each section that explains the 4 main roles.</p> <p><b>Apply:</b> Year 3: To write 2 sentences to describe each role and link it to the age of the miner.</p> <p>Year 4: Add images to each written paragraph to explain each role and the dangers.</p> <p><b>Challenge:</b> Children compare their daily life to that of a child miner. What should a typical healthy eight-year-old child be like? You could think about height, weight, diet, amount of exercise.</p>
Assessment questions	<p>What jobs did children do in the mines? What did they have to do?</p> <p>Why were children chosen to do certain jobs in the mines?</p> <p>Were children treated fairly in the mines? Why not?</p>	<p>Resources</p> <p>Life in the mines.</p> <p><a href="https://www.funkidslive.com/learn/really/mines-during-the-victorian-era-why-did-we-send-children-down-the-mines-and-what-types-of-jobs-did-children-down-mines-do/">https://www.funkidslive.com/learn/really/mines-during-the-victorian-era-why-did-we-send-children-down-the-mines-and-what-types-of-jobs-did-children-down-mines-do/</a></p> <p><a href="https://www.mylearning.org/stories/coal-mining-and-the-victorians/236?">https://www.mylearning.org/stories/coal-mining-and-the-victorians/236?</a></p>
Learning Objective	Pre-Learning Expectations	
3 <sup>rd</sup> Concept	Recall through discussion if children were treated fairly in the mines. Why was this?	



How did conditions in the mine affect miners?		
Subject Specific Vocabulary	Substantive Knowledge/Core Knowledge - What do we want the children to know?	Disciplinary Knowledge Suggested learning activities – What key experiences? (Highlighted key disciplinary knowledge to be developed with pupils)
Coal mine Conditions Disaster Underground Explosions Accidents	<p>- To know that the work that children did in the mines was very dangerous and the fact that there were often few safety rules resulted in many serious injuries and deaths. Children's health was also affected by the constant damp, draughts and coal dust.</p> <p>-To know that children could spend up to 12 hours underground, 6 days a week with few breaks. In winter sometimes they would not see daylight from one day to the next. With only one day off a week on Sunday, they had little time to rest or play and could not go to school.</p> <p>-To know that frequent accidents were due to roofs collapsing in the mine, flooding, being run over by carts or explosions from dangerous gases underground.</p> <p>-To know that the air quality was extremely poor and led to breathing problems. Conditions were also very hot.</p> <p><b>Teacher Additional knowledge:</b></p> <p>The mine owners didn't care about the health and safety of their workers - their profits were much more important to them. In 1842 It became illegal for children and women to work in mines, but things didn't change immediately. There was only one inspector for the whole country, and he had to give notice that he would visit a mine, and so it was easy for mine-owners to ignore the change in the law. The new law in 1842 caused problems for mine-owners who were without a large part of their workforce, but also for families who had no other means of income.</p>	<p><b>Connect:</b> Recap on the role the children/adults did on the mines. What was life like for a child miner?</p> <p>Why do you think parents let their children go to work, knowing it might harm their health? What are the pros and cons of this?</p> <p><b>Explain:</b> Sharing pictures of the mines with the children – discuss and explore what the conditions would be like on the mines for the miners.</p> <p>Share that the conditions were very dangerous as there weren't many, if any, safety rules, which resulted in many serious injuries/death.</p> <p>Damp/draughts/dust</p> <p>Frequent accidents through roofs collapsing/flooding/being run over by carts/explosions from dangerous gases</p> <p>Poor air quality leading to breathing problems</p> <p>Very hot</p> <p>No daylight</p> <p>FOLLOWING THE VISIT TO THE NATIONAL COAL MINING MUSEUM –</p> <p><b>Attempt:</b> Model how to take notes from looking at a range of sources linked to mining disasters in England in Victorian times and locally.</p> <p>Explore newspaper article, burial archive records and first hand accounts from Trimdon Grange Mining disaster of 1882 where 72 people lost their lives.</p> <p>Children explore the primary source material to look at the impact of unsafe conditions in this period in time for mining and a mining accident in 1939 at Hatfield/Dunscroft colliery. Make notes for a class mind map to support the application stage.</p> <p><b>Apply:</b> Year 3: To write a thought bubble from the perspective of a child miner.</p> <p>Year 4: Literacy linked writing - Pupils to plan out a diary entry capturing their thoughts of how the miners would have felt and why. Write a diary from the perspective of a child miner.</p> <p><b>Challenge:</b> Children compare their daily life to that of a child miner. What should a typical healthy eight-year-old child be like? You could think about height, weight, diet, amount of exercise.</p>



		<p>Children compare their life to that of a child miner – what a miner has to do in a mine and how this differs with the life of a child now in school.</p> <p>Challenge: would you like to work in the mine under these conditions? Why?</p>
Assessment questions	<p>Why were conditions poor in the mines?</p> <p>What accidents could occur in a mine?</p>	<p>Resources</p> <p>Extracts from children working in the mines.</p> <p><a href="https://museum.wales/articles/1013/Children-in-Mines/">https://museum.wales/articles/1013/Children-in-Mines/</a></p> <p><a href="https://www.nationalarchives.gov.uk/education/resources/19th-century-mining-disaster/">https://www.nationalarchives.gov.uk/education/resources/19th-century-mining-disaster/</a></p> <p> Mining%20accidents %20and%20disasters' locality accident resource link</p>
Learning Objective	Pre-Learning Expectations	
4 <sup>th</sup> Concept How did conditions for children improve in the mines?	Recap the poor conditions in mines.	
Subject Specific Vocabulary	Substantive Knowledge/Core Knowledge - What do we want the children to know?	<p>Disciplinary Knowledge</p> <p>Suggested learning activities – What key experiences?</p> <p>(Highlighted key disciplinary knowledge to be developed with pupils)</p>
<p>Conditions</p> <p>Prohibit</p> <p>Ventilation</p> <p>Steam powered</p> <p>Risk</p> <p>Machinery</p> <p>Mechanical</p>	<p>-To know that people became concerned about the plight of children working in coal mines. Lord Ashley, later the Earl of Shaftesbury, campaigned for the protection of children, and helped to set up a Royal Commission (an inquiry) to investigate the working conditions of children working in mines.</p> <p>- To know that the aim of the Commission was 'to collect information...as to the actual state, condition and treatment of such children.'</p> <p>-To know that on 4 August 1842, a law (Mines Act) was passed that stopped women and children under ten years from working underground in mines in Britain.</p> <p>-To know that ventilation fans were introduced to make the air cleaner and easier to breathe.</p>	<p><b>Connect:</b> Recap on the poor conditions in the mines – what were the issues? What was so dangerous about working in the mines? Would you liked to have worked in the mines during this time? Why? What would you do to improve the working conditions in the mine? Share and discuss.</p> <p><b>Explain:</b> Share pictures of the changes made to the mines – what do you notice?</p> <p>-It was prohibited for women, girls and boys under 10 years old to work in the mines.</p> <p>-Ventilation fans were installed.</p> <p>-Steam powered pumps (lower the risk of flooding)</p> <p>-Introduction of electricity (for lamps)</p> <p>-Electric powered machinery (mechanical drills etc)</p>



	<p>-To know that the introduction of electricity also supported improvements through lighting, mechanical machinery etc.</p> <p><b>Teacher Additional knowledge:</b></p> <p>-The Mines and Collieries Bill, which was supported by Anthony Ashley-Cooper, was hastily passed by Parliament in 1842.</p> <p>-The Act prohibited all underground work for women and girls, and for boys under 10.</p> <p>-Further legislation in 1850 addressed the frequency of accidents in mines.</p> <p>-The Coal Mines Inspection Act introduced the appointment of inspectors of coal mines, setting out their powers and duties, and placed them under the supervision of the Home Office.</p> <p>-The Coal Mines Regulation Act of 1860 improved safety rules and raised the age limit for boys from 10 to 12.</p> <p>-In 1872 the Coal Mines Regulation Act introduced the requirement for pit managers to have state certification of their training.</p>	<p>Discuss what difference these introductions would have made and how it would have helped people working on the mines.</p> <p><b>Model:</b> How to explain significant improvements/changes brought in with the 1842 Mining Act and recall the key knowledge.</p> <p><b>Attempt:</b> Children sort improvements linked to main problems/dangers working in the mines before the act was passed. Draw then improvement cards with simple statements to check their understanding.</p> <p><b>Apply:</b> Y3: Pupils to create a table highlighting the improvements made in the mines and explain how this helped. Y4 using source materials write about the work of Lord Ashley/Earl of Shaftesbury and the 1842 Act, how significant it was for those changes in working conditions.</p> <table><tr><td>Improvement</td><td>How it helped people working in the mines...</td></tr><tr><td></td><td></td></tr></table> <p><b>Challenge:</b> Y4: Children to explain any negatives the Act in 1842 would have made to the lives of working class families, loss of income and how their jobs/roles would have changed. <b>Was the impact of the 1842 Mine Act positive for families?</b></p>	Improvement	How it helped people working in the mines...		
Improvement	How it helped people working in the mines...					
Assessment questions	<p>How were the conditions in the mines improved?</p> <p>How did this help?</p>	<p>Resources</p> <p><a href="https://www.parliament.uk/about/living-heritage/transformingsociety/livinglearning/19thcentury/overview/coalmines/">https://www.parliament.uk/about/living-heritage/transformingsociety/livinglearning/19thcentury/overview/coalmines/</a></p> <p>After the act</p> <p><a href="https://museum.wales/articles/1013/Children-in-Mines/">https://museum.wales/articles/1013/Children-in-Mines/</a></p>				
Learning Objective	Pre-Learning Expectations					
5 <sup>th</sup> Concept How has mining changed over time to the present day?	How were the conditions in the mines improved?					
Subject Specific Vocabulary	Substantive Knowledge/Core Knowledge - What do we want the children to know?	Disciplinary Knowledge Suggested learning activities – What key experiences? (Highlighted key disciplinary knowledge to be developed with pupils)				
Extracting	-To know that coal mining has had many developments over the recent years, from the early days of men tunnelling, digging and manually	<b>Connect:</b> Recap on the previous lesson and how the working conditions in the mines had improved thanks to the introduction of new developments.				



<b>Tunnelling</b> <b>Digging</b> <b>Manual</b> <b>Transport</b> <b>Underground</b> <b>Steam power</b>	<p>extracting the coal on carts, to large open cut and long wall mines.</p> <p>Mining at this scale requires the use of heavy equipment.</p> <p>-To know that in the 1800s, ponies were used as transport for pulling coal tubs underground and on the surface. These drivers were usually older children between the ages of 10 and 14.</p> <p>-To know that as mines grew larger and deeper in the 1900s, the volume of coal extracted increased beyond the pulling capabilities of children.</p> <p>-To know that the demand from industry for more coal for steam engines, transport and for homes encouraged the production of more efficient machines and methods of mining.</p> <p>-To know that the first machines used in mining were steam powered engines designed to pump water out of mines, allowing shafts to be sunk to access deeper seams. As workings became deeper, and increasing amounts of coal were dug out, steam engines became more widely employed to transport people and coal up and down the shaft.</p> <p><u>Teacher Additional knowledge:</u></p> <p><u>Gas detection</u></p> <p><i>18<sup>th</sup> century</i> - the only way of knowing that gas was present was by watching the open flame of the candle used to light up the darkness. The flame of the candle would change its colour and shape when there were explosive gases present and grow dimmer if there were choking gases present.</p> <p><i>19<sup>th</sup> century</i> - if there had been any accidents in the mine, the rescue team sent in would often carry a mouse – preferably a wild one - with them. Canaries later became most commonly associated with detecting poisonous gases. These small animals often breathe much faster than humans. They get affected quicker by the gas, giving the miners plenty of warning to get out. Mice and canaries were usually used to detect choking gases such as Carbon Monoxide.</p> <p>Lamps were also used to detect gas in a mine. The flame of a lamp would change colour and shape if there were explosive gases around, and would grow dim or go out if choking gases were present. Before the Flame Safety Lamp was introduced, using open candles would have been very dangerous. The flame from the candle could cause an explosion.</p>	<p><b>Explain:</b> Discuss that there were other changes over the years that changed the way coal was mined. Share pictures with the pupils – what are these changes? How would these have improved conditions/helped the miners with their job?</p> <p>1800s – Ponies pulled coal tubs</p> <p>1800s – Gas detection</p> <p>1900s – Machines with steam powered engines – pumped water out of mines</p> <p>1900s – canaries used for detecting poisonous gases</p> <p>Introduction of modern heavy equipment:</p> <ul style="list-style-type: none"><li>• Drills – creating holes to unearth rocks and minerals underground. Advanced mining drills are operated without a workforce, as they're also used to place explosives that loosen material from the ground. Examples are the electric and hydraulic drilling rigs, which are bigger yet produce more accurate results.</li><li>• Earth Transporters – moving rubble at a faster pace wouldn't be possible without heavy-machinery, such as bulldozers. Bulldozers complement other heavy-machinery like excavators in handling and removing material waste, as well as segregate deposit materials. Bulldozers are also responsible for clearing paths which would otherwise take significantly more time.</li><li>• Explosive Tools – the use of explosives in the mining industry isn't new, but the current technology is used to create a controlled blast, loosening rock and mineral deposits from the earth. Unwanted material becomes easier to remove with automatic drill rigs, and excavators carry out the resulting debris of the explosion.</li><li>• Crushing Equipment – crushing machinery is used to reduce material to a manageable size, often for transportation. Crushing equipment is vital to operations, as it minimizes the cost of moving larger material and maximizes available space.</li><li>• Feeding And Conveying Equipment – the feeding equipment controls the flow of material into the crusher. It helps to provide an efficient mining process, especially if the material requires secondary crushing. Elemental cross-belt analyzers are built into these weighfeeders, which track production output or inventory to aid in efficient management. Flow measurement systems track material quality by following the measurements of the free-falling material.</li></ul> <p><b>Model:</b> Share how to organise key developments by dates and how to draw out a timeline with the correct intervals using a ruler and marking each 50 years. Model how to record a summary statement for each development.</p> <p><b>Attempt:</b> Y3: Pupils order key developments onto a given timeline on wordwall. Y4 re-order developments onto a large A1 timeline as a group.</p> <p><b>Apply:</b> Y3: Link the QR code or print their timeline for each pupil into their bookwork. They evaluate which they feel has been the development that has had the biggest impact into a paragraph. Y4 Pupils to create a timeline showing the changes over the</p>
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		years in mining – pupils could make a large one as a class and add their own explanation that highlights why the change was made and what difference it made.
Assessment questions	How has mining changed over the years? Are these changes for the better or worse? Explain.	Resources <a href="https://thebossmagazine.com/mining-changed-over-years/">https://thebossmagazine.com/mining-changed-over-years/</a>
<b>Learning Objective</b>	<b>Pre-Learning Expectations</b>	
6 <sup>th</sup> Concept <b>Why was coal important?</b>  <b>Why was Hatfield Main Colliery important to Dunscroft?</b>	Recap that mining is used to get resources to generate power – coal, oil and gas – these are called fossil fuels. Most coal is used for electricity generation and steel-making, with its use for heating homes decreased because of pollution concerns. Recap that mining is used to get precious metals and gemstones – gold, silver, diamond, sapphire, ruby and emerald.	
<b>Subject Specific Vocabulary</b>	<b>Substantive Knowledge/Core Knowledge - What do we want the children to know?</b>	<b>Disciplinary Knowledge</b> <b>Suggested learning activities – What key experiences? (Highlighted key disciplinary knowledge to be developed with pupils)</b>
Hatfield Main Colliery Dunscroft Transportation Situated Originally Features	<p>-To know that coal became an important resource as it was used to power factories and methods of transportation such as ships and trains.</p> <p>-To know that Dunscroft changed from a farming community to a mining village before the mines were shut.</p> <p>-To know that Hatfield Main Colliery was a coal mine situated within the village of Dunscroft.</p> <p>-To know that pit houses once accommodated 1,800 mineworkers and their families.</p> <p>-To know that the mine opened in 1916 and closed in 2001, re-opened and closed fully in 2015 because mining coal was no longer profitable.</p> <p>-To know that the pits closed across England.</p> <p>-To know that Yorkshire Main Colliery was where Stainforth Pit club is now.</p> <p><b>Teacher Additional knowledge:</b> At its height, the mining industry employed more than a million people but the closure of North Yorkshire's Hatfield Colliery in 2015 brought an</p>	<p><b>Connect:</b> Recap on taught knowledge so far. Recap on why coal was mined and why it was so important – it was being used to power many machines, used in trains for transportation of goods etc.</p> <p><b>Explain:</b> Explore with the pupils that Dunscroft along with other towns/villages in Doncaster changed and became mining villages or were built up as this before the mines shut. Discuss that Hatfield Main Colliery was a coal mine situated in Dunscroft and many of the houses that still stand in Dunscroft were originally built to house and accommodate the many (2150) mineworkers and their families. Dunscroft mine opened in 1916 and closed in 2015. It closed as it was no longer profitable.</p> <p><b>***TAKE PUPILS ON A VISIT AROUND DUNSCROFT TO SEE THE KEY FEATURES – WINDING WHEEL, and colliery site from Bootham Lane *****</b></p> <p><b>Model:</b> Share with pupils census returns for Dunscroft and Hatfield from 1891 and then 1901, 1911 and 1921. Explain how these are done nationally every 10 years since</p>



	<p>end to deep coal mining in the UK. Whole communities were built around mining that still exist today.</p>	<p>around 1850 in England. Show how to see residents names, age, families, address and occupations. Share how the main occupations changed with the opening of Hatfield Main Colliery in 1916 where previously occupations were mainly those linked to a rural agricultural village.</p> <p>Share resource of locality maps of the locality from 1832 and then 1932 onwards to show the housing that was developed as pit houses for miners and their families. Share photographs from early 1900's when the mine opened of the locality. See resource 2. Discuss the differences before the railway line was put in, you see the River Don and then the canal, then the colliery and housing development.</p> <p><b>Attempt:</b> Pupils to plot key developments within the locality and the main changes, drafting why Hatfield Main Colliery was important and what it was used for. They plan out an information piece about the locality and mining heritage using copies of maps and photographs.</p> <p><b>Apply:</b> Y3 Pupils create a class presentation with each of the 4 groups focusing on a different aspect e.g. <b>changes to the landscape, occupations</b> and what sources they have used to find out the information, <b>key developments</b> e.g. canal, railway, station and mine, <b>the mines history from opening to closure</b>.</p> <p>Y4: Pupils choose one of the focused areas to write about and include copies of images and list the historical sources they have used.</p>
Assessment questions	<p>Why was the Hatfield Main Colliery important to Dunscoft? What legacy has it left?</p>	<p>Resources</p> <p><a href="https://www.nmrs.org.uk/mines-map/coal-mining-in-the-british-isles/yorkshire-coalfield/doncaster/yorkshire/">https://www.nmrs.org.uk/mines-map/coal-mining-in-the-british-isles/yorkshire-coalfield/doncaster/yorkshire/</a></p> <p>Resource 2 locality maps</p>  <p>Locality%20maps%20from%201832%20to%</p> <p>Resource 3 images of Dunscoft, Stainforth and Hatfield from 1890's onwards</p>  <p>Photos%20of%20Dunscoft%20Hatfield%20</p>
<b>Learning Objective</b>	<b>Pre-Learning Expectations</b>	
7 <sup>th</sup> Concept	Recap on Yorkshire main colliery and why it was important to Dunscoft.	



Why did the mines close?		
How did this affect Doncaster?		
Subject Specific Vocabulary	Substantive Knowledge/Core Knowledge - What do we want the children to know?	Disciplinary Knowledge Suggested learning activities – What key experiences? (Highlighted key disciplinary knowledge to be developed with pupils)
Prime Minister Margaret Thatcher Profitable Strikes Employed Yorkshire Main Colliery Unemployment	<p>-To know that Margaret Thatcher (Prime Minister) closed the pits in the 1980s and started to close down the industry as she believed that it was no longer good for the economy as the UK couldn't compete with international prices (no longer profitable).</p> <p>-To know that in 1984-85 there were miners strikes against the closures and 165,000 miners went on strike.</p> <p>-To know that a strike is the refusal to work organised by a group of employees as a form of protest, typically in an attempt to gain something from their employer.</p> <p>-To know that from 1984, 27 mines closed with a loss of 33,000 jobs.</p> <p>-To know that many mines were closed down and miners were made redundant, which led to long term economic decline in some coalfield areas.</p> <p>-To know that unemployment was widespread and businesses within the pit towns or villages declined. Many areas became run down and dilapidated.</p> <p>-The last deep coal mine in the UK (Hatfield Colliery) closed on 18 December 2015.</p> <p>-To know that miners were employed in other jobs, however many had to get a job outside of Dunscoft as there were few jobs to take. Some miners were not skilled for some jobs left in Dunscoft.</p> <p><b>Teacher Additional knowledge:</b> A move away from mining has increased the focus on finding renewable sources of energy and power. On the other side of this, companies are continuing to look for ways of getting to fossil fuels e.g. fracking (a controversial technique involving high pressure water and chemicals pumped into the ground to extract natural gases. Today companies are investigating new ways to access fossil fuel supplies that were previously too far into the earth including fracking. The demand for coal is likely to fall with increasing focus on renewable energy.</p>	<p>Recap on all the taught knowledge so far across the unit.</p> <p>Discuss that many mines closed in the 1980s.</p> <p>Margaret Thatcher (Prime Minister) closed the pits in the 1980s and started to close down the industry as she believed that it was no longer good for the economy as the UK couldn't compete with international prices (no longer profitable).</p> <p>In 1984-85 there were miners strikes against the closures and 165,000 miners went on strike. A strike is the refusal to work organised by a group of employees as a form of protest, typically in an attempt to gain something from their employer.</p> <p>From 1984, 27 mines closed with a loss of 33,000 jobs. Many mines were closed down and miners were made redundant, which led to long term economic decline in some coalfield areas. unemployment was widespread and businesses within the pit towns or villages declined. Many areas became run down and dilapidated. The last deep coal mine in the UK (Hatfield Colliery) closed on 18 December 2015. Miners were employed in other jobs, however many had to get a job outside of Dunscoft as there were few jobs to take. Some miners were not skilled for some jobs left in Dunscoft.</p> <p>Debate whether the mines should have been closed or not using appropriate vocabulary.</p> <p><u>FOR</u> Oil, natural gas and nuclear power were all cheaper for producing electricity. The coal industry had not made profit for over 40 years. It was cheaper to import coal than mine it in Britain.</p> <p><u>AGAINST</u> Create massive unemployment. Usually no other jobs in coal mining areas, so little chance of new employment.</p>



		<p>The government should protect and ensure the long term future of country's natural resources.</p> <p>Pupils to write a summary thought bubble in their books.</p>
Assessment questions	<p>Why did the mines close?</p> <p>What affects did this have on Dunscroft?</p>	<p>Resources</p> <p>Miners strikes  <a href="https://primarysite-prod-sorted.s3.amazonaws.com/park-house-primary-school/UploadedDocument/b29102a40e6b42daad1f8390b2f0207d/the_1984-5_miners_strike_an_overview-.pdf">https://primarysite-prod-sorted.s3.amazonaws.com/park-house-primary-school/UploadedDocument/b29102a40e6b42daad1f8390b2f0207d/the_1984-5_miners_strike_an_overview-.pdf</a>            Map of where the strikes were  <a href="https://www.bbc.co.uk/southyorkshire/content/rich_media/mapping_the_strike_feature.shtml">https://www.bbc.co.uk/southyorkshire/content/rich_media/mapping_the_strike_feature.shtml</a> </p>
<b>Learning Objective</b>	<b>Pre-Learning Expectations</b>	
6 <sup>th</sup> Concept <b>APPLICATION</b>	<p>Recap on taught knowledge over the unit.</p> <p>Create a NF book to display learning across the unit/assembly to share learning with parents/display/exhibition.</p>	

## GEOGRAPHY

<b>Main Strand/Concepts</b>	<b>Identity, Diversity and Social Justice</b> - (country, county, village, town, city, located, human features, physical features, land use, regeneration ) Children will: be introduced to the concept of the UK being split into counties. They will have an understanding of the local counties and cities closest to the local area of Dunscoft. They will learn how land use in our local area has changed over time and why.
<b>Prior Learning Links</b>	By the time the pupils at Sheep Dip leave Key Stage 1, they will have built on their prior learning in EYFS of who they are as individuals and their family. They will have a secure understanding of their identity within the local area, through exploration of where they live. <ul style="list-style-type: none"> <li>• an understanding of their local area and be able to recognise the human and physical features in Dunscoft.</li> <li>• an understanding of the concept of routes. They will be able to create and follow their own route.</li> <li>• an understanding of maps and understand how to recognise the basic symbols on a map in their local area.</li> </ul>
<b>Main enquiry question/s</b>	<b>How has my local community changed?</b>
<b>Programme of Study NC Requirements</b>	<p style="text-align: center;">National Curriculum</p> <p><i>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>-Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land use patterns and understand how some of these aspects have changed over time</li> <li>-Key human features, including: types of settlement and land use, economic activity,</li> <li>-Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps)</li> <li>-Use fieldwork to measure and record the human and physical features in the local area using a range of methods, including sketch maps</li> </ul>
<b>Learning Objective</b>	<b>Pre-Learning Expectations</b> Children should know that we live in the UK



	<p>The UK is made of 4 countries – England, Scotland, Northern Ireland and Wales.</p> <p>Children know the capital city of each country</p> <p>They have learnt the UK's surrounding seas and oceans.</p> <p>Children know key facts about each country including it's flag and key landmarks.</p>	
<p>1<sup>st</sup> Concept</p> <p><b>Where do I live in the UK?</b></p>	<p>Recap on prior learning in EYFS where our school is – Duncroft, where they live.</p> <p>Recap the city that the village of Duncroft is in – Doncaster. The nearest city to our school is Doncaster (which converted to city in 2022)</p> <p>Recall that the UK – England is an island – remind pupils and show on a World map.</p> <p>Recognise the Union Jack is the name of the flag of the United Kingdom and recognise what it looks like.</p>	
<p><b>Subject Specific Vocabulary</b></p>	<p><b>Substantive Knowledge/Core Knowledge –What do we want the children to know?</b></p>	<p><b>Disciplinary Knowledge</b></p> <p><b>Suggested Learning Activities – What key experiences?</b></p> <p><b>(Highlighted key disciplinary knowledge to be developed with pupils)</b></p>
<p>Country</p> <p>City</p> <p>Village</p> <p>United Kingdom</p> <p>England</p> <p>Doncaster</p> <p>Duncroft</p> <p>Located</p>	<p><b>-RECAPPING PRIOR LEARNING FROM KS1</b></p> <p>To know that the UK is an island located on the continent Europe and is surrounded by sea.</p> <p>-To know that the United Kingdom is the country we live in that is split into 4 countries – England, Wales, Scotland, Northern Ireland.</p> <p>- To know that the capital city of England is London</p> <p>To know that the capital city of Wales in Cardiff</p> <p>To know that the capital city of Northern Ireland is Belfast</p> <p>To know that the capital city of Scotland is Edinburgh</p> <p>-To know that England is the country we live in.</p> <p>-To know that Doncaster is the city we live in (previously a town).</p> <p>-To know that Duncroft is a village in the city of Doncaster.</p> <p><b>Teacher Additional knowledge:</b></p> <p>Duncroft was a mining village before the mines were shut. Many houses were built to house the miners and their families. Mining is the process of digging things out of the ground such as coal, diamonds or gold. Coal is a black rock that can be turned into electricity.</p>	<p><b>Connect:</b> ***RECAP ON KS1 PRIOR LEARNING***</p> <p><b>Explain:</b> Explore pupils prior learning and understanding of the UK and where we live in the UK. Recap on pupils understanding of the 4 countries that make up the UK and surrounding seas. Recap on the country's flags for England, Scotland, Wales and NI and these merge together to make the flag of the United Kingdom. Recap on the capital cities for England, Wales, Scotland, NI.</p> <p><b>Apply:</b> Y3: Pupils to label the 4 countries, surrounding seas, capital cities on a map of the UK. Pupils to match the flag to the county. Pupils to explain how the flag of the United Kingdom has been created.</p> <p>Y4: Pupils to label and create a simple key for the map of the UK, including the 4 countries and the capital cities and Doncaster.</p>
<p>Assessment questions</p>	<p>What 4 countries make up the United Kingdom?</p> <p>What are the names of the surrounding seas?</p> <p>What are the names of the capital cities in the UK?</p>	<p>Resources:</p>
<p><b>Learning Objective</b></p>	<p><b>Pre-Learning Expectations</b></p>	
<p>2<sup>nd</sup> Concept</p>	<p>Recap that the UK is an island country located on the continent Europe and is surrounded by sea.</p> <p>Recap that England is the country we live in.</p> <p>Recap on the surrounding seas.</p>	





Where do I live in England?	
Subject Specific Vocabulary	<div>Substantive Knowledge/Core Knowledge –What do we want the children to know?</div> <div>Disciplinary Knowledge Suggested Learning Activities – What key experiences? (Highlighted key disciplinary knowledge to be developed with pupils)</div>
<p>Country</p> <p>City</p> <p>Village</p> <p>County</p> <p>“Shire”</p> <p>United Kingdom</p> <p>England</p> <p>Scotland</p> <p>Wales</p> <p>Northern Ireland</p> <p>Doncaster</p> <p>Sheffield</p> <p>York</p> <p>Leeds</p> <p>Dunscroft</p> <p>Located</p>	<div> <p>-To know that the United Kingdom is split into smaller areas known as counties.</p> <p>-To know that the word “shire” comes from the Anglo-Saxons and is the equivalent of the old French word “county”.</p> <p>-To know that we live in the county of Yorkshire which is split into 4 smaller counties – north, south, west and east riding of...</p> <p>To know that North Yorkshire is the largest county in England</p> <p>-To know that Doncaster is a city (formally a town) in south Yorkshire.</p> <p>-To know some of the major cities in Yorkshire are Doncaster/Sheffield (South), Leeds (West), Hull (East Riding), York (North).</p> <p>-To know that Dunscroft is a village in the city of Doncaster, which is in the county of South Yorkshire.</p> </div> <div> <p><b>Connect:</b> Recap on the 4 countries that make up the United Kingdom.</p> <p><b>Explain:</b> Introduce that England has been split into smaller areas known as counties. Does anyone know the names of any counties in England? Does anyone know the name of the county we live in?</p> <p>Share map of the UK with the children split into counties – what do you notice about the county of Yorkshire? Discuss that Yorkshire is split into 4 parts – north, south, east riding and west.</p> <p>Pupils to know that Doncaster is a city in the county of South Yorkshire and Dunscroft is a village in the city of Doncaster.</p> <p><b>Attempt:</b> Pupils to label on a map – colour coded for the different counties – the following:</p> <p>South Yorkshire – plot Doncaster and Dunscroft on the map here</p> <p>West Yorkshire</p> <p>North Yorkshire</p> <p>East Riding of Yorkshire</p> <p>And the surrounding counties to Yorkshire:</p> <p>Lincolnshire</p> <p>Nottinghamshire</p> <p>Derbyshire</p> <p>Year 3 – highlighted in yellow</p> <p>Year 4 – highlighted and blank</p> <p><b>Explain and Apply:</b> Introduce the 8-point compass points to the children. How could this be useful? Discuss that it can help us know specifically which direction/position something is in.</p> </div>



		<p>Pupils to describe the location of Dunscroft in the city of Doncaster using the compass points to describe the position in the county of South Yorkshire/Yorkshire/England/UK.</p> <p>Share that within each county there are major cities. Does anyone know the names of any major cities? Recap that London is the Capital City of England and the UK. Pupils to use the maps to locate the major cities in the county of Yorkshire. They should identify:</p> <p>Doncaster + Sheffield (South)</p> <p>Leeds (West)</p> <p>York (North)</p> <p>Hull (East Riding)</p> <p>Can the pupils also identify London on the map?</p> <p>Pupils to plot these on their map/in a table?</p> <p>Doncaster is now a city, what is the nearest city to Doncaster – Sheffield.</p> <p>Year 3 – highlighted in yellow</p> <p>Year 4 – highlighted and blank</p>
Assessment questions	<p>What county do we live in?</p> <p>Where is Dunscroft located?</p> <p>What are the major cities in Yorkshire?</p>	Resources:
Learning Objective	Pre-Learning Expectations	
3rd Concept What features does my local area (Doncaster+Dunscroft) have?	<p>Recap what human and physical features are.</p> <p>Recall some human and physical features.</p>	
Subject Specific Vocabulary	Substantive Knowledge/Core Knowledge –What do we want the children to know?	<p>Disciplinary Knowledge</p> <p>Suggested Learning Activities – What key experiences?</p> <p>(Highlighted key disciplinary knowledge to be developed with pupils)</p>



<p>Human feature Physical feature Locate Features Position Compass Compass points</p>	<p>- To know that a human feature is a feature that is built by man e.g. road, town, airport To know that a human feature is a feature that occurs in nature e.g. river, mountain, waterfall</p> <p>-To know how to use maps to locate the position of human and physical features in Dunscroft/Doncaster. -To know how to use the compass points to describe the position of human and physical features in Doncaster.</p> <p><b>Teacher Additional knowledge</b> <b>Human features in Doncaster:</b> Railway station Doncaster/Sheffield Airport Doncaster racecourse Doncaster College Yorkshire Wildlife Park</p> <p><b>Physical features in Doncaster:</b> River Don Dunscroft Woods Sandal Beat Woods</p>	<p><b>Connect:</b> Recap on countries then counties from prior learning and our locality and nearest city. <b>Explain:</b> Discuss with the pupils the meanings of human and physical features. Explore using Google Earth what features the pupils know in Doncaster.</p> <p>Share and explore what the pupils know about the following features:</p> <p>Quarry Hatfield Water Park -Doncaster/Sheffield Airport -River Don -Frenchgate centre -The minister church of St George -Keepmoat stadium -YWP -Racecourse</p> <p><b>Attempt:</b> Discuss and share pictures/information with the pupils about them. Year 3: Children to sort into human and physical features. Pupils then to locate these features on a map and annotate their own map. Year 4: Recap on the 8-compass points – can the children describe the position of the features in Dunscroft/Doncaster using the 8 compass points?</p> <p>Discuss with the children why they think having the mines in Dunscroft were ideal for the location? Draw on the links to the railways and river to transport the coal.</p>
<p>Assessment questions</p>	<p>What are the human features in Doncaster? What are the physical features in Doncaster? Why was the mines in Dunscroft located in an ideal position?</p>	<p>Resources: <a href="http://edina.ac.uk">Digimap Resource Centre (edina.ac.uk)</a> Teachers access to maps of the UK. You are able to zoom in so children can see the outlines of buildings and zoom out to show children a different view of the same place. Teachers can also share maps from the 1840s allowing children to see differences in land use and development.</p>



Learning Objective	Pre-Learning Expectations	
<p>4<sup>th</sup> Concept</p> <p>How has land use in Doncaster (specifically Dunscroft) changed?</p>	<p>Recap what human and physical features are.</p> <p>Recall some human and physical features.</p>	
Subject Specific Vocabulary	Substantive Knowledge/Core Knowledge –What do we want the children to know?	Disciplinary Knowledge Suggested Learning Activities – What key experiences? (Highlighted key disciplinary knowledge to be developed with pupils)
<p>Land use</p> <p>Aerial photos</p> <p>Changed</p> <p>Changes</p> <p>Difference</p> <p>Before</p> <p>Current</p> <p>Agriculture</p> <p>Urban</p> <p>Rural</p> <p>Housing</p> <p>Healthcare</p> <p>Factories</p> <p>Education</p> <p>Farming</p> <p>Transport</p> <p>Recreation and leisure</p> <p>Retail</p> <p>Business</p>	<p>-To know that land use means what the land is used for.</p> <p>To know that there are a range of different land uses – some rural, some urban some could be both.</p> <p>-To know that the land use has changed in Doncaster, specifically Dunscroft from the past to present day.</p> <p>-To know that land has changed over time because in Dunscroft there are now more houses, less agricultural land, more shops, more roads, less farms.</p> <p><u>Teacher Additional knowledge:</u></p>	<p><b>Connect:</b> Recap on human and physical features and recall using a map the 8 figure grid reference for specific points of interest in the locality and vice versa, say the compass reference for a given point of interest.</p> <p><b>Explain:</b> Explore with the pupils what they know already about land use and the meaning of this.</p> <p>Discuss what land could be used for – agriculture, housing, healthcare, factories, education, transport, recreation and leisure, retail, business – explore the meanings of these.</p> <p>Discuss the terms rural and urban and what this means. What is there more of in the UK? 90% rural and 10% urban.</p> <p><b>Attempt:</b> Pupils to sort land use into urban and rural – are there some that you might find in both?</p> <p><b>Apply:</b> Pupils to look at aerial maps of Doncaster in the past to now. Pupils to spot the similarities and differences between land use in the past to present day.</p> <p>Y3: List 3 similarities and 3 differences looking at the maps from the past and now.</p> <p>Y4: Pupils list and also provide an explanation for significant changes.</p> <p><b>Challenge:</b> Discuss why you think the changes seen on the maps have happened? Why were more houses built in the Dunscroft area?</p>
Assessment questions	<p>What is land use?</p> <p>What is urban?</p> <p>What is rural?</p>	<p>Resources</p> <p><a href="http://edina.ac.uk">Digimap Resource Centre (edina.ac.uk)</a></p>



	What are the similarities and differences in land use over the years?	Teachers access to maps of the UK. You are able to zoom in so children can see the outlines of buildings and zoom out to show children a different view of the same place. Teachers can also share maps from the 1840s allowing children to see differences in land use and development.
<b>Learning Objective</b>	<b>Pre-Learning Expectations</b>	
5 <sup>th</sup> Concept <b>Why has the way land is used changed over the years?</b>	Recap what land use is and the similarities and differences in land use from the past to present day.	
<b>Subject Specific Vocabulary</b>	<b>Substantive Knowledge/Core Knowledge –What do we want the children to know?</b>	<b>Disciplinary Knowledge Suggested Learning Activities – What key experiences? (Highlighted key disciplinary knowledge to be developed with pupils)</b>
Land use Aerial photos Changed Changes Difference Before Current Agriculture Urban Rural Housing Healthcare Factories Education Farming Transport Recreation and leisure Retail Busines	<p>-To know that land use means what an area of land is used for.</p> <p>-To know that the land use has changed in Doncaster, specifically Dunscroft from the past to present day.</p> <p>-To know that the reasons for these changes are...</p> <p>- increase in population due to the opening of the coal mines.</p> <p>Change in land use due to industry – particularly coal</p> <p>-To know how to recognise the similarities and differences in land use between past and present day.</p> <p><u>Teacher Additional knowledge:</u></p>	<p><b>Connect:</b> Recap on what land use is and what the similarities and differences are between the use of land over the years</p> <p><b>Explain:</b> Explore with the pupils what the reasons for these differences could be. Discuss that the reasons for this could be:</p> <ul style="list-style-type: none"> <li>-Increased population size</li> <li>-Changes in industry (mines closing)</li> <li>-technology</li> <li>-climate</li> </ul> <p>Explore with the pupils what this means.</p> <p><b>Attempt:</b> From looking at the maps of Dunscroft on Digimaps which of these do you believe apply to the area?</p> <p><b>Apply:</b> How do you think the land use in Doncaster may change in the future?</p> <p><b>Challenge:</b> Can you find information about regeneration in Doncaster? What do you think this means for land use in Doncaster</p>
<b>Assessment questions</b>	<p>What is land use?</p> <p>What are the similarities and differences in land use over the years?</p> <p>What are the reasons for the changes in land use over the years?</p>	<p>Resources</p> <p><a href="http://edina.ac.uk">Digimap Resource Centre (edina.ac.uk)</a></p> <p>Teachers access to maps of the UK. You are able to zoom in so children can see the outlines of buildings and zoom out to show children a different view of the same</p>



**Exceed Learning Partnership**

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		<p>place. Teachers can also share maps from the 1840s allowing children to see differences in land use and development.</p> <p>Free Press article</p> <p><a href="https://www.doncasterfreepress.co.uk/news/politics/council/dn7-unity-first-stage-of-new-town-in-doncaster-finally-gets-going-after-years-of-delays-75180">https://www.doncasterfreepress.co.uk/news/politics/council/dn7-unity-first-stage-of-new-town-in-doncaster-finally-gets-going-after-years-of-delays-75180</a></p> <p><a href="https://www.businessdoncaster.co.uk/developments/unity-yorkshire/">https://www.businessdoncaster.co.uk/developments/unity-yorkshire/</a></p> <p><a href="https://unity-yorkshire.com/">https://unity-yorkshire.com/</a></p>