

HISTORY

Ask and answer questions about the past by selecting and organising relevant information from sources carefully.

-What do I know? Children guess topic. Show objects or pictures relating to 'prehistory' e.g. interesting stones, a fleece or animal skin and some wild berries. Talk partners guess what the link might be between the objects. Reveal topic. Reveal **Discussion prompt PP**. Think, pair, share the things we already know and what would we like to find out. **Children complete KWL chart** (know, want to know, like to find out). Less able work in pairs. Feedback. Fill two windows of sheet (K&W). Fill in what they learned later.

Ask questions and construct informed, relevant responses.
Understand the past can be explained in different ways.

-**Children research cup and ring marks and/or a local 'henge'** e.g. Thornborough. **Humans Settle and Thrive PP, slides 5-11** In pairs, **wonder about and come up with own theory about the purpose of these features** and why they are the shape they are and in the places they are. Plenary: Children consider why their theories & other people's differ **Slide12**.

Understand the different ways we find out about the past and the way it is presented. Use sources to answer questions and gather information. Look at different versions of events, give reasons why people might view things in different ways.

-Nidderdale in context: humans in the UK – the evidence
Humans Arrive PP, Slides 1-12 Children research the main evidence in the UK show that humans came here. Use **books and internet**. Work in teams and 'jigsaw' to collect information. Record on provided sheet. **Evidence of Humans in the UK record sheet**. Make fact cards to add to class timeline.

-History mystery. **Children ask questions about the past using historic pictures & artefacts.** **Humans Arrive PP, slides 13-15**. 'Dig' some sharp 'flakes' of chert stone + other items out of a sand box. Use who, why, what, where, when questions to discuss what they might be. In groups, brainstorm uses of the objects. Ch'n record ideas. Children feedback to class. Reveal what they are: **Slide 16**. Children understand that people may interpret finds in different Are these pieces of rock or historic artefacts? How would we know / find out? Show **Major Collins detailed drawings sheet**. Measure and draw 'finds' carefully. Draw a scale. Take photos with a scale. Plenary: show map. Tell ch'n there is disagreement on age of Collins' finds. Tell them when they were found [1930s]. Ask why they think people might be questioning the age of the artefacts now? [New technology and dating methods]

GEOGRAPHY

Describe the physical and human features of an area and understand how they interact and make an area distinctive using place-based examples. Identify hot and cold areas of the world. Show understanding of key physical processes.

-**Children learn about the warming and cooling of the planet since the humans first set foot in Britain.** **Humans Arrive PP, slides 8 and 9**. Use **Climate change timeline activity**. Ext: Can the children find out how climate change affects sea level? Can they explain how people could walk to Britain from Europe?

-**Children observe, discuss and circle landscape changes between two time periods.** Working in pairs or small groups, children use **Image Resources 1&2 (ice age and pre-ice age)** from the **Nidderdale Rocks** section of the education resources. They circle changes, number them and note down the differences. How has climate change affected the landscape in the past? Discuss findings as a class. Plenary: Are the changes to this landscape physical or human? Is climate change physical or human geography? In the past? Now?

-First humans in Nidderdale activities. **Children brainstorm the needs and wants of the first humans in Nidderdale for survival.** **Humans Arrive PP, slide 2**. Print and use **Human Survival Needs in Nidderdale Activity Sheet**.

*Discuss answers or reflect at end of topic using **Survival in Nidderdale, What do I need PP***

- 'Is it Physical or Human Geography?' Discuss physical and human processes. What are the ways that humans start to change the landscape? Use '**Is it Physical or Human Geography?**' **recording sheet**. **Take a short observational walk in the countryside around the school** or as part of a trip to Nidderdale. **Children ask questions and make observational sketches** of the things seen on the walk. What features do we think are human and which physical. Make two lists. Do we think any are 'prehistoric'? If so, why?

Follow up activity: Children brainstorm features of their local area, rivers, woods, etc and decide if it is likely that the earliest humans would have made camp near where they live? Where would the children choose ...and why?

Location knowledge. Use terms North, South, East and West, fieldwork observations and grid references to describe physical & human features and routes on a map.

-**Plot finds from a search of 'Heritage Gateway' onto a map of Nidderdale.** (Use **Historic Records research activity** to find records first). Use symbols to mark different types of finds and make a key.

SCIENCE

Plants: Y3&5 Explore requirements of plants for life and growth and understand seeds and their role in the life cycle of plants.

Children **plant a variety of seeds** and **observe how they grow** in different growing conditions. Reproduce the glacial and interglacial climates. How does this impact on seed growth?

Rocks: Y3 Recognise that soil is made from rocks and organic matter.

-**Children grow their own Nidderdale 'crop mark'** and discover why knowledge of soil and plants help archaeologists in Nidderdale find hidden buildings.

Humans Settle & Thrive PP slides 24-39 Use Young Archaeologist Club (YAC) activity: <http://www.yac-uk.org/activity/grow-your-own-cropmark>

Animals including humans: Y3 I know that animals need the right amount of nutrition and they get nutrition from what they eat.

-**Children make their own coprolite** after learning what people ate and how archaeologists might know this (**Humans Survive PP Slides, esp.50-51**) Use YAC activity: <http://www.yac-uk.org/activity/make-and-excavate-archaeological-poo>

-**Children ask who ate a healthier diet? Iron age people or me?** Use **Humans Survive PP** for information on food eaten. **Children make a 'Mesolithic Menu'**.

Living things and their habitats: Y4 I recognise that environments can change and that this can pose a threat to living things.

-**Observe and note environmental changes.** Use **Image resources 1 & 2 from 'Nidderdale Rock' section of Education Resources**. Note how the environment has changed. Did these changes pose a threat to living things? Yes, leading to natural selection and adaptations.

Evolution and inheritance: Y6 Identify how animals and plants are adapted to suit their environment in different ways & adaptation may lead to evolution. Recognise that **living things have changed over time**

Humans Survive PP Slides1-22

-**Children research animals of Paleolithic Nidderdale using slides 13-23 with notes pages printed as 'fact sheets'**. Conduct further research and consider how these animals adapted to their environment. Sort animals adapted for 'Glacial' and 'inter-glacial' climates. Children draw the animals and landscape features onto 'blank' landscape sheets. Half the class complete landscape 130,000 years ago and other half do landscape 30,000 years ago. Less able cut and stick animal pictures onto correct landscape background.

HISTORY continued...

-Archaeology in Nidderdale **Children can say the main ways used by archaeologists to find out facts about Nidderdale's past. Humans Settle&Thrive PP Slides 19-28** Study Google Earth and Aerial photos. Invite local archaeologist or club (e.g. Iron Age Nidderdale) to talk about searching for evidence, excavating and recording at a site. Use **List of prehistoric remains found in local caves. Children work in teams to research and make poster of the different Yorkshire caves & the animals found there.**
-Research Historic records of Nidderdale **Humans Arrive, slides 19-24 Children research and note details of existing historic 'finds'.** Use **Historic Records research activity** to guide them. Complete one search as a class then children see how many records they can find in pairs. Have a large map of the area in the classroom. Map locations of finds.

Place events in chronological order, use a timeline and historical vocabulary, placing specific events on that timeline.

-Warm planet / cold planet timeline activity. **Children create their own timeline of climate change since humans first came to Britain.** Print **Climate change timeline activity.** Make human climate change timeline and then children do differentiated independent activities
-**Children put prehistory events in order on a timeline from Palaeolithic to Iron Age.**

Recognise similarities and differences between life in different periods and explain how something in the past affects our lives. Describe different societies and periods in history and start to make links between features and across time.

-**Children observe closely Image Resource 1 of a late Mesolithic / early Neolithic camp in Nidderdale.** Record what the picture tells them about people's way of life in Nidderdale in that era. Add details to this through own research. Compare and contrast own way of life.

-**Sort pictures of foods into those eaten by a person in Mesolithic times in Nidderdale and those which we would eat.** Observe what is different and what is the same. Use own images and food images on **Humans Survive PP, slides 53-57 and 62-70**

MATHS - Children make own 'rock art' code and see if friends can decipher it. Carve messages on recreated rocks using clay. ENGLISH - Non-chronological report, diary entry instruction, storyboards, crazy explanations for rock art / henges, poems.

PREHISTORIC NIDDERDALE

GEOGRAPHY continued...

Location knowledge continued...

-**Make a 'wild food map' of the local area** as part of a 'forage' walk. Mark on sketch map where to find things to eat in the wild. **Humans Survive PP – use all slides on food.** Invent a key to show different types of food found. Draw sketch map on a 'grid' so that children can use co-ordinates to describe location of foods.
-**Use aerial maps to locate sites of past human activity in Nidderdale Humans Settle & Thrive PP, slides 24-30** (see also, 'Grow your own crop mark activity in science). Match aerial views to maps.

DT

Use creativity and imagination to design and make products that solve real and relevant problems.

-**Research tools which could be made using Nidderdale chert flakes Humans Survive PP, slides 28-45 and make replicas of them from edible items** with explanation labels as for a museum.

-**Research 'roundhouses' evidence in this area Humans Settle & Thrive PP, slides 24-40 and make replica.**
<http://www.yac-uk.org/activity/build-a-mini-roundhouse>

-**Research, design and make a 'bow & drill' to make fire.**
Cooking and nutrition: Understand seasonality and how a variety of ingredients are grown, reared, caught and processed.

-Use seasonal products of Mesolithic times **to make a real Mesolithic meal to go with your 'Mesolithic menu'.**

DRAMA / ENGLISH

Ch'n make a story board of humans arriving, surviving and then settling and thriving in Nidderdale. (**Children draw cartoons and write instructions for hunting a Woolly Mammoth, see Early Hunting Methods Cartoon ideas**).
Ch'n write a script for a school assembly explaining what happened or animate parts of a cartoon using animation software.

MUSIC

Make music with natural materials or with own body and devise own notation for pitch, tempo and dynamics.

SCIENCE continued...

Seasonal changes and earth: Y3Y4Y5 I observe how the sun appears to move and this causes shadows to change. I can describe the movement of the sun relative to earth.

-**Children track the movement of the sun across the school playground by drawing a sketch map** with the sun at different points in the sky. -The movement of the sun was important to prehistoric people. **Humans Settle & Thrive PP, slide 71.** Children decide where they would put the entrance to their roundhouse if they built one in the school playground (facing the rising sun) and where they would put the entrance to a barrow in the school playground (facing the setting sun).

PSHCE

-Make a poster on the dangers of either fire in the countryside or on the dangers of eating wild food without knowing what you are doing.

ICT

Programme a foraging 'game' where the human gets points for collecting edible wild food / animals of Nidderdale. Penalty points for poisonous foods.

ART & DESIGN

Increase awareness of different kinds of art, craft and design. Use range of materials. Learn about great artists.

- **Children design and complete own cave / rock art** Use **Humans Survive PP** (cave art **slides 13-23**) **Humans Settle & Thrive PP** (Nidderdale rock art **slides 5-8**) and/or google images to show children examples of cave art or rock art. Distribute printed examples and / or ask the children to research cave and rock art on ipads/laptops. Children copy and sketch own ideas for illustrations. Challenge children to use Nidderdale specific animals or landscape features. Test different natural materials inside and outside for effect including mud, spices, charcoal, softer rock on harder rock. Finalise sketch ideas and materials in sketch books. Cover walls in brown paper or grey paper and draw final version directly onto walls.
-**Children research & sculpt own Nidderdale 'Celtic' heads Humans Settle & Thrive PP, slide 69&70**

Prehistoric Nidderdale Topic Web Notes

- This topic web contains some suggested activities and cross-curriculum links.
- It is designed to be printed on two A4 sheets of paper and then put together and photocopied to form one A3 sheet.
- The text in red denotes a resource which is available to download free from the Upper Nidderdale Landscape Partnership Education Resources pages.
- Text in other colours denotes a Curriculum objective.
- The text in bold denotes an activity that the children will be doing.
- 'PP' is short for PowerPoint Presentation.