**The Celts at Years 3/4**

**Lesson 1**

**An introduction to the Celts and the historical background**

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| **Time** | **Activity** | **Details** | **Cross-Curriculum and Literacy**  **(also see below)** | **To be done/brought along** |
| 5 mins | Introduction | * Introduce ourselves to the class and briefly explain who we are and that we will be teaching them about the celts for 5 weeks. * Explain they will be put into tribes and each tribe will create a poster together that they will add to each week. | n/a | n/a |
| 15 mins | Meet the Celts | * Split children into three groups. Each group spends 5 mins with a student and then swaps. Each 5 mins we introduce ourselves as Celts and explain our roles in the tribe. We get them ask us question about our characters and to get them thinking about what they want to learn so that they can drive the direction of their own learning. | KS2 History: Historical knowledge and understanding: pupils should be given opportunities to identify differences between ways of life at different times  Literacy: Oracy | * Dress as Celts including war paint and divide roles between three student teachers. |
| 10 mins | What do they already know about the Celts? | * In their table groups the students discuss two questions. What do you already know about the Celts? And what do you want to learn about the Celts? We all rotate interacting with the groups and helping encourage avenues of discussion if needed for 5 mins. * At the front of the class we get each table to tell us one thing they thought of and ask one question. This bring the groups together and gets them thinking for 5 mins. | KS2 History: Questions to ask: What do you know about life at this time?   * Historical enquiry: pupils should be given opportunities to:   + Ask and answer relevant questions about the past | * n/a |
| 25 mins | Human timeline | * As a class we go through the powerpoint of pictures represent key dates in history. Each slide we ask a question to see what they know about the historical event who ever answers holds the picture and joins the timeline. * Each event we explain and link to the Celts to give them historical context. * We take pictures of the group stood in line to help with the next activity. * After the timeline is complete each student will step forward and quickly explain their event. | KS2 History: Chronological awareness: pupils should be given opportunities to use timelines to sequence events  KS2 History: Historical enquiry: pupils should be given opportunities to use a range of sources, *e.g. visual sources*  KS2 Knowledge and Understanding of the World – Geography  KS2 History: Historical knowledge and understanding: pupils should be given opportunities to identify differences between ways of life at different times | * Powerpoint with pictures to represent events. * Print each date and corresponding picture. |
| 10 mins | Break |  |  |  |
| 20 mins | Re-create timeline | * Each group works together to put dates and events in order and recreate timeline for 10 mins. * We then put the pictures taken of the human timeline onto the board for them to reference and check their own work. * Each table draws a timeline on A4 and decorates it for 10 mins so they can add this to a group poster they will create over the five lessons. | * Historical knowledge and understanding: pupils should be given opportunities to:   + Identify significant people and events within and across periods   + Understand why people did things, what caused specific events and the consequences of those events.   Skills ladder creative development: Assemble and rearrange given material, ingredients and components in different ways to make simple constructions and products. | * 6 dates and events cut up for the recreating of timelines. * A4 Paper for timeline. * A2 Paper for poster. |
| 15 mins | Each group becomes a tribe | * We put up map of Britain on the board and explain the locations of the tribes they will be given. * Each group pics a name of a tribe from a hat. * In their groups they read the information given and discuss what they have learnt about their tribes and draw their tribe name to add to poster. | KS2 History: Interpretations of history: pupils should be given opportunities to identify the ways in which the past is represented and interpreted; distinguish between ‘fact’ and ‘opinion’, giving some evidence/knowledge-based reasons for this.  KS2 Knowledge and Understanding of the World – Geography  Literacy: Reading | * Information on tribes and their locations. * Map of UK with tribe locations. |
| 15 mins | Each student becomes a Celt | * We explain four key roles within a tribe that we will be explaining in more depth over the following 4 weeks. * Each student pics a role out of a hat and creates an avatar. * Each student draws their Celtic self and has to include aspects of their role in the tribe. | KS2 History: Historical knowledge and understanding: pupils should be given opportunities to identify differences between ways of life at different times.  Literacy: Writing | * Hand out for creating avatar. |
| 5 mins | Homework | * The whole class is asked, before next week, to think about their daily life and what it consists of. We explain that next week we are discussing home life and this preparation will help them. | n/a | n/a |

**Links to National Literacy and Numeracy Framework for years 3/4**

1. **Oracy**

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|  | Year 3  Learners are able to: | Year 4  Learners are able to: |
| Speaking | * **Explain information and ideas using relevant vocabulary** * **Organise what they say so that listeners can understand, *e.g. emphasising key points, sequencing an explanation*** * **Speak clearly, varying expression to help listeners** * Use language appropriate to more formal situations, *e.g. during an assembly, talking to a visitor* * Keep in role and support others in role play * Welsh medium statement: use the most common mutations usually correctly, *e.g. ar ben* | * Explain information and ideas using supportive resources, *e.g. on-screen and web-based materials* * **Organise talk so that different audiences can follow what is being said*, e.g. giving background information, providing a brief summary of main points*** * Adapt talk showing understanding of the differences between informal talk with friends and more extended talk with a wider group * Explore different situations through role play * Welsh-medium statement: use the most common mutations correctly*, e.g. fy nghalon* |
| Listening | * **Listen carefully and make connections between what they are learning and what they already know** * **Check understanding by asking relevant questions or making relevant comments** | * **Listen carefully to presentations and show understanding of main points** * **After listening, respond, giving views on what the speaker has said** |
| Collaboration and discussion | * **Contribute to group discussion, sharing ideas and information** * **Use talk purposefully to complete a task in a group** | * **Contribute to group discussion and help everyone take part** * **Help a group to reach agreement*, e.g. considering reasons or consequences, keeping focus on the topic*** |

1. **Reading**

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|  | Year 3  Learners are able to: | Year 4  Learners are able to: |
| Reading Strategies | * Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context * **Read short information texts independently with concentration** * Read aloud using punctuation to aid expression * Skim to gain an overview of a text, *e.g. topic, purpose* * Look for specific information in texts using contents, indexes, glossaries, dictionaries * **Use visual clues, *e.g. illustration, photographs, diagrams and charts*, to enhance understanding** * Identify different purposes of texts, *e.g. to inform, instruct explain* * **Identify how texts are organised*, e.g. lists, numbered points, diagrams with arrows, tables and bullet points*** * Locate information on web pages using screen features*, e.g. toolbars, side bars, headings, arrows* | * **Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context** * **Read texts, including those with few visual clues, independently with concentration** * **Use understanding of sentence structure and punctuation to make meaning** * Skim to gain the gist of a text or the main idea in a chapter * Scan for specific information using a variety of features in texts, *e.g. titles, illustrations, key words* * Identify how texts differ in purpose, structure and layout * Find information and ideas from web pages, using different search methods, considering which are the most efficient methods |
| Comprehension | * Accurately identify the topic and main ideas of a text, *e.g. by highlighting, using key words of the text* * Deduce ideas and information by linking explicit statements, *e.g. cause and effect* * Take an interest in information beyond their personal experience | * Accurately identify the main points and supporting information in texts * Deduce connections between information, *e.g. sequence, importance* * Explore information and ideas beyond their personal experience |
| Response and analysis | * **Use information from texts in their discussion or writing** * **Make links between what they read and what they already know and believe about the topic** | * **Select and use information and ideas from texts** * **Understand how something can be represented in different ways, *e.g. moving image, multi-modal and print.*** |

1. **Writing**

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|  | Year 3  Learners are able to: | Year 4  Learners are able to: |
| Meaning, purposes, readers | * Write for different purposes and readers choosing words for variety and interest * Include relevant details, information or observations in their writing * Note down ideas to use in writing * Use on-screen functions, *e.g. font, colour, cut, paste, size*, to present their work in ways to interest the reader and enhance meaning * Review and improve sections of their work | * Adapt what they write to the purpose and reader, choosing words appropriately*, e.g. descriptive, persuasive language* * Explain main idea(s) with supporting details, including observations and explanations where relevant * Gather ideas to plan writing * Explore and use appropriately the different forms of writing on-screen to interact with others, *e.g. websites, e-mails, blogs* * Improve writing, checking for clarity and organisation |
| Structure and organisation | * Use a basic structure for writing * Write using an introduction to the topic and a conclusion * Present processes, event or reports in a clear sequence * **Use visual information if relevant, *e.g. labelled diagrams*** | * Use specific structures in writing, *e.g. tables, questionnaires* * Write an introduction, develop a series of ideas and a conclusion * Organise writing into logical sequences or sections by beginning to use paragraphs * **Use visual information, *e.g. illustrations, diagrams and graphs* which are clear and relevant to the written text** |
| Language | * **Use language appropriate to writing, including standard forms of English** * **Use vocabulary related to the topic or subject context** | * **Use language appropriate to writing, including standard forms of English** * **Use subject-specific vocabulary independently** |
| Grammar, punctuation, spelling, handwriting | * Start sentences in a variety of ways * Use adjectives and adverbs to expand simple sentences and phrases * Use connectives for causation and consequence, *e.g. because, after* * **Use full stops, question marks, exclamation marks and commas for lists** * Spell plural forms*, e.g. –s, -es-, -ies* * Use past tense of verbs consistently, *e.g. consistent consonant doubling before* *–ed* * Use strategies including knowledge of word families, roots, morphology and graphic knowledge to spell words, *e.g. most common polysyllabic words* * Spell all high-frequency words correctly * **Produce legible handwriting and present work appropriately joining letters in some words** * Welsh-medium statement: use the standard forms of the verb as relevant to the context * Welsh-medium statement: use the most common mutations usually correctly*, e.g. ar ben* | * Vary the order of words, phrases and clauses in sentences * Use adjectival and adverbial phrases to add interest and precision * Use connectives to show links within sentences * **Use punctuation to demarcate sentences and begin to use speech marks, commas to mark clauses and phrases, and apostrophes for omission** * Use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words, *e.g. words with more complex patterns* * **Produce handwriting which is clear and legible and may be cursive** * Welsh-medium statement: use the standard form of a variety of verbs, *e.g. present, past and negative forms* * Welsh-medium statement: use the most common mutations correctly*, e.g. fy nghalon* * Welsh-medium statement: spell an increasing number of plural forms correctly in context, e.g. *–iau, -u* |