**The Celts at Years 3/4**

**Lesson 3**

**Celtic Warfare**

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| **Time** | **Activity** | **Details** | **Cross-Curriculum and Literacy**  **(also see below)** | **To be done/brought along** |
| 5 mins | Introduction | * Introduce what exactly we’re planning to do in class today, take them through a rough plan of the lesson | n/a | n/a |
| 15 mins | Look at weaponry across Europe belonging to the Celts. | * As a class: An interactive PowerPoint will be put up on the bored. One child will pick the image they wish to learn more about. They click on it and it takes them to the information page. * They have to opportunity to ask any questions they may have about the objects that are coming from all over Europe. | KS2 History: Historical enquiry: pupils should be given opportunities to ask and answer relevant questions about the past  KS2 History: Historical knowledge and understanding: pupils should be given opportunities to identify differences between ways of life at different times | Powerpoint slide with pictures of a map of Europe and the weaponry, explanation alongside it. Make it interactive. |
| 25 mins | Make a sword | * While this may seem like a long time working with the kids has shown they take time over creative activities as they want to do the best job possible. * Individually the pupils will need to draw, then cut out a sword shape. * They will then need to cover the sword in tin foil. * They will then be given the opportunity to decorate their swords with gems like the Celts did themselves. | Skills ladder creative development: Assemble and rearrange given materials and components in different ways to make simple constructions. | Card, tin foil, gems for the kids to decorate their swords with |
| 5 mins | Look at the old VS New stlyes of fighting | * As a class: The children will be told more about the old style fighting VS the style of fighting adopted by the tribes when the Roman’s came over. * There will be a chance for interaction as we go along. And for the kids to ask questions. | KS2 History: Historical knowledge and understanding: pupils should be given opportunities to identify differences between ways of life at different times | Powerpoint slide with a few images of Celtic fighting on there and an explanation about styles. |
| 10 mins | Boudicca and the revolution | * Each pupil created an avatar in the first lesson: They will get the chance to read back over the role they have * Pupils will then be sent off around the classroom and have to ask one another a series of questions to determine what role they have in the Celtic village. | KS2 History: Historical enquiry: pupils should be given opportunities to ask and answer relevant questions about the past  KS2 History: Organisation and communication: Pupils should be given opportunities to: communicate ideas, opinions and conclusions with increasing independence in a variety of ways. e.g. oral presentation | Powerpoint slide with some facts about Boudicca, another one asking the kids about possible bias creeping in. |
| 5 mins | Settle the class after break and recap Boudicca quickly with a video. | * Settle the children down after the break * As a class the children will watch a quick “Horrible Histories” video about Boudicca. * They will then be given the opportunity to ask any questions. | KS2 History: Historical enquiry: pupils should be given opportunities to ask and answer relevant questions about the past  KS2 History: Historical enquiry: Pupils should be given opportunities to: use a range of sources, e.g. buildings and sites, visual sources | Link to the Dailymotion video I need. |
| 10 mins | Wanted poster for Boudicca | * Individually the children will be given a worksheet for them to complete. * There is a box for them to draw their own depiction of Boudicca, followed by several lines for the kids to write either a description of her. Or the “crimes” she committed against the Roman people. The differentiation is there for higher and lower abilities as well as personal preference. * The children can work together as a table to make sure they have the relevant information down. | KS2 History: Organisation and communication: Pupils should be given opportunities to: communicate ideas, opinions and conclusions with increasing independence in a variety of ways. e.g. extended writing | “Wanted Boudicca” poster handout. |
| 30 mins | Celtic battle game (Old/New style of fighting) | * As a class the kids will make their way down to the hall, they will then spate off into their tribes and the rules will be discussed. * Two games will be run at one time. So four groups take part while one observes. They will compete in a round robin, so that every tribe will fight one another. * One style of game will be running in the Old style fight (one on one) while one will be running in the New style of fighting (All together) * Dice rolls will determine the actions of the battle. * Before the kids can actively engage in battle they first must advance to a certain point (One again dice rolls determine the number of steps a person can move forward by) * Each number has a specific action attached to it * If a pupil loses two limbs, they are deemed dead. * Once all members of the opposing team are dead, the tribe wins. | KS2 History: Organisation and communication: Pupils should be given opportunities to: communicate ideas, opinions and conclusions with increasing independence in a variety of ways. e.g. Kinaesthetic learning | Rules list written up so the others can run a round of fighting.  Two of the foam dices we can put numbers in. |
| 5 mins | Discuss battles themselves and what the kids learnt | * In their topic tables have the kids discuss what just happened. * See if they understand the differences between Old style and New style battles. * Get them to jot down some notes on the battles they experienced. | KS2 History: Historical enquiry: pupils should be given opportunities to ask and answer relevant questions about the past  KS2 History: Organisation and communication: Pupils should be given opportunities to: communicate ideas, opinions and conclusions with increasing independence in a variety of ways. e.g. oral presentation | N/A |
| 5 mins | Plenary | * Discuss **as a class** what they have learnt about Celtic Warfare. | 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* |