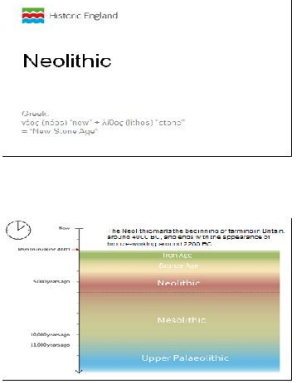


Thursday 21 September 2020
 To understand some key sources about different periods in history

I think this is a necklace. I think it would have been made of stone and glass. It has been found in a cave. I think it would have been used for jewellery. I think the beads are made of stone. I think it looks like a necklace. It has been found in a cave.

I think this is a spear. I think it would have been made of stone, wood and string. I think it would have been used for hunting. I think it looks like a spear. I think it would have been used for hunting. I think it looks like a spear.

I think this is a bowl. I think it would have been made of stone, wood and string. I think it would have been used for eating. I think it looks like a bowl. I think it would have been used for eating. I think it looks like a bowl.



As well as the first evidence of farming, in the Neolithic period, people started to build permanent houses. They used stone, wood and mud to build them. They also started to grow crops like wheat and barley. This was a big change because before they had to hunt for food. They also started to make pottery. They made things like bowls and jars. They used clay to make them. They fired them in a kiln. This was a big change because before they used stone and wood for cooking and storing food.

	Palaeolithic	Mesolithic	Neolithic
Dates	Over 250,000 years ago	10,000 years ago	5,000 years ago
Tools and weapons	They used stone tools like spears, axes and knives. They also used wood and bone. They made flint tools. They used bows and arrows. They used spears and darts. They used clubs and maces. They used clubs and maces. They used clubs and maces.	They used stone tools like spears, axes and knives. They also used wood and bone. They made flint tools. They used bows and arrows. They used spears and darts. They used clubs and maces. They used clubs and maces. They used clubs and maces.	They used stone tools like spears, axes and knives. They also used wood and bone. They made flint tools. They used bows and arrows. They used spears and darts. They used clubs and maces. They used clubs and maces. They used clubs and maces.
Houses	They lived in caves and in simple huts made of animal skins and wood. They lived in caves and in simple huts made of animal skins and wood. They lived in caves and in simple huts made of animal skins and wood.	They lived in caves and in simple huts made of animal skins and wood. They lived in caves and in simple huts made of animal skins and wood. They lived in caves and in simple huts made of animal skins and wood.	They lived in caves and in simple huts made of animal skins and wood. They lived in caves and in simple huts made of animal skins and wood. They lived in caves and in simple huts made of animal skins and wood.
Food	They hunted animals and gathered plants. They hunted animals and gathered plants. They hunted animals and gathered plants.	They hunted animals and gathered plants. They hunted animals and gathered plants. They hunted animals and gathered plants.	They hunted animals and gathered plants. They hunted animals and gathered plants. They hunted animals and gathered plants.
Geography	They lived in the British Isles and in Europe. They lived in the British Isles and in Europe. They lived in the British Isles and in Europe.	They lived in the British Isles and in Europe. They lived in the British Isles and in Europe. They lived in the British Isles and in Europe.	They lived in the British Isles and in Europe. They lived in the British Isles and in Europe. They lived in the British Isles and in Europe.

Year 4 have been asking questions about primary sources and suggesting possible answers based on what they can see about the artefacts.

Year 4 have used secondary sources of information to consider how different aspects of society changed across the Palaeolithic, Mesolithic and Neolithic ages.

Toy Sorting!

You have your very own toy museum! All the old toys need to go on one side of the museum and all the new toys need to go on the other side. Can you cut the pictures out and stick them in the right areas? When you have done this, can you think of some words to describe the toys?

Old Toys

New Toys

How do you know this toy is old? because it is dressed in velvet.

Year 1 have been looking at primary sources and sorting the toys into old and new based on their characteristics. They have been developing their awareness of the past by comparing their modern toys with the old toys and thinking of questions they have for people who might have used these older toys.

Name: CLARE
 Date: 08.09.2020
 (1) to find out about Florence Nightingale's early life and then answer these questions.

Read the information sheet about Florence Nightingale's early life and then answer these questions.

- When was Florence Nightingale born?
12th May 1820
- How did Florence get her name?
by the city she was born in
- How many brother and sisters did Florence have?
1 sister
- What did Florence want to be when she grew up and why?
A nurse because she thought sent her to earth to help people
- What did Florence's family want her to be when she grew up and why?
To find a husband, to be a rich woman married
- Where and when did Florence train to be a nurse?
Germany

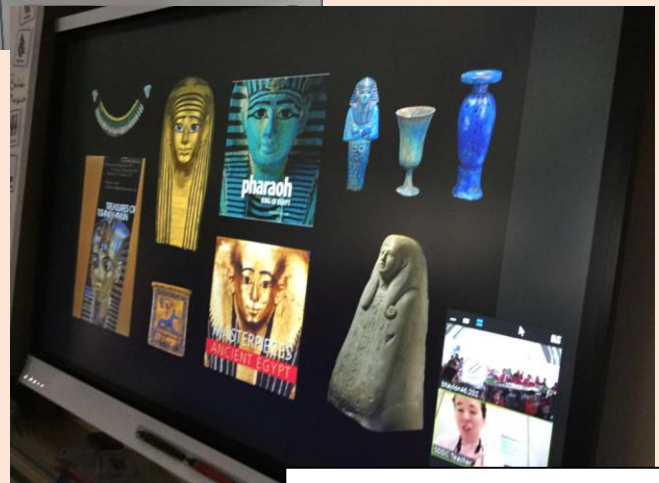
Year 2 have been using secondary sources to research Florence Nightingale's life. They then thought of questions they still want to answer such as "How did Florence get the hygiene things to the soldiers"?

History

Using historical sources

Primary sources are produced by participants of direct observers of an event or period of time. They include the physical object (such as artefacts we visit at museums) or digital copies (such as photos of artefacts or scans of letters written by a person in history).

Secondary sources include books, articles and encyclopaedias written about a topic by somebody that was not present at that time e.g. an encyclopaedia about Ancient Greece.



Year 3 have taken part in a virtual trip to the British Museum and were able to look at some of the 8 million artefacts in the museum. They used these primary sources to compare life in Ancient Egypt with modern times. They also learned about how the age of different artefacts and where they were found help historians to build a picture of which other ancient civilisations the Ancient Egyptians had contact with.

Year 5 have been using digital copies of primary sources to identify place names with Anglo-Saxon origins. To do this they used the online version of the Domesday Book and created a map depicting the Anglo-Saxon kingdoms. They labelled the places they found in the Domesday book on their map.

Activity 2

Small pot found in Cyprus, made in Egypt

The Eschscholdon Prism describes the Assyrian invasion of Egypt

Figure of an Egyptian God wearing a Roman military uniform

3500 BC

1700 BC

Ancient Egyptians took control of the Delta region

Ancient Egyptians introduced new tools

2600 BC

The Hyksos invaded Egypt

1500 BC

The Hyksos introduced new tools

30 BC

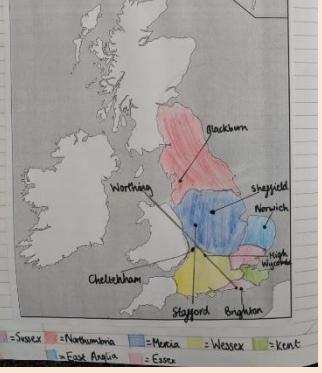
Roman invasion of Egypt

AD 1

Circle the object which is evidence of the new tools that the Hyksos civilisation brought with them to Egypt

Which of these three civilisations did the ancient Egyptians come into contact with first? Circle the correct answer: a. The Romans b. The Greeks c. The Kushites

3. How many languages are written on the Rosetta Stone? there are three languages



Reception have created their own "Precious Boxes". They thought about their own past and what was important to them and put these into a box to show and talk to the class about.

