

Year: 3 (AP2)


Topic: Celts (Iron Age)

Time Period: Prehistory

Learning outcomes:

- Understand who the Celts were.
- Place them on timeline (Britain).
- Know where the word 'Celt' came from.
- Know how the Celtic tribes were organised (Hierarchy and Democracy)
- Know who was in charge of the Celts
- Know why the Celts were called the Iron Age Celts
- Learn about iron and how they made coins and currency.
- Categorise sources of information that help us to build a picture of Celt life
- Know what were the Celts' religious beliefs?

Lesson plan: Session 1

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Have a selection of Iron Age images on the tables but do not reveal the time period. – Primary Sources (coins, artefacts, burial site images) and Secondary Sources (pictures from books/illustrations etc). Ask the children to look at them, as they move around tables and talk about where they think these items and pictures came from? How do we have them? Why are there no photographs or diary entries/letters from this time?</p> <p>Where might we see these items today? (coins/artefacts - in museums)</p> <p>Ask the children to think about when these items were from- what are the items telling us?</p> <p><i>Are they recent, old, very old, what are the materials used? Reveal that the items are from the Iron Age- recall learning from last term (Stone Age).</i></p> <p><small>© A Roundhouse at Colchester Garrison Courtesy of Colchester Archaeological Trust.jpg</small></p> 	<p>Stone Age, Bronze Age, Iron Age</p> <p>Celts</p> <p>Prehistoric time</p> <p>past tribes</p> <p>primary sources</p> <p>secondary sources</p> <p>iron</p>	<p>Remind the children: There is a large period of time for which we have no written records. We call this 'prehistory'. Using evidence of the first early humans, we split 'prehistory' into three sections:</p> <p><u>Stone Age, Bronze Age, Iron Age</u></p> <p>There is no recorded history of this time that we can read. The only things we have are the clues that were left behind (as seen in the introduction) and archaeologists have to try to interpret these.</p> <p>The Iron Age in Britain is thought to have lasted for around 800 years.</p> <p>Recap: What do we know from last term (Stone Age)</p> <p>How and what do we know about the Celts? Record on flip chart as a quick pre-requisite knowledge assessment.</p> <p>Tell the children;</p> <p>The Iron Age in Britain is thought to have started in around 750 BC and continued until the Roman invasion of AD 43. The Iron Age followed the Bronze Age and, by around 500 BC, iron had replaced bronze as the chosen metal for making most weapons and tools.</p> <p>https://www.bbc.co.uk/bitesize/articles/z8bkwmn#zrv72v4</p>	<p>Name sources of evidence</p> <p>List the pre-history eras</p> <p>Predict more about the lives of people during the Iron Age</p>	<p>https://www.bbc.co.uk/bitesize/articles/z8bkwmn#zrv72v4</p> <p>Images for introduction</p>

		<p>Can the children write down in groups (take photos for History books) what they have learnt from the images/artefacts for the first part of the lesson.</p> <p>For instance:</p> <p>That the Iron Age was named this because the people began making things out of iron. They made coins and this means they must have sold things. They knew how to find and use iron. It was after the Bronze Age.</p>		
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Lesson plan: Session 2

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Explain to the children:</p> <p>During the Iron Age, Celtic people were reported to have worn close-fitting trousers with a long linen or woolen tunic that was tied with a belt. Fabrics were dyed different colours. Checked and striped patterns, a little like tartan, were often used.</p> <p>A Celtic warrior would usually fight with a long sword or spear and an oval shield.</p> <p>Read out a description of a typical Celt and as you carefully describe each part of the description- the children draw what you are describing (do not show them your image). Use this image to support you as you read the description- when they have finished- reveal your picture / source- do the images look the same? These can be stuck into History books/Purple books so ask the children to colour and draw as they would in an art lesson.</p> <p>https://www.bbc.co.uk/bitesize/articles/zqp2m39#zn4v3j6</p> <p><i>Linking back to the first lesson - ask the children</i></p> <p>How do we know about the Celts?</p> <ul style="list-style-type: none"> Most of what we know about the Celtic tribes in Britain comes from archaeological evidence and writing by other people. 	<p>Stone Age, Bronze Age, Iron Age</p> <p>Celts</p> <p>Prehistoric time</p> <p>past</p> <p>tribes</p> <p>primary sources</p> <p>secondary sources</p> <p>warrior</p> <p>clan</p> <p>Boudica</p> <p>farming</p>	<p>What was their daily life like?</p> <p>The Celts were a warrior based society. They lived in clans that formed a part of a larger tribe. Often tribes would fight against each other.</p> <ul style="list-style-type: none"> The Celts farmed the land to grow food to eat and to trade with other tribes. Homes were in small settlements in the countryside. They kept animals for both food and to make clothing from their hides. They were good at fighting. <p>https://www.bbc.co.uk/bitesize/articles/zvhy3j6#z3pvbqt</p> <p>Share the information from the webpage and discuss.</p> <p>Put children into research groups- use IPADS and prints out</p> <p>too from this webpage- they need to create a 2 minute</p> <p>presentation about their area of information: (Collaborating Carlos as groups- could give each child a</p> <p>specific role in their group).</p>	<p>Define who the Celts were</p> <p>List elements of their daily lives</p> <p>Compare their lives - then and now</p>	<p>Access to BBC Bitesize</p> <p>Fact print outs</p> <p>iPads</p>

<ul style="list-style-type: none"> • The Roman Emperor Julius Caesar wrote about the Celts in battle. • He wrote that they painted themselves blue in woad, from head to toe and screamed as they ran in to battle. <p>It's important to remember that this writing was not always accurate. The Romans described the Celts as barbarians as they wanted to be viewed as the civilised people invading Britain.</p> <p>The Celts were also described by Greek writers.</p> <p>Ask the children if they can remember any famous Celts...They should recall Boudica from Year 1 and 2.</p>		<ul style="list-style-type: none"> • Where did the Celts come from? • Tribes and Clans • Food • Art and Craft • Religion and Beliefs • Weapons and Armour • Coins (<i>this needs to be a focus because we will look at the coins at the Castle museum</i>) <p>Children come and present their information for the end of the lesson</p> <p>- record for Teams and/or take photos for books as evidence.</p>		
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Lesson plan: Session 3

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Explain to the children: Iron Age Coins https://www.silburycoins.co.uk/product-category/celtic-coins-for-sale/trinovantes/</p> <p><i>Iron Age coins provide the first written evidence from Britain and mark the end of its 'prehistory'. These coins, often referred to as 'Celtic' coins, are mainly found in southern and eastern England (including Colchester). Because of the lack of historical information about Iron Age Britain, we must depend on the archaeological records to inform us.</i></p> <p>For many years in the Iron Age, goods were bartered for other items of similar value. However, by the middle of the first century BCE, coins were in common use in most parts of Britain. Celtic coins were small (no bigger than modern £2 coins) and made of gold, silver and bronze.</p> <p>How did coins end bartering? Show the image of the first Iron Age coins made around 600 BC. They had a picture of a lion stamped on one side and the back was left blank so it could be struck by a hammer.</p> <p>The coins that are used today have different values. Iron Age coins would have had values and traders set values for goods. People used their coins to pay for goods.</p>	<p>Stone Age, Bronze Age, Iron Age</p> <p>Celts</p> <p>Prehistoric time</p> <p>past tribes</p> <p>primary sources</p> <p>secondary sources</p> <p>coins</p> <p>barter</p>	<p>WALT: understand the importance of coins during the Iron Age</p> <p>Take the children on a walk using the resources:</p> <p>COLCHESTER UNDERPASS TRAIL (OSM MST RESOURCES)</p> <p>Look at the coins and how they are represented around Colchester in the underpasses and outside the Sainsbury's in the city centre.</p> <p><u>Answer the following questions in books:</u></p> <p>How did coins end bartering? (Coins had a fixed value so this could be used instead of bartering.)</p> <p>How did the people of the Iron Age feel about this idea? (People liked this idea because there were less arguments.)</p> <p>What were coins used for? (For trading and chiefs could track the wealth of people. People now had land, animals and money.)</p>	<p>Name the time when pre-history transitioned into recorded History.</p> <p>Describe how coins changed life during the Iron Age</p> <p>Compare how History was recorded before coins and after (pre-history onwards)</p>	<p>COLCHESTER UNDERPASS TRAIL (OSM MST RESOURCES)</p>

Lesson plan: Session 4

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
LESSON 4: Trip to Colchester Castle – see coins, jewellery and round houses. Take photos for books.				

Lesson plan: Session 5

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Ask the children-WHO WERE THE ICENI TRIBE?</p> <p>Link to the Year 3 class- Iceni- it is an important name for Colchester and SJG.</p> <p>Discuss and then share-</p> <p><u>The Invasion</u></p> <p>The Romans invaded Britain in 43 CE.</p> <ul style="list-style-type: none"> • Emperor Claudius sent 40,000 men • Some Roman soldiers were keen to invade. They wanted fame and glory. Others were not happy. Britain seemed far away and rather mysterious to them. • The Romans needed metals like tin, iron, lead and silver, which Britain had. • The British tribes (Celts) were not united; they would not fight together. Some, like the Catuvellauni, fought hard, fierce battles. Others, like the Iceni, welcomed the Romans. Many Celts carried on farming their land, wearing Celtic clothes and speaking the Celtic language, although Latin was the official language. <p>The Iceni tribe lived in Norfolk and north Suffolk. It was ruled by Prasutagus and was allowed to be a</p>	<p>Stone Age, Bronze Age, Iron Age</p> <p>Celts</p> <p>Prehistoric time</p> <p>past tribes</p> <p>primary sources</p> <p>secondary sources</p> <p>Boudica rebellion</p>	<p>WALT: explain why Boudica led a revolt against the Romans.</p> <p>Explain:</p> <p>In 60 CE, when Prasutagus died, leaving half the kingdom to his wife Boudica and half to Emperor Nero. Never imagining that a woman could rule a kingdom, the emperor ordered that it should all be under Roman rule (discuss this!). Boudica then led a major rebellion. This is what Dio Cassius said about Boudica: 'She was a tall woman with piercing eyes and a loud voice. A great mass of red hair hung down to below her waist. Round her neck was a large gold band. She wore a long flowing tartan dress, and over it a thick cloak fastened by a brooch.' Other tribes joined the Iceni in their rebellion. They destroyed newly built Roman towns like London and Colchester. Many people were killed. The rebels were eventually defeated. Boudica poisoned herself rather than be taken prisoner.</p> <p>Explain to the children that Boudica stormed Roman Colchester and burnt the Castle (which was a Roman Temple) to the ground.</p> <p>https://www.bbc.co.uk/bitesize/articles/zhn6cq7</p> <p>Watch the BBC Bite size clip. Do the children remember their prior learning about her?</p> <p>Can the children write a brief summary of her 'story' into their books?</p> <p>Extension:</p>	<p>Identify who Boudica was</p> <p>Describe the rebellion against the Romans</p> <p>Explain why Boudica led the rebellion and what happened in Colchester</p>	<p>Print out of Boudica's description</p>

'kingdom' by the Romans. Most people lived in the countryside, growing crops and keeping animals. In 60 CE, Prasutagus died, leaving half the kingdom to his wife Boudica and half to Emperor Nero.		Using the description above, can children draw an image of Boudica? You could also use role-play to re-enact the rebellion.		
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Lesson plan: Session 6

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
CHILDREN PUT TOGETHER AN HISTORICAL FACT POSTER/DISPLAY OR POWERPOINT ALL ABOUT THE CELTS AND WHAT THEY HAVE LEARNT FOR DISPLAY PURPOSES IN THE SCHOOL – MUST INCLUDE OSM AND VISIT TO THE CASTLE.				



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