

NONI THE BLACKSMITH

LESSON IDEAS FOR KEY STAGE ONE

The following three lessons ideas are based on the book *Noni the Blacksmith*. They use the story as a basis for exploring life in the Iron Age on the Blackdown Hills. The lesson ideas aim to enable children to learn about the historic landscape of the Blackdown Hills and iron working in the Iron Age through narrative, music and creative experiences. The lesson ideas focus on the unique and special landscape of the Blackdown Hills. A place which, in the past, provided everything people needed to make iron.

The lesson ideas are linked to the National Curriculum in England, Key Stage 1 History Program of Study. The Iron Age and the start of the use of iron can be studied as an example of '*events beyond living memory that are significant nationally*'. For pupils who live on or near the Blackdown Hills, the lessons could be part of a local study which looks at '*significant historical events, people and places in their own locality*'. (National Curriculum in England 2013)

LESSON ONE

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| Year Group | Subject |
| Year 1 and Year 2 | History – The Iron Age in the Blackdown Hills |
| Key Learning Objectives | |
| To identify similarities and differences between ways of life in the Iron Age and the present day. | |
| Learning Outcomes | |
| Children will be able to list a range of differences and similarities between their life and life in the Iron Age. Children will be able to draw a picture of an Iron Age house and compare it with their house. | |
| Teaching Sequence | Key Questions |
| <p>Whole class</p> <p>Read <i>Noni the Blacksmith</i> to the class.</p> <p>Explain that Noni lived on the Blackdown Hills in a time called the Iron Age. Show when the Iron Age period (c.800 BC to 43 AD) was on a class timeline.</p> <p>Look at the illustrations in the book. Highlight that Noni lived in a roundhouse. Explain it had only one room and an open fire in the middle. The roof was thatched and the walls were made of wood and mud. Encourage the children to begin to think about how life was different for Noni compared with their lives today.</p> <p>Split the class into four groups. Give half of the class the picture of Noni and Dum Dum (see resource sheet 1) and ask one group to list all the differences they can identify, comparing their lives with Noni’s life in the Iron Age. Ask the second group with the same picture to see if they can find any similarities between their lives and that of Noni’s in the Iron Age. Give the other half of the class the picture of Noni’s Daddy the blacksmith (resource sheet 2) in front of the roundhouses. Ask one group to look for similarities and the other group to look for differences.</p> <p>For example: <i>Noni lived in a roundhouse, we live in rectangular houses; Noni’s clothes were different in style; there were no cars, Noni used Dum Dum the horse to transport things; Noni collected resources from the land, not from a shop; there was no electricity in the Iron Age</i></p> <p>Each group can then share the similarities or differences they found with the rest of the class.</p> <p>Independent Work</p> <p>Using resource sheet 3, ask the children to draw an Iron Age scene showing the roundhouse that Noni lived in and any other detail they’ve remembered from the story. Underneath that picture ask them to draw themselves, their house and any other details that show any similarities or differences between the two periods. Encourage them to include as much detail as possible and suggest they label the differences and similarities on their picture.</p> | <p>Why do you think the Iron Age was called the Iron Age?</p> <p>What is the shape of Noni’s house? What shape is your house?</p> <p>What type of clothes is Noni wearing?</p> <p>What transport does Noni use?</p> <p>Where do you think they cook their food?</p> <p>What things are important to Noni? What things are important to you?</p> <p>Why was her knife so precious?</p> |
| Plenary | |
| Ask the children to sit in a circle. Encourage them to imagine they are sitting in a roundhouse with an open-hearth fire in the centre. Explain that people did not use writing in the Iron Age. Highlight that this is another difference between the two periods. In the Iron Age, all stories would have been shared orally. At the end of <i>Noni the Blacksmith</i> is ‘Noni’s Song’ which retells the story (see resources sheet 4 for music and lyrics). Read or sing ‘Noni’s Song’ as an example of how they may have retold <i>Noni the Blacksmith</i> in the Iron Age. | |

| Extension | Resources |
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| <p>Encourage children to extend thinking beyond the immediate difference through questioning. For example: <i>why couldn't Noni telephone her Daddy? There were no phone lines, electricity, plastic to make the telephones etc.</i></p> | <p>Noni the Blacksmith book available at http://www.blackdownhillsaonb.org.uk/metal-makers/</p> <p>Resource sheet 1 Noni and Dum Dum Resource sheet 2 Noni's Daddy the Blacksmith Resource sheet 3 Life in the Iron Age Resource sheet 4 'Noni's Song' music and lyrics</p> |

LESSON TWO

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| Year Group | Subject | |
| Year 1 and Year 2 | History – The Iron Age in the Blackdown Hills | |
| Key Learning Objectives | | |
| <p>To understand that the Blackdown Hills is a special landscape. In the Iron Age, the area provided everything people needed to make metal: iron ore from the ground; clay to build furnaces; trees to make charcoal. To be able to use parts of a story to show that they know and understand key features and events.</p> | | |
| Learning Outcomes | | |
| <p>Children will be able to list the three things that are needed to make iron and where Noni collected them from. Begin to explain why the Blackdown Hills were an ideal place to make iron.</p> | | |
| Teaching Sequence | Key Questions | |
| <p>Whole class Re-read <i>Noni the Blacksmith</i> to the class to recap the story. Sing the song ‘We’re Going on an Iron Hunt’ (see resource sheet 5 for lyrics and music). Ask the children to identify the three things that Noni needed to collect from the Blackdown Hills to make iron. <i>Iron ore (special stones), wood and clay.</i></p> <p>Look at Noni’s journey at the back of the book. Discuss where Noni went to collect the three items needed to make iron.</p> <p>In a large open space, create your own large floor map using the map in the book as a guide. Tape down large pieces of paper on the floor to show the journey Noni took across the Blackdown Hills. Use one piece of paper for each area: include the village, hill fort, the land where Noni collected the iron ore, woodland and river. Use strips of masking tape stuck to the floor linking the pieces of paper to create ‘paths’ between the different places. (This could also be done outside on a playground using chalk instead of paper and masking tape.)</p> <p>Encourage the children to walk along the ‘paths’ and recreate Noni’s journey. Discuss what she may have seen on her journey and where she collected the iron ore, wood and clay. For example: <i>she would be able to see roundhouses, small fires, a furnace in the village; trees and plants in the woodland; a large defensive fence and roundhouses at the top of the hill fort etc.</i></p> <p>Split the class into five groups and assign one area of the floor map to each group. Ask the children to draw what they think Noni would have seen in each area. The groups can rotate round and add extra details to each part of the map.</p> | <p>Why did Noni sing this song?</p> <p>What did she need to collect to become a blacksmith and make iron?</p> <p>Where did she go to collect the iron ore, wood and clay?</p> <p>What did Noni see on her journey?</p> <p>What do you think Noni could see from the top of the hill fort? Would it be the same as we can see today?</p> | |
| Plenary | | |
| <p>Ask one person from each to group to explain what has been drawn on their section of the map. Highlight that Noni was able to collect all that she needed to make iron (iron ore, wood and clay) from the local landscape making the Blackdown Hills a special landscape.</p> | | |
| Extension | Resources | |
| <p>Have reference books about the Iron Age available and ask children to find out extra information about roundhouses and hill forts to include on the map.</p> | <p>Noni the Blacksmith book available at http://www.blackdownhillsaonb.org.uk/metal-makers/</p> <p>Large pieces of paper and masking tape or chalk</p> <p>Crayons for drawing on the floor map</p> <p>Resource sheet 5 ‘We’re Going on an Iron Hunt’</p> | |

LESSON THREE

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| Year Group | Subject | |
| Year 1 and Year 2 | History – The Iron Age in the Blackdown Hills | |
| Key Learning Objectives | | |
| <p>Understand the processes involved in iron working:</p> <ol style="list-style-type: none"> 1. Smelt/ heat the ore in a furnace to extract the iron bloom. 2. Smith the iron bloom by heating and beating it to shape it into an iron object. <p>Begin to understand why the start of iron production in the Iron Age was a significant event.</p> | | |
| Learning Outcomes | | |
| Children will be able to explain how iron ore is transformed into iron objects using the terms smelting and smithing. | | |
| Teaching Sequence | Key Questions | |
| <p>Whole class Re-read the <i>Noni the Blacksmith</i> book Ask the children to talk in pairs and remind each other of the three things that Noni needed to collect from the landscape to make iron.</p> <p>Explain how these three things are used to make iron (wood for the fire, clay to make the furnace and iron ore). First the iron ore is smelted. It is heated in a furnace until the iron separates from the rock. The iron bloom which comes out of the furnace is then heated again in a fire and beaten with a hammer repeatedly in to a shape. This is called smithing (see iron working fact sheet for more information about iron working in KS2 lesson ideas).</p> <p>The ‘Iron Making Work Song’ emphasises the two main processes of smithing: heating and beating. (See resource sheet 5 for lyrics and accompanying music.)</p> <p>Ask the children to imagine they are blacksmiths heating and beating iron. Sing the song as a class. Encourage the class to come up with actions for the song (for example, rocking movement to represent putting iron into the fire in the ‘heat’ line and a hammer movement in the ‘beat’ line). Try out different ways of performing this song. Play different dynamics, start quietly and get louder or vice versa. Use a range of different voices to perform the song e.g a big booming blacksmith voice, or a smaller Noni voice.</p> <p>Show a range of iron objects that could have been made by the blacksmith in the Iron Age (the British Museum website has photographs of Iron Age objects www.britishmuseum.org/explore/online_tours/britain.aspx). Highlight that they would have taken a long time to make. They would have been hard and strong. Explore ideas about why iron would have been so useful in the Iron Age.</p> <p>Independent Work Children make their own ‘iron’ objects using cardboard and silver paper. Use the template of Noni’s knife and the other iron objects that the black smith could have made (see resource sheets 6 to 9). Photocopy the template onto cardboard (or draw round the template), cut out the objects and decorate ‘iron’ objects using pieces of silver paper for the metal and brown paper for the handles.</p> | <p>Why were the Blackdown Hills a special place in the Iron Age?</p> <p>Why were the Blackdown Hills a good place to make iron?</p> <p>Why was Noni’s knife so precious?</p> <p>Why would iron tools be special?</p> <p>How long do think it would take for a blacksmith to make a knife like Noni’s?</p> <p>What else do you think the blacksmith would have made out of iron?</p> <p>Why is iron so useful?</p> | |
| Plenary | | |
| Look at the range of iron tools the children have made. Ask them if we use these tools today? Do they look the same? Why are they different? Discuss in pairs and share ideas with the class. | | |

| Extension | Resources |
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| <p>Add Iron Age style patterns to their iron tool. Children could use other sources (photos on line, reference books) to find examples of Iron Age patterns.</p> | <p>Noni the Blacksmith book available at http://www.blackdownhillsaonb.org.uk/metal-makers/ Resource sheet 5 'Iron making work song' Resource sheets 6 - 9 Iron objects templates Cardboard, silver paper, brown paper, glue. Images from the British Museum website www.britishmuseum.org/explore/online_tours/britain.aspx</p> |

NONI AND DUM DUM



NONI'S DADDY THE BLACKSMITH



LIFE IN THE IRON AGE

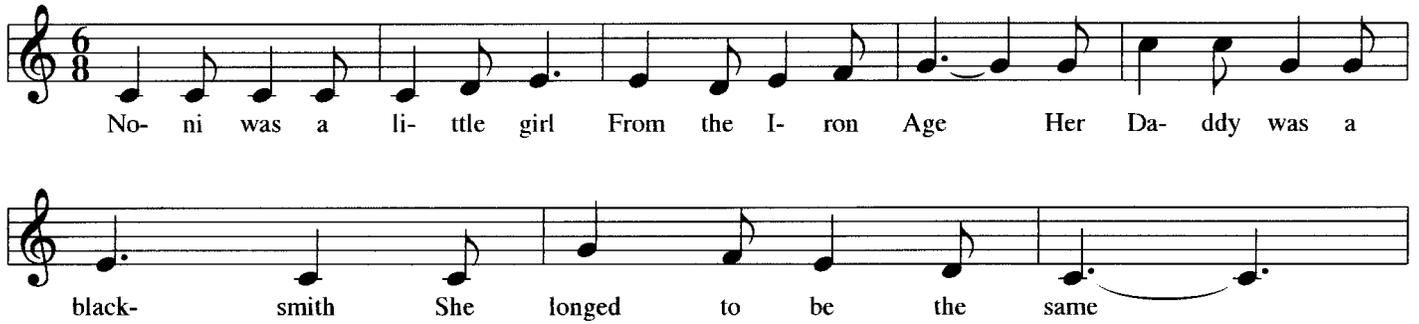
Draw a picture showing the roundhouse that Noni lived in.



Draw a picture of yourself and the house that you live in.

Add labels to your pictures to show the similarities and differences between life in the Iron Age and your life today.

NONI'S SONG



The image shows two staves of musical notation in 6/8 time. The first staff contains the lyrics: "No- ni was a li- ttle girl From the I- ron Age Her Da- ddy was a". The second staff contains the lyrics: "black- smith She longed to be the same". The notes are simple quarter and eighth notes with a treble clef and a key signature of one flat.

Noni went with Dum Dum
On a long journey
Wanted clay, wood, iron ore
To prove that she was ready

She knows to dig for iron ore
Finds wood beneath the trees
Clay from the water
Everything she needs

Noni lost her special knife
She was very sad
Her daddy could not be cross
Her work had made him glad

Clay to build the furnace
Wood to stoke the fire
Iron bloom smelted out
Ready for the hammer

Noni was so happy now
A blacksmith she became
Just like her daddy
They were now the same

WE'RE GOING ON AN IRON HUNT

Musical score for the song "We're Going on an Iron Hunt". The score is written in 6/8 time and consists of four staves of music. The lyrics are: "We're go - ing on an iron hunt Dum Dum and me O - ver the hill for i - ron ore then wood from the trees Last to the ri - ver to find some clay I'm going to be a black - smith I start to - day!". The score includes chord markings: C, G, and G.

We're go - ing on an iron hunt Dum Dum and me

O - ver the hill for i - ron ore then wood from the trees

Last to the ri - ver to find some clay I'm

going to be a black - smith I start to - day!

IRON MAKING WORK SONG

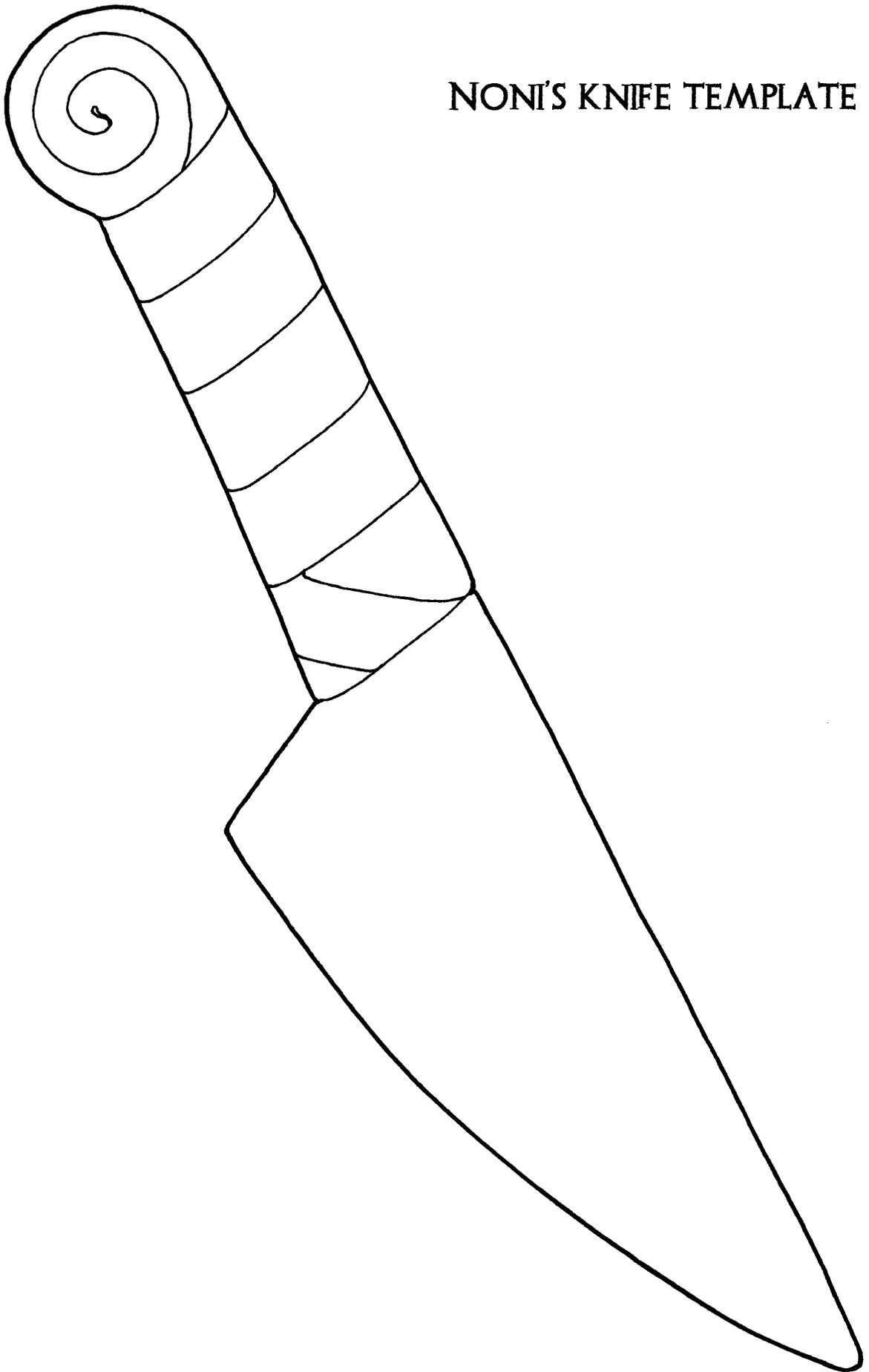
Musical score for the song "Iron Making Work Song". The score is written in 4/4 time and consists of three staves of music. The lyrics are: "Heat, heat, heat, red hot! Beat, beat, beat, beat! Heat, heat, heat, red hot! Beat, beat, beat, beat! Un - til the knife is done!".

Heat, heat, heat, red hot! Beat, beat, beat, beat!

Heat, heat, heat, red hot! Beat, beat, beat, beat! Un -

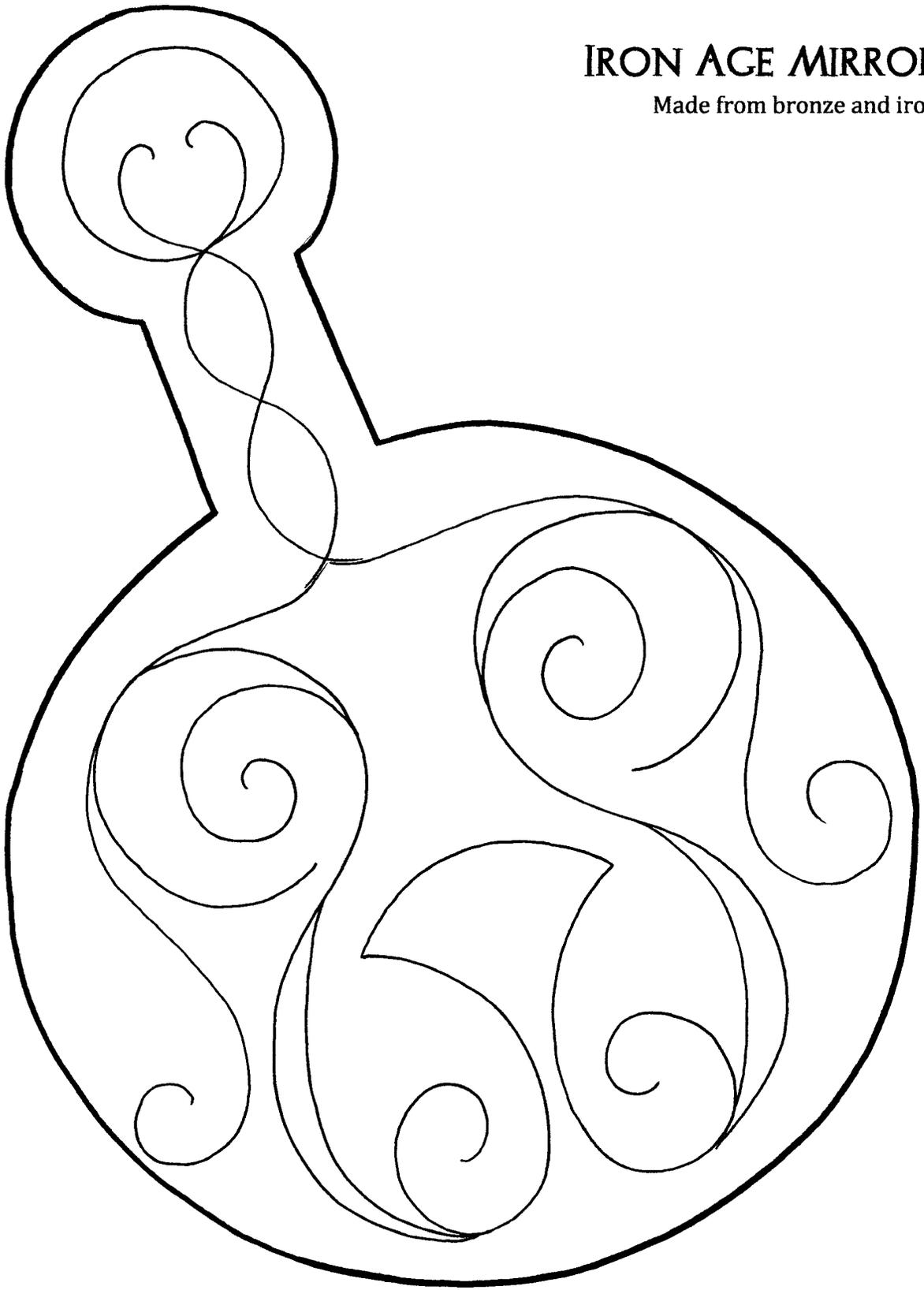
til the knife is done!

NONI'S KNIFE TEMPLATE

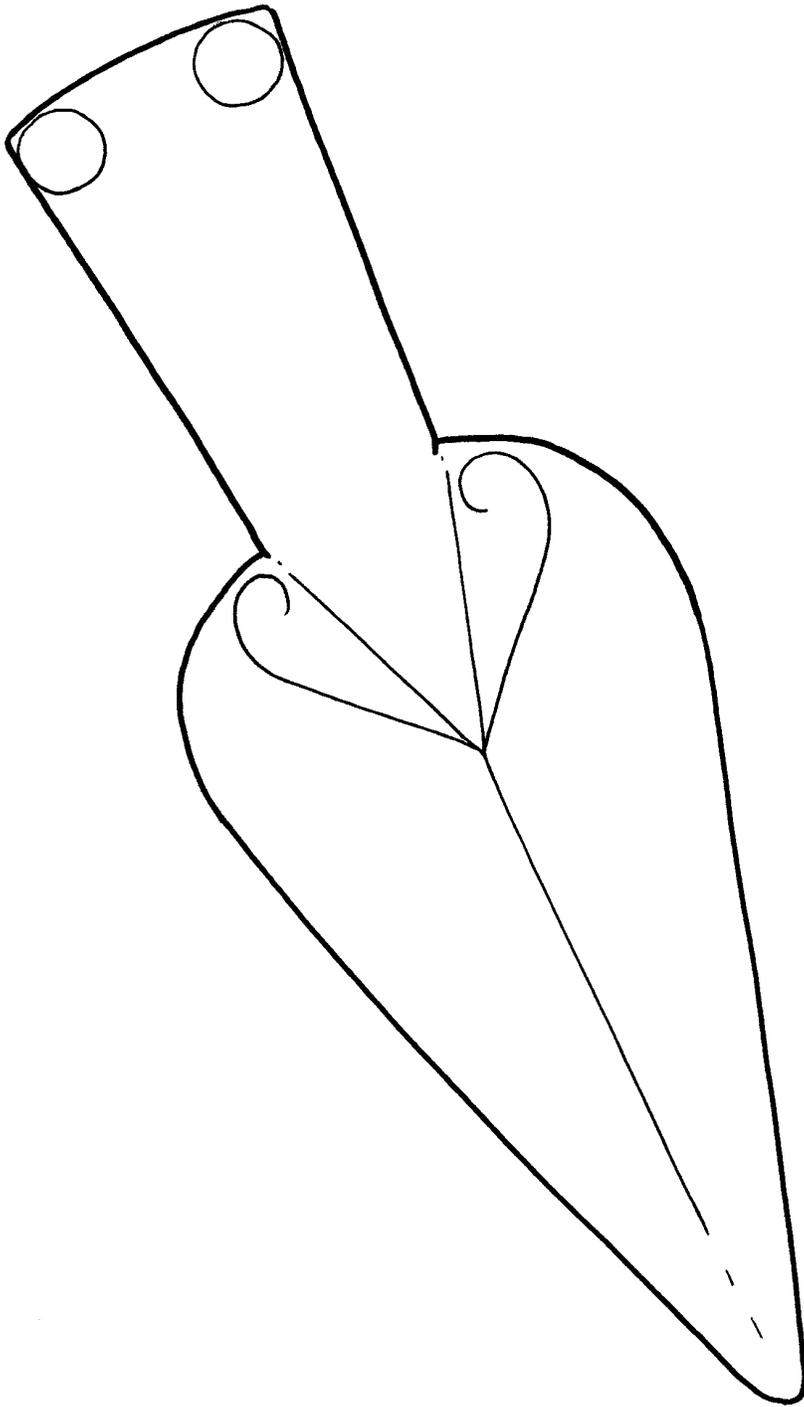


IRON AGE MIRROR

Made from bronze and iron



IRON AGE SPEAR HEAD



IRON AGE SWORD TEMPLATE

Enlarge by 50%

