

Key Enquiry Question: How did the Prehistory eras differ and what evidence is there?

National Curriculum Objectives which are covered in this unit:

- Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods studied
- Identify connections, contrasts and trends over time
- Develop the appropriate use of historical terms
- Ask and answer questions about change, cause, similarity and difference and significance
- Construct informed responses to historical questions that involve thoughtful selection and organisation of relevant historical information
- Understand how our knowledge of the past is constructed from a range of sources

*highlight objectives covered

Lesson sequence - include the key concept, L.O. and brief description of lesson

Continuity and change in and between periods		Cause and consequence	Similarity/difference within a period /situation i.e diversity	Significance of events /people						
<p>Chronology - What is meant by chronology?</p> <p>LO: Begin to understand concept of chronology</p> <p>Children to explore meaning of chronology through a variety of activities including;</p> <p>1.recording their own birthdays onto a whiteboard and then sorting themselves into chronological order. 2.Play time machine game (how far can you go back? What can you see, hear, smell etc) What is the furthest they can go back in time – use as assessment tool. 3. Give children picture fact cards showing variety of key moments/events in world history . Can they order the events chronologically? Ask questions e.g How many years apart is one event from another?</p> <p>Children to be able to use the language of chronology.</p>	<p>Chronology - When was the Stone Age and how long did it last for?</p> <p>LO: Begin to understand where the Stone Age fits into the wider picture of British History.</p> <p>Introduce how far back the Stone Age Era was in context of other world events. Understand the Stone Age as pre-history (no written evidence) Children to learn that it was split into 3 main periods and spanned at least 10,000 years from the end of the Ice Age until the arrival of Julius Caesar in 55BCE. Explain that it is very difficult to give exact dates of when periods of history began and ended.Palaeolithic period was the longest duration.</p> <p>Show children a short clip of the 'Flintstones'. Do you think this cartoon/film can teach us anything about the Stone Age period?What do you think & Why?</p> <p>Children to learn that there were no dinosaurs around during the Stone Age but were around millions of years before.</p>	<p>Who were the first Britons and where did they come from? Looking at evidence</p> <p>LO: To Know how archaeology has helped us understand about Early Man and the Palaeolithic Age (Old Stone Age)</p> <p>Children to learn about early humans coming to Britain around 800,000 years ago when the British Isles was still attached to mainland Europe by Doggerland. Discuss how archaeologists have unearthed prehistoric sites that enable us to put together information about the earliest hunter-gatherers and to piece together what life was like in Palaeolithic times.</p> <p>Look at some findings/artefacts from that time and see what we can a) tell for certain b) what we can deduce and c) what further questions could be asked.</p> <p>Children to learn that with climate change (ice age) people retreated to warmer parts of Europe and returned as climate warmed up again. This cycle of change brought new settlers with new technologies.</p>	<p>How did being a hunter-gatherer change and impact the life style of people in the Mesolithic Age? (Middle Stone Age)</p> <p>LO: To begin to understand what the lifestyle for Mesolithic people was like</p> <p>Children to learn that following the ice age, the landscape and vegetation got richer, attracting more animals which then impacted on life as hunters – people followed the animals and over time led more settled lives, clearing woodland, building sturdier shelters and developed more refined tools.</p> <p>Children to learn that people moved around seasonally.</p> <p>Children to find out about 'Cheddar Man' (7150 BCE) and what that find adds to our understanding of the Mesolithic period.</p>	<p>How have excavations in Britain changed our understanding of the ways people lived in Mesolithic times?</p> <p>LO: To use historical evidence to reach a conclusion - What was it like living in Mesolithic times?</p> <p>Children to learn about the excavations at Star Carr (North Yorkshire) and Howick House (Northumberland). Class split into 2 groups to research and present key information about one of these. Time then given to present their findings to the other half and together evidence is considered & evaluated and the question asked: Which site do you think best sums up the way people lived at that time.?</p> <p>What conclusions can be reached about life in Mesolithic times?</p> <p>What further questions do we have?</p>	<p>What significant event happened around 4000 BCE that dramatically changed life in Britain? (Neolithic)</p> <p>LO: Understand the development of farming in the Neolithic Age (New stone Age)</p> <p>Children learn about the part immigrants played in the introduction of farming. They learn about the changes in lifestyle, use of tools and the importance of flint quarries.</p> <p>Consider evidence in support of Neolithic women being very strong. Introduce the saddle quern – a major innovation of the time.</p> <p>Children to create a table focusing on continuity and change between Mesolithic and Neolithic Britain.</p>	<p>What happened at the beginning of the Stone Age compared to the other two time periods. (Paleolithic)</p> <p>LO: To understand the significance of Skara Brae and what it contributes to an understanding of Neolithic life</p> <p>Children to research, study and find out about Skara Brae. What is this archaeological site showing? From the sources of evidence discovered, what conclusions can be reached?</p> <p>Children to create their final table, exploring some of the major differences in this period compared to the other 2.</p>	<p>Understand the significance of Skara Brae</p> <p>LO: To understand the significance of Skara Brae and what it contributes to an understanding of Neolithic life</p> <p>Children to research, study and find out about Skara Brae. What is this archaeological site showing? From the sources of evidence discovered, what conclusions can be reached?</p> <p>Explore the different theories surrounding the monument and then children to debate: Was Stonehenge important to Neolithic people? Give thoughtful arguments.</p>	<p>Why was Stonehenge built and what is its significance?</p> <p>LO: To debate and give own opinions</p> <p>Children learn about this famous stone monument in the UK.</p> <p>Discuss its possible significance. What was it built for? How was it constructed?</p> <p>Explore the different theories surrounding the monument and then children to debate: Was Stonehenge important to Neolithic people? Give thoughtful arguments.</p>	<p>What impact did the Beaker culture have on how people lived in Britain?</p> <p>LO: To understand how the Bronze Age started. Compare and contrast with the stone Age.</p> <p>Children will find out about the arrival of the beaker people to Britain and their metal working around 2500BCE. Discuss what it was like living in the Bronze age and present to children evidence gleaned from graves and historical finds.</p> <p>Introduce children to the idea of during the bronze Age, Britain was becoming more violent as people fought over resources and territory much more and they had to start defending themselves from others.</p> <p>Compare and contrast tools and weapons activity.</p>	<p>What do Hill Forts tell us about life in the Iron Age?</p> <p>LO: Understand what life was like in the Iron Age. Compare and contrast with the Stone Age.</p> <p>Discuss how life develops during this period – people living in small clans/tribes. Fights over control of land and resources. Warfare grows.Compare and contrast weapons. Discuss evidence from hoards found where wealth has been deliberately buried in times of conflict.</p> <p>Explore Hill Forts Children to label a diagram of an Iron Age hill fort and to answer questions.</p> <p>Introduce children to key task – Discuss, debate and then write about whether you would prefer to live in the Stone Age or the Iron Age. Explain and set out reasons coherently using information learnt on this topic.</p>

<p><u>Prior learning</u></p> <p><i>List year groups and topics with connected learning</i></p>	<p>This is the first module of timeline topics that will follow into Year 4.</p>
<p><u>Future learning</u></p> <p><i>List year groups and topics with connected learning</i></p>	<p>Year 3 - Ancient Egypt</p> <p>Year 4</p> <p>Ancient Greece</p> <ul style="list-style-type: none"> • Study Greek life and achievements and their influence on the western world • Compare and contrast the changes in Ancient Greece over time (development of democracy and civilised states) • Develop the appropriate use of historical terms e.g. ancient, modern, civilisation, citizens, archaeology, myths and legends • Understanding why changes occurred during the period of the Ancient Greeks. Contrast life in Ancient Greece with life today. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Learn about the life and impact of Alexander the Great. Consider his global impact and crucial role in expanding the Greek empire. <p>The Romans in Britain</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British history (what Britain was like before/after the Romans came) • Develop a chronologically secure knowledge of world history, establishing clear narratives within and across the Roman era. • Learn about the Roman Empire and its impact/Romanisation of Britain.
<p><u>Key vocabulary to be explicitly taught</u></p>	<p>Chronology settlement artefact archaeology excavation Palaeolithic Mesolithic Neolithic prehistory Beaker Homo sapiens Neanderthals flint knapping bronze iron</p>
<p><u>Cross-curricular links</u></p>	<p>Art – Cave paintings, Bronze Age pottery Geography - Map of British Isles and Europe Reading – Stone Age Boy Maths – Chronology Science – rocks & soils</p>
<p><u>Enrichment</u></p> <p><i>Give visit/vistor/first hand experience and focus</i></p>	<p>Celtic Harmony trip – Stone Age Day (hunting, gathering, den building, flint watching)</p>
<p><u>Useful websites/resources</u></p>	<p>https://www.bbc.co.uk/bitesize/articles/zfg9bqt Oak Academy Bronze Age KS2 History</p>