

Context					
Unit	Prehistoric Britain Previous Learning Slides				
Assessment	What were the major differences between the different eras of the Stone Age?				
Key Knowledge <i>How does this unit fit in? What Big Ideas are explored?</i>	<p>This unit is the first history unit to be taught in KS2. From Y3 onwards, topics are taught in chronological order. Quite simply, Prehistory in the British Isles is the time before the arrival of the Romans. The word ‘prehistoric’ means ‘before written records’</p> <p>The substantive concept (big idea) covered in the unit is society. This unit will take pupils from the Ice Age to the discovery of metal, encompassing tens of thousands of years. Pupils will learn about the evolution of Neanderthals and Homo sapiens, and how these human species migrated to Britain from mainland Europe by a land bridge. Then, the three main eras of the Stone Age: the Palaeolithic, Mesolithic and Neolithic era, will be explored, alongside the development in stone tools (<i>lithos: Greek for stone</i>). Pupils will learn about the discovery of metal and its advantages over stone and bone tools. Pupils will have the chance to look at photos of a real stone age settlement and how the homes were organised. In this unit’s Think! question, pupils will answer the question: “What were the major differences between the different eras of the stone age?” This gives pupils a chance to consolidate their knowledge of the period, whilst also engaging in the second order concept of ‘change over time’.</p> <p>In Autumn 2, Geography, children will further develop their knowledge of settlements in the unit ‘Villages, Towns and Cities’. Children will explore what affects where people live and how settlements differ.</p>				
Skills <i>What skills are taught in this unit?</i> Skills Progression	<p>Chronology: Understand that the past can be divided into periods of time, BCE/CE, interval, duration</p> <p>Source Analysis: retrieve and infer findings about the past; our knowledge of this period comes from archaeology; source limitations; primary and secondary</p> <p>Continuity & Change: Recognise the reasons why past events happened.</p> <p>Similarity & Difference: Find similarities and differences between periods of time and the modern day.</p> <p>Questioning: Use relevant historical vocabulary to ask and answer questions.</p>				
Vocabulary <i>To be displayed on the</i>	Archaeologist Bronze	Evolve Glacier	Neanderthals Ore	Neolithic era Prehistoric	Doggerland Nomadic

<i>working wall</i>	Extant Extinct	Homo sapiens Ice age	Palaeolithic era Mesolithic era	Culture Settlement	Roundhouse Hunter-gatherer
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Unit Overview

Enquiry Question / Pearson lesson		Learning Intention	Focus Skill	Diversity	Local History	Curriculum Links
1	Understand that the past can be divided into periods of time.	To read and interpret a historical timeline <i>To explore a historical timeline</i>	Chronology			
2	What was life like during the Ice Age?	To use a range of sources to infer what life was like in the Ice Age <i>To explore a range of sources about the Ice Age.</i>	Questioning Source Analysis		What was life like before London existed?	
3	What tools did early humans use?	To explain how and why tools changed throughout the Stone Age <i>To explore the evolution of tools throughout the Stone Age</i>	Continuity & Change Questioning Source Analysis			
4	What was life like in a Stone Age settlement?	To explain how and why settlements changed during the Stone Age <i>To explore Stone Age settlements.</i>	Questioning Continuity & Change			Autumn 2 Geography Villages, Towns and Cities
5	Why was bronze used for tools and weapons?	To explain how and why tools and weapons changed in the Bronze Age <i>To explore Bronze Age tools and weapons.</i>	Questioning Continuity & Change Source Analysis Significance			
6	What can we learn for Skara Brae and other Stone Age sites?	To explain how people learn about the past <i>To explore how people learn about the past</i>	Questioning Source Analysis			

7	Assessment: What were the major differences between the different eras of the Stone Age?	Similarity & Difference			
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Lesson 1

Enquiry question	Understand that the past can be divided into periods of time.		
Learning Intention	To explore a historical timeline		
SOLO SC: Uni- Structural	I can identify if a historical event happened 'before' or 'after' another		
SOLO SC: Multi- Structural	I can sequence historical events		
SOLO SC: Relational	I can read and interpret a historical timeline		
SOLO SC: Extended Abstract	I can use a timeline to represent a historical period using an appropriate scale		
The lesson (How will children meet the LI?)	<p>This is one of the most fundamental changes from history in Key Stage 1 to 2. The children move from learning about individual events, the duration of people's lives and key dates and other occasions marked with specific dates. To this end, if we don't actively teach the definition of a 'period of history' and use it in context, the children find it really challenging to understand the structure of the narrative of the past and both how and why it's broken into those periods. The principle of a story book broken into chapters is a useful analogy.</p> <p>Developing <i>chronological</i> understanding goes beyond teaching events in chronological order or enabling pupils to identify dates and put events correctly on a timeline. It also involves helping pupils to develop a sense of scale (exactly how long ago was the Stone Age?) and build a framework of the past to examine patterns of <i>change</i> and <i>continuity</i> across increasingly extended periods of time, both within and across periods of study.</p> <p>Concept Toolkit, Waypoint 2 (Pearson)</p> <p>Use Mr T does history plan as a guide for this lesson.</p>		
Key Vocabulary for the lesson	Duration Period Era	Interval Scale Chronological	Sequence Before After

Resources	Prehistoric Britain Mr T does history lesson plan	Pupil Booklet Pupil Booklet (ANSWERS)	Waypoints to Mastery: Chronology Chronology, Change and continuity vocabulary cards
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Lesson 2

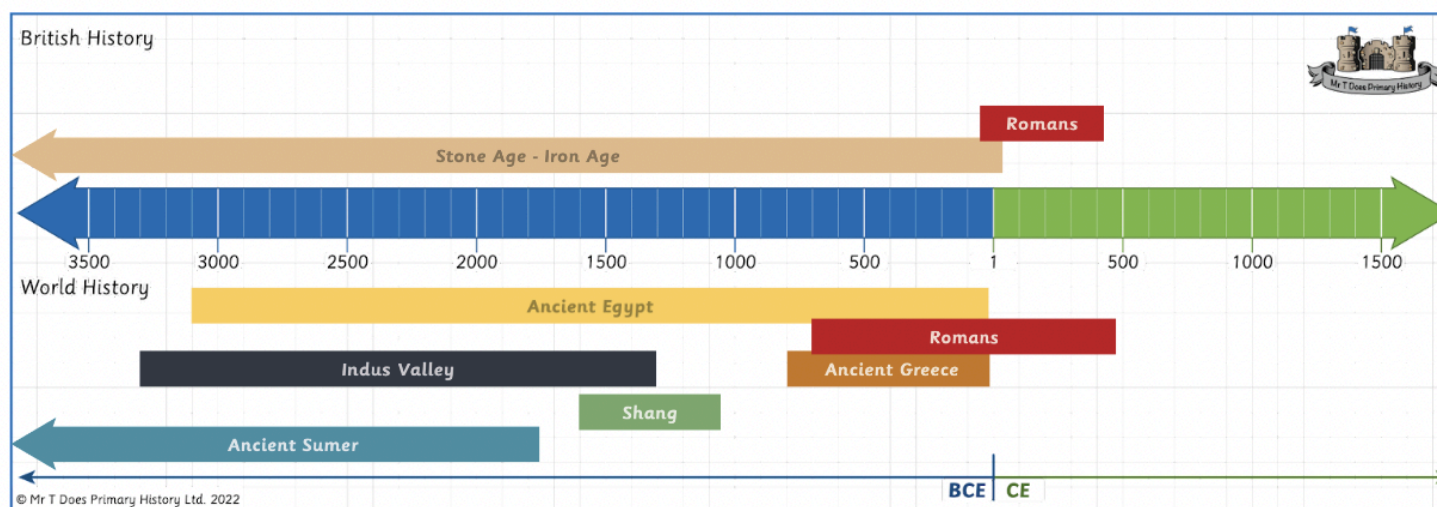
Enquiry question	What was life like during the Ice Age?
Learning Intention	To explore a range of sources about the Ice Age.
SOLO SC: Uni- Structural	I can ask questions about different sources
SOLO SC: Multi- Structural	I can make predictions using different sources I can answer questions about different sources
SOLO SC: Relational	I can use a range of sources to infer what life was like in the Ice Age
SOLO SC: Extended Abstract	I can begin to identify limitations of difference sources
The lesson (What will the children do to demonstrate their understanding of the LI?)	<ul style="list-style-type: none"> - Use the Pearson lesson as a guide/subject knowledge, but instead of using the pupil booklet to inform children about the Ice Age, have the children explore for themselves. The aim is for children to be curious, ask questions and begin to make inferences about the information presented. - Explain that we are going to start our unit called 'Prehistoric Britain' learning about the Ice Age, encourage the children to look at the timelines from the last lesson. The timeline from the unit's KO can also be a valuable resource. Make clear that the Ice Age was not a single event, but a period of time. The most recent ice age began about 1.5 million years ago and ended about 15,000 years ago. Discuss the term 'prehistoric' what does that mean? If nothing was written down, how can we find out information about what happened so long ago? Share ideas as a class. - Have any of the children seen the film 'Ice Age'? Share ideas about what they already know. - Provide the children with a range of sources to explore. Have a large piece of paper next to each source. Encourage children to move round the room and record their questions/observations on the paper for each source. - When the children have had the chance to look at all the sources, discuss each one in turn. Add the sources and questions to the working wall throughout the discussion. - Sharing a large paper on each table, children work in groups to record ideas of what life was like in the Ice Age, the teacher should use questioning to uplevel responses to the gold level as they circulate the room. 'Why do you think that?' 'What does that tell you about what the temperature must have been like?' - For a plenary, children complete a comparison alley. Use your professional judgement as to the best way to complete this; children may approach this in different ways. The teacher could print off an A3 sheet and complete it as a class, some children could work in pairs with some children working on the carpet with a teacher. What is only true of the Ice Age? What is only true of the modern day? What is the same in both?

Key Vocabulary for the lesson	Ice Age Archaeologist Source	Extinct Extant Glacier	Prehistoric Spears Tools
Resources	Lesson Plan Pupil Booklet	Pupil Booklet (ANSWERS) Comparison Alley	Sources Flipchart paper / Pens

Lesson 3

Enquiry question	What tools did early humans use?
Learning Intention	To explore the evolution of tools throughout the Stone Age
SOLO SC: Uni- Structural	I can make observations of tools used in the Stone Age I can name a range of tools used in the Stone Age.
SOLO SC: Multi- Structural	I can describe how tools changed throughout the Stone Age
SOLO SC: Relational	I can explain how and why tools changed throughout the Stone Age I can explain why tools changed throughout the Stone Age
SOLO SC: Extended Abstract	I can reflect on the significance of tools used by early humans and the impact this has had on the modern day. I can reflect on how early tools have evolved to the modern day.
The lesson (How will children meet the LI?)	<ul style="list-style-type: none"> - Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - This lesson focuses on creating clear links between the periods of prehistory to explore the concept of continuity and change. The children will explore each of the examples of tools and will be guided to look closely at how the tools both stayed the same but also changed through periods. - Begin by using the timelines from the first lesson (the one in the KO can be very useful) to look at the distinct time periods covered and how humans evolved over time. Use the timeline below and clarify that during the Stone in Britain, civilisations flourished in different parts of the world. It's a great opportunity to briefly introduce 3 other civilizations (Ancient Egypt, Ancient Summer and the Indus Valley) - Present the children with 3 images of tools from the Palaeolithic, Mesolithic and Neolithic eras; in pairs, children discuss what they can see: what do they notice? What is the same about the tools from each era? What is different about the tools from each era? Why might the tools have changed? Children could complete a comparison alley / venn diagram of the tools from each period. - Revisit how humans evolved throughout the stone age - encourage children to use this context when talking about the tools in the pictures. - 4 minute BBC Teach video

	<ul style="list-style-type: none"> - In books, children to draw a flow chart of the different periods of the stone age, the evolution of humans and the tools they used. LA learners can sequence pictures/text. - To reach platinum, children should be able to use the question: without..., what wouldn't we have/be able to do in the modern world? Making connections between the Stone age and the present day. 		
Key Vocabulary for the lesson	Evolved Homo sapiens Neanderthal	Palaeolithic era Mesolithic era Neolithic era	Hunter-gatherer Flint
Resources	Prehistoric Britain Lesson Plan	Pupil Booklet Pupil Booklet (ANSWERS)	Lesson Slides Comparison Alley BBC Teach video



Lesson 4

Enquiry question	What was life like in a Stone Age settlement?
Learning Intention	To explore Stone Age settlements.
SOLO SC: Uni- Structural	I can match different settlements with the three different periods of the Stone Age I can order settlements chronologically.

SOLO SC: Multi- Structural	I can describe what different settlements were like in the Stone Age I can describe the different stone age settlements		
SOLO SC: Relational	I can explain how and why settlements changed during the Stone Age I can explain how settlements changed during the Stone Age		
SOLO SC: Extended Abstract	I can identify the similarities between settlements in the Stone Age and the modern day I can compare stone age settlements to modern day.		
The lesson (How will children meet the LI?)	<ul style="list-style-type: none"> - Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Changing homes in the Stone Age video 1, video2 - Children use chromebooks to research different houses and settlements from the Palaeolithic, Mesolithic and Neolithic periods. They can draw what the structures would have looked like and add any information around the outside of the drawing. LA pupils can match information: period, settlement, key information. - Plenary: Complete a Comparison Alley between settlements in the Palaeolithic and Neolithic period. The aim is to explore continuity and change across the Stone Age. Children could complete individually or the teacher could lead a class discussion with the comparison alley being recorded on the working wall. 		
Key Vocabulary for the lesson	Nomadic Settlements	Roundhouses Wattle and daub	Crops Hunter-gatherer
Resources	Prehistoric Britain Lesson Plan Chromebooks	Pupil Booklet Pupil Booklet (ANSWERS) Comparison Alley	Lesson Slides Stone Age farming and homes video 1 Video 2

Lesson 5

Enquiry question	Why was bronze used for tools and weapons?
Learning Intention	To explore Bronze Age tools and weapons. To explore Bronze Age tools, weapons and jewellery.
SOLO SC: Uni- Structural	I can identify what was different about the Stone Age and the Bronze Age I can tell you which material bronze comes from.

SOLO SC: Multi- Structural	I can identify the advantages and disadvantages of using metal to make tools and weapons <i>I can describe how bronze was made.</i>		
SOLO SC: Relational	I can explain how and why tools and weapons changed in the Bronze Age <i>I can explain why bronze was used to make certain items.</i>		
SOLO SC: Extended Abstract	I can explain how historians know about prehistoric tools <i>I can compare and contrast Bronze and Stone Age tools.</i>		
The lesson (How will children meet the LI?)	<ul style="list-style-type: none"> - Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Follow the pupil booklet and lesson slides. Provide children a copy of the Burton Hoard (Slide 8), they should work in pairs to make predictions about what the items could be. Encourage the children to use their understanding of life at this time to support their suggestions. The aim is for children to ask questions, be curious and begin to apply their understanding of this time period. - Plenary: Present 2 images of a stone tool and a metal tool. Encourage discussion about what is the same and what has changed. Encourage children to use their understanding of how life changed during this time to support their answers. Children could stick in pictures and record a written response. Responses could also be shared on the working wall. 		
Key Vocabulary for the lesson	Ore Bronze Copper	Tin The Beaker People Archaeologists	The Burton Hoard
Resources	Prehistoric Britain Lesson Plan	Pupil Booklet Pupil Booklet (ANSWERS)	Lesson Slides

Lesson 6

Enquiry question	What can we learn from Skara Brae and other Stone Age sites?
Learning Intention	To explore how people learn about the past
SOLO SC: Uni- Structural	I can ask questions to deepen my understanding <i>I can give an idea of how we might learn about the past</i>

SOLO SC: Multi- Structural	I can describe the role of an archaeologist I can describe what I can see in the stone age settlements		
SOLO SC: Relational	I can explain how people learn about the past I can use my knowledge of stone age settlements to design my own		
SOLO SC: Extended Abstract	I can consider alternative theories about how something happened		
The lesson (How will children meet the LI?)	<ul style="list-style-type: none"> - Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - The aim for this lesson is to explore two different Stone Age sites: Stonehenge and Skara Brae. Take each site in turn. Use Google Earth to visit each site, zooming in slowly, eventually reaching street view, as you discuss what you can see. Encourage children to question and be curious about the sites and what they can tell historians. Questions could be recorded on flipchart paper to be answered later. - The Pupil Booklet and Lessons Slides provide good information about both sites. - Skara Brae video - Stonehenge video 1 - Stonehenge Video 2 - As suggested in the Lesson Plan, children could design their own stone age settlement, applying everything they have learnt about this time period. 		
Key Vocabulary for the lesson	Skara Brae Stonehenge	Archaeologists Neolithic	
Resources	Prehistoric Britain Lesson Plan	Pupil Booklet Pupil Booklet (ANSWERS) Skara Brae Information Skara Brae video	Lesson Slides Google Earth Stonehenge video 1 Stonehenge Video 2

Lesson 7

Assessment Think! Question	What were the major differences between the different eras of the Stone Age?
Tasks	Class discussion about Think! Question - encourage use of appropriate vocabulary (Collaborative)

	Think! Question (Independent) Knowledge Quiz (Independent)				
Key Vocabulary for the lesson	Archaeologist Bronze Extant Extinct	Evolve Glacier Homo sapiens Ice age	Neanderthals Ore Palaeolithic era Mesolithic era	Neolithic era Prehistoric Culture Settlement	Doggerland Nomadic Roundhouse Hunter-gatherer
Resources	Prehistoric Britain Think! Question	Knowledge Quiz Knowledge Quiz (ANSWERS)			