

-BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic	Year Group	Term	Time Allocation
History	Stone Age	3	Autumn 1	12+ Hours
End of Key Stage objectives.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Compare aspects of significant individuals lives in different time periods. • Recognise events beyond living memory that are significant nationally or globally. • Demonstrate an understanding of chronological order in history beyond 1066. • Recognise changes in Britain from the Stone Age to the Iron Age. 			
End of unit objectives	<ul style="list-style-type: none"> • I will know the stone age started 15000 BC – 2500 BC. • I will know the job of an archaeologist and its importance in being an historian. • I can name the types of humans Homo erectus and Neanderthals • I can name the 3 stages of the stone age: Palaeolithic, Mesolithic, Neolithic. • Be able to state some food which were eating by those living in the stone age such as hazelnuts seafood and wheat. • Know the different between the Palaeolithic and Mesolithic periods • Know people in the Stone Age ate vegetables and they learnt which to eat as the knowledge was passed down through generations • I can understand farming first came to be in the Neolithic period • I can name food that was grown. 			

- I can name animals that were kept as livestock such as cows and pigs
- I can name Stone tools, what they were made from and what they were used to.
- I can name different types of evidence and use the terms primary and secondary sources.
- I can speculate what they think the beliefs of those from the Mesolithic era might have been.
- I can put dates in order using BC and AD.
- I can understand how Stonehenge may have been built and why it may have been built.
- I can understand some of the beliefs of those people in the stone age.
- I can explain what Star Carr is and why it is so important.

Lesson Sequence	Time Allocation	Key Question	Teaching Activities	Resources
Lesson 1	1 hours	<p>What is an archaeologist?</p> <p>Key Vocabulary: Archaeologist, artefacts, timeline, BC, AD, fossils</p>	<p>Start with a timeline activity. Children have a timeline and out on the Christopher Columbus (born 1450), Mathew Henson (first person to the north pole (1909), Amy Johnson (first solo flight to Australia (1930), Pompeii (eruption 79AD), Queen Victoria and Queen Elizabeth on a timeline. These are all things they looked at in year 2 so this is revision. Then give them the stone age and ask them where they think this comes.</p> <p>Next talk about why they think the stone age was called the stone age.</p> <p>It is called the Stone Age because it is characterized by when early humans, sometimes known as cavemen, started using stone, such as flint, for tools and weapons. They also used stones to light fires. These stone tools are the earliest known human tools.</p> <p>Using artefacts from school you set up a soil-less dog for the children (use shredded paper from school shredder)</p>	<p>Hamilton Trust – Intro – session 1</p>

			<p>Explain to them what are archaeologist is, what the purpose of their job is etc (a person who studies human history and prehistory through the excavation of sites and the analysis of artefacts and other physical remains) They then interpret these finds to tell us about the past.</p> <p>Children then use template to record what they have found (session resources in teams) They need to describe the object in as much detail as they can and draw it.</p>	
Lesson 2	1 hour	<p>What are the 3 stages of the Stone age?</p> <p>Key Vocabulary: Palaeolithic, Mesolithic, Neolithic, Timeline, BC, Species, Evolved, Neanderthals</p>	<p>Tell them they are going to focus on the Stone Age today. Which periods do you have on your timeline that are Stone Age e.g. used stone for the main tools? (Palaeolithic (possibly), Mesolithic, Neolithic). The question is, why have they been divided up this way? What's different about the Mesolithic compared to the Neolithic, for instance? Remind children that they can add words and/or definitions to the archaeological dictionary wall as they do their research</p> <p>Divide the class into three teams, one working on the Palaeolithic, one on the Mesolithic and one on the Neolithic. Get children to work in pairs within these teams to do research (session resources) and/or the internet. Give children about twenty minutes to find out the answers to the main questions in session resource and draw a picture. Get the pairs to report back to the teams and tell them they will have to report back everyone's findings to the class, so they should agree what they are going to say and who is going to say it.</p>	Hamilton – Introduction – Session 3
Lesson 3	1 hour	<p>What did they eat in the Stone Age?</p> <p>Key Vocabulary: Palaeolithic, Mesolithic, Environment, Sources, Evidence, Archaeologists</p>	<p>(Set up a table with a meal on it, served in wooden or pottery bowls so it looks prehistoric. Choose food from the list given in session resources. Cover it until you're ready to show the children. Print out the provided session resources).</p> <p>As children settle down, serve them each a piece of something on the table on a paper plate to taste. Make sure everyone has something from the meal and then ask them whether they know what it is, whether they like it, and how it is made. Tell them that all these foods have been eaten</p>	Hamilton – Food – Session 1 – food with evidence

			<p>for thousands of years. Then say "But it's very easy for me to say that, isn't it? How can you be sure I'm telling the truth? How could we find out whether people were eating these foods thousands of years ago?"</p> <p>Get children to give you ideas on how you could find out what people ate in the past and write them on a f/c.</p> <p>Answers may include: people wrote about what they ate (e.g. in letters, recipe books); there may be pictures of food; bits of food might have survived to be dug up by archaeologists. Tell children that in this topic they are looking at prehistory, so the time before writing, so they only have what archaeologists find (which might include pictures) to tell them what people ate. They might find evidence of food and also of the tools to make food.</p> <p>Children have a picture of each of the pieces of evidence in the resources, choose which you would like to use. Have a discussion about what they think it is showing them. Then share this with them and children write up next to it what the photo is showing us and the evidence this shows us for what people ate in the stone age.</p>	
Lesson 4	1 hour	<p>What did they eat in the Stone Age?</p> <p>Key Vocabulary: Palaeolithic, Mesolithic, Hunting, Gathering, Environment, Wild, Species, Weapons, Vegetables</p>	<p>Remind children (or ask them to remind you) what the difference is between the Paleolithic and the Mesolithic (the former is in the Ice Age, the latter after it). How did people get their food in both periods? (<i>They hunted and gathered it – they didn't farm</i>). Tell children they have to work out which animals were hunted in each period. They can use the information they learned in the last session to help. Give them another clue – during the Ice Age (the Paleolithic) animals got much bigger because that helped them to stay warmer. These big animals died out when the weather got warmer in the Mesolithic. Write this on a f/c so children don't forget. Give out a set of animal cards per table (<i>session resource</i>) and ask children to sort them into two piles, either Paleolithic or Mesolithic food animals.</p>	Hamilton – Food – Session 2 – hunting and gathering

			<p>Give children five minutes to discuss among themselves and sort the cards into two piles. Go through on the w/b and get the groups to count up how many they got right. Ask children how these animals got hunted – show them the PowerPoint (<i>session resource</i>) on the w/b to check their ideas.</p> <p>Ask the children where these foods come from? (e.g. <i>root vegetables grow in the ground, leafy vegetables and mushrooms can be picked</i>). Ask children how would Stone Age people find the root vegetables? (<i>They'd have to know what the plant above looked like and then dig with a stick or antler</i>) How would they know what was safe to eat? (<i>Knowledge would have been passed down from parents to children over 100s of years</i>) Would the vegetables be available all year round? (<i>No – different ones would be in season at different times – root vegetables are best at the end of summer, mushrooms in the autumn, but spinach grows all year round</i>).</p> <p>Some these questions you have asked you could have in the children book or as a feedback task to show the children's understanding.</p>	
Lesson 5	1 hour	<p>What did they eat in the Stone Age?</p> <p>Key Vocabulary: Neolithic, Domesticated, Environment, Wild, Species, Farming</p>	<p>If you have a timeline in the room, remind children that this session is all about the Neolithic. Ask them to remind you how Neolithic people got their food. Did they hunt and gather it? (<i>No, they were farmers, they had domesticated crops and animals</i>). Can they remember any of the evidence for domesticated plants or animals in the Neolithic? (<i>Charred wheat grains and pollen, charred bread, animal bones</i>) How can archaeologists tell when a plant or animal is domesticated rather than wild? (<i>This might be a difficult question to answer and there is no need to get a definitive answer at this point. Give credit for any imaginative theories</i>).</p> <p>Give out a set of animal and plant cards per table (<i>session resource</i>) and ask children to see if they can make two piles, one for domesticated plants and animals, and one for</p>	Hamilton – Food – Session 3 – farming

			<p>wild plants and animals. This should only take five minutes. Children have a list in their books for each.</p> <p>Ask children from each table to show one wild and one domesticated version of the same species of animal and to name them (e.g. aurochs and cow; wild boar and pig; grass and wheat etc...) How they could tell which was which? (Pictures show them in either wild or farm environments, background knowledge about what wild animals and farm animals look like) How are the domesticated versions different to the wild ones? (Cow is smaller than the aurochs, easier to manage; pig is smaller than the wild boar for the same reason; sheep is fluffier than wild version for wool, also less camouflaged; more and bigger ears of wheat on the grass stem to produce more flour). Explain that farmers chose to breed only the animals or plant the crops that they wanted and eventually changed the species, a great deal, from the wild one.</p>	
Lesson 6	1 hour	<p>What are stone age tools made from?</p> <p>Key Vocabulary: Flint, Hammerstone, Palaeolithic, Mesolithic, Neolithic, Tools, Weapons. Craft</p>	<p>Children look at images of artefacts. Discuss these on tables and among classes. You could have the image on a large flipchart piece of paper, place the image in the middle of it and children walk around the room saying what they think it is, what it's made from and what it is used for. Then discuss with children what they are.</p> <p>Children could also research using iPads and write the tools in their books under 3 headings (Old, Middle, New Stone Age). Write about the artefacts and what they are made from. The children can infer by investigating the material of the tools to see what it might have been used for. Can they talk about the material and the positives and negatives of using Stone tools. Photos could be taken of children using iPad/discussing.</p>	<p>Hamilton – Invention and Tools – Session 2</p> <p>Resources 1 and 3 from Hamilton</p> <p>Middle Stone Age Tools The Smithsonian Institution's Human Origins Program (si.edu)</p>
Lesson 7	1 hour	<p>What are stone age tools made from?</p>	<p>Children research using iPads and write about the tools in their books under 3 headings (Old, Middle, New Stone</p>	<p>Middle Stone Age Tools The Smithsonian Institution's Human Origins Program (si.edu)</p>

		<p>Key Vocabulary: Flint, Hammerstone, Palaeolithic, Mesolithic, Neolithic, Tools, Weapons, Craft</p>	<p>Age). The children can cut, stick and write about a mix of tools from the 3 stages.</p> <p>Write about the artefacts and what they are made from. The children can infer the material of the tools to see what it might have been used for. Can they talk about the positives and negatives of using Stone tools. Can the children understand how flint was broken into pieces by hammerstone.</p>	
Lesson 8	1 hour	<p>What are the religious beliefs of the hunter-gatherers.</p> <p>Key Vocabulary: Artefacts, Archaeologists, Paleolithic, Mesolithic, Images, Primary Sources, Evidence</p>	<p>Today we are going to look at hunter-gatherers of the Mesolithic and earlier period in the Ice Age, the Palaeolithic, believed. Ask children to look through the source packs first to see what kind of evidence they have got (session resource). Ask each table group to tell you one source of evidence. Make a list on a f/c. It should include original artefacts, original images, writing by archaeologists, drawings by archaeologists, comparisons to other cultures.</p> <p>Now ask children to look through the evidence to work out what hunter-gatherers in Europe believed. Tell them that most of the cave paintings at this time were of animals, but some are of human/animal mashups, and these might give us a clue about what people believed.</p> <p>Give groups about ten minutes to read through some of the sources and to talk to each other about what they mean.</p> <p>Children have some of these pictures for their books. They need to write what kind of evidence they are looking at. E,g cave painting, primary sources etc.</p>	
Lesson 9	1 hour	<p>What could the Stonehenge have been used for?</p> <p>Key Vocabulary:</p>	<p>Show the children an image of stone henge. Do any of them know what its called or maybe why it's there? These videos are all great to use.</p>	<p>https://www.youtube.com/watch?v=wf7xwHFuH2o https://www.youtube.com/watch?v=wfCN8kNM7sw https://www.youtube.com/watch?v=iyOC_fYdIhWg</p>

		<p>Primary Sources, Monument, Evidence, Events, BC</p>	<p>Children should now have a really good idea of what Stonehenge is, how it may of got there and what it may have been used for.</p> <p>Give them an overview of when things occurred at Stonehenge. They can write this date in order of how it was built or as bullet points, so they remember that when dates are BC the biggest number comes first.</p> <p>They could then use a picture of the Stonehenge to write a paragraph about what they now know about Stonehenge. Where was it built? How was it built? What was it used for? Was it a religious monument? Who created it? What are the myths?</p>	<p>Hamilton Trust – religion and beliefs – Lesson 3 – Resources 4</p>
Lesson 10	1 hours	<p>What was the Arts and Culture of the Stone Age?</p> <p>Key Vocabulary: Stone, Neolithic, Religion, Culture, Patterns</p>	<p>Introduce the children to the stone balls that have been found from the neolithic period in, Towie, Aberdeenshire, Scotland.</p> <p>This website explains not in death about these ball and what some of the patterns may mean such as spirals to represent the sun and dots to represent seeds in the fields.</p> <p>Children to write about the Towie ball – Where it was found – What is represents – What the patterns are used for.</p> <p>Children to then recreate their own Towie Ball Design on paper and stick into books. The children will write about why they have designed it in a certain way.</p>	<p>https://www.nms.ac.uk/explore-our-collections/stories/scottish-history-and-archaeology/towie-ball/</p>

Lesson 11	1 hours	<p>What was Star Carr and why is it important?</p> <p>Key Vocabulary: Timeline, Mesolithic, Climate, Prehistory, Sources, Evidence, Settlement</p>	<p>The Stone Age is split up into three different periods. Can you remember what any of them are called?</p> <p>Invite children to share their ideas, then show them the timeline on the slides. Explain that today we will be looking at the Mesolithic era.</p> <ul style="list-style-type: none"> • Show children the map of Britain at the time of the last Ice Age. Explain that this is when the Mesolithic period begins. Go through the information on the slides about how the change in climate affected the coastline of Britain, as well in how it affected flora and fauna. • Remind children that without any written history, we have no record of what life was like at this time. How do you think we know about this period? Children to think, pair, share their ideas, then go through the information about Star Carr. Explain that it is an important archaeological site and that we can find out a lot about this period from objects that have been found. • Go through the information about Star Carr on the slides, then show children an illustration of a Mesolithic camp. What can you see in this picture? How is this different to life in the Palaeolithic period? 	<p>Star Carr: North Yorkshire's archaeological 'Tardis' 10 years on - BBC News</p>
Lesson 12	1 Hour	<p>What was Skara Brae and why is it important?</p> <p>Key Vocabulary: Climate, Prehistoric, Sources, Settlement</p>	<p>Learn about Skara Brae, where it is, what was found there. Recap the previous lesson about Starr Carr. How is this settlement different? Discuss about the different artefacts and remains that were left and discovered by archaeologists. Look closely at the pictures and question the children's thoughts. Talk about how the houses were adapted for the settlement. Why did they have no windows. What was the roofing made from? How were houses protected? Did they have beds? How did they keep warm?</p> <p>Create a fact file on Skara Brae and explain how and why they were built in a certain way.</p>	<p>What is Skara Brae? - BBC Bitesize</p>

Lesson 13	1 Hour	<p>What were Stone Age Houses like compared to a modern house?</p> <p>Key Vocabulary: Change, Similarities, Differences,</p>	<p>Go through each period of the Stone Age and explain the materials of the houses and the features. Explain why they might have used certain materials and how houses might have been built/designed. Think about what changed throughout the periods. From caves to settlements, having temporary homes to more permanent homes.</p> <p>Talk to the children about modern houses and all the features and compare with Stone Age houses. The different materials used and how humans have evolved over thousands of years.</p> <p>Compare the features of the houses in a table.</p>	
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