

Year: 3 (AP1)

Topic: Stone Age

Time Period: Prehistoric

Assessment:

- Stone and Bronze Ages

Learning outcomes:

- To start making a timeline of prehistory and find out the main periods.
- To learn the meaning of prehistoric period names and why we call this period prehistoric
 - To understand what types of evidence/sources we have for this period in time
 - To learn how Stone Age people gathered and hunted for their food and what types of food they ate
- To understand what we have learnt about Stone Age and cave paintings
- To understand what were the main differences between the Stone Age and the Bronze Age

Lesson plan: Session 1

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>As a starter activity, ask pupils to draw a quick timeline of their own lives on individual whiteboards or scraps of paper.</p> <p>Ask: how did you know which events to put on your timeline? Did you mark on everything that happened to you? How did you know what order to put things in? Draw out that we have to choose the significant events to put on a timeline and put them in chronological order.</p> <p>Ask the class:</p> <p>What do we mean by prehistoric?</p> <p>Was anything written down?</p> <p>If nothing was written down, then how do we know?</p> <p>The time we are going to study is called prehistory because it is before writing, so the only way we know about it is from archaeology.</p> <p>(Set up a string for a timeline, or prepare a section of wall for a timeline (preferably 10m long).</p> <p>Sit chn down on the carpet in front of the blank timeline. Explain that one end of the timeline is now (choose which end!) and</p>	<p>Prehistoric</p> <p>The Great Flood</p> <p>Stone Age</p> <p>Bronze Age</p> <p>Archaeology</p> <p>Archaeologist</p> <p>Historians</p> <p>Carbon Dating</p> <p>Hunter Gatherers</p> <p>Cave Paintings</p> <p>Must Farm (Flag Fen)</p> <p>Fine</p> <p>Clan</p> <p>Tribe</p> <p>Chieftain</p> <p>Warrior</p> <p>Noble</p> <p>Artisan</p>	<p>WALT: research the past</p> <p>Tell the children they are going to do some research to find out more about these people and what we call the time periods they lived in in the BCE years. Get chn to be 'prehistory detectives' and to use the internet or books to find out dates and names of the periods in prehistory. Once the chn have done their research get them to fill in one of the timeline template (session resource) and attach these to the timeline. Get them to tell you where on the timeline they should go, with two chn using a measuring tape to measure the right place on which to put them, remembering the scale.</p> <p><u>Activity 1:</u> complete timeline of the three ages.</p> <p><u>Activity 2:</u> chn to watch BBC bitesize. https://www.bbc.co.uk/bitesize/topics/z82hsbk</p> <p>Write a few facts for each of the ages.</p> <p>Prehistory information sheets.</p> <p>Plenary</p> <p>Once you have the main dates and names of the periods in place ask chn what they think they mean. Prehistory is divided up into Stone Age, Bronze Age and Iron Age. Why? (These names reflect the main material that tools were made of, and technological progress over time). If chn have done enough research they will have found some more names for the Stone Age, which are</p>	<p>Identify which time period came first.</p> <p>Describe each time period.</p> <p>Explain why each age was called stone, bronze and Iron</p> <p>Predict an answer to given questions related to Stone Age, then prove the answer through research</p>	<p>Opportunities for reading: The Great Flood by Terry Deary Usbourne's Prehistoric Britain</p> <p>Opportunities for writing: Stories with an historical setting (the Bronze Age) Timeline Stone Age, Iron Age, Bronze Age PPT iPads Weblinks Series of timelines of prehistoric Britain with commentary.</p> <p>Blank timeline - large for class reference Timeline template</p>

<p>one is 10,000 years ago. Explain that what is amazing is that even though it was so long ago, there were people just like them alive and living in their area. Ask a child to tell you what year it is now. Write this on a piece of paper and place it at one end of the timeline.</p> <p>If you have managed to get a 10m timeline, tell chn every cm will be equal to 10 years. Ask them to tell you how many years 10cm will be (100). How many years will 1m be? (1000) Mark the point where CE (Common Era) turns to BCE (Before Common Era) (approximate that now is AD 2000 – there is no year 0). Explain that from this point backwards, the numbers go backwards. Mark 1000 CE, 1000 BCE and so on. Your timeline should go back to 8000 BCE.</p> <p>Explain that there were people just like them in Britain for much longer even than this, with the first modern humans arriving around 40,000 BCE.</p>	Commoner pastoral farming	<p>Palaeolithic, Mesolithic and Neolithic. What do these names mean? (Ask chn to point out the suffix that is the same in each word – lithic – and explain this means stone age.) What do Palaeo, Meso and Neo mean? (Explain that these are Greek words – prompt them to think about their meaning by looking at where they are on the timeline. Palaeo is old, Meso is middle and Neo is new). The Palaeolithic is further divided because it is so long. Add dictionary definitions of these words onto your wall.</p>		
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Lesson plan: Session 2

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Show the timeline from last lesson. Remind the children of the 3 Ages and their chronological order.</p> <p>Whole class:</p> <p>In this lesson we are going to look at how food was collected or grown mainly in the Stone Age. Get chn to give you ideas on how you could find out what people ate in the past and write them on a flip chart. 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.</p> <p>Tell chn 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>Share information about the how the three ages (mainly Stone Age) got their food. (There is an information booklet in the in resource folders.) https://study.com/academy/lesson/what-did-stone-age-people-eat-and-drink.html</p>	<p>Prehistoric</p> <p>The Great Flood</p> <p>Stone Age</p> <p>Bronze Age</p> <p>Archaeology</p> <p>Archaeologist</p> <p>Historians</p> <p>Carbon Dating</p> <p>Hunter Gatherers</p> <p>Cave Paintings</p> <p>Must Farm (Flag Fen)</p> <p>Fine</p> <p>Clan</p> <p>Tribe</p> <p>Chieftain</p> <p>Warrior</p> <p>Noble</p>	<p>WALT: understand about food and how it was collected or grown in the Stone Age</p> <p>Give out sections of information for food in prehistory/Stone Age (session resource) (there are 3 sections) and ask chn to spread out all the information on the table. They should pick one page to look at or read about each. Have a pile of blank evidence cards (session resource) on each table. Tell chn to fill these in and either put them on the timeline if you have one or on the f/c with Blu tack™. When each child has filled out one evidence card, get chn on tables to tell each other the evidence they have found. You may want to use Ipads/laptops for further research too.</p> <p><u>Activity:</u></p> <p>Each table to have a section of evidence for food in prehistory (Stone Age) to then fill out evidence cards and then present their findings to the rest of the class.</p>	<p>Understand the sources of evidence for prehistoric food.</p>	<p>Food evidence information sheets</p> <p>Information Booklet</p> <p>Blank evidence cards</p> <p>Class timeline</p> <p>Possibly iPads/laptops</p>

Generalise: Stone Age people were hunter gatherers then went on to be farmers in the Neolithic period. Bronze age-more crops were introduced such as beans and rye. Iron age feast where they were the healthiest as they had the most varied diet.	Artisan Commoner pastoral farming			
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Lesson plan: Session 3

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>https://www.youtube.com/watch?v=674AhIa92Ns</p> <p>Watch this as an introduction.</p> <p>https://www.bbc.co.uk/bitesize/articles/zfg9bqt#zyt6s82</p> <p>Have a selection of the following/pictures of: candle, wheel, pot, bronze object, iron object, woollen garment, linen garment, shoe, gold object, brooch, radio, photograph, phone, paperclip, glasses, drinking glass, electric plug, soap, Lego™, comb, book, bucket, plastic object, pen, paper.</p> <p>Explain you have a museum of inventions on the table. They have to choose which ones they think were invented in the Stone, Bronze or Iron Age, so between 1 million years ago and the invasion of the Romans in Britain in AD 43.</p> <p>Give out up to three stickers per child and invite them to come to the table and to put a sticker on something they think was invented in prehistory. When all the children have put stickers on objects, choose some of the objects they haven't stickered and ask them, Why they don't think they were invented in prehistory? Pick out some themes e.g. they didn't have certain materials in prehistory (i.e. plastic etc...), they didn't know about electricity, they didn't have radio waves etc... Pick up some stickered objects and ask them, <i>How we could find out whether they were invented in prehistory?</i></p>	<p>Prehistoric</p> <p>Stone Age</p> <p>Bronze Age</p> <p>Archaeology</p> <p>Archaeologist</p> <p>Historians</p> <p>Hunter Gatherers</p> <p>Fine</p> <p>Clan</p> <p>Tribe</p> <p>Chieftain</p> <p>Warrior</p> <p>Noble</p> <p>Artisan</p>	<p>WALT: understand about inventions through the prehistoric eras</p> <p>Activity: LOOK AT THE INFORMATION SHEETS ABOUT STONE AGE INVENTIONS.</p> <p>Can the children record into books by writing sentences and drawing pictures:</p> <p>Different Stone Age inventions (tools weapons, clothing, etc).</p>	<p>Describe the tools and inventions of stone age</p> <p>Identify tools and inventions from the stone age</p> <p>Describe how the inventions and tools were created.</p> <p>Relate this information to other interventions from the present.</p>	<p>Objects listed/pictures of objects</p> <p>Stickers</p> <p>Information sheets - Stone Age Inventions</p>


(find examples of them when digging, or pictures of them but remember there would be no written records in prehistory).	Common er pastoral farming			
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Lesson plan: Session 4

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Go through each one from the Stone Age through to the Iron Age using the BBC Bitesize website clips and information pages: https://www.bbc.co.uk/bitesize/topics/z82hsbk</p> <p>and discuss the similarities and differences of each. Refer to the timeline from Lesson 1. Have a discussion around their learning so far and have the key vocabulary shared and referred to throughout (can be on working wall/display).</p>	<p>Prehistoric</p> <p>The Great Flood</p> <p>Stone Age</p> <p>Bronze Age</p> <p>Archaeology</p> <p>Archaeologist</p> <p>Historians</p> <p>Carbon Dating</p> <p>Hunter Gatherers</p> <p>Cave Paintings</p> <p>Must Farm (Flag Fen)</p> <p>Fine</p> <p>Clan</p> <p>Tribe</p> <p>Chieftain</p> <p>Warrior</p> <p>Noble</p>	<p>WALT: understand about homes in the pre-historic ages.</p> <p>Children to make notes in their books of each one of the 'Ages' as they read through the BBC Bitesize webpages (<i>Class Teacher to model making notes on the flip chart to support</i>) which they will then use to create a design of their own house from one of the ages. Children to create a labelled design showing how they would build a home in the prehistoric times and what materials would be used for each part. Children to then walk around the room to have a look at each other's and give each other feedback and comments.</p> <p><i>Teaching Points before the children begin:</i></p> <p><i>Start with the outside – include:</i></p> <p><i>Thatched, pointed roof</i></p> <p><i>Wattle and daub walls</i></p> <p><i>Herbs/Plants</i></p> <p><i>Carvings on the door</i></p> <p><i>Then, the inside – include:</i></p> <p><i>Central pole</i></p>	<p>Identify the materials used to build the houses.</p> <p>Describe how the houses developed/changed in each time period.</p> <p>Explain why materials changed from stone to bronze.</p> <p>Use the information of the houses from each age to then create my own model.</p>	<p>BBC Bitesize webpages (could print off)</p>

	Artisan Commoner pastoral farming	<i>Fire and cauldron</i> <i>Benches</i> <i>Animal skins</i> <i>Low wooden table</i> <i>Wooden chest</i> <i>Loom</i>		
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Lesson plan: Session 5

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Explain to the pupils that in Stone Age times there was no writing as such but that people did record the world around by carving or painting on stones and cave walls.</p> <p>Show some images of cave art- what do you think they are telling us? (There are many online so look for those which you feel would grab the</p>  <p>Teacher notes:</p> <p>What does the oldest known art in the world tell us about the people who created it? Images painted, drawn or carved onto rocks and cave walls—which have been found across the globe—reflect one of humans' earliest forms of communication, with possible connections to language development. The earliest known images often appear abstract, and may have been symbolic, while later ones depicted animals, people and</p>	<p>Cave art</p> <p>Prehistory</p> <p>Carving</p> <p>Painting</p> <p>Communication</p> <p>Interpret</p> <p>Primary source</p>	<p>WALT: understand about cave paintings in the Stone Age</p> <p>Stick paper to the underside of the pupil's tables or desks and let pupils sit underneath the tables (as if in a cave). Use chalks to draw the designs onto the paper.</p> <p>OR...</p> <p>Paint the designs onto coarse sandpaper, which replicates the rough surface of a cave.</p> <p>Use browns, oranges, yellows and blacks and apply the paint using fingers.</p> <p>As an extension activity, challenge pupils to research some of the major sites in Europe where Stone Age cave art can still be seen.</p> <p>Historians are still not entirely sure why people in the Stone Age created cave art, although lots of people have different theories about it. Use the Plenary slide to look at some of the possible theories and ask pupils to discuss with a partner which they think is most likely.</p>	<p>Explain the significance of cave art and where it 'fits' in evidence for prehistoric times.</p>	<p>PPT</p> <p>Art materials (see main lesson activities)</p> <p>Images of cave paintings</p>

<p>hybrid figures that perhaps carried some kind of spiritual significance.</p> <p>The oldest known prehistoric art wasn't created in a cave. Drawn on a rock face in South Africa 73,000 years ago, it predates any known cave art. However, caves themselves help to protect and preserve the art on their walls, making them rich historical records for archaeologists to study. And because humans added to cave art over time, many have layers—depicting an evolution in artistic expression.</p> <p>These Stone Age paintings were often very sophisticated portrayals of animals created with natural materials like charcoal and ochre.</p>				
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Lesson plan: Session 6

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
Explain to the children that they are to create a poster all about one of the ages – include pictures and text, make it engaging and factual!	Prehistoric The Great Flood Stone Age Bronze Age Archaeology Archaeologist Historians Carbon Dating Hunter Gatherers Cave Paintings Must Farm (Flag Fen) Fine Clan Tribe Chieftain Warrior Noble	<p>WALT: create a poster to inform others about our History learning.</p> <p>Children to work in groups of three to present information from the past 5 lessons, poster.</p> <p>They are to each be given one of the ages to present.</p> <p>Have the Success Criteria /Checklist and share with the children:</p> <p>Make sure each gives information on the food and how they got it</p> <p>Homes and houses- what they looked like and were made of</p> <p>Tools and inventions- What they were used for and what they were made of.</p> <p>Cave Paintings and their importance as a primary source to archaeologists</p> <p>Plenary:</p> <p>Children move around the room looking at each other's posters and give feedback linked Audience and Purpose to conclude the topic.</p>	<p>Identify Present all our findings/learning in a poster form.</p> <p>Consider the purpose of the poster and recognise it is TO INFORM.</p>	<p><u>A3 paper for posters</u></p> <p><u>Art materials</u></p> <p><u>Information for posters</u></p> <p><u>PowerPoints</u></p>

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