

2018 B1 Year 3 and 4 HISTORY UNIT PREHISTORIC BRITAIN TO THE STONE AGE

Year B

TOPIC

Prehistoric Britain to the Stone Age

Stephanie Head

Chronology	Events, People and Changes	Communication
<p>Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> <li>Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>).</li> <li>Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport.</li> <li>Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</li> </ul>	<p>Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> <li>Understanding <i>some</i> of the ways in which people's lives have shaped this nation.</li> <li>Describing how Britain has influenced and been influenced by the wider world.</li> <li>Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.</li> </ul>	<ul style="list-style-type: none"> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>When doing this they should use specialist terms like <i>settlement, invasion</i> and vocabulary linked to chronology.</li> <li>Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</li> </ul>
Enquiry, Interpretation and Using Sources		
<ul style="list-style-type: none"> <li>Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.</li> <li>Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance.</li> <li>Understand some of the methods of historical enquiry, how evidence is used to make historical claims.</li> <li>Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</li> </ul>		<ul style="list-style-type: none"> <li>Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may</i> exist (<i>artist's pictures, museum displays, written sources</i>).</li> <li>Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.</li> </ul>

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**Possible Cross-curricular links, especially opportunities for English, Mathematics and Computing within teaching:**

English links	<ul style="list-style-type: none"><li>• Class novel in A2 Stone Age Boy and Stone Girl Bone Girl</li></ul>
Mathematics links	<ul style="list-style-type: none"><li>• Chronology of time</li></ul>
Computing links	<ul style="list-style-type: none"><li>• Research tool/creating work using the computer</li></ul>
Other links	<ul style="list-style-type: none"><li>•</li></ul>

**Possible Experiences including visits/visitors/other:**

Consider what could augment your planning to really enthuse the children in your class:

- Stone Age reading area with cave and fire pit
- Books to enhance understanding and enquiry
- Displays to support vocabulary and support visual learners

**Display/Resources:**

Consider what resources could be brought into the classroom and what display work could be completed either before/during or after topic is taught:

- Displays to support vocabulary and support visual learners
- Cave reading area
- Topic board

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Session	Key Objective from skills listed above (What is it that you want the children to learn?)	Possible Activities including use of Computing and other technologies, and showing at least 3 differentiations			Outcomes/Evidence of what they have learnt (Where will this be found? Will it be in a book? Topic book? Display? Photographic evidence?)	Possible extension into homework if appropriate to enhance and deepen learning
1	<p>Outset-puzzle grid To introduce the definition and time scale of human prehistory.</p> <ul style="list-style-type: none"> <li>▪ N.C.-Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may</i> exist (<i>artist's pictures, museum displays, written sources</i>).</li> </ul> <p>-Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.</p>	<p>Show children the word 'prehistory' on the slides. What does this word mean? Invite children to share their ideas, then go through the explanation on the slides.</p> <ul style="list-style-type: none"> <li>• Show children the timeline and identify with them when certain events that they are familiar with took place. How much of the past do you think has written history? Children to think, pair, share their ideas.</li> </ul> <p>Explain that Britain has only had written history for 2,000 years. Other parts of the world have historical records going back around 3,000 years. That leaves 998,000 years of prehistory in Britain!</p> <ul style="list-style-type: none"> <li>• Show children the timeline which demonstrates how prehistory is split up into Stone, Bronze and Iron Ages. Why do you think these periods have been given these names? Invite children to share their ideas.</li> <li>• If there is no written history, how can we find out about the past? And who finds out about it? Invite children to share ideas, then go through the information about archaeologists and what they do.</li> </ul>			<p>Plenary: Was everything in the Stone Age made of stone? What about in the Bronze and Iron Ages? Of course not. What other materials could people have used? So why have archaeologists called these periods Stone, Bronze and Iron? Guide pupils to think about what rots and what doesn't, and also about how technology defines an age. How do you think people in the future might define the age we live in (e.g. Computer/Digital Age)? Record this in books or individual responses.</p> <p><b>ASSESSMENT QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>• Do children know what the term 'prehistory' means?</li> <li>• Do children know the names of the three periods of prehistory?</li> <li>• Can children describe how we can find out about the prehistoric past?</li> </ul> <p>WORK IN BOOKS</p>	<p>CHILDREN TO BRING IN ANY INFORMATION THEY MIGHT GATHER AT HOME OR THE LIBRARY</p>
		<p>LA: Provide children with a set of the Picture Cards and a set of the Description Cards. Children to match the picture to the correct description to show what the archaeologist is doing.</p>	<p>MA: Provide children with a set of the Picture Cards and activity 1A. Children to cut out the descriptions of what the archaeologists are doing and the sentences to show what this can tell us about people in prehistory. Children to then match 2 sentences to each picture. Once they have done this, discuss how</p>	<p>HA: Provide children with a set of the Picture Cards and activity 1B. Children to cut out the descriptions of what the archaeologists are doing and the names of the type of archaeologist. Encourage children to use dictionaries to help them. Around each picture,</p>		

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			<p>this what the information tells us and how it is relevant.</p>	<p>children to write a sentence to explain what each activity can tell us about people in prehistory.</p>		
<p>2 Have displayed vocab words Soapstone or chalk Carving tools</p>	<p>To find out about early humans and the Palaeolithic period.</p> <ul style="list-style-type: none"> <li>▪ N.C.-Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.</li> </ul>	<p>Can you remember what the word 'prehistory' means? What were the names of the three periods of prehistory? Children to think, pair, share their ideas, then show children the timeline on the slides.</p> <ul style="list-style-type: none"> <li>• Point out how the Stone Age is split into three different periods and explain that today we are going to be looking at the Palaeolithic era. Was this earlier or later than the Mesolithic and Neolithic eras?</li> <li>• Explain that in the Palaeolithic period, there were different species of humans on the planet. Show children the pictures on the slides and explain how the first people came to Britain.</li> <li>• Go through the information on the slides about the Neanderthals and Homo sapiens and how the Neanderthals were wiped out.</li> <li>• Sometimes these early humans are known as cavemen. Why do you think this might be? Children to think, pair, share their ideas, then go through the information on the slides.</li> </ul> <p>Group work: Provide children activity card 2B. Give children some time to look at the photo of objects found in a cave. Children to then answer the true or false questions and write a sentence about what they think happened in the cave as a group. Feedback to go on topic board.</p> <p>Session 2-possible activity depending on timings from previous sessions</p> <p>Provide children with a set of the Picture Sheet. Give children some time to look at the photos which show examples of Palaeolithic art from France, Spain and Britain.</p>	<p>Plenary: What do you think it would have been like for those early Homo sapiens settlers in Europe when they came across the Neanderthals? Invite a child at a time to come to the front and sit in the 'Hot Seat'. The rest of the class asks them questions about how they felt about the Neanderthals. Did they feel threatened? Amused? Attracted to them? You could also change this to explore the question from the point of view of the Neanderthals.</p> <p>Words on the wall Children's work evident on topic board</p> <p><b>ASSESSMENT QUESTIONS:</b> Can children explain how and when people first came to Britain? • Do children know what kind of animals early humans encountered? • Do children know where early humans lived?</p>			

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		<ul style="list-style-type: none"> <li>• Tell children that their challenge today will be to carve a prehistoric animal using the pictures as an example. Provide children with soap, chunks of chalk or soapstone and appropriate tools, and challenge them to carve their own Ice Age animal.</li> </ul>		
<p>3 Have a model of creative activity prepared</p>	<p>To find out about people who lived in the Mesolithic Period</p> <ul style="list-style-type: none"> <li>▪ N.C.-Making some links between and across periods, such as the differences between clothes, food, buildings or transport.</li> </ul>	<ul style="list-style-type: none"> <li>• The Stone Age is split up into three different periods. Can you remember what any of them are called?</li> <li>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.</li> <li>• 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.</li> <li>• Remind children that without any written history, we have no record of what life was like at this time.</li> <li>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.</li> <li>• 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?</li> </ul> <p>Mixed ability paired activity: Use of ICT</p> <p>Challenge children to find out as much information as they can about Star Carr and what life was like for people in the Mesolithic period.</p> <p>Creative Challenge:</p> <p>Explain that some of the most intriguing finds at Star Carr were antler headdresses. These headdresses were made from the front part of the deer's skull with both antlers attached. There were two holes drilled into the skull so that it could be worn on the head. Archaeologists think that it may have been used in hunting to camouflage the hunters, or in ceremonies to ensure a successful hunt. What do you think?</p> <ul style="list-style-type: none"> <li>• Tell children that today they will be making their own antler headdresses. Children to follow the steps on the Help Sheet to create their headdress, then wear them to show how they think Mesolithic people used them.</li> </ul>	<p>PLENARY:</p> <p>Historians think that the sea rose very quickly after the last Ice Age and that there were tsunamis where huge waves inundated the land. How do you think Mesolithic people would have felt when they saw these big waves?</p> <p>Remind children that people of the time wouldn't have understood what was happening. Discuss ideas together.</p> <p>ASSESSMENT QUESTIONS:</p> <p>Do children know what happened to Britain's coastline when the ice sheets of the last Ice Age retreated?</p> <ul style="list-style-type: none"> <li>• Do children know where Doggerland is?</li> <li>• Can children describe what Mesolithic life was like?</li> </ul> <p>DISPLAY AND RECORDED RESPONSES BY ADULT IF NECESSARY</p>	

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<p>4</p>	<p>To find out how people lived in the Neolithic period.</p> <ul style="list-style-type: none"> <li>NC- Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>So far, we have looked at the Palaeolithic and Mesolithic periods in the Stone Age. There is one period left. Can you remember what it is called? Invite children to share their ideas, then show them the timeline on the slides. Explain that today we will be looking at the Neolithic period.</li> <li>Remind children that in the Mesolithic period, people used tools to hunt and lived in small huts. How do you think life had changed by the Neolithic period? Children to think, pair, share their ideas.</li> <li>Go through the information on the slides about the introduction of agriculture in Britain during the Neolithic era.</li> <li>Something unusual happened in the Neolithic period and it happened quite quickly. Show children the picture of Stonehenge on the slides. Do you know what this is? What do you think it was built for? How do you think it was built? Children to discuss ideas as a class, then go through the information on the slides.</li> <li>Explain that the Neolithic period was a time of developing technology. Show children the pictures of Mesolithic and Neolithic houses and ask them what differences they can spot.</li> </ul> <p>Activity: Before the lesson, stick up the Fact Cards about Stonehenge around the classroom. Tell children that today they will be going on a fact hunt to find out as much information as they can about Stonehenge. As they walk around, children to find and record the answers to the questions on worksheet 4B. When finished, children could answer the questions on differentiated activity sheets and to describe their own theories on what Stonehenge was built and used for.</p>	<p>PLENARY: Watch some virtual clips about Stonehenge. Why do you think people build monuments? Can you think of any other famous monuments in Britain? Are there any in our local town (e.g. war memorials)?</p> <p>Discuss this with the children and explore how the need to build monuments seems to go back a long time in history.</p> <p>ASSESSMENT QUESTIONS:  <ul style="list-style-type: none"> <li>Do children know where and when agriculture was developed?</li> <li>Do children know when people in Britain started Farming?</li> <li>Do children know what Stonehenge is and how the landscape developed?</li> </ul> </p>	<p>Creative homework: allow 2 weeks One way to understand Stonehenge is to reconstruct it. Provide children with the Stonehenge Map sheet and Stonehenge Information Sheet and use these to build a model of Stonehenge and its surrounding area. They could use modelling clay, paper, card, sticks, stones or anything else they feel appropriate.</p>
<p>5</p>	<p>To find out about how people lived in the Bronze Age.</p> <p>NC-Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>Remind children that prehistory is divided into three ages. Which of these three ages came after the Stone Age? Invite children to share their ideas, then show them the timeline and tell them that today we will be looking at what life was like during the Bronze Age.</p> <ul style="list-style-type: none"> <li>How do you think life might have developed from the Stone Age to the Bronze Age? Children to think, pair, share their ideas.</li> <li>Go through the information on the slides about how bronze is made and how bronze was used, what life was like in Britain at the time and about how the climate changed at the end of the Bronze Age.</li> </ul>	<p>PLENARY: The people of the Bronze Age went through climate change. How do you think this affected them? How do you think climate change will affect us in the future? Children to discuss ideas as a class.</p>	

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		<p>ACTIVITY: Differentiation by outcome Provide children with the Picture Sheet and give children some time to look through it.</p> <ul style="list-style-type: none"> <li>• Challenge children to use the images to complete Storyboard A or B (depending on ability). If using B, children to create their own story based on what they know about life in the Bronze Age and what they can see in the pictures.</li> <li>• When finished, invite children to share their work with a friend and discuss the images they have chosen to use in their pictures.</li> </ul>		
6	<p>To find out about how people lived in the Iron Age</p> <p>NC- Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this</p>	<p>What have we learnt about prehistoric Britain so far? What was Britain like during the Stone Age? What was it like during the Bronze Age? Children to discuss their ideas.</p> <ul style="list-style-type: none"> <li>• Show children the timeline and explain that the last period of prehistory is the Iron Age. Why do you think it is called the Iron Age? Children to share their ideas.</li> <li>• Go through the information on the slides about how iron is made and what life was like in Iron Age Britain.</li> <li>• Explain that towards the end of the Iron Age, there were lots of influences from the continent. By this time, the ancient Romans had travelled to Britain and they recorded what the people were like. Read the quote on the slides together. What can we find out about the Iron Age from this quote? Invite children to share their ideas.</li> </ul> <p>LA: Provide children with Quote Sheet A and worksheet 6A. Support children in reading the Quote Sheet, then answering the true or false questions about the Iron Age.</p> <p>MA/HA: Provide children with Quote Sheet A or B (depending on ability). Using the information from the quotes and any other books or sources available, challenge children to draw a labelled picture of a noble man, druid, seer or peasant. Challenge children to include as much historical detail as they can in their pictures.</p> <ul style="list-style-type: none"> <li>• When finished, children could write a description of their picture, including details of what the people are wearing, what is in the background, etc.</li> </ul>	<p>PLENARY: Explain that Roman writers did not call the people of Britain Celts but Britons. 'Celts' was a very specific term used by people in central Gaul (which is now France). However, Celtic art certainly travelled to Britain. How can art styles travel without people actually moving? Invite children to share their ideas.</p> <p>ASSESSMENT QUESTIONS: • Do children know how iron is made? • Do children know what Iron Age houses were like? • Do children know what happened at the end of the Iron Age?</p>	
7	<p>To recap and summarise the prehistory of Britain.</p>	<ul style="list-style-type: none"> <li>• Explain that today we will be thinking back to everything we have learnt about the prehistory of Britain.</li> </ul>	<p>PLENARY: END OF UNIT QUIZTIME</p>	<p>FREE CHOICE</p>

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	<p>N.C.-Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</p>	<p>Show children the blank timeline on the slides. Can you fill in any of these labels? Give children a few minutes to discuss this with a partner, then go through each label as a class.</p> <ul style="list-style-type: none"><li>• Show children the sentences on the board. Can you put these in order with a partner to show the development of Britain during the prehistoric era? Children again to discuss with a partner, then check on the slides.</li></ul> <p>LA/MA: Tell children that today they will be creating a timeline of prehistoric Britain. Provide children with a set of Timeline Cards A/B and challenge children to put them in the correct order. When finished, children to stick the cards on a large sheet of paper and illustrate. Children could also annotate their timelines with any other facts they know.</p> <p>HA: with teacher Tell children that today they will be creating an information booklet about the prehistory of Britain. Provide children with the Information Book Template and ask them to complete each page with as much information as they can. Remind children that they can write on the back of the page too! When they have finished, children to cut out each page and staple together to create their booklet.</p>	<p>ASSESSMENT QUESTIONS:</p> <ul style="list-style-type: none"><li>• Do children know what the three ages of prehistory are?</li><li>• Do children know how long British prehistory is?</li><li>• Can children explain how life changed in Britain during prehistory?</li></ul>	<p>Provide children with a set of the Challenge Cards. Children to choose the challenge they would most like to complete to demonstrate their knowledge of prehistoric Britain: writing a song; creating a poster; writing a description; writing a poem; creating a quiz. Children can use any of the relevant resources (Prehistory Acrostic, Poster Template, Quiz Template) or they can simply create their own.</p>
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