




This is an example of a unit of work for History. All our units of work for History are planned in the same format and knowledge is linked to previous and future lessons. The progression map for History has been followed when planning all units. All our History lessons start with a retrieval exercise. Medium term plans are reviewed and adapted as necessary.

History Medium Term Plan

Year Group: 3	Unit : The Stone Age	Term: Autumn
<p>Previous Learning Children have a basic knowledge of chronology from their history learning in EYFS and KS1. Children understand that houses have changed through history following on from the 'houses in the past' topic in Reception.</p>	<p>Links to Future Learning This is the beginning of the pre-history topics. This topic introduces the idea of hunter-gatherers and homo sapiens. The topic will cover aspects of Mesolithic life such as: open grassland, hunting, making spears and the building of small houses with thatched roofs (seen again in Anglo Saxons- Year 5 and the Kingdom of Benin - Year 5) The topic also introduces the term 'archaeologist'. This term will be used again in the next topic The Ancient Egyptians and again throughout the Year 4 topics of Ancient Greece and The Roman Empire in Britain. It will also be used in Year 5's study of the Anglo-Saxons, Vikings and Scots and The Kingdom of Benin. In the latter part of the topic, the idea of farming and understanding of seasons is explained. (The Winter Solstice and the Summer Solstice) This links to the Ancient Egyptians their dependence on the River Nile.</p>	
<p>Concepts to be developed Trade, religion, settlement, society and culture.</p>	<p>Unit Vocabulary British Isles, BC, AD, hunter- gatherer, Paleolithic, Meso-lithic, Neolithic, pre-history, Beaker people, tribe, settlement, nomad, metal working, archeologist, archaeological site, fact, opinion, evidence, similarity, difference, resources</p>	
<p>Key knowledge to be taught in this unit</p> <ul style="list-style-type: none"> • Know the timeline showing the Stone Age • Know that the term 'prehistory' means the time before people started writing and being able to record events. The suffix 'pre' means 'before' so prehistory is literally 'before history'. • Know that people have been in Britain for about 1 million years (1,000,000 yrs) and the first writing found was from 2000 years ago. 	<p>Reading across the Curriculum Linked to the topic</p> 	


- Historians and archaeologists, who study history and prehistory, look for evidence to work out what happened and what life was like in the past.
- Historians use primary and secondary sources to find out about the past.
- Finding new sources are important for historians as they can help us change our ideas about the past
- Know the earliest signs of humans in Britain have been discovered in a place called Happisburgh.
- Know at the time the land looked very different and Britain was connected to Europe.
- The stone tools are the earliest evidence of people in Britain.
- Know that our species is called homo sapiens.
- When we go back into prehistory humans looked different from us today.
- Know after the glaciers melted Britain was open grassland with lakes and forests.
- People may have lived in small houses with thatched roofs as found in Star Carr in Yorkshire. People lived in caves too. We know from fossils, the Mesolithic people looked more like us and lived in families. They also had spiritual beliefs too. They wore clothes and had possessions such as jewellery and ornaments. They were often buried with their belongings, which gives us a clue that they had spiritual beliefs.
- Know that we have found out about animals from the Mesolithic period from studying cave paintings.
- People at this time are known as hunter-gathers as they hunted for animals and gathered plants to eat.
- Know that in the Neolithic period people had begun to grow their own crops and domesticate animals to be used as helpers or as food.
- Know towns were being formed rather than settlements that were just used to rest for a short time.
- People were beginning to stay in one place because they needed to stay in one place to tend the crops and look after their animals.

<ul style="list-style-type: none"> • Know that fighting began as the population grew and space was needed to grow crops. • Know that Skara Brae in Orkney is known as one of the most important places for archaeologists to learn about the Neolithic period. 					
Lesson Objective	Teaching and Learning including Flashback		Outcome	Vocabulary	Resources
<p>Pre-Assessment: Timeline and vocabulary.</p> <p>Learning Objective: To know how historians find out about life from a million years ago.</p>	 <ol style="list-style-type: none"> 1. What do we use a timeline for? 2. Can we place the two World Wars on the timeline (link to Remembrance topic – Y2)? 3. What does BC and AD mean? 4. How do we find out about the past? <p>Main Teaching: Introduce the topic to the children. Show the Stone Age on the timeline. Explain that the term ‘prehistory’ means the time before people started writing and being able to record events. This means there is a lot of human history that we don’t know about from written records.</p> <p>Explain that historians and archaeologists, who study history and prehistory, look for evidence to work out what happened and what life was like in the past. Historians use primary and secondary sources to find out about the past. Primary sources are from the period of time that’s being studied - this includes objects and writing from the time period studied. Secondary sources are not from the time period being studied. They include books and videos about the past.</p>		<p>Children place the stone age, iron age and bronze age on a timeline.</p> <p>Children to complete a sorting activity with primary and secondary sources.</p>	<p>Ancient, civilisation, timeline, Prehistory. Evidence. Primary Secondary Historian. Evidence. Source.</p> <p>Stone Age</p> <p>Stone tools.</p> <p>Ice Age.</p>	<p>Timeline showing Bronze Age, Iron Age, Stone Age.</p> <p>Map of Europe</p>
<p>To find out what historians discovered about the Stone Age.</p>	 <ol style="list-style-type: none"> 1. What is a primary source? 2. What is a secondary source? 3. Where does the stone age come on a timeline? 4. What does prehistory mean? 		<p>Children choose either the Boxgrove man or the Paviland</p>	<p>Ancient,</p>	<p>Map of UK showing Boxgrove.</p>

	<p>Explain the earliest signs of humans in Britain have been discovered in a place called Happisburgh - these included basic stone tools and teeth.</p> <p>Explain that at the time the land looked very different and Britain was connected to Europe. (Look at a map to show that we are now an island).</p> <p>The stone tools are the earliest evidence of people in Britain. The remains found are possibly 950,000 years old (nearly 1 million yrs ago) Explain that Stone Age is named because the people used stones as tools.</p> <p>Explain that our species is called homo sapiens. When we go back into prehistory humans looked different from us today. Share an image to see how our skull has developed over time.</p> <p><u>Evidence of Early Humans in Britain</u></p> <p>Boxgrove Man - the earliest human remains were found in Boxgrove in South East England (Show on a map). The remains are known as Boxgrove Man. These remains are believed to be 500,000 years old.</p> <p>Paviland Man or 'The Red Lady' - originally thought to be a woman as they were buried with jewellery. Buried 33,000 years ago. It is believed he was killed whilst hunting a woolly mammoth.</p> <p>During this time Britain was often covered in large glaciers made of ice and is known as part of the last ice age. About 11,500 years ago the glaciers melted and the ice age was over.</p>	<p>Man. Children record what they tell us about the Stone Age and think of three questions they would like to ask them about life in the Stone Age.</p>	<p>civilisation, timeline, Prehistory. Evidence. Primary Secondary Historian. Evidence. Source.</p> <p>Stone Age</p> <p>Stone tools.</p> <p>Ice Age.</p>	<p>Pictures of homo sapiens and showing how skull has developed.</p> <p>Pictures of Boxgrove Man and Paviland Man.</p> <p>Pictures of a woolly mammoth.</p>
<p>To know how hunter gathers lived.</p>	<p>◀</p> <ol style="list-style-type: none"> 1. What is the difference between a primary and secondary source? 2. How do archaeologists know how old an object is? 3. Why is the Stone Age called the Stone Age? 4. What were some of the discoveries made about the Stone Age? 	<p>Children to create their own cave paintings and label what is shown – what</p>	<p>Glacier</p> <p>Grassland,</p> <p>Lakes,</p> <p>Forests.</p>	<p>Timeline showing Mesolithic period.</p>

	<p>Recap on learning so far this topic. Explain that the Stone Age is split into the Palaeolithic, Mesolithic and Neolithic periods. Today, we are going to travel forward in time, but we are still far back in history. Show the Mesolithic Age on a timeline.</p> <p><u>Mesolithic Life</u> Explain that after the glaciers melted, Britain was open grassland with lakes and forests. Many animals such as deer, boar, elk and wild cattle roamed and the hunters of the Mesolithic age used tools made from stone to hunt them. (Show images of this). They also used deer antlers as spears to hunt land animals or used them as harpoons to hunt fish in the lakes and rivers.</p> <p>People may have lived in small houses with thatched roofs as found in Star Carr in Yorkshire. People lived in caves too. They also had spiritual beliefs too. They wore clothes and had possessions such as jewellery and ornaments. They were often buried with their belongings, which gives us a clue that they had spiritual beliefs.</p> <p><u>Cave Paintings</u> Explain that we have found out about animals from the Mesolithic period from studying cave paintings.</p> <p>Cave Painting found in Spain (Share photo) shows that people hunted for meat. People also ate vegetables and fish too. We know that they ate fish as piles of bones have been found together near early human settlements. People at this time are known as hunter-gathers as they hunted for animals and gathered plants to eat. A hunter-gatherer is a human living in a society in which most or all food is obtained by foraging (collecting wild plants and pursuing wild animals).</p>	<p>does their cave painting tell us about life as a hunter gather?</p>	<p>Hunter. Harpoon. Antler. Fossils. Hunter gatherer</p>	<p>Pictures of Mesolithic hunters. Map showing Star Carr in Yorkshire. Photos of cave paintings in Spain. Images of hunter gatherers.</p>
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<p>To know why settlements were formed during the Neolithic Age (Study of Skara Brae)</p>	<p>◀</p> <ol style="list-style-type: none"> 1. How did Britain look after the Ice Age? 2. Why were people in the Mesolithic period called 'hunter-gathers'? 3. What do the cave paintings tell us about life at this time? 4. How do we know that the Mesolithic people had spiritual beliefs? <p>Recap on learning so far this topic. Today, we are going to travel forward in time again, but we are still far back in history. Show the Neolithic Age on a timeline.</p> <p><u>Neolithic Age (6500 to 2,500 BC)</u></p> <p>Explain that in the Neolithic period people had begun to grow their own crops and domesticate animals to be used as helpers or as food. Explain that towns were being formed rather than settlements that were just used to rest for a short time. People were beginning to stay in one place because they needed to stay in one place to tend the crops and look after their animals. This is the start of how most people live today in one particular place and not travelling around.</p> <p>Neolithic people made pottery, and woven material (they still only had stone tools at this point). Share a photo of Neolithic pottery. Explain that fighting began as the population grew and space was needed to grow crops. This resulted in land wars to obtain space.</p> <p><u>Skara Brae</u></p> <p>Skara Brae is an important archaeological site. It is remains from a village in the Neolithic period. Remember, the Stone Age is split into the Palaeolithic, Mesolithic and Neolithic periods. The Neolithic period is the one just before we move into the Bronze Age. It was a really important period because it was during this time that people stopped being hunter gatherers, living in settlements and staying in one place.</p> <p>What is Skara Brae? - BBC Bitesize</p>	<p>Research and record information about Skara Brae – double page spread.</p>	<p>Crops Towns Settlements Agriculture Skara Brae</p>	<p>Timeline. Photos of Neolithic pottery. What is Skara Brae? - BBC Bitesize</p>
<p>To understand why Stone Circles were</p>	<p>◀</p> <ol style="list-style-type: none"> 1. Name a primary source that tells us about the Stone Age. 	<p>Stonehenge cloze activity.</p>	<p>Crops Towns Settlements</p>	<p>Photo of stonehenge</p>

<p>important to people in the Neolithic Age.</p>	<ol style="list-style-type: none"> 2. What is the difference between a primary and secondary source? 3. What is Skara Brae? 4. What does Skara Brae tell us about the Stone Age? <p>Explain that Neolithic people created stone circles to mark important days in the year - The Winter Solstice and Summer Solstice (Shortest and longest days of the Year) Know that the way the sun shone gave the Neolithic people a sign that Spring was on its way. (Why would this be important for farmers?)</p> <p>After the Summer Solstice the growing season was over and harvesting season began. The Solstice dates were important for farming.</p> <p>Explain that the most famous stone circle in the UK is Stonehenge in Wiltshire. (Locate on a map) . Explain that Stonehenge was built in stages over many hundreds of years. Near the site there have been many human remains found as people were cremated here for hundreds of years. Historians do not know the purpose of Stonehenge but many think it is either an ancient burial ground or a solar clock to help them keep track of the seasons. Explain that people celebrated the Winter Solstice by having big parties with big hog roasts.</p>	<p>In groups, children create their own biscuit Stonehenge.</p>	<p>Agriculture</p>	
<p>Assessment: What was daily life like for the people living at Skara Brae?</p>	 <ol style="list-style-type: none"> 1. Locate the Stone Age on a timeline. 2. What was good about the Stone Age? What was bad? 3. Where was Skara Brae? 4. How do we know how hunter gathers lived? <p>Recap on learning so far in the topic. Ask the children to imagine they live at Skara Brae during the Stone Age. What would your day look like?</p>	<p>Children to create a story map, showing and explaining the daily life of a person at Skara Brae. Children to illustrate in a 'cave painting' style.</p>	<p>Crops Towns Settlements Agriculture Skara Brae</p>	

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