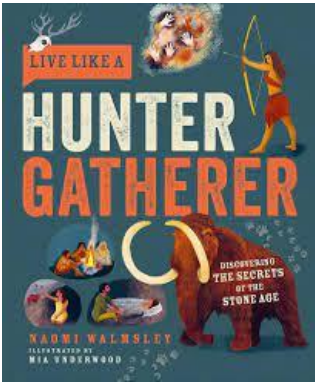
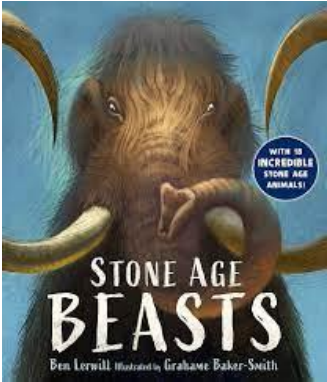


<b>Enquiry Question</b>	<h1>Would you have survived the Stone Age?</h1>			
<b>NC Objectives</b>	<p><b>Key Stage 1</b></p> <ul style="list-style-type: none"> <li>• Develop an awareness of the past, using common words and phrases relating to the passing of time (<b>Chronological understanding</b>)</li> <li>• Know where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods (<b>Chronological understanding – Events, people and change</b>)</li> <li>• Use a wide vocabulary of everyday historical terms (<b>Chronological understanding</b>)</li> <li>• Ask and answer questions, choose and use parts of stories and other sources to show understanding of key features of events (<b>historical enquiry</b>)</li> <li>• Understand some of the ways to find out about the past and identify different ways it is represented (<b>historical enquiry</b>)</li> <li>• Pupils are often introduced to historical periods studied in more detail at Key Stage 2</li> <li>• Whole class discussion will take place (<b>Organisation and communication</b>)</li> </ul> <p><b>Key Stage 2</b></p> <p><b>Changes in Britain from the Stone Age to the Iron Age</b></p> <ul style="list-style-type: none"> <li>• Develop a chronologically secure knowledge and understanding of the Stone Age and where it is placed in relation to the Bronze and Iron Ages (<b>Chronological understanding – Events, people and change</b>)</li> <li>• Note connections, contrasts and trends over time (<b>Historical enquiry</b>)</li> <li>• Develop the appropriate use of historical terms (<b>Chronological understanding</b>)</li> <li>• Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance (<b>historical enquiry</b>)</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information (<b>Organisation and communication</b>)</li> <li>• Understand how our knowledge of the past is constructed from a range of sources (<b>Historical enquiry</b>)</li> <li>• Whole class discussion will take place (<b>Organisation and communication</b>)</li> </ul>			
<b>Curriculum Coherence</b>	<p><b>Prior Knowledge</b></p> <p>Children have experienced the concept of historical chronology and how people’s lives differed from ours now</p> <ul style="list-style-type: none"> <li>• Warbstow in the past</li> <li>• The Victorian school</li> <li>• Great Fire of London – Year 2&amp;3</li> </ul>	<p><b>Future Learning</b></p> <p>Children will go on to learn about the Bronze and Iron Ages in KS2 linking the learning to the next stage of the historical chronology – the Roman Empire.</p>	<p><b>Substantive Concepts</b></p> <p>Settlement Migration Ideas Communication</p>	<p><b>Second Order Concepts</b></p> <p>Sources Change Significance Similarity and difference</p>

	Toys from the past – Year 2&3					
<b>Curriculum Coherence</b>	<b>High Quality Texts</b>			<b>Vocabulary</b>		
				Stone Age Man Woman Paleolithic Mesolithic Neolithic Hunter Gatherer Cave shelter	Animal skin Tool Weapon Sharpened Spear Club Needle and hook Stone Fire trap	Paintings Animals Mammoth Antler Flint Tusk Sickle Forager Extinct herd
<b>Chronology</b>	<i>2,800,000BC</i>	<i>298,000BC</i>	<i>38,000BC</i>	<i>8,000BC</i>	<i>6,000 – 2,000BC</i>	<i>0</i>
	Lower Paleolithic  Early humans roamed the land. Basic tools used.	Middle Paleolithic  Ways to make fire were discovered. Hand axes used.	Upper Paleolithic  People began living in rock shelters. Spears used. Cave art created.	Mesolithic  First boats made from logs. Bows and arrows used.	Neolithic  Farming began. Permanent homes were built. Stonehenge was built.	Jesus was born

<b>Knowledge Sequence</b>	<p>Lesson 1 – When was the Stone Age? <b>WALT: Place the Stone Age on the historical timeline.</b></p> <ul style="list-style-type: none"> <li>Look at Class timeline. Explain BC/AD, Britain has only had written history for 2,000 years</li> <li>Explain the term ‘pre-history’. The time before written records. 998,000 years in Britain.</li> <li>Locate the Stone Age on our own timeline. Find what we have already learnt about (Great Fire of London, Victorians)</li> <li>Share high quality text front covers. What can be deemed from looking at the images? What would you like to know? What would you like to find out?</li> <li>High Quality Text – Live like a Hunter Gatherer p.8-9. Examine Stone Age timeline introducing Paleolithic (old Stone Age), Mesolithic (middle Stone Age) and Neolithic (new Stone Age) periods.</li> </ul>
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- Future lessons will explore how Stone Age people lived.

Lesson 2 – What would I need first to live in the Stone Age? **WALT: know how Stone Age people first learnt to survive**

- Introduce the idea of discoveries and relate to the Stone Age – one of the first important discoveries ever made was how to make fire. How did the Stone Age people make fire and why? What impact did this have on civilisations? (p10 Live Like a Hunter Gatherer?)
- What else would people in the early Stone Age need to survive? What do we have? Draw the discussion to housing and why we need housing. Explore types of shelter, relating to the Stone Age timeline (Paleolithic shelters, Mesolithic shelters, Neolithic shelters p12 Live Like a Hunter Gatherer) How have they changed over time?
- Develop thinking around nomadic communities not staying put, rather moving from place to place to take shelter, food etc
- Explore the story ‘Sleeping in a Rock Shelter’ (p16 Live Like a Hunter Gatherer) and reflect on what it must have been like and would we like to sleep in a rock shelter.

Lesson 3 – What would I eat? **WALT: understand the concept of hunting and gathering**

- What does the term ‘hunter-gatherer’ mean? Why was it necessary? 24 hours as a hunter-gatherer (p.20 Live Like a Hunter-Gatherer)
- What did people eat? Animals (Stone Age Beasts). Fish (p.34 Live like a Hunter-Gatherer). Foraging for edible foods (p.38 Live like a Hunter-Gatherer).
- How did they catch their food? Hunting (Live like a Hunter-Gatherer) using weapons and traps. Teamwork.
- First farming. Began to domesticate animals, grow grains, build permanent structures to keep animals safe.
- Minimising waste (p.30 Live like a Hunter-Gatherer). Using parts of their catch for tools and clothing (next lesson)

Lesson 4 – What was the fashion like? **WALT: know how Stone Age people dressed**

- What people wore depended on the period of time they lived in and where – look at Stone Age map (p6 Live like a Hunter-Gatherer) What would they have worn if it was hot? And cold?
- Discover how clothes were made and the tools needed to make them (p22 Live Like a Hunter-Gatherer). Where would the animal skins have come from? Linking to previous lesson.
- How do we know what they wore? What evidence is there to tell us?

Lesson 5 – What would I do to have fun? **WALT: explore the ways Stone Age people enjoyed themselves. WALT: interpret historical evidence (cave paintings)**

- Explore the games, music and ways Stone Age people socialised. Would you have fun then? What would you most have liked doing?
- Using ‘The First Drawing’ (Mordicai Gerstein) book explore why Stone Age people created cave paintings. What do they show? Why? What impact has this had on our understanding of the Stone Age? They are a source of evidence and have given

historians valuable information. Using the paintings identify what they show about Stone Age life. Tour of [The Dordogne, France: Lascaux's Prehistoric Cave Paintings - Rick Steves' Europe Travel Guide \(youtube.com\)](#)

Lesson 6 – Would I have survived? **WALT: demonstrate what we have learnt about living in the Stone Age**

- Draw together the knowledge from the unit, referring to their initial questions – have we found the answers? Is there anything else we could find out?
- Establish our take aways and record. Answer the overarching enquiry question and give reasons.
- Discuss what comes next in our historical timeline.

PREHISTORIC HUMANS		
Paleolithic	Mesolithic	Neolithic
~Old Stone Age~	~Middle Stone Age~	~New Stone Age~
Παλαιός (palaios) "old" + λίθος (lithos) "stone"	Μέσος (mesos) "middle" + λίθος (lithos) "stone"	νέος (neos) "new" + λίθος (lithos) "stone"
Until around 10,000 B.C.	Around 10,000 B.C.	< 10,000 – 4,000 B.C.
Hunting and Gathering	Hunting, Gathering, and Fishing	Agriculture
Nomadic	Nomadic	Settled Communities
Cave Art Venus Figurines	Domestication of Dogs Canoes	Domestication of Livestock (cattle, sheep, goats, pigs)