Ellison Primary Academy

Medium Term Plan/ Knowledge Organiser – The Stone Age (Year 3)

I. Unit Title:
The Stone Age to The Iron Age: How can we use evidence to find out about this large period in history that happened so long ago?

Intent (II. Unit Overview):
<u>Why study this time period?</u> The Stone Age is the name given to the earliest period of human culture when stone tools were first used. The primary purpose of human beings was to survive by protecting themselves from other tribes and animals, sourcing and growing food and creating shelter and homes. This period in history can be split into three phases, the Palaeolithic (Old Stone age), Mesolithic (Middle Stone Age and Neolithic (New Stone Age). As time passed, tools, homes and ways of hunting evolved and it is important to study why these changes still influence us today. The Stone Age is referred to as a Prehistoric time. Prehistory means everything that happened before people started writing about things – before written records began, so all evidence comes from things left behind. During this vast amount of time, humans developed from hunter-gatherers moving around a sparse country, to people who erected great monuments which still survive today. By the time the Romans invaded Britain was inhabited by a great culture. At the end of this unit we will be able to: • give a broad overview of life in Britain from ancient until medieval times. • use evidence to ask questions and find answers to questions about the past. • suggest suitable sources of evidence for historical enquiries. • use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • describe different accounts of an historical event and explain why some of the accounts may differ. • place events, artefacts and historical figures on a time line using dates. • use dates and terms to describe events. • compare some of the times studied with those of other areas of interest around the world. • answer and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

- ask and answer geographical questions about the physical and human characteristics of a location.
- use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
- use a range of resources to identify the key physical and human features of a location.
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- name and locate the countries of Europe and identify their main physical and human characteristics.
- describe key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.
- describe key aspects of: human geography, including settlements and land use.
- describe geographical similarities and differences between countries.

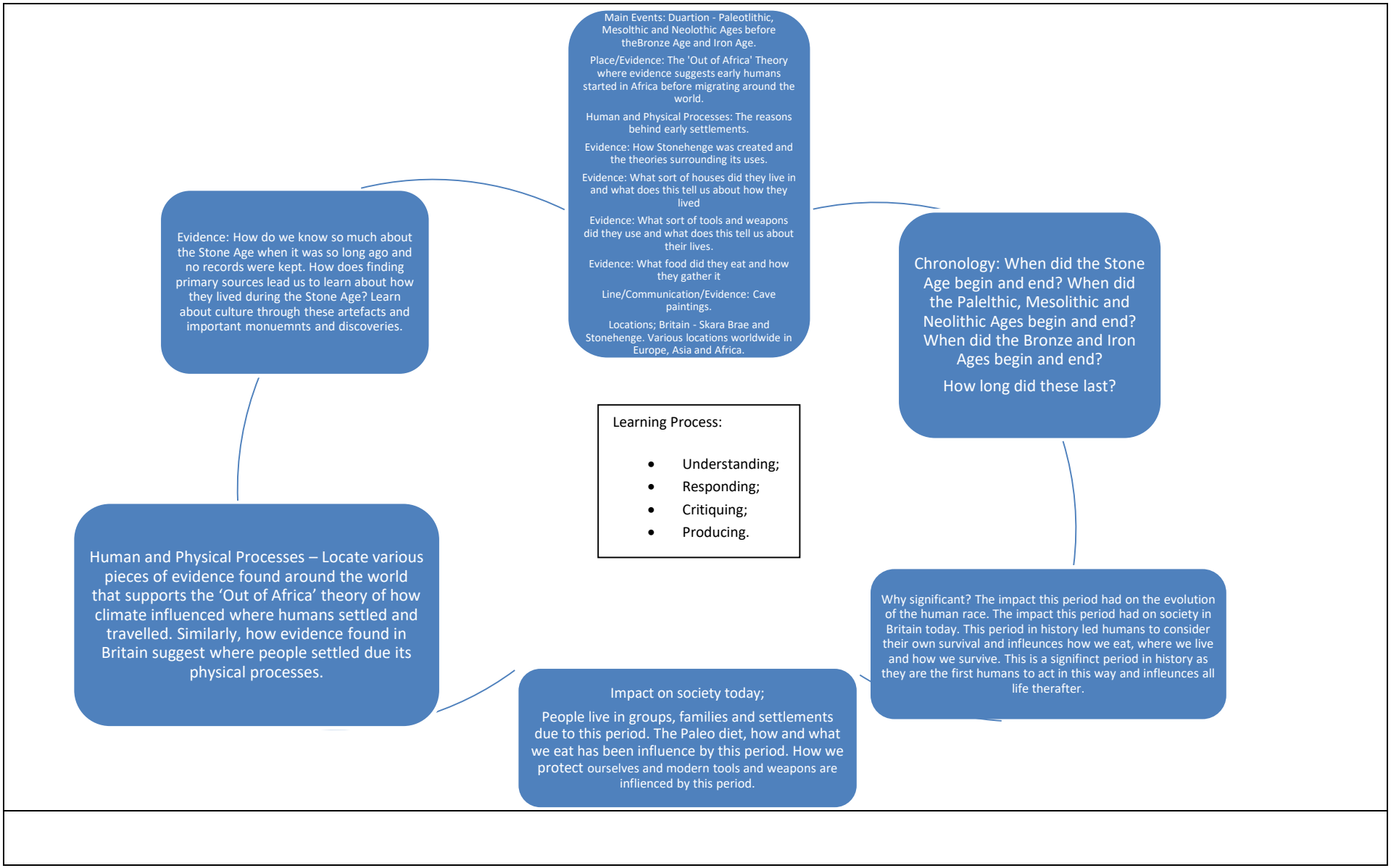
2. Conceptual Lens

Main Concepts:	Secondary Concepts:
• Duration (H) • Evidence (H) • Human and Physical Processes (G) • Place (G) • Line (A) • Communication (A)	• Chronology (H) • Similarity and difference (H)

3. Web Strands

History (H) Geography (G)	Art P4C

4. Unit Web


Main Events: Duartion - Paleotlithic, Mesolthic and Neolothic Ages before theBronze Age and Iron Age.
Place/Evidence: The 'Out of Africa' Theory where evidence suggests early humans started in Africa before migrating around the world.
Human and Physical Processes: The reasons behind early settlements.
Evidence: How Stonehenge was created and the theories surrounding its uses.
Evidence: What sort of houses did they live in and what does this tell us about how they lived
Evidence: What sort of tools and weapons did they use and what does this tell us about their lives.
Evidence: What food did they eat and how they gather it
Line/Communication/Evidence: Cave paintings.
Locations; Britain - Skara Brae and Stonehenge. Various locations worldwide in Europe, Asia and Africa.
Evidence: How do we know so much about the Stone Age when it was so long ago and no records were kept. How does finding primary sources lead us to learn about how they lived during the Stone Age? Learn about culture through these artefacts and important monuemnts and discoveries.
Chronology: When did the Stone Age begin and end? When did the Palelthic, Mesolithic and Neolithic Ages begin and end? When did the Bronze and Iron Ages begin and end?
How long did these last?
Learning Process:
Understanding;
Responding;
Critiquing;
Producing.
Human and Physical Processes – Locate various pieces of evidence found around the world that supports the 'Out of Africa' theory of how climate influenced where humans settled and travelled. Similarly, how evidence found in Britain suggest where people settled due its physical processes.
Why significant? The impact this period had on the evolution of the human race. The impact this period had on society in Britain today. This period in history led humans to consider their own survival and infleunces how we eat, where we live and how we survive. This is a signifinct period in history as they are the first humans to act in this way and infleunces all life therafter.
Impact on society today;
People live in groups, families and settlements due to this period. The Paleo diet, how and what we eat has been influence by this period. How we protect ourselves and modern tools and weapons are inflienced by this period.

Key Learning

7. What we would like children to know: Elements to include:	5. 5. What we would like children to understand: (the generalisations)	8. What we would like children to be able to do:
Duration: **Children will know:** - That The Stone Age began approx. 2.5 million B.C. and lasted approx. 2.49 million years and to gain an understanding of how long a period this is. - That there were three ages within the Stone Age. the Palaeolithic, Mesolithic and Neolithic Ages and these were followed by the Bronze and Iron Ages. -	Duration • that duration can be described as 'the time during which something exists or lasts'. Prior learning: No prior learning Future Learning: • that duration encompasses everything that happened during a time, no matter how long or short. (Y5)	Duration: • give a broad overview of life in Britain from ancient until medieval times. Prior Learning: No prior learning Future Learning: • identify periods of rapid change in history and contrast them with times of relatively little change.
Evidence: **Children will know:** - Where archaeological discoveries from the Stone Age have been found and how the evidence and monuments inform us about how they lived during this period.	Sources of Evidence • that by asking questions and investigating the answers can help you find out about the past • that no single source of evidence gives the full answers to the past • that evidence can be categorised into primary and secondary sources Prior Learning: • that asking questions about sources of evidence can help us learn about the past	Sources of Evidence • use evidence to ask questions and find answers to questions about the past. • suggest suitable sources of evidence for historical enquiries. • use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

	• that the more sources of evidence we have, the better picture we can begin to build of the past Future Learning: • that evidence allows historians to hypothesise and piece together the past.	• describe different accounts of an historical event and explain why some of the accounts may differ. Prior Learning: • observe and handle evidence to ask questions and find answers to questions about the past • use artefacts, picture, stories, online sources and databases to find out about the past • identify some of the different ways the past has been represented Future Learning: • use sources of evidence to deduce information about the past.
Human and Physical processes (G) **Children will know:** - How the world's lands, countries and continents changed due to the Ice Age and how this caused humans to travel the world to survive by finding and settling in warmer climates to grow crops and forage from trees.	Human and Physical processes (G) • that human processes can be defined in terms of how human involvement has affected the world.	Human and Physical processes (G) • ask and answer geographical questions about the physical and human characteristics of a location. • use a range of resources to identify the key physical and human features of a location. • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns;

		and understand how some of these aspects have changed over time. • name and locate the countries of Europe and identify their main physical and human characteristics. • describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • describe key aspects of: human geography, including: settlements and land use.
Place (G) **Children will know:** - How to identify how humans originated from Africa and which physical features from that place influenced their decision to settle.	Place (G) • that we may distinguish the importance of the place as a home, but the sense of place is much greater for those living there because of their attachment and experience of that place. Prior learning: • that places have distinct physical and human characteristic. • that a place relates to an opinion and meaning that people attach to a location. Future learning: • that as a concept, place examines the *uniqueness* of a space and questions what is specific about this area. that place scrutinises the diversity, sustainability and intangibles of an area although these are often personal and subjective.	Place (G) • describe geographical similarities and differences between countries. Prior learning: • ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Future learning: • name and locate the countries of North and South America and identify their main physical and human characteristics. identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).

Chronology: **Children will know:** - The meaning of chronology through understanding the three ages within the Stone Age within the context of human history and an understanding the duration of each period.	Chronology: • that change over time can be represented, along with evidence, on a time line; • the system used to order dates using B.C and A.D. Prior learning: • that chronology is the times at which past events happened in the order in which they happened. Future learning: • how chronology contributes to a person's sense of identity and helps them create a context for understanding the present. • that change over time can be represented, along with evidence, on a time line. (see progression for continuity and change)	Chronology: • place significant events, artefacts and historical figures on a time line using dates. • use dates and terms to describe events. Prior learning: • place events and artefacts in order on a time line. • label time lines can be with words or phrases such as: past, present, older and newer. • understand that dates can be used to place events and artefacts in order. • use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries can be used to describe the passing of time. Future learning: • understand that the order in which things happened can help them to make connections between events in the past and future events. • use dates and terms accurately in describing events.

		• give a broad overview of life in Britain from medieval until the Tudor and Stuarts times can be given. • use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.
Similarity and difference (H). **Children will know:** - An understanding of how life in the Stone Age is vastly different to modern life through the study of evidence from this period including tools/weapons/diet/etc.	Similarity and difference. • that comparisons can be made across people, their perspectives, motivations and actions as well as across time and space Prior learning: • that times in the past were both similar to theirs and different. Future learning: • that similarity and difference is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups.	Similarity and difference. • compare some of the times studied with those of other areas of interest around the world. • answer and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Prior learning: • describe historical events. • ask questions about the past. • suggest similarities and differences between a time in the past and their own lives. Future learning: • give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • note connections, contrasts and trends over time • answer and sometimes devise historically valid questions about similarity and difference
Line (A) **Children will know:**	Line	Line • To use a number of brushes using thick and then brushes to produce lines and patterns. To use

- To develop the use of line as a communication tool when drawing and painting images in the style of the Stone Age.	• To improve the mastery of art and design techniques when drawing and painting with the focus upon line as a communication tool. Prior Learning • To use drawing and painting to show the importance of 'line' when creating a piece of artwork Future learning: • To improve the mastery of art and design techniques including line.	different harnesses of pencils to show line, tone and texture. Using shading to shade light and shadow Prior learning: • Draw line of different sizes and thicknesses + colour own work neatly following the lines. Future learning: • Collect information, sketches and resources. Comment on artwork using visual language
Communication (A) **Children will know:** -	Communication • To improve the mastery of art and design techniques when drawing and painting with the focus upon line as a communication tool. Prior Learning • To respond to ideas and starting points. Explore ideas and collect visual information Future learning: • To improve the mastery of art and design techniques, including drawing, painting and sculpture with clay when creating their own artwork surrounding the symbolism of harmony, a perfect balance.	Communication • To use a number of brushes using thick and then brushes to produce lines and patterns. To use different harnesses of pencils to show line, tone and texture. Using shading to shade light and shadow to communicate. Prior learning: • Draw line of different sizes and thicknesses + colour own work neatly following the lines. • The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings. Future learning: • Collect information, sketches and resources. Comment on artwork using visual language • Collect information, sketches and resources. Comment on artwork using visual language Create and combine shapes to create recognisable forms.

6. Guiding Questions	
Generalisations	Guiding Questions: F = Factual; C = Conceptual; D = Debatable.
Duration: • that duration can be described as 'the time during which something exists or lasts'.	• When did the Stone Age begin and end? (F) • **How long did the Stone Age last for? (F)** • **What are the three ages within the Stone Age? (F)** • Which ages followed from the Stone Age? (F) • Why do we need to study such a long period of time? (C) • Why is it important and interesting to study a period from so long ago? Is it still relevant to us? Why? (D & C)
Sources of Evidence • that by asking questions and investigating the answers can help you find out about the past • that no single source of evidence gives the full answers to the past • that evidence can be categorised into primary and secondary sources	• **What do tools and weapons they used tells us about how they lived and survived? (F)** • **Why did they begin to settle in groups, built houses and other buildings to help them survive? (F).** • Why would evidence vary from place to place depending on colonisation? (F) • What is the difference between the two types of sources -primary and secondary and how do they help us to understand the past? (C) • Can all sources of evidence be trusted? (D) • **Are cave paintings, monuments and artefacts important findings? (D)**
Chronology • that change over time can be represented, along with evidence, on a time line.	• **Can you order periods of History on a timeline?(F)** • **What is the meaning of chronology? (C)** • Is it important to be able to place significant events from a period in history in chronological order? (D & C) • Do we need to have a knowledge of the order events occurred? (D)
Similarity and difference	• Can we compare the tools and weapons used during the Stone Age to developments in these areas over time? (F) • What were homes like? (F)

• that comparisons can be made across people, their perspectives, motivations and actions as well as across time and space	• What did they eat during this time? (F) • **How do we compare the motivations of humans from a period in history to survive and what humans deem important today? (D & C)** • Do people still hunt today? Why? (C)
<u>Human and Physical processes (G)</u> • that human processes can be defined in terms of how human involvement has affected the world.	• **How have the world's land masses changed due to the Ice Age and how this caused humans to travel the world to survive? (F)** • Why did people from the Stone Age decided to settle where they did? (F) • Can you locate the continents on a map? (F) • Can you locate the countries on a map? (F) • Do humans always have a positive effect on the world? (D)
<u>Place (G)</u> • that we may distinguish the importance of the place as a home, but the sense of place is much greater for those living there because of their attachment and experience of that place.	• **Can you locate on a world map where archaeological discoveries about the Stone Age have been found? (F)** • What are the different types of discoveries? (F) • Why do people suddenly abandon their homes? (C) • Can more than one place be classed as 'home'? (D)
<u>Line (A)</u> • That line is defined as the path created when an object moves from one point to another. There are many different types of lines, all characterized by the length and width of lines. Lines can be static or dynamic depending on how the artist chooses to use them	• **What different types of line can be created? (F)** • **Do different types of line enhance an image? (D)** • **Why do people vary their use of lines? (C)**
<u>Communication (A)</u> • That the children will learn to comment and ask questions within our Art and Design lessons when observing their 'Great Artists' work. They will discuss and communicate using visual language and reasoning.	• **What messages were being communicated during Stone Age artwork? (D)** • **Why did people use images to communicate messages? (C)**

9. Assessment - Exit Task:

Children will create their own secondary source leaflet focusing on duration and evidence from the Stone Age.

Greater Depth evidence: They will then compare how humans lived then and now and justify when they would have preferred to have lived.

Tier 2 Vocabulary –

The Stone Age – The Stone Age is the name given to the earliest period of human culture when stone tools were first used.

The Bronze Age - The Bronze Age is the time period when bronze replaced stone as the preferred materials for making tools and weapons.

The Iron Age – The Iron Age is the time period when iron became the preferred choice of metal for making tools.

Neolithic - The Neolithic Age is the youngest part of the Stone Age. The word "Neolithic" comes from two words in Greek: "neo", meaning "new" and "lithic", meaning "stone".

The seven continents: Africa, Antarctica, Asia, Australia, Europe, North America and South America.

Tier 3 Vocabulary -

Duration – 'the time during which something exists or lasts'.

Evidence – the information and sources used by ask questions, investigate and learn about the past

Primary source – immediate, first-hand accounts of a topic, from people who had a direct connection with it

Secondary source – information that was created later by someone who did not experience first-hand or participate in the events or conditions you're researching such as books, journals or websites.

Chronology: The arrangement of events or dates in the order of their occurrence.

Timeline – a graphical representation of a period of time, on which important events are marked.

Prehistoric – the time before recorded history.

Artefact – an object made by a human being, typically one of cultural or historical interest.

Archaeology – the study of human history and prehistory through the excavation of sites and the analysis of artefacts and other physical remains.

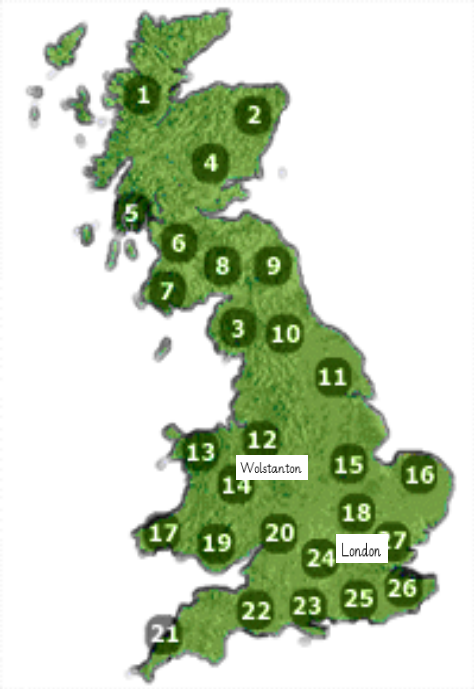
Settlement – a place, typically one which has previously been uninhabited, where people establish a community

Climate – the weather conditions in an area of an extended period of time.

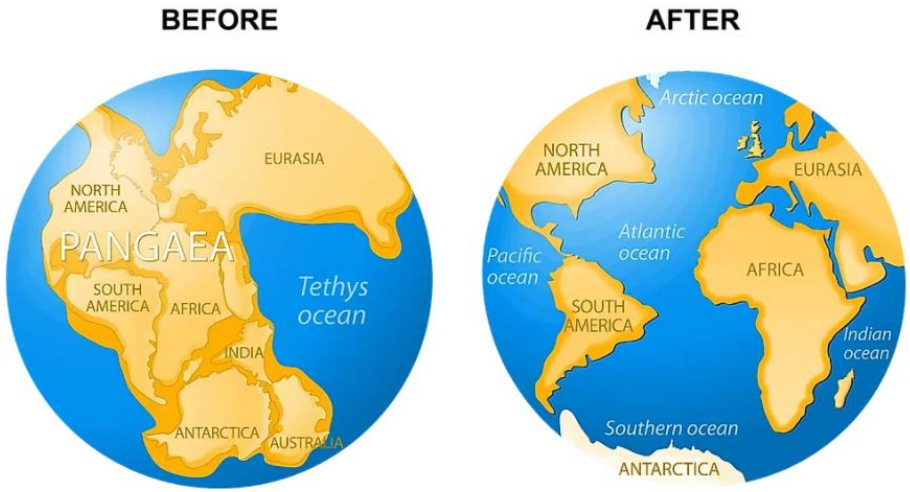
Homo Sapiens – the scientific name for evolved humans.

Map:

Map of British Stone Age locations.



Pangea

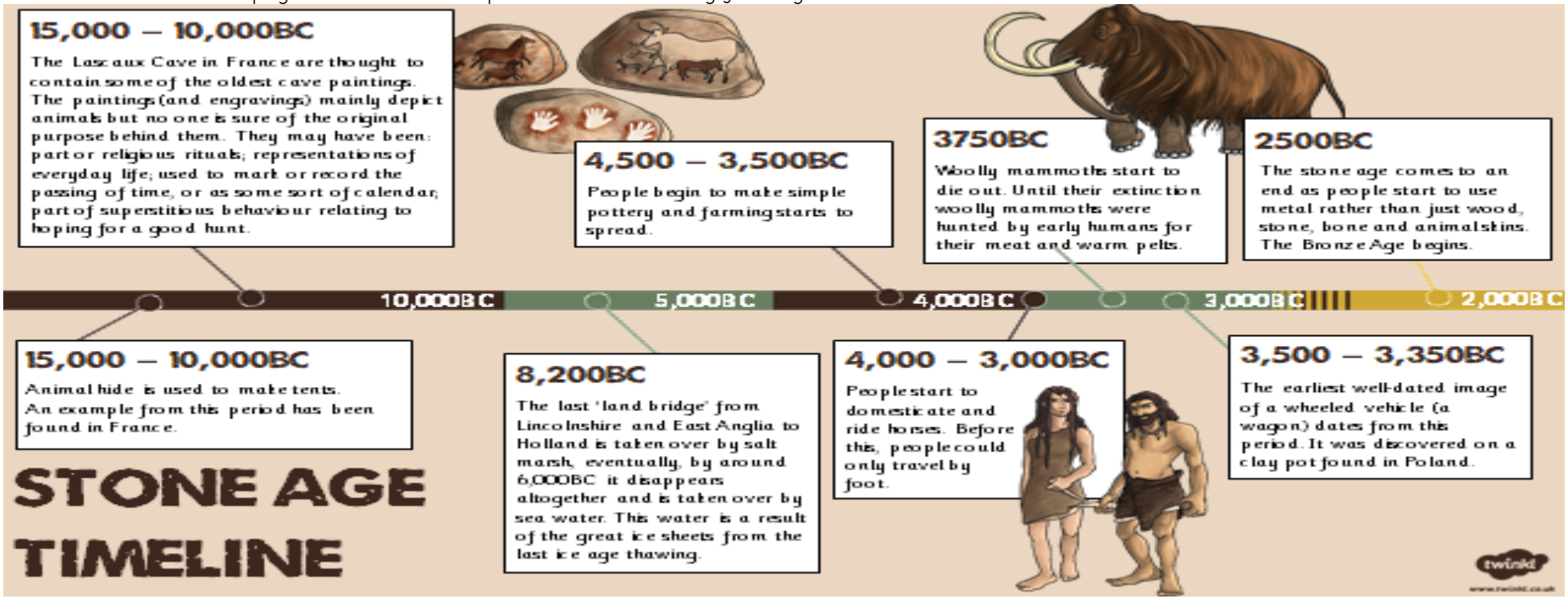




Location of Stone Age discoveries.

Remember to reinforce the key knowledge regarding the UK, seas and continents from Year 2, including weather and climate.

Timeline: Timeline to be displayed in classroom and updated with new learning following each lesson.



Explain why key dates are not exact and are open to interpretation during the Stone Age.