

Year 3: Stone Age		Autumn Term
What did the Stone Age do for us?		
Enrichment: Visit to The Museum of Archaeology, Palace Green, Durham		
Box of Delight- Stone Age Toolkit		
Prior Learning: Changes within living memory; Great Fire of London and Gateshead; Grace Darling; Castles, Knights and Dragons; Florence Nightingale.		
Curriculum Skill(s)	Learning Intention	Knowledge and Key Vocabulary
Chronology: <ul style="list-style-type: none"> To make appropriate use of dates and chronological conventions such as BC, AD, century and decade To create time lines To realise that the past can be divided into different periods of time To recognise some of the similarities and differences between periods Use terms related to the period and begin to date events Begin to use key words and phrases from the time period they are learning about; ancient, modern, BC, AD, century and decade 	When was the time period of the Stone Age in Pre-History? To place the period into the context of the periods already taught – The Great Fire of London and Gateshead, Grace Darling and Seaside Holidays in the Past, Castles from the Norman period and before, Florence Nightingale. Plot onto a timeline.	Knowledge: <ul style="list-style-type: none"> Know what prehistoric means Know where the stone age fits onto a timeline and the period of time it represents Know that it can be broken down into three smaller periods of time
		Vocabulary: Chronology; timeline; BC; AD; prehistoric; prehistory; stone age; Palaeolithic, Mesolithic, Neolithic
Sources: <ul style="list-style-type: none"> To identify and give reasons for different ways in which the past is represented To look at different representations of the period (e.g. museums, films, Horrible Histories) To question pictures as an interpretation of the past 	Did the stone age people live in houses? To look at source evidence about what archaeologists have discovered about how they lived and interpret this How did stone age people look and dress? To look at source evidence about what archaeologists have discovered from skeletons uncovered and materials unearthed to build a profile about how they looked and dressed	Knowledge: <ul style="list-style-type: none"> People in the Palaeolithic period lived in caves People in the Mesolithic period lived in tepee-style or rectangular structures made from timber frames People in the Neolithic period lived in stone houses Skeletons uncovered suggest stone age people were shorter, lived shorter lives,

<ul style="list-style-type: none"> To use sources of information in ways which go beyond simple observations to ask and answer questions about the past, and to build a picture of a past event. 		<p>had more built muscles and heavier skulls</p> <ul style="list-style-type: none"> They wore clothes made from animal skins and furs <p><u>Vocabulary:</u> Archaeologist; source; interpretation; caves; wattle and daub; Skara Brae; midden</p>
<p><u>Society:</u></p> <ul style="list-style-type: none"> To use sources of information in ways which go beyond simple observations to ask and answer questions about the past, and to build a picture of a past event. To show knowledge and understanding of some of the main events, people and changes studied 	<p>Were stone age people simply hunters and gatherers, concerned only with survival? To look at source evidence and interpret other types of activity stone age people were involved in.</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Animals were the main source of food as well as seeds, nuts and plants Cave paintings, paintings on leather and clothes, figurines and jewellery found suggest other types of activity Grave mounds and stone circles suggest religious activities and rituals Palaeolithic and Mesolithic people primarily were hunter gatherers but gradually moved to farming and settlements. <p><u>Vocabulary:</u> Source; interpretation; sacrifice; tribe</p>
<p><u>Changes:</u></p> <ul style="list-style-type: none"> To show knowledge and understanding of some of the main events, people and changes studied To identify issues and problems facing a historical character or period To describe and make links between the main events, situations and 	<p>How did life change from each of the periods within the stone age? To look at source evidence and interpret how life changed from Palaeolithic through to Neolithic.</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Farming was developed during the Mesolithic period and therefore people had more permanent settlements and communities were established In the Neolithic period tools became more sophisticated, animals more domesticated and advances made in pottery and homes

<ul style="list-style-type: none"> • changes within and across the different periods studied • To sequence events or artefacts 		<p><u>Vocabulary:</u> Change; compare; farming; settlement; Bell Beaker Culture</p>
<p><u>Legacy:</u></p> <ul style="list-style-type: none"> • To recognise evidence of the past in a contemporary landscape • To demonstrate understanding of historical concepts such as continuity and change, similarity and difference 	<p>Who were the first farmers? Look at source evidence of the first farms established. Compare and contrast differences in farming techniques from then and now – types of tools, machines, animals etc.</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Know that the stone age was an important time for farming to be established which led to more settlements, communities and commercial production of food <p><u>Vocabulary:</u> Compare and contrast; legacy; achievements; invention; trading; travel</p>
<p><u>The following skills will be covered throughout the unit:</u></p> <ul style="list-style-type: none"> •To use tables to record ideas in categories •To develop listening and note-taking skills •To communicate knowledge and understanding in a variety of ways (e.g. discussions, pictures, writing, annotations, drama) •To use sources of information in ways which go beyond simple observations to ask and answer questions about the past, and to build a picture of a past event 		
<p><u>Thinking Deeper:</u> What is Stonehenge and why is it so important?</p>		
<p><u>Links to other subjects:</u></p> <ul style="list-style-type: none"> • Subject Specific links: Geography – discoveries of artefacts and evidence from around the world and within the UK • Personal Development • SMSC: RE – early forms of religion and rituals • Cultural Capital – raising aspiration: understanding the origins of farming and its importance for society still today • Careers: importance of farming and food production • British Values: understanding how society has developed over time • Equality 		