



All Saints CE Primary School and Nursery

Medium Term Planning



Class teacher: Mrs Cooke Year group: 3 Term: Autumn 1 Subject: History - Stone Age to Iron Age

Lesson	Learning Goal (L.G.)	Brief outline of lesson content (or where this can be found/unit found in, if for example it is a published scheme such as Science, Kapow French or Music, Purple Mash computing)	Key Vocabulary covered
1	I know how life changed in Britain between the Palaeolithic and Mesolithic periods. Evidence, Interpretation, Change & Continuity	Grammarsaurus Lesson 1 - Activity after slide 18 Key Questions How do we find out about Prehistory/Palaeolithic/ Mesolithic periods? What changed? What stayed the same? Activity: Children to have read about Flint and Fisher. They then sort statements about the two people into the Palaeolithic and Mesolithic columns. What can you interpret about their lives from this evidence? Which life would you have preferred? Why?	Prehistory, Palaeolithic, Mesolithic, Neolithic, artefacts, jewellery, excavation excavation - the act or process of digging out artefacts artefacts - an object made by human beings archaeologist - somebody who finds out about the past by studying artefacts prehistory - a period in time before written history
2	I can explain changes and give reasons for them Evidence, Interpretation, Change & Continuity	Grammarsaurus Lesson 2 - Compare life - what has changed, what has stayed the same? Why did these changes happen? Challenge - MA activity - discuss together, children record a response. Discuss what came after the Stone Age - Bronze then Iron. What changes do you think would have happened over these times? What clues are there in the names of these periods?	Doggerland - the area connecting Britain to Europe continuity - things that stayed the same in history prehistory - before recorded history Palaeolithic - Beginning of the Stone Age (from Greek Palaios = ancient) Mesolithic - Middle Stone Age (from Greek Mesos = middle) Neolithic - End of the Stone Age (from Greek Neos = new)
3	I can learn about life during the Stone Age	Stone Age Workshop - The Past Presents Ltd Thursday 22 nd September Whole day of activities	
4	I can use archaeological evidence to support my answers and find out what Stone Age people ate. Evidence and interpretation	Grammarsaurus - Show the Slides for lesson 3 Activity 1 - What does the cave art show? Activity 2 - Label parts of bones found - what animal is this? Which part is the biggest clue? How might it have died - use your knowledge of the Palaeolithic period How do we know Palaeolithic and Mesolithic people hunted? What evidence is there to suggest this happened? How did we find this evidence?	remains - what is left over preserve - keep an object safe from loss and further damage excavation - digging up artefacts while recording them scientifically migrate - to move to a different place

5	I know how the search for food changed in the Neolithic period Change & continuity / historical significance.	Grammarsaurus Lesson 4 - Share PPT Activity LA & MA Challenge What changed in the Neolithic Period? What was built to measure the times of the sun? How did Neolithic people domesticate plants and animals?	agriculture - farming domestication - the adaption of wild plants and animals for human use Neolithic - New Stone Age significant - important
6	I understand how we know about the tools used in the Neolithic period. Historical significance.	Grammarsaurus Lesson 5 - Share PPT Activity - LA/MA Challenge - reason about why Otzi had soot in his lungs What tools were used in the Neolithic? Who was found that supports this? Why was he significant?	remains - what is left over significant - important tools - an instrument that helps someone to do
7	I can explain the significance of the Beaker people. Historical significance.	Grammarsaurus Lesson 6 - Share PPT Activity - LA/MA Where were the Beaker people from? What type of clothes did they wear? Why were beakers buried with people?	pottery - plates, bowls and pots made from clay beaker - a container that can hold liquid burial - a place under the ground for somebody who has died migrate - to move from one place to another
EXTRA SESSIONS to fit in - mix in/swap out lessons which may have been covered during our Stone Age workshop.	I can explain how tools changed and the consequences of this. Cause and consequence.	Grammarsaurus Lesson 7 - Share PPT Complete activities LA/MA	mine - a deep hole made in the earth ore - a type of rock alloy - a substance made from mixing two or more metals bronze - a type of metal
	I can explain the main change from the Bronze Age to the Iron Age. Change and continuity.	Grammarsaurus Lesson 8 - Share PPT	iron ore - a rock which can be used to make iron bronze - an alloy metal made of molten tin and copper deposit - an area filled with natural resources like iron ore, copper ore or tin