

ACET Junior Academies'

Scheme of Work for history

Unit 1: Changes in Britain during the Stone Age.



About this unit:

Children will be introduced to the idea that people have been living in Britain for a very long time. They will learn about changes which occurred from the middle Stone Age (Mesolithic times) to the late Stone Age (Neolithic times) - a period of over 7,500 years! These will include geographical as well social/economic: the change from hunter-gatherers to farmers. Pupils will also be encouraged to recognise the continuities too. For example, there is very little change in houses, house-building or settlement size. For this period there is no written evidence, so archaeological evidence is very important. Children will investigate issues and solve valid historical questions as well as to use the evidence to pose their own enquiry questions. There is also a strong emphasis on knowledge and developing the historical narrative so that children can fit their learning into future units at KS2 and beyond.

Unit structure

This unit is structured around six sequential history enquiries:

1. How long ago was the Stone Age?
2. 'No books!' How can we find out about the Mesolithic period?
3. Were people always on the move in the Mesolithic period?
4. Why were Neolithic women so strong?
5. Was Stonehenge significant to Neolithic people?
6. What changed during the Stone Age?

National Curriculum unit:

- Changes in Britain from the Stone Age to the Iron Age.

Links to previous and future National Curriculum units

- Changes in Britain from the Stone Age to the Iron Age.
- A non-European society that provides contrasts with British history - Mayan civilisation c AD 900.

Enquiry 1: How long ago was the Stone Age?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>This is the first KS2 unit for history. At KS1 children should have developed an awareness of the past and be able to use a range of adverbial phrases both in their written and spoken language.</p>	<p>Substantive knowledge: (What students should know.) The Stone Age was 12,000 years ago. Stone Age, Bronze Age and Iron Age are different, sequential periods of time. Some of the key features of the Stone Age.</p> <p>Second order concepts: (What students should understand) chronology similarity difference</p>	<p>Construct enquiry questions.</p> <p>Chronological understanding.</p> <hr/> <p>Key concepts:</p> <p>Stone Age Prehistory BC/BCE Mesolithic Neolithic Bronze Age Iron Age</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - use adverbial phrases to show understanding of when the Stone Age was. - produce a timeline with some key events. - identify some features of the Stone Age. 	<p>Horizontal:</p> <p>Vertical:</p>
<p>Suggested activities:</p>		<p>Resources:</p>	<p>Useful links:</p>	
<p>Children should construct a timeline - toilet roll (each sheet is 100 years), physical - standing in line, timeline sheets. <i>NB. It's really important that children understand the scale. It's not just a chronology!</i></p> <p>Children plot on the timeline key time periods - Stone Age - Mesolithic and Neolithic, Bronze Age, Iron Age, and events - first farmers, Stonehenge etc. For perspective, mark on more recent events - when they were born/the oldest person they know, someone or an event they have learnt about from history.</p> <p>Ask and encourage the children to pose their own questions - what might it have been like living so long ago? How might it be different/similar to our lives today? <i>NB. You may include some pictures/artefacts for children to place on their timeline.</i></p> <p>Children can draw their own timelines marking on them key time periods and dates</p>		<p>Timeline- toilet roll, sugar paper etc. Something that can easily be divided to periods of time.</p> <p>Key date cards.</p> <p>Artefacts/pictures of artefacts.</p> <p>Selection of books linked to the time periods or illustrations.</p>	<p><i>Primary History (66): 'Stone Age to Iron Age'.</i></p> <p>BBC Bitesize - prehistoric - https://www.bbc.co.uk/bitesize/topics/z82hsbk</p> <p>http://bbc.co.uk/history/ancient/british-prehistory/overview-british-prehistory-01.shtml</p> <p>BBC - The History of Britain - animated series telling the story of Britain through the eyes of a single family: https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-middle-stone-age-animation/zvkg92p</p>	

Enquiry 2: 'No books!' How can we find out about the Mesolithic period?				
Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Children should now understand that the Stone Age was a long time ago (around 12,000 years ago!). They should also appreciate that life would have been very different.</p>	<p>Substantive knowledge: (What students should know.) The Mesolithic period started about 10,000 years ago (8000 BCE). Up until about 6000BCE Britain was joined to Europe by Doggerland. Until During the Stone Age there were no written records so historians have to rely on artefacts. We cannot know everything about the Stone Age - there are gaps in our knowledge.</p> <p>Second order concepts: (What students should understand) similarity difference</p>	<p>Handle evidence.</p> <p>Construct enquiry questions.</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - describe artefacts from the Stone Age and make inferences about their uses/life in the Stone Age. - pose enquiry questions about the Stone Age - what they would like to know more about. 	<p>Horizontal:</p> <p>Vertical:</p>
		<p>Key concepts:</p> <p>Prehistory Archaeology Artefact Evidence Mesolithic Stone Age</p>		
Suggested activities:		Resources:	Useful links:	
<p>Outline the Mesolithic (or Middle Stone Age) to children- started at the end of the Ice Age around 10,000 years ago. Up until 6000BCE, Britain was joined to Europe by Doggerland. As the ice melted, Doggerland disappeared into the sea and Britain became an island. In Mesolithic times only about 5000 people lived in Britain.</p> <p>Children should be introduced to the idea of evidence - Stone Age = prehistory so no written records. How can we find out about the past? Teacher may bring in an 'Evidence Bag' or empty the bin from that morning's lesson - what does it tell us? What is missing? It's important that the children understand that there are large gaps in our knowledge about the Stone Age.</p> <p>Children should be provided with a range of artefacts - either actual or picture - relating to the Stone Age. These then should be used to generate questions. Why didn't they have heads to their axes? What food did they eat? To generate questions, the focus could be on 'What would you ask a family from the Stone Age?' NB. Children will need support with constructing questions - open v. closed questions.</p> <p>Teacher could choose to re-create an archaeological dig - pictures/artefacts could be placed in trays of sand for students to uncover - re-create an archaeological dig.</p>		<p>Evidence bag - this can be created by the teacher to include a range of evidence about themselves eg. DVD, name badge etc - encourage students to make inferences and start to ask questions.</p> <p>Range of artefacts - either actual or pictures.</p> <p>White boards for posing questions - these can then be transferred to the Enquiry Wall and re-visited during later lessons.</p> <p>Sand/paint brushes?</p>	<p><i>Primary History (66): 'Stone Age to Iron Age'.</i></p> <p>For artefacts try the British Museum: http://britishmuseum.org The British Museum also has a range of resources on questions to ask about finds.</p> <p>For 3D images use the Museum of London: https://www.museumoflondon.org.uk/schools/learning-resources/3d-objects-stone-age-to-iron-age</p> <p>To search for local finds: http://www.finds.org.uk</p>	

Enquiry 3: Were people always on the move in the Mesolithic period?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Students should appreciate that the Stone Age was a very long time ago and that life would have been very different from their own. Children should also start to have an understanding of the key features of life in the Stone Age.</p>	<p>Substantive knowledge: <i>(What students should know)</i> Not all people moved from place to place - hunter gatherers. Some people lived a more settled existence. Within a single time period there is similarity and difference - diversity.</p> <p>Second order concepts: <i>(What students should understand)</i> Similarity Difference</p>	<p>Handle evidence</p> <p>Research</p> <hr/> <p>Key concepts:</p> <p>Mesolithic Stone Age Hunter-gatherer Archaeology</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - conduct a simple enquiry using a range of evidence? - describe how life was different for people who were alive at roughly the same time? - reach a conclusion based on the evidence? 	<p>Horizontal:</p> <p>Vertical:</p>
Suggested activities		Resources:	Useful links:	
<p>Link back to the previous questions - what inferences did children make from the evidence about life in the Mesolithic period? - eg. people hunted using spears, bows and arrows; they caught fish; lived in small groups; moved from place to place so homes could be easily dismantled (hunter-gatherers). Students could create a tick list sheet to use.</p> <p>Divide the children either into two groups or this could be spread over two lessons - investigate Star Carr and Howick House. The children research the sites, look at artefacts, evidence and interpretations - children then use their tick lists to tick off when they have found evidence of that feature.</p> <p>As a class discuss the evidence - some evidence suggests that people in Mesolithic times were hunter-gathers and others that they lived in more settled groups - which of these two ideas seem more likely? Why might life have been different for people living at the same time? - consider the geography of the two sites. Children could then write a report of what they have found out including evidence. They should also include an overall conclusion.</p>		<p>Evidence packs including maps of the two sites, pictures/lists of artefacts found at the two sites etc.</p> <p>Tick list with room to write in evidence which agrees. The statements on their tick list should be linked to the previous lesson.</p> <p>Writing frame for a report - students could write up their work in the form of a newspaper - generate two different interpretations for the headlines so that students write different versions.</p>	<p>Star Carr - lots of suggested activities and a series of stories linked to life in the Mesolithic period - http://www.starcarr.com/schools.html</p> <p>Starr Carr - overview of Starr Carr which could be simplified for the children - http://academickids.com/encyclopedia</p> <p>Star Carr - reconstruction and other short videos linking to the site http://www.youtube.com</p> <p>Howick House - overview of the site which could be simplified for children - https://www.archaeologicalresearchservices.com</p> <p>BBC - 'Coasts' - there is a short clip of the reconstruction of Howick house.</p> <p>For artefacts try the British Museum: http://britishmuseum.org</p>	

Enquiry 4: Why were Neolithic women so strong?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Children should now know some of the features of life in the Mesolithic period and understand that there was diversity - not everyone had the same experience.</p>	<p>Substantive knowledge: <i>(What students should know)</i> Around 4000BCE a series of immigrants from what is now France, Belgium and the Netherlands arrived in Britain. The immigrants changed life in Britain - they were Britain's first farmers.</p> <p>Second order concepts: <i>(What students should understand)</i> cause consequence</p>	<p>Historical enquiry</p> <p>Handle evidence</p> <p>Pose and answer enquiry questions</p> <hr/> <p>Key concepts:</p> <p>Neolithic Immigrants Revolution Farmers</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - investigate a piece of evidence and draw conclusions about its possible uses? - shift through evidence, reaching a conclusion based on their work? - use age appropriate vocabulary to explain their answer in line with the enquiry question? - start to explain how farming changed the lifestyle of people in Britain? 	<p>Horizontal:</p> <p>Vertical:</p>
Suggested activities		Resources:	Useful links:	
<p>Provide children with a picture of a saddle quern - ask the children to describe the object and to generate ideas about it was possibly used for.</p> <p>Outline the Neolithic period - started around 4000 BCE - link back to the class timeline/Mesolithic period. Explain that a series of immigrants from what is now France, Belgium and the Netherlands arrived in Britain - show on a map. Explain we are going to look at how these immigrants changed Britain.</p> <p>Children work in small groups to complete a mystery - based around the enquiry question.</p> <p>As a class, children discuss what they have found out - eg. around 4000BCE farming was introduced to Britain - every day women would spend 2-3 hours grinding corn to make flour this meant that they were as strong as female Olympic swimmers! Link back to the saddle quern - what was this?</p> <p>This could then lead into an investigation of life in the New Stone Age - investigate Skara Brae in the Orkneys - houses, lifestyle, food, tools - think about what changed/what stayed the same.</p>		<p>Picture of a saddle quern with prompt statements around it.</p> <p>Mystery activity - a series of statements/information about this period. Children have to use the statements (like a detective) to decide on an answer to the key question</p> <p>Access to information on Skara Brae - videos, websites, information sheets.</p>	<p>For artefacts try the British Museum: http://britishmuseum.org</p> <p>For age appropriate information - BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z33487h</p> <p>The Story of Britain - BBC Teach - first part is on farming, the second on long barrows: https://www.youtube.com/watch?v=pWHCyWCLC</p> <p>Skara Brae - age appropriate information can be found at: https://www.natgeokids.com/uk/discover/history/general-history/skara-brae/</p> <p>BBC Website - age appropriate information: https://www.bbc.co.uk/scotland/learning/primary/skarabrae/content/evidence.shtml</p> <p>Video on Skara Brae: https://gridclub.com/scotland/history/the_ancient_world/a_stone_age_village/index.html</p>	

Enquiry 5: Was Stonehenge significant to Neolithic people?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Children should now know some of the features of life in the Mesolithic period and understand that there was diversity - not everyone had the same experience.</p>	<p>Substantive knowledge: (What students should know) Stonehenge is around 5000 years old. Nobody knows for certain why it was constructed. Stonehenge was probably significant for Neolithic people.</p> <p>Second order concepts: (What students should understand) Significance</p>	<p>Historical enquiry Use criteria to reach a conclusion.</p> <p>Key concepts: Stonehenge BCE Pilgrimage Archaeology Neolithic</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - identify and describe the key features of Stonehenge? - give possible reasons why it was built? - Start to identify and describe why it was significant for Neolithic people? 	<p>Horizontal:</p> <p>Vertical:</p>
Suggested activities		Resources:	Useful links:	
<p>Show the children a picture of Stonehenge/or a clip from Youtube with the sound turned off - What can you see? Why do you think it was built? What questions would you like to ask about the site? Why do 1.5million people visit it every year?</p> <p>Outline Stonehenge. At this stage, you could create a timeline, flow diagram or storyboard showing the key phases of construction - 3000BCE, 2500BCE, 2200BCE and 2000BCE. Or, this could be developed into a short role play with children demonstrating the key phases and how difficult it must have been to build. Children could also use the animation on BBC Bitesize and draw and label a diagram/model showing the key stones and linking to the phases of construction.</p> <p>Why was it constructed - present the children with the three key theories - calendar linked to summer and winter solstice, a place of healing, a special place of burial. Ask students to think about which they think is the most likely and why - children could order them in a line - most to least likely.</p> <p>How significant Stonehenge was to Neolithic people - create a list using Ian Dawson's criteria - changed events at the time, improved people's lives, changed people's ideas, had a long lasting impact, a good or bad example to other people on how to live or behave? You could also ask children to consider if the site is significant today or just famous.</p> <p>Finally, children could use their knowledge to create their own voiceover for the Youtube clip of Stonehenge outlining what they have learnt.</p>		<p>Picture/Youtube clip of Stonehenge or use the English Heritage virtual tour with no sound.</p> <p>Key information for the key stages - Alf Wilkinson 'Stone Age to Iron Age', pp.22-23.</p> <p>Diagram of Stonehenge for children to label or use the BBC Bitesize page.</p> <p>Cards with the key reasons for construction.</p> <p>Tick list with criteria - the criteria may need simplifying.</p> <p>Voice recording equipment so that they can produce their own voice over for the video.</p>	<p>Primary History (66): 'Stone Age to Iron Age'.</p> <p>For a virtual tour of Stonehenge: https://www.english-heritage.org.uk/visit/places/stonehenge/history-and-stories/stonehenge360/</p> <p>BBC Bitesize for KS2 appropriate information - also includes an interactive map of Stonehenge: https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/zg8q2hv</p> <p>English Heritage - short animated film of how Stonehenge was built can be found at: https://www.youtube.com/watch?v=iy0Cfyd1hWg</p> <p>Alf Wilkinson, 'Stone Age to Iron Age', pp.22-23</p>	

Enquiry 6: What changed during the Stone Age?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Children will now have studied a series of enquiry led questions linked to the Stone Age and so should be able to recall and identify key features.</p> <p>Children should also be able to describe some similarities and differences between their own lives and life in the Stone Age.</p>	<p>Substantive knowledge: (What students should know)</p> <p>Although life changed during the Stone Age, there was lots of continuity. The biggest change was the introduction of farming.</p> <p>Life during the Stone Age was very different to our own.</p> <p>We cannot answer all our questions about the past.</p> <p>Second order concepts: (What students should understand)</p> <p>Change Continuity Chronology</p>	<p>Historical enquiry</p> <p>Chronology</p> <p>Key concepts:</p> <p>Stone Age Neolithic Mesolithic BCE/BC</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - place some events associated with the Stone Age in chronological order? - identify some changes and some continuities during the Stone Age? - start to describe why we can't answer all the questions we may have about the Stone Age? 	<p>Horizontal:</p> <p>Vertical:</p>
Suggested activities	Resources:	Useful links:		
<p>Re-cap with children the key features of the Stone Age - children could create a simple Mind Map with examples for each category - houses, food, jobs. Ask children to make inferences from the information - what might life have been like?</p> <p>Re-visit the timeline which children produced at the start of the enquiry - get the children to re-create the timeline but to now add in additional information about what they have learnt. They could annotate a timeline or they could re-create the physical timeline and include freeze frames for significant events/features. Ask the children to think about any significant events which happened creating a major change in the Stone Age. What are they? How did they change people's lives? What did they lead to? NB. In particular look at the impact of farming - move away from a hunter-gatherer existence. Also, consider continuities - why might things have stayed the same for so long?</p> <p>Re-visit the enquiry questions you posed at the start of this series of lessons - which can now be answered? Are there some which we still can't answer? Why might this be? NB Link to the lack of evidence about the Stone Age and the gaps in our knowledge.</p>	<p>Mind Map sheet for children to complete?</p> <p>Timeline- toilet roll, sugar paper etc. Something that can easily be divided to periods of time.</p> <p>Key date cards.</p> <p>Artefacts/pictures of artefacts.</p> <p>Questions from the start of the enquiry.</p>	<p><i>Primary History (66): 'Stone Age to Iron Age'.</i></p> <p>Alf Wilkinson, 'Stone Age to Iron Age'.</p> <p>BBC Bitesize - prehistoric - https://www.bbc.co.uk/bitesize/topics/z82hsbk</p> <p>http://bbc.co.uk/history.ancient/british_prehistory/overview_british_prehistory_01.shtml</p> <p>BBC - The History of Britain - episodes 1 and 2 cover the whole of this time period:</p> <p>https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-middle-stone-age-animation/zvkg92p</p>		

END POINTS:

Knowledge and second order concepts:

Substantive knowledge:

(What students should know)

This is not an exhaustive list but an outline of what might be expected:

- The Stone Age was a very long time ago.
- The period is known as Prehistory because there are no written records. Therefore archaeological evidence is very important.
- It lasted a very long time - around 7,5000 years.
- In some ways there was little change. In other ways things changed a great deal - from hunter-gathering to farming.
- Life in the Stone Age was very different to our own.
- Life in the Stone Age was not the same for everyone - there was diversity both within and across time period.
- Some places like Stonehenge are still 'significant' today.

Taken and adapted from Sue Temple and Alf Wilkinson, 'Collins Primary History: Teacher's Guide', (2019), p.62.

Second order concepts:

Children should start to have an understanding of:

cause and consequence
change and continuity
similarity and difference
significance
chronology

Key concepts developed:

Archaeology
Artefact
BC/BCE
Bronze Age
Evidence
Farmers

Hunter-gatherer
Immigrants
Iron Age
Mesolithic
Neolithic

Pilgrimage
Prehistory
Revolution
Stone Age
Stonehenge

Key historical skills developed:

By the end of the unit, children will have studied a series of question led enquiries. In do so, children will have had the opportunity to:

- place events on a timeline.
- use terms relating to the passing of time.
- 'handle' a range of artefacts.
- conduct their own research.
- select and record information.
- ask and pose questions about the enquiry.
- present their findings in a variety of ways.

The next step ...

Children will now have taken the first steps towards acquiring an historical narrative of the British Isles while beginning to learn a selection of concepts and acquire a range of historical skills. In the next history unit, the children will move onto looking into the Stone Age to the Iron Age. First re-visiting the skill of chronology and they key features of the Stone Age, they will then investigate the changes brought by the Beaker people to Britain and the impact of bronze and iron tools and weapons. The children will also start to understand that Britain became a very wealthy country and deduce the possible reasons for Caesar's invasion. At the end of the series of enquiry questions, children will investigate changes and continuities from the Stone Age to the Iron Age so incorporating units 1 and 2.