

Year Group	3
Term	Summer
Subject	History

Topic	Stone Age
Curriculum Intent	Children will establish clear narratives within and across the periods they study.

Key Vocabulary	Palaeolithic, Mesolithic, Neolithic, Prehistory, Excavation, Archaeology
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Skills	Chronological understanding, historical investigations, range and depth of historical knowledge, interpretation of history, organisation and communication
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Knowledge	Pupils will know: • Changes in Britain during the Stone Age, including late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. • Start making a timeline of prehistory and find out the main periods. • Understand how our knowledge of the (prehistoric) past is constructed from a range of sources. • Understand the sources of evidence for prehistoric food. • Find out when fire and stone tools were invented and how they were made and used. • Learn about what Palaeolithic, Mesolithic and Neolithic houses looked like. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
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Summer MTP				
Week	Learning Objective	Activities	Differentiation	Outcome
1	To introduce the Stone Age and start making a timeline of prehistory and find out the main periods.	Introduce the children to topic the Stone Age. Knowledge Harvest. Show children images of popular stone age pictures. Explain throughout the topic they are going to prove/dispel common myths. Model 1m timeline on the board and mark ancient Egypt/ romans. Represent periods of time on the timeline, e.g. 2mm is the last 2000 years. Anything before that is prehistory (before written records) Explain the Stone Age is split into 3 different periods: (Palaeolithic (Early), Mesolithic (Mid), Neolithic (New)) - Explain meaning (lithic = stone (old, Mid new))	Children to work in pairs	Children to sort Timeline cards in pairs. Make a class timeline of the Stone Age.
2	To understand how our knowledge of the (prehistoric) past is constructed from a range of sources.	Explain how archaeologists work, they investigate using different resources and decide if a site is worth excavating by digging small areas or using electric/magnetic pulses. If they find something they have to work out what the object could be using evidence.	Children to work in groups to answer questions about objects.	Task: Simulated dig in classrooms with trowels and laminated pictures. Children to come up and present their findings to the class, then discuss as a class what objects would mean if all found together
3	To understand the sources of evidence for prehistoric food.	Provide examples of food eaten during the Stone Age. Discuss what evidence there could be to show what food they ate. Emphasise that this is prehistory so there are no written records. Only evidence available is what is found by archaeologists.	Children supported in group by adult.	Analyse evidence, create evidence cards and place on timeline.

4	To find out when fire and stone tools were invented and how they were made and used.	Discuss when they think fire was invented. Explain how fire was made. Look at how stone tools were made. What were they used for?	Adapted sheet	Design their own stone age tool.
5	To learn about what Palaeolithic, Mesolithic and Neolithic houses looked like.	Discuss evidence found for different types of houses during the different periods.	SEN: Have word bank of labels they can cut and stick.	Children to create a labelled design of a Skara Brae house. Swap plans, comment on each other's. Use air dry clay bricks to create model.