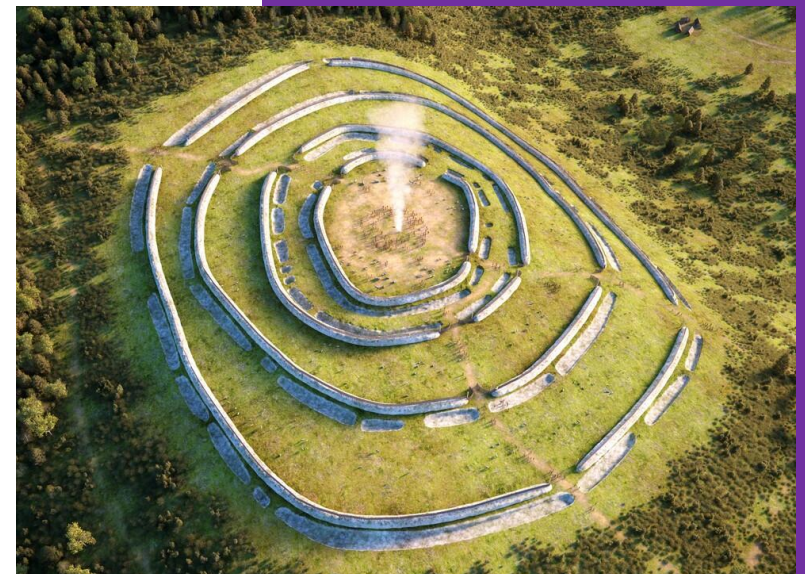


High Bickington Church of England Primary Academy History: Stone to Steel



History

Vision

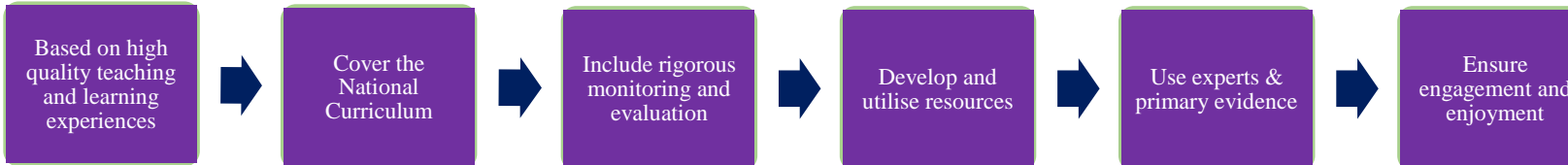
History plays a crucial role in helping students understand their own identity and sense of place in time. The school History Curriculum seeks to develop key skills; uncover important historical (substantive) knowledge and introduce children to disciplinary knowledge (how and why history has been interpreted by historians). Students will learn how their locality, Britain, the wider world and different cultures developed through historical periods.

Intent

Children will:

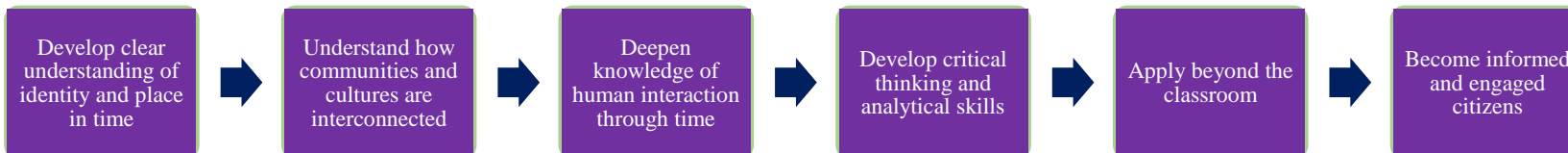


Implementation



Impact

Children will:



Substantive Knowledge and Disciplinary Knowledge

From the Early Years Foundation Stage up to the end of Key Stage 2, the substantive knowledge progresses through conceptual development. Meanwhile, disciplinary knowledge is developed through historical enquiry and interpretation. To ensure pupils can learn more and know more over time, we believe it is crucial that our history curriculum develops both categories of knowledge as well as historical skill.

Reviewing Prior Learning: Speak Like an Expert
Purpose: Sessions that ensure effective retention & recall of information.

Regular sessions at the start of every lesson to review prior learning.

Dedicated sessions reviewing the week's learning helping to make connections.

Format
Activities include recap quizzes, group discussions, visual aids, role playing, teacher feedback.

Benefits
Students develop strong retention skills, articulate historical knowledge & concepts.

Stone to Steel

Subject: History

Year: 3 and 4

Term: Summer1

National Curriculum Aims

Key Objectives:

- Lesson 1:** I can describe aspects of everyday life in Stone Age Britain and how they changed over time.
- Lesson 2:** I can describe how Stone Age tools and weapons changed over time and how these changes helped people live.
- Lesson 3:** I can make deductions from artefacts and sources to learn about life in the Neolithic period.
- Lesson 4:** I can order and analyse historical artefacts and explain what they tell us about the past.
- Lesson 5:** I can apply what I have learned about the Stone Age to explain how people survived and lived.

Key Elements

Key Elements/Aspects of the National curriculum

- **Chronology** – Developing understanding of the chronological order of the Stone Age, Bronze Age, and Iron Age, and placing key developments on a timeline.
- **Changes Over Time** – Exploring how daily life, settlements, tools, and beliefs evolved across prehistoric periods.
- **Cause and Consequence** – Investigating how the discovery and use of materials (stone, bronze, iron) led to changes in farming, building, warfare, and society.
- **Significant Sites** – Studying Skara Brae as a key archaeological site that reveals information about Neolithic life.
- **Use of Sources and Artefacts** – Interpreting and evaluating a range of historical evidence (tools, settlements, images, reconstructions) to draw conclusions about the past.
- **Interpretations of the Past** – Understanding that historians rely on different sources, and that evidence can be incomplete or open to interpretation.
- **Comparison Across Periods** – Comparing features of the Stone Age, Bronze Age, and Iron Age, including lifestyle, technology, and social structures.
- **National History** – Learning about significant developments in prehistoric Britain and their impact on the history of the British Isles.
- **Historical Enquiry** – Asking and answering historically valid questions about prehistoric life using evidence and research.

Key Questions

Key Questions:

- Lesson 1 - Key Question:** *What was everyday life like in Stone Age Britain?*
- Lesson 2 -Key Question:** *How did Stone Age tools and weapons change over time, and why were these changes important?*
- Lesson 3 - Key Question:** *What can the settlement of Skara Brae tell us about Neolithic life?*
- Lesson 4 - Key Question:** *How did life in the Bronze and Iron Ages compare to the Stone Age?*
- Lesson 5 - Key Question:** *What can artefacts tell us about how life changed from the Stone Age to the Iron Age?*

Building Learning Power – Prior Learning

The *Stone to Steel* topic builds firm foundations for historical understanding by exploring the earliest periods of human history in Britain. Pupils in Years 3 and 4 develop their chronological understanding by sequencing the Stone Age, Bronze Age, and Iron Age, building directly on their prior knowledge of change over time from topics such as *Magnificent Monarchs*, *Mary Anning*, and *Coasts and Cliffs*. By investigating how early humans survived and adapted, pupils begin to interpret primary sources such as artefacts, archaeological sites like Skara Brae, and museum objects. This develops their enquiry skills and deepens their awareness of how historians construct knowledge about the distant past with limited evidence. Children are encouraged to ask thoughtful questions and examine evidence critically, laying the groundwork for future historical enquiry. The Mantle of the Expert approach, used throughout the unit, helps children take ownership of their learning by imagining themselves as archaeologists, museum curators, or survival experts.

Building Futures – Future Learning

This project sets the stage for more complex historical thinking in Years 5 and 6. As pupils move into topics such as the *Victorians*, *Peasants, Pestilence, and Princes*, and *Off with Her Head*, they will build on their understanding of societal development, technological change, and belief systems. Their knowledge of how early tools, settlements, and farming shaped prehistoric life will support their analysis of industrialisation, technological advancement, and empire in later periods. In global history topics like the *Shang Dynasty* and *Maafa*, pupils will apply and deepen their understanding of early civilisation, leadership, and how people across time have adapted to their environments. Through this, they will continue to refine their ability to interpret sources, explore cause and consequence, and construct coherent historical narratives with empathy and perspective.

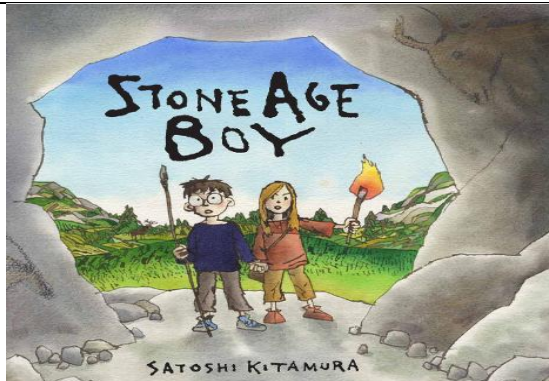
Building Community – Local, National and International

This topic begins with a strong national focus, exploring Britain's prehistoric heritage through sites such as Skara Brae and exploring the timeline of life before written records. By drawing comparisons with the prehistoric past of other parts of the world—particularly through our global school partnership with India—pupils begin to explore the diversity of early human experience. Our international link encourages children to ask: *What tools, shelters, and survival strategies did early humans in India use?* and *How do we know about them today?* This fosters respect for cultural difference and global connectedness while also highlighting common themes such as ingenuity, adaptation, and the need for community.

Building Self-Esteem and Positive Mental Wellbeing

Through immersive role-play and enquiry-based learning, pupils are given meaningful roles that support collaboration, curiosity, and confidence. Investigating how early humans survived fosters a sense of resilience and appreciation for the challenges faced by people in the past. The final lesson, where children create a *Stone Age Survival Guide*, allows them to synthesise their knowledge in a purposeful and creative way. This empowers pupils to reflect on their learning and feel pride in their ability to explain and communicate complex ideas. By seeing how humans have adapted and overcome challenges throughout history, pupils are also encouraged to see themselves as capable problem-solvers in their own lives today.

Vocabulary: archaeologist, arrowhead, BC, Stone Age, Bronze Age, Iron Age, Palaeolithic, Mesolithic, Neolithic, Skara Brae, woolly mammoth, settlement, forage, flint



One day a little boy is walking along when he trips, stumbles and falls ... into the Stone Age! He meets a girl his own age and her tribe, and learns all about their way of life. He watches them make tools, clothes and weapons. He sees how they hunt, fish, cook, celebrate – and even how they paint on the walls of caves. But when a furious cave bear attacks, he wakes up back in his own time where everyone tells him it was only a dream. But was it?

Development of Knowledge	Lesson	Content	Substantive knowledge	Disciplinary knowledge
	Lesson 1	<p>What was everyday life like in Stone Age Britain?</p> <hr/> <p><i>WALT</i> I can describe aspects of everyday life in Stone Age Britain and how they changed over time.</p> <hr/> <p><i>Disciplinary Focus</i> Being a historian – examining and comparing life in the past using evidence from non-fiction texts and artefacts.</p> <hr/> <p><i>Mantle of the Expert Setup (Optional)</i> The children are recruited as history detectives helping a museum curator design a new exhibition called “Stone to Steel: Life in Prehistoric Britain.” Their first task? To find out what everyday life was like in the Stone Age so they can help visitors understand how life changed over time.</p> <hr/> <p><i>Review of Prior Learning</i></p> <ul style="list-style-type: none"> • Retrieval prompt: “What do you already know about the Stone Age?” • Have you heard of words like “hunter-gatherer”, “cave painting”, or “flint tools” before? • Discuss and list any prior knowledge on a class KWL chart under “What we think we know.” <hr/> <p><i>Elicitation Task</i></p> <ul style="list-style-type: none"> • In small groups, children share what they think everyday life was like during the Stone Age. • Use a brainstorm or mind map to capture their ideas (words, phrases, drawings). • Stick in Widgit Symbol Sheets with key vocabulary (e.g. fire, cave, hunting, stone tool, farming, animal skin). <hr/>	<p>Year 3:</p> <ul style="list-style-type: none"> ○ Know that the Stone Age is split into three periods: Palaeolithic, Mesolithic, and Neolithic. ○ Know that Stone Age people were hunter-gatherers before developing farming. ○ Know that people in the Stone Age used stone tools, lived in temporary shelters, and gradually built permanent homes. 	<p>Year 3:</p> <ul style="list-style-type: none"> ○ Begin to ask questions about what life was like in the past. ○ Use sources (texts, images, sorting cards) to gather historical information. ○ Sequence simple events or developments on a timeline (Palaeolithic → Mesolithic → Neolithic). <p>Year 4:</p> <ul style="list-style-type: none"> ○ Make comparisons between periods of the past, using

	<p><i>Main Activity (approx. 30–35 mins)</i></p> <p>Part 1: Non-Fiction Text Exploration</p> <ul style="list-style-type: none"> • Children read or listen to an age-appropriate Stone Age non-fiction text introducing the Palaeolithic, Mesolithic, and Neolithic periods. • They highlight or note key facts about food, homes, tools, art, and beliefs. <p>Part 2: Sorting and Classifying</p> <ul style="list-style-type: none"> • Groups receive Stone Age sorting cards (food, settlements, art, tools, weapons, climate). • Sort the cards into categories for the three time periods. • Stick or place cards on a timeline-style recording sheet. <p>Class Discussion</p> <ul style="list-style-type: none"> • What changed over time? • How were Palaeolithic settlements different to Neolithic ones? • Did people always live in one place? <hr/> <p><i>Year Group Guidance</i></p> <ul style="list-style-type: none"> • Year 3: Focus on describing life in one period (e.g., “In the Neolithic, people grew crops and built homes.”) • Year 4: Make comparisons (e.g., “In the Palaeolithic, people hunted animals, whereas in the Neolithic they farmed.”) <hr/> <p><i>SEND Adaptation</i></p> <ul style="list-style-type: none"> • Use visual-supported sorting cards (with Widgeit or similar images). • Reduce to one period if needed (e.g. just Neolithic). • Offer sentence starters, word mats, and partner support. • Provide photo-supported vocabulary sheets. <hr/> <p><i>Diving Deeper Challenge</i></p> <p>Challenge Question: <i>What do the changes in Stone Age life tell us about human ingenuity?</i></p> <ul style="list-style-type: none"> • Year 3: Draw and label one invention from the Neolithic period and explain how it helped people. • Year 4: Write 2–3 sentences about how farming or tools improved life and helped people settle. <hr/> <p><i>United Nations Sustainable Development Goals (SDG Links)</i></p> <ul style="list-style-type: none"> • Goal 4: Quality Education – Building historical understanding and vocabulary. • Goal 12: Responsible Consumption and Production – Exploring how early humans used natural resources for survival. <hr/> <p><i>Global Schools Link Activity</i></p> <ul style="list-style-type: none"> • Ask children in St Joseph’s (Bangalore): “What do you know about the early history of your region? What materials did early people use to survive?” • Children can draw a tool, shelter, or cooking method and send it with a short explanation. 	<ul style="list-style-type: none"> ○ Know that the development of farming in the Neolithic period led to permanent settlements. <p>Year 4:</p> <ul style="list-style-type: none"> ○ Understand how the development of new tools, farming, and homes marked a change in lifestyle across the three Stone Age periods. ○ Know how changes in climate, food production, and technology impacted how people lived, travelled, and worked ○ Know examples of continuity and change across the Palaeolithic to Neolithic periods (e.g. continued use of tools, but increasing complexity and material use). 	<p>evidence from sources.</p> <ul style="list-style-type: none"> ○ Identify changes over time in different aspects of daily life (e.g. homes, food, tools). ○ Understand that historians use evidence to find out about everyday life in the past and that knowledge changes as new evidence is discovered.
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	<p><i>Conclusion (5–10 mins)</i></p> <ul style="list-style-type: none"> • Revisit the retrieval question: “What do we now know about everyday life in Stone Age Britain?” • Add new facts to the class KWL chart. • Encourage reflection: “How did humans adapt and become more advanced?” <hr/> <p><i>Practical Resources</i></p> <ul style="list-style-type: none"> • Non-fiction text (print or digital) • Sorting cards (with images and labels) • Timeline recording sheets • Widgit-supported vocabulary sheets • KWL chart • Clipboards and sticky notes • Coloured pencils/highlighters 		
Lesson 2	<p>Stone to Steel – Lesson 2: How did Stone Age tools and weapons change over time?</p> <hr/> <p><i>WALT</i> I can describe how Stone Age tools and weapons changed over time and how these changes helped people live.</p> <hr/> <p><i>Disciplinary Focus</i> Being a historian – identifying how invention and innovation changed the lives of early humans and how evidence helps us understand the past.</p> <hr/> <p><i>Mantle of the Expert Setup (Optional)</i> Children are expert archaeologists preparing a museum exhibit titled “Tools Through Time.” Their task is to explain how tools developed from the Palaeolithic to the Neolithic, and why these changes were important for human survival.</p> <hr/> <p><i>Review of Prior Learning</i></p> <ul style="list-style-type: none"> • Retrieval: “What do you remember about everyday life during the Stone Age?” • Recap the three Stone Age periods: Palaeolithic, Mesolithic, and Neolithic. • Show images of early homes, food, and settlements to refresh context. <hr/> <p><i>Elicitation Task</i> Question: “What do you already know about tools people used in the Stone Age?”</p> <ul style="list-style-type: none"> • Children brainstorm ideas from books, videos, or last lesson. • Teacher creates a class board titled “Tools We Know” – include ideas like <i>spear, hand axe, scraper</i>. • Stick in Widgit Symbol Sheet for key tool vocabulary. 	<p><i>Substantive Knowledge</i> Year 3</p> <ul style="list-style-type: none"> • Know that Stone Age people used different tools in each period. • Know that materials developed from stone and wood to include bone and antler. • Know tools were used for hunting, building, cooking, and art. • Know how improved tools led to more permanent homes and farming. 	<p><i>Disciplinary Knowledge</i> Year 3</p> <ul style="list-style-type: none"> • Begin to explain how artefacts tell us about the past. • Recognise changes in material and design over time. • Use basic comparison skills. <p>Year 4</p> <ul style="list-style-type: none"> • Make inferences from historical sources. • Compare artefacts to understand progress and purpose.

	<p><i>Main Activity (45 mins total)</i></p> <p>1. Compare and Explore Tools (25 mins)</p> <ul style="list-style-type: none"> • Show three sets of images: Palaeolithic, Mesolithic, and Neolithic tools. • Read selected extracts from the Stone Age tools information pack. • Discuss: What materials were used? How did they improve over time? • Children complete a matching task – linking each tool to a time period and its purpose (e.g. cutting, scraping, hunting, carving). <p>2. Timeline Sorting Activity (20 mins)</p> <ul style="list-style-type: none"> • In small groups, children receive tool picture cards. • Sort tools into chronological order on a timeline strip. • Add brief annotations: “sharper,” “used for farming,” “easier to hold.” • Discussion: “What was life like with these tools?” – focus on how they made survival easier. <hr/> <p><i>Year Group Guidance</i></p> <ul style="list-style-type: none"> • Year 3: Focus on naming tools and describing improvements using vocabulary like <i>sharpened</i>, <i>wooden handle</i>, <i>stronger</i>. • Year 4: Emphasise cause-effect reasoning. “This invention meant people could build homes.” Link tool development to farming, clothing, or cooking. <hr/> <p><i>SEND Adaptation</i></p> <ul style="list-style-type: none"> • Use photo cards and simple word labels. • Provide pre-filled timeline templates. • Use matching tasks with sentence starters: “This is for...” or “This helps with...” <hr/> <p><i>Diving Deeper Challenge</i></p> <p>Challenge Question: <i>How did Stone Age tools show that humans were getting smarter?</i></p> <ul style="list-style-type: none"> • Children respond in writing, drawing, or through paired discussion. • Optional drawing task: Sketch a favourite tool and add a speech bubble: “I am useful because...” <hr/> <p><i>United Nations Sustainable Development Goals (SDGs)</i></p> <ul style="list-style-type: none"> • Goal 9: Industry, Innovation and Infrastructure – Understand how human innovation supported survival and development. • Goal 4: Quality Education – Encourages historical understanding and curiosity about human advancement. <hr/> <p><i>Global Schools Link Activity</i></p> <ul style="list-style-type: none"> • Send drawings or facts about Stone Age tools to your partner school in India. • Ask: “What types of early tools were used in your region’s history?” • Optional exchange: children create posters or info cards to share with their peers. <hr/>	<p>Year 4</p> <ul style="list-style-type: none"> • Understand how innovation in tools led to significant lifestyle changes. • Know the differences between Palaeolithic hand axes, Mesolithic microliths, and Neolithic polished tools. • Know how tools influenced travel, farming, and settlement growth. 	<ul style="list-style-type: none"> • Use historical vocabulary to describe change and continuity
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	<p><i>Conclusion (5–10 mins)</i></p> <ul style="list-style-type: none"> Review the class timeline of tools. Ask: “Which tool do you think had the biggest impact – and why?” Children complete a reflection sentence in books or orally: “In the Stone Age, people used... and this helped them to...” <hr/> <p><i>Practical Resources</i></p> <ul style="list-style-type: none"> Stone Age tools and weapons information sheet Timeline sorting cards and strips Tool photo cards with labels Matching and annotation worksheets Scissors, glue sticks, pencils, highlighters Widgit Symbol Sheets (key vocabulary for tools and actions) 		
Lesson 3	<p>Stone to Steel – Lesson 3: What can Skara Brae tell us about Neolithic life?</p> <hr/> <p><i>WALT</i> <i>I can make deductions from artefacts and sources to learn about life in the Neolithic period.</i></p> <hr/> <p><i>Disciplinary Focus</i> Being a historian – evaluating the reliability of sources and artefacts to make reasoned conclusions about the past.</p> <hr/> <p><i>Mantle of the Expert Setup (Optional)</i> The children are working as junior archaeologists for a historical research agency. They’ve been sent evidence from a site called Skara Brae, a Neolithic village in Scotland. Their mission is to investigate the site, explore what life was like there, and decide how much we can trust what the artefacts are telling us.</p> <hr/> <p><i>Review of Prior Learning</i></p> <ul style="list-style-type: none"> Retrieval: “What do we know about the Neolithic period so far?” Recap the types of homes, tools, and food developed in the Neolithic period. Show a UK map with key Stone Age sites, including Skara Brae. Ask: “Do you remember what changed in the Neolithic period?” <hr/> <p><i>Elicitation Task</i> Question: “How can we find out about people from thousands of years ago?”</p> <ul style="list-style-type: none"> Children suggest sources (e.g., artefacts, ruins, cave paintings). Record suggestions and introduce the concept of primary evidence. Show a few artefacts from Skara Brae – pottery, stone beds, hearths – and ask: “What could this object tell us?” <hr/>	<p><i>Substantive Knowledge</i> Year 3</p> <ul style="list-style-type: none"> Know that Skara Brae is a Neolithic site in Scotland. Know that artefacts like furniture, tools, and fireplaces help us learn about daily life. Understand that people in the Neolithic lived in permanent stone homes. <p>Year 4</p> <ul style="list-style-type: none"> Know that Skara Brae's preservation helps historians understand Neolithic life. 	<p><i>Disciplinary Knowledge</i> Year 3</p> <ul style="list-style-type: none"> Use artefacts to ask questions about the past. Describe what artefacts show us about daily life. Begin forming simple historical enquiries. <p>Year 4</p> <ul style="list-style-type: none"> Evaluate the usefulness of sources and artefacts. Formulate historically valid questions and use research to find answers. Understand limitations of archaeological evidence.

	<p><i>Main Activity (Approx. 40–45 mins)</i></p> <p>1. Exploring Skara Brae (Whole class introduction – 10–15 mins)</p> <ul style="list-style-type: none"> • Show Skara Brae on Google Maps and discuss its location (Orkney Islands, Scotland). • Use the Stone Age Settlements map to compare with other UK sites. • Show presentation/slideshow about Skara Brae. Pause to ask: <ul style="list-style-type: none"> • Why was this a good place to live? • What is surprising about this site? <p>2. Asking Questions and Investigating (25–30 mins)</p> <ul style="list-style-type: none"> • Model how to create a good historical question (e.g., “What was this used for?” or “Why did they build underground homes?”). • Groups generate their own questions about Skara Brae. • Use Skara Brae information packs and safe websites to find answers. • Children write both question and answer on mini-research posters or sticky notes. <p>Display: Create a shared class “Investigation Board” with children’s research findings.</p> <hr/> <p><i>Year Group Guidance</i></p> <ul style="list-style-type: none"> • Year 3: Focus on describing what artefacts show and forming basic questions. Use sentence stems like <i>“This tells us that...”</i> or <i>“I think they used this because...”</i> • Year 4: Encourage use of historical vocabulary and reasoning. Support comparison between modern homes and Skara Brae homes, or speculation about why the site is so well preserved. <hr/> <p><i>SEND Adaptation</i></p> <ul style="list-style-type: none"> • Provide simplified info sheets and labelled image cards of artefacts. • Use sentence starters for questioning (e.g., <i>“Why is this important?”</i> or <i>“What does this show?”</i>) • Allow children to orally explain or draw their questions and ideas. • Use Widgit Symbol Sheets for key vocabulary (e.g. settlement, artefact, archaeologist). <hr/> <p><i>Diving Deeper Challenge</i></p> <p>Challenge Question: <i>Can we always trust what we find in the ground?</i></p> <ul style="list-style-type: none"> • Children reflect on how much we can know from one object or ruin. • Write a short reflection: “This artefact tells us __, but we still don’t know __.” <hr/> <p><i>United Nations Sustainable Development Goals (SDGs)</i></p> <ul style="list-style-type: none"> • Goal 4: Quality Education – Promotes enquiry-based learning and use of evidence. • Goal 11: Sustainable Cities and Communities – Understands how communities were built and how they’ve changed over time. <hr/> <p><i>Global Schools Link Activity</i></p>	<ul style="list-style-type: none"> • Know that artefacts are interpreted differently depending on condition and context. • Understand how location (near the sea, buried under sand) helped the site survive. 	
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	<ul style="list-style-type: none"> • Ask your partner school in India: “Do you have any ancient sites where people used to live? What can they tell us?” • Children can send drawings and explanations about Skara Brae alongside questions about historical settlements in India. <hr/> <p><i>Conclusion (5–10 mins)</i></p> <ul style="list-style-type: none"> • Review the class Investigation Board. • Ask: “What did we learn about Skara Brae today?” and “What questions do we still have?” • Add new facts to the class display or learning journal. • Reflect: <i>Why is it useful to study real artefacts from the past?</i> <hr/> <p><i>Practical Resources</i></p> <ul style="list-style-type: none"> • Stone Age Settlements map • Google Maps access (or screenshots) • Skara Brae presentation/slideshow • Skara Brae information pack (print or digital) • Artefact photo cards (labelled) • Investigation board display space • Research question sheets or sticky notes • Widgit Symbol Sheets • Glue sticks, pencils, clipboards <p>https://www.bbc.co.uk/bitesize/articles/z2ym6g8#ztghn9g</p>		
Lesson 4	<p>What can we learn from museum artefacts?</p> <hr/> <p><i>WALT</i> I can order and analyse historical artefacts and explain what they tell us about the past.</p> <hr/> <p><i>Disciplinary Focus</i> Being a historian – using artefacts to reflect on what we know about different historical periods and evaluating their significance.</p> <hr/> <p><i>Mantle of the Expert Setup (Optional)</i> Children are working for a history museum that’s creating an exhibition called “Through the Ages.” They’ve received a box of artefacts and must investigate them carefully, working out their purpose and what they reveal about life in the past.</p> <hr/> <p><i>Review of Prior Learning</i></p> <ul style="list-style-type: none"> • Retrieval: “What do we remember about the Stone Age, Bronze Age, and Iron Age?” • Review timeline and key vocabulary using a class display or flashcards. • Stick in Widgit Symbol Sheet to support recall and discussion. 	<p><i>Substantive Knowledge</i></p> <ul style="list-style-type: none"> • Know how artefacts help us understand life in the Stone, Bronze, and Iron Ages. • Know what tools, jewellery, pottery, and buildings can tell us about the past. • Know that different materials were used in each period. 	<p><i>Disciplinary Knowledge</i></p> <ul style="list-style-type: none"> • Use evidence from artefacts to support historical ideas. • Begin to evaluate the reliability and significance of objects. • Order and describe artefacts across a timeline.

Elicitation Task

- What do we already know about artefacts?
 - Show one unfamiliar object and ask:
“What do you think this was used for?”
“What clues help you decide which time period it’s from?”
-

Main Activity (35–40 mins)

Museum Artefact Investigation

- Provide groups or pairs with **photos or real artefacts** (from museum boxes if available). Include a mix from Stone, Bronze, and Iron Age.
- Children:
 - Order the artefacts chronologically (if not already labelled).
 - Complete a **recording sheet** noting:
 - What they think it is
 - What it was used for
 - Which period it belonged to
 - What it tells us about the people who used it

Class Discussion

- Which artefact do you think is most important or interesting? Why?
 - How does this artefact link to things we’ve already learned?
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Year Group Guidance

- **Year 3:** Use sentence starters and focus on describing the artefacts and matching to time periods.
 - **Year 4:** Encourage comparisons and deeper reasoning (e.g. “This shows farming was important...”).
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SEND Adaptation

- Use simplified photo cards and word/picture matching tasks.
 - Work in supported pairs or small groups.
 - Use pre-filled templates with key vocabulary and symbols.
 - Use images from Widgit-supported sheets to help identify artefacts.
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Diving Deeper Challenge

Challenge Question: *Why do some artefacts survive and others don’t?*

- Children discuss and record ideas such as material, climate, or use.
 - Optional: choose one artefact and write a museum label for it.
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	<p><i>United Nations Sustainable Development Goals (SDGs)</i></p> <ul style="list-style-type: none"> • Goal 4: Quality Education – Using evidence to draw conclusions about the past. • Goal 11: Sustainable Cities and Communities – Understanding how people’s choices about tools and homes shaped early communities. <hr/> <p><i>Global Schools Link Activity</i></p> <ul style="list-style-type: none"> • Share photos of the artefacts your class studied with your partner school in India. • Ask: “Do you have any similar historical objects or tools in your country’s history?” <hr/> <p><i>Conclusion (5–10 mins)</i></p> <ul style="list-style-type: none"> • Review artefacts as a class – what new knowledge did they give us? • Add to a class reflection board: “This artefact showed us...” • Display group timelines and notes as part of a museum-style corner. <hr/> <p><i>Practical Resources</i></p> <ul style="list-style-type: none"> • Museum artefact photos or boxes • Recording sheets with sentence starters • Widgit Symbol Sheets • Glue, scissors, pencils • Timeline strips or sorting mats 		
<p>Lesson 5</p>	<p>Title: Can you create a Stone Age survival guide? (Assessment Task) <i>WALT</i> <i>I can apply what I have learned about the Stone Age to explain how people survived and lived.</i></p> <hr/> <p><i>Disciplinary Focus</i> Being a historian – applying historical knowledge in a creative and meaningful context</p> <hr/> <p><i>Mantle of the Expert Setup (Optional)</i> Children are working for a prehistoric training camp, helping a team of time travellers prepare to survive in the Stone Age. Their job is to create a Stone Age Survival Guide using everything they have learned during the topic.</p> <hr/> <p><i>Review of Prior Learning</i></p> <ul style="list-style-type: none"> • Quick-fire recall: <ul style="list-style-type: none"> • What tools did people use? • What did they eat? • How did they build homes? • What dangers did they face? <ul style="list-style-type: none"> • Revisit class word bank and topic wall • Stick in Widgit Symbol Sheet for key vocabulary 	<p><i>Substantive Knowledge</i></p> <p>Year 3</p> <ul style="list-style-type: none"> • Know how Stone Age people met their basic needs for food, shelter, and tools. • Know that early humans were hunter-gatherers who eventually began farming and settling in one place. • Know the key features of Stone 	<p><i>Disciplinary Knowledge</i></p> <p>Year 3</p> <ul style="list-style-type: none"> • Apply what they’ve learned in a structured, creative format (e.g., a guide or poster). • Select appropriate information from their learning and present it clearly. • Use simple evidence (images, vocabulary) to

	<p><i>Elicitation Task</i></p> <p>Prompt: “If I time-travelled to the Stone Age, what would I need to know to survive?”</p> <ul style="list-style-type: none"> • Make a class list of survival essentials – food, tools, shelter, clothing, fire, animals <p><i>Main Activity (45 mins)</i></p> <p>Create a Stone Age Survival Guide</p> <ul style="list-style-type: none"> • Children design and write a survival guide using a planning frame • Include: <ul style="list-style-type: none"> • Tools & weapons • Shelter and home life • Food & foraging • Clothing • Fire and safety <ul style="list-style-type: none"> • Include labelled pictures, diagrams, and Stone Age vocabulary <p>Optional Extension:</p> <ul style="list-style-type: none"> • Make it into a mini-booklet or poster • Film a video version of the survival guide using role-play or a presentation app 	<p>Age life (e.g., fire, flint tools, animal skins, cave shelters).</p>	<p>explain survival needs.</p> <p>Year 4</p> <ul style="list-style-type: none"> • Synthesise knowledge from across the unit to explain how Stone Age people survived. • Make links between survival strategies and wider developments (e.g., tool improvements, fire use). • Justify survival advice using evidence from artefacts and historical sources.
	<hr/> <p><i>Year Group Guidance</i></p> <ul style="list-style-type: none"> • Year 3: Use sentence starters and write in bullet points or captions • Year 4: Write in full sentences or paragraphs and include reasoning (e.g., “<i>You need a flint tool because...</i>”) <hr/> <p><i>SEND Adaptation</i></p> <ul style="list-style-type: none"> • Use Widgeit-supported templates with word banks and visual prompts • Allow drawing-based guides with simple labels and captions • Use adult/peer support for scribing or discussion-based output <hr/> <p><i>Diving Deeper Challenge</i></p> <p>Challenge Question: <i>What was the biggest challenge Stone Age people faced – and how did they overcome it?</i></p> <ul style="list-style-type: none"> • Write or discuss a short paragraph using evidence from the topic <hr/> <p><i>United Nations Sustainable Development Goals (SDGs)</i></p> <ul style="list-style-type: none"> • Goal 4: Quality Education – Demonstrating knowledge through synthesis and creativity • Goal 12: Responsible Consumption and Production – Reflecting on how early humans used natural resources sustainably <hr/> <p><i>Global Schools Link Activity</i></p> <ul style="list-style-type: none"> • Share your Stone Age survival guides with your partner school in India • Ask: “<i>What would you include in a survival guide for early humans in your part of the world?</i>” 	<p>Year 4</p> <ul style="list-style-type: none"> • Know how key innovations (e.g., farming, use of fire, flint knapping) helped early humans survive. • Know how survival techniques developed over time, moving from temporary to permanent settlements. • Know how Stone Age survival strategies reflected both the opportunities and dangers in their environment. 	

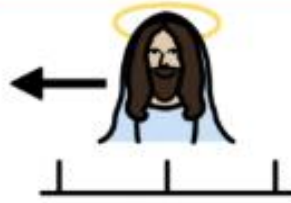
	<hr/> <p><i>Conclusion</i></p> <ul style="list-style-type: none">• Children share their favourite part of their survival guide• Class reflection: <i>“What do we now know about the Stone Age that we didn’t know at the start?”</i> <hr/> <p><i>Practical Resources</i></p> <ul style="list-style-type: none">• Survival guide planning sheet or booklet template• Topic word mats• Colouring pencils, glue, scissors• Topic display for vocabulary and images• Widgit symbol support		
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archaeologist



arrowhead



BC



Stone Age



Bronze Age



Palaeolithic



Through the Ages



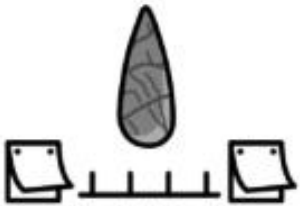
Iron Age



Mesolithic



flint



Neolithic



Skara Brae



wooly mammoth



settlement



forage

Chronology Table – From Stone to Steel

Time Period	Name	What Was Life Like?	Key Features
Around 800,000 BC – 10,000 BC	Palaeolithic (Old Stone Age)	People were hunter-gatherers who lived in caves or shelters. They used simple stone tools and followed animal herds.	Flint hand axes, fire, cave paintings, no farming
10,000 BC – 4,000 BC	Mesolithic (Middle Stone Age)	People began to settle more, used smaller tools called microliths, and lived in huts near water.	Fishing, dog domestication, small tools, woodland homes
4,000 BC – 2,500 BC	Neolithic (New Stone Age)	Farming began! People grew crops and kept animals. Villages like Skara Brae were built.	Farming, pottery, stone houses, polished tools
2,500 BC – 800 BC	Bronze Age	People learned to make tools and weapons from bronze. They built roundhouses and buried important people in barrows.	Bronze tools and jewellery, beakers, barrows, metalwork
800 BC – 43 AD	Iron Age	People used iron tools and weapons. They lived in hillforts and formed tribes with leaders and warriors.	Iron swords, hillforts, chariots, tribal kingdoms

Things to Remember

- These time periods are **before the Romans came to Britain**.
- The **Stone Age** has three parts: *Palaeolithic*, *Mesolithic*, and *Neolithic*.
- **Tools and technology** changed a lot over time—from stone to bronze to iron.
- As tools improved, so did **homes, farming, and ways of life**.
- Archaeologists learn about the past by studying **artefacts and ancient sites** like Skara Brae.

Palaeolithic tools and weapons

In the Palaeolithic, humans were just beginning to make tools. One of the first skills developed by early humans was using stones to hit and shape other stones. This was called knapping. Another skill was using stone flakes to carve wood and bone.



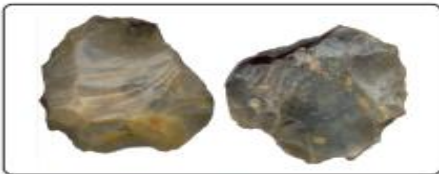
hand axe

Hand axes were stones sharpened at one or both ends. They were used for chopping wood and were sometimes thrown as weapons. They were held in the hand and swung.



spear

Spears were long wooden sticks, sometimes with sharpened points, which were thrown over long distances. Sometimes people tied sharpened rocks to the ends. They were used for hunting animals and in battle.



scraper

Scrapers were stones that were flattened by scraping them against other stones. They were used to scrape bits of flesh off animal furs and skins to make them into clothes and tents.



hammerstone

Hammerstones were large rocks used as hammers to create other tools. Suitable rocks were chosen as hammerstones, so they did not need to be shaped by humans.

Mesolithic tools and weapons

As the Stone Age progressed, so did the toolmaking skills of the early humans. In the Mesolithic, the main new skill was creating microliths, which were tiny flakes of stone that were turned into arrowheads, barbs on harpoons or cutting edges on tools.



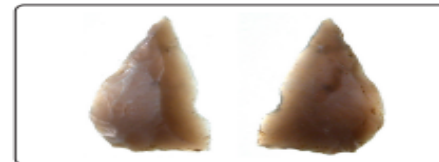
spear thrower

Spear throwers were flat, carved sticks with a handhold and a cup to hold the butt end of the spear. It acted like an extension of the arm and propelled the spear over longer distances, which helped when hunting or in battle.



harpoon

Harpoons were long spears attached to a rope, so that the hunter could pull their prey nearer to them. They were often used to catch fish. The end of the harpoon was made from wood or bone and had sharp points called barbs.



bow and arrow

Bows were tools for both hunting and farming. They were made of bendy wood with a string of plant fibres for the cord. They were used to fire arrows over long distances. Arrows were made from wood, with bird feathers at one end and a sharpened arrowhead or a stone microlith at the other.



tranchet adze

Tranchet adzes were cutting tools with sharp edges, made by removing thick flakes of flint from the edge of the tool. Archaeologists believe that most tranchet adzes were hafted, which means that they had handles.

Neolithic tools and weapons

In the Neolithic, toolmaking skills were honed to make improvements. Stones were ground and polished to make them sharper and were fastened onto handles. Hammers and chisels made carving easier and the new skill of drilling was introduced.



axe

Neolithic axes had handles, or hafts, which helped people to use them more easily and to swing them with more power. The axe heads were sharpened and polished to make them smooth, so that they could cut more cleanly.



arrowhead

Arrowheads were made from flint. They were thinner than previous ones and had a tapered point. This design caused minimal damage to the animals' skins or furs that would be used for clothing.



spearhead

Spearheads were created to make hunting easier. The blades were longer, thinner and sharper than earlier spearheads, so that they could kill an animal faster and do less damage to the skins and furs.



hammer and chisel

Hammers were made by drilling holes into heavy stones and inserting wooden handles. Chisels were made by sharpening long, thin stones. The chisel was positioned on a stone or piece of wood and hit on the end with the hammer to carve patterns or pictures.