

Final Outcome: To replicate a Stone Age style cave painting in 'cave conditions' and present the drawing to the class, explaining why cave paintings were used as a form of communication and why each symbol has been included.

Component 6:

What we will know after this sequence:

That cave drawings provide historical evidence of the Stone Age period.
That cave drawings were used as a form of communication as in the prehistoric period people did not read and write.
What cave art drawings are usually of and why.
How to replicate a cave painting onto a piece of paper in a classroom cave set-up.
How to colour, mix and smudge using a range of materials.

Vocabulary:

blend, pastels, techniques, materials, replica, artefact, evidence, source

SEN:

Adult support if required.



Component 4:

What we will know after this sequence:

How to take on the role of a hunter-gatherer.
Which foods would be hunted and which would be gathered in the Stone Age period.
Which weapons were used and how these were successful.
The tools that would be used to prepare the food.

Vocabulary:

hunter-gatherer, forage, diet, weapons, purpose

How will this feed into my next learning:

Children will apply this knowledge to creating their own Stone Age menus.

SEN:

Pre-teach terms hunter and gatherer.



Component 5:

What we will know after this sequence:

What a typical Stone Age meal would have looked like.
How to design my own 3-course meal from the Stone Age period, explaining which foods were hunted and which were gathered.
What the term Palaeolithic means.

Vocabulary:

Paleolithic, hazelnuts, desert, menu, diet

How will this feed into my next learning:

Next, pupils will learn about how people communicated in the Stone Age instead of writing.

SEN:

Sat in mixed ability groups to allow for scaffolding from peers.

Component 3:

What we will know after this sequence:

How to select information I think is important.
How to find out facts from a variety of reliable sources.
How to research facts about food, cave paintings, materials, hunting, animals and houses from the Stone Age and present these findings to the class.

Vocabulary:

research, sources, internet, reliable, subheadings, extract

How will this feed into my next learning:

The class will then study the Stone Age diet and how hunter-gatherers found food.

SEN:

Mixed ability groupings when completing the research to allow for peer support.

Component 2:

What we will know after this sequence:

What a historical source is and how our knowledge of the past comes from a range of sources.
The definition of the term artefact and how they provide us with evidence about the past.
How to explain what images show us about the Stone Age.
What the role of an archaeologist is.

Vocabulary:

sources, evidence, artefacts, archaeology, monuments

How will this feed into my next learning:

Pupils will then use the computers and iPads to research information about the Stone Age and present their findings to the class.

SEN:

Word mat with pictures to show key terms e.g. archaeologist

Component 1:

We should know:

That the Stone Age is a time period in History.

What we will know after this sequence:

How to discuss images and artefacts and come up with questions based on these.
To discuss what I know about the Stone Age based on what I can see in images.
The definition of the word 'prehistoric' and how that links to the Stone Age.
That the Stone Age occurred before the Romans and Vikings.
Why it is referred to as the Stone Age.

Vocabulary:

pre-history, Stone Age, prehistoric, timeline, culture

How will this feed into my next learning:

Children will then explore how we know about the Stone Age.

SEN:

Pre-teach key vocab and watch a YouTube video about the Stone Age.

