

History Medium Term Spring Year 3 Unit Skara Brae

Substantive concept: Civilisations

Disciplinary concept: Change and continuity

Enquiry Question: How did life change for people during the Stone Age?

Prior Learning Knowledge	Prior Learning Skills	Prior Knowledge Vocabulary	Reading Links	
<p>EYFS and KS1- settlements and civilisations, GFOL – rows of houses, local bakery, fire station, firemen etc What lessons have we learnt from the Great Fire of London? Year 3- vocabulary relating to chronology e.g. BC, BCE, AD, CE</p>	<p>Make simple observations about different people, events, beliefs and communities Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. what was different..?’ Identify some of the basic ways the past can be represented e.g. through pictures Recognise that their own lives are similar/different from the lives of people in the past Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago Demonstrate simple historical concepts and events through speaking, role-play, and picture stories Retell simple stories about people and events from the past Use historical concepts such as now/then and same/different when making simple connections and noting contrasts Ask and answer questions about the past through observing, handling and using a range of sources</p>	<p>sources, a long time ago, BC, AD, BCE, CE</p>	<p>Secret of the Stones by Tony Bradman</p> <p>Suggested Resources: thinkinghistory.co.uk Skara Brae resources (all included in folder) BBC Teach – What was life like in the in the Mesolithic (Middle) Stone Age? https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-middle-stone-age-animation/zvkg92p BBC Teach – What was life like in the in the Neolithic (The New Stone Age)? https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-new-stone-age-animation/zjh2t39</p>	
Year 3 Essential end point knowledge (substantive)	Year 3 Disciplinary Knowledge: (Working, Talking, Writing like a Historian)	Equality Diversity & Justice	Vocabulary	Writing opportunities
<p>NC: Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> Stone Age in Britain in a chronological framework- link to previous study where does it fit in? Changes across the Stone Age - the move from hunter-gatherer to farming (Don't forget to look at what has continued too) Skara Brae Technological improvements 	<ul style="list-style-type: none"> Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. ‘How did..?’ ‘Why were..?’ ‘What was important..?’ Recognise that different versions of past events may exist. Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time Explore main events, situations, changes and links within (and across) different periods e.g. differences/similarities between clothes, food, buildings or transport. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms like Ancient Britain, settlement, and vocabulary linked to chronology Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind. Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient BC, AD, CE, BCE etc. 		<p>settlement, civilization Neolithic village Skara Brae decade, century, ancient, agriculture Stonehenge, prehistoric, technology.</p>	<p>Post its Writing hypotheses Providing evidence</p>

Substantive concept: Enquiry Question:		Disciplinary concept:		
Learning objective	Essential knowledge end point and Disciplinary Knowledge: (Working, Talking, Writing like a Historian)	Activities		
Lesson 1- What did they find at Skara Brae and what could this tell us about Stone Age Life? (<i>artefact session</i>)	Essential end point knowledge (substantive): Where Skara Brae is and when it was found What was found at Skara brae Disciplinary Knowledge: (Working, Talking, Writing like a Historian): <ul style="list-style-type: none"> Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence Recognise how sources of evidence are used to make historical claims. Ask questions such as, ‘What might this tell us about..?’ 	1. A dramatic discovery and asking questions Tell the brief but dramatic story of the site being uncovered in a storm in 1850 (in introduction for teachers doc)– there’s little detail but you can conjure up a storm, lots of rain and a strong, strong wind, everyone stayed indoors, feared their roofs would blow off, then in the morning when the storm had died away they ventured outside – and where there was a beach suddenly there were ... what looked like stone houses! [see beginning of Powerpoint sequence for an aerial view of the site] Explain where this took place – Skara Brae in Orkney – you’ll probably want to use a map to show Orkney in relation to where we are. Now encourage children to ask questions about the site – asking questions is a central historical skill. Hopefully one of the questions will be ‘what did they find?’ which allows you to move onto the next stage! Reveal artefacts - artefact session – scaffolded then more independent. Now get children to describe the objects carefully and to ask questions about these objects – What are they? What are they made from? How old are they? Where were they found? Who might have lived there? Annotate images. Use book talk prompts (included in resources) Discuss the artefacts found at Scara Brae. What can they infer from the artefacts found? This could be recorded using artefact mats in groups for the floor book?		
Lesson 2- To use sources to address historically valid questions about the Stone Age	Essential end point knowledge (substantive): Changes across the Stone Age - the move from hunter-gatherer to farming (Don’t forget to look at what has continued too) Skara Brae Disciplinary Knowledge: (Working, Talking, Writing like a Historian): <ul style="list-style-type: none"> Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. ‘How did..?’ ‘Why were..?’ ‘What was important..?’ Recognise that different versions of past events may exist. Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind. 	How can we use these finds as evidence to answer questions? The next possible step could be tackled in several ways, depending on how demanding you wish to make it. We have provided a range of evidence from the site on sheets 5-9. You could either: a) ask children to choose, say, 3 of the questions they asked earlier and use the evidence to find answers. To do this they could write out the questions, then add the evidence underneath that helps to answer the question, then write out their answer – a kind of evidence sandwich! b) give children one or more of the questions, perhaps dividing the questions amongst groups in the class and ask them to see what answers they can come up with from the evidence – again creating an ‘evidence sandwich’ as above. c) Give students a set of statements (i.e. the answers!) and ask them to find evidence that shows the statements are either true or might be true. This will stimulate thinking about whether we can know everything about the past for certain. Possible statements would be: The people at Skara Brae used stone and flint tools The people made bowls and other containers from pottery They ate meat and shellfish They tried to make their homes as comfortable as possible The people used the stone balls in religious ceremonies [See PowerPoint sequence for an illustration of this] They used animal bones as tools and to wear as decorations Whichever route you take it may help children if you cut up the source sheets so they can place the individual items of evidence alongside the questions or statements they relate to. Example of how this might look in		

		<p>books is included in resources (Please note the example is from a year 5 class). Support: scribed and then questioned with prompts to gather more info</p>
<p>Lesson 3 and 4- When did people live at Skara Brae? (Chronology)</p>	<p>Essential end point knowledge (substantive): Stone Age in Britain in a chronological framework- link to previous study where does it fit in? Changes across the Stone Age - the move from hunter-gatherer to farming (Don't forget to look at what has continued too) Stone Age in Britain in a chronological framework- link to previous study where does it fit in?</p> <p>Disciplinary Knowledge: (Working, Talking, Writing like a Historian):</p> <ul style="list-style-type: none"> • Explore main events, situations, changes and links within (and across) different periods e.g. The move from hunter gatherer to farming. • Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time • Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind. • Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient BC, AD, CE, BCE etc. 	<p>When did people live at Skara Brae? One of the questions that will hopefully have been asked is 'How old are they?' and it's important to help children place Skara Brae in time, even if it's a very rough sense of being before the Romans and other people they have heard of and inhabited at the same time as Stonehenge was being used (Stonehenge activity ?). Timeline activities which give a sense of duration will be most helpful – for suggestions for teaching the chronology of prehistory see: http://www.thinkinghistory.co.uk/ActivityBase/ChronologyOfPrehistory.html In this case the starting point is the nature of the objects you've looked at so far – what are they made of? If you had to choose when they belong to would you choose the Stone, Bronze or Iron Age – and why? By way of a solution you could refer to scientific tests [radio-carbon dating] showing the objects come from the Stone Age to support the fact they're made from stone! You could fit in the making of ancient stone age tools in this lesson? BC: Before Christ/ BCE: Before Common Era AD: Anno Domini (In the year of our Lord)/ CE: Common Era Timeline Do this practically? (potty timeline article in resources) and take photos creating a class timeline. Place all prior learning events and time periods onto the timeline first including significant people studied. Creating a timeline (1 sheet = 100 years?), misconceptions can be addressed over intervals between eras and there can also be discussions over how there is a more gradual process of change than perhaps they have previously understood.</p>
<p>Lesson 5- How did life change for the people during the Stone Age? (communicate findings)</p>	<p>Essential end point knowledge (substantive): Changes across the Stone Age - the move from hunter-gatherer to farming (Don't forget to look at what has continued too)</p> <p>Disciplinary Knowledge: (Working, Talking, Writing like a Historian):</p> <ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms like Ancient Britain, settlement, and vocabulary linked to chronology • Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind. 	<p>This is the children's chance to answer the enquiry question based on what they have learnt across the unit. Here are some ideas but feel free to come up with your own:</p> <ul style="list-style-type: none"> • Create a Stone Age News report in pairs- write and 'broadcast' a short news report on the big change from hunter/gatherer to farming. Thses could be recorded and QR codes made in the floor book or presented to the rest of the class? • Children could construct their own timeline showing key changes e.g. hunter/gatherer lifestyle- first farming settlements- domestication of animals. They could add captions to the timeline explaining why farming was a turning point. • A compare and contrast poster (what life was like as hunter/gatherers and what farming life was like) It could include sub headings such as: food, shelter, tools, settlements. • Role play a debate: 2 groups- hunter/gatherers vs farmers- children work in pairs to prepare arguments for why their way of life was better- after the debate children could be asked to reflect in writing? • Create a Stone Age Museum exhibition- create artefacts (drawings, models of tools, homes, crops etc.) with captions to explain their significance. Children could invite another class to their exhibition and show them around explaining how things changed?