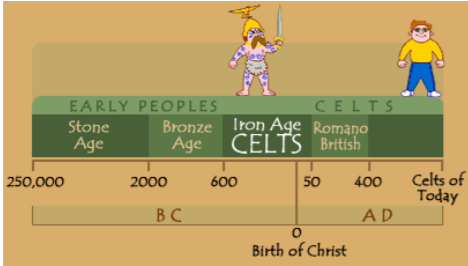


# History

## Knowledge, Skills and Progression

### LKS2: Stone Age



Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Vocabulary
<p><b>Place the Stone Age (Old, Middle, New) on a timeline including great civilisations and European and world events</b></p> <p>Pupils locate Palaeolithic, Mesolithic and Neolithic ages within the Stone Age and know the main events/progressions (hunter gatherer to farmer) of each time.</p> 	<p>Pupils <b>understand</b> that Britain was once covered in ice. They <b>know</b> that the earliest settlers were hunter-gatherers and lived in caves. Pupils can <b>make deductions about lifestyle</b> of Stone Age man from images: slow reveal of mystery objects from Star Carr. Pupils in pairs <b>speculate</b> as to what it is/could be.</p> <p>They can <b>give at least 2 reasons</b> to suggest Stone Age man was interested in art and ceremonials. They <b>make deductions</b> about lifestyles from artist's illustration.</p> <p>Pupils can <b>locate</b> the move to farming <b>on a simple timeline</b>. Using the Spectrum technique pupils place given cards on appropriate place on the spectrum from: BIG change, little change, same as before</p> <p>They <b>know</b> that hunter gatherers were living alongside early farmers about 5,000 years ago. They can <b>explain the impact</b> of farming esp. taming wild animals, growing wheat etc.</p> <p><b>Y4</b> pupils can talk about <b>relative significance of changes</b> as well as continuities and can use precise language to describe periods of time e.g. Neolithic.</p> <p>Pupils grasp that discovery of Skara Brae was quite recent and that changed our view of early communities about 10,000 years ago. Pupils can <b>make deductions</b> about way of life by <b>studying evidence</b> of buildings left behind</p>	<p>Was Stone Age man simply a hunter and gatherer, concerned only with survival?  <i>Concepts: Similarity and difference/change/ Covers Old and Middle Stone Age.</i>  <i>Focus on hunter-gatherer lifestyle. Case study Star Carr for evidence</i></p> <p>How different was life in the Stone Age when man started to farm?  <i>Concepts: similarity and difference</i>  <i>Content: Focus on New Stone Age taming wild animals, growing wheat and barley/use of oxen/ need for flint tools/clearing forests for farming/use of pottery</i></p> <p>What can we learn about life in the Stone Age from a study of Skara Brae?  <i>Enquiry based on images of the remains of buildings</i></p>	<p>Stone Age, Palaeolithic, Mesolithic, Neolithic, cave paintings, ice age, hunter gatherer, nomadic, woolly mammoth, jewellery, Skara Brae, farming, farmers, agriculture, domesticated, taming, crops, cattle, wattle, duab, thatch, reeds</p>

- Learning outcomes**  
**All children should be able to**
- **Explain that the term Stone Age** covers an enormous period of time and know when it is located in time
  - **Explain** what the view of Stone Age man used to be: spending all day simply hunting and gathering;
  - **Demonstrate understanding** of four key pieces of evidence to show Stone Age man was not primitive: making and using tools, fashioned from flint and wood; proper burials; hunting ceremonies; organised way of life;
  - **Make simple deductions** about life style based on evidence
  - **Identify BIG changes** that came in the New Stone Age (Neolithic period);
  - Know that hunter and gatherers were living alongside early farmers about 5,000 years ago;
  - **Explain the impact of farming** esp. taming wild animals, growing wheat etc
  - **Locate Skara Brae on a timeline** and the emergence of farming and make deductions about way of life by **studying evidence** of buildings left behind
  - **Y4 pupils can talk about relative significance of changes** as well as continuities and can use precise language to describe periods of time e.g. Neolithic.
  - **Y4 use evidence from life in Skara Brae to reach their own conclusions**

- Extending more able through challenges:**
- Pupils explore and explain the relative significance of changes as well as continuities and can use precise language to describe periods of time e.g. Neolithic independently
  - Reach own conclusions about evidence found at Skara Brae independently.
- How those with SEND are Supported:**
- Scaffolded tasks – use of knowledge organisers, sentence openers and word banks to enable children to access tasks alongside their peers
  - Collaborative activities to support peer-learning and inclusion eg working with a partner to speculate what mystery objects are in slow reveal activity
  - Use of visuals, film, drama to support contextual understanding
  - Streamlined, differentiated and personalised task to ensure learning is focused on objective rather than task design eg using less events in the spectrum activity
  - TA support used to question and develop children's conceptual understanding of concepts and encourage independence
  - Use of low threshold-high ceiling tasks to support inclusion