

<p>Theme read: The First Drawing by Mordicai Gerstein The Cave Painter of Lascaux The Secret Cave, discovering Lascaux, Emily Arnold McCully</p>	<p>Year 3 (autumn): Enquiry Question What were early humans trying to say through their art?</p> <p>Key driver: creativity Key skills: I can describe how evidence is used to make historical claims (includes evaluation) Year Enquiry: How does humankind leave its mark on the world? Topics:</p>	<p>Resources Ashmolean artefacts Clip about the discovery of Lascaux Cave Art 101 – National Geographic 15 of the most amazing cave paintings France creates replica Chauvet cave for spectacular prehistoric art – Newsnight Teachinghistory100.org British Museum website National Trust Website – White Horse English Heritage website</p>
<p>Key Vocabulary: Neolithic, permanent, semi-nomadic, megalithic, weaving, pottery, painting, sculpture, geometric, functional, stone-age, bison, mammoth, paleolithic, ochre, charcoal</p>		<p>Pupil Pledge Visit to Ashmolean - pupils handle original artefacts and materials – they develop an understanding that objects can give us an understanding of the past Visit to White Horse Hill showing the history from Neolithic times (burial chambers) to Iron Age (hill fort) and the Bronze Age</p>

<p>Launch -</p> <p>How do we know about Neolithic people and the Stone Age?</p> <p>WALT: Identify when cave paintings were made</p> <p>Project the Lascaux on the wall to feel like they are in a cave discovering the painting like the children who did.</p> <p>Read The Secret Cave – the story of how the Lascaux caves</p>	<p>Lesson 2</p> <p>What is the Stone Age?</p> <p>WALT: identify the key characteristics of the 3 periods of the Stone Age</p> <p>Breakdown this time period into its 3 periods: Paleolithic, Mesozoic and Neolithic, identifying the key features of each time and what changed between them. Try to build understanding that this time period was over 3 million years long. Emphasize that we will be</p>	<p>Lesson 3</p> <p>What were Stone Age homes like?</p> <p>WALT: identify key features of a Stone Age home</p> <p>Show early stone age (Paleolithic homes ie. Caves) explain this being the very beginning of the stone age. Neolithic times came at the end of the stone age and by this time they lived in Long Houses. Spend lesson analysing</p>	<p>Lesson 4</p> <p>What else did the Neolithic people create other than cave paintings?</p> <p>WALT: Identify creative forms of expression in the Stone Age</p> <p>Cave paintings are undoubtedly artistic and creative, but what else did the Stone Age people create? Handmade spearheads and flints show some of the earliest human creativity. How were these created? (This use</p>	<p>POP Quiz - short quiz of key ideas learned so far, including questions related to the key skill</p> <p>Who were Neolithic people and what was a day in the Late Stone Age like?</p> <p>WALT: identify the key aspects of Neolithic life</p> <p>https://www.bbc.co.uk/teach/class-clips-video/history-ks2-stone-</p>
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<p>were discovered, by children walking their dog</p> <p>Introduce who and what archeologists, have a mini-excavation site set up outside or in boxes indoors with SA artefacts for chn to uncover using paint brushes.</p> <p>Outcome: Chn to then write what the objects may have been used for, what they were made from and when it would have been used. Encourage chn to write in full sentence answers and explain why using the conjunction because to justify their opinions and predictions.</p>	<p>focusing on the later period of the Stone Age, Neolithic times.</p> <p>Outcome: timeline of stone age and make inferences on why certain changes happened.</p> <p>Timelining could be done whole class then chn could draw a picture of each period then complete sentence stems such as:</p> <p>The early Stone Age was called ... People at this time ...</p> <p>The middle Stone Age was called... People at this time ...</p> <p>The late Stone Age was called ... People at this time ...</p>	<p>the elements of their homes and community, focusing on Neolithic homes and communities.</p> <p>Outcome: draw and labelled stone age house with relevant features, trying to use descriptive phrases (a fire to keep warm and cook food, mud brick which was easy to find and make, 1-2 rooms inside)</p>	<p>of stone to make tools etc is why it's called the Stone Age!)</p> <p>Chn will understand that creativity extended to the Stone Age people having to make everything which included their tools</p> <p>Outcome: analyse various tools and identify why they were designed for a specific task</p>	<p>age-farming-and-homes/z479wty</p> <p>Outcome: comparison chart identifying and explaining the roles of different people in the community (child, woman, man)</p>
<p>Lesson 6</p> <p>WALT: Understand the implications of a more settled existence</p> <p>More settled existence came about by farming and adornment of objects and environment became more important: pottery, jewellery. They will develop an awareness of progression of history from a hunter-gatherer existence to early farmers</p>	<p>Lesson 7</p> <p>Wayland's Smithy</p> <p>WALT: collect significant information from sources</p> <p>Theme read on Wayland Smithy or other late stone age settlement.</p> <p>https://www.youtube.com/watch?v=opog2v0o05k#action=share</p> <p>Outcome: chn to work in mixed ability pairs to complete a simple</p>	<p>Lesson 8</p> <p>Wayland's Smithy</p> <p>WALT: recreate parts of a Neolithic settlement</p> <p>Introduce other settlements such as Skara Brae. How are they the same and different?</p> <p>Outcome: chn to create a part of a Neolithic settlement with a written explanation of its features and importance</p>	<p>Lesson 9</p> <p>Continue time to complete artefacts and written aspect then present them to each other or another class.</p>	<p>Celebration</p> <p>Linking lesson to next unit of Bronze and Iron Age</p> <p>The White Horse, Uffington – A masterpiece of minimalist art?</p> <p>WALT: Ask questions about why something was created</p> <p>Outcome: Looking at the White Horse will</p>

<p>How are farmers different from hunter gatherers?</p> <p>Outcome:</p>	<p>visitors guide to Wayland's Smithy including key features and facts.</p>	<ul style="list-style-type: none"> • Could include making a home, farming tool, clothing, spear, etc 		<p>give them a local context to what is going on at this time. Chn will examine why and how this was created. Chn will understand that this is probably a tribal symbol , territorial marker or fertility made in the Bronze Age. Chn will develop an awareness of progression of history from hunter-gatherer to early farmers to this time the Bronze Age</p>
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<p>Content: What will we learn? What are the core concepts? Cave paintings – caves are sacred places a bit like a church today (17,000 years old) advanced people</p> <p>When humans stopped being nomadic, they started to make art and decorated their homes</p>	<p>Coherence: How does this link to previous learning? This is the beginning of the history chronology taught at KS2</p>	<p>Creativity: How will we show we understand in multiple ways? Create some cave paintings</p>	<p>Compassion: What opportunities are there to teach compassion? By studying the Stone Age chn will be able to compare our lives to those of the Stone Age and will develop an understanding that their lives were not easy and despite this, they created amazing things.</p>	<p>Community: What links are there to local resources? White Horse at Uffington Ashmolean Museum</p>
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WALT: Interpret why cave paintings were made

Different animals roamed the earth woolly rhinos, mammoths etc – these are represented on the cave walls, using charcoal and red ochre

Outcome: Chn will understand how sophisticated these images by early people were – caves were sacred places, what were the purposes of the cave paintings – were they hunting messages? What media did they use to create these images?

WALT: Understand the importance of non-verbal historical sources

What can we learn from these cave paintings?

They provide an illustration from that time and show us what animals roamed around the world (lions, lynx, bison, horses, hares, wild cows, bears etc)(some are now extinct), what the weather was like, what activities people did, they tell stories from past times, hunting, socialising, rituals – painting is another way of keeping a diary – show strong spiritual and intellectual aspect to the people

Outcome: Chn will understand how we can write a historical narrative based on the sources

WALT: Explore what purposes different creations had

Portable art – art that can be carried – horse engraved on a bone – engravings as well as paintings found on cave walls – however small engravings on bones – bone deliberately carved, seems to have been handled a lot, was it to record something the hunter had seen? or handled just before a hunt to bring good luck? Portable sculptures include female figurines, animals, composite figures, tools, plaques and pendants made from stone, clay, bone and antler – wolverine bone pendant

Outcome: Chn will learn about other creations – and how we have found them and understand more about the sources of our knowledge