

Y3 – Stone Age to Iron Age - How did daily life in Britain change from the Stone Age to the Iron Age?

Lesson 4

Lesson	4 of 11	National Curriculum links	Key lesson question	How did the search for food change in the Neolithic?
Learning objective	<p>I can describe how food gathering changed when farming began.</p>			
	<p>NC KS2: Children will:</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge of British and local history • understand that our knowledge of the past is constructed from a range of sources • be taught about the changes in Britain from the Stone Age to the Iron Age 			
	<p>Resources</p> <ul style="list-style-type: none"> • lesson presentation (PPT) • practical activity ideas and neolithic bread recipe • additional challenge – included in the PPT • activity worksheets • teacher guide 			

Teaching input

- **Historical skills** – Review the ‘key historical skills’ and ‘supporting enquiry skills’ the children will use in this lesson, highlighted on the slide.
- **How did daily life change in Britain from the Stone Age to the Iron Age?** – The following two slides show the lesson questions the children will answer in this unit. The current lesson's question is highlighted on the slide.
- **Key vocabulary for this lesson** – Go through the key vocabulary for this lesson and their definitions. Have any of the children heard these words before? Did they already know their meanings?
- **Change and continuity** – Introduce Gale. Choose a child to read what Gale says about the key historical skill, ‘Change and continuity’. Make links to the axes used in the Stone Age and present day to help the children understand the concept.
- **Let’s discuss** – Read through the information on the following four slides. The children are to discuss the question on the slide with their learning partners, in groups or as a class. There are sentence starters to help them. Take feedback from the class. Answers are displayed on the following slide.
- **Timeline** – Read through the information on the slide.
- **The Neolithic Period** – Introduce Bran. Read through the information on these two slides about the Neolithic period and changes in lifestyle.
- **Word detective** – Read through the information on the slide.
- **Harvesting** – Read through the information on these two slides about harvesting crops and the food that can be made from them.
- **How did animals help make lives easier in the Neolithic?** – Read the information that Bran shares about keeping animals and what they can be used for.
- **Word detective** – Read through the information on the slide. Children can use the sentence starters on the slide to discuss and answer the question with their learning partner.
- **Harvesting the crops** – Read through the information on the slides.
- **How did animals help make lives easier in the Neolithic?** – Read through the information on the slide.
- **Word detective** – Read through the information on the slide.
- **Activity** – The children will act out different parts of life in each of the stages of the Stone Age. Encourage pupils to watch each other and see if they can spot whether this is a change in lifestyle or a continuity. An activity planning grid worksheet is available along with teacher guidance.
- **Challenge** – The children are to discuss the question on the slide with their learning partners, in groups or as a class. Sentence starters are displayed on the slide to help them. Take feedback from the class before the answers are revealed on the following slide.

Main activity	Challenge
<p>Split the class into small groups and give each group a category, ‘What food did they eat?’ ‘Where did they live?’ ‘Who did they live with?’ and ‘How did they stay warm?’</p> <p>Once in their groups, the children will need to think of three small movements (or freeze frames) to show each part of the Stone Age (Palaeolithic, Mesolithic, Neolithic). They can record their ideas on their activity planning grid, before acting them out.</p> <p>When the children are confident in their small movements, the rest of the class can watch them and decide whether this is a change or a continuity. There is a teacher guide to this activity to help if children are unsure of what movements to do.</p>	<p>Why do you think the Neolithic people worked so hard to farm the land?</p> <p>Why were the animals and crops so important to them?</p>

Cumulative quiz questions	Self-assessment	Key vocabulary
<p>10. What was the main change from the Mesolithic to the Neolithic?</p> <p>11. People in the Neolithic stayed in one place. True or false? Why?</p> <p>12. What word means that animals feel safe and at home with people?</p>	<ul style="list-style-type: none"> • I can understand that the introduction of farming was a big change. • I can explain how farming changed where people lived during the Neolithic period. • I can compare and contrast the daily life of a hunter-gatherer with the daily life of a Neolithic farmer. 	<p>crops – plants that people grow to eat or make things with</p>