

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

Lesson 2

Lesson	2 of 11	National Curriculum links	Key lesson question	What changed from the Palaeolithic to the Mesolithic?
Learning objective	<p>I can explain what changed from the Palaeolithic to the Mesolithic.</p>		Resources	<ul style="list-style-type: none"> • lesson presentation (PPT) • practical activity ideas • additional challenge – included in the PPT • activity worksheets
		<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 		

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’.
- **What do artefacts tell archaeologists about life in the late Palaeolithic?** – Read through the information on the slide.
- **Timeline** – Read through the information on the slide.
- **Let’s discuss** – Read through the information on the slide. 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 before the answers are revealed on the following slide.
- **Life in the Mesolithic** – Read through the information on the slides.
- **Doggerland** – Read through the information on the slide that Fisher gives about Doggerland. Make links to children’s prior knowledge in geography.
- **Activity** – The children are to compare the Palaeolithic and Mesolithic, thinking about what has changed and what has continued. An adapted activity worksheet is available in the lesson resources.
- **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.

Main activity	Challenge
Children need to consider how daily life changed or continued during the Palaeolithic and Mesolithic. Children will look at what people wore, how they got food, where they lived, who they lived with and what tools they used and write their answers in the boxes. For children who need extra support, there is a cut and stick version of this activity.	Would you have preferred to have lived in the Palaeolithic or Mesolithic times?

Cumulative quiz questions	Self-assessment	Key vocabulary
<p>4. How did people in the Palaeolithic and Mesolithic get their food?</p> <p>5. What were Mesolithic tools made from?</p> <p>6. Why did Palaeolithic people and Mesolithic people hunt different animals?</p>	<ul style="list-style-type: none"> • I can explain how life changed from the Palaeolithic to the Mesolithic period. • I can use evidence, such as tools and jewellery, to describe the differences between the two periods. • I can identify the types of tools and jewellery used in the Palaeolithic and Mesolithic periods. 	<p>tool – something you hold to help you do something</p> <hr/> <p>artefact – something made by humans in the past</p> <p>archaeologist – a skilled person who gathers information to tell others about ancient (very old) times</p>