



What was life like in the Palaeolithic and Mesolithic?

History – Y3 – Lesson 3



Historical Skill:

Evidence and Interpretation

Resources

- Sources Worksheet (HA, MA, LA)
- Challenge sheets (HA, MA, LA)
- PPT

Teaching Input

- **What was life like in the Palaeolithic and Mesolithic?** - Go through the key questions we will answer for this lesson and the historical skills children will use to answer these questions.
- **Key vocabulary for this lesson** - Introduce the key vocabulary for this lesson. Have any of the children heard these words before?
- **Recap quiz** - Assess learning by asking the children to answer the questions on the following slides. The answers are revealed in the following slides.
- **Wild animals in the Palaeolithic** - Read the slide, explain the abstract concept of migration and link it to other topics the children have been taught.
- **Wild animals in the Mesolithic** - Read the slide, and explain the meaning of extinction. Explain that these extinctions could have been due to climate change, change in landscape or hunting.
- **Hunting in the Palaeolithic and Mesolithic** - Read through the slide explaining that humans still hunted animals for food despite the differences in animals that lived in the two eras. Explain that people hunted animals for many different reasons, and the hunted animals would be used in many different ways.
- **Let's discuss!** - Children to list three things hunters could make from the body parts of a hunted mammoth. Children could discuss with learning partners or in groups before sharing their answers with the class. The answers are revealed on the following slide.
- **Can you spot any food sources in the Palaeolithic scene below?** - Children to analyse the Palaeolithic scene and pick out the food sources. The key answers are displayed on the following slide.
- **Can you spot any food sources in the Mesolithic scene below?** - Children to analyse the Mesolithic scene and pick out the food sources. The key answers are displayed on the following slide.
- **Did their food only come from land animals?** - Explain that both the Palaeolithic and Mesolithic did not just hunt animals.
- **How do archaeologists know these animals existed?** - Introduce Marcel. Choose a child to be Marcel and get him to read his story. Explain that this is a true story, and Marcel made a significant historical discovery.
- **Historical skill** - Explain that we will be using the historical skills of evidence and interpretation to explore and study the artefacts presented on the following slides.
- **Cave art** - Show the cave art and explain that this is over 13,000 years old and would have been made in the Palaeolithic.
- **Activity 1** - Introduce the first activity, which has been differentiated in three ways.
- **Remains of different creatures** - Show the picture of the excavated bones. Don't let the children guess the animal as this will be part of their activity. The animal is a mammoth.
- **Activity 2** - Introduce the second activity, which has been differentiated in three ways.
- **Challenge** - Explain why Professor Know-it-all is wrong - answers on the next slide.

LA:

Children use cave paintings to answer a closed procedure and multiple-choice question. Children name the parts of the mammoth using a keyword bank.

MA:

Children use cave paintings to answer the main question of what people ate at the time. Children label the main parts of an excavated Mammoth and explain how they know it is a mammoth.

HA:

Children use cave paintings to answer the questions. Children label the main parts of an excavated Mammoth and reason how the animal could have died using their previous knowledge.

Challenge:

Explain why Professor Know-it-all is wrong.

Self-Assessment:

I can use archaeological evidence to support my answers.

Assessment Questions:

How do we know Palaeolithic and Mesolithic people hunted?
What evidence is there to suggest this happened?
How did we find this evidence?

Key Vocabulary

remains – what is left over
preserve – keep an object safe from loss and further damage
excavation – digging up artefacts while recording them scientifically
migrate – to move to a different place