

Who lived in these islands in the earliest days and how did people's lives change over time?

Key (enquiry) questions	Learning objectives <i>Children should learn:</i>	Learning experiences/possible teaching activities	Learning outcomes <i>Children:</i>	Points to note. Concepts, vocabulary etc.
<p>Who were the first people to live in Britain? How, when & why did they come to be here?</p>	<ul style="list-style-type: none"> • That once the land was 'empty' of people • To relate their own experience to the concept of movement of people • To develop a sense of the very long period of time that this unit covers 	<p>Maps of Britain linked to Europe and Britain today.</p>	<ul style="list-style-type: none"> • Recognise that people have always moved & for a variety of reasons. • Understand that 'humankind' goes back a long way • Develop a sense of 'time' and 'past' 	<p>Ice Ages Pre-history (needs defining) Time, past Migration & following the 'food' Evolutionary strands (?)</p>
<p>What would Britain have been like when they first arrived?</p>	<ul style="list-style-type: none"> • That geography influences the way people live • That the geography of Britain has changed over time 		<ul style="list-style-type: none"> • Understand that both landscape, biome and weather have changed over time • Understand that Britain has not always been a collection of islands 	<p>Land bridge with Europe (North Sea comes with end of Ice Age & rising sea levels) Animal & plant life Change Similarity and difference</p>
<p>How and where did they live? How did they keep warm? What did they eat?</p>	<ul style="list-style-type: none"> • To hypothesise about where and how they might have lived and what they might have eaten. • To deduce how they may have found shelter and kept warm. • To survey a range of evidence for lives of prehistoric people 		<ul style="list-style-type: none"> • Begin to appreciate the nature of historical enquiry and the role for historical/archaeological evidence • Learn the importance of asking historical questions. • Draw a range of conclusions from the available evidence 	<p>Hunters & hunting Gathering (berries, plants etc.) Basic needs Cave dwelling + early shelters Tools + weapons (flint + wood + antlers, bone)</p>
<p>How do we know? What evidence do we have?</p>	<ul style="list-style-type: none"> • To understand the role of archaeology and the importance of the 'dig' • To familiarises ourselves with the types and range of sources of evidence for the prehistoric period 	<p>Collaborative ('introduce me') activity: Matching artefacts to descriptions; classifying objects; sequencing selection of objects. (images and descriptions on BM website in powerpoint form)</p>	<ul style="list-style-type: none"> • Appreciate that by systematically retrieving and interpreting the evidence, we can make educated guesses about the distant past. • Learn how to draw tentative 	<p>Archaeology Artefacts Fossilised remains Forensic science e.g. soil samples Graves, grave goods & skeletal remains (+DNA) geology</p>

			conclusions from the available evidence	
What might their art be telling us?	<ul style="list-style-type: none"> To learn about the theories established by archaeologists & historians 		<ul style="list-style-type: none"> Understand that conclusions are tentative and based on different factors (e.g. knowledge of belief systems in the world today; artistic techniques and styles;) 	Beliefs & attitudes Ritual Skills Anthropology Sculpture, painting, jewellery & ornaments etc
When and how did people come to settle in permanent places?	<ul style="list-style-type: none"> that in time, people were able to manage the land and sustain farming in one place 		<ul style="list-style-type: none"> Understand the meaning of 'settlement' Appreciate the significance of farming and agriculture 	Clearing forests, early farming Fences & enclosures Early ploughs + other tools Domestication of animals Metal-working, clay-working Post holes + evidence for houses
How long before we have written evidence for life in Britain?	<ul style="list-style-type: none"> To understand the distinction between history and pre-history To develop a sense of chronology and of time passing 		<ul style="list-style-type: none"> understand that before the Romans, we have little or no written evidence for life in Britain gain an idea of the relative stretch of time (e.g. against the 2000 years since the Romans) 	Large numbers!! Iron Age and the coming of the Romans
What can we learn from the things they made and left behind?	<ul style="list-style-type: none"> About one or more important sites &/or artefacts and why they are significant 		<ul style="list-style-type: none"> Recognise why e.g. Stonehenge is a World Heritage site today 	Opportunity for a case study and/or fieldwork, museum visit etc. Tools, cave art, jewellery, pottery, monuments, burial mounds & graves
How did life change over the period we call the Stone, bronze and iron ages? Can we identify which were the turning points for how people lived in the distant past?	<ul style="list-style-type: none"> To select and record information about ways of life in the Stone, Bronze and Iron Ages To compare & contrast lifestyles over time and place To place the Stone, Bronze and Iron ages in a chronological framework 		<ul style="list-style-type: none"> Suggest similarities and differences between the lives of people at different stages in pre-history and/or in different areas of Britain. Locate on a timeline (or lines) the phases of development & points of change that they have identified 	The role of technology and scientific processes: fire, metal smelting; flint knapping, bone working & tool-making; domestication of crops & animals/farming Settlement; trade and communication; building techniques

