

Teaching notes and ideas

Name of resource:	The Stone Age
--------------------------	---------------

Age group(s)	Subject(s)
---------------------	-------------------

8 to 11	History
---------	---------

Topic	Language Level
--------------	-----------------------

The Stone Age	Beginner / intermediate
---------------	-------------------------

Description of resource

Resource pack comprising:

- ◆ Stone age [flashcards](#) for sorting activity
- ◆ Sorting grid with answers
- ◆ Comparing Paleolithic and Neolithic substitution table
- ◆ Two writing prompts: imagine you are a Paleolithic child and imagine you are a Neolithic child

Preparation needed

You will need:

- ◆ One set of flashcards for each pair or group of learners
- ◆ One sorting grid for each pair or group of learners
- ◆ One A3 copy of substitution table and one A4 copy for each learner or each pair of learners
- ◆ One A4 copy of the Paleolithic writing scaffold for each learner
- ◆ A4 copies of the Neolithic speaking / writing scaffold as required (for extension activity)

You will need to:

- ◆ Make flashcards from the PowerPoint.
- ◆ Photocopy substitution tables as required
- ◆ Photocopy the writing scaffolds and word bank as required

Curriculum objectives

- ◆ To learn basic information about the differences between the Paleolithic era (early Stone Age) and Neolithic era (late Stone Age)

Language/Literacy objectives

Functions	Structures
◆ Comparing	◆ Adverbial phrases: In the Paleolithic age... ◆ Conjunctions: but, and In the Paleolithic age they... but in the Neolithic age...
◆ Giving and justifying an opinion	◆ I think... because
◆ Describing	◆ Simple past tense: people lived, ate, wore, hunted etc. ◆ Present tense: I see, go, eat etc. ◆ Pronouns: they, I
◆ Asking and answering questions	◆ What do you see? I see... ◆ What do you do every day? I go, eat, help, watch...
Vocabulary	
Paleolithic, Neolithic, caves, cave paintings, fur, berries, hunted, woolly mammoths, wild boar, stone circles, burials, stone tools, metal tools, grew food, before, after	

This resource could be used:

- ◆ whole class
- ◆ as differentiation within class
- ◆ one to one or small group

Ideas for using the resource

What to do

Activity 1: What did they do in the Stone Age?

- ◆ The flashcards provide [visuals](#) for [introducing new vocabulary](#) needed for the different activities included in this resource. First use them to introduce the key vocabulary they will need to describe and compare the lives of Palaeolithic people and Neolithic people. This could be done in the [first language](#).
- ◆ The vocabulary could be reinforced through playing a pairs game (Pelmanism) with two sets of cards.
- ◆ The flashcards should then be used with the [graphic organiser](#) sorting grid to sort between those activities that occurred in the Paleolithic period and those that occurred in the Neolithic period.. Learners should work in groups of 2 – 3 to complete this task, explaining why they think each card should go in a particular column.
- ◆ Substitution table: The [substitution table](#) enables new to English learners to write complete sentences which they are able to understand.

Other ideas for making the best use of this resource

Activity 2: A day in the life of a Stone Age child

- ◆ Begin with a [hotseating](#) activity to explore what it would be like to be a child in the Paleolithic era. One learner plays the role of a stone age child and the others ask questions: What do you see? What do you do every day? What do your parents do? Learners then work in pairs to draw a picture which they annotate with key vocabulary and phrases. They then individually complete the writing prompt sheet, writing or drawing key vocabulary and notes in each of the three columns.
- ◆ In pairs, they tell each other about their day, asking and answering questions using the writing prompt to scaffold their speaking. After this oral rehearsal, learners could write the diary of a stone age child, using the writing prompt to [scaffold](#) their writing.

Possible extension activities

- ◆ Learners could work in groups to develop a [role play](#) about the life of a child in the Neolithic era, using the Neolithic child writing prompt as a scaffold.
- ◆ Learners could discuss and write about whether they would prefer to live in Paleolithic or Neolithic times, and how they compare to the present day.