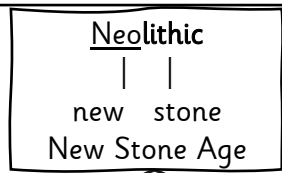


How did people farm in Neolithic times?



permanent homes

small huts
thatched roof

simple tools

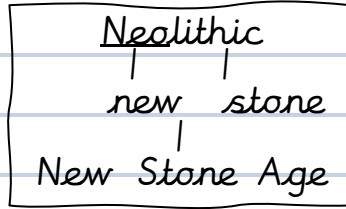
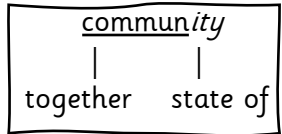


axe, dibber and hoe

crops farming

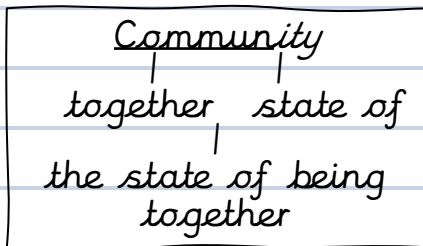


domesticated animals

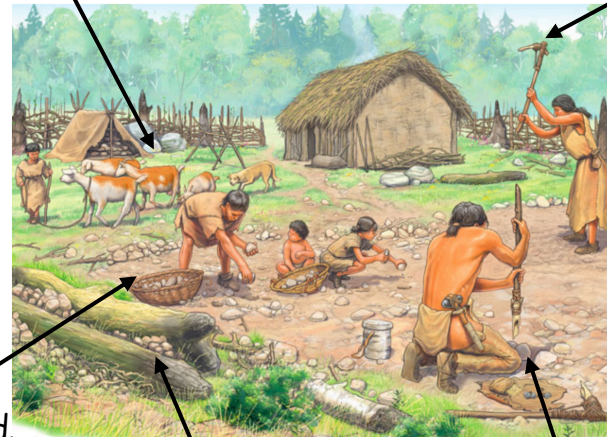


I think these words are linked because people in Mesolithic times had temporary homes.

People in Neolithic times had permanent homes. This made them more of a community.



Animals were domesticated. It means 'belonging to the house.' It's a Latin word.



This is a hoe made from an antler.

Neolithic people shaped hard stones called flint to make tools. This is called flint knapping.

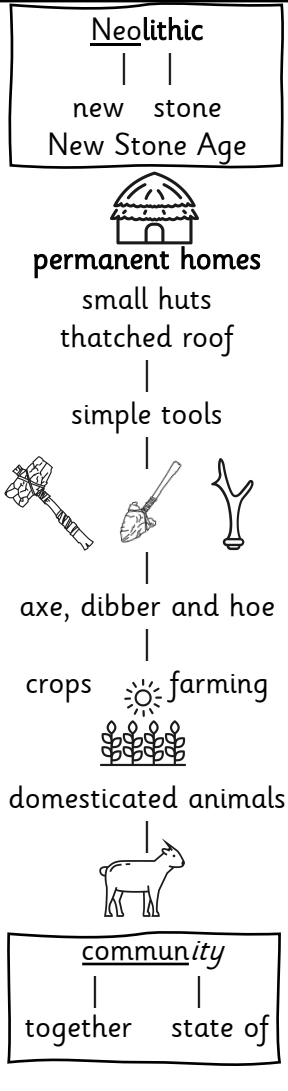
Stones were gathered and used for tools.

Burnt stumps show how land was burnt and cleared.

The seed dibber and axe were simple tools. Neolithic people made them to help farming easier and quicker.

I saw the author of this book showing us how how Neolithic people may have tried to make a hoe. I think Neolithic people were clever to survive and solve problems. I think life was hard in the Late Stone Age. I wonder if tools made it easier?

How did people farm in Neolithic times?



These are knowledge notes (I write these for all sequences of learning for Y1-Y6 science, history and geography).

They provide the essential content and explicit vocabulary for the lesson.

A question provokes enquiry, but children do not discover the answer or self-research when new to the content.

Cognitive Load Theory.

They are taught the content needed to answer and elaborate upon it.

Knowledge notes reduce the **split-attention affect** - where sources of information are spread across too many places.

These can be positioned on the right for left-handed pupils, but you can leave it alone if you are happy with it.

Explicit vocabulary instruction directly focuses on the language children will need for this lesson.



Image prompts help children apply what you have taught them in the introduction of the lesson using worked examples.

Suggested teaching sequence – 2 hours

1. Quick retrieval of previous lesson and vocabulary.
2. Introduce question and vocabulary through knowledge notes.
3. Use artefacts or images to provoke connections with knowledge note.
4. Directly teach children new vocabulary through DEFINING and LINKING words.
5. Model how to USE new words in context.
6. Model use of eavesdrop connecting with vocabulary.
7. Knowledge notes and images are stuck in books to give structure.
8. If you have an iPad or internet enabled device pupils can use eavesdrop – or use class screen.
9. Pupils record using vocabulary - spoken (Showbie) and written in their books.
10. Return to original question and ask children how they would now answer it - using what they know.