

<b>Topic:</b> Prehistory, the fight for survival. Introduction	<b>SUBJECT OWN SKILLS:</b> Pupils will be able... • to place events and changes about Prehistory into correct periods of time		
<b>Subject:</b> Coneixement del Medi Natural, Social i Cultural	<b>TRANSFERABLE SKILLS:</b> <b>Communicative skills:</b> Pupils will be able... • to ask and answer questions, and to select and record information relevant to the focus of the enquiry. • to select from their knowledge and communicate it in a variety of ways [for example, talking, writing...].		
<b>Level:</b> 5è CS	<b>Methodological skills:</b> Pupils will be able... • to develop strategies to understand the contents, taking into account it's the first time they learn a subject using English as a learning language.		
<b>Timing:</b> 2 sessions	<b>Personal skills:</b> Pupils will be able... • to apply previous knowledge and skills.		
<b>Aims:</b> To understand and explain when the Prehistory was (basic division and chronology)			
<b>TEACHING OBJECTIVES</b>	<b>LEARNING OUTCOMES</b>	<b>COMUNICATION</b>	<b>CULTURE/CITIZENSHIP</b>
<b>A.CONTENT</b>	<b>A.CONTENT</b>	<b>■ Language of learning</b> - Key vocabulary: <i>before, after, invention of writing, Christ's birth, BC (Before Christ), AD (Anno Domini), Prehistory, Palaeolithic, Neolithic, Metal Ages, metal tools, agriculture, before, after, invention of writing</i> <b>■ Language for learning</b> - placing historical periods: ... was before.... .... was after .... ..... lasted..... - enquiring and explaining about events in Prehistory: When did ..... start / begin / finish? ..... started / began / finished in .... <b>■ Language through learning</b> Sentences and words that come across throughout the lessons	Pupils will be able to... - realise how old the human race's history is. - appreciate better English as a learning language. - realise the need of being observant in class.
To introduce... - the concept of chronology in Prehistory and the use of tools to organise events chronologically.	Pupils will be able to... - understand the Prehistory and his periods - memorise key vocabulary		
<b>B.COGNITION</b>	<b>B.COGNITION</b>		
To offer opportunities for pupils to... - apply new understood concepts - synthesize knowledge (by explaining when the Prehistory was)	Pupils will be able to... - Apply memorised key vocabulary in different contexts - Locate and explain the basic periods in Prehistory using a time line.		
<b>ASSESSMENT CRITERIA:</b> Pupils should be able to place Prehistory, its periods and related events in chronological order, using a time line.			

<b>Topic:</b> Prehistory, the fight for survival	<b>SUBJECT OWN SKILLS:</b> Pupils will be able... <ul style="list-style-type: none"> <li>• to describe and appreciate the technological advances that made possible the human beings' survival.</li> </ul>		
<b>Subject:</b> Coneixement del Medi Natural, Social i Cultural	<b>TRANSFERABLE SKILLS:</b> <b>Communicative skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>• to ask and answer questions, and to select and record information relevant to the focus of the enquiry.</li> <li>• to select from their knowledge and communicate it in a variety of ways [for example, talking, writing...].</li> </ul>		
<b>Level:</b> 5è CS	<b>Methodological skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>• to develop strategies to understand the contents, taking into account it's the first time they learn a subject using English as a learning language.</li> </ul>		
<b>Timing:</b> 9 sessions	<b>Personal skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>• to apply previous knowledge and skills.</li> <li>• to develop individual projects in a creative and responsible way</li> </ul>		
<b>Aim: To understand and explain how people lived in Prehistory and how they overcame the obstacles they found in their fight for survival.</b>			
<b>TEACHING OBJECTIVES</b>	<b>LEARNING OUTCOMES</b>	<b>COMUNICATION</b>	<b>CULTURE/CITIZENSHIP</b>
<b>A.CONTENT</b>	<b>A.CONTENT</b>	<b>■ Language of learning</b> <ul style="list-style-type: none"> <li>- Key vocabulary:</li> <li>- shelter / huts/ cabins / containers</li> <li>- to hunt / to fish / to farm the land / to take care of animals / to store/ to tan / to sew / to weaver / to make pottery / to make baskets /</li> <li>- tools / weapons / bones / skins / stones / horns / metal</li> <li>- fire / wheel / trade / navigation</li> <li>- nomadic / sedentary</li> </ul> <b>■ Language for learning</b> <ul style="list-style-type: none"> <li>- Language to talk about actions: use of present continuous tense: They are <i>hunting, fishing...</i> and some verbs in past simple (were, learnt) <i>They learnt to farm the land</i> <i>They were nomadic</i></li> </ul> <b>■ Language through learning</b> <ul style="list-style-type: none"> <li>- Sentences and words that come across throughout the lessons</li> </ul>	Pupils will be able to... <ul style="list-style-type: none"> <li>- realise how old some things that we do or use are.</li> <li>- enjoy studying History</li> <li>- appreciate better English as a learning language</li> <li>- realise the need of being observant in class.</li> </ul>
To introduce... <ul style="list-style-type: none"> <li>- Discoveries, inventions and actions that make possible survival and life.</li> </ul>	Pupils will be able to... <ul style="list-style-type: none"> <li>- memorise key vocabulary</li> <li>- learn how people lived in Prehistory</li> <li>- say what people need to survive and explain what prehistoric humans did in order to get it.</li> </ul>		
<b>B.COGNITION</b>	<b>B.COGNITION</b>		
To offer opportunities for pupils to... <ul style="list-style-type: none"> <li>- apply newly understood concepts</li> <li>- synthesize knowledge (explaining how early men and women lived)</li> <li>- analyse the Prehistory life (Was it an easy life? Differences and likenesses between Prehistory and actual life)</li> </ul>	Pupils will be able to... <ul style="list-style-type: none"> <li>- Apply memorised key vocabulary in different contexts</li> <li>- <i>Interpret life in Prehistory through observation (pictures) and making a tool.</i></li> <li>- Use new knowledge to state if a situation relates to Prehistory or not, and which period it is linked to.</li> <li>- Identify differences/likenesses through comparisons/contrasts</li> </ul>		
<b>ASSESSMENT CRITERIA:</b> Pupils should be able to .... <ul style="list-style-type: none"> <li>• to identify and describe reasons for, and results of, discoveries and inventions along the Prehistory.</li> <li>• make plans for the construction of a simple prehistoric tool and for the design of a display, selecting relevant material, demonstrating responsibility in individual and grouping work and ensuring their own safety and others'.</li> </ul>			

**PREHISTORY: INTRODUCTION****Session 1: Introduction to Prehistory (1)**

**Teaching notes:** A timeline is a valuable tool for teaching the concept of chronology and the relevance of the dates and events along the History, so before starting the topic, the teacher has to be sure that the pupils know how to use it. Probably they have use a timeline previously, anyway they need to know what the meaning of BC and AD is.

**Material**

- display: big timeline
- flashcards representing *the invention of writing* and *the Christ's birth*
- labels with the words/sentences *invention of writing, Christ's birth, Prehistory*
- a computer and a data projector for the power point presentation

**Grouping:** Plenary

**Activities**

1- The teacher explains when the Prehistory was (PWP page 2) – *learning activity (listening)*

2- Place *Prehistory, the invention of writing and the Christ's birth* in the big timeline using the flashcards and the labels. The teacher can ask for a volunteer to do this task and the rest of the pupils can help giving some advise – *assessment activity (listening and speaking)*

3- The teacher explains what the meaning of BC and AD is using the (PWP pages 3, 4, 5) - *learning activity (listening)*

4- Pupils should be able to say if some historical periods, events or inventions were AC or BC and tell why. (PWP page 6) – *assessment activity (listening and speaking)*

**PREHISTORY: INTRODUCTION****Session 2: Introduction to Prehistory (2)**

**Teaching notes:** Along this session we are going to develop the main aim of this unit: To understand and explain when the Prehistory was (basic division and chronology). There are two worksheets in order to deal with students of mixed ability in class. Most of the pupils should be able to do the W1a. The W1b is for pupils with learning difficulties.

**Material**

- display: big timeline
- flash cards representing *people farming the land, people making metal tools, a primitive man/woman*
- labels with the words/sentences *Palaeolithic, Neolithic, Metal Ages*
- a computer and a data projector for the power point presentation

**Grouping:** Plenary (activities 1, 2, 3) and individual work (activity 4)

**Activities**

1- The teacher explains how many years the Prehistory lasted (PWP page 6). – *learning activity (listening)*

2- The teacher presents the main periods which Prehistory is divided in. (PWP pages 7, 8, 9, 10, 11, 12) – *learning activity (listening)*

3- Place *Palaeolithic, Neolithic, Metal Ages, the discovering of the agriculture, people farming the land, people making metal tools, a primitive man/woman* using the flashcards and the labels. The teacher can ask for a volunteer to do this task and the rest of the pupils can help giving some advise – *assessment activity (listening and speaking)*

4- Worksheets 0a and 0b  
– *assessment activity (reading and writing, selecting the proper place for the given sentences )*

**PREHISTORY: THE FIGHT FOR SURVIVAL****Session 3: What do we need to survive?**

**Teaching notes:** Early men would work hard in order to assure their own survival. They needed, basically, water, food and protection. They had a lot of problems but they found a solution for every one of them. Pupils will be asked to find out a solution to each of the problems that will be formulated along the sessions of this unit. They could have a "language frame" to help their speaking. If the teacher considered it necessary, he may give and explain it to the pupils in this session, in which they are going to learn how early men got and stored water.

In this unit the pupils will be asked to put some flashcards on the timeline. It would be useful if the teacher could print all of them, in order to use them along the different sessions.

- Material**
- display: big timeline
  - flashcard representing *the pottery*
  - a computer and a projector for the power point presentation
  - Worksheet 1
  - Language frame

**Grouping:** Whole class (1, 2, 3) , individual activity (4)

**Activities**

1- The teacher asks the pupils what human beings need to live. (PWP page 13) – *(listening and speaking, by predicting the possible answers)*

2- The teacher asks the pupils how early men got water. PWP page 14 shows the answer. Then a problem is formulated: *What happens during the dry summers?* (PWP page 15). The teacher asks the pupils to find different solutions (PWP page 16). The suggested answer is that early men used containers to store water. The teacher shows *pottery* as a good system to make containers - *learning activity (listening and speaking, by suggesting possible solutions to the formulated problem)*

3- Early men learnt to make *pottery* in Neolithic, so a volunteer is asked to put the respective flashcard on the timeline. - *learning activity (listening and speaking, by arguing which the correct place is)*

4- Worksheet 1  
– *assessment activity (reading and writing, by giving reasons for the choice)*

## PREHISTORY: THE FIGHT FOR SURVIVAL

<b>Session 4: Getting food (vegetables)</b>
<b>- Teaching notes:</b> In this session the pupils are going to learn how did early men dealt with getting and storing vegetables as a part of their diet.
<b>Material</b> <ul style="list-style-type: none"> <li>● display: big timeline</li> <li>● flashcards representing <i>the basketwork</i> and <i>farming the land</i></li> <li>● a computer and a projector for the power point presentation</li> <li>● Worksheet 2</li> </ul>
<b>Grouping:</b> Whole class (1, 2, 3) , individual activity (4)
<p><b>Activities</b></p> <p>1- The teacher asks the pupils what sort of food early men would eat. (PWP page 17) – <i>(listening and speaking, by predicting the possible answers)</i></p> <p>2- The teacher asks the pupils how early men got vegetables. Maybe they'll talk about gathering, for example. But a problem is formulated: <i>What happens during the dry summers or cold winters?</i> (PWP page 18). The teacher asks the pupils to find different solutions (PWP pages 19 and 20). The suggested answers are that early men learnt to farm the land and used containers to store fruits and seeds. The teacher shows <i>the baskets</i> as a good system to make containers - <i>learning activity (listening and speaking, by suggesting possible solutions to the formulated problems)</i></p> <p>3- Early men learnt <i>to farm the land</i> and make <i>basketwork</i> in Neolithic, so a volunteer is asked to put the respective flashcards on the timeline. <i>learning activity (listening and speaking, by arguing which the correct places are for each flashcard)</i></p> <p>4- Worksheet 2– <i>assessment activity (reading and writing, by reading some sentences, identifying and classifying them)</i></p>

**PREHISTORY: THE FIGHT FOR SURVIVAL****Session 5: Getting food (meat)**

**- Teaching notes:** In this session the pupils are going to learn how did early men dealt with getting meat (by hunting and fishing) as a part of their diet. We are going to talk about tools and the materials that they can be made of. Besides we are going to introduce one of the uses of fire in Prehistory: the Metallurgy. *At the end of this lesson pupils will be asked to make a prehistoric tool, so the teacher has to provide some sticks, stones (pebbles are the better ones) and string. This is an extra activity, so the teacher will have to consider its execution. It could be done adding a session to this unit.*

**Material**

- display: big timeline
- flashcard representing *tools (hook, tools for farming the land), weapons (spears, arrow), metallurgy, hunting, fishing.*
- a computer and a projector for the power point presentation
- Worksheet 3

**Grouping:** Whole class (1, 2, 3) , individual activity (4)

**Activities**

1- Review: The teacher asks the pupils to remember what kind of food early men would eat. (PWP page 17) – *learning activity (listening and speaking, by predicting the possible answers)*

2- The teacher asks the pupils how early men got meat. Maybe they'll talk about hunting or fishing, for example. But a problem is formulated: *Is it easy hunting or fishing?* (PWP pages 21, 22). The teacher asks the pupils to find different solutions (PWP page 23). The suggested answer is that early men learnt to shape stones in order to make tools and weapons . In PWP page 24 pupils will learn that early men used other materials to shape their tools and weapons. Finally, PWP page 25 shows metallurgy as a system to make tools and weapons with metal - *learning activity (listening and speaking, by suggesting possible solutions to the formulated problems)*

3- Some volunteers have to put on the timeline the following flashcards: *tools (hook, tools for farming the land), weapons (spears, arrow), metallurgy, hunting, fishing.* Some of the flashcards could be put on different places; pupils should discuss and argue which the more suitable place is for each flashcard- *learning activity (listening and speaking, by arguing which the correct places are for each flashcard)*

4- Extra activity: Making a prehistoric tool (PWP page 26) and Worksheet 3– *assessment activity (reading, by following instructions and speaking, by explaining the development of the task)*

**PREHISTORY: THE FIGHT FOR SURVIVAL**

<b>Session 6: Getting food (livestock farming)</b>	
<p><b>- Teaching notes:</b> In this session the pupils are going to learn how did early men dealt with getting always meat (by taking care of animals). Besides we are going to talk about another use of fire: cooking.</p>	
<b>Material</b>	<ul style="list-style-type: none"> <li>● display: big timeline</li> <li>● flashcard representing <i>taking care of animals, oven, stockpot</i></li> <li>● a computer and a projector for the power point presentation</li> <li>● Worksheet 4</li> </ul>
<p><b>Grouping:</b> Whole class (1, 2, 3) , individual activity (4)</p>	
<p><b>Activities</b></p> <p>1- Review: The teacher asks the pupils to remember what kind of food early men would eat, and how they got the meat. She/He also has to remember the problems related to hunt and fish to the pupils explained in the previous session. They should be able to say the solution that early men found out. <i>learning activity (listening and speaking, by remembering the previous knowledge)</i></p> <p>2- The teacher asks the pupils if they think that animals can be hunted always. (PWP page 27), so a problem is formulated: <i>What happens during the cold winters?</i> The teacher asks the pupils to find different solutions (PWP page 28). The suggested answer is that early men learnt to take care of animals. - <i>learning activity (listening and speaking, by suggesting possible solutions to the formulated problem).</i></p> <p>3: Finally PWP page 29 shows the different uses of fire to cook (boiling, roasting and baking). <i>learning activity (listening and speaking, by contrasting eating raw or cooked food).</i></p> <p>3- Some volunteers have to put on the timeline the following flashcards: <i>taking care of animals, oven, stockpot</i>. Some of the flashcards could be put on different places; pupils should discuss and argue which the more suitable place is for each flashcard- <i>learning activity (listening and speaking, by arguing which the correct places are for each flashcard)</i></p> <p>4- Worksheet 4– <i>assessment activity (reading and writing, by reading some sentences, identifying and classifying them)</i></p>	



## PREHISTORY: THE FIGHT FOR SURVIVAL

<b>Session 7: Getting protection (housing)</b>
<p><b>- Teaching notes:</b> In this session the pupils are going to learn how did early men got protection against the bad weather and predators. Besides we are going to introduce the concept of <i>legacy</i>, in other words we are going to start to talk about discoveries, inventions... in Prehistory that we still use nowadays.</p>
<p><b>Material</b></p> <ul style="list-style-type: none"> <li>● display: big timeline</li> <li>● flashcard representing <i>cave, hut</i>.</li> <li>● a computer and a projector for the power point presentation</li> <li>● Worksheet 5</li> <li>● Outline of the work in pairs</li> </ul>
<p><b>Grouping:</b> Whole class (1, 2, 3) , individual activity (4) , work in pairs (<i>optional, 4</i>)</p>
<p><b>Activities</b></p> <p>1- Review: The teacher asks the pupils if they remember what human beings need to live. (PWP page 13) – (<i>listening and speaking, by remembering the possible answers</i>)</p> <p>2- The teacher explains that early men were always looking for food before they learnt to farm the land and took care of animals, so they were <i>nomadic</i> (PWP page 30), so a problem is formulated: <i>How did they get protection against the bad weather and predators?</i> (PWP page 31).The teacher asks the pupils to find different solutions. The suggested answer is that early men got shelter in caves. (PWP page 32) and huts (PWP page 33) - <i>learning activity (listening and speaking, by suggesting possible solutions to the formulated problem)</i></p> <p>3- Finally PWP page 34 introduces the concept of <i>sedentary</i>.</p> <p>3- Some volunteers have to put on the timeline the following flashcards: <i>cave, hut</i>-<i>learning activity (listening and speaking, by arguing which the correct places are for each flashcard)</i></p> <p>4- Worksheet 5– <i>learning activity (reading and writing, by identifying consequences of nomadic and sedentary lifestyle and comparing housing in Prehistory with housing nowadays.)</i> Previously the teacher could consider the execution of a speaking activity; it consists in a work in pairs. The student A has some statements about the nomadic lifestyle and some consequences of the sedentary lifestyle and the student B has some statements about the sedentary lifestyle and some consequences of the nomadic lifestyle. The student A, for example, should read the first statement about the nomadic lifestyle and the student B should be able, reading his sheet, to find the consequence of this statement, and so on. - <i>learning activity (reading and speaking, by identifying consequences of nomadic and sedentary lifestyle)</i></p>

**PREHISTORY: THE FIGHT FOR SURVIVAL****Session 8: Getting protection (clothing)**

- **Teaching notes:** In this session the pupils are going to learn how did early men got protection against the bad weather. Besides we will continue the task "legacy", introduced the previous session.

**Material**

- display: big timeline
- flashcards representing *fur coat, dress, sewing, needle, weaving*.
- a computer and a projector for the power point presentation
- coloured cartridge paper to make a display (DINA3)
- Worksheet 6

**Grouping:** Whole class (1, 2, 3, 4) , individual activity (5) and groups of four (6)

**Activities**

1- Review: The teacher asks the pupils if they remember what human beings did in order to get protection against the bad weather and predators. (*listening and speaking, by remembering the possible answers*)

2- The teacher explains that early men sometimes needed to go out (PWP page 35), so a problem is formulated: *How did they get protection against the bad weather?* .The teacher asks the pupils to find different solutions. The suggested answer is that early men learnt to make fur clothes (PWP page 36) and weave fabrics (PWP page 37) - *learning activity (listening and speaking, by suggesting possible solutions to the formulated problem)*

3: Finally PWP page 38 shows the different uses of fire to get protection (warming up, light up the caves or huts and scare away predators. *learning activity (listening and speaking, by comparing the uses of fire in Prehistory and nowadays).*

4- Some volunteers have to put on the timeline the following flashcards: *weaving, sewing, needle, dress, fur coat*. Some of the flashcards could be put on different places; pupils should discuss and argue which the more suitable place is for each flashcard- *learning activity (listening and speaking, by arguing which the correct places are for each flashcard)*

5- Worksheet 6– *learning activity (speaking, by arguing why people need or not to wear clothes, and writing some missing words.)*

5- Make a display: This activity is not to be finished during this session. Each group has a different task: design and create a display showing the legacy of early men related to: household goods, personal belongings, actions, inventions and discoveries, weapons and tools. These displays have to show the ancient item or action linked to the present one. The teacher can provide the images of the ancient ones (copy of the flashcards) and the pupils have to look for the pictures of the present ones. (see example) . During this session the teacher will explain the activity and ask the pupils to look for different pictures about household goods (basketwork, pottery, oven), actions (farm the land, take care of animals, **trade**, metallurgy, sew, hunt, weave, fish), tools (needle, hook, hammer, tools for farming the land), personal belongings (hut, dress, fur coat), inventions and discoveries (**navigation, wheel**, fire), weapons (sword, arrow, spear). Some of this words (the highlighted ones) will be introduced during the next session.– *learning activity (selecting the more suitable images for the display)*

**PREHISTORY: THE FIGHT FOR SURVIVAL**

<b>Session 9: Conclusions</b>
<b>- Teaching notes:</b> In this session the pupils are going to confirm the “success” of early men in their fight for survival. Besides they are going to learn about further discoveries and inventions (the wheel, the navigation and the trade)
<b>Material</b> <ul style="list-style-type: none"> <li>● display: big timeline</li> <li>● flashcards representing <i>the wheel, the navigation, the commerce</i>.</li> <li>● a computer and a projector for the power point presentation</li> <li>● Worksheet 7</li> </ul>
<b>Grouping:</b> Whole class (1, 2, 3) and individual activity (4).
<b>Activities</b> <p>1- Review: The teacher asks the pupils if they remember what human beings need to survive and what early men did in order to get them (<i>listening and speaking, by remembering the possible answers</i>)</p> <p>2- Conclusion (PWP page 39). The human beings survived and besides ... (PWP pages 40, 41, 42) . - <i>learning activity (listening to the teacher's explanations)</i></p> <p>3- Some volunteers have to put on the timeline the following flashcards: <i>the wheel, the navigation, the commerce</i> - <i>learning activity (listening and speaking, by arguing which the correct places are for each flashcard)</i></p> <p>4- Worksheet 7 <i>learning activity (reading and writing, by making a mind map)</i></p>

**PREHISTORY: THE FIGHT FOR SURVIVAL****Session 10: Assessment (1)**

- **Teaching notes:** At the end of this unit pupils should be able to identify and describe reasons for, and results of, discoveries and inventions along the Prehistory. Although along the unit the pupils have done some assessment exercises, the teacher could use the activity proposed in this lesson in order to make a final evaluation.

Pupils are supposed to have got the pictures (see 6th session) and they can devote 20~30 minutes to prepare the display and the rest of the session to prepare the oral explanation.

**Material**

- coloured cartridge paper, felt-tips, scissors...
- Outline

**Grouping:** Groups of four

**Activities**

1- Make a display: In groups of four, the pupils prepared their displays. These displays will have to be explained by them in the next session, so they have also to prepare a brief report about their topic. The teacher will provide an outline in order to facilitate this task. (see outline)– *assessment activity, designing and creating a display showing the Prehistory Legacy.*

**PREHISTORY: THE FIGHT FOR SURVIVAL**

<b>Session 11: Assessment (2)</b>
<b>- Teaching notes:</b> In this sessions each group of pupils will show and explain his display to the rest of the mates.
<b>Material</b> -----
<b>Grouping:</b> Groups of four
<b>Activities</b> 1- Oral explanation ( <i>assessment activity, speaking by explaining discoveries and inventions along the Prehistory, giving reason of them and comparing their use in the past with their use nowadays</i> )