

# GEOGRAPHY: UNIT 5 PLAN

Elena García Marín

<b>TITLE</b>	<b>PREHISTORY</b>
<b>GROUP</b>	<b>1º ESO</b>
<b>HISTORY TEACHER</b>	Elena García Marín
<b>LANGUAGE ASSISTANT</b>	
<b>CONTENTS</b>	<ul style="list-style-type: none"><li>- Appearance and evolution of the first human beings.</li><li>- Life in the Palaeolithic: first hunters and gatherers.</li><li>- Neolithic revolution: farming (agriculture and animal farming)</li><li>- Metal Ages: inventions and origin of the first urban centres.</li><li>- Religious beliefs and artistic manifestations: prehistoric paintings and megaliths</li></ul>
<b>ENGLISH AIMS</b>	<ul style="list-style-type: none"><li>- Learning specific terminology: Prehistory, Chronology, Palaeolithic Age, Neolithic Age, Metal Ages, human beings, ancestors, nomadic, Stone Age, hunting, gathering, tribes, mammoths, cave art, caveman, Neolithic revolution, agriculture, sedentary, villages, pottery, polished stone, storehouse, wheel, sail, plough, trade, forge, copper, bronze, iron, megalithic monuments, megaliths, menhirs, dolmens, stone circles.</li><li>- Practising past simple tense, passive voice.</li><li>- Using adjectives to describe paintings and buildings: realistic, enormous, big, long, vertical, horizontal...</li></ul>
<b>LEARNING</b>	<ul style="list-style-type: none"><li>- Understand the differences between Prehistory and History.</li><li>- Place the origin of human beings in Prehistory and get to know their physical evolution and setting throughout the planet.</li><li>- Define the different prehistoric periods and explain their characteristics,</li><li>- Analyse the after-effects of farming (agriculture and animal farming) on human communities.</li><li>- Recognise and understand the first artistic manifestations in history. Compare the works of the Palaeolithic, the Neolithic and the Metal Age.</li><li>- Learn the evolution of tools and techniques throughout Prehistory.</li><li>- Consider technological progress and its after-effects on human history.</li></ul>

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<b>ACTIVITIES/ COGNITIVE SKILLS</b>	<ul style="list-style-type: none"><li>- Define and study specific terminology explained.</li><li>- Reading, understanding and interpreting a time line about the prehistoric periods and the evolution of human beings.</li><li>- Reading comprehension about the extinction of mammoths.</li><li>- Filling gaps about the works in Prehistory.</li><li>- Completing tables for comparing the lifestyle in the Palaeolithic and the Neolithic Ages.</li><li>- Analysing and interpreting historic maps about the expansion of the first human beings in the world.</li><li>- Comparison of different historic sources: maps, images and archaeological remains.</li><li>- Draw the different types of Megalithic monuments.</li><li>- Draw the different inventions of each periods of Prehistory.</li><li>- Oral exercise to identify each pictures with the corresponding period and comment on its characteristics.</li></ul>
<b>RESOURCES AND MATERIALS</b>	<ul style="list-style-type: none"><li>- Schemes on the blackboard.</li><li>- Presentations with the computer.</li><li>- Internet (pictures, interactive exercises...)</li><li>- Educational films.</li><li>- Virtual visits to archaeological sites: Atapuerca, Altamira cave, Lascaux...</li></ul>
<b>EDUCATION VALUES</b>	<ul style="list-style-type: none"><li>- Promote an interest in historical research in order to get to know the past and understand the present.</li><li>- Preserve the archaeological remains as a manifestation of different cultures and develop personal initiatives.</li><li>- Value the inventions of mam as important steps towards our current knowledge.</li><li>- Show respect for the communities currently living in prehistoric conditions.</li></ul>
<b>ASSESSMENT</b>	Written test in first language / second language
<b>FURTHER INFORMATION</b>	Visit: <a href="http://www.ieslamadraza.com/elena/websociales/geographyandhistory1ESO/prehistory1/prehistory1.html">http://www.ieslamadraza.com/elena/websociales/geographyandhistory1ESO/prehistory1/prehistory1.html</a>