

## Lead Question: Would you rather live in the Stone age or the Iron age?

**National Curriculum Driver:** History

**Rationale statement: End point:** To be able to justify which age they would live in via a PowerPoint presentation. By the end of the study, children will be able to identify key features of the Stone age, bronze age and Iron age and be able to compare and contrast these, in order to make an informed choice about which era they would prefer to live in. They will investigate clothing, diet, housing and tools in order to this. Key skills developed will include understanding of chronology, looking at similarities and differences between ages, interpreting sources of information and looking at different versions of past events.

**Q1: How long ago did Early People live in Britain?**

**LO: To construct a timeline including early settlers in Britain.**

**Source:** non-fiction books, internet

**Vocabulary:** order, chronological, period, Neolithic, Age, Iron, Stone, Bronze, years

**Fieldwork opportunities:** possible trip to Hancock museum to investigate the Stone Age exhibition.

**History opportunity:** Focus on chronology. Ask children how far back they remember. E.g. Can you remember what you had for breakfast? Can you remember when you were five? Discuss with children the time periods they are aware of. Can they remember when these occurred and which first/last. Discuss how long ago they think the Stone Age occurred. Take feedback. Explain that these ages occurred Building a timeline. Use one piece of A4 paper for every 2000 years - 20 sheets, just the first sheet after Jesus. Label timeline with periods and dates, taken from English Heritage Prehistory Teacher's Kit - **Palaeolithic (Old Stone Age)** 450,000-10,000 BC; **Mesolithic (Middle Stone Age)** 10,000-4,500 BC; **Neolithic (New Stone Age)** 4,500-2,300 BC; **Bronze Age** 2,300-700 BC; **Iron Age** 700 BC-AD 43; **Romans** AD 43.

Explain that this time is called **pre-history** because there are no written records of that time, but what remains is the landscape and what is buried beneath the surface of the land, discovered by **archaeologists**.

**Q2: Did they eat the same food in the Stone Age and the Iron Age?**

**Source:** Life in the Stone Age, bronze age and Iron age (non-fiction), internet for images

**Vocabulary:** forage, hunt, gather, diet, animals, live, raw,

**History opportunities:**

Explain that Stone Age people needed to kill animals in order to eat a balanced diet.

<http://www.youtube.com/watch?v=gGkmPqdjAeI&list=RD02fu9-7ZJ1h1gn> Horrible histories clip on hunting. Look at horrible histories apprentice- how did the different groups hunt? Which were most effective? <http://www.youtube.com/watch?v=qGJSNLCBI4w>

Look at interactive activity on the parts of a stag. Children to match the parts of the stag with what they could be useful for.

<http://www.youtube.com/watch?v=2yyzFKbstBA>

What other animals would stone age people have hunted? Show an image of a landscape.

How would this be different depending on where you lived? How would the diets have been different in different seasons?

Activities involving planning meals for a Stone Age person – literacy link – writing a recipe for a Stone Age family.

**Q3:** Did Ug *really* have to sleep in a stone bed?

**Source:** Ug (fictional book), internet, Non-fiction books.

**Vocabulary:** thatched, roundhouse, roof, hunter gatherer, Crannog, causeway, cone, clay

**Fieldwork opportunities:**

History opportunities: Comparing and contrasting housing between the ages

Comparison with children's homes today - Early People did not have permanent homes like ours. Look at images of a typical Stone Age house and compare and contrast this with an Iron Age house. Discuss the differences in how the homes were built.

Read from *The Stone Age - The first people*. They have been given the name of **Hunter Gatherers** as they moved around, to where food could be found easily. Has anyone moved house? Can you remember what it was like? Would you like to be doing that every few months? What did Early People do when it rained or snowed?

Additional lesson: D & T: Building a stone house

**Q4:** How do we know so much about the Stone Age?

**Source:** secondary sources of information (artefacts)

**Vocabulary:** primary, secondary, artefact, reliable, interpret, information.

**Activity – Present children with a variety of artefacts from Stone and Iron Ages – Invite discussion about who might have used it, where it would have been found, how an archaeologist might have discovered it, what is it used for?**

**Discuss the difference between primary and secondary sources – which do they think the artefacts are? How they know? Show children examples of other secondary sources.**

**Sort objects into primary and secondary sources using a Carroll diagram.**

**Q5:** Did Stone Age people have wars?

**Source:** Interactive Skara Brae, non-fiction texts

**Vocabulary:**

**Activity:** Watch this clip that talks about the making of weapons.

Different groups to look at:

- What were the first weapons?
- What did they use the weapons for?
- How did they make the weapons better?

<http://www.youtube.com/watch?v=hG7QpXM170I> episode on weapon making.

Look at interactive Skara Brae. Children list as many facts as they can about this settlement.

- Tell the children about how Skara Brae was discovered. What does this tell you about history and the past? (That when we are learning about things that happened a long time ago we can always discover new facts about the past).
- There were no weapons found at Skara Brae what does this mean?

Children to use clay to create own weapo

**Q6:** Could you have helped to build Stone henge?

**Source:** Images of Stone Henge, Horrible Histories, Non –fiction text

**Vocabulary:** build, construct, pre-historic, ceremony, burial ground, mystery,

**Fieldwork opportunities:** take children outside to use their Stone Henge models to investigate movement of the sun.

Starter: Where do you arrange to meet your friends or family? What do we use to explain where a place is? (Discussion about landmarks etc).

Explain that there are some Stone Age stone circles still standing today. Historians do not know exactly why they were created but they are quite a mystery.

Some ideas historians have had are:

- To measure the movement of the sun and moon
- To create a special meeting place
- For spiritual worship

Historians have been puzzled by how stone age people actually created these stone circles due to how heavy the stones are and the lack of machinery in Stone Age times. One of these was Stone henge.

Watch clip about Stone Henge <http://www.bbc.co.uk/learningzone/clips/computer-generated-view-of-stonehenge/8049.html>

Children to create their own stone age circle and discuss

Science opportunities: Light – creation of shadows

## Links to other subjects:

<b>English</b>	<p><b>As writers we will:</b></p> <p><b>As readers we will:</b></p> <p><b>As speakers we will:</b> present why we would prefer to live in a certain time period and justify why.</p> <p>Explain why something is a primary or secondary source.</p>
<b>Maths</b>	<p><b>As mathematicians we will:</b> sort primary and secondary sources into a diagram.</p> <p>Measure ingredients to make a Stone Age meal.</p> <p>Measure between stones within our Stone Henge design.</p> <p>Look at time in relation to chronology.</p>
<b>Computing</b>	<p><b>As computer users we will:</b></p> <p><b>Research information safely using the internet.</b></p> <p><b>Make our own comic strip using an app.</b></p> <p><b>Design a PowerPoint presentation explaining why we would live in a certain era.</b></p>
<b>Science</b>	As scientists we will explore the use of light to create shadows at Stonehenge.
<b>Music</b>	As musicians we will learn a stone age song to help us remember facts from the past.
<b>Art</b>	As artists we will create cave paintings. Use materials to dress a stone age person and justify why they have been used.
<b>D &amp; T</b>	As technicians we will build Stone henge using stones. We will create weapons out of clay. We will build a roundhouse out of stones and clay. We will cook a meal similar to that of the Stone Age.

## Curriculum drivers:

<b>World of Work</b>	<b>My Place in the World</b>	<b>Live Well, Live Long</b>	<b>Safety Net</b>
To know the job of a butcher	Where we come from as people.	Comparing diets of modern day Britain to the pre-historic period.	Safe searching online.