

Stone Age Scheme of Work

LESSON 1: A Stone Age timeline	
PUPILS WILL LEARN .. <ul style="list-style-type: none"> About the timeline of the whole period Basic characteristics of the different divisions of Paleolithic, Mesolithic and Neolithic 	
LESSON NOTES This lesson places all the 5 periods concerned into order, setting the scene for the whole unit. However, there is no need to cover the Bronze and Iron ages in great detail here as we will cover this later on.	
LESSON PLAN / SUGGESTED ACTIVITIES	POSSIBLE RESOURCES
<p>Introduction: <i>What does the phrase 'Stone Age' mean? What do we know already about the period?</i></p> <p>Ask pupils in groups to discuss what they already know about the Stone Age and also what they would like to find out. Record their thoughts for feedback to the class. (typical answers will be that there were 'Cavemen and Cavewomen'; using stone tools; people hunting and living amongst wild animals; eating without cutlery; discovery of fire; lack of language etc. which are mostly correct)</p> <p>Tie this together by adding the following key points:</p> <ul style="list-style-type: none"> It was called the Stone Age because it was dominated by stone tools It was made of three different periods called the Paleolithic, Mesolithic and Neolithic Each period had different characteristics It lasted from 2.5 million years ago to about 5,000 years ago <p>Intro activity: a toilet roll timeline!</p> <p>Preamble – explain how the Stone Age started 2.5 million years ago when archaeologists know Stone tools were first used but that 1,000,000 years ago the first Britons arrived.</p> <p>Either draw a toilet roll unrolled on the WB or use a real one at front of class to represent this 1,000,000 years and say that you are going to travel back through time by unrolling it.</p> <p>Assuming a 200 sheet standard roll, explain how each sheet is worth 5,000 years and then unroll it as follows (good idea to put this on the board or a crib sheet to guide you):</p> <p>SHEET 1 - 5,000 YEARS, BACK TO APPROX 2,500BC: The present day back to the end of the Neolithic period (meaning NEW Stone Age). This encompasses modern life, the Iron Age and Bronze Age, (just name check them for now as we will cover these in later lessons).</p> <p>ANOTHER HALF A SHEET, BACK TO 5,000BC – a further 2,500 YEARS: The centre of the Neolithic period, characterised by organised farming, communities and the rise of technology.</p> <p>ANOTHER FULL SHEET, BACK TO 10,000BC – the start of the Mesolithic period (meaning MIDDLE Stone Age) when humans were settling and gathering the skills that would take them into the Neolithic,</p> <p>THE REST OF THE ROLL – the massive Paleolithic period in Britain (meaning OLD Stone Age), characterised mostly by Nomadic lifestyles, simple hunting tools and very early technology.</p> <p>MAIN ACTIVITY 1: <i>Stone Age match up cards</i></p> <p>In groups, give each group a set of cut up 'match up cards' (download on PDF in resources section on lesson website page). Ask pupils to put the cards in order and match to descriptions.</p>	<p>A3 paper / marker pens / post it notes</p> <p>Lesson 1: wordsearch pdf Lesson 1: match up cards</p> <p>Excellent downloadable BBC timeline at http://downloads.bbc.co.uk/history/handsonhistory/ancients_timeline.pdf </p> <p>Book: Stone Age boy by Satoshi Kitamura or (for fun) Ug by Raymond Briggs</p>

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STONE AGE LESSON PLANS:
LESSON 1: A Stone Age timeline Ctd ..

MAIN ACTIVITY 2: *Literacy - Interview a caveman or woman*

Ask pupils to write a set of questions to ask a 'caveman' or woman, from one of the periods e.g. paleolithic/Mesolithic/Neolithic. Sample questions could include (NOTE: can easily be differentiated by asking pupils to write more or less questions and to be either very specific about the period or more general):

- What does it feel like to have to go and hunt and kill your food?
- How do you keep warm?
- How do you make tools?

Plenary:

Gather all the questions on the board for further research and role play the best questions as if you or another pupil is the character being interviewed.

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LESSON 2: The Paleolithic period	
PUPILS WILL LEARN .. <ul style="list-style-type: none"> About the features of the Paleolithic period About the effect of the discovery of fire 	
LESSON NOTES This lesson covers a massive period and you can spend a lot more time on it if you prefer. There are many art activities on the net involving models of villages and stone tools etc. if you search for "Stone Age primary art".	
LESSON PLAN / SUGGESTED ACTIVITIES	RESOURCES
<p>Introduction: <i>Paleolithic recap</i></p> <p>Remind pupils that the Paleolithic had the following features:</p> <ul style="list-style-type: none"> 2.5m to 10,000 BC in Britain (varies in other parts of the world) Human evolution – different species of human Came to Britain over land bridge in 1m BC Very basic flint tools Discovery of fire around 125,000 BC (and possibly earlier) <p>Briefly cover the impact of these events, explaining how humans separated into different species because they were isolated all over the world; how the land bridge between Britain and Europe allowed them to settle here; how they used stone to hunt and kill animals; and how the discovery of fire meant they banded together more and were able to cook food and keep warm.</p> <p>Possible activity 1: (Literacy/art) <i>Cavepeople Cartoon strip</i></p> <p>Ask pupils to create cartoon strip of the discovery of fire and the effect it has on a family (stick men are fine if pupils struggle to draw people)</p> <p>Possible activity 2: (ICT) <i>Research early humans</i></p> <p>Ask pupils to do some internet or book research on the different species of early humans such as Homo Floriensis and Homo Habilis – can they feedback the features to the class?</p> <p>Possible activity 3: (Science/ICT) <i>Research Stone Age beasts</i></p> <p>Ask pupils to split into pairs to find as many examples of Stone Age beasts that they can either on the net or in books e.g. mammoths, sabre tooth tigers, woolly rhinos</p> <p>Possible activity 4: (Drama) <i>Fire!</i></p> <p>Work in groups to come up with a non-speaking (but grunts allowed ☺) story of fire being discovered then show this to the rest of the class.</p> <p>Plenary:</p> <p>Come back together for feedback as a class and list any facts you have discovered about the Paleolithic period.</p>	<p>Various websites for stone age facts and beasts (many are kid-friendly)</p>

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LESSON 3: The Mesolithic period	
PUPILS WILL LEARN .. <ul style="list-style-type: none"> About the features of the Mesolithic period About the effects of small communities forming with more organisation and better tools 	
LESSON NOTES This lesson covers the interim Mesolithic (literally meaning middle) period which is sometimes problematic for pre-historians as the timing of it varies over the globe. It is best described to pupils as a journey between the old and new Stone Ages, with features of both.	
LESSON PLAN / SUGGESTED ACTIVITIES	RESOURCES
<p>Introduction: <i>Mesolithic recap</i></p> <p>Remind pupils that the Mesolithic had the following features:</p> <ul style="list-style-type: none"> 10,000 to 4,000 BC in Britain (varies in other parts of the world) Homo Sapiens (i.e. us) the only human species left in existence The end of the Ice Age More complex tools with handles etc The early beginnings of more settled communities and farming Very simple shelters made of trees, furs, leaves and other natural resources (if any, many people sheltered in caves or slept in the open) <p>As for the Paleolithic lesson, briefly cover the impact of these events, explaining how humans were becoming more intelligent and were taking advantage of the retreating ice to hunt in forests in small bands; these then turned into (very basic) farming communities with more complex weapons and tools such as handled axes (as opposed to stone hand axes from the Paleolithic).</p> <p>Possible activity 1: (Literacy) <i>a postcard from the Stone Age</i></p> <p>Ask pupils to pretend that they have gone back in time to the Mesolithic period and that they are going to write a postcard back to their family in the present day. What sights, sounds, smells and textures would they encounter?</p> <p>Possible activity 2: (Art) <i>Magnificent Cave art</i></p> <p>Stone Age cave art provides a magnificent learning opportunity for primary classrooms and it is very easy to do. Introduce by showing pupils the many examples from places such as Cresswell crags in Derbyshire (first British cave art of a carved Ibis dated 8,500 BC) or the Lascaux caves in France, both of which can be found with a google search. You can then either use lining paper, canvas or white paper dyed with tea/coffee then dried for pupils to create their own cave paintings using chalk or oil pastels. A great idea is to stick them to the bottom of tables and ask them to lie down to do it above them like the real cavespeople!</p> <p>With regards to the making, to make a flint effect you can use crumpled up paper, unfolded and formed into triangles; clay cut with a plastic knife to give flattened 'lithic' (meaning stone) faces; or actual small flat stones (garden centre or beach!) tied to pieces of twigs for mini arrows or axes.</p> <p>Possible activity 3: (Art) <i>Making Stone tools</i></p> <p>Making stone tools might seem daunting but in fact they are one of the easiest history art projects you can do. Start by looking at examples of flint tools (many thousands of pictures are available on the net and there are also many youtube videos on real flint 'knapping').</p> <p>Plenary:</p> <p>Come back together for feedback as a class about each event.</p>	<p>Excellent downloadable BBC timeline at http://downloads.bbc.co.uk/history/handsonhistory/ancients_timeline.pdf</p>

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LESSON 4: The Neolithic period	
PUPILS WILL LEARN .. <ul style="list-style-type: none"> About the features of the Neolithic period About Skara Brae as an example of a Neolithic community settlement About Stonehenge as a cultural/religious structure 	
LESSON NOTES This lesson covers the Neolithic (literally meaning new) period which is characterised by familiar looking communities of huts and stone houses, organised farming with crops and animal domestication and complex tools, best exemplified by Skara Brae, which is on the list of suggested NC content.	
LESSON PLAN / SUGGESTED ACTIVITIES	RESOURCES
<p>Introduction: <i>Neolithic recap</i></p> <p>Remind pupils that the Neolithic had the following features:</p> <ul style="list-style-type: none"> 4,000 to 2,000 BC in Britain (varies in other parts of the world) More recognisable settlements such as the stone buildings of Skara Brae Planted crops Animal domestication of sheep and cattle for food and clothing <p>As per previous lessons, briefly cover the impact of these events, explaining how humans were becoming more organised and settling more, no longer having to constantly rely on hunting and gathering but farming instead. This is the true foundation of modern humans and our community-driven, collective-living lifestyles.</p> <p>Possible activity 1: (Literacy) <i>a menu from the Stone Age</i></p> <p>Ask pupils to pretend that they are writing a restaurant menu for a Neolithic café. What sort of food would the menu have? Would it be different than the foods available to the Paleolithic hunter gatherers? What difference would farming make?</p> <p>Possible activity 2: (IT/Literacy) <i>Skara Brae research and quiz</i></p> <p>Research Skara Brae (many internet resources available) with a view to writing a quiz for the rest of the class. Pairs swap to ask questions of the other partner.</p> <p>Possible activity 3: (Art) <i>Making Stonehenge or Skara Brae</i></p> <p>Use clay or rolled up paper painted grey to make a model of either Stonehenge or one of the Skara Brae houses. Skara Brae was notable for having stone cupboards. Can pupils make a whole min house from stone / paper-stone?</p> <p>Plenary:</p> <p>Come back together for feedback as a class about each event, or read the Skara Brae quiz out for other pupils to answer.</p>	Various websites for Skara Brae and Stonehenge

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LESSON 5: The Bronze Age period	
PUPILS WILL LEARN .. <ul style="list-style-type: none"> About the features of the Bronze Age period The impact of the discovery of metal on human progress 	
LESSON NOTES The Bronze Age period is characterised by the arrival of bronze metal (90% copper and 10% tin) and was particularly important for Britain as the landscape contains a lot of both these metals, from the copper mines of Wales to the tin mines of Cornwall. This created a rise in trading, with the invention of the earliest boats, as well as more complex and sharper weapons and tools.	
LESSON PLAN / SUGGESTED ACTIVITIES	RESOURCES
<p>Introduction: <i>Bronze Age recap</i></p> <p>Remind pupils that the Bronze Age had the following features:</p> <ul style="list-style-type: none"> 2,000 to 800 BC in Britain (varies in other parts of the world) Harder and sharper metal weapons (as opposed to stone) More organised religion with burial mounds and the rise of 'henges' Simple local trade networks <p>As per previous lessons, briefly cover the impact of these events, explaining how bronze as a commodity drove progress, resulting in stronger weapons, better farming and increased trade, including the invention of simple boats. Religion also continued to develop, with many ritual burials and monuments to ancient Gods.</p> <p>Possible activity 1: (Literacy) <i>newspaper article – bronze is here!</i></p> <p>Ask pupils to plan and write a newspaper article announcing the arrival of bronze into the community. Stress how big a story it would be – maybe pupils could list the changes in the article that would come about in weapons and farming tools and perhaps pose for a picture of it 'arriving' in the village.</p> <p>Possible activity 2: (Literacy) <i>write a 'recipe' (ie an instructions text) for making a bronze sword</i></p> <p>Ask pupils to write down the steps to making a bronze sword – starting with melting 9 pieces of copper and 1 of tin together, then moulding it, then hammering it, sharpening it, putting leather handle on etc.</p> <p>Possible activity 3: (drama) <i>linked to above</i></p> <p>Plan a news segment in pairs with a BBC interviewer interviewing the first person to see and use bronze and perform to the class.</p> <p>Possible activity 4: (Art) <i>Making a bronze age sword, shield or helmet</i></p> <p>Use stiff card to make a bronze aged sword, shield or helmet. Cover it with tinfoil then rub black or brown boot polish over it to give a bronzed effect (test first as different brands of polish have different effects – also works with poster paints but again test first).</p> <p>Plenary:</p> <p>As the Bronze Age marks the end of the Stone Age, ask pupils to recap on board three features of the four periods studied so far.</p>	Various websites for bronze age burial mounds and weapons

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LESSON 6: The Iron Age period	
PUPILS WILL LEARN .. <ul style="list-style-type: none"> About the features of the Iron Age period A summary of all the periods covered so far 	
LESSON NOTES <p>The Iron Age period is characterised by the arrival of iron as a stronger, more widely available metal. Together with wood, bronze, and stone this collected group of materials propelled the growth of many societies who not only used the new iron to make better tools and weapons, but used the other materials as well for differing purposes, such as hill forts to protect growing communities and the beginning of larger towns.</p>	
LESSON PLAN / SUGGESTED ACTIVITIES	RESOURCES
<p>Introduction: <i>Iron Age recap</i></p> <p>Remind pupils that the Iron Age had the following features:</p> <ul style="list-style-type: none"> 800 to 43 AD in Britain (varies in other parts of the world) It ended when the Romans invaded Britain (though Iron was still used after) Iron as a more widely available and stronger metal than bronze The rise of the use of money, either as coins or in other forms such as pieces of metal Bigger towns with better defences Increased wider trading networks and advanced sea travel <p>As per previous lessons, briefly cover the impact of these events, explaining how iron continued to fuel the drive towards larger communities with land ownership and bigger trading networks, becoming more recognisable (though smaller versions) of the organised societies we know today.</p> <p>Possible activity 1: (Literacy) <i>Diary of an Iron Age boy or girl</i></p> <p>Ask pupils to write a diary of a boy or girl watching the changes in the town as they move from the valley to a hill fort. Features could include seeing men chopping trees down with iron axes or even raids and battles by other local tribes.</p> <p>Possible activity 2: (drama) <i>Build a hill fort</i></p> <p>Split pupils into groups and assign roles, with one group of builders, one of children, one of farmers, one of blacksmiths etc. all working together to build a fort (PE equipment is excellent for this). Then perform as a class.</p> <p>Possible activity 3: (Maths) <i>How many years?</i></p> <p>As this is the last lesson, ask pupils to either calculate the time length of each period from the following dates, or to come up with maths word problems relating to them (please note that the dates are not fixed and vary according to the opinions of different historians and varying evidence, though these are taken straight from the BBC website):</p> <p>Palaeolithic: 2.5m to 10,000 Mesolithic: 10,000 to 4,000 Neolithic: 4,000 to 2,000 Bronze age: 2,000 to 800 Iron Age: 800 to 43ad</p> <p>Plenary:</p> <p>Ask pupils to share one fact they have learned about any of the periods as they have progressed through the unit.</p>	<p>Various websites for iron age hill fort references</p>