

KS2

Britain from the

Stone Age to the Iron Age

TEACHING PACK

- Six chronological sections with 23 supporting resources
- Introductory activities, main teaching points, plenaries, assessment opportunities and home learning tasks
- Tips for holding a WOW day

Contents

Finding your way around the curriculum pack	1
Curriculum coverage and mapping	2

Section 1: Timelines and geographical contexts

Teaching sequence.....	3
Resource listing	5
Resource printouts.....	6

Section 2: What was life like in the Stone Age?

Teaching sequence.....	12
Resource listing	14
Resource printouts.....	15

Section 3: Settlements and farming

Teaching sequence.....	29
Resource listing	31
Resource printouts.....	32

Section 4: Life in the Bronze Age

Teaching sequence.....	47
Resource listing	49
Resource printouts.....	50

Section 5: The advent of the Iron Age

Teaching sequence.....	67
Resource listing	69
Resource printouts.....	70

Section 6: An Iron Age experience

Teaching sequence.....	77
Resource listing	79
Resource printouts.....	80

Finding your way around the curriculum pack

The pack aims to provide creative teaching ideas within a structured sequence of activities complete with supporting resources. The pack contains six sections made up of starter activities, main teaching activities, plenary sessions, assessment opportunities and home learning tasks. Where appropriate, cross-curricular learning opportunities are incorporated into each of the teaching sessions.

There are four main aspects covered within the teaching sequence:

- understanding the time lines of these civilisations;
- everyday life, culture and beliefs;
- evidence and inferences from the archaeological record about life in these times;
- the importance of technological change, cultural heritage and their influences on modern day Britain.

The pack lends itself to be used in different ways. It could form the basis of a project or it could be used as the basis of a teaching sequence for a term's work. Some of the activities are designed to take place over a half-day or a whole day.

We've included links to each separate resource included in this pack so that you can access the resources directly on www.teachitprimary.co.uk. We've also included the file number for each original resource – just pop this into Teachit Primary's search engine. Lots of the resources in this pack are Word documents, but we've also included links to PowerPoints. Please log in first in order to access any of these resources on Teachit Primary.

We hope you enjoy using this pack. If you have any questions, please get in touch: email support@teachit.co.uk or call us on 01225 788851. Alternatively, you might like to give some feedback for other Teachit Primary members – you can do this by adding a comment on the [from the Stone Age to the Iron Age page](#) on Teachit Primary (please log in to access this!).

Curriculum coverage and mapping

This pack matches the requirements of the statutory guidance in the New Curriculum for September 2014 as follows:

Key Stage 2 Programme of Study for History:

Statutory requirements

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age.

Examples (non-statutory) which are also explored in this pack:

- Neolithic hunter-gatherers and early farmers, religious beliefs (sections 1 to 3)
- Bronze Age technology (section 4)
- Iron Age hill forts: tribal kingdoms, farming, art and culture (sections 5 and 6).

This pack also links to the following aims of Curriculum 2014 History:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- gain and deploy a historically-grounded understanding of abstract terms such as 'civilisation'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional and national history; between cultural, economic, military, religious and social history; and between short- and long-term timescales.

Section 2: What was life like in the Stone Age?

Purpose: To develop ideas about early human culture; to discover what Stone Age humans looked like, what their eating habits were and the ways in which humans began to alter the landscape of Britain. This section will also identify sources of historical information.

Starting things off:

- [Resource 23721: Stone Age survival – a board game](#) is a great way to introduce children to the daily routines, beliefs and perils of Stone Age life. Ask pupils to make a note of anything that they discover about life in the Stone Age as they play, plus any questions they have. These can be addressed in the next activity (see below).

Getting into the detail:

- What have we learned or deduced so far about everyday life in the Stone Age? Consider the ideas and questions raised by [resource 23721: Stone Age survival – a board game](#) and the images of tools from slides 5 and 6 of [resource 23720: A timeline of Ancient Britain](#). What can we learn from these? (For example, these images are evidence that tools became more precisely made and refined over time. This indicates that during the Stone Age people were capable of learning, refining and passing on skills through some form of language. It also proves that the people of this time made other things, which may not have survived over time, such as clothing, shelters and perhaps even decorations – why else would they make a needle?) Invite children to come up with questions they would like answered about how people lived. For example, what did they eat? What were their homes like? How long did they live? Did they worship? Allocate a question to pairs or small groups and ask them to research the answer to their question, to be shared with the rest of the class. Their research could take the form of a fact file or a PowerPoint or each fact could be written on templates to be added to the cave wall.
- Stone Age humans consulted a *Shaman* to help them make important decisions. A shaman was a tribe member who was believed to communicate with animals and spirits for advice. Hold a Stone Age Tribe role play session and elect a tribe leader, representing the shaman with a fortune teller. [Resource 24246: How to make a fortune teller](#) provides step by step instructions. (Categories might include 'Food', 'Shelter', 'Conflict', 'Dangers' and questions might include 'Will we have a successful hunt today?' 'Should we stay here or move on?') Ask children to dress in animal print cloth and decorate it with shells, fake berries and fake teeth. Explore the grounds of the school and find a good spot to stop and rest. Make some simple shelters from sheets and broken branches or rolled up, painted newspaper tubes and build a pretend camp fire from twigs and leaves or paper. Stage a treasure hunt of

sweets or luxury items, which the hunters and gatherers would bring back to camp to share. One group of pupils could even represent a herd of mammoth or bison to be hunted down by the tribe! Finally, gather around the fire to share spoils and retell stories of the day's hunt and any dramatic encounters with Stone Age animals! Consult the spirits and ask them for something that you need to make the tribe successful. Finally, decide whether the tribe should move on and why. Remember to consult your shaman throughout the activity for any useful insights!

- *(Cross-curricular learning opportunities: PE)* Hone those hunting skills! Using foam javelins or spears made from newspaper tubes, challenge the children to see whether they can hunt down some Stone Age animals. Ask some children to act as the prey and see whether the hunters can hit a moving target with their spears! Or practise throwing a small ball (to represent a rock) at targets of varying distances to emphasise how difficult this was. What skills can children use and refine to improve throwing skills? Who is the most accurate member of the tribe? Would they make a good tribe leader?
- *(Cross-curricular learning opportunities: PE)* Beat the mammoth – a woolly mammoth could run at nearly twelve metres per second. Hold some time trials to see whether any of the children could have outrun one of these impressive creatures! Mark off a point in a straight line 120 metres away to show where a mammoth would get to after 10 seconds. Give pupils a beanbag and ask them to run as fast as they can. After 10 seconds blow a whistle and get them to drop their beanbag to mark where they have stopped. Record the results and compare times. Who is the fastest member of the tribe? Could he or she have outrun a mammoth?
- Design a crown of stones and shells for the victor of the hunt or mammoth race.

Rounding things up:

- What have children learnt that they didn't know before? Review the Cave wall and address any gaps or areas of misunderstanding. Do children need to make any corrections to their notes and sketches from previous sessions?

Keeping track: assessment opportunity

- Ask children to write a short account of a day in the life of a Stone Age tribe member. This could be based upon the role play as described above. Remind them to include detail about the settlement, hunts, food and any perils or successes. Alternatively they could retell their day as a cartoon strip. [Resource 24128: A day in the life of Stone Age man – a planning grid](#) supports this writing activity.

Taking it home:

- Ask the children to find more images of Stone Age tools for the cave wall. Can they find any examples of Stone Age art?

Resources contained within Section 2

23721 Stone Age survival – a board game	15
24246 How to make a fortune teller	27
24128 A day in the life of Stone Age man – a planning grid	28

The aim of the game:

Be the last tribe standing in a game of survival! Players contend with everyday life and events in the Stone Age.

This is a game for 3-6 players. Each group will need:

A game board (enlarged to A3 and laminated)

A die

A set of tribe member cards, a set of seashell cards and a set of spearhead cards

A set of good news and bad news cards

A copy of the Spirit world bank

Coloured counters

How to play:

Place the good and bad news cards on their designated places on the board.

Give each player 3 tribe member cards, 3 seashells and 3 spearheads. Place the remaining cards in their designated places on the Spirit World bank.

Players place their counters on the **Start** position. Youngest player starts by rolling the die and moving clockwise **unless directed otherwise**.

Follow the instructions on the board, picking up good news or bad news cards as directed and reading them aloud. Follow the instructions and replace the cards at the bottom of the pile.

Penalties:

A player who runs out of seashells or spearheads must pay the whole penalty with ONE tribe member card. A player who runs out of seashells must pay with spearheads. A player who runs out of spearheads must pay with seashells. When a player loses a tribe member, a seashell or a spearhead, he or she must put them back in the Spirit World bank, unless otherwise directed.

A player who runs out of tribe members must join with another tribe – this must be the next tribe to play.

Tribal Battle: players who land here will battle against all of the other tribes playing the game. Each player shakes the die. The player with the highest score wins a spearhead and a seashell from the Spirit World bank. All of the other tribes lose one tribe member. Players who tie shake again until one tribe finally wins!

Battle the Next Player: the rules are the same as above, except it is between you and the next player only.

Give a Tribute: this can be a spearhead, a seashell or tribe member.

How the game ends:

As you approach the end of the game, there will be several players who have joined into bigger tribes. The game is over when there is only **one** tribe left with surviving tribe members.

The largest tribe always wins at this game as it would in the Stone Age; they had enough tribe members to hunt or gather food from the land and to survive battles with other tribes.

Stone Age Survival – a board game



Good news cards:

The spirits have smiled upon you today! Add one more member to your tribe.	Your tribe has domesticated two dogs to protect you at night. Shake again.	While fishing, you discover two precious seashells. Take them from the Spirit World bank.	You complete the building of a henge ceremonial site. Take a seashell or spearhead from each tribe as a tribute.	The spirits have filled your shaman with powers! The other tribes give you one of their own tribe each.
You discover a secret stash of spearheads. Take two and shake again.	After a long battle, you defeat the next tribe – take one spearhead or one seashell from the next player.	A new tribe member is born! Take one from the Spirit World bank.	Your tribe finds a new source of fresh water. Choose a seashell or new tribe member from the Spirit World bank.	Whilst foraging, you come across a crop of fruit trees. Add another person to your tribe from the Spirit World bank.
Your tribe's hunt brings in a huge haul – enough to support another member of the tribe from the Spirit World bank.	You win in a tribal conflict and claim two spearheads from the enemy. Take them from the Spirit World bank.	You find a spearhead whilst out foraging. Take one from the Spirit World bank.	A spell of rain makes for a plentiful supply of frogs to eat! Take one seashell or spearhead from the Spirit World bank.	Will the spirits be on your side? Shake again: an even number adds another tribe member.

Bad news cards:

A mammoth tramples one of your tribe during a hunt. Lose a tribe member.	Bad weather means you cannot hunt today. Miss a turn.	Despite leaving an offering for the tree spirit, the fruit was eaten by another tribe. Lose a tribe member.	One of your tribe is injured in a fall. Shake again: an odd number means they'll survive, an even number means you lose them!	Another tribe attacks. Shake an odd number to win or an even number to lose one of your tribe.
The shaman of your tribe warns of an animal attack. Miss one turn to stay safe.	The tribal Chief is killed in a hunt. Reduce your tribe by one and pay a shell or spearhead to the spirits for guidance.	Your cave dwelling is flooded in the night. Lose one of your tribe.	Another tribe attacks. You all survive, but the battle means you lose a spearhead.	A woodland fire means you must flee. You lose one member of your tribe.
A dry spell means there are no vegetable roots, frogs or fruits to eat. Lose two seashells or two spearheads.	High winds and storms destroy your animal skin shelters overnight. Miss a turn to make repairs.	One of your tribe is lost when creating a long barrow burial mound.	While meeting other tribes at a henge monument, you lose a seashell.	You have an unsuccessful hunt. Lose a seashell.

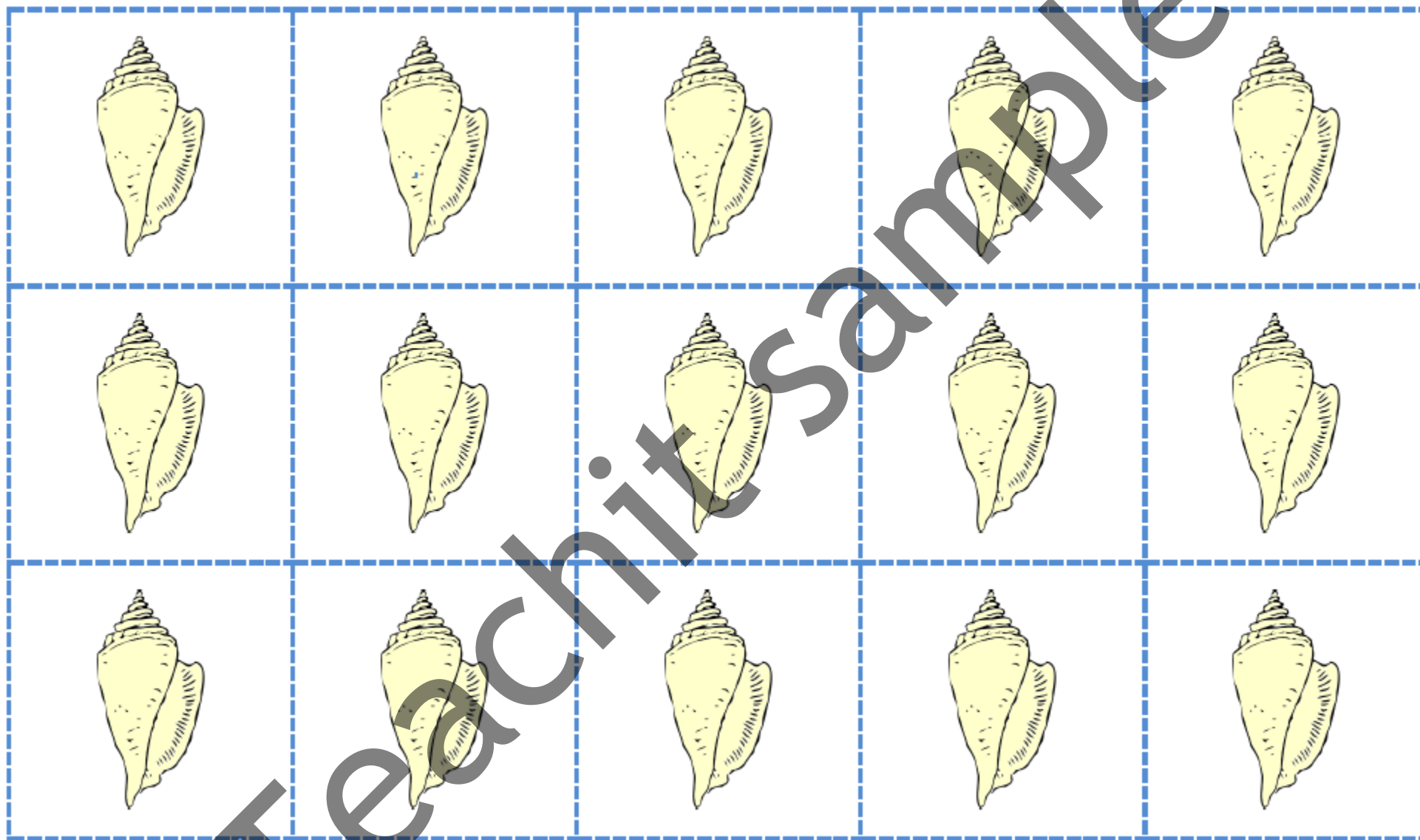
Tribe member tokens:



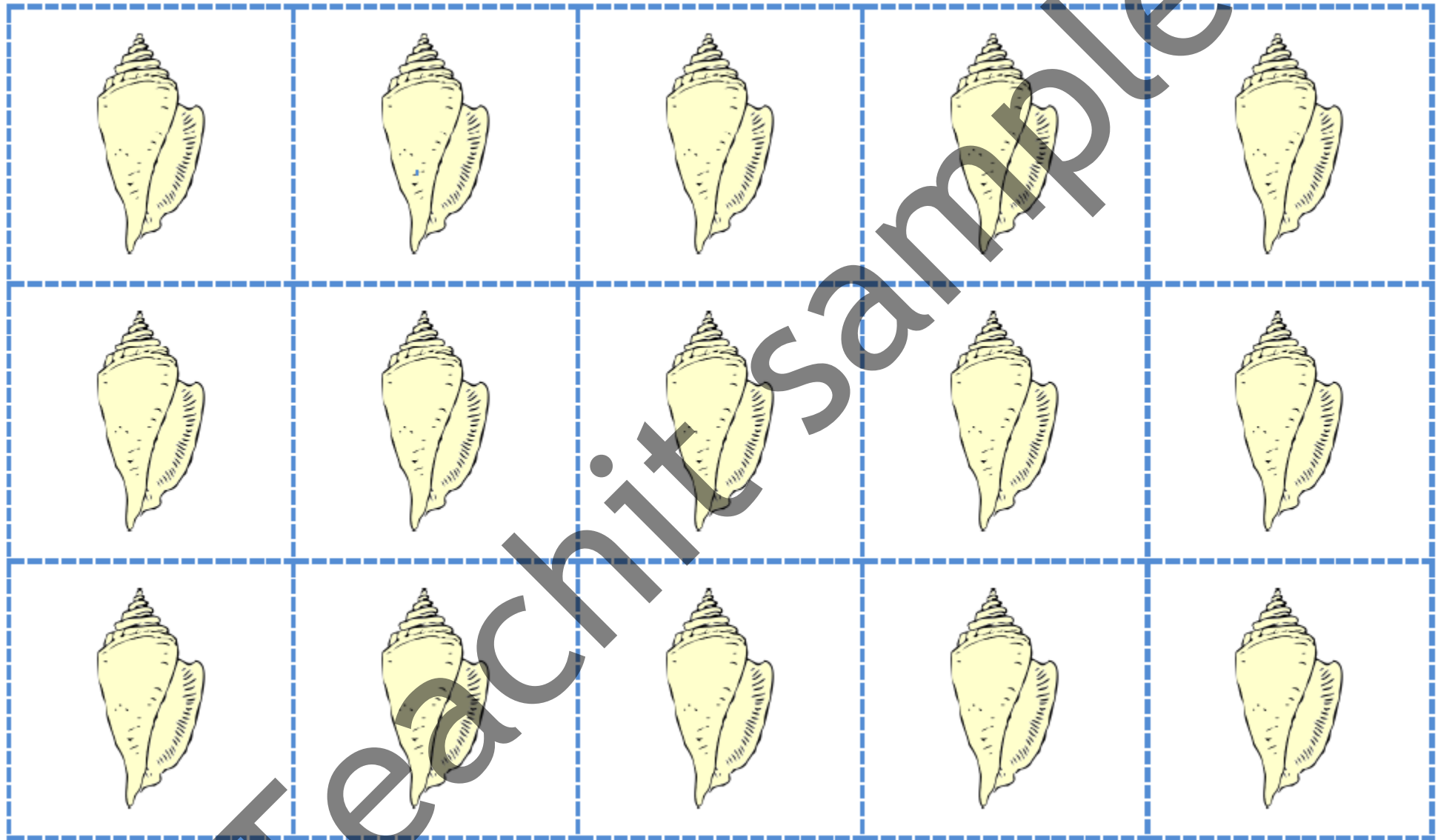
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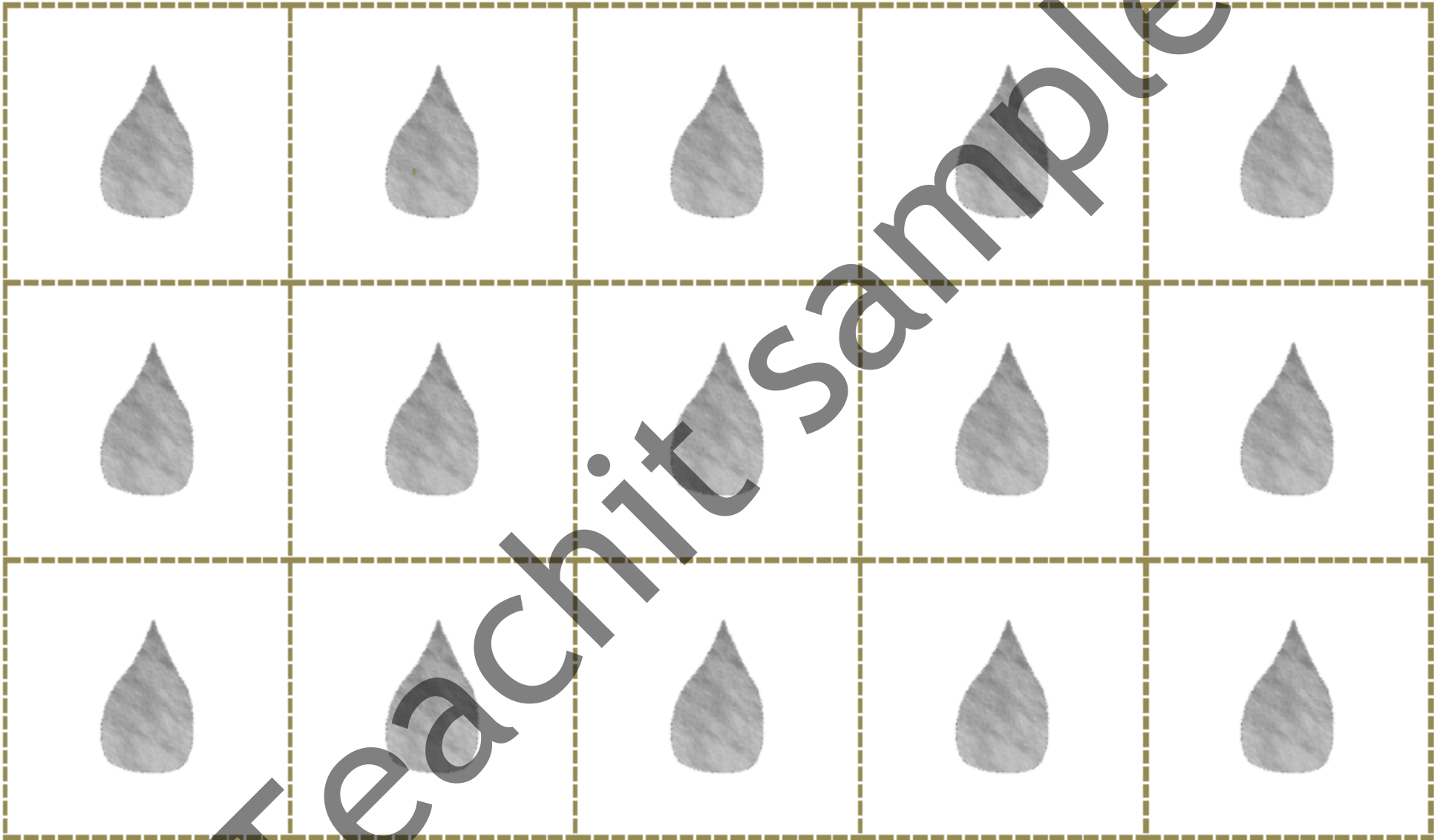
Seashell tokens:



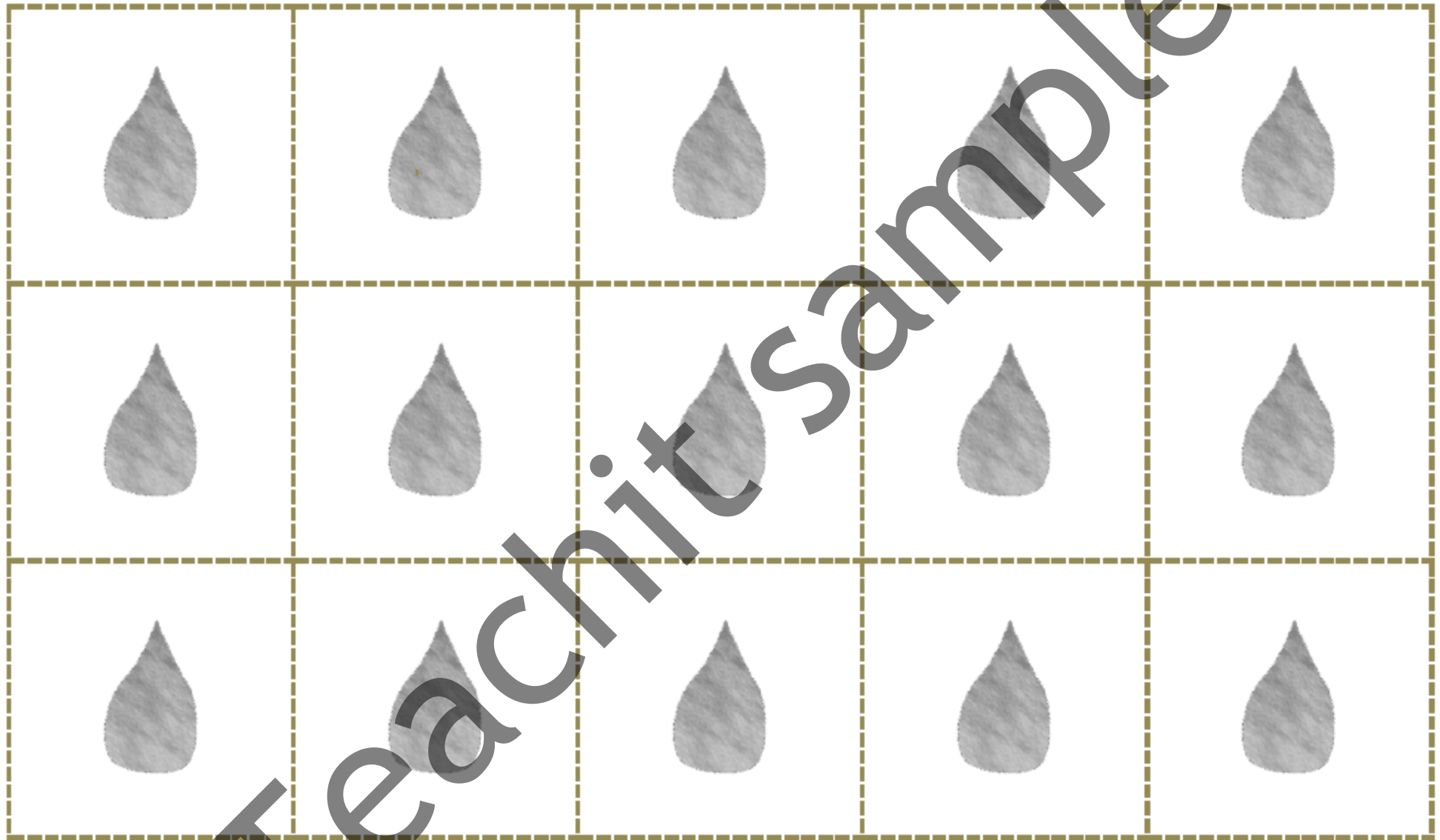
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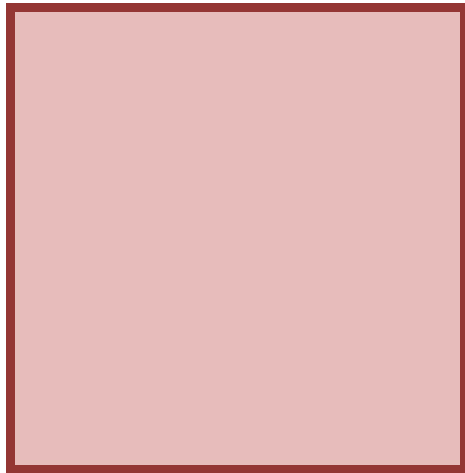
Spearhead tokens:



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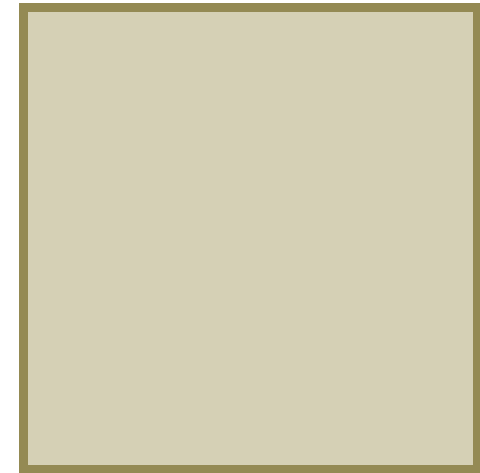
The Spirit World bank



Tribe members



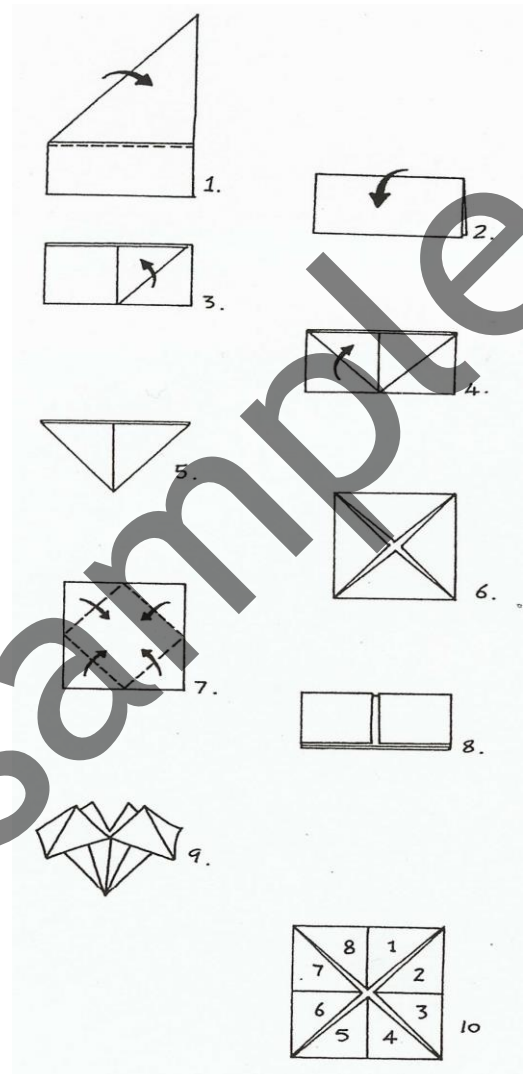
Seashells



Spearheads

How to make a simple fortune teller

1. Make your piece of paper into a square by folding one corner to the side and cutting off the section below.
2. Fold your square in half.
3. Fold one corner to the centre of the other side.
4. Fold the other corner to the centre of the other side.
5. Turn over and do the same for the other two corners.
6. Open up the piece of paper from a triangle to a square, with four flaps in the centre.
7. Turn it over and fold the four corners into the centre.
8. Fold it in half with the flaps inside to make a rectangle.
9. Put your first fingers and thumbs under the flaps. Practise opening and closing the fortune teller in both directions.
10. Flatten it out (as in step 7) and write numbers 1-8 on the triangular flaps. Turn it over and write 4 categories on each of the four corner flaps.
11. Now think of eight relevant questions to write under the number flaps.
12. Working in pairs, ask your partner to choose a category. Open and close the fortune teller for each letter of the category e.g. S – P – E – L – L – I – N – G, and then open the numbered flap relating to the category they have chosen, reading what's written underneath. They should try to answer the question or complete the task. Take it in turns to choose a category and answer questions using your fortune tellers.



Suggested uses

- Key words for topics
- Revision
- Summarising key facts
- Character development
- Story starters and endings

Name:

Date:

Use your knowledge of the lifestyle and habits of Stone Age man to plan a diary entry. Make notes on the grid below. Remember, diary entries are written in the first person and are a personal response to events.



What is your home like? Are you a hunter gatherer or a settler?	
Who do you live with?	
What tasks did you have to complete today? Did you hunt?	
What did you eat today?	
Did you worship? To whom?	
What has been the most challenging part of your day?	
What has been the best part of your day?	
Anything else you would like to include in your diary entry	