Pilgrim Federation Curriculum Coverage Ideas and Resources for the Learning Theme: Stone Age to Iron Age

Art & Design	Computing
Stone Age Art Several types of art were created during the Stone Age: Cupules: Circular indentations in rock made by human chipping of the stone. Petroglyphs: Carvings into stone that displayed the underlying rock colour to delineate the image. Pictographs: Paintings, usually on stone, made with ochre and charcoal. Prehistoric cave paintings can shed some light on what society valued at this time. They show that some human beings valued art and could have been motivated to create it. The subjects show what was important to them. They often depicted animals such as bison, deer, leopards, bears, bulls, and more. **The Lascaux paintings** The Lascaux paintings, discovered in 1940 when some teenagers followed a dog into the cave, feature hundreds of images of animals that date to around 17,000 years ago. Many of the images in the Lascaux cave depict easily - recognizable animals like horses, bulls or deer Archaeologists believe they have discovered the world's oldest-known representational artwork: three wild pigs painted deep in a limestone cave on the Indonesian island of Sulawesi at least 45,500 years ago. The ancient images, revealed in the journal Science Advances, were found in Leang Tedongnge cave. *Animal drawings, sculpture & charcoal cave drawings.* Finger/stick painting. Whole class mural (cave painting) with a modern twist to represent things that pupils do today. **Bronze Age Art**	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. How has computing supported insights into how stone age to iron age living. E.g., GPS, geotagging, databases to record finds. Radiocarbon dating. http://www.digitaljournal.com/tech-and-science/science/archaeology-unearthing-the-past-using-modern-technology/article/508536

Bronze Age art included ornate metal objects like jewellery and weapons, as well as pottery and sculpture. Most Bronze Age art consists of decorations on everyday objects, as well as ceremonial pieces. Bronze Age art is characterised by repetitive patterns and depictions of humans, animals, and other natural subjects. **Iron Age Art** See also Greek Art, Egyptian, Persian and Celtic Art which appeared at a similar time to the Iron Age.	

Design & Technology	Geography
Stone Age: During the Stone Age, humans created increasingly more sophisticated stone tools. These included: hand axes, spear points for hunting large game, scrapers which could be used to prepare animal hides and awls for shredding plant fibres and making clothing. Not all Stone Age tools were made of stone. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Possibly think about creating things that the different time periods may have made to help them with day-to-day living. Tools for building, mending & hunting – What types of tools did they make and what was the purpose? Pupils design and make their own tool. Basket weaving Clothing. Possible visit to from or to a blacksmith. Flint knapping. Dying fabric with natural colours from the environment. Weaving with natural fibres. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Locate sites of historical interest and relate them to an understanding of why they are there. E.g. Stonehenge, what is the geographical significance? Why would different tribes settle in a specific area? **How does physical geography and human geography link?** **Stonehenge** -Stonehenge is situated on the Salisbury plain in the county of Wiltshire in England. -Stonehenge is a human feature -Stonehenge attracts many visitors every year to sightsee, worship, history and relaxation (contemplation) -Some of the stones used came from Wales -The stones had to be floated along the river and then dragged with ropes by men and oxen. **Skara Brae** -Orkney is a group of islands, off the north coast of Scotland, in the North Sea -Orkney is made up of 70 islands -Skara Brae is a very old Stone Age village on the largest island of Orkney -It is possible to see what like was like in the village due to the excavation and restoration -Many people visit Skara Brae every year to understand about the way of life in the Stone Age as the settlement is well preserved -Stone Age settlers would have used the land for farming -The farming included growing crops and rearing cattle and sheep -The way of life indicates that they were peaceful people. **Iron Age** -During the Iron age, settlements were constructed as hill forts for defence -They provided homes from many people -Iron Age homes were called roundhouses -Hill forts in the UK: Maiden Castle in Dorset Danebury in Hampshire, Traprain aw in East Lothian, Scotland, Cadbury Castle in Somerset, Old Oswestry in Shropshire.

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques link to the history about the types of natural foods that would have been around in those time periods. The Bronze Age was in the middle of the Stone Age and the Iron Age. The wheel and writing were both invented during the Bronze Age. Bronze was made when people mixed tin and copper. It is a harder, more durable metal than either of these, making it much better suited for crafting tools and weapons. During the Bronze Age the bronze plough, the bronze axe and sword were also created. What was the architecture in the Bronze Age? Europe's Bronze Age saw major developments in both domestic and ceremonial architecture. In most of Europe, homes were made using wattle and daub construction. British houses were round. https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/stone-age-iron-age-britain/technology-tools-and-inventions/	

History	Music
Pupils should be taught about changes in Britain from the Stone Age to the Iron Age. **When was this period of history?** This period of prehistory in Britain generally refers to the time before written records began. It begins when the earliest hunter-gatherers came to Britain from Europe around 450,000 BC and ends with the invasion of the Romans in AD 43. With no written sources, what we know about this period comes mostly from artefacts and monuments that archaeologists have discovered. What we do know is that the period from the Stone Age to the Iron Age was one of immense change in human development, spanning from the early hunter-gatherers who roamed the countryside to the highly sophisticated and organised groups of the late Iron Age. We generally break this period into the following historical divisions: The Stone Age, The Bronze Age and The Iron Age **What was it like in the Stone Age?** The Stone Age refers to such a vast period of time that we break it into three sections. In the early Stone Age, which we call the Palaeolithic, early people were hunter-gatherers and found food by roaming from place to place according to the seasons. The middle Stone Age, called the Mesolithic, begins at the end of the last Ice Age when sea levels rose and Britain became an island. Tools were developed to become smaller and finer and the invention of canoes meant that people were able to hunt for fish as well as animals. In the late Stone Age, which is called the Neolithic, the way people lived changed significantly because they began to settle into farming communities (like Skara Brae) instead of moving from place to place. People started to domesticate animals and grow their own crops. **What was the Bronze Age?**	**See also Charanga Schemes of work** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression – *Design and make a range of primitive instruments, drums shakers, rattles etc.* **What was music like in the Stone Age?** The first rhythm instruments or percussion instruments most likely involved the clapping of hands, stones hit together, or other things that are useful to create rhythm. There are bone flutes and pipes which are unambiguously Palaeolithic. https://www.youtube.com/watch?v=4oqTdg2Rq1o **What instruments were used in the Iron Age?** It used percussion instruments like drums, tambourines, and small castanet-like cymbals; and the aulos, a kind of double pipe that sounded like a cross between an oboe and a bagpipe and was so loud it could be heard on battlefields. For a long time, that was the only type of their music we knew about.

When people discovered how to extract metal from rocks, bronze replaced stone as the best material for tools. People were able to build better tools for agriculture and they also began to produce weapons and jewellery. Elaborate burial ceremonies took place and important objects were buried alongside bodies in round barrows. Many of these objects have now been discovered and they help us to know more about what life was like in the Bronze Age.

How was the Iron Age different?
Iron replaced bronze as the main metal for making tools and weapons. Better tools for agriculture improved farming and this meant that the population began to rise. People lived in tribes and they were often at war with each other. Soon people protected themselves by settling in hillforts, which were groups of roundhouses and farming land protected by stone walls. During the Iron Age, British society became more sophisticated and people produced ornate art and music. Often these people are called 'Celts', although historians believe that this term was not used until the 18th Century. This period ends with the invasion of the Romans in AD 43.

Enhanced study can come from the following:
Late Neolithic hunter-gatherers and early farmers e.g. Skara Brae.

Bronze Age religion, technology, e.g. Stonehenge

Iron Age Hill forts: Tribal kingdoms, farming, art and culture.
https://www.bbc.co.uk/teach/class-clips-video/history-ks1-ks2-explain-this-hill-forts/z4xx6v4

https://www.cam.ac.uk/research/news/bronze-age-stilt-houses-unearthed-in-east-anglian-fens

Outdoor learning experience – den building, fire pits. Exploring what people may have eaten during these periods. How would they have made tools and clothing? Norwich museum visit Natural History museum visit? Grimes Graves https://www.prehistoricexperiences.com/more-info-outdoor-classroom Flag Fen https://www.visitpeterborough.com/things-to-do/flag-fen-archaeological-park-p875681 https://teachers.thenational.academy/units/prehistoric-britain-b65f https://www.bbc.co.uk/bitesize/topics/z82hsbk/year/z63tt39 https://www.bbc.co.uk/bitesize/topics/z82hsbk/year/zhgppg8 https://app.discoveryeducation.co.uk/learn/channels/channel/e0da4e7b-6ed5-48c5-bbf0-bc9390ebccc0?embed=false&embed_origin=false Stone Age to Iron Age – Discovery Espresso https://www.twinkl.co.uk/resources/ks2-history/ks2-history-prehistoric/ks2-history-stone-age-through-to-iron-age https://www.ks2history.com/lesson-plans-cnot https://www.history.org.uk/primary/categories/the-stone-age-to-the-iron-age https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/stone-age-iron-age-britain/ https://planbee.com/products/the-prehistoric-world-stone-age-to-iron-age	

Physical Education	Science
See also RealPE Schemes of work. Perform dances using a range of movement patterns (caveman style!) Changes in Britain from the Stone Age to the Iron Age. https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ancient-voices/zvkj92p Local history visits Norwich Museum. https://www.independent.co.uk/news/stone-age-factory-is-found-in-east-anglia-1101509.html	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Describe in simple terms how fossils are formed when things that have lived are trapped within rock – also look at Cromerian Period (Deep History Coast) https://www.north-norfolk.gov.uk/tasks/your-community/find-out-about-norfolks-deep-history-coast/ Visit West Runton Beach – go on a fossil hunt. (you can download the app on to a tablet which uses AR and gives extra information about the coastline) Recognise that soils are made from rocks and organic matter. Look at metamorphic, igneous and sedimentary rock. Describe the changes as humans develop to old age. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. https://app.discoveryeducation.co.uk/learn/channels/channel/d7ec8f96-a57d-41f4-a2d8-ff13aac32c70?embed=false&embed_origin=false Rocks and Soils – Espresso Discovery
Modern Foreign Languages	**Other Ideas**
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. *Origins of language & development.* *Basic greetings* *Colours*	

Numbers	

English	Maths
https://www.booksfortopics.com/booklists/topics/history/stone-age-to-iron-age/ **Fiction:** The Wild Way Home by Sophie Kirtley Chapter book Wolf Brother by Michelle Paver Chapter book The Boy with the Bronze Axe by Kathleen Fidler Chapter book Stig of the Dump by Clive King & Edward Ardizzone Chapter book The Stolen Spear by Saviour Pirotta & Davide Ortu Chapter book Defenders: Pitch Invasion by Tom Palmer & David Shephard Chapter book Dyslexia-friendly The Great Cave by Terry Deary Chapter book Stone Age Boy by Satoshi Kitamura Picturebook The First Drawing by Mordicai Gerstein Picturebook How to Wash a Woolly Mammoth by Michelle Robinson & Kate Hindley Picturebook **Non-fiction:** Ancestory by Hannah Salyer Non-fiction Picturebook The Secrets of Stonehenge by Mick Manning & Brita Granström The Stone Age: Hunters, Gatherers and Woolly Mammoths by Marcia Williams The History Detective Investigates: Stone Age to Iron Age by Clare Hibbert Live Like a Hunter Gatherer by Naomi Walmsley 24 Hours in the Stone Age by Lan Cook & Laurent Kling Graphic Novel **Poetry:** **Song:** **Drama:**	

Courageous Advocacy	Developing Spirituality