|  |  |  |
| --- | --- | --- |
| **How did the lives of ancient Britons change during the Stone Age?**  **Objectives:**  • Describe the ways of life which are typically associated with the Stone Age period of history and identify and give reasons for those which are likely to be accurate and those that are anachronisms – simply could not have occurred then;  • Recognise that the Stone Age in Britain is a period of prehistory which began when the first modern humans arrived in Britain between 850,000 and 950,000 years ago and ended approximately 4,500 years ago with the beginning of the Bronze Age;  • Describe and suggest reasons for the presence of a small family group of people from the Old Stone Age on a beach in Norfolk and compare and contrast this with how most people use beaches today;  • Describe and explain how archaeologists use a great variety of artefacts, including monuments, to try to understand how ancient Britons lived during the Stone Age;  • Describe the likely features of Stone Age summer and winter camps in Britain and offer reasons and explain why they were required;  • Recognise, describe and compare and contrast the difference between historical facts (what we know for certain) and historical supposition (assumptions we make about the actions of people and events without certain knowledge or evidence);  • Identify, describe, compare and contrast and explain some of the important ways in which life for ancient Britons changed during the Stone Age.  **Curriculum coverage:**  • changes in Britain from the Stone Age to the Iron Age.  Vocabulary:  Imagine; Stone Age; cave; cave man; misconception; dinosaur; chronological; time; anachronism; beach; footprint; Norfolk; United Kingdom; archaeologist; evidence; sediment; accurately; pollen; extinct; remains; mammoth; giant beaver; eroded; excavation; reconstruction; analysis; Natural History Museum; suggest; individuals; family; plants; edible; shellfish; deposit; cliff; receding; dig; exposed; organic; three-dimensional; tools; vegetation; deciduous; coniferous; discovery; continuity; change; communication; Old Stone Age; Palaeolithic; New Stone Age; Neolithic; hunter-gatherers; nomadic; weapons; flint; knapped; harpoon; crops; wheat; barley; domesticated; leather; fields; quern; grain; flour; village; Skara Brae; pottery; flute; bone; spindle whorl; spin; yarn; weave; monument; Silbury Hill; Stonehenge; summer camp; winter camp; permanent; seasons; pasture; autumn; temporary; butchery; ceremonial; burial; Western Europe; necklace; clue; life expectancy; illness; injury; fighting; sustained; cremated; ritual; ochre; pigment; iron oxide; tusk; mammoth; magical; worship; pray; myth; legend; ancient; generation; incorporates; honoured; supposition; belief; proof; knowledge; assumption; wattle; daub; manure; farming; agriculture; livestock; crops; flour; bread; settlement. | **What is the secret of the standing stones? (Bronze Age Britain)**  **Curriculum coverage:**  • changes in Britain from the Stone Age to the Iron Age.  **Objectives:**  **•** Describe the process of smelting bronze from copper and tin that heralded the end of the Stone Age in Britain;  • Identify and describe the likely use of a range of Bronze Age artefacts and explain why these items demonstrate progress in the way that people lived in Britain compared with the Stone Age;  • Identify, describe and offer reasons for the likely use of artefacts discovered in the grave of the Amesbury Archer;  • Explain why archaeologists think that the Amesbury Archer was given the richest burial known in Bronze Age Britain;  • Identify, describe and explain the purpose of monuments, both historically and modern day;  • Identify, describe and compare and contrast typical Bronze Age stone monuments and suggest reasons for their design and layout;  • Explain through synthesising a number of reasons the possible purpose of the stone monuments at Merrivale;  • Demonstrate understanding through explaining the significance of a monument either in the local area and/or a monument of global importance  • Suggest and describe possible additional wooden and cloth features to the stone monuments at Merrivale and justify their selection;  • Empathise through sharing the possible feelings and emotions of a visitor to a ceremony taking place at Merrivale during the Bronze Age;  • Based on knowledge with some additional research, identify, describe, explain and justify the choice of 10 artefacts to be placed in the grave of a Bronze Age warrior chief.  VOCABULARY  Copper; tin; smelting; bronze; manufacture; Bronze Age; museum; discovery; artefacts; advancement; progress; decoration; pleasure; social status; functional; purpose; chisel; construction; buildings; farming; shield; carcass; harness; pony; bowl; sieve; spear; shaft; bracelet; earrings; brooch; armlet; axe; arrow; dagger; scythe; archer; grave; Stonehenge; Wiltshire; skeleton; reconstruction; cremated; speculate; elaborate; lavish; transformed; wealthy; powerful; hunter; warrior; community; status; trade; international; crafts; metalworking; exchanging; elite; afterlife; tools; Switzerland; Europe; Bell Beaker people; challenges; storyboard; chamber; round barrow; mourners; mountains; Alps; boar; tusk; bracer; cushion stone; gold; ornaments; earrings; bone; pin; elderly; farming; ceremony; foetal; womb; overland; passenger; oarsmen; Spain; France; quiver; bow; decayed; disappeared; reputation; community; analysis; recoil; hammered; impact; wraparound; cloak; monument; statue; John Lennon; Liverpool; The Beatles; Statue of Liberty; United States; gift; France; symbol; freedom; democracy; Statue of Christ the Redeemer; Rio de Janeiro; Christianity; Eiffel Tower; France; commemorate; Paris; Brandenburg Gate; Berlin; Germany; unity; Lenin Mausoleum; Moscow; Red Square; Vladimir Lenin; Head of State; Soviet Union; Taj Mahal; India; memory; Hiroshima Peace Park; memorial; atomic bomb; Al Kaaba Al Musharrafah; Mecca; Saudi Arabia; sacred; Islam; London Eye; United Kingdom; millennium; Animals in War Memorial; Hyde Park; London; British; military; command; war memorial; construct; spiritual; belief; mystery; double; standing stones; stone circle; cist; chamber; avenue; lid; maintaining; organic; banner; theory; ranking; astronomical; analysis; aligned; summer solstice; accompanies; community; impressed; amazed; settlement; midsummer; midwinter; postcard; social media; sharing; adjectives; convention; empathise; capstone; peat; acidic; cremated; urn; warrior; chief; negotiating; peace; stable; politicians; trade | How do artefacts help us understand the lives of people in Iron Age Britain?  Curriculum coverage:  • changes in Britain from the Stone Age to the Iron Age.  Objectives:  • Identify and describe the common features of the archaeological remains of Iron Age hill forts found around Britain today;  • Suggest how an Iron Age hill fort might have appeared when first constructed, giving reasons to justify the choice of features which have been included;  • Describe the main features of an Iron Age roundhouse and identify and suggest reasons for the purpose of artefacts found within them;  • Compare and contrast their reconstruction with that which professional archaeologists have produced based on available evidence;  • Interpret a range of evidence to generate reasons, and then explain, why Iron Age Britain was often a violent time;  • Recognise and describe the importance of Iron Age staters and understand through explanation how archaeologists suggest they were used by people over 2,000 years ago;  • Recognise the range of reasons suggested for the discovery of a magnificent Iron Age shield in the River Witham and synthesise these reasons into an explanation;  • Describe who Boudica was and explain why she fought the Romans when they invaded Britain at the end of the Iron Age.  VOCABULARY  Iron Age; hill fort; hectare; area; mound; earth; earthworks; constructed; hill; steep; wall; earth; ditches; rampart; plateau; remains; decay; organic; decomposed; archaeologist; evidence; protection; reconstruction; palisade; sharpened; shelter; grain; pit; framework; vulnerable; gate; weak; maze; dangerous; evidence; tribe; line graph; population; culture; social customs; religious beliefs; smelting; plough; diet; healthier; fierce; aggressive; Celts; Europe; fertile; occupied; neighbouring; attack; steal; rush; temporary; well; underground; venturing; siege; surrender; stater; animal; vegetable; mineral; Ancient Greece; coin; inscription; Wales; Germany; Catti; money; barter; swap; exchange; goods; services; metal detectorists; hoard; store; heap; underground; Jersey; Yorkshire; Leicestershire; offering; gods; goddesses; controlled; Otherworld; farmers; ploughing; newspaper; media recount; artefacts; underwater; river; lake; well; precious; tools; chariot; boat; shield; votive offering; ceremony; pathway; Battersea Shield; theory; River Thames; summarise; synthesise; explanation; conclusion; connective; Boudica; Romans. |