

## UKS2 Topic: Stone Age to Iron Age Britain

Session 4 Hunting and gathering	
<b>NC link</b>	<p><b>History:</b> Develop a chronologically secure knowledge and understanding of British history. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Understand how our knowledge of the prehistoric past is constructed from a range of sources, and should evaluate the reliability of each of these sources.</p> <p><b>D&amp;T:</b> Use research and develop design criteria to inform design. Generate, develop, model and communicate their ideas.</p>
<b>LOs</b>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• Learn what animals and plant resources were around in the Pleistocene</li> <li>• Identify glaciations and interglacial periods on a timeline</li> <li>• Develop ideas of how to use Ice Age animals and plants</li> </ul>
<b>Key vocabulary</b>	Mammoth, glaciers, glaciation, interglacial
<b>Resources</b>	<p>1. Fundamental fact-sheets – Ice Age plants and animals</p> <p>2. Fundamental fact-sheets – hominin behaviours 2</p> <p>3. Ice Age or not</p> <p>4. Fundamental fact-sheet – Boxgrove</p> <p>5. How to make cord</p> <p>6. How to make a spear-thrower</p> <p>7. Sun and snowflake images</p> <p>What you'll need School grounds, Field Studies Council plant identification sheets, pictures of ice and sun, raffia, sticks</p>
<b>Links</b>	<p><a href="http://www.yac-uk.org/userfiles/file/1429016962_Nettle_String.pdf">http://www.yac-uk.org/userfiles/file/1429016962_Nettle_String.pdf</a></p> <p>Instructions on how to make cord from nettles from the Young Archaeologist's Club</p>
<b>Prep</b>	Print out a copy of resource 1. Print about ten each of the sun and snowflake images.
<b>Mini-wow starter</b>	Take children outside to look at the plants in the school grounds. Use Field Studies Council ID sheets if necessary. Ask children which they think people could eat or use. (You are likely to find nettles – they can be eaten and made into string, bramble gives blackberries, oak trees give acorns that can be ground down into flour and made into cakes – they are bitter though). You could pick nettles to make string, follow the instructions in the links.
<b>Main activity</b>	<p>Go back inside and show children resource 3 on the whiteboard. Point out that during the Palaeolithic/Pleistocene, there were a number of Ice Ages and warm periods in between. Get children to tell you when there were Ice Ages using the diagram in resource 3. For those who get it right, give them a clipart ice card to put on the class timeline. Then ask children to work out when Britain was warmest (i.e. the interglacials) and give them a sun to put that on the timeline. Show children the presentation about Boxgrove on the whiteboard as an example of a warm period during the 'Ice Age'.</p> <p>Give each table a section of resource 1. Get them to identify what animals and plants were around in their period, make a drawing of it and put it on the class timeline.</p> <p>Ask each child to draw one of the animals or plants they have identified and label it with all the uses it could have. Encourage them to think of more than just the meat of an animal (e.g. the hide for clothes, the bones for tools) or non-food uses for plants (e.g. string, shelters).</p> <p>Get children to discuss how to make either make strong cord using raffia (which is an alternative to using nettles) or a spear and spear-thrower and then to carry out their plans (there are guidelines in the resources).</p>
<b>Extension</b>	You could also take children to the grounds or a local wood to make shelters from things found in the wild.
<b>Assessment</b>	Ask several children to present their diagrams to the class and see if anyone can come up with one more use of the plant or animal.