

Stone Age to Iron Age

Session 1: Time travel in the Peak District – Stone Age Hunters

Aims of the session

The aim of this session is to explore the evidence of life in the Stone Age in the local area, to find out how people lived at the end of the Ice Age in the Palaeolithic (Old Stage Age) and during the Mesolithic (Middle Stone Age). This was before farming so people had to hunt and gather wild food to survive.

Gather evidence in the gallery to create a video back at school about life in the Stone Age

Curriculum links

This session will support pupils to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

A visit to the Wonders of the Peak gallery will contribute to both an overview and an in-depth study to help pupils understand both the long arc of development and complexity of specific aspects of the content.

Resources

Handling collection, Stone Age Boy, DK Find out series, www.wondersofthepeak.org.uk

KS2

Session 1: 12,000 to 6,000 years ago

The aim of this session is to explore the evidence of life in the local area from the Mesolithic to the Neolithic. Gather evidence in the gallery to create a video back at school about life in the Mesolithic times.

Curriculum Links	Activities			Plenary	Follow Up Activities
<p>Best for: KS2</p> <p>Learning opportunities for:</p> <p>develop a chronologically secure knowledge and understanding of British, local and world history, establish clear narratives within and across the periods they study</p> <p>devise historically valid questions about change, cause, similarity and difference, and significance</p>	<p>Introduction The pupils have travelled in time to the end of the Palaeolithic (the Old Stone Age). They will look at changes into the Mesolithic (meaning mid stone age) to Neolithic (meaning new stone age).</p> <p>Ask pupils to look at evidence in the gallery of objects from these different time periods.</p> <p>What is similar and what is different?</p> <p>How did people dress?</p> <p>What sorts of tools did they use? There is a lot of evidence from this period. How will pupils identify it?</p>	<p>Before handling objects Ask pupils to recap on how to handle objects safely. Ask children to demonstrate how to handle objects safely.</p> <p>Discuss the sorts of questions they need to ask to find out about the objects:</p> <p>Questions should be around:</p> <ul style="list-style-type: none"> • Description • Deduction • Interpretation. <p>Hand out the Investigating objects sheet.</p>	<p>Handling objects</p> <p>Rotate the tools and other objects around the children.</p> <p>Some are Mesolithic and some are Neolithic.</p> <p>Can the children describe the objects using five adjectives?</p> <p>Sitting back to back, can they describe their object to a partner?</p> <p>Can they put the objects in date order?</p> <p>Evidence?</p>	<p>How we used to live</p> <p>The children will create a video about life in Mesolithic times. Ask them (in small groups) to look for evidence to help them tell their stories.</p> <p>There is a lot of evidence in the gallery the clothing, the tools on display, the artists impressions and the handling collection.</p> <p>Which evidence will help them to tell their story?</p>	<p>Time travel</p> <p>What it would be like for a child from Mesolithic times to be transported to Buxton now.</p> <p>Make a video</p> <p>Children will now create a storyboard for their video. Plan how they will shoot scenes (green screen? Puppet pals etc).</p> <p>Write a script. Practise saying their words out loud.</p> <p>Practise taking the shots for their video.</p> <p>Shoot the video.</p> <p>Edit it using iMovie. Add music. Review.</p> <p>Organise a celebration event to show their videos.</p>

Supporting information for teachers

15,000 to 6,000 years ago (From the Late Upper Palaeolithic to the Mesolithic)

Towards the end of the last ice age, from around 15,000 years ago, people began to repopulate the Peak District. They followed herds of reindeer and used caves as shelters. To survive, these nomadic families must have had great knowledge of the landscape and how they could use it. These people were known as hunter-gatherers because they would hunt animals and forage for food. People did not just kill animals for meat; they used the skins to make clothes, sinews for binding and bones for making tools such as hammers. They would use reindeer antlers to shape and sharpen into points that could be used as tools. Nothing was wasted. The period is known as the 'Late Upper Palaeolithic', and marks the very last part of the 'Old Stone Age'.

Over hundreds of years the temperatures rose, the open landscape of ice age tundra was replaced with dense forests. People adapted to this new environment, making new types of tools to hunt and forage in forests and heathland. They learnt to burn areas of forest to create new growth, which attracted animals to hunt. This change in culture gave rise to the term 'Mesolithic', meaning middle Stone Age, to describe this period between the end of ice age, but before people started to settle down and farm.



One of the most distinct features of the Mesolithic is the use of microliths, tiny flakes of worked stone that were attached together in bone and wood handles to create tools such as spears, arrows, harpoons and saws.

It was during the Mesolithic that Britain became separated from mainland Europe, around 8,000 years ago.

How do we know?

Archaeologists use evidence of finds from the time and they also look at how hunter-gatherer communities live today.

Lismore Fields

Visitors to Buxton can travel back in time 8,000 years just by following the river in Pavilion Gardens, south-west towards Burlington Road.

Soil samples taken in the 1980s from this area have provided clues to what life was like during the Mesolithic period. Unlike most of Britain, which was densely forested, this area was quite open with oak, hazel and birch trees on grassland and heath.

Buxton's thermal spring water would have been important. It would have attracted both animals and people, making this a special place.

We know that there were people in this area because of the microliths found here. A microlith is a tiny worked piece of flint which was part of a larger tool with several blades set into it. The nomadic people who came to this area would have had great survival skills.

From around this time, people began to move around less, they cleared the woodland and started to build more settled home bases although they probably still moved with the seasons. This was the beginning of the Neolithic, marked by the introduction of farming and pottery.

How do we know?

Watch the videos of flint knapping in the Wonders of the Peak Gallery. Look out for evidence or clues to:

- How people would have dressed at the time
- Which items would have been important to them
- How they would have made tools.

Handling collection

Hand around the objects from the handling collection. One axe is around 8,000 years old, and one is around 5,000 years old. How do we know this?



Flint axe head, 9,000 years old (Mesolithic)



Flint axe head, 5,000 years old (Neolithic)

Suggested activity

Challenge/Back in the classroom/link to Poole's Cavern and Peak Parks

Travel back in time.

Close your eyes. You are travelling back from 10,000 years ago. Now open your eyes.

- What is in the landscape now, that wouldn't have been there in Mesolithic times? (buildings, fields, walls, houses, playgrounds, roads, cars)
- What might a Mesolithic person have seen? (dense forest, clearings with scrubland, shelters, deer).
- What would their world sound like compared to ours?

Discuss

Next in small groups discuss:

- How would you survive in Mesolithic times?
- Where would you find materials to make tools? (wood, stone, animals)
- Where would you find shelter? (caves, temporary shelters)
- What would you eat? (meat, berries, nuts)
- How would you make tools? (from stone, horn, bone, wood)
- What would you wear? (Animal skins?)

Discuss the things we take for granted now and what Mesolithic people would have to do to survive.

Focus on shelter, warmth, clothing, food and the tools you would need to make sure you had the means to survive. If you lived 12,000 years ago:

- Where would you live?
- How would you live?
- Where would be your best bet for survival?
- How can you check your answers?
- How can you find out more?

Travel forward in time

How might you feel as a Mesolithic person travelling forward in time to Buxton? Imagine standing at the top of the slopes or in the middle of the town. What would be different, dangerous, fun or exciting?

Surviving in as a hunter in the Peak District

Making a video

Using tablets or iPads, create an instructional video on how to survive 10,000 years ago in the Mesolithic Peak District. Making a video can take place over a number of sessions divided into: learning how to use the iPad, research skills, developing a script and storyboard, filming, editing.

In groups of three or four decide how you will approach your task. You will have to complete several steps.

Plan

- Decide: Who will do what. Who is good at filming? Who is good at writing scripts? Who is good at presenting? Or who would like to learn these skills?
- Decide on three questions to investigate.
- Discuss how you will gather evidence to answer your questions.
- Think about how you will present your evidence. Do you have any images that you can use in your video? Will you dress up? How will you make costumes?

When you have gathered evidence, discuss how your film might work.

- Create a storyboard for your film.

Image				
Words				

When you have your storyboard in order start to add words or write a script.

Rehearse.

Shoot your video. Do this one section at a time. It doesn't have to be in the correct order as you can edit it.

Edit and add music. (iMovie is a good easy to use editing tool)

Review your video.

The pupils can present their ideas at each stage to the rest of the class for discussion and input.

This activity could culminate in a Red Carpet Premier inviting parents/family.

Session 2 Time travel in the Peak District: the Neolithic

Aims of the session

These sessions focus on Neolithic life with the aim of exploring ancient craft and the tools people made

Curriculum links

These sessions will support pupils to:

Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends overtime and develop the appropriate use of historical terms.

They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

A visit to the Wonders of the Peak gallery will contribute to both an overview and an in-depth study to help pupils understand both the long arc of development and complexity of specific aspects of the content.

- A local study and a depth study linked to Prehistory
- Changes in Britain from the Stone Age to the Iron Age.
- A study over time tracing how several aspects of national history are reflected in the locality.

Resources

Stone Age Boy, Findout! Stone Age, Paper, pencils, clipboards, Clay, Playdoh! www.wondersofthepeak.org.uk



KS2
Session 2: Neolithic 6,000 years ago

The aim of this session is to explore the evidence of life in the local area 6,000 years ag.

Curriculum Links	Activities			Plenary	Follow Up Activities
<p>Best for: KS2</p> <p>Learning opportunities for:</p>	<p>Introduction:</p> <p>Pupils will search the gallery for items that would have been used in Neolithic times.</p> <p>Discuss with a partner:</p> <p>What are the objects?</p> <p>How did people use these objects 6,000 years ago?</p> <p>Where were these objects found?</p> <p>Make quick sketches of the objects.</p> <p>What are they made from?</p>	<p>Find</p> <p>Find the pot from Lismore Fields</p> <p>Use adjectives to describe it.</p> <p>What is it made from?</p> <p>What do you think it was used for?</p> <p>How was it made?</p> <p>Back at school the children will make a Neolithic pot.</p> <p>Use this opportunity to get inspiration for the shape and design.</p> <p>Sketch the pot from different angles.</p>	<p>Problem solving</p> <p>How might the children make a Neolithic pot? Think about the tools they might need and how you might make your pot. In Neolithic times people experimented with different materials to make clay for pottery. If they didn't get the combination just right the pots would crack when heated.</p>	<p>How we used to live</p> <p>Use modelling clay/ Play Doh! to design shapes for stone age pottery. (Rolling pin, shaper, table cloth, board).</p> <p>The designs on Neolithic pots are simple. How might you decorate your pot? You can make very simple repetitive designs like the one in the drawing from Grin Low.</p>	<p>Research</p> <p>How do people make pots today? Research different methods used to make pots.</p> <p>Which could have been used in Neolithic times?</p> <p>Why?</p> <p>Which do they think would not have been used in Neolithic times?</p> <p>Why?</p>

Supporting information for teachers

6,000 - 4,000 years ago (Neolithic)

From around 6,000 years ago people began to adopt a new type of lifestyle. At first they still moved with the seasons, but rather than solely hunting they were finding pastures for herds of domesticated animals, and growing crops during the summer. The Neolithic is defined by the presence of agriculture, although people still hunted and gathered wild foods too. In Britain, the use of pottery first appears in the Neolithic.

It's likely that early farmers and hunter-gatherers lived alongside each other for many hundreds of years. Not everyone would have decided to farm straight away.

There is evidence for some of these early farmers in Buxton.

Lismore Fields is now an area of housing and a grassy area near to the Serpentine Walks and the River Wye in Buxton. However, it is a very important site. Here, archaeologists found evidence of an Earlier Neolithic settlement.

Archaeologists found the remains of three buildings. They don't know if the buildings stood together or were built at different times. They also found preserved floors, postholes and pits. It seems one building was taken down carefully but the other two probably burned down.

Experts think the buildings date from around 6,000 years ago. Before this time people would have lived in caves or made rough shelters.

The buildings were rectangular, supported by posts. No one knows for certain what they looked like. It's possible the walls were made of mud plaster and the roofs thatched with heather. Archaeologists also found bits of charred plants; evidence that the people who lived here were processing grain, chaff, flax, nut and apples.

They also found pottery and stone, or 'lithic', tools. (See Stone Knapping video in the gallery)

Archaeologists believe pottery found at the site would have been used to hold milk, animal fats and vegetable matter. This is important information because it suggests a different diet from nuts and berries; the diet of hunter-gatherers. To have this type of food, people would have to be in one place for long enough to rear animals and grow vegetables so this suggests settlements.

At this time settlements would have been small, mainly family groupings.

People still moved with the seasons, finding pastures or food for their herds of animals but during the summer they grew crops in small fields.

Both a Nomadic and more settled way of life relied on a strong understanding of the seasons and life cycles.

People also began to use new materials to make things. They worked out how to make pots that they could use to cook food. The pots were made from clay but if clay gets hot it shatters so potters added crushed limestone to the clay to make it stronger.

How do we know?

Objects in the Collection (Timeline, Time wall, Pastures, Hills)

Objects in the gallery include the Lismore pot, different types of stone tools, objects found in Neolithic Chambered tombs and barrows. The tool fan shows progression through time, the tools in the middle row are almost all Neolithic

Photographs of dig at Lismore fields

Look at the displays. Use the tablets in the gallery to find out more.



Suggested activity

Before your visit

Read Stone Age Boy. Prompt the children that you are going to the Wonders of the Peak gallery and that you might see some of the objects that are in the story. If the story is too complex, share some of the images that show Stone Age Life and discuss these with the children, looking at tools, homes, clothes, how people live, etc. If the story is too childish use the DK series Findout Stone Age. Copies of both books are available in the gallery.

In the gallery

In pairs or small groups ask:

How many objects that are in the story can you find in the Wonders of the Peak gallery?

Can you name them and describe what they do?

Write a description, draw them, examine them, discuss them with your partner or the class.

What are they made from?

What do you think these might be?

Find the pot from Lismore fields in the timeline.

- Use adjectives to describe it.
- What is it made from?
- What do you think it was used for?
- How was it made?

Challenges/back in the classroom

How might you make a Neolithic pot? Think about the tools you might need and how you might make your pot. Today people make pots in different ways from moulds, by wheel or by shaping or rolling clay. Neolithic pots were made from rolls of clay – the potter’s wheel wasn’t discovered until the Iron Age. In Neolithic times people experimented with different materials to make clay for pottery. If they didn’t get the combination just right the pots would crack when heated.

Use modelling clay/ Play Doh! to design shapes for stone age pottery. (Rolling pin, shaper, table cloth, board).

The designs on Neolithic pots are simple. How might you decorate your pot? You can make very simple repetitive designs like the one in the drawing from Grin Low.

You could be more inventive and forage or provide (leaves, stones, rope, metal) which can be used to make a design (imprint).

Take a photo and upload your Neolithic pot to the Wonders of the Peak app or gallery.

Explain what it is made from and how you have decorated it.

You could also explain what it might have been used for.

How would you make a bowl for the Stone Age soup in the gallery?

Session 3 Time travel in the Peak District: Monuments and Festivals

Aims of the session

To explore monuments and celebrations, Stone Age style.

Curriculum links

These sessions will support pupils to:

Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends overtime and develop the appropriate use of historical terms.

They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

A visit to the Wonders of the Peak gallery will contribute to both an overview and a depth study to help pupils understand both the long arc of development and complexity of specific aspects of the content.

- A local study and a depth study linked to Prehistory
- Changes in Britain from the Stone Age to the Iron Age.
- A study over time tracing how several aspects of national history are reflected in the locality.

Resources

Photographs, paper, crayons, pens, craft material



KS2

Session 3: Neolithic 6,000 to 4,000 years ago

The aim of this session is to explore the evidence of life in the local area 6,000 to 4,000 years ago

Curriculum Links	Activities			Plenary	Follow Up Activities
<p><u>Best for: KS2</u></p> <p>Learning opportunities for:</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Note connections, contrasts and trends overtime and develop the appropriate use of historical terms.</p> <p>Address and sometimes devise historically valid questions</p>	<p>Introduction:</p> <p>Introduce the idea of communities now living in groups and making their mark on the landscape.</p> <p>Research in the museum</p> <p>Visit the Pastures display which contains several items from Arbor Low, Gibb Hill and Liffs Low.</p> <p>The Timeline and Timewall contain material from Bull Ring, Five Wells, Grin Low and more.</p> <p>Look for items that are similar and different.</p> <p>Describe what is similar and what is different.</p>	<p>Research</p> <p>Back at school children will design a monument, echoing the barrows, henges and stone circles created in the Neolithic period.</p> <p>At the museum gather evidence from the stories of the three sites Arbor Low, Bull Ring or Liffs Low to help design the monument.</p> <p>Archaeologists now believe tribes would come together at special times of year such as the equinoxes or solstices for celebrations at Henges. They would meet and trade.</p>	<p>Story telling</p> <p>Ask the children to use the information as a basis to write a story about meeting for a festival in Neolithic times.</p> <p>Prehistory is the period before written records so an oral tradition, story telling was very important. Ask the children to tell their stories to the rest of the class. Arrange a mock campfire to sit around.</p> <p>Local poet and story teller Gordon MacLellan has written some evocative and</p>	<p>In the landscape</p> <p>Discuss</p> <p>Henges and burial mounds are monuments. What other monuments are important to the Peak District/your local area? Take photographs of the monuments and explain what they are for. Create a Wonders of the Peak app trail of monuments.</p>	<p>Research</p> <p>Design a modern monument for your local area.</p> <p>What would you include? What sort of symbols, images or items would you use to display your community values? Explore the monuments in Buxton Wonders of the Peak App.</p> <p>Back at school children will design a monument, echoing the barrows, henges and stone circles created in the Neolithic period.</p>

<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Research the stories of the three sites Arbor Low, Bull Ring and Liffs Low.</p>	<p>How? Design a pattern or Arbor Low.</p>	<p>emotive poetry and stories as part of the Wonders of the Peak project.</p> <p>Use the poems to start the stories around the campfire. He has also provided some half written poems for visitors to complete.</p>		
---	--	--	---	--	--

Supporting information for teachers

6,000 to 4,000 years ago Neolithic Period

With a more settled way of life, relationships changed. Archaeologists think people at this time worked together and were largely equal. They lived in small houses, in small family groups.

People made tools for ploughing fields, harvesting food, cutting down trees and hunting. The standard of tools by now was quite high. People in different areas may have specialised in certain crafts. We know that some of the finer tools came from the Lake District or Cornwall for example. Polished axes may have been status symbols or given as gifts.

At this time, monuments and tombs began to appear. The most common Neolithic monuments in the Peak District are stone burial mounds. According to expert, Bill Bevan, (*Ancient Peakland*) there are at least 19 sites surviving from between 5,500 and 4,500 years ago. Communities at this time built two types of burial mounds: long barrows and chambered tombs. Long barrows can be up to 50 metres long and most round barrows are between ten and 45 metres in diameter. They can be up to three metres high.

Creating these mounds in high locations in the Peak District would have altered the natural landscape, showing the impact people had made on the area. The monuments may have provided a symbol for people living nearby, creating a sense of community or ownership perhaps.

Not everyone who died was buried in a burial mound; very few were selected for burial in this way. Experts think only important people within a group or those who died on significant days would have been buried in the mounds. The bodies were often buried with fine flint axes or pottery. Gib Hill is a Bronze Age round barrow thought to be on top of an earlier Neolithic long barrow. The long barrow dates somewhere between 4,000 and 3,000 BC, so before nearby Arbor Low was created.

Arbor Low is an example of a henge, another type of important monument. Stonehenge in Wiltshire is the most famous and iconic henge in Britain. In the Peak District there are henges at Arbor Low, the Bull Ring at Dove Holes and Liffs Low. A henge is a circular ditch cut into a large bank. They have two opposing entrances, thought to be aligned particularly with the setting of the sun at the Winter solstice, the shortest day of the year. This was an important day as it signified the return of light and life.

Henges are different from stone circles. Often stone circles were added to henges much later. The stones may have acted as a screen preventing people from seeing an entire service or ceremony taking place inside the henge. Many more people would gather at henges than at burial mounds.

Experts think the henges were the focal point for family groups living in a particular area. They were places of celebration; where people could come together to celebrate the changing seasons, perhaps for marriages, for trade, to sort out any disputes about land or to meet other tribes.

Many stone tools have been found around Arbor Low. This suggests that people spent a lot of time in and around the monument. Near Stonehenge, archaeologists have found lots of pig bones, suggesting feasting before people processed to the henge. Stonehenge also has an avenue which may have been used for processions to the monument. Experts think people would have processed up to Arbor Low too.

People would have had made dyes from plants so they may have had colourful clothes and they may also have decorated the stone circles.

They would have had a range of colours:

- White from ashes
- Black from charcoal
- All the reds and oranges from clay
- Greens and blues from copper deposits and copper oxides.
- Blue from a plant called Woad.

How do we know?

The museum holds many tools that were found on the site of Arbor Low. Grave items from the site are in Sheffield Museum. Local experts have contributed their knowledge.

Suggested activity

In the gallery

Visit the Pastures display which contains several items from Arbor Low, Gibb Hill, the Bull Ring and Liffs Low.

Look for items that are similar and different. Describe what is similar and what is different.

Research the stories of the three sites Arbor Low, Bull Ring and Liffs Low.

Using Gordon MacLellan's poems as a starting point, encourage pupils to write their own stories to share around the camp fire.

Challenges/back in the classroom

Use the notes of the stories of the three sites to write a story about Arbor Low, Bull Ring or Liffs Low. Prehistory is the period before written records so an oral tradition, story telling was very important. Ask the children to tell their stories to the rest of the class. Arrange a mock campfire to sit around.

Design a monument for your community.

Design a Neolithic or Iron Age Stone Circle. Experts believe Neolithic and Bronze Age people had access to dyes to add colour. Using the colours that would have been available at the time, create a design for a stone circle. Make your own paints.

Use the dyes to create outfits for the festival.

Design a monument for your community

Henges and burial mounds are monuments. What other monuments are important to the Peak District/your local area? Take photographs of the monuments and explain what they are for. Create a Wonders of the Peak app trail of monuments.

Design a modern monument for your local area.

What would you include? What sort of symbols, images or items would you use to display your community values? Explore the monuments in Buxton Wonders of the Peak App.

Design a festival for your community

Experts believe that Neolithic people gathered at henges. Today our equivalent might be a festival. Discuss the idea of festivals or celebrations. Explore the different festivals in the local area. (Fringe Festival, Well dressing, Lanterns etc.) Why do we still take part in these types of activity?

Ask the children to create ideas for a festival or carnival in their town. Who would they invite, what sort of activities would they offer?

Can they provide an illustration of their festival? (class frieze with children contributing different elements)

Session 4 Time travel in the Peak District: Bronze Age - 4,000 years ago to 2,000 years ago

Aims of the session

To learn how the knowledge of metal working changed the way people lived, and what stayed the same.

Curriculum links

These sessions will support pupils to:

Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends overtime and develop the appropriate use of historical terms.

They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

A visit to the Wonders of the Peak gallery will contribute to both an overview and a depth study to help pupils understand both the long arc of development and complexity of specific aspects of the content.

- A local study and a depth study linked to Prehistory
- Changes in Britain from the Stone Age to the Iron Age.
- A study over time tracing how several aspects of national history are reflected in the locality.

Resources

Photographs, paper, crayons, pens, craft material, www.wondersofthepeak.org.uk



KS2
Session 4: Bronze and Iron Ages 4,000 to 2,000 years ago

The aim of this session is to explore the evidence of life in the local area 4,000 to 2,000 years ago

Curriculum Links	Activities			Plenary	Follow up Activities
<p>Best for: KS2</p> <p>Learning opportunities for:</p>	<p>Introduction:</p> <p>Explain how the development of tools and skills to make tools began to make a difference to how people lived. Life became more hierarchical with those able to make tools being richer.</p> <p>Evidence</p> <p>Ask the children to find objects in the museum from this period that show people had developed tools.</p> <ul style="list-style-type: none"> • Jewellery (amber beads) • Gouge and razor • Spear head • Weaving weights. 	<p>Handling objects</p> <p>Refer to Handling Objects sheet.</p> <p>Handling objects</p> <p>Description</p> <p>Deduction</p> <p>Interpretation.</p> <p>Focus particularly on how the objects were made.</p> <p>Explore clothing in the gallery too.</p>	<p>Carousel of activities back at school</p> <p>Back at school they will make Bronze Age items.</p> <p>They can choose from</p> <p>A pot</p> <p>A piece of material</p> <p>Jewellery.</p> <p>Give the children the opportunity to choose an object and explore it in greater detail making sketches to help them make it.</p>	<p>Sum up what the children have learned.</p> <p>Back at school they will make Bronze Age items.</p> <p>They can choose from</p> <p>A pot</p> <p>A piece of material</p> <p>Jewellery.</p>	<p>Celebration</p> <p>A great way to celebrate learning would be to have a Bronze Age celebration event.</p> <p>The children have already considered the idea of festivals and they have learned about events at local sites like Arbor Low. Use this knowledge to plan their own Henge celebration day?</p> <p>Create colourful costumes Make temporary shelters Make objects to trade (pots, designs, tools) Hold story-telling sessions around the 'camp fire'</p>

Supporting information for teachers

4,000 to 3,000 years ago (Bronze Age)

There is a lot of evidence of Bronze Age settlements in the Peak District particularly along the Eastern Moors. Evidence of settlements includes round houses, enclosed farmsteads and hill forts. Even so people still did not live in one place all year round and certainly not for their entire lives but they were becoming less nomadic.

They had learned how to make objects from metal – bronze. At first, bronze objects would have been incredibly rare and special, and the knowledge about how to make them would have been held by only a small number of people. As a result, although people didn't have money, they did begin to have 'valuable' or special things. At this time it seems there began to be a difference between people in terms of being richer or poorer. People with skills to make things would probably have been richer.

3,000 years ago to 43CE (Iron Age)

3,000 years ago, people started to work with iron, which was a new metal. It was easier to make finer tools from iron but it is difficult to find ancient iron objects because they corrode in the soil.

People had the technology to make spin wool and make linen thread. They used looms at this time to make fabric for clothes. They could also dye the materials they made. Clothes were colourful and decorated with brooches and beads.

How do we know?

Evidence in the gallery includes: weapons, jewellery, tools, pottery.

Handling objects

Again use the Handling Collection advice in Museum experts. Use adjectives to describe the objects, write down short sentences about each item using deductions to make conclusions. When do the children think each item was made? What else can they find out in the gallery?

Suggested activity

Look for evidence in the gallery

- Amber beads
- Gouge and razor
- Spear Head
- Weaving weights.

Investigate clothing in the gallery. What sorts of clothes did people wear in the Bronze and Iron Age periods? What strikes you about the clothes?

Carousel of activities

Explain the carousel options and let the children choose.

Finding Stone Age and Bronze Age objects

Look at the poster. Team read the words.

Lots of the items in the museum were found on farmland.

Have you seen any of these objects in the museum?

Draw the objects you have seen in the gallery?

Use the poster to help with your drawing.

Designing clothes for a Stone Age or Bronze Age child.

Look at the Stone Age and Bronze Age clothes.

What are they made from?

What do they feel like?

What do they smell like?

Are they brightly coloured.

Design an outfit for a Bronze Age boy or girl for hunting or for festivals or celebrations.

Creative Writing

Write a poem about a day in the life of a Stone Age child.

Write a conversation with a Stone Age/Bronze Age person.

Write a day in the life of a Stone Age/Bronze Age person, adult or child.

Draw a picture showing the sorts of animals a Stone Age/Bronze Age people might see.