

UKS2 Topic: Stone Age to Iron Age Britain

Session 1 Introduction	
NC link	<p>History: Develop a chronologically secure knowledge and understanding of world and British history. 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>Science: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p>
LOs	<p>Children will:</p> <ul style="list-style-type: none"> • Be able to put events in the correct place on a timeline • Be able to explain how we know about the past
Key vocabulary	<p>Hominin (this is a group of species including modern humans and recent ancestors, but not the great apes) BC/BCE, AD/CE, BP (before present), Palaeolithic (old Stone Age) Pleistocene (a geological period generally equating to the 'Ice Age') Evolution, mya (million years ago), kya (thousand years ago), c. (short for 'circa' meaning around)</p>
<p>Resources</p> <ol style="list-style-type: none"> 1. Making bones from modroc 2. Image bank: Fossil hominins 3. Timeline template of human evolution 4. Fundamental fact-sheet: hominin species 5. Process of discovery cards 6. How to date fossils & tools <p>What you'll need Modroc, school grounds, wall or string for a timeline.</p>	<p>Links</p> <p>http://humanorigins.si.edu/evidence/3d-collection/fossil Link to online 3D models of hominin skulls</p>
Prep	<p>Make some fake human bones from modroc. There are some guidelines provided. Half bury these bones in your grounds (in a gravelly area or a flower-bed). <u>Or</u> as a quicker alternative, have one of the 3D models from the website above on the screen as children settle down. Use a wall or a line of string across the classroom as a timeline. Put up some sample dates (use resource 3 to help). Print out a copy of resource 2 per table. Print out the last three slides of resource 6 and cut out each of the stone tools.</p>
Wow starter	<p>Announce to children that a really exciting find has been made – and go out to 'excavate' the bones. It doesn't matter if you don't have a full skeleton. Explain that archaeologists have told you these are ancient bones, from an early human species. <u>Or</u> explain that this skull on the screen was found under the school and children have to work out which it is (try to keep the species name at the bottom of the screen hidden!)</p>
Main activity	<p>Take the bones inside and compare them with the bones in resource 2 to identify which human species you have (<i>Homo heidelbergensis</i>). Explain that all the different human species in the presentation have been found in Europe and that you have set up a timeline that they are going to fill in. Help them understand what certain words mean. Get each table to correctly place one of the human species in the correct place on the timeline. Reinforce that the larger the number, the further back in time it is. Explain that for the oldest dates, archaeologists don't use BC, they use BP, mya or kya. Tell children they have been archaeologists today and ask them to recap how they have done their investigation using the process of discovery cards provided.</p>
Extension	<p>For older or more able children, ask them to decide a range for the species or stone tool rather than one fixed date as all the species were around for several thousand years (in most cases several hundred thousand years!).</p>
Assessment	<p>Show children resource 6 on the whiteboard that explains how fossils are dated. On the last three slides are stone tools for children to put in the right order chronologically based on the clues given. Give each table a stone tool to add to their timeline.</p>