

# PREHISTORIC BRITAIN

A person is shown in silhouette, holding a flashlight that illuminates a section of a cave wall. The wall is covered in prehistoric rock art, including several handprints and abstract symbols. The cave's interior is dark, with light from the flashlight highlighting the textures of the rock and the details of the artwork. The overall atmosphere is mysterious and ancient.

KS2

LONDON  
GRID FOR LEARNING

ActiveWorksheets



# PREHISTORIC BRITAIN

## Active Worksheet Pack

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Computeam Ltd.  
Suite 443  
Broadstone Mill  
Broadstone Road  
Stockport  
Cheshire  
SK5 7DL



Computeam develops Inspyro ActiveWorksheet Packs for KS1, 2 & 3 and cross-curricular projects for primary schools.

Our **Active** Worksheet Packs combine the traditional worksheet with the latest mobile device and augmented reality technology.

We really hope you enjoy using our Active Worksheets and we would love to hear about your experiences using them. You can contact us at:

**Email:** [inspyro@computeam.co.uk](mailto:inspyro@computeam.co.uk)

**Twitter:** @computeam

**Websites:** [www.inspyro.co.uk](http://www.inspyro.co.uk)  
[www.computeam.co.uk](http://www.computeam.co.uk)

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## What is an ActiveWorksheet?

At Computeam we believe in blending technology seamlessly into the learning experience. We want to make sure that when technology is used in the classroom, it enhances pupils' learning whilst still providing the engagement and wow factor we have come to expect from today's hi-tech devices. With this in mind we created the *ActiveWorksheet*, a blend of the traditional worksheet and cutting edge augmented reality technology.

Using the free prehistory ActiveLens augmented reality app for iOS and Android, we can bring the worksheet to life with videos, audio, 3D models and animations. Words can't describe how powerful the ActiveWorksheet is, so follow the directions below to get the Inspyro ActiveLens app on your device and see them in action yourself.



## How To:

The LGfL ActiveLens is free for both iOS and Android devices, including smartphones and tablets. Follow the instructions below to get the ActiveLens app onto your device:

1. Open the App Store if you're using an iOS device or the Google Play Store if you're using an Android device.
2. Search for "**Inspyro ActiveLens: Prehistory**"

3. When you have found the app, download it to your device.
4. When the app has finished downloading, open it.
5. When the app is open and running, focus the camera onto an ARtefact image. ARtefact images are tagged with the symbol below.



*Please note that you must point the camera at the image, not the icon above!*

6. The ARtefact image will trigger an augmented reality 3D model, video, audio track or animation.
7. If you ever need reminding of how to use the app simply tap the "Instructions" button on the app. This will play a short video explaining how to use the app.

## INTRODUCTION

### Using this **Active**Worksheet Pack

Active Worksheet Packs come with a set of Active Worksheets and an accompanying Teacher Guide. The Teacher Guide contains instructions for activities the class can complete using the **AR**tefacts in the Active Worksheets.

**AR**tefact = Augmented Reality Artefact

Alternatively you can use the Active Worksheets as a starting point and develop your own lessons around them.

### What you will need:

- iOS or Android Device with rear-facing camera.
- The free LGfL ActiveLens: Prehistory app.
- A QR Code Reader app (there are many free apps available that perform this function).

### Why use **Active**Worksheets?

Active Worksheets allow you to unify different pedagogical approaches and strategies and accommodate pupils' preferred learning styles in a single resource.

### Individual or Group Work

**Active**Worksheets can be given out to each pupil in your class or to a group of pupils. Our worksheets and activities are flexible and allow for both individual and group work exercises. This also gives flexibility in the number of devices you have available in your classroom.

### Learning Styles

As our worksheets can deliver video, audio and 3D models & animations, you can tap into each individual's preferred learning style using a single resource. This also helps EAL and/or SEN pupils who may struggle reading or listening to a resource.

### Seamless ICT integration

Using **Active**Worksheets the ICT becomes an almost invisible tool to enhance the learning experience. Pupils are no longer focusing on the device itself, but through it into the worksheet and its varied resources.

# List and Description of Active Resources

**AR**tefact = Augmented Reality Artefact

**QR1** = QR Code Link

All **AR**tefacts and QR Code Activities are labelled and easy to find on the worksheets.

## Worksheet 1 - Prehistory Timeline

**AR**tefact 1 - 3D model of standing stone - tap the model for a mini podcast, *Timeline Fundamentals*.

**AR**tefact 2 - animation of Britain becoming an island - tap the video for a mini podcast, *Becoming an Island*.

**AR**tefact 3 - 3D model of wheat - tap the model for a mini podcast, *Hunter Gatherer to Farmer*.

**AR**tefact 4 - Animation hand spatter cave art - tap the video for a mini podcast, *Evidence*.

**QR1** - Link to Google Earth file with over 200 prehistoric sites across Britain.

## Worksheet 2 - Hunter Gatherer

**AR**tefact 5 - 3D model and animation of *Megaloceros Giganteus* (Giant Elk).

## Worksheet 3 - Tools and Technology

**AR**tefact 6 - 3D model and animation of a flint rock knapped into an arrowhead.

**AR**tefact 7 - 3D models showing the evolution of the hand axe through 800,000 years.

## Worksheet 4 - Home and Habitat

**AR**tefact 8 - 3D model sequence showing the evolution of habitats from caves to the Iron Age.

## Worksheet 5 - Farming

**AR**tefact 9 - 3D model of the first 'Beaker' pot.

**AR**tefact 10 - Animation showing the development of farming and the effect on the landscape.

## Worksheet 6 - Circles of Stone

**AR**tefact 11 - 3D model of Stonehenge - tap model to see it transform into original configuration. Button to show a video of shadows cast by original stones.

**QR2** - Google map link to Stonehenge.

## Worksheet 7 - Living Together

**AR**tefact 12 - 3D model an Iron Age roundhouse. Tap the roof to look inside.

## Worksheet 8 - Cave Art

**AR**tefact 13 - Cave art comes to life showing possible story told by art.

## Worksheet 9 - Death and Burial

**AR**tefact 14 - 3D model of burial cist - tap lid to see inside.

**QR2** - Google map link to Balnuearan of Clava burial cairns on the Orkney Isles.

## Worksheet 10 - Neanderthal

**AR**tefact 14 - Face of Neanderthal man comes to life

# Curriculum Map



Hunter Gatherer

## Activity: Spear Throw

- History
- Science
- Maths

## Activity: Scratch Test

- History
- Science



Tools & Technology



Home & Habitat

## Activity: Build a Roundhouse

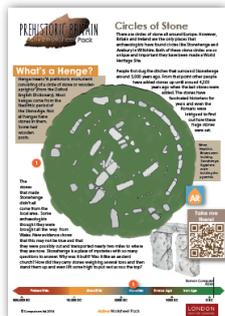
- History
- D & T

## Activity: Seeds, nuts & fruits

- History
- Science



Farming



Circles of Stone

## Activity: Angles & Measurements

- History
- Maths

## Activity: Community Rules

- History
- English



Living Together



Cave Art

## Activity: Cave Painting

- History
- Art

## Activity: How to be remembered

- History



Death & Burial

# Teacher Guide

**AR**tefact = Augmented Reality Artefact

Each activity below references a piece of active media found in our Active Worksheets. All **AR**tefacts are labelled and easy to find.

**QR**1 = QR Code Activity Link

Some activities reference QR codes found in our Active Worksheets. All QR Code Activities are labelled and easy to find.

**AR**1 - **Mini Podcast**1 | Timeline fundamentals

**AR**2 - **Mini Podcast**1 | Becoming an Island (this podcast is accompanied by an animation of the ice sheets melting and flooding of the landbridge)

**AR**3 - **Mini Podcast**1 | Hunter gatherer to farmer

**AR**4 - **Mini Podcast**1 | Evidence

**QR**1 links to a Google map with 200 sites we have chosen to represent all periods of British prehistory and all areas of the British Isles.

A Google Earth file (prehistorysites.kmz) is also available to download on the prehistory microsite: [www.prehistory.lgfl.net](http://www.prehistory.lgfl.net). To use this file you will need the free Google Earth application available from:

<http://earth.google.com/download-earth.html>

## ActiveWorksheet 1 | Prehistoric Timeline

The first Active Worksheet is designed to act as a foundation for teachers and pupils alike. Understanding the prehistory timeline is the key to unlocking this fascinating area of history. A couple of things to grasp early on are that for the first period we deal with, the *Palaeolithic* period or *Old Stone Age*, nothing really changes in terms of human development! Of the entire time line of 800,000 years the Palaeolithic period occupies 790,000 years. For most of this time, what we know as Britain was joined to continental Europe. Within the last 10,000 years, the last Ice Age ended, Britain became an island and humans gradually left the Stone Age behind, transforming into us.

**IMPORTANT - The pack is broken into themes rather than a linear walk through history. The timeline is an important element of each worksheet showing the theme over 800,000 years of prehistory**

### Mini Podcasts

Four mini podcasts are included that explain the fundamentals of the timeline and key concepts of prehistory. To activate each podcasts, tap the 3D models in the ActiveLens viewfinder.

## ActiveWorksheet 2 | Hunter Gatherer

Groups of early humans would travel across the land following herds of animals so they could have easy access to food. Although there is evidence of stone tipped spears across other parts of the world as early as 500,000BC, we don't have any real evidence of spears or other weapons in early stone age Britain. It is assumed that wooden spears were used (no evidence has survived) although some archaeologists believe it possible that humans scavenged rather than hunted. However, there is evidence at Boxgrove (See **QR**1) that a wooden spear was used around half a million years ago to hunt and kill a wild horse. Hunting was a physically demanding activity and hunters would have to run to keep up with animals and then have the strength to spear and kill.

## ACTIVITY - SPEAR THROW

This science, PE and Maths activity investigates how far children can throw a spear using foam javelins.

The children must work scientifically to make this a fair test.

## WHAT YOU WILL NEED

This activity is best completed by groups of 4 with the following roles:

- Recorder
- Measurer
- Retriever
- Thrower
- Foam Javelin
- Paper to record results or iPad / other tablet
- Long tape measure or metre sticks
- Markers to show where to throw from

## GET THROWING!

This is a scientific experiment and so you should talk to the children about making this a fair test. For example, it's important that the same foam javelin is used and if outside, that the same weather conditions exist for all pupils.

1. Each pupil should have the chance to throw the javelin.
2. Discuss how to make it a fair test with your group.
3. Discuss which units you are going to use to record the distance of the throw for example 150cm or 1m 50cm or 1.50m.
4. Place the marker from the point where the javelin is to be thrown.
5. Throw the javelin without a 'run up'.
6. Measure how far the javelin travelled.
7. Record the results in the table
8. Find out who could throw the javelin the furthest.
9. Why do you think that this pupil could throw the javelin the furthest.
10. Create another investigation to test using the javelin.

## CURRICULUM | SCIENCE

## Working Scientifically

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

## Active Worksheet 3 | Tools and Technology

Stone Age humans and Neanderthals often used a rock called Flint to make tools for hunting and cutting. Other rocks could be used as blunt tools but Flint could be chipped (knapped) into razor sharp blades. These could be tied to wooden sticks or poles to make spears or made into small axes.

Different rocks have different properties. Some are hard or soft, most sink but one floats! They can be permeable or non-permeable. This activity explores the different properties of rocks.

## ACTIVITY - SCRATCH TEST

## WHAT YOU WILL NEED

- Variety of different types of rocks eg
- Slate
- Pumice (the only rock that floats)
- Marble
- Granite
- Quartz
- Sand
- Flint – very sharp and you may not be able to find it in your local area.
- Nail
- Pipette
- Bowl of water
- Results Sheet (Activity Resources)

## GET SCRATCHING

This is a scientific experiment and so you should talk to the children about making this a fair test. For example it is important that you scratch the rocks with the same nail and the same amount of pressure.

**1. Scratch test to test the hardness of rocks**

Using a sharp nail, carefully scratch each rock you have been given. Record in the table whether you think the rock was hard or soft.

**2. Water test – to test the permeability of rocks**

Using a pipette drop some water on the rock and see whether the water sinks into the rock and is absorbed or whether it rolls off the rock. If it sinks in then the rock is permeable if it rolls off then the rock is non-permeable.

**3. Sinking and floating test – to test if rocks float or sink**

The only rock in the selection above that floats is pumice. All the other rocks will sink. Drop the rocks carefully into a bowl of water and see which rocks float and which sink.

## CURRICULUM | SCIENCE

**Science:** Rocks in Y3 and properties and changes of material Y4.

**Y3** – Pupils should be taught to: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

**Y4** – compare and group together everyday materials on the basis of their properties

**Y4** - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

## Active Worksheet 4 | Home and Habitat

Pre-historic people started to build round houses at the end of the Bronze Age and the beginning of the Iron Age. The houses were often made from easily found materials such as wood, stone, 'wattle and daub' and thatch. The wattle was made from woven branches while daub was made from clay and dung. Thatch is made from branches, twigs and stalks. Wooden posts were placed in the ground in a circle to make the frame for the round house.

Sometimes stones were used at the base of the roundhouse as well. The walls were then added

which were constructed from wattle and daub or stone. The roofs were placed on a slant of 45° so that the rain drained off. In the middle of the round house there was a hearth made of rocks containing the fire, which was used for both heat, and cooking. There were no chimneys and smoke rose to the top of the roundhouse, eventually seeping through the thatch to the outside.

## ACTIVITY - DESIGN & BUILD A ROUNDHOUSE

### WHAT YOU WILL NEED

- Lollipop sticks
- Straws
- Plasticine
- Newspaper
- Cellotape
- Hay

### GET BUILDING

1. Study the ActiveWorksheets called Home and Habitat and living together. Observe carefully how the round house was made.
2. Roll a large piece of plasticine into a 'snake'.
3. Close the end of the plasticine 'snake' to make a circle, which will be the base of your round house.
4. Stick lollipop sticks into your plasticine roll for the posts of the house.
5. Attach cardboard or paper to the outside of the house to make the walls.
6. Roll up a piece of newspaper and bend it round into a circle and attach to the top of the lollipop sticks to hold the house together.
7. Make the roof using straws or lollipop sticks and covering with hay.

## CURRICULUM | DESIGN TECHNOLOGY

### KS2 Design Technology:

- **Design** - use research from AR sheets to develop design criteria to inform the design of the roundhouse so that it is for purpose, aimed at particular individuals or groups
- **Make** – select appropriate tools and equipment to make the roundhouse.
- **Evaluate** - evaluate their roundhouse against their own design criteria and consider the views of others to improve their work.
- **Apply technical knowledge** - apply their understanding of how to strengthen, stiffen and reinforce their roundhouse.

### Extension Activity

Make some small clay or plasticine posts put to put inside your model.

## ActiveWorksheet 5 | Farming

Over time, prehistoric farming communities would have gained knowledge of seeds, germination and the conditions they needed, such as sun and water. These were essential techniques that allowed farming to develop over thousands of years.

Meat provided the most energy but Hunter gatherers used to add to their diet by eating seeds, fruits, nuts and plants.

The seed of a plant is surrounded by a fruit or nut. The seed of a plant is that part that will grow into a new plant. The fruit or nut surrounds the seed. The fruit or nut helps the seed disperse by being eaten by animals or birds. The fruit or nut is full of energy and nourishes and protects the seed inside.

## ACTIVITY - IDENTIFYING SEEDS, NUTS & FRUITS

### WHAT YOU WILL NEED

- Seeds – pumpkin seeds, cress seeds, bean seeds
- Fruits eg tomato, oranges, apples etc
- Nuts
- Paper
- Pencils
- Magnifying glasses
- Plastic knives
- Seeds, Nuts & Fruits Diagrams (Activity Resources)

### Health and Safety

Some pupils may be allergic to nuts. It is important to stress to the pupils that some berries and seeds can make you poorly and ill so you should never pick any berries or nuts in the wild unless there is a sensible adult with you who knows about these plants. Pupils must also take care when using the plastic knives.

## CURRICULUM | SCIENCE

**Science:** Plants in Y3 and Y5 Living things and their habitat:

**Y3** – Pupils should be taught to: identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

**Y3** – explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

**Y5** - describe the life process of reproduction in some plants and animals.

## ACTIVITY - IDENTIFYING PARTS OF A FLOWER

Flowers attract insects by their smell and colour. When insects fly into a flower they are searching for the sweet honey like juice called nectar, which lies, at the bottom of the flower. As insects fly into the flower their hairy legs brush against the pollen on to the tops of the stamen.

As they fly past the sticky stigma some of this pollens brushes off and sticks to the stigma. When this happens the flower is pollinated. For a flower to form a seed it must be pollinated. When the pollen grain lands on the stigma it grows a tube down into the ovary of the plant where it meets the ovum and fertilizes it. Once the ovum has been fertilized by the pollen a seed will grow and form.

### WHAT YOU WILL NEED

- Flowers
- Magnifying glass
- Microscope
- Paper
- Pencils
- Flower Diagram (Activity Resources)

### GET EXPLORING

1. Using the plastic knife and magnifying glass pupils dissect the flower and identify where the stigma, anther and style are.
2. Pupils collect some pollen on a paper towel and examine it using a microscope.
3. Pupils cut open the ovary at the bottom of the style to find the eggs/seeds.
4. Pupils draw and label the parts of the plant that they have dissected.

## CURRICULUM | SCIENCE

**Science:** Plants in Y3 and Y5 Living things and their habitat:

**Y3** – Pupils should be taught to: identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

**Y3** – explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

**Y5** - describe the life process of reproduction in some plants and animals.

## ACTIVITY - GROWING CRESS

Hunter gatherers started to farm in Britain towards the end of the Mesolithic and beginning of Neolithic times. They planted crops such as wheat. Plants need the right conditions to grow. In this activity the children find out which are the best conditions for growing cress in empty egg shells.

### WHAT YOU WILL NEED

- Cress seeds
- Clean empty egg shells
- Egg boxes
- Cotton wool
- Water

### GET PLANTING

This is a scientific test so the children must think about how to make this fair.

1. Wash empty egg shells and place back in the egg box.
2. Put a small amount of cotton wool in each egg shell.
3. Sprinkle cress seeds on the cotton wool and place in 3 different conditions to see which is

best for the cress to grow

- a. A window sill with light and watered daily
- b. dark cupboard and water daily
- c. window sill in the light and no water

## CURRICULUM | SCIENCE

Science: Plants in Y3

Y3 - explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.

## Active Worksheet 6 | Circles of Stone

There is no real evidence of how pre-historic people took measurements. However, when archeologists look at stone circles it seems there were some very accurate measurements being made. In this activity you will explore how to draw a circle accurately and find out how to measure angles and work out gaps in between standing stones in a circle.

## ACTIVITY - ANGLES AND MEASUREMENTS

### WHAT YOU WILL NEED

- Paper
- Pencils
- Rulers
- Protractors
- Compass
- Stone Circles: Angles Activity Resource Sheet (Activity Resources)
- Stone Circles: Degrees Activity Resource Sheet (Activity Resources)
- Stone Circles: Labels Activity Resource Sheet (Activity Resources)
- Stone Circles: Empty Circles Activity Resource Sheet (Activity Resources)

There are a number of problems to be solved in the included activity sheets.

### Stone Circles: Angles

1. How many right angles are in a stone circle?
2. How many right angles are in half of a stone circle?
3. How many right angles are in a quarter of a stone circle?
4. How many right angles are in three quarters of a stone circle?

### Stone Circles: Degrees

1. If you are stood in the middle of a stone circle and turn round once, how many degrees have you turned through?
2. If you are stood in the middle of a stone circle and turned half way round, how many degrees have you turned through?
3. If you are stood in the middle of a stone circle and turned a quarter way round, how many degrees have you turned through?

### Stone Circles: Labelling

1. On this diagram of a stone circle, draw and label the:
  - a. Circumference
  - b. Radius
  - c. Diameter

### Stone Circles: Empty Circles

1. Draw 12 stones on the first circle. How many degrees will there be in between each stone?
2. If you want a gap of 60' degrees in between each stone, how many stones must you put in the stone circle?
3. If you want a gap of 45' degrees in between each stone, how many stones must you put in the stone circle?
4. If you want a gap of 90' degrees in between each stone, how many stones must you put in the stone circle?

### Maths KS2:

#### Year 6

- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.

#### Year 5

Draw given angles, and measure them in degrees, identify:

- angles at a point and one whole turn (total 360°).
- angles at a point on a straight line and a turn (total 180°)
- other multiples of 90°.

#### Year 3

- recognise angles as a property of shape or a description of a turn.
- identify right angles.
- recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn.

### Active Worksheet 7 | Living Together

Archaeologists are very interested in how prehistoric people lived together but there is so much we will never know because we do not have the evidence. When pre-historic people started farming it meant that they had to stay in the same place whilst the crops grew.

After they harvested the crops they had to store the food. This meant that pre-historic people started to settle in one place.

This happened at the start of the Neolithic period. They built houses made from wood, stone, thatch and wattle and daub. They made enclosures to keep their animals. Sometimes circles of standing stones were

built near the settlements. We are not sure what these were for but we think they were related to religion or ritual. In this activity you are going to imagine what sort of rules you might want if you lived in one of these prehistoric settlements.

- You might want a list of rules displayed in your class as a poster.
- You might want to make a short booklet of your rules for the class.
- Make a rough draft.
- Edit your work and check for SPAG
- Produce your final poster or booklet

## ACTIVITY - COMMUNITY RULES

## CURRICULUM | ENGLISH

### WHAT YOU WILL NEED

### English: Writing at KS2

You can choose any tool to write with from the list below:

- Pencil
- Paper
- Computer
- iPad

1. practice orally
2. produce a rough draft notes
3. plan your writing
4. produce a first draft of your rules
5. edit and check for SPAG
6. consider how you want to present this - a lists? A booklet etc?

### GET WRITING

### ActiveWorksheet 8 | Cave Art

In small groups think about the questions below and make some rough notes:

1. How should food be shared?
2. Should one person be in charge of the food?
3. What role should old people have in the settlement when they can no longer help with hunting, framing or foraging?
4. Who should go hunting?
5. Who should do farming work?
6. Do you think that men and women will do different things?
7. What will happen when someone does something wrong like steal or hurt another person?
8. What will happen when someone dies?
9. What will happen when someone is born?
10. What will happen when someone is sick?

We know that prehistoric humans painted inside the walls of the caves. We are still not quite sure why they did this. Perhaps it was to 'show off' what they had hunted or to teach others how to hunt. Maybe they did it for pure pleasure.

Prehistoric humans used natural dyes to paint the pictures, often black and red. The animals were drawn in some detail but the humans were drawn as 'stick like' people. The first cave paintings were found by children playing in the woods in France. Some artists drew outlines of their hands next to the paintings.

Using your rough notes decide how you want to display your community rules. Now think about the audience for your rules. If the audience is the rest of your class you must write in a way that they can understand and find your writing interesting and engaging.

**ACTIVITY - CAVE PAINTING****WHAT YOU WILL NEED**

- Large cardboard boxes
- Glue
- Cellotape
- Chalk
- Charcoal
- Orange paint
- Red paint
- Brown paint
- Yellow paint
- Colored pastels
- Torches

**GET PAINTING**

1. Make a cave in your classroom out of large cardboard boxes as this will be where your cave paintings will be displayed.
2. Get some beige or light brown coloured paper and crease it so that it becomes crinkly and looks like the surface of the rock.
3. Using charcoal or chalk, draw the outline of an animal. It could be a 'pre-historic' animal like a mammoth or it could be a favourite animal of yours or your pet.
4. After drawing the outline of your animal colour it in using paint. Try to stick to the browns, reds and yellows that were used in the original cave paintings.
5. Scramble into your cardboard cave and display your painting on the roof or walls. You can invite other pupils into the cave and use a torch to light up the paintings.

**CURRICULUM | ART****Key Stage 2**

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to use sketch books to record their ideas for their cave paintings. create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques through painting their designs onto the cardboard cave.

**Active**Worksheet 9 | **Death and Burial**

In early pre-historic times, the palaeolithic people were sometimes buried very simply with a bunch of flowers. We know this because pollen from the flowers was found in the graves. As time passed the number and types of objects buried with people changed. We call these objects grave goods.

Archaeologists believe they could learn about the dead person from the objects that were buried with them. These goods often showed the role of that person in their society. Some grave goods rotted away and only those made of metal, bone or stone remained. Wooden items like spears and arrows have not been found as they have rotted away.

It is thought that food was sometimes buried with the dead which archaeologists know from chemical tests.

**ACTIVITY - HOW TO BE REMEMBERED****WHAT YOU WILL NEED**

- Scissors
- Glue
- Coloured pencils/felt tips
- Empty Graves: Burial Activity Resource Sheet (Activity Resources)
- Empty Graves: Gravegoods Activity Resource Sheet (Activity Resources)

This activity uses the Empty Graves Activity sheet from the Activity Resources.

Pupils must write the name of the person above each grave and draw them in the grave:

1. Hunter
2. Farmer
3. Coppersmith

The children then cut out appropriate items from the list and glue them next to the correct people in the grave. Some items are interchangeable.

## OR

Pupils can draw and colour in the objects next to each person.

## Cheet Sheet

### Hunter

- Flint arrowheads
- Flint hand axes
- Flint blades
- Copper knife
- Wooden spear
- Wooden bow
- Deer antlers

### Coppersmith (someone who makes copper items)

- Copper arrowheads
- Pots
- Flint napping tools
- Copper knife
- Metal working tools
- Jewellery

### Farmer

- Bunches of wheat
- Bunches of flowers
- Food offerings
- Bronze scythe
- Stone scythe

### KS2 History:

Changes in Britain from the Stone Age to the Iron Age.

Standing stones begin to appear



Britain becomes an island  
6000 BC

Last glacial age ends (commonly referred to as Ice Age)



Farming begins



Scan the QR code for a map showing 163 prehistory sites across Britain

Roman Conquest (AD43)



800,000 BC

10,000 BC

5000 BC

1000 BC

0 BC

Palaeolithic

Mesolithic

Neolithic

Bronze Age

Iron Age

**It's not set in stone..**

Our British timeline cover a huge period of 800,000 years. Prehistory timelines vary across the globe and archaeologists have broken the period up into *ages* that characterise the most defined periods of human existence. It's worth comparing developments and events around the world to provide a global historical context. For example, the Great Pyramid at Giza was built during our Neolithic period 4,600 years ago.

- Palaeolithic** = 'Old Stone Age'
- Mesolithic** = 'Middle Stone Age'
- Neolithic** = 'New Stone Age'



Cave art appears



This Island

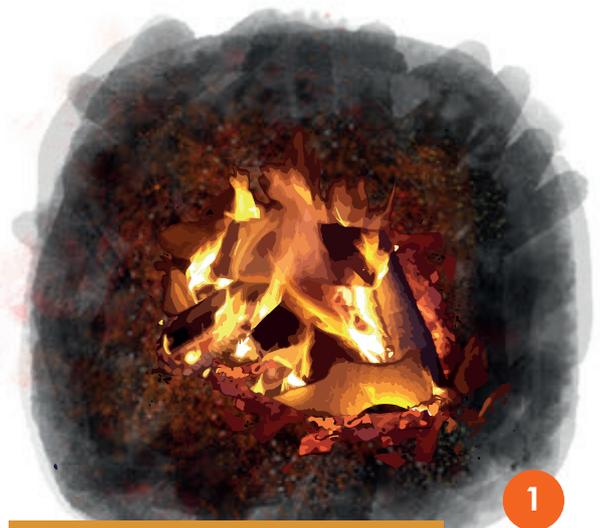
Britain has only been an island for the past 8,000 years. That means for 99% of the timeline we are looking at, Britain as we know it did not exist.



## Hunter Gatherer

Long before humans began farming in Britain, they hunted and gathered food that was around them. That's why we call them *Hunter Gatherers*. Early humans knew what plants, roots and berries were safe to eat.

Hunter gatherer groups would have travelled across the land, often in small groups, following herds of animals and taking food from the land where they could. We call people who travel in this way, *nomads*. Some people across the world are still *nomadic*. Can you find out where?



1

### FIRE!

There is evidence that fire was used to cook food a million years ago! We don't really know how fire was discovered or what made the first people decide to place their food on the fire but it was probably an accident. What we do know is that in Stone Age Britain, there is evidence that prehistoric humans have been using fire to cook since early stone age (Palaeolithic) times. Archaeologists even have a good idea of some prehistoric recipes.

### Megaloceros Giganteus

This giant Elk was very common across Europe and Britain. One Megaloceros would have fed a large group of stone age people and they would have used every part of the animal. The bones were used to 'knap' flints into sharp blades, hand axes, spear points and arrow heads. Skins may have been worn or used to make a roof on a shelter.

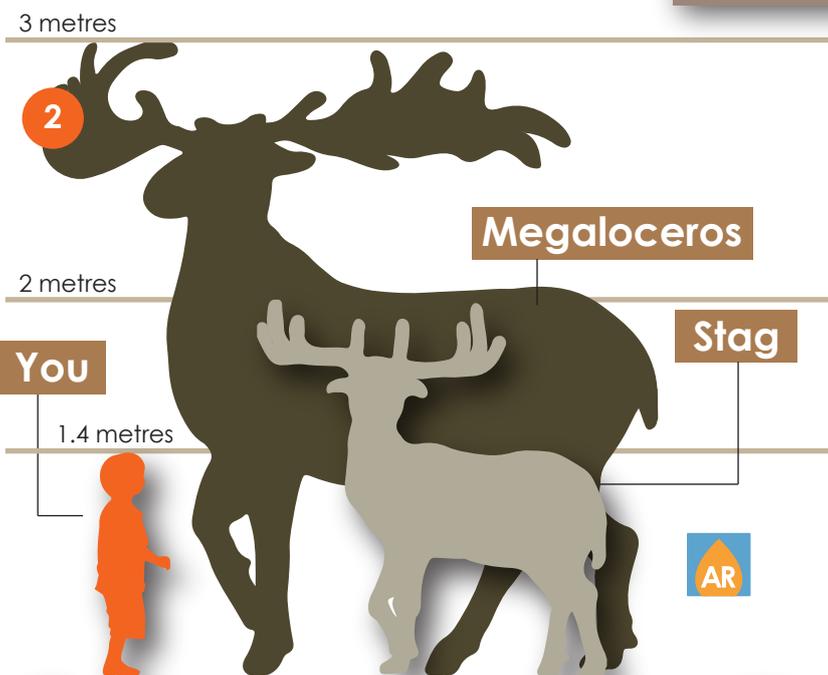
#### Prehistoric Popcorn Treat

There is evidence that prehistoric humans enjoyed placing corn in the embers of a fire to pop!

### Where are they now?

Archaeologists have found evidence that Megaloceros Giganteus (also known as Irish Elk or Giant Elk) roamed Britain and Europe as long ago as 400,000 years. It's likely that Megaloceros was on the menu from Palaeolithic to the early Neolithic period.

No one really knows why the Megaloceros became extinct. It could have been because early people hunted them to extinction. It is also thought that their antlers had a part to play. They were huge! The biggest antlers ever seen on an animal, a massive 2.7m from end to end. It's possible that they became just too big for the elk to forage for food and so they slowly died out.



## Stone, Iron and Bronze

The ages of human development are named after the materials that they used to make tools and weapons. For most of the 800,000 years of prehistoric Britain, stone, or rocks were the most used material. This is why we call this time the Stone Age. Flint was a very special rock, it is hard and can be very sharp. The first metal used was Bronze and so this was called the Bronze Age. Can you find out what two metals Bronze is made from? What name do we give to a metal made from two or more other metals?

What would you call our age?

## Tools and Technology

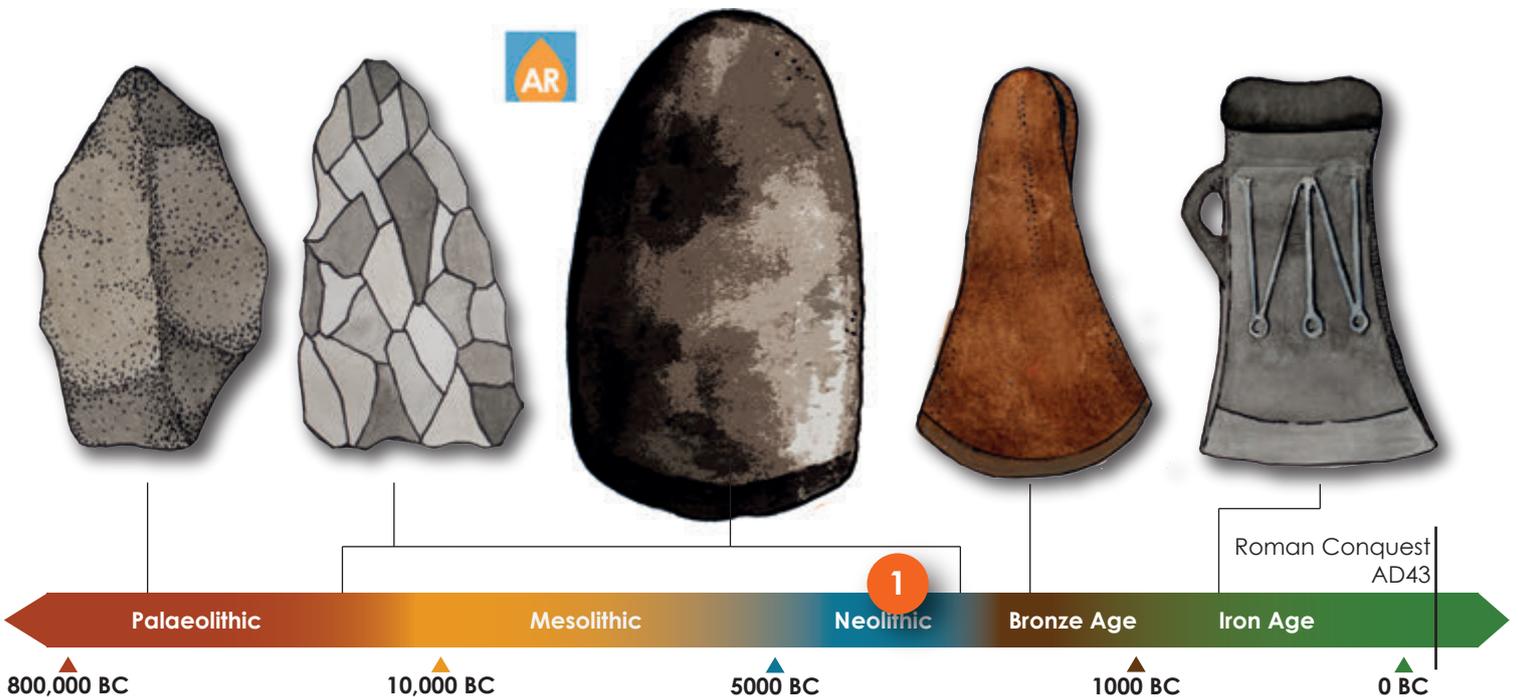
What do you think of when someone says 'the latest technology'? Do you think of the tablet computer you are using now? or perhaps your smartphone or games console? If you lived 800,000 years ago the latest technology would have been a rock that had been carefully shaped so that you could crack an animal bone to eat the marrow inside. Moving forward 250,000 years you could use a flint scraper to help you scrape the flesh off an animal skin so you could wear it or make a pouch. Travel forward another 300,000 more years and you may be looking at your reflection in one of the most high tech objects of the time, a polished Bronze mirror.

### Tap to Knap!

Turning a lump of flint into a sharp tool or an arrowhead was an incredibly skillful thing to do. Bone or antler hammers were used to 'knap' flakes of flint off the rock and turn it into a sharpened tool. **Did you know a flint blade is sharper than a surgeon's scalpel?**

## Hand Axe

The images below show how one of the most useful tools, the hand axe developed over thousands of years. The first hand axes were just stones picked up that looked sharp. Our ancestors learned over thousands of years to make them out of different materials like flint and eventually discovered how to extract metal from stone and make a tool that you might recognise today. Some tools and the technology to make them came from other countries.



## Farming

At the end of the last ice age, from around 9,600 years ago, hunter gatherers left their nomadic lifestyle and began to settle down. They stopped following the animals herds they relied on for food and began to setup small areas to keep some animals in one place and to grow plants. For most of the 800,000 years before this, hunter gatherer life hardly changed. Becoming farmers was one the biggest change that humans made and it was one that truly started them on the path to becoming us.



### Pots

*German corded ware pots very similar to beaker pottery*

One of the biggest technological advances early farmers made was the ability to make pots. This involved understanding what materials to use and how to make a kiln that could 'fire' a pot up to around 600 degrees centigrade. Archaeologists know from the lining of early pots that they didn't do the washing up! They may have been dirtier than we would like but they left lots of evidence of what was in them.



3

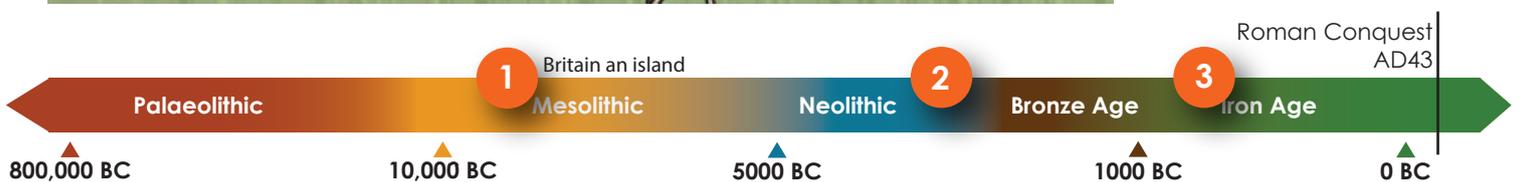
Once metals were being used, farmers were able to make tools that made life easier, like this iron sickle. **What do you think this was used for?**

## Prehistoric Meltdown 1

10,000 years ago (what period was that?) most of Northern Britain and Scotland was covered in a huge ice sheet. The land below that was a cold 'tundra'. That means it was so cold only some grasses, small trees and shrubs grew there. Herds of reindeer would have been the main source of food for the hunter gatherer groups roaming the tundra. About 9,600 years ago the ice sheet started to melt and as the weather changed, Britain became a land covered in forests, teeming with animals and vegetation that could support a very different way of life.



This sequence shows how the land would have gradually changed from the very earliest settlements to to larger farms of the iron age. Farming has dramatically changed the British landscape. Archaeologists often take to the skies to spot evidence of ancient farms and settlements.



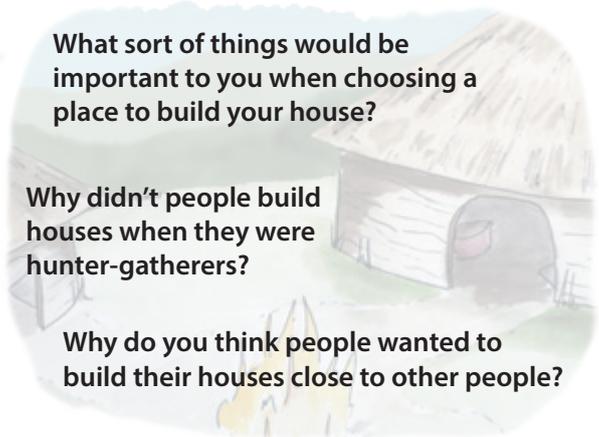
# PREHISTORIC BRITAIN

## Active Worksheet Pack

What sort of things would be important to you when choosing a place to build your house?

Why didn't people build houses when they were hunter-gatherers?

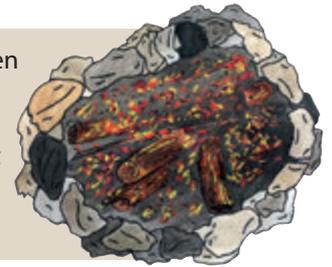
Why do you think people wanted to build their houses close to other people?



## Home and Habitat

By the Neolithic (new stone age) era people had started to farm the land and domesticate animals which meant they needed to stay in one place. This led to the building of houses made from stone, wood and animal skins. As time passed from the Neolithic through to the Iron Age period, houses became more sophisticated and the construction techniques more complicated.

Round houses usually had a fire or oven at their centre so that the room would benefit from heat and light, and that smoke would float up into the highest part of the roof to avoid choking the people sat on the floor below.

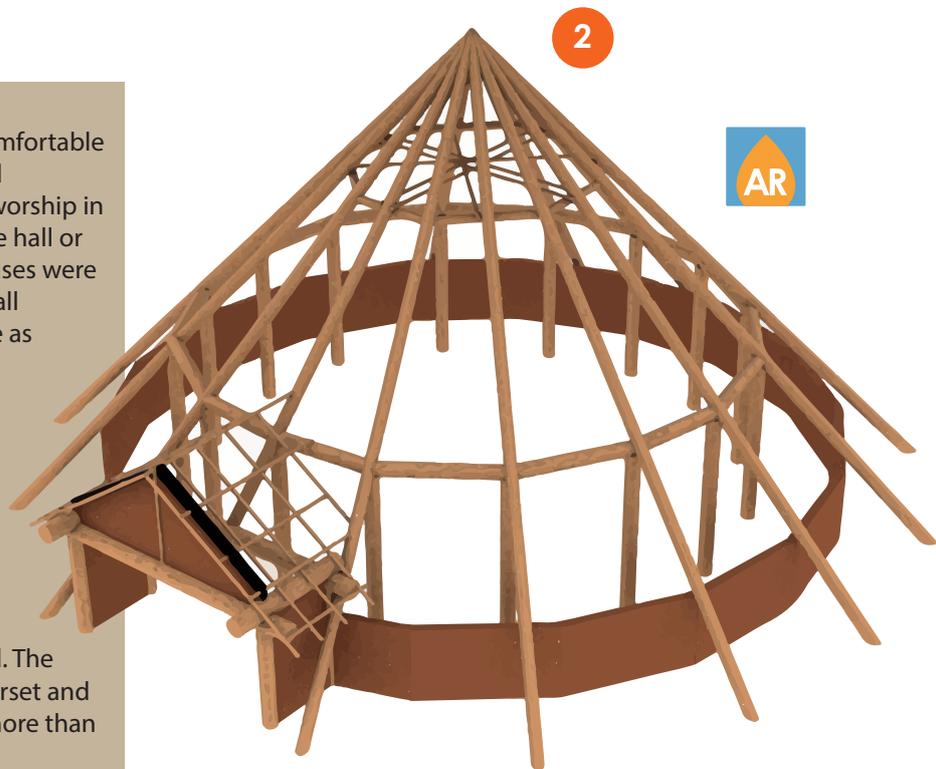


## Life in the Round

During the Iron Age, houses became more comfortable and people started to build more complicated structures that they could gather or possibly worship in (serving the same purpose as a modern village hall or church). For some reason, more and more houses were built in a round shape. Most of these were small (5-8 metres across) but some could be as large as 15 metres across.

### Why Round?

In building round houses, Iron age people in Britain were unusual. It could be they were copying the stone circle style. In most of Europe the older style of rectangular and square buildings were more common. People in Britain returned to building square or rectangular homes when the Romans invaded. The largest Iron Age round house was found in Dorset and had a floor area of 180 square metres (that's more than an average modern house).



## Nomad to Settler

Remember, hunter gatherers were nomads so the first human made habitats were probably little more than tents. They would have been made from branches and animal skins. Fire was important to cook, provide light and keep wild animals away! Shelters like this could have been packed up and moved to follow a herd of elk or reindeer. When humans started to settle, they needed more permanent houses.



## Circles of Stone

There are circles of stone all around Europe. However, Britain and Ireland are the only places that archaeologists have found circles like Stonehenge and Avebury in Wiltshire. Both of these stone circles are so unique and important they have been made a World Heritage Site.

### What's a Henge?

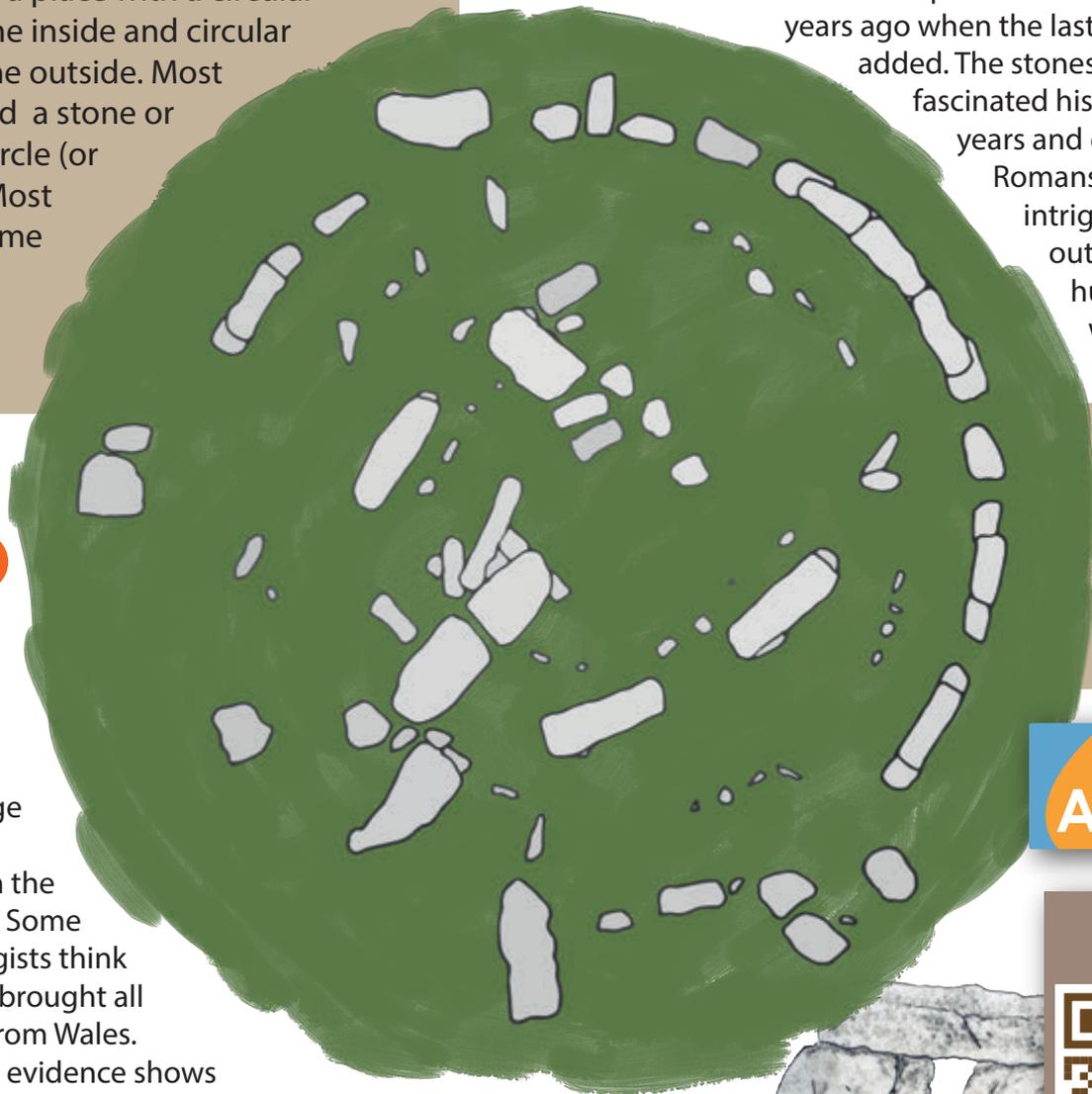
A henge is a place with a circular ditch on the inside and circular bank on the outside. Most henges had a stone or wooden circle (or pattern). Most henges come from the Neolithic period.

People first dug the ditches that surround Stonehenge around 5,000 years ago. From that point other people have added stones up until around 4,200

years ago when the last stones were added. The stones have

fascinated historians for years and even the

Romans were intrigued to find out how these huge stones were set.



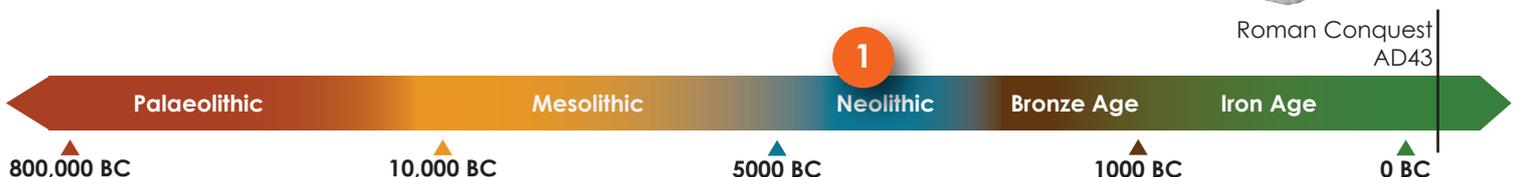
When Neolithic Britons were building Stonehenge, Egyptians were building the pyramids.

1

The stones that made Stonehenge didn't all come from the local area. Some archaeologists think they were brought all the way from Wales. Some new evidence shows that this may not be true and that they were possibly cut and transported nearly two miles to where they are now. Stonehenge is a place of mysteries with so many questions to answer. Why was it built? Was it like an ancient church? How did they carry stones weighing several tons, stand them up and even lift some to rest across the top?!



Take me there!



## Living Together

Humans in Britain lived as nomadic hunter gatherers until the late Neolithic period. At this time people began farming, building houses and small groups started to live close together forming the first villages.



### Settling Down

Just like us, the first people to settle down in villages wanted to be safe and warm.

Once humans became experts in building houses for shelter, they turned to making them comfortable places for their families to live in. They added fires for warmth and decoration to the inside. Still, they did without many of the things we have today – imagine if you had no electricity, no fridge, no toilet and no taps. How would you cope?!

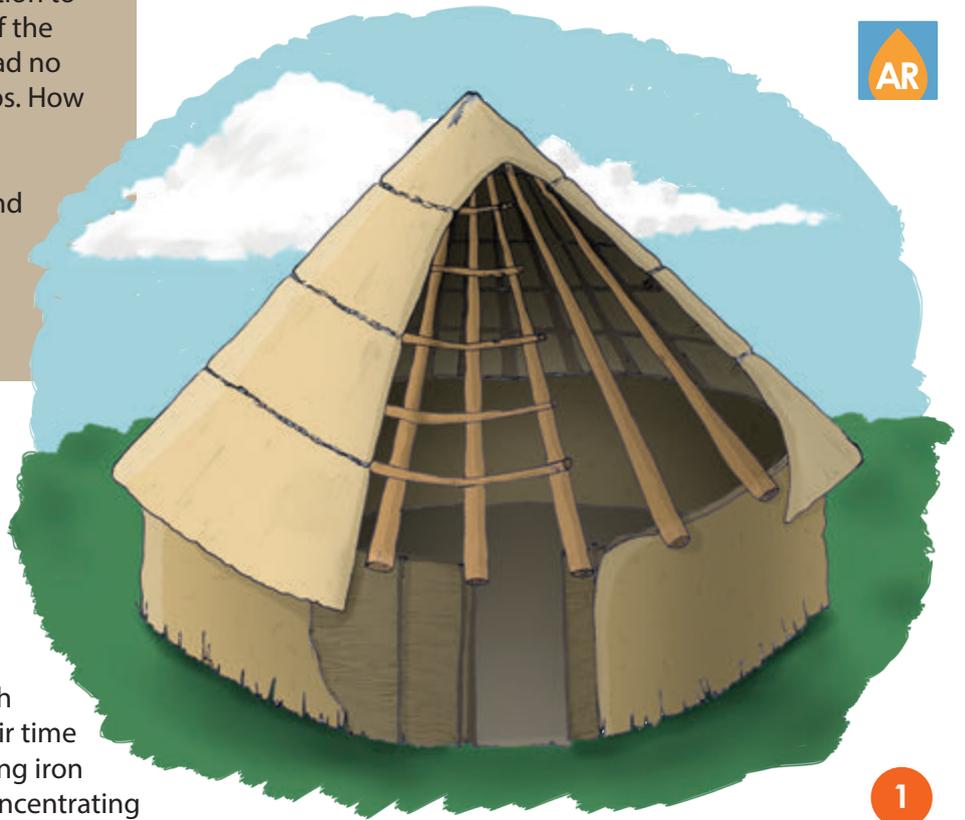
People used the things they found around them to decorate their homes. They also exchanged things with other people from far away. This gave them access to unusual objects.

Beautiful glass beads have been found in the remains of some roundhouses. It shows us that people then were interested in more than just food and survival, that they enjoyed their lives and enjoyed artistic pastimes. Some beads were probably brought from France.



### A Job for Everyone

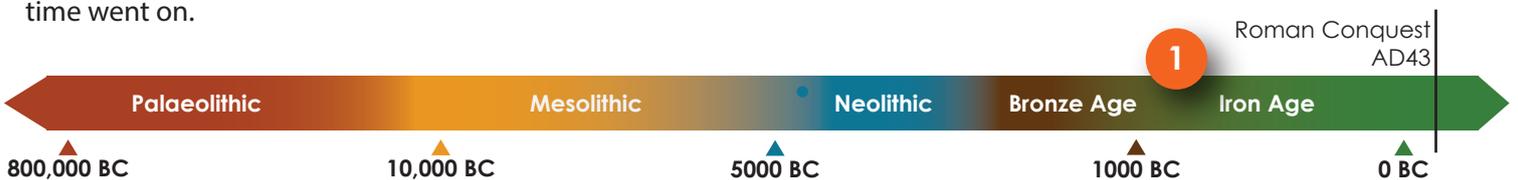
When humans were hunter gatherers, they co-operated (worked together) to hunt large animals and gather food when it was plentiful. By the Iron Age, humans living in houses had grouped together in villages. There was now enough food so that some people could spend their time doing things other than farming, like making iron tools or concentrating on making food. Concentrating on one single task meant that people got better at doing their jobs and helped them to develop better technology as time went on.



AR

1

Tap the roof of this roundhouse to have a peek inside!



## Prehistoric Art

One of the strongest connections we have with our prehistoric ancestors is that they created art. Some art has been found on cave walls but lots of art was etched on bones or antlers. The search for food was the most important activity for hunter gatherers so it's not surprising that a lot of art is about animals and hunting. Not everything was about food though! One of the earliest techniques that prehistoric artists used was to create a hand print. They probably would have made some paint, sucked it up into their mouths and blown it onto their outstretched hand, covering the rock. This left us a precious and rare view of a real Palaeolithic person's hand and their artistic thoughts. Imagine what they would have thought, knowing their paintings would be viewed thousands of years in the future!



### Make your Mark

Why don't you try to make a prehistoric spatter hand print? Find a rock or just use some paper. Use a straw to blow paint over your hand to leave a print for future archaeologists to find!

## Cave Art in Britain <sup>1</sup>

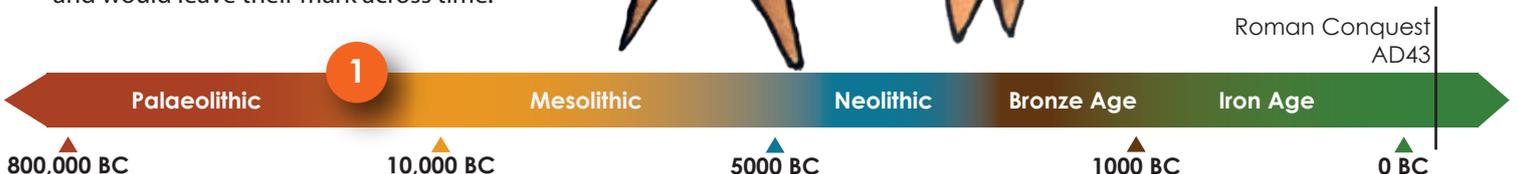
The oldest cave art in Britain can be found in a series of caves in a limestone gorge in Nottinghamshire called **Creswell Crags**. Archaeologists have found lots of evidence that it was inhabited during the late Palaeolithic period, 50,000 years ago. As well as pictures of animals such as ibex and bears (which are now extinct in Britain), there are pictures that appear to show rows of figures dancing. What does this evidence tell us about late Palaeolithic humans?



HUNTER GATHERER TRIBES WOULD HAVE AND HUNTED ELK, WOOLLY MAMMOTHS, BISON EVEN WOOLLY RHINOCEROS! THE PICTURES THEY PAINTED ARE THE BEST EVIDENCE OF WHAT PREHISTORIC HUMANS WERE THINKING ABOUT.

## Prehistoric Paint Pot

Prehistoric artists used a mineral called iron oxide to create yellow and red paints. These are called 'ochres'. They would have ground these up using larger rocks and mixed them with water to paint on to the cave wall. How surprised they would have been that these paints wouldn't fade away and would leave their mark across time.



## Death and Burial

The first humans wandering Britain almost a million years ago were very different to us. One thing we had in common is that they would have been sad and upset when someone close to them died. There is evidence that Neanderthal people also cared for the bodies of the dead. 19 teeth from Neanderthal bodies were found in a cave in Wales between 1978 and 1995 where they were carefully placed after their death.

**1** The first evidence of burials have been found from 225,000 years ago. Before that, bodies were probably left out on top of the ground. They may have left flowers with them or left something else precious to that person. We don't know for sure. When bodies are buried, the bones and some of the things buried with them can last for a very long time. This gives archaeologists evidence to tell us more about our prehistoric ancestors.



**an Iron Age burial cist**  
(tap the lid to peek inside!)

## Cists, Cairns & Barrows

### Cists

A burial cist is like a coffin that has been dug out of soil or sand and then lined with stones to make the walls. Some Bronze and Iron Age cists are round and the body would have been in a crouch position.

### Cairns

A mound of stones that have been piled up on top of a body or bodies. A famous example is Balnuaran of Clava, near Inverness in Scotland. Scan the QR code to see where it is.

Balnuaran of Clava



### Barrow

A mound of earth piled up on top of a body or lots of bodies. It's probable that they were more complicated structures when they were originally built but have been flattened over time by farmers and other people. The two main types are long and round barrows.

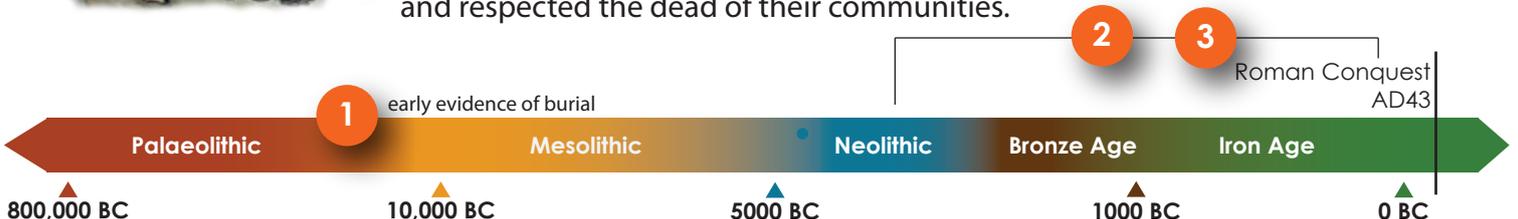
**2**

**3**



## Respect for the Dead

If someone close to you has died, you will understand how hard it is to know that you will not see them again. Today, many religions and cultures believe that they will see their loved ones again in an 'after life'. Neolithic, Bronze and Iron Age people may have believed this too but as always there is very little evidence to prove it. What can be shown is that they went to a lot of trouble to bury their loved ones and like us, they mourned and respected the dead of their communities.



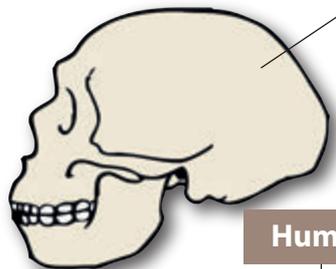
# Neanderthal

All the people in the world today are part of a species called "Homo Sapiens". Neanderthals were a different type of person who lived thousands of years ago at the same time as early Homo Sapiens. We are not descended from Neanderthals, but we do share a common ancestor so they are part of our family tree!

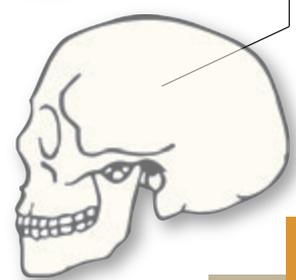
We know about Neanderthals because archaeologists have found bones and other remains buried in the ground. From this evidence we know that they were just as clever as Homo Sapiens in many ways, using tools, speaking a language and living in communities, but they all died out between 35,000 and 30,000 years ago.



Neanderthal



Human



## Almost Human

Neanderthals were different from us in a number of ways. They had shorter, stronger bodies and thicker bones. Their faces were different to ours and they had larger brains. Because they had thicker, more hairy bodies, Neanderthals were better adapted to living in a cold climate and for this reason they mostly lived in Northern Europe and Britain.

Neanderthals get their name because the first bones of their species were found in the Neander valley in Germany. Scientists have worked out that most modern humans have a small amount of Neanderthal DNA.

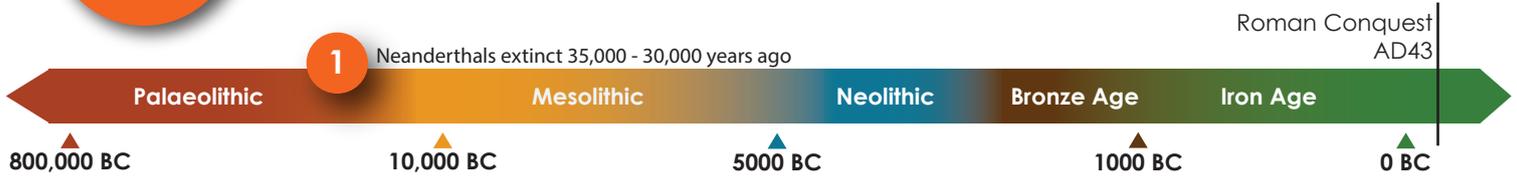
## Where are they now?

What's your theory?

Nobody is really sure why Neanderthals died out. Here are two theories.

? Our ancestors chased them from the places they lived and killed them.

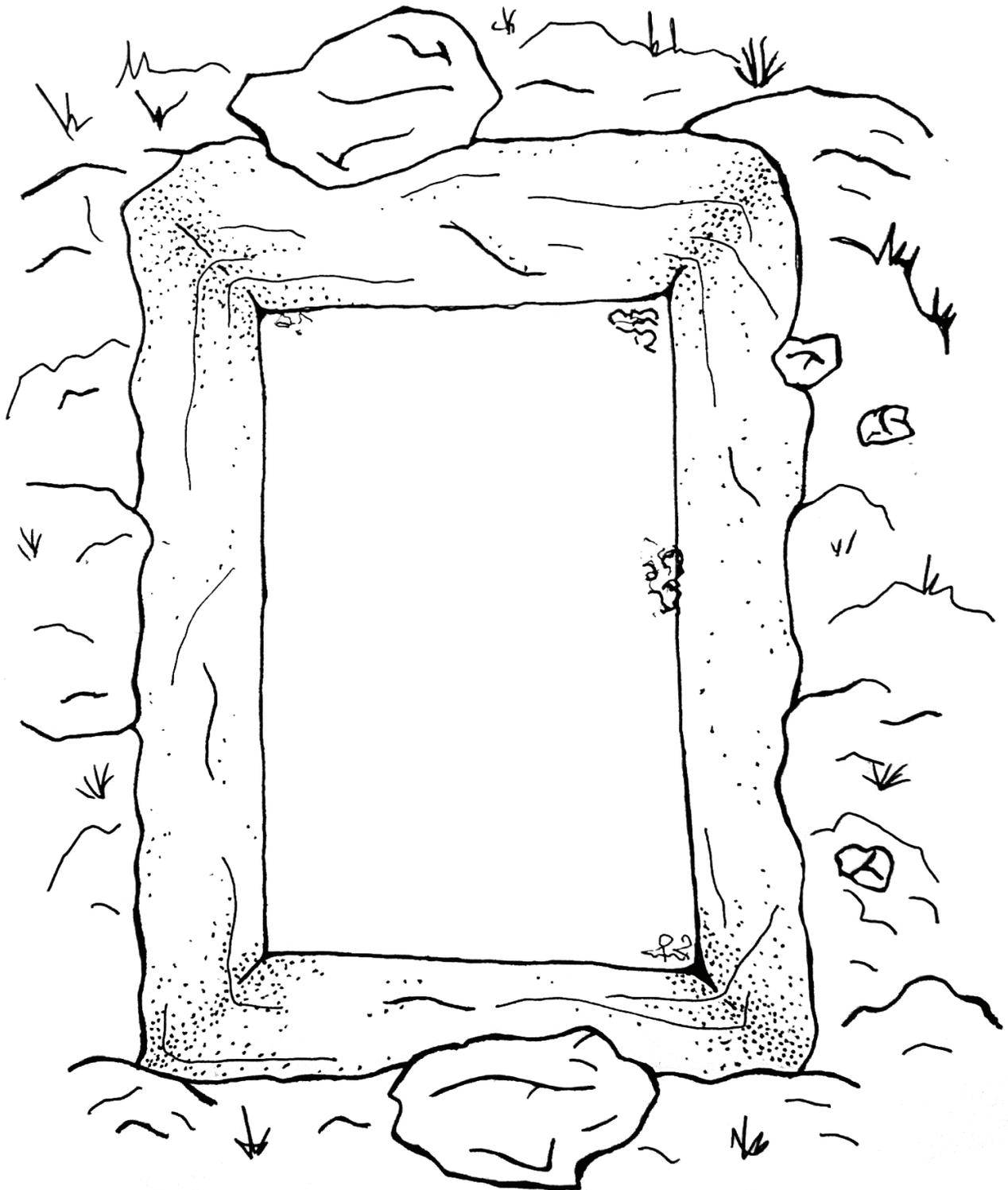
? Climate change destroyed their habitat and made food harder to find. Their bodies were not as good at working in a warmer climate.



# Empty Graves: Burial

Name: \_\_\_\_\_

Date: \_\_\_\_\_





# PREHISTORIC BRITAIN

## Empty Graves: Gravegoods

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Flint arrowheads

Deer antlers

Bunches of wheat

Flint hand axes

Copper arrowheads

Bunches of flowers

Flint blades

Pots

Food offerings

Copper knife

Flint knapping tools

Bronze scythe

Wooden spear

Copper knife

Stone scythe

Wooden bow

Metal working tools

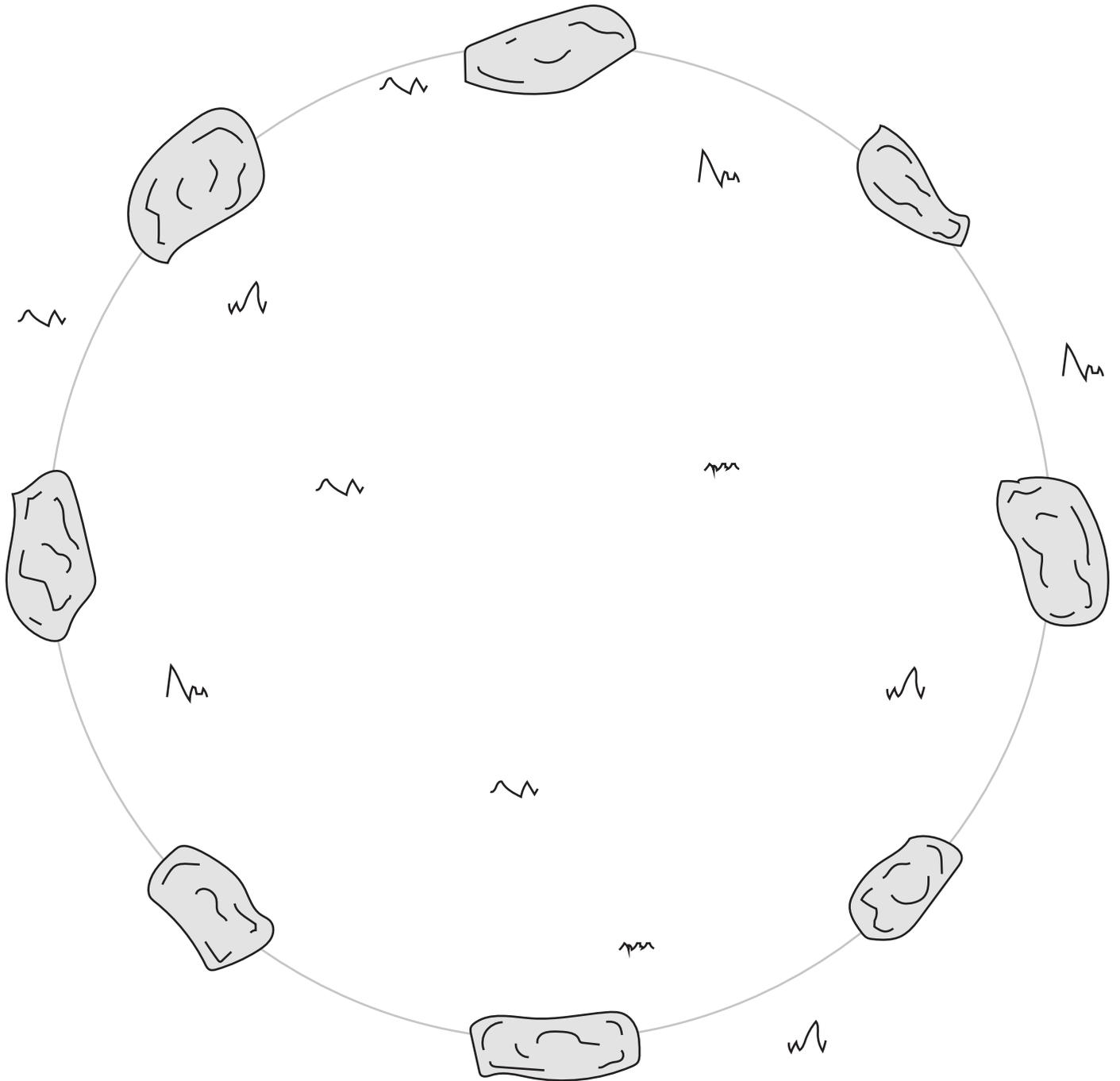
Jewellery

# PREHISTORIC BRITAIN

## Stone Circles: Angles

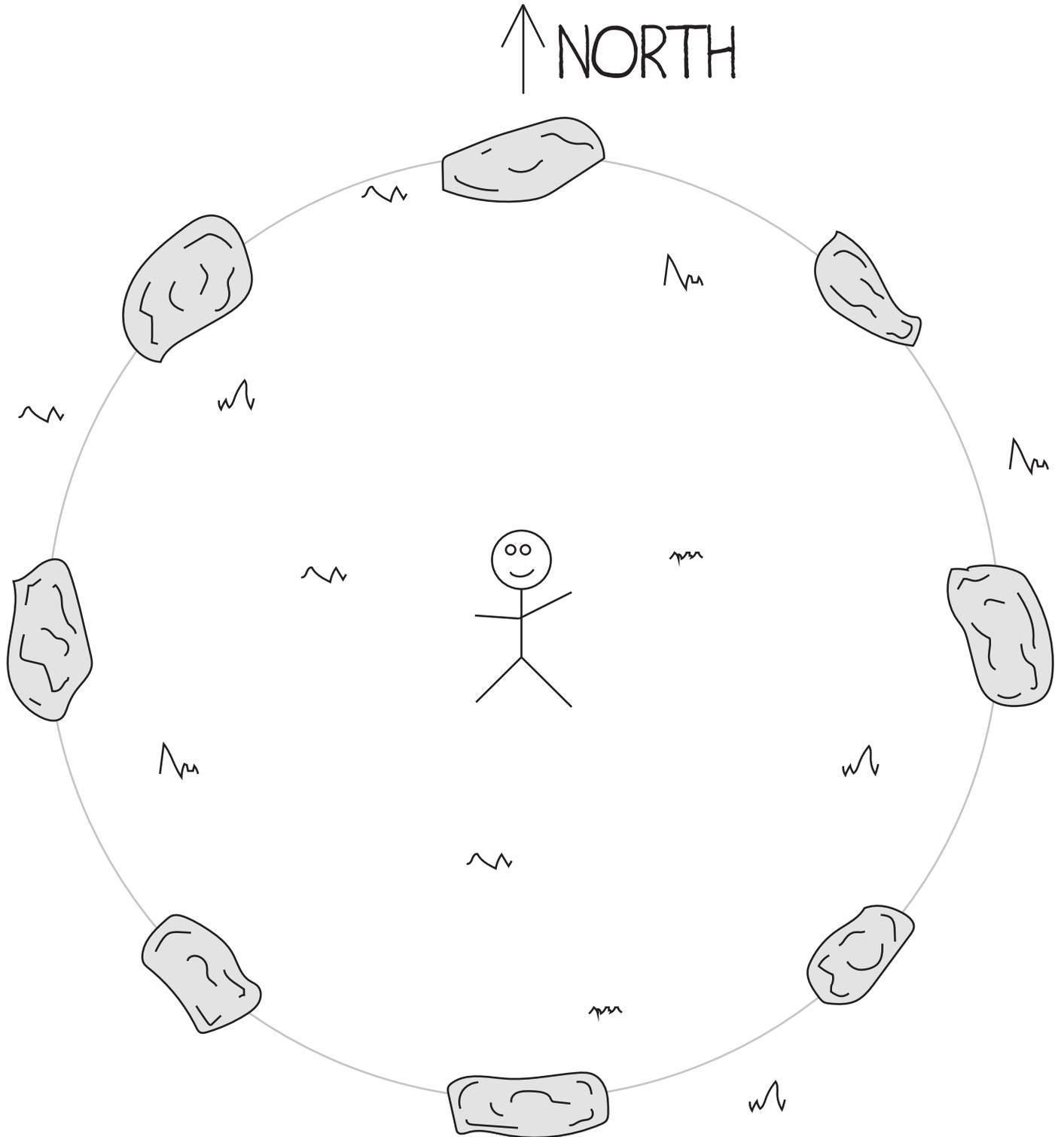
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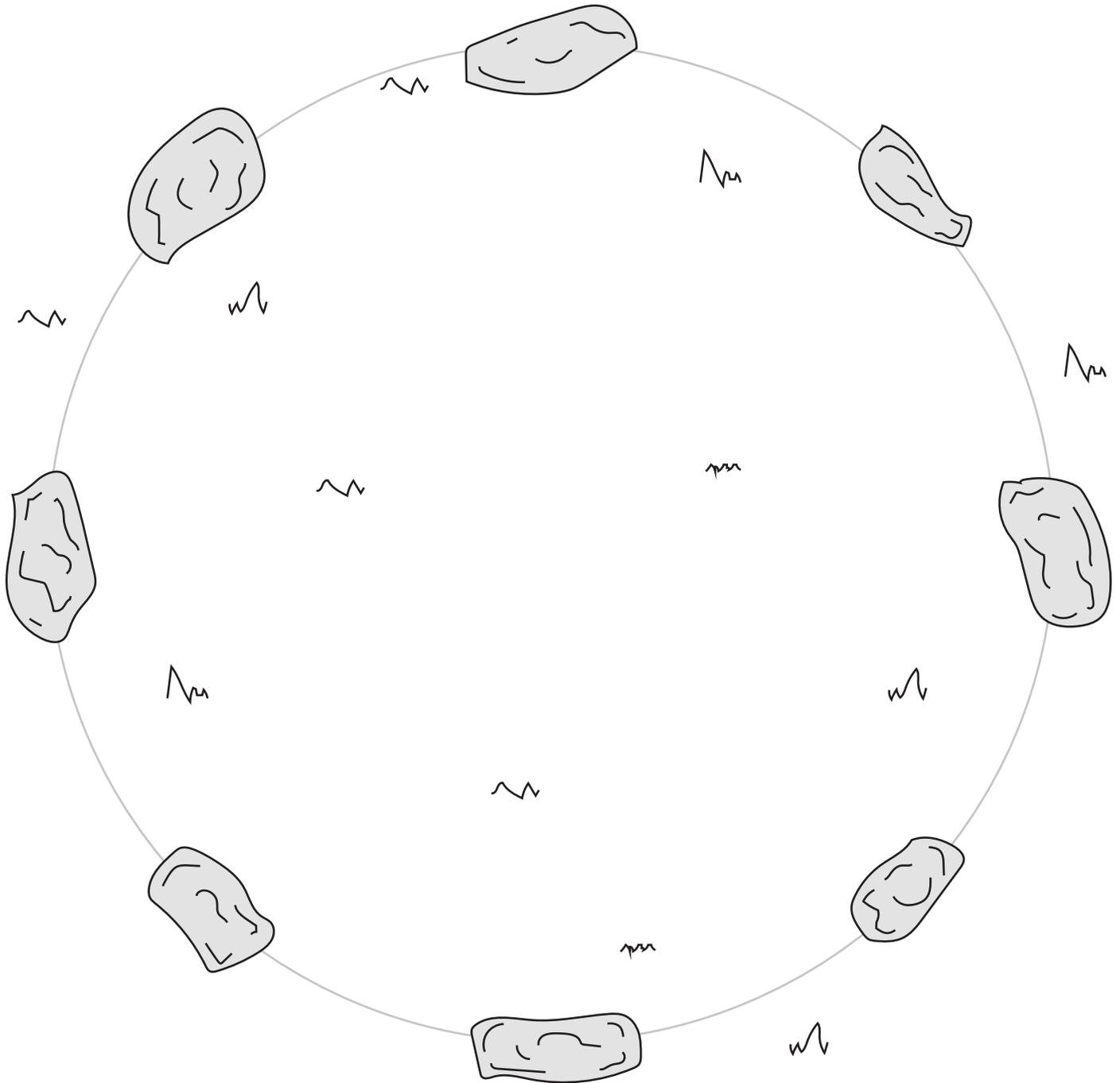
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Name: \_\_\_\_\_

Date: \_\_\_\_\_



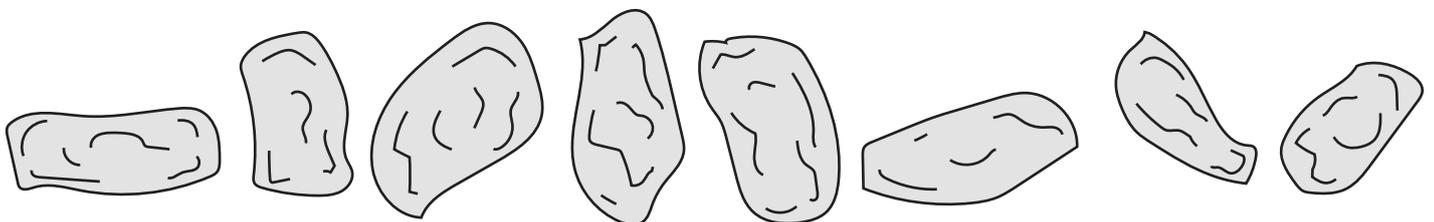
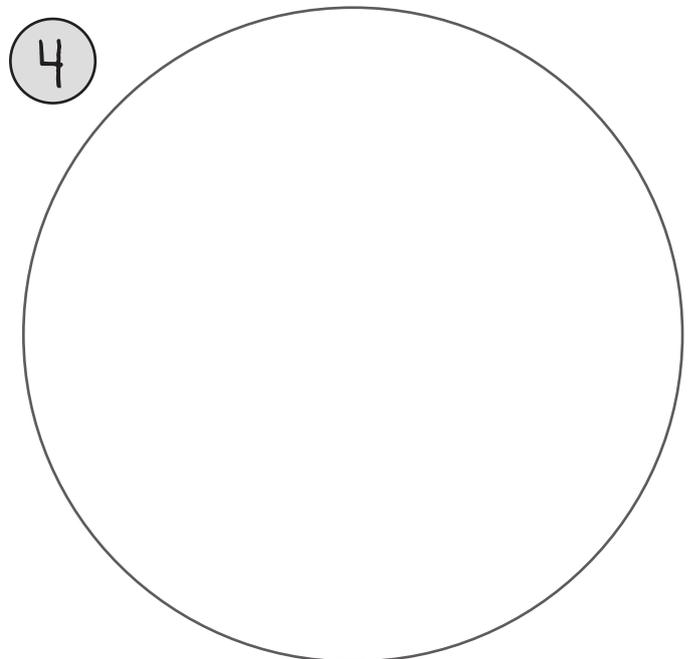
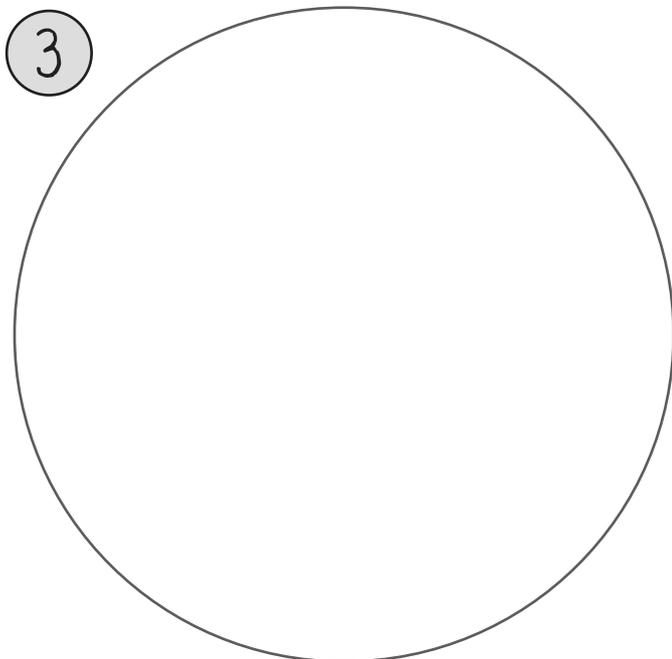
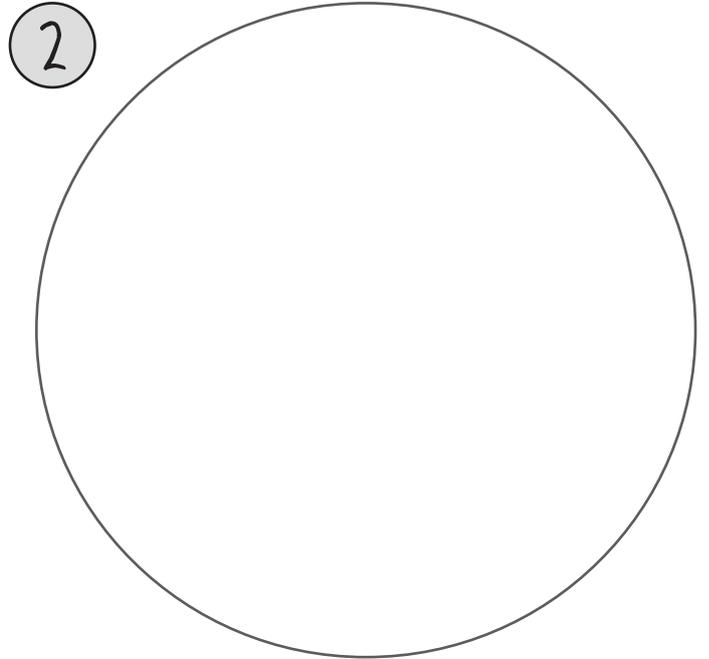
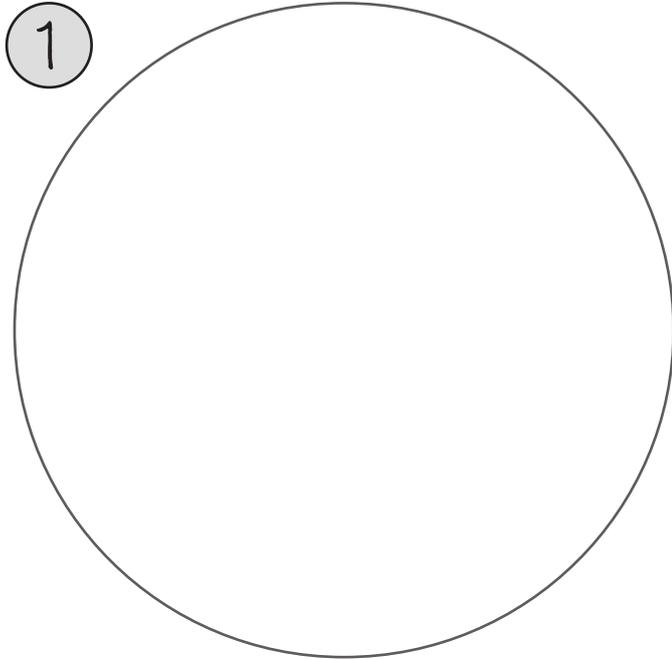
Circumference

Radius

Diameter

Name: \_\_\_\_\_

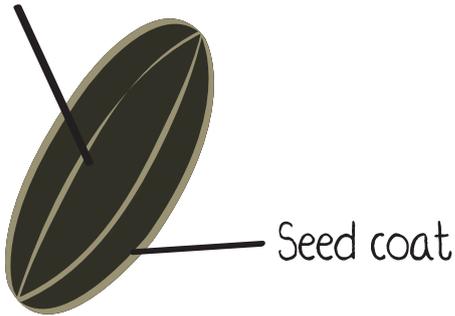
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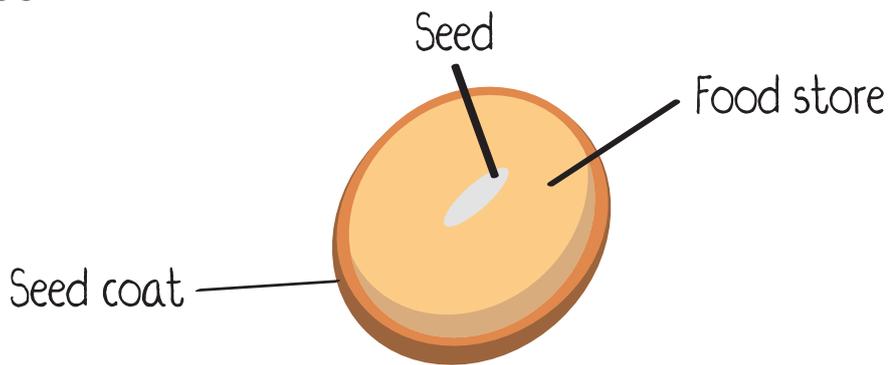
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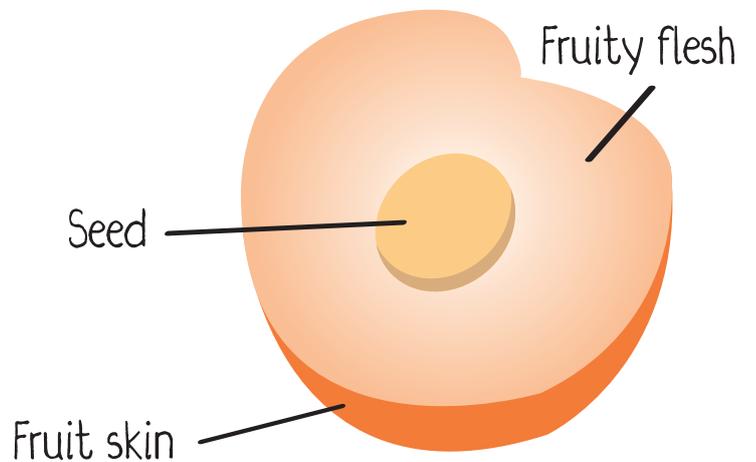
Food store



Seed



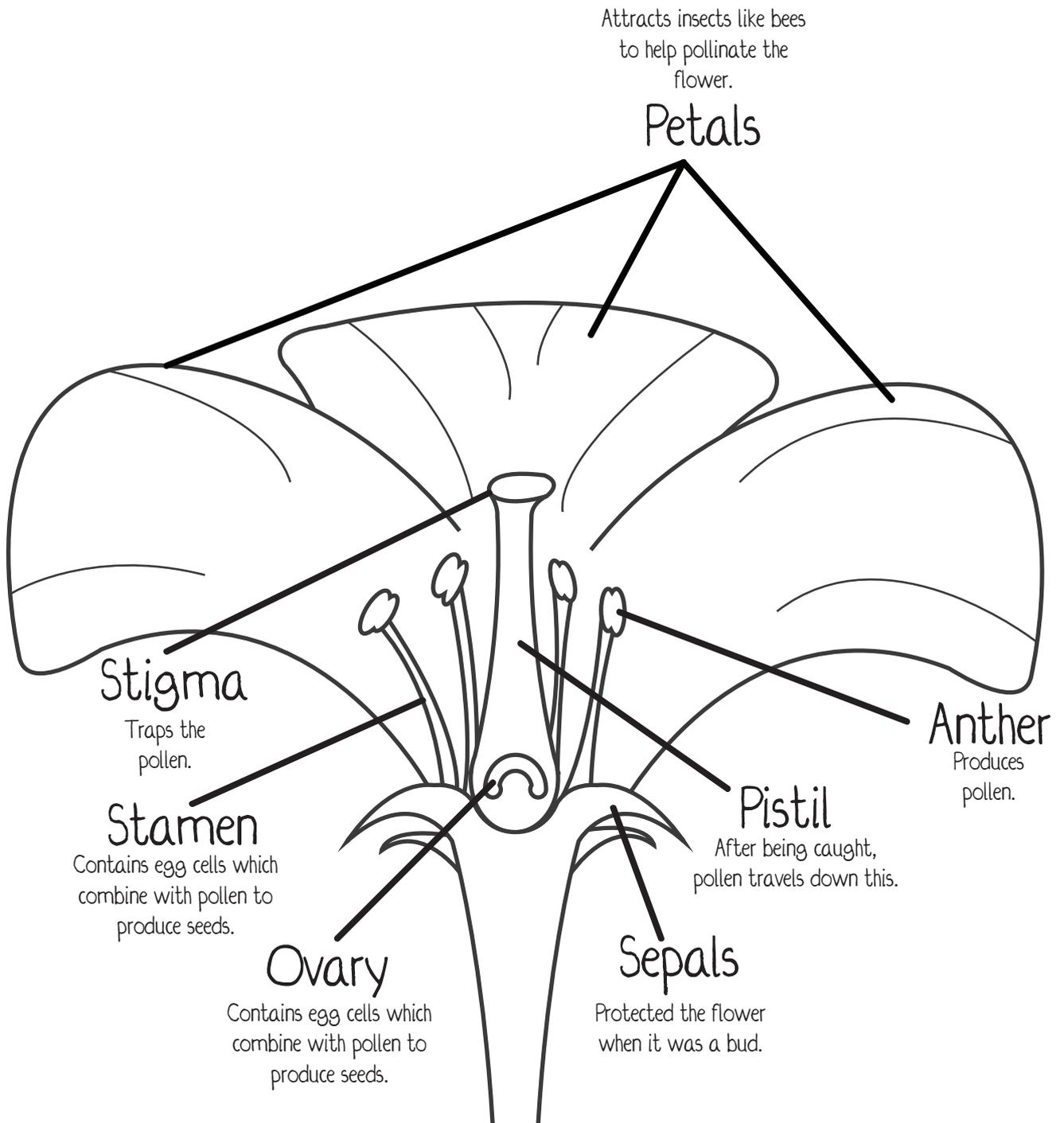
Nut



Fruit

Name: \_\_\_\_\_

Date: \_\_\_\_\_





# PREHISTORIC BRITAIN

## ActiveWorksheet Pack

The Prehistory **Active**Worksheet Pack brings prehistoric Britain to the classroom like you have never seen before. Combining the traditional worksheet with the latest mobile device and augmented reality technology, you can bring the subject to life with videos, audio & 3D models and animations all on your desk.

Inside the pack you will also find a Teacher Guide with instructions and activities your class can complete using **Active**Worksheets.

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