For: KS 2
Duration: 2 hours

These notes are intended as a guide for teachers who are attending a session led by one of our staff.
Before the Visit

To run this session you will need to bring 4 adults to guide the children on the 4 activities that they will explore in the session.

To make life easier for yourself and the other adults that you will bring on the day, we suggest that each adult takes one of the activities and stays on that activity whilst the children rotate. The member of Tullie House staff that will be guiding the session will spend a few minutes before the session begins explaining to you and your adults the activities.

Please draw particular attention to the health and safety notes that are included in this pack.

On arrival

Please go to the main reception desk and hand in your confirmation of booking and your signed health and safety form.

If your class need the toilet we advise you to use the main ones in the reception area.

A member of the Tullie House Learning Team will be contacted and you will be taken to your session.

There is space to hang up coats outside the Activities Room but if you have bags as well it is better to ask at Reception for a coat bin from the Community Room.

Before the children enter the workshop room please remind them not to touch anything.
Format of the Session

- **Introduction** - Timeline activity to put the period in context
  10-15 minutes

- **Object handling** - learners will have the opportunity to handle real Stone Age and Bronze Age tools and weapons. (see notes)
  30 minutes

Staying in their groups the learners will then rotate around the following four activities. These will be led by your adults, with the member of the Tullie House Learning Team moving between the four:

- **Carousel Activity 1: Prehistoric Houses** - learners will look at images of prehistoric houses and discuss in their group how they changed through the ages. They will then draw and design their own roundhouse. (Classroom)
  15 minutes

- **Carousel Activity 2: Role play** - learners will look at objects archaeologists have found inside stone circles and discuss using these clues what they might have been used for. They will then act out a role play using prompt cards and objects. (Border Galleries in front of the stone circle painting)
  15 minutes

- **Carousel Activity 3: Prehistory Trail**
  (Border Galleries starting at the Tridents)
  15 minutes

- **Carousel Activity 4: Craft** - they will make an early Bronze Age Lunula, a necklace or collar shaped like a crescent moon. (Classroom)
  15 minutes
• **Plenary** - learners will create a stone circle using their bodies.  
  10-15 minutes

**Curriculum Links**

**Curriculum Learning Objectives**

This workshop will help support learners to develop a chronologically secure knowledge and understanding of prehistory, devising historically valued questions about change, cause, similarly, different and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how knowledge of the past is constructed from a range of sources. Learners will have the opportunity to gain knowledge and understanding of prehistory through handling real prehistoric objects, studying prehistoric dwellings and taking part in role play.

**History (key stage 2)**

**Link to Curriculum subject content:** changes in Britain from the Stone Age to the Iron Age.

**English- spoken language**

**Link to programme of study:** all pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in the role. They should have opportunities to improvise, devise and script drama for one another and a range of audience, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

<table>
<thead>
<tr>
<th>Cross Curricular Links</th>
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</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
<td><strong>Key stage</strong></td>
<td><strong>Programmes of study</strong></td>
</tr>
<tr>
<td>English</td>
<td>2</td>
<td>6. Language and literacy</td>
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<td>6.2. Spoken language (including drama)</td>
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<td>6.3. Reading and writing</td>
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<td>Human and physical Geographical skills</td>
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<td>Art and design</td>
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<td>Working scientifically</td>
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</table>
Introduction Timeline Activity - Lead by Tullie House Staff
(10-15 minutes)

Using dressing up hats from the different ages and a ball of string, create a timeline.

Choose a member from the class who has the nearest birthday to represent the person from the present day and ask them to hold the ball of string. Then choose someone to represent WW2 and roll out a small length of string and get them to stand next to it. Then roll out another length of string and ask someone to represent the Victorians. Carry on doing this with the Tudors, Vikings and Romans. After the Romans roll out lots of length of string and explain that we would need to walk over to Carlisle Castle in order to get enough length of string to get back to the beginning of the Stone Age.
Object handling (30 minutes)

On the table there are a range of prehistoric objects. These objects are real objects so make sure the learners are aware that they are very precious objects that can’t be replaced. Objects should be held one at a time whilst sat down, and using both hands.

Pass each object round the group and ask the following questions:

- What does it feel like?
- What do you think it’s made from?
- What do you think it was used for?

Once all the learners have had the chance to hold all of the objects, look at the object list with the object information.

Share this information with the group, including what the object was made from, what the object was used for and the time period the object dates from?

Then, on the timeline, ask the learners to place each object on the correct time period.

If there is time at the end, using the object observation sheet, ask the learners to choose one of the objects, and draw a detailed drawing.
Object Observation Sheet

Choose one of the prehistoric objects and draw a detailed drawing in the box below.
## Box 1
(Photos not to scale)

<table>
<thead>
<tr>
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<td><img src="image1.jpg" alt="Image" /></td>
<td><strong>Stone Age Microliths</strong>&lt;br&gt;This date from the Mesolithic (middle stone age) period. Microliths were used to form the points of hunting weapons, such as spears and (in later periods) arrows. An average of between six and eighteen microliths may often have been used in one spear but only one or two in an arrow.</td>
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<td><img src="image2.jpg" alt="Image" /></td>
<td><strong>Flint nodule</strong>&lt;br&gt;Flint was used to produce a range of Stone Age and bronze Age tools such as axe heads and arrowheads because it could be worked to form a sharp edge.&lt;br&gt;This is a piece of beach flint. There is no flint found in Cumbria so they used flint washed up onto the beach. It was found at Drigg in West Cumbria.</td>
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<td><strong>Stone Age roughout axe</strong>&lt;br&gt;Stone axe head before it has been polished.</td>
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<td><strong>Stone Age polished axe</strong>&lt;br&gt;Stone axe head after it has been polished. It was probably polished by rubbing limestone and sand using a piece of leather.</td>
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<td><img src="image5.jpg" alt="Image" /></td>
<td><strong>Stone Age leaf arrowhead</strong>&lt;br&gt;This dates from the Neolithic (New Stone Age) period. The arrowhead is shaped like a leaf hence the name. They would have been attached to the arrow using natural gum (such as tree resin) and string.</td>
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<td><img src="image6.jpg" alt="Image" /></td>
<td><strong>Bronze Age barbed and tanged arrowhead</strong>&lt;br&gt;They still used flint tools in the Bronze Age because it was cheaper and easier to make.&lt;br&gt;It was designed so that it was difficult to get out once it had gone in, similar to a fishing hook.</td>
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Stone axe head before it has been polished. |
| **Stone Age polished axe**
Stone axe head after it has been polished. It was probably polished by rubbing limestone and sand using a piece of leather. |
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This dates from the Neolithic (New Stone Age) period. The arrowhead is shaped like a leaf hence the name. They would have been attached to the arrow using natural gum (such as tree resin) and string. |
| **Bronze Age barbed and tanged arrowhead**
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Carousel Activity 1
Prehistoric Homes
(15 minutes)

In your group take out the images from the folder labelled *Bronze Age Round House*.

Look at the different images labelled A-H and discuss as a group the following questions:

**Pictures A and B**
- What kinds of materials were used to build a roundhouse?
- How many people do you think it would take to build a roundhouse?
- How long do you think it would take to build a roundhouse?

**Picture C**
- How many people can you see in and around the roundhouse?
- What types of animals can you see?
- Can you see the fire? There’s no chimney, how do you think the smoke would escape?

**Picture D**
- What kind of objects can you see?
- Would you like to live in a roundhouse?
• Where would you sleep?

Picture E
• Have a look at the landscape and discuss where the group think would be a good place to position a roundhouse.
• Look at the stone circles and discuss what they might have been used for.
• Discuss the differences and similarities of the landscape then to the landscape today.

Now take out the images from the folder labelled *Stone Age and Iron Age House*.

Picture F
This is a Stone Age house from the Mesolithic (Middle Stone Age). Mesolithic houses were mainly light structures suited to a nomadic (travelling) lifestyle. They were designed so that they could be put up and taken down relatively easily and carried on to the next resting place.
• What types of materials is it made from.
• Why is it good for a nomadic (travelling) lifestyle?

Picture G
Neolithic (Late Stone Age) houses were more permanent. This is a picture of a structure from Skara Brae on the Orkney Islands in Scotland.
• What is it made from?
• Can you see the bed and even some shelves? What would you display on the shelves?
• Why do you think the roof has not survived? What materials do you think were used for the roof?

Picture H

Iron Age Fort

British hill forts were primarily constructed during the Iron Age, it has been traditionally assumed that hill forts were constructed for defensive purposes in an era of inter-tribal warfare. However, archaeologists have begun to challenge this assumption, claiming that there is not sufficient evidence to back it up.

• Why do you think it may have been built for defensive reasons?
• Do the houses look similar to the Bronze Age houses?
• Who do you think might have lived inside the fort?

One the sheet provided, ask each learner to design their own prehistoric house.
Design your own roundhouse in the box below.
Carousel Activity 2
Role Play
(15 minutes)

Sit the group in front of the stone circle painting. Explain that stone circles were used in prehistoric times and there are a number of them in Cumbria. This painting is of Castle Rigg stone circle in Keswick. Archaeologists are not sure what stone circles were used for.

What do they think they were used for?
- meeting place?
- market place?
- to celebrate the sun?
- to worship?

Swap or barter role play activity

In the box you will find some objects that archaeologists have found in and around stone circles. Pass the objects round the group. These objects give clues as to what prehistoric people might have done when they visited stone circles.

- Flint- was used to make weapons
- A broken stone axe head- also a weapon

Charcoal and animal bones have also been found. Prehistoric people may have met at the stone circle to swap or barter things such as food or weapons.
Choose 6 of the learners and give each of them one of the cards. Ask them to stand in a circle and read out their cards to the others. Once they have read out their cards ask them to find the person they need to swap with and give each person their object they have bought to swap.

Get the group to all sit back down in a circle and each pair in turn acts out their swap in the middle of the group.

**Carousel Activity 3**  
Prehistory Trail in the Border Galleries  
(15 minutes)

Start at the Stone Age exhibition in the terrain area of the Border Galleries (See attached trail).

**Carousel Activity 4**  
Make a Bronze Age Lunula  
(15 minutes)

A Lunula is an early Bronze Age necklace or collar shaped like a crescent moon. Most have decorative patterns made up of straight lines, zigzags and criss-cross patterns.

To make a Lunula get the learners to cut out the template provided. The learners can then decorate and personalise their Lunula with the craft materials on the table.
Plenary
(10-15 minutes)

Stone Circle and the sun - led by Tullie House staff

Stone circles may have been used to celebrate major festivals in the ancient calendar. Many stone circles are aligned so that the midsummer sun shines directly through a certain gap or onto a certain point in the circle. The changing seasons would have been much more important to ancient people, with midsummer being the longest day of the year.

Ask the learners to stand in a circle facing inwards to create a stone circle using their bodies. Ask two of the learners standing next to each other to stand with their arms stretched up to act as the two larger stones.

Ask one learner to walk around the outside of the circle shining the torch into the circle and ask the others to look out for when the light shines directly through the two taller stones (indicating midsummer).