

## Stone Age to Iron Age pre-visit big questions

These notes accompany the 'big questions' file you downloaded, which is suitable for display using a whiteboard/projector and will get your class thinking about some of the questions we will explore in your session.

### What will you experience when you visit?

We have two 'core' activities which you will do if you book the half day experience. Each class will be divided into two groups of approximately 15 pupils. The two core activities are:

1. **How will you survive?** Part role play, part artefact handling, this activity explores how life changed in the stone age between the hunter-gatherer existence and the early farming way of life (ie. Mesolithic to Neolithic).

2. **Local timeline.** This interactive timeline activity looks at the long arc of development and what evidence we have to justify our views about each period from the early stone age to the iron age, with artefacts to handle and local images. You will create a timeline to take back to school with you at the end of the session.

For the full day experience you have two further sessions as follows (this enables you to bring two classes on the same day):

3. **Gallery visit with digital output.** Visit our galleries filled with original local artefacts and create a digital record of your visit using our iPads. This record is then sent to the school after your session using our secure file server and will enable you to continue the learning back in the classroom.

4. Choose ONE option from

**4a Cave paint making.** Learn how to make simple paint using natural pigments and binders then try them out to create a painting that can be put on display back at school. Links with science (combining elements to make paint that stays on, anatomy) with communication, art and understanding of beliefs. Please note we use dairy products in the creation of these paints.

**4b Soap knapping.** Use our bars of soap and simple tools to create a flint shape based on real stone age flints. Will you choose a Neolithic axe or a microlith? The soap shavings (if left undisturbed) then mimic an archaeological dig which provides clues to how people used to live and interact.

### **What themes will you explore?**

All the activities explore different aspects of our key themes:

- Houses & homes - how did the way we live and shelter change over this period of time?
- Tools & weapons - how and why did these change?
- Beliefs & monuments - what evidence do we have about beliefs of prehistoric people and what monuments did they leave behind?
- The environment - how did the climate and environment change over this period, and how did this affect us?

### **Useful vocabulary to discuss before you come**

It would be useful to discuss the names for the three Stone Age periods (lithic = stone)

- Palaeolithic or Paleolithic (Old Stone Age)
- Mesolithic (Middle Stone Age)
- Neolithic (New Stone Age)

This also helps to understand why some of the smaller flints are called microliths and aids spelling/literacy.

Other words that might be useful to talk about of check out example of using the internet are:

- Monument
- Henge
- Cursus
- Fort

We will cover local examples of all these, although we do use Stonehenge as our example of a henge, but it is important to realise there were very many henges around the country.

The teacher in charge of each group will be given a summary sheet at the end of the visit showing the 'long arc of development' with comments in each time period relating to each theme.