

Subject: History – Prehistory

Stonehenge

Cross-curricular links: Science – forces/friction

| Key Learning Objectives | Pupil Activities | Resources | Assessment for learning |
|---|---|--|--|
| To reason from archaeological evidence | <p>Most famous prehistoric site in the world.</p> <p>1–2. Mysterious – how was it built? What was it for?</p> <p>What can we find out?</p> <p>3. When was it built? – can you find another macehead in the Archaeologist’s Fact File? Class discussion. Answer: same time as Skara Brae (see Lesson 3) and Grimes Graves (see Lesson 5).</p> <p>4. Look at the stones. Are they like the stones from the great circle at Avebury?</p> <p>How could people at this time have made them smooth? Stone axes break; antler picks too weak. Answer: pounding with stone balls as big as footballs.</p> | PowerPoint (numbers refer to slides) | I can use evidence to explain even the most mysterious sites |
| <p>Science</p> <p>Carry out an experiment to test the effects of friction and so find the best way to move great stones without machinery.</p> | <p>5. How did they pull huge stones to the site from 20 miles away? Circle uprights weigh 25 tons (x2 single decker buses); tallest centre uprights 50 tons (x4 single decker buses).</p> <p>Challenge: how to drag a bus on its side for 20 miles?</p> <p>Easing the problem: simulate by getting children to kneel and gently pull a brick along the floor (ideally carpeted to simulate grass covering):</p> <ol style="list-style-type: none"> 1. On its own 2. With pencils under as rollers 3. With lolly sticks under the rollers as rails. <p>Which is easier?</p> <p>All take turns and record their results. Pencils = wooden tree branch rollers; lolly sticks = split tree trunks.</p> | Brick, string, round (not hexagonal) pencils, lolly sticks | <p>I can set up an experiment to test friction and apply this to a problem</p> <p>I can record an experiment and find the best answer to a problem</p> |

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|-----------------------|--|------------|--|
| | <p>Discuss how smooth surfaces reduce friction.</p> <p>6. How could they pull the stones up? How could they get the lintels up?</p> <p>Discuss. Children draw ideas.</p> | PowerPoint | |
| Interpretation | <p>What was it for?</p> <p>No animal bones or ash found inside, and no post holes between the stones for walls – so it was not for living in.</p> <p>7. It lines up with sunrise on the longest day of the year (21st June) and sunset on the shortest (21st Dec). Discuss changing day length over a year. But it is not just a calendar: far too massive. Was it a temple to the sun? Do we still have a winter celebration very close to 21st Dec?</p> | | |

Additional Resources

[Stonehenge](#)

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ARCHAEOLOGIST'S FACT FILE

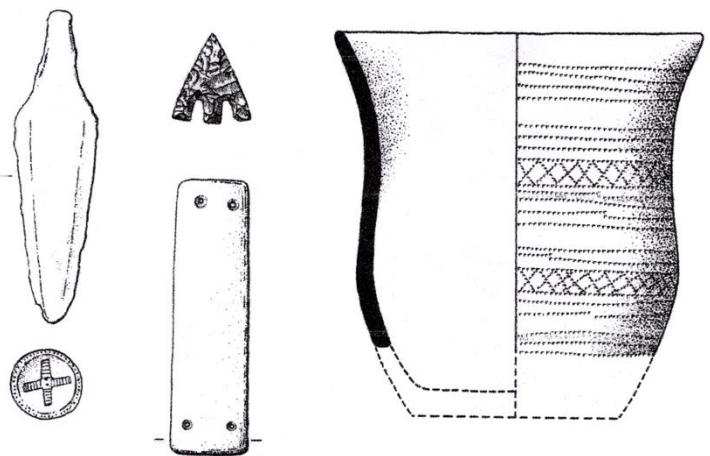
NEOLITHIC (NEW STONE AGE) 4000–2300 BC

People start to clear the land of forests and begin farming.



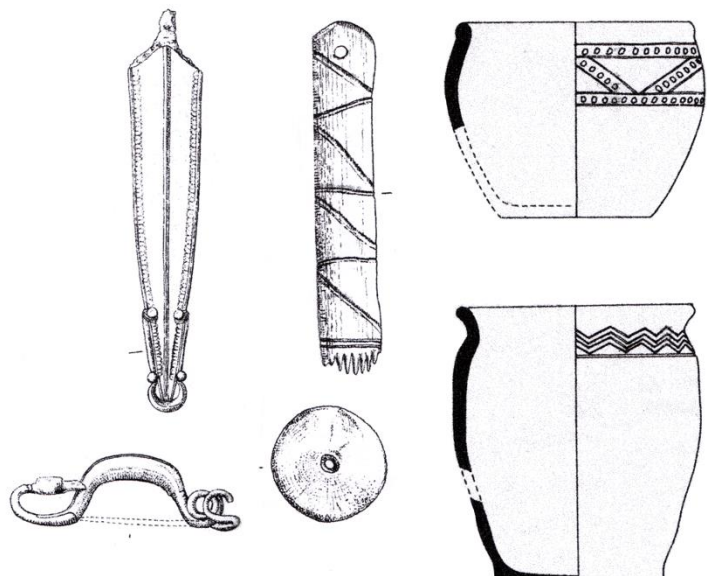
BRONZE AGE 2300–800 BC

People learn how to make bronze weapons and tools.



IRON AGE 800 BC–43 AD

People learn how to make iron weapons and tools.



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