

Subject: History – Prehistory

A round barrow near Stonehenge (Bush barrow)

Cross-curricular links: Art: closely observing and copying fine craftwork

Key Learning Objectives	Pupil Activities	Resources	Assessment for learning
<p>To reason from archaeological evidence.</p> <p>To understand change over time.</p>	<p>1. What is this grassy mound near Stonehenge?</p> <ul style="list-style-type: none"> • Discuss ideas. • Fully excavated – skeleton in the centre. • It is a burial mound but not for lots of people jumbled up like the long barrow (lesson 3). Times had changed. <p>2–3. Items found on the body: 2 bronze daggers, 2 gold lozenges, a golden belt hook.</p> <p>4. Metal is new. Only stone before. Bronze (copper & tin mixed) used for weapons. Just for powerful people at first. Used new metal to show off. Gold ideal for that.</p>	<p>PowerPoint (numbers refer to slides).</p>	<p>I can use evidence to explain things.</p>
<p>Art</p> <p>To personally grasp the difficulty of manufacture.</p>	<p>5. ‘Look at the sheet gold lozenge. See how straight and even the lines are, and the triangles down the side. Do you think the craftsman measured them? The sheet gold is very thin. Only as thick as strong kitchen foil. The craftsman had to beat it out himself. How do you think he did it? It was fixed around a piece of wood’.</p> <p>Either, children try to draw it accurately on a full size (18cm x 16cm) outline, or use pre-cut kitchen foil lozenges of the correct size and a <i>blunt</i> pencil for scoring. Emphasise not to press too hard as will go through + avoid lines crossing.</p> <p>‘Is yours as good as the original that is nearly 4,000 years old? Do you think we should call the man who made it a great goldsmith?’</p> <p>6. Pictures of other round barrows. Emphasise that they are quite common but that most just cover a body and a pot.</p> <p>7–8. Some burials also have a dagger and arrowheads. ‘Do you think only arrowheads</p>	<p>18cm x 16cm lozenges pre-drawn or pre-cut from heavy-duty kitchen foil.</p> <p>PowerPoint</p>	<p>I understand that new inventions changed the things people used.</p> <p>I understand how difficult it was to make things 4000 years ago.</p> <p>I understand that great craftsmen lived 4000 years ago.</p>

National Curriculum: Prehistory Units

To reason from archaeological evidence	were put into the grave or do you think there were things that have rotted' (arrowshafts; bows; handles on the daggers). 'Why do you think people were buried with things like these?' Believed going to an afterlife or to show the status of the dead man? No certain answer. 'How long ago were these burials being made? Use the Archaeologist's Fact File sheet to find similar artefacts and give name and date to the period.		I can use archaeological evidence to work out how old something is.
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Additional resources

[Bush Barrow and other rich burials in Wiltshire](#)



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ARCHAEOLOGIST'S FACT FILE

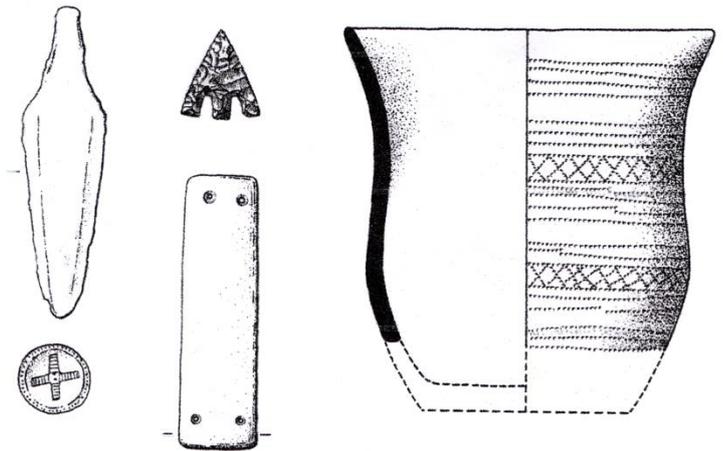
NEOLITHIC (NEW STONE AGE) 4000–2300 BC

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.

