

Stone Age to Iron Age

How did daily life change in Britain
from the Stone Age to the Iron Age?

Lesson 4: How did the search for food
change in the Neolithic?



Historical skills

Key historical skills



The 'Red Lady' of Paviland



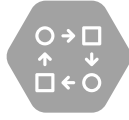
Chronology



Evidence and interpretation



Similarity and difference



Cause and consequence



Change and continuity ✓



Historical significance

Supporting enquiry skills



Understanding timelines



Studying evidence



Sifting arguments



Developing perspective and judgement



Thinking critically



Asking and answering questions ✓



How did daily life change in Britain from the Stone Age to the Iron Age?

What was life like in the Palaeolithic and Mesolithic?

Lesson 1: How do we know about the Palaeolithic and Mesolithic

Lesson 2: What changed from the Palaeolithic to the Mesolithic?

Lesson 3: What did people eat in the Palaeolithic and Mesolithic?

What key changes took place from the Neolithic to the Bronze Age?

Lesson 4: How did the search for food change in the Neolithic?

Lesson 5: What tools were used in the Neolithic?

Lesson 6: Who were the Beaker people?

Lesson 7: How did tools change after the Neolithic?



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How did daily life change in Britain from the Stone Age to the Iron Age?

How did daily life change from the Stone Age to the Iron Age?

Lesson 8: How did the Bronze Age move into the Iron Age?

Lesson 9: What are roundhouses?

Lesson 10: What is a hill fort?

What was life like in the different regions of England during the Stone Age?

Lesson 11: What was life like in the different regions of England during the Stone Age?



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Key vocabulary for this lesson



crops

– plants that people grow to eat or make things with



Change and continuity



Civilisation



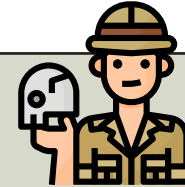
Asking and
answering questions



Change and
continuity



Hello, my name is **Gale**. I am an **archaeologist**.



Archaeologists use the skill of **change and continuity** to understand how people's lives have stayed the same or changed over time.



stone palaeolithic axe heads



metal modern axe

For example, people have **continued** to use axes as a tool. But the material axes are made from has **changed** over time.



Let's discuss

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What changed for Flint and Fisher?

Think about:



- animals they hunted



- where they lived

Discuss this question with your learning partner or in groups and be ready to **feed back** to the class.



Hunter-gatherer life

Palaeolithic

Mesolithic

900,000 BCE

10,000 BCE

4,000 BCE

^{1ST}
palae (+) **o** (+) **lith** (+) **ic** = **palaeolithic**
"ancient or old" *CVL "stone" "related to or like"

↔
mes (+) **o** (+) **lith** (+) **ic** = **mesolithic**
"middle" *CVL "stone" "related to or like"



Flint

Use these sentence starters to help you:

"I think ... changed because..."

"I agree with ... because..."

"I disagree with ... because..."



Fisher

*connecting vowel letter



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Let's discuss

answers



^{1ST}
palae (+) **o** (+) **lith** (+) **ic** = **palaeolithic**
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mes (+) **o** (+) **lith** (+) **ic** = **mesolithic**
"middle" *CVL "stone" "related to or like"



I **didn't live in one place**. I followed the animals. I hunted big, wild animals like woolly mammoths. Just one of these would feed a tribe of my people for days!

Flint

I **lived in a small hut made** of wood and mud. I lived near water where we could collect water and catch fish. We hunted boar, elk and wild cattle.

Fisher



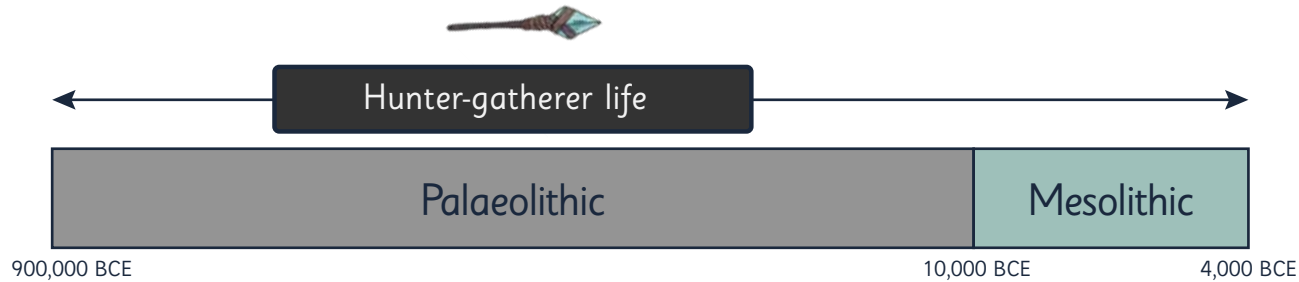
Let's discuss

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What **continued to be the same** for Flint and Fisher?

Discuss this question with your learning partner or in groups and be ready to feed back to the class.



Flint



Fisher

Think about:



how they got food

who they lived with



what they wore

how they stayed warm



Use these sentence starters to help you:

"I think ... stayed the same because..."

"I agree with ... because..."

"I disagree with ... because..."



Let's discuss

answers



Flint

In **both** the Palaeolithic and the Mesolithic, we **hunted** and **gathered** our own food.
We lived in **small communities**, helping each other to survive.
Animal skins made great clothing for us, and we stayed warm by the **fire**.



Fisher



Timeline



Change and continuity

Today, we will be looking at how life continued to be the same and how it changed for people in the **Neolithic age**.



Hunter-gatherer life

4,500 BCE

Farming introduced



900,000 BCE

Palaeolithic

10,000 BCE

Mesolithic

4,000 BCE

2,000 BCE

Neolithic

^{1st}
palae (+ **o** + **lith** + **ic**) = **palaeolithic**
"ancient or old" *CVL "stone" "related to or like"

mes (↔) (+ **o** + **lith** + **ic**) = **mesolithic**
"middle" *CVL "stone" "related to or like"

ne (+ **o** + **lith** + **ic**) = **neolithic**
"new" *CVL "stone" "related to or like"



Flint

*connecting vowel letter

Fisher



Bran



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The Neolithic period



My name is **Bran**, and I live in the **Neolithic period**. My life is different from the people who came before me, who lived in the Palaeolithic and the Mesolithic. We now **gather seeds** from the **best plants** and **plant them together**. Once they have **grown**, we **harvest** them with our **wood, bone and stone tools**.



Palaeolithic / Mesolithic



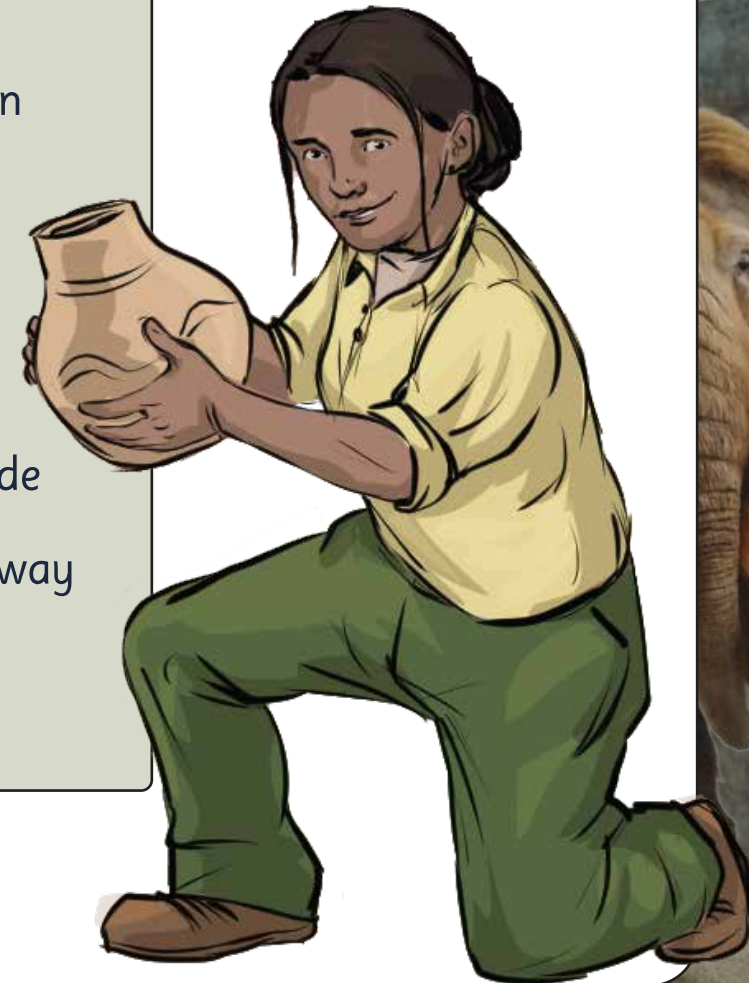
Neolithic



The Neolithic period



This was a **big change** for people in Neolithic times. Instead of **roaming** around to find food, they began **growing plants** and **keeping animals** near their homes. This made getting food much easier. This new way of living is called **agriculture**.



Word detective



agriculture – growing crops and raising animals for food



agr

“field”



i

*CVL



cult

“care”



ure

“action, process
or result”

= agriculture

Together, these word parts build a word that means **“the action of caring for the fields”**.

Why do you think this word makes sense for what people started doing in Neolithic times?

Use these sentence starters to help you **explain your answer** with your learning partner:

“This word makes sense because...”

“In Neolithic times, people cared for the fields by...”

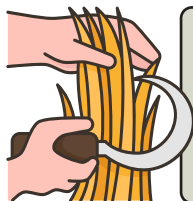
“Instead of finding food, they started to...”



Harvesting

Once the crops are grown, we can **harvest** them.

We **cut** them, group them in a **bundle** and then **grind** the plants.



New word alert!
harvest – gathering in crops



Harvesting

Grinding the crops turned it into **fine grain**, which created **flour**!

Have you heard of flour before?

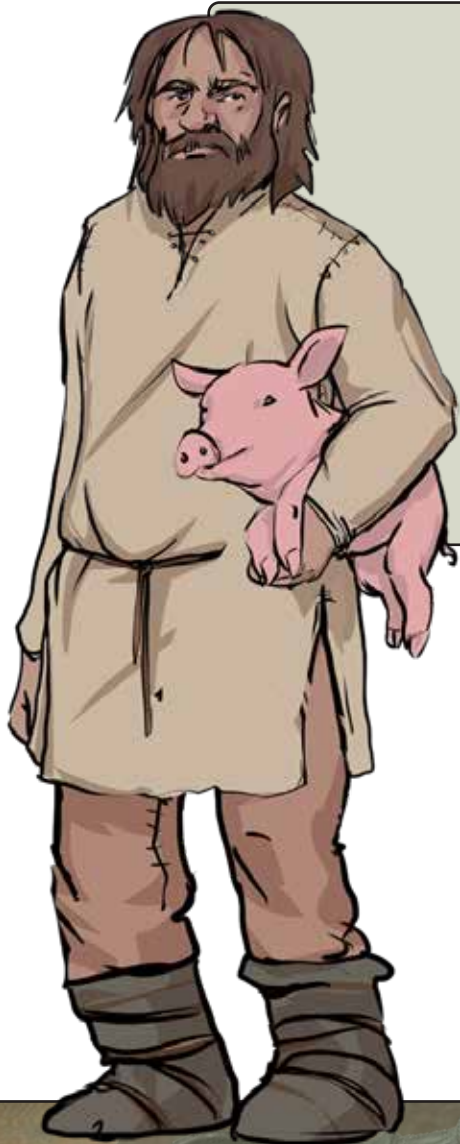
What food can you make with flour?

Discuss your ideas with your **learning partner**.

Use these pictures to help you:

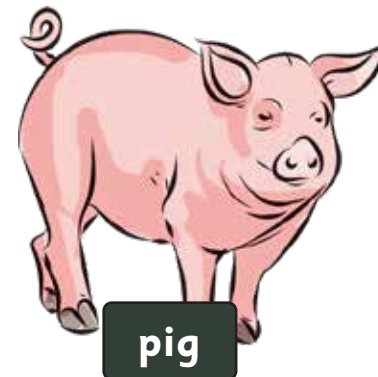


How did animals help make lives easier in the Neolithic?



We caught young animals and **looked after them**. They had babies and got **used to living near people**. We **domesticated** them. The animals **needed us** for food and to **stay safe**. We chose the biggest animals to breed, so that their babies grew big too—just like their parents.

This meant we had lots of animals near our homes. We could use them for **milk, fur, meat** and **bones** to make tools.



Word detective



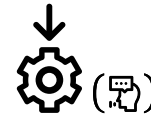
domesticated – helping animals or plants have babies or grow more, often to get the best kinds.



domest
“home”



ic
“related to
or like”



ate
“cause, make
or describing”



ed
“past tense or
past participle”

domest + ic + ate + ed = domesticated

Together, these word parts build a word that means ‘**making something ready for the home**’.

If animals feel safe and at home with people, they will stay and not run away. That means they are **not wild** anymore — they are **domesticated**.



Activity



Civilisation



Asking and
answering questions



Change and
continuity

In small groups, you are going to **plan** and **act out different parts of life** in each of the stages of the Stone Age.

Use the **activity worksheet** to help you plan what you are going to do with your group.

Watch each other and decide if each group is showing a **change** in lifestyle or a **continuity**.

Activity - planning grids

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	Palaeolithic	Mesolithic	Neolithic
What did they eat?	movement ideas:	movement ideas:	movement ideas:
Where did they live?	movement ideas:	movement ideas:	movement ideas:
Who did they live with?	movement ideas:	movement ideas:	movement ideas:
How did they keep warm?	movement ideas:	movement ideas:	movement ideas:



Challenge



Civilisation



Asking and
answering questions

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Discuss the questions below with your **learning partner** or in groups.

Why do you think the Neolithic people worked so hard to farm the land?
Why were the animals and crops so important to them?

Be ready to **share your feedback** with the class.

Use these sentence starters to help you:

“I think they worked hard because ...”

“Staying in one place was easier because ...”

“The animals were important to them because ...”

“The crops were important to them because ...”

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Challenge

answers



Civilisation



Asking and
answering questions



The 'Red Lady' of Paviland

Why do you think the Neolithic people worked so hard to farm the land?
Why were the animals and crops so important to them?

- they had food all year round
- grew more food than they needed to be kept for when they couldn't grow enough
- people had time to make tools, pottery or build houses

Animals were important for

meat
milk
wool
ploughing fields
transport

Crops were important for

food
making bread and porridge
storing to eat later

