



\* 1 NEW EMAIL \*

Hi,

How we live our lives has changed dramatically over time, especially how we survive! Use this mission to find out about the tools used to survive in the days before modern technology, metal and plastic but also see how surprisingly some things haven't really changed that much!

Use the knowledge, skills and various outcomes from the tasks to create your own mini museum. Invite your friends and family along to investigate and ask them to leave you a review!

- Tim & Ellie



## Tools and weaponry mission

National Curriculum:

History

KS2

- address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- understand how our knowledge of the past is constructed from a range of sources.
- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- a local history study

KS3

- pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response
- understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.
- the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066

English:

KS2

- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- participate in discussions, presentations, performances, role play/improvisations and debates
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices

KS3

- writing for a wide range of purposes and audiences
- participating in formal debates and structured discussions, summarising and/or building on what has been said

Geography

KS2

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water



## Tools and weaponry mission

Science:

KS2

- ask own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information.
- draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out
- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces

DT

KS2

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- understand how key events and individuals in design and technology have helped shape the world

KS3

- understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists
- understand and use the properties of materials and the performance of structural elements to achieve functioning solutions
- develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations

There are a number of animations available at: <https://www.bbc.com/teach/class-clips-video/history-ks2-the-story-of-britain/zj4r7nb>. These provide a short introduction to some of the time periods the artefacts in this mission are from. You may wish to use these during the mission to support or extend children's understanding of the 'whole picture' relating to specific artefacts and to enable them to put them into context.



## Tools and weaponry mission

### What's this?

Present the children with the first two photos ( Resource sheet A) showing flint shards and arrow heads from the Mesolithic and Neolithic periods. Use the 'Questions for Exploring Artefacts' resource sheet to direct paired/group discussion. You may wish to give all groups/pairs the same photo or give each group a separate photo. If the later, a rotation around the photos would keep the discussion lively and engagement high. Also, try by selecting one question at a time, out of a bag or envelope, and only provide a limited time to discuss and make notes around image.

Draw together and have a short review of the group work. Before revealing what the artefacts are, give the children the names of the objects and one or two of the sentences from the artefact fact sheet. Invite the children so see if they match the name to the description and then to the photo. Once completed, establish that they are examples of flint shards, axe and arrow heads from the Mesolithic and Neolithic periods. The artefacts fact sheets (resource sheet B) offer more information.

Now spend time looking in more detail at the purpose and use of each . What use would they have in everyday life? How would they have been used? What other natural resources would have been available to use to create weapons/tools? What would these be used for (hunting, fishing etc)? What might they look like? To allow the children the opportunity to explore these ideas, provide them with a range of materials with which to create their own weapon/tool from the Mesolithic or Neolithic period. Materials could include string/twine, cardboard- to roll up or cut out into a specific shape and act as the flint shards etc- and wooden twigs/branches of various shapes. The children will have access to modern day tools such as scissors for cutting but should be encouraged to imagine how the weapons would have been made originally? How have the advances in technology and production of materials such as metal helped?

Hold a walking gallery. Next to each child/pairs/groups weapon/tool provide sticky notes. The children should be encourage to stop at various points on their tour and write on the sticky note what they think it is. Review some of the children's tools and weapons, taking feedback on the class thoughts about its purpose, how it has been made today and how it might have been created originally, the materials used then and now and any flaws or issues in its design.

The following clip provides a brief explanation of flint and how flint was used to make weapons and tools: <https://www.bbc.com/bitesize/articles/z34djxs> . This could be useful at various points in the artefact investigation if your children require more support and explanation.

### **Additional tasks:**

If you wish to explore this period of history further you might want to challenge the children to create a guide to Mesolithic and Neolithic tools and weaponry. This will require further research to that provided in this mission.

Alternative, challenge the children to create a three truths and a task based on their knowledge and understanding. They simple write three true facts and one lie and challenge another pair or team to spot the lie. Can they trick their opponents with how the 'sell' the lie?

If you want to explore these and the remaining artefacts in this mission linked to science, then an investigation into rocks and their properties would fit perfectly. Why was flint used to create these weapons and tools? What other rocks were available but not chose? Why?





## Tools and weaponry mission

### More than just an antler?

Share the image of the antler from resource sheet A without revealing what it is. Again use some of the questions from the Questions for Exploring for Artefacts resource sheet to direct the paired/group discussion. Once established that it is a deer antler, use resource sheet B notes to further extend the children's understanding.

Explain that archaeologists believe it may have been a headdress for people to wear. Invite the children to think of any reasons why people may have worn it. Some archaeologists feel they were used in ceremonies before and/or after a hunting expedition. Explore what a hunting expedition might have been like and what the hunters would have needed. How might the antler have been worn? How was it fastened on the head? What else might people have worn with it? (You could make replica headdresses out of found materials or cardboard and then recreate a ceremony they may have been used in.) Why would people wear the antlers? Would they pretend to be deer themselves? How would they have moved? Would there have been speaking, singing or music to accompany the ceremony?

Following the discussion and possible ceremony, challenge the children to work in pairs to create a shopping channel style advert for the deer antler, an essential part of Mesolithic life and every hunter's toolkit! This could be purely practical with drama and role play or turned into a written task, providing a great link and context for persuasive writing. It would be beneficial to explore some real life examples (tv and/or written) and gather together a clear view of what a great one contains for the children to transfer into their own. Share and celebrate, who persuaded you? Why/how?

### I know what that is!

Share the image of the flint arrow heads and scraper from resource sheet A without revealing what they are. Again use some of the questions from the Questions for Exploring for Artefacts resource sheet to direct the paired/group discussion. Once established that they are arrow heads and scrapers, use resource sheet B notes to further extend the children's understanding. These, especially the arrow heads, are more recognisable to the modern day equivalent and show how technology has already begun to evolve, still purely made by hand.

To continue the children's understanding of how technology evolved quickly, progress onto the Bronze Age and explore the short film at [www.bbc.com/bitesize/articles/z874kqt](http://www.bbc.com/bitesize/articles/z874kqt)  
The Bronze Age brought about the copper and tin industry which they used to make bronze.

Now share with the children the image of the Bronze Age stone hand axe from Resource Sheet A. This is incredibly fragile and is believed to have been made from copper and or tin. It was used for the basic purpose of an axe, cutting and chopping etc. You may wish to provide the children with some replicas or similar rocks to try out chopping etc for themselves. How do they find the tool? What are the advantages and disadvantages? How would it have been used? What skills were required? How would it have been distinguished from 'other rocks? How did creation of hand axe help with daily life?

### Let's debate!

Delve deeper into comparison to modern day by asking questions such as; How does it resemble a modern day axe? How was the design changed? Why? What hand tools do we have today? Which of these would you most miss and why? Place the children into small teams, each with a modern day hand tool which they have to develop a campaign for as the tool that would most be missed in modern society. They should develop their arguments, support with facts and be prepared with challenging statements and questions for the opposition. Hold a class debate/campaign and see which tool comes out on top! This task could be extended by including both modern and the Bronze Age hand tools. Did the hand axe make more of an important impact on Bronze Age life than those in today's society? Did they require far more skills?



## Tools and weaponry mission

### **Additional tasks:**

You may wish to progress onto the next arrow heads image from Resource Sheet A. Once again, these will be increasingly more recognisable to the children. Why? How has design changed? Developed? How has the technology evolved? The children could create a timeline showing the changes in shape, design, material, production etc.

Using skills, knowledge and understanding from maths and science, explore and investigate the shape and overall design and manufacture of arrow heads with the children. Arrow heads have a very distinguishable shape, recognisable to all. Why? Why are they all shaped in this way? Would another shape be more effective? What about weight? Does this play a factor in how good they are?

### **Roman Soldier Spears**

Share with the children the image from Resource Sheet A of the Roman spears. Do not tell them what they are but ask them to talk in their pairs/groups first before playing a game of 'convince me'. The children will each have the chance to make a statement about the artefact and try to convince you that they are correct, using their knowledge gained so far on the mission and any previously gained during History sessions in school or experiences outside of the classroom. Your role is to try and challenge them on their statements and get them to change their opinion. How you do this is up to you but you don't have to be factually accurate, that's for them to spot!

Following on, explain to the children that they are now a Roman soldier, this is your spear and you are about to go into your first battle. Their task is to produce a factually accurate diary entry featuring the thoughts and feelings of the soldier before and after and of course making reference to their precious spear! To aid this, you might want to explore <https://www.bbc.com/bitesize/articles/zqbnfg8> to gain some more knowledge. Also, the children colour 'Hot Seat' you in the role of a Roman soldier, asking key questions to gain any information, ideas, vocabulary etc for their diary entries.

### **Additional activities:**

Potential other areas of writing to explore include creating a narrative with an historical setting based on a soldier's first battle, designing a job advert for a Roman Soldier or creating an application letter to the Roman Army.

If you wish to include some Geography and understanding of the world's continents and their countries, you could spend time investigating and plotting the various Roman invasions and conquests during their reign on a map. It would also be a great chance to explore settlements and why the Romans chose particular places to conquer and settle. This could be extended into a travel diary or report from the point of view of a soldier or even include some maths by tracking the distance travelled, converting between measurements and calculating the time taken from start to finish.

### **Our Museum**

To conclude the mission, draw together all the information and outcomes from the task completed (this might be photos and videos as well as some objects and written items) and challenge the children to design their own class museum. Invite friends and family in to share and celebrate before asking them to leave you a review!



## Tools and weaponry mission

### Resources:

Resource sheet A  
Resource sheet B  
Materials for tool making-cardboard, wood, string, twigs  
Post it notes  
Video clip/s  
Questions for exploring artefacts resource

### Extension to KS3

*Please note a number of the additional tasks within this mission are easily adapted to KS3 due to their 'open ended' nature and opportunities for questioning and challenge through, for example, enquiry and debate.*

-Describe how the advances in technology and availability of new materials changed hunting, tools and weapons.

-What were the main advances in hunting from the Mesolithic period through to the Saxons?

-Were Mesolithic hunters more or less successful than those in more recent periods of history? Why/ why not? Did the simple tools and methods actually make them better hunters? Why/why not?

-How were the advances in technology and skill reflected in the advances in lifestyle and conquest over time?



## Tools and weaponry mission

### Resource sheet A

hunting artefacts (images only). Please note for final two images you will need to edit/remove the beads and other artefacts which are not linked to this mission prior to sharing them with the children.





## Tools and weaponry mission



Tools and weaponry mission



## Tools and weaponry mission



## Tools and weaponry mission

Resource sheet B  
hunting artefacts (images only)



Mesolithic Flint shards. Thin blades of flint used to insert into wood to make tools for fishing and hunting etc. The shards were made by striking off pieces of flint using a flint core by a flint knapper-an example of flint core is available on the website.

Visit <https://www.stoneagetools.co.uk/more-about-flint-cores.htm> for more details on the process used.



## Tools and weaponry mission



Neolithic flint arrow heads and scrapers. Dated back to the Neolithic period, the scraper was primarily used to cut the flesh and meat from animals, which would then be used to create textiles and clothing for people to wear.

Three different arrowheads:

oblique arrowhead (closest to the front) - attached to wooden sticks and fixed with string/rope. The other two arrowheads were wedged into the wooden sticks and typically used for bow & arrows.



Mesolithic deer antler. Used as decoration and part of rituals, possibly for camouflage when hunting.

## Tools and weaponry mission



Axe head. Dated back to the Bronze Age - this axe head is extremely fragile and requires further analysis to determine if it's made up of just copper, or copper and tin. It's believed to be from a period inbetween the Neolithic and the Bronze Age, known as the 'Chalcolithic' Age. The two arrowheads date back to the Bronze age. They would be used for hunting purposes.



These lovely examples of axe heads are from the Stone Age. They would primarily be used for cutting and/or sculpting.

## Tools and weaponry mission



Roman spear heads. Dating back to the Roman period, the two spearheads would've been attached to wooden sticks. They would have been used by soldiers in conquest and for protection.

## **Tools and weaponry mission**

Questions to use exploring artefacts

This is not an inclusive list but should provide a good starting point for discussion in the classroom.

### **When looking at the design and construction of an object:**

- What materials is it made of and why do you think these were used? What alternatives could have been chosen?
- When and where might it have been made? Is it made by hand or machine?
- How has it been constructed?
- Describe its appearance. How were any details, decorations or markings added?
- What can the clues tell us about the person who made the object or owned the object? What can we learn about the time period?

### **When exploring the physical characteristics of an object, try the following:**

- How would you describe its shape, weight and size?
- Tell me about its colour, decoration and texture?
- What does it look, feel, smell and sound like?
- Are there any distinguishing features or marks that give us clues as to how it was made and used?
- What materials have been used to make it?
- Do you think this is the whole object or part of an object? What might the rest look like?
- Do you think it's original or has it been changed, perhaps repaired or altered/adapted?
- How has it survived? What condition is it in? Is it worn/used-why?

### **When investigating the importance and value of an object:**

- What difference did the object make to people's lives?
- How important was the object to: the people who made it; the people who used it or owned it; people today?
- What does the object tell us about the people who owned it?
- Is it mass-produced, rare or unique?





### **Tools and weaponry mission**

- Is the object financially/sentimentally/culturally/historically valuable?
- In what way is the object important today?

### **When exploring the function of an object:**

- What do you think the object is? Why?
- Why was it made?
- How might it have been used?
- Who might have used it, where would they use it and what skills would they have needed?
- Has its use changed or altered over time? How?

List above adapted from the resource sheet, 'Using artefacts in the classroom' available at <http://www.open.edu/openlearncreate/mod/oucontent/view.php?id=104272&printable=1>

