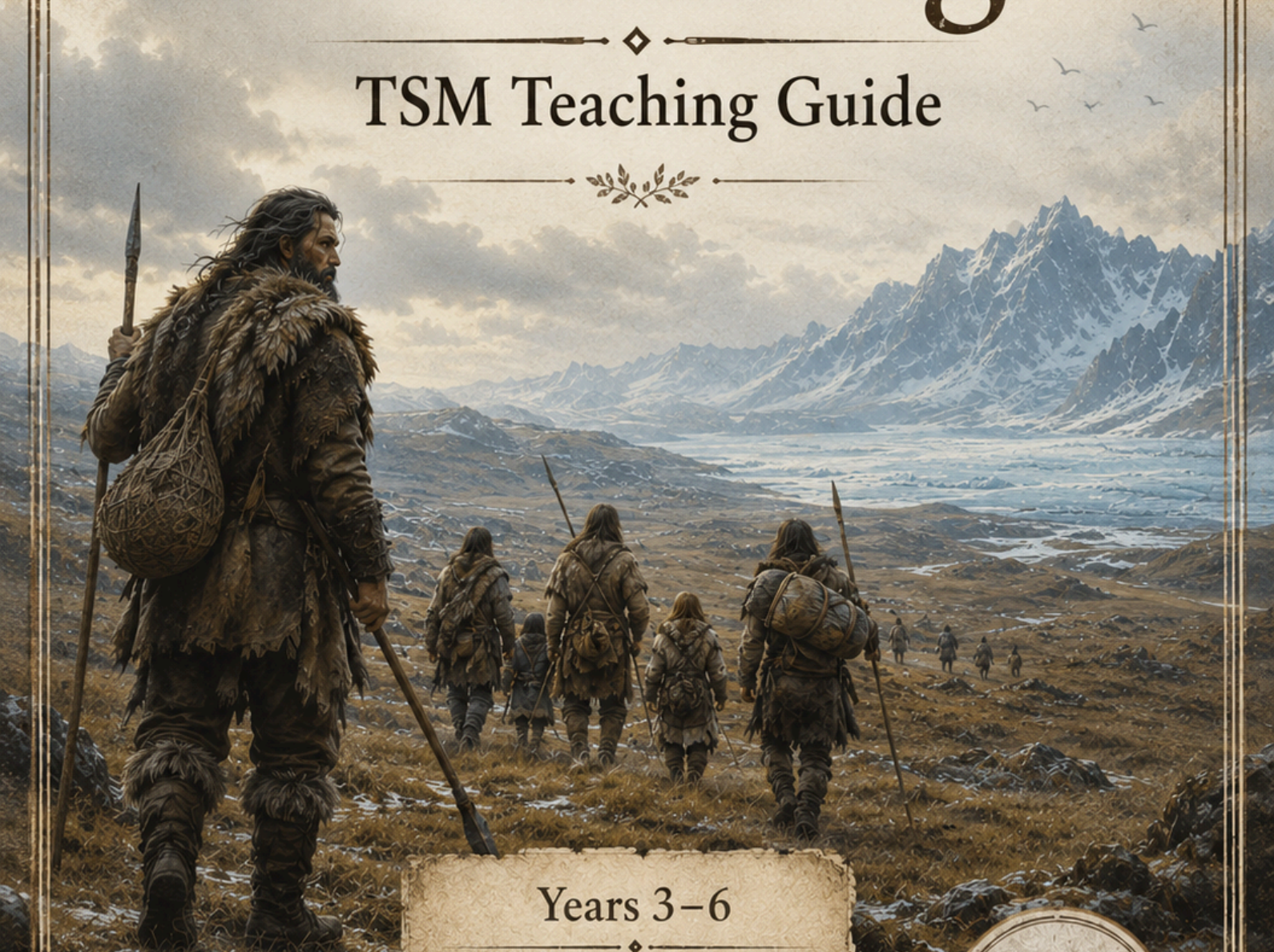
Stone Age to Iron Age

TSM Teaching Guide



Years 3–6

History, Geography, Science, English, Art and Design

EXPLORE
UNDERSTAND
PRESERVE

Tim Taylor

How to use this guide

This guide covers twelve episodes divided into two historical parts. Part 1 (The Stone Age, episodes 1-6) follows a community from Doggerland through migration and the building of a hilltop settlement. Part 2 (The Iron Age, episodes 7-12) returns to the same settlement thousands of years later. Each part has its own title page and its own colour in the episode opener panels.

Episode opener (Live Teaching Guide panel)

The first page of each episode is a panel for live teaching use. It shows duration, areas of study, what to prepare, the expected student outcome, a numbered teaching route, and a Keep in view box with practical reminders. The opener is constructed from the episode content and can be edited by the teacher.

Episode content

Episode content follows the opener. Narration passages appear in a shaded box with an orange border. Teacher-in-role sections appear in a shaded box with a green border. Task instructions are introduced with a bold "Task" label. Discussion prompts are introduced with a bold "Discussion" label. Steps are numbered; step numbers appear in bold in the part colour.

Part colours

Part 1 -- Stone Age	Part 2 -- Iron Age
Episodes 1-6. Warm grey-brown tones.	Episodes 7-12. Warm ochre-brown tones.

Additional studies and world building activities

Each episode ends with Additional studies (suggested research and cross-curricular connections) and World building activities (creative extensions that deepen the context). These sections are visually separated from the main teaching sequence. They are not required for the core episode.

The Appendix

The Appendix follows Episode 12 and contains: Vocabulary; Key Domain Knowledge (Stone Age, Bronze Age, Iron Age); Knowledge, Skills and Understanding; Curriculum objectives across all subjects; and Teacher Notes for each of the twelve episodes.

Contents and Context Map

Ep.	Title	Main function	Key resources	Student record or outcome
Part 1 -- The Stone Age | Episodes 1-6				
1	Doggerland	Introduce the Neolithic community of Doggerland; explore hunter-gatherer life	Slideshow; paper for drawing	Plan of a day's hunting and gathering; still images; written description
2	Migration	The sea floods Doggerland; the community decides to migrate to higher ground	Slideshow; A3 paper	What to take list; cave painting images; A3 migration map; third-person written account
3	A New Home	The Doggerland people encounter the hilltop tribe; negotiate entry; study Neolithic houses	Slideshow; A5 paper	House design drawings; first-person account of the encounter
4	The Hilltop Settlement	Create the hilltop settlement; explore roles, daily tasks, and the skills of the community	Large green sheet; blue ribbon; A5 paper	Settlement map with drawings; daily task captions; written description of daily life
5	The Sacred Tree	Explore animism and the sacred oak; create symbols, ceremony, and poem	Materials for tree; A5 paper for symbols	Sacred symbol designs; ceremony with music and movement; poem for the ceremony
6	The Terrible Storm	The sacred tree falls in a storm; the community decides what	Large sheet of grey paper	Enactive film scene; drawing of the stone; description of the storm

		to do; a stone is raised		
Part 2 -- The Iron Age | Episodes 7-12				
7	The Settlement Changes	Thousands of years later: the settlement has grown into an Iron Age hillfort	Slideshow; A5 paper; rope; blue ribbon; camera	Settlement drawings; memory stories; labelled settlement map
8	New Age, New Tasks	Study changes in technology, agriculture, trade, and social hierarchy since the Stone Age	Slideshow; whiteboard	Group tableaux with captions; day-in-the-life written description
9	A Winter of Hunger	The community faces a harsh winter; students debate rationing and governance	Chairs in a circle	Rationing suggestions; first-person account of the winter; harvest feast plan
10	Thieves	A girl is caught stealing; students question her and discuss crime and punishment	Circle of chairs; one empty chair	Written questions; account from the children's point of view; recommendation
11	Death of a Queen	The community buries their queen; students create artefacts and enact the ceremony	burial ceremony text (Appendix)	Artefact drawings or models; stories about the Queen; music; ceremony description
12	The Coming of the Romans	Roman emissary arrives with a proposal from Emperor Claudius; how should the tribe respond?	Emperor's Declaration (in guide)	Enactive tableau; formal written reply to the Emperor

Context Overview

Introduction

Suitable for students aged seven to 16. This unit explores human prehistory from the late Stone Age (Neolithic period) to the early Iron Age. It is divided into two parts. In the first part, students explore the context through the perspective of a community forced to evacuate their homes in Doggerland due to flooding caused by environmental changes. They join another community living in a settlement built on higher ground. The second part takes place thousands of years later, when the settlement has developed new technologies, including metalwork and farming. The students take on the role of a community of people burying their tribal leader in a burial mound.

Learning overview

- Study changes in Britain from the Stone Age to the Iron Age
- Study life in a Neolithic hunter-gatherer community
- Changes in technology between the Neolithic and Iron Age
- Development of settlements between the Neolithic and Iron Age
- Role of ceremonies, stories, music, and art in culture
- Myth and memory -- burial practices and rituals
- Religion and belief -- animism and relationship with nature
- Changing landscape -- flooding of Doggerland, the construction of stone monuments
- Food and agriculture -- changing diet, farming of animals and crops

Inquiry questions

- How did society change during the period between the Stone Age and the Iron Age?
- How did changes in the climate affect the environment, the landscape, and people's lives?
- What technology existed during this long period of time, how did it change, and how did these changes affect people's lives?
- What skills and knowledge did people have, and how did they pass them on to future generations?
- What religious beliefs did people have, and how did they practice them?
- What do we know about the culture of prehistoric societies?
- What remains from this period of the past?
- What can we learn about these people and their society?
- What is the work of archaeologists? How do they use artefacts to interpret the past?
- How different were people of the past? In what ways are they similar to us?
- What were prehistoric settlements like? How did they change over time?

Narrative

Many thousands of years ago, a family lives on a stretch of land between Britain and Europe called Doggerland. They are forced to leave their home when the sea floods the land. After many adventures, they encounter a settlement where they are welcomed and invited to make a new home. Over time, the settlement becomes a place of culture, developing religion, technology for metalworking, art, and farming. Beside the settlement, a piece of land becomes a holy site for burying the dead.

Part 1

The Stone Age

Episodes 1-6 -- Doggerland to the Hilltop Settlement

Episodes 1-6

EPISODE 1

Doggerland

Duration
Teacher's discretion

Areas of study
History: Neolithic communities, Doggerland, Stone Age tools. Geography: Britain during the Ice Age, Doggerland's geography. Science: Hunting, fishing, gathering methods. Art: Drawing plans, depicting hunting scenes. Writing, Speaking and Listening: Descriptions, narratives, discussions. Drama: Enactment of daily life activities.

Resources to prepare

- Slideshow -- Stone Age to Iron Age
- Paper for drawing

Main student record or outcome

- Plan/drawing of a day's hunting and gathering with tools and routes
- Enactive still images of the tribe at work
- Written description of the day, focusing on thoughts and significance of actions

Teaching route

Step	Teaching route	Resource
1	Narrate: Britain in the Ice Age; introduce Doggerland and the community.	
2	Discuss: The community's way of life, tools, landscape, animals.	
3	Narrate: Imagine being given the job of hunting and gathering for the day.	
4	Task: Draw a plan for the day -- routes, tools, food sources.	*Paper*
5	Discussion: Plans shared in character as community members.	
6	Enact: Tribe hunting, fishing, and gathering -- still images examined.	
7	Task: Write a short description of the day.	

Keep in view

Keep in view

- Slideshow loaded and ready before the lesson.
- Paper for drawing distributed before the task.
- The narrations set the scene gradually -- do not rush into the task.
- When holding still images, pause before examining each group.
- Talk to students as if they are people in the community during the discussion.
- See Appendix: Teacher Notes, Episode 1 -- Hunting and Gathering.

Doggerland

Summary

The students explore the lives of hunter-gatherers during Neolithic times living in the low wetlands of what is now called Doggerland. They study the technology and diet available to these people and explore the challenges involved in hunting and gathering these types of food.

Areas of study

History: Neolithic communities, Doggerland, Stone Age tools. Geography: Britain during the Ice Age, Doggerland's geography. Science: Hunting, fishing, gathering methods. Art: Drawing plans, depicting hunting scenes. Writing, Speaking and Listening: Descriptions, narratives, discussions. Drama: Enactment of daily life activities.

Session resources

- Slideshow -- Stone Age to Iron Age
- Paper for drawing

Steps

1. Bring the students together. **Slide 1**

> *"A long time ago, before a time of memory, the world looked very different. Ice covered much of the North and there were very few people in the world." Show map of Britain during the Ice Age.* **Slides 2 & 3**. *Discuss.*
>
> *"At this time people struggled to survive against the cold* **Slide 4**, *against hunger* **Slide 5**, *and against dangerous animals* **Slide 6**." *Discuss.*
>
> *"If people had to move, they had no other option but to walk."*
>
> *"Let me tell you about one community who had no choice* **Slide 7**. *They lived on the land between what we now call Britain and Europe." (Show picture of Neolithic community,* **Slide 8**).
>
> *"People of the community lived by hunting, fishing, and gathering food from the land."* **Slide 9** *[See teacher notes, below]. Discuss.* **Slide 10**
>
> *"When food ran low they would gather their hunting tools -- their bows and arrows, fishing nets, and traps -- and set off in search for food. The people of the community lived in a place called Doggerland. A stretch of land wet with rivers and ponds and lakes. It was a flat land where the people could see for many miles. Rabbits lived there, and deer, and fish in the water. The people made small boats, made from wood and reeds, called coracles, for getting about."* **Slide 11**

[See website: 'The Secrets of Doggerland' for more information]

> *"Imagine if you lived in this community and were given the job of hunting and gathering food. How would you go about it? You might take a coracle and a net and go fishing, or you might set a trap, or go hunting with a bow and arrow, you might take a basket and look for berries and fruit."*

2. Hand out the paper.

Task "Take a piece of paper and draw a plan for your day. **Slide 12** Where are you going to find food, how are you going to collect it, what tools are you going to use -- remember this is a time before the invention of metal or machines, so anything you use must be constructed from natural materials -- wood, reeds, stone, or bone." [As the students work show them again slides 10-13 and slide 14 with examples of Stone Age tools]. "Don't forget, traps for rabbits, nets for fish, and baskets for gathering fruit and vegetables."

Come back together once the students have finished and discuss their plans. Talk to them as if they are people in the community. Something like: "Let's imagine we are the people of the tribe gathered together early one morning. I'll speak first: As you all know, the weather has been bad recently and food is getting scarce. The young and the old rely on what we do today. What are your plans?"

Discussion

Discuss their plans. As much as possible try to keep the language authentic to the story. Ask questions, and, where appropriate, voice encouragement and caution: "So you're both heading down to the river with the coracle. Have you got your net? Have you checked for holes? I know some of the nets were damaged. Keep an eye out for that old bear, he sometimes comes down to the river and can be dangerous." Etc.

3. Enact the tribe hunting, fishing, and gathering. Use the convention of a still image, like an illustration in a book:

Task "Let's get started then. Find yourself somewhere in the room, working as if you are people in this tribe, hunting, fishing, or gathering food. In a moment, once you've had chance to decide what you are going to do, I'm going to count down 3-2-1, when I get to one I'm going to ask you to hold still, as if you are pictures in a book -- totally still, totally silent. You'll need to think about what this picture is saying about these people and about their lives. Their skills, their knowledge of their environment, their dedication -- remember, what they do now might be the difference between hunger and a full belly. There are people back at home relying on them."

Give the groups time to decide what they are going to depict and then hold them still, counting down 3-2-1. Look for a group to examine in more detail, bringing the others out of the fiction: "I'm going to ask everyone to relax; everyone apart from this group."

Ask the students in the group for permission to look at them more closely: "Are you alright if we look closely at what you are doing?" Point out some of the aspects of what the group are depicting and what it means for the people of the tribe: "Can you see the way they are crouching low, their spears and arrows ready. One wrong move, one tiny noise, and the animal will be off and all their hard work, all the energy they have spent, will be for nothing. Of course, the more tired, the more hungry they get, the more likely they are to make a mistake."

4. Task:

Task Ask the students to write a short description of the day, focusing on the thoughts of the people they are representing. Emphasise the significance of their actions both for themselves and for the people who rely on them. (Share slides 10-14).

Additional studies

Timeline: Palaeolithic, Mesolithic, Neolithic

Science: Stone Age food and cooking

Geography: Lowlands, wetlands, environmental change

World building activities

Art: Sketch book: observational drawings of Stone Age tools and Neolithic animals

DT: Build a Neolithic house. See this video: How to make a Stone Age house

Fire: Build and light a fire -- either using drama or a forest school (if you have one).

EPISODE 2

Migration

Duration
Teacher's discretion

Areas of study
History: Neolithic communities, Doggerland, migration. Geography: Ice Age Britain, rising sea levels, landscapes. Science: Tools, technology, environmental challenges. Language Arts: Narratives, descriptions, discussions. Art: Drawing migration maps, depicting journey scenes. Drama: Enacting migration challenges.

Resources to prepare

- Slideshow -- Stone Age to Iron Age
- A3 paper for drawing

Main student record or outcome

- List of what to take on the journey with reasoning
- Enactive cave painting images of the migration
- A3 map of the migration journey
- Third-person written account of the escape from Doggerland

Teaching route

Step	Teaching route	Resource
1	Narrate: The world warming; sea rising; community must leave.	
2	Task: What would you take? Discuss Neolithic technology..	
3	Discuss in character: "I bring [item] to [purpose]."	
4	Enact: Cave paintings of journey moments -- still images held and examined.	
5	Task: Draw A3 map of the migration journey using geographical terms.	*A3 paper*
6	Task: Write a third-person account around a campfire.	

Keep in view

Keep in view

- A3 paper distributed before the mapping task.
- The "I bring... to..." activity works well in a circle.
- Allow time for the cave painting images -- hold each group's still image.

- Discuss migrating to higher, safer land.
- When students share their accounts, sit together as if around a fire.
- See Appendix: Teacher Notes, Episode 2 -- Writing using different voices.

Migration

Summary

The people of Doggerland discover that their land is flooding and decide to migrate to higher ground. Students explore the decisions involved in this migration and the dangers faced by people during this period in history. Later, they will examine how art was used to record events and depict the lives of people from the distant past.

Areas of study

History: Neolithic communities, Doggerland, migration. Geography: Ice Age Britain, rising sea levels, landscapes. Science: Tools, technology, environmental challenges. Language Arts: Narratives, descriptions, discussions. Art: Drawing migration maps, depicting journey scenes. Drama: Enacting migration challenges.

Resources

- Slideshow -- Stone Age to Iron Age
- A3 paper for drawing

Steps

1. Bring the students back together and narrate: **Slide 13**

> *"We're going back into the story of the people of Doggerland. Life had been much the same for as long as anyone could remember, there were good years and bad years, storms, high seas, periods of cold weather, that came and went. Despite these challenges, the community survived and passed on their knowledge and skills from one generation to the next."*
>
> *"What they didn't know was that the world was slowly warming up, causing the ice further north to melt and the sea to rise. It crept up on them gradually. The children were the first to notice:* **Slide 14** *the rocks where they went fishing for crabs disappeared, then the beach. They told their father, who put a long stick in the ground to measure the height of the water* **slide 15***. Each day, they went back until the stick disappeared under the water. Soon the sea was only feet away from their home."* **Slide 16**
>
> *"The community realised they had no other choice but to pack up and leave. They were among the lucky ones, as only a short time later, the entire land was submerged by water from a massive tsunami." [See additional studies, below].*

2. Task:

Task "If you were people in this community who had decided to flee, what would you take with you? **Slide 17** Remember this is a long time before horse drawn carriages were invented, so you can only take what you can carry."

Spend time here discussing Neolithic technology. Tools and weapons made from flint and wood. Clothes made from animal skins and simple material woven together. Look at the landscape of Doggerland and discuss migrating to higher, safer, land. Discuss the threats and challenges along the way (bad weather; floods; wild animals; injuries).

3. Task:

Task "Draw a list of what you would take with you. What you would need to protect yourself and your community. How would you help the young and the infirm on the long journey? How will you find food and not get lost? How will you deal with bad weather and difficult terrain?"

Discuss their ideas, inside the fiction, once they have finished drawing: **Slide 18**

> **Teacher-in-role: Tribal leader**
>
> *"It is time to leave our homes. We can take only what we can carry. The journey ahead is uncertain and likely to be hard and fraught with danger.* **Slide 19** *What shall we bring?"*

Ask the students to answer in the voice of the people. Use the pattern: "I bring [item] to [purpose]." For example, "I bring a bow to keep us safe," "I bring a blanket to keep us warm," "I bring a basket to collect berries," "I bring an axe to cut wood," etc. [You might want to let the students write these answers down before they share them].

4. Task:

Task Enact images from the journey using the convention of paintings on the wall of a cave: "Imagine, many years later, when the ancestors of these people are remembering this journey and representing it as paintings on the wall of a cave. **Slide 20** What do you suppose they would paint? What moments would they choose to remember as important? Let's spend some time creating these pictures as if we are the people in them. Remember paintings don't move and they don't make a sound."

Students work together in small groups to create the images enactively. Talk to them about what kinds of trials they might face during the journey. Share the list: bad weather; floods; wild animals; injuries; difficult terrain -- wide rivers, flooded land, thick, dark forests; etc. **Slide 19**. Give the groups time to decide what they are going to depict and then hold them still, counting down 3-2-1.

Look for a group to examine in more detail, bringing the others out of the fiction: "I'm going to ask everyone to relax, apart from this group." Ask the students in the group for permission to look at them more closely: "Would you mind if we look closely at what you are doing?" Point out some of the aspects of what the group are depicting and what it means for the people of the tribe. For example: "Here is a painting of the people struggling to survive an attack of wild wolves in a snowstorm. You can see them using fire to scare away the wolves. I expect the wolves are hungry. I wonder if these people thought they would live through the night. Can you imagine the sound of the wolves getting closer? Their eyes lit up in the dark from the light of the fire? Circling, looking for a chance to attack?"

5. Task:

Task Give the students a piece of A3 paper and ask them to draw a picture mapping the journey of the migrating people, starting in Doggerland, and including some of the things that happened to them along the way. Give them some geographical terms to support their work. For example: Coastline, River, Island, Mountain, Hill, Valley, Plain, Swamp, Forest, Lake.

6. Task:

Task Invite the students to write an account in the voice of a third-person point of view. "Imagine long ago, around a fire at night, the ancestors of these people told stories about their escape from Doggerland. Picture how their stories might have sounded by the flickering light of the fire. What would their tales be like? Shall we have a go at writing them? Let's start with the rising of the water."

Support the students to write their own account. Remind them to use the maps they drew. Give them a list of appropriate vocabulary. [For example: Escaping, Flooding, Journey, Survival, Mammoth, Sabre-toothed, Adventure, Dangerous, Threatening, Eruption, Terrain, Perilous].

Sit together in a circle, as if round a fire, and invite the students to read extracts from their accounts.

> *"Late at night, and for many generations to come, the ancestors of those who fled from Doggerland shared tales of their journey by the fire. These are some of the words they spoke..."*

World building activities

Myth and memory: Create cave paintings to depict the escape from Doggerland. Look at Stone Age artwork and how people used paintings to represent their lives, beliefs, and the animals they hunted. Create images in the style of cave paintings to depict the journey of the people who escaped from Doggerland.

Additional studies

The tsunami: Study more about the tsunami that covered Doggerland. See Time Team video: Britain's Stone Age Tsunami.

EPISODE 3

A New Home

Duration
Teacher's discretion

Areas of study
Skara Brae; Neolithic houses; skills of Neolithic people; hilltop communities.

Resources to prepare
- Slideshow -- Stone Age to Iron Age
- A5 paper for drawing

Main student record or outcome
- House design drawings for the Doggerland community
- First-person written account of the encounter with the hilltop tribe

Teaching route

Step	Teaching route	Resource
1	Narrate: After many days of travel, a hilltop tribe is discovered.	
2	TIR: Teacher as leader of the hilltop tribe -- challenges the arrivals.	
3	Discussion: What skills do the Doggerland people have? Negotiate entry.	
4	TIR resolution: Conditions are laid down.	
5	Study Neolithic houses; Skara Brae; other house types.	
6	Task: Each student draws a house for the Doggerland community on A5.	*A5 paper*
7	Task: Write first-person account of the encounter.	

Keep in view

Keep in view

- This episode begins with a TIR -- hold the transition clearly before stepping into role.
- Be stern but not aggressive as the hilltop tribe leader.
- If students struggle, come out of role and support them directly.
- The "what skills have you that we might need?" challenge is the heart of the episode -- give it time.
- The house-drawing task works well with multiple designs for comparison.
- See Appendix: Teacher Notes, Episode 3 -- Stone Age fishing nets.

A New Home

Summary

The people of Doggerland discover a hilltop tribe and negotiate joining the community. The students learn about Skara Brae and other Neolithic houses, then create their own homes for the Doggerland community. They write an account of the encounter.

Areas of study

Skara Brae; Neolithic houses; skills of Neolithic people; hilltop communities.

Resources

- Slideshow -- Stone Age to Iron Age
- A5 paper for drawing

Steps

1. Ask the students to join you on the carpet, standing up. **Slide 21**

> *"After many days of travel, the people of the Doggerland community saw the land beginning to rise. On top of a hill, beside a river, they discovered a tribe who had built their own community.* **Slide 22** *Their houses were round, with stone walls and roofs made of wood and straw. As the people of Doggerland approached the hilltop, the hilltop tribe came out to meet them, some carrying spears and bows and arrows. Not all of them looked friendly."* **Slide 23**

2. TIR:

> **Teacher-in-role: leader of the hilltop tribe**
>
> *[Enact holding a spear, representing the leader of the hilltop tribe]*
>
> *"Who are you that disturb our people?"*

Converse with the students as the people of Doggerland. Come out of role and support them if they need help. Discuss their plight and why they wish to settle with the people of the hilltop community. Don't be over aggressive as the leader of the hilltop tribe, be stern and sceptical.

Ask "What skills have you that we might need?"

Discuss the kinds of skills the people of Doggerland have **Slide 24** -- hunting, fishing, making tools and weapons, medicine, etc. If necessary add some tension: "What about your old folk, what skills have they got that we need? We barely have enough food to feed ourselves, why should we feed those who cannot work?"

Discussion

And: "We can take some of you but not all. You must decide." This will put the students in a difficult position. If necessary come out of role and give them support: "Gosh, that's

harsh! Is there anything you can think of that might change their minds? If it came down to it, what would you do -- leave some of your people outside or walk away together?"

Discussion

3. Attempt to resolve the situation, perhaps by laying down conditions:

> **Teacher-in-role: leader of the hilltop tribe**
>
> *"We will take you all but you must prove yourselves. You must provide for your elderly and your infirm. And you must build your own homes, we will show you how."*

4. Come out of the fiction and sit down on the carpet with the students.

"If you remember, the people of the hilltop live in small round houses, with walls of stone, and roofs made from wood and straw."

"Houses from this time have been discovered by archaeologists in a place called Skara Brae **Slide 25** on an island called Orkney in the North of Scotland. Not all houses built during the Neolithic period were built like the ones at Skara Brae, some were like the tepees used by the Doggerland people, others looked like this..." **Slide 26**

5. Task:

Task Hand out pieces of A5 paper and ask the students to study the pictures and each draw a house for the people of the Doggerland community to live in. Discuss the various elements -- the walls, the roof, a bed to sleep on, shelves for food, a fire to cook, etc. Discuss how people living at this time shared their houses with others from their family and with domesticated animals like dogs.

Come back to the carpet and sit in a circle. Ask, "How do you think the people of the Doggerland tribe will arrange their homes? **Slide 27** Will they build them on the top of the hill, among the houses of the hilltop tribe, or separate, perhaps at the bottom of the hill?"

Discussion

6. Task:

Task Write an account in the first person of the Doggerland people's first encounter with the people of the hilltop tribe. Record what was said and what was going through their minds during the encounter. For example: 'After many days of travel, we reached a hilltop and discovered a new tribe living there beside a river. Their homes were round, made of stone with roofs of wood and straw. As we approached, the tribe emerged to greet us.' Sit together on the carpet in a circle and share extracts from their accounts. Discuss how things might have gone differently.

> **Additional studies**
>
> **Neolithic house building:** Video: https://www.youtube.com/watch?v=fFK6nzwbRf8
>
> **Domesticated dogs:** Find out more about how dogs were domesticated by prehistoric people. Documentary: https://www.youtube.com/watch?v=DdPMV7GO8q0

World building activities

Dogs: Draw a dog that might live with the people of the tribe. Look at how dogs evolved from wolves and how they changed over time. Make a list of the kinds of jobs and roles dogs might have had in the hilltop community -- hunting, guarding, keeping out rats, etc. Write instructions on how to look after a dog in the hilltop community -- food, shelter, company, etc.

Houses: Draw a plan and write instructions on how to build a Neolithic house -- resources, tools, gathering materials, preparing the ground, combining materials, interior design, etc.

EPISODE 4

The Hilltop Settlement

Duration
Teacher's discretion

Areas of study
Create the settlement; housing; geographical location; resources; memories; roles and jobs; routines; knapping; working with animal skin; flint mines.

Resources to prepare

- A large green sheet
- Blue ribbon
- Pieces of A5 paper

Main student record or outcome

- Settlement map with student drawings placed
- Daily task captions: "I am [doing] to [purpose]"
- Written explanation of daily life from a community member's perspective

Teaching route

Step	Teaching route	Resource
1	Organise students in a circle; create the hill with the green sheet.	
2	Place blue ribbon as the river; review Episode 3 house drawings.	
3	Introduce constructions: wood store, food store, tool-making area, weaving frame etc.	
4	Task: Students draw elements; place them on the settlement map.	*A5 paper,*
5	Discuss: Animal skins, weaving, knapping, daily routines.	
6	Enact: Groups perform different community tasks as a short scene.	
7	Task: "I am [task] to [purpose]." Captions read and actions repeated.	
8	Task: Write an explanation from a community member's perspective.	

Keep in view

Keep in view

- The green sheet and blue ribbon need to be set out before the lesson.

- Students' house drawings from Episode 3 are needed.
- When enacting daily tasks, give groups time to decide and practise before holding still.
- The "I am... to..." prompt helps students articulate purpose.
- Flint knapping video: https://www.youtube.com/watch?v=GdkqNXWluiw
- See Appendix: Teacher Notes, Episode 4 -- Domestic Farming; Hilltop Geography.

The Hilltop Settlement

Summary

The students work together to create the hilltop settlement, including the tasks, jobs, and daily routines of its people.

Areas of study

Create the settlement; housing; geographical location; resources; memories; roles and jobs; routines; knapping; working with animal skin; flint mines.

Resources

- A large green sheet
- Blue ribbon
- Pieces of A5 paper

Steps

1. **Slide 28** Organise the students into a circle and lay down a large green sheet. "I thought we could use this green sheet to make the hill for the hilltop settlement." Push some more material underneath the green sheet to make the hill. **Slide 29** "This could be the hill where the settlement is built." Pick up a length of blue ribbon. "I thought this might be the river. Where shall we put it?" Discuss how the river follows the contours of the hill.

2. Review the pictures of the houses the students created in the last episode and where they would be placed on or beside the hill. Introduce other constructions and places of interest to add to the settlement. For example: a wood store, a meeting place, a food store for meat and other food gathered from the local area, a place for making tools and weapons, a rack for cleaning and stretching animal skins, a frame for weaving materials to make fabric. **Slide 30**

3. Task:

Task Ask the students to draw some of these places and activities. Discuss where they should be placed in the community and the kinds of jobs and tasks that would take place at these different locations. **Slide 31**

Discuss with the students how animal fur and skins were crucial for making clothing, bedding, and keeping warm in winter. Explain how they used animal bones as needles for sewing and frames for making cloth. Describe how they dyed cloth with berries and flowers and washed and dried their garments. Discuss how flint tools and weapons were made. [Watch video -- 'How to make prehistoric flint axe' and explain the process of knapping, the skilled technique of chipping flint. Also cover how flint tools were used for chopping and shaping wood, building, fixing, and maintaining items. Include daily tasks like caring for young children, cooking food, collecting berries, herbs, and vegetables, and tending to the sick and ill.] **Slide 32**

4. Task:

Task "Can I ask you to get into small groups (two, three or four people), find a space to work, and decide which of these tasks you are doing together as the people of the tribe.

You might be cooperating on the same task or you might be involved in different tasks alongside each other."

Give the students time to talk and to decide what they are doing in their groups. Ask the students to enact these tasks as if they are taking place as a short scene from a film, each one lasting no more than ten seconds. Give them time to practise. Once they are ready, countdown 3...2..1.. and ask them to start the fiction. After ten seconds, ask them to stop.

5. Ask each person/group to write down their answers to these prompts: "I am (we are) ____ to _____." For example: "I am cooking food to feed my family; I am looking after the children to keep them safe; we are fixing a roof to keep out the rain." Etc.

One at a time, each group reads their line and repeats the action.

Bring everyone together: "I wonder if the people of the tribe thought their lives were hard. What do you think they did for relaxation and entertainment? How might they have divided their time? It probably depended on the seasons. What they didn't know was that in other parts of the world, people had learned to grow crops and domesticate animals like cows, chickens, sheep, and pigs. I wonder if those people thought their lives were hard?"

6. Task: **Slide 33**

Task Write an explanation from the perspective of someone in the community about what daily life was like. Describe how they lived, their daily tasks, and how they cared for each other, including the young and the elderly. For example: 'Each day began at sunrise with us tending to our homes. We cooked, hunted, and gathered together.'

Additional studies

Other civilisations: Look at the geography of a hilltop community and what features human beings would look for when deciding on a place to settle.

World building activities

Flint mines: Talk to the students about the flint mines found at Grimes Graves and ask them to draw the mines and add them to the map at the bottom of the hill. Explore flint knapping [https://www.youtube.com/watch?v=GdkqNXWluiw]

Map: Draw a map of the settlement.

EPISODE 5

The Sacred Tree

Duration
Teacher's discretion

Areas of study
Animism; ritual; ceremonies; sacred elements; symbols; music, movement, and poetry.

Resources to prepare

- Materials for making the tree (large paper, construction paper, or physical materials)
- A5 paper for drawing sacred symbols

Main student record or outcome

- Sacred symbol designs hung on the tree
- Participation in a community ceremony with music and movement
- Poem for the ceremony, read by a shaman

Teaching route

Step	Teaching route	Resource
1	Narrate: The sacred oak tree at the centre of the settlement.	*Slide 31*
2	Task: Create the tree together (large paper drawing or construction paper).	
3	Study: Animism -- introduce beliefs; display ancient symbol designs.	*Slide 32*
4	Task: Draw a sacred symbol for the tree on A5 paper.	*A5 paper*
5	Discuss: Animism further; relationship between humans and nature.	
6	Task: Create a ceremony marking a specific time of year.	
7	Task: Write a poem for the ceremony.	

Keep in view

Keep in view

- Gather materials for the tree construction before the lesson.
- A5 paper for symbol designs needed before Step 4.
- The ceremony should build from the students' own ideas -- guide rather than direct.
- See Appendix: Teacher Notes, Episode 5 -- Animism; Common Elements of Ancient Ceremonies; Poem of the Sacred Tree.
- Appendix also contains: Neolithic Summer Festival Recipes; How Christmas and Harvest Festival are linked to ceremonies of the past.

The Sacred Tree

Summary

The students explore how an oak tree was important to the hilltop tribe, examining its role in their daily lives and belief systems. They investigate the symbols and rituals associated with the oak tree and understand its significance in ancient ceremonies and practices.

Areas of study

Animism; ritual; ceremonies; sacred elements; symbols; music, movement, and poetry.

Resources

- Materials for making the tree
- A5 paper for drawing sacred symbols

Steps

1. Gather the students together in a circle. **Slide 34**

> *"At the top of the hill, in the middle of the settlement, was an old tree.* **Slide 35** *It had been there longer than anyone knew and was sacred to the people of the tribe. At certain times of the year they would make sacrifices at the base of the tree and carved sacred symbols to hang from its branches. The tree, the people believed, was a sacred connection between them and nature."*

Display an image of oak tree and discuss their parts: trunk, branches, leaves, and acorns. **Slide 36**

> *"Let's take a look at the tree in our story."*

2. Task: Create the tree together. This can be done in a few ways:
   - Drawing on Large Sheets: Lay out large sheets of paper and have the students draw the tree.
   - Using Construction Paper: Utilise construction paper of different colours to cut out and assemble the tree parts.

3. Introduce the students to the beliefs of animism:

Animism

"The people of the tribe had a system of beliefs we now call animism. Animism is based on the idea that all things in the universe, including humans, animals, plants, rocks, and natural phenomena like wind and thunder, have a spiritual essence or soul. Animists believe that everything in the natural world is alive and

interconnected, and that each individual thing has its own unique spirit or consciousness."

Share with the students ancient symbol designs **Slide 37**. "These ancient symbols have been found all over the world and predate the invention of writing. We can guess what they meant to the people that made them, but their true significance is lost in the mists of time."

4. Task:

Task "Could you draw a symbol that might hang from the branches of this sacred tree? **Slide 38** As you create your symbol, imagine what it could mean to the people of the tribe. It might represent a memory of a past event, a wish for the future, or a sign of a person, animal, or mythical creature." Students draw designs of their own to hang from the branches of the tree. [These could be later 'carved' onto pieces of wood]

5. Explain more about animism:

"One of the core beliefs of animism is that humans are not separate from nature but are part of the same whole. Animists view the natural world as sacred and believe that humans have a responsibility to care for and protect it. Many animistic cultures have traditional practices and rituals designed to honour the spirits of the natural world and maintain a harmonious relationship with them." **Slide 39**

Discussion

6. Create a ritual for a significant time of the year (e.g., mid-summer, mid-winter) using ritual, music, and movement:

"Ancient people were very aware of the changing seasons and how weather affected their food supply and warmth. At certain times of the year, such as midsummer and midwinter, they conducted ceremonies that included feasting, rituals, offerings, processions, music, and symbolic actions like lighting a fire."

Task Work with the students to create a ceremony marking a specific time of year centred around the sacred tree. Incorporate the sacred symbols and involve the use of music, movement, and other aspects of ritual.

7. Task:

Task Write a poem, read by a shaman (holy person) during the ceremony, celebrating the time of year and involving the tree and the sacred symbols. See Appendix: Teacher Notes, Episode 5 -- Poem of the Sacred Tree. **Slide 40**

Additional studies

Poems: More on creating poems.

Ancient ceremonies: Study how ancient ceremonies and rituals have influenced current day festivals and rituals. [See Appendix: Teacher Notes, Episode 5 -- How Christmas and Harvest Festival are linked to ceremonies of the past]

Diet: How the diet of humans changed over time -- YouTube: The Risky Paleo Diets of Our Ancestors

World building activities

Neolithic food: Make food for the festival using ingredients from the Neolithic period. [See Appendix: Teacher Notes, Episode 5 -- Neolithic Summer Festival Recipes]

EPISODE 6

The Terrible Storm

Duration
Teacher's discretion

Areas of study
Stone monuments; community; natural resources; memory; symbolism.

Resources to prepare
- A large sheet of grey paper

Main student record or outcome
- Enactive film scene of the community dealing with the fallen tree
- Drawing of the standing stone with symbols carved on it
- Description of the storm using six elements of dramatic imagination

Teaching route

Step	Teaching route	Resource
1	Narrate: A terrible storm; the sacred tree falls.	
2	Discussion: What should be done with the wood?	
3	Narrate: The community deals with the fallen tree respectfully.	
4	Enact: Scene as if in a short film -- groups working with the wood.	
5	Narrate: Elders decide a large stone should be raised.	
6	Draw the stone outline; narrate the carving of symbols.	*Grey paper*
7	Task: Students draw the stone with symbols.	
8	Task: Write description of the storm.	

Keep in view

Keep in view
- The grey paper should be large enough to draw the stone on.
- Bring students out of enactment before writing.
- "Six elements of dramatic imagination" -- darkness/light; sound/silence; movement/stillness.
- Allow time for the enactive film scene before moving to the stone.
- See Appendix: Teacher Notes, Episode 6 -- Neolithic Stone Monuments; Cultural Significance of Trees.

The Terrible Storm

Summary

The sacred tree falls in a storm and the students, as the people of the tribe, decide what to do with the ruins. Later a stone is raised in its place.

Areas of study

Stone monuments; community; natural resources; memory; symbolism.

Resources

- A large sheet of grey paper

Steps

1. Gather the students together on the carpet. **Slide 41** Tell them: "We're returning to the next part of our story."

> *"One night, a terrible storm fell upon the people of the hill. The roofs of their houses shook, and hail and rain pelted down like rocks from the sky.* **Slide 41** *The people huddled in their homes for protection. Suddenly, they heard a terrible crack, a groan, and an awful rending and crashing of bark and branches. In the morning, as they emerged into the light, they found the sacred tree had fallen.* **Slide 43** *Its trunk was snapped and broken, its roots pointing up at the sky like twisted fingers. The people of the tribe fell to their knees and wept, crying words of lamentation."*

Ask "What do you think should be done with the wood from the tree?" **Slide 44**

Discussion

> *Narrate in a solemn and respectful way how they dealt with the wood. For example: "The people of the tribe decided to chop the wood into logs and give a portion to each family in the community, so it might keep them warm over the winter months."*

2. Task:

Task Ask the students to enact this episode as if it were a short piece of film: "Shall we see what this looks like? Let's start by getting into small groups and deciding what the people might be doing -- some cutting the wood, some carrying it, some taking it into their homes. Let's see this as if it were a scene in a film, with the narration over the top."

Bring the students back together.

Ask "What do you think this says about the people of the tribe? What things are important to them? What do they believe in?"

> *"Later, the elders of the tribe decided that a large stone should be raised where the tree had once stood at the centre of the settlement."* **Slide 45**

3. Draw the outline of the stone on a large sheet of grey paper.

> *"Once the stone was lifted, the people of the tribe carved the ancient symbols that had once hung from the branches of the tree onto the grey face of the stone. Over time, the stone became their new link between the world of people and the world of nature."*

4. Task:

Task Ask the students to draw the stone in their sketchbooks, including the symbols carved onto its face. **Slide 37**

5. Task:

Task Ask the students to write a description of the storm using the six elements of dramatic imagination -- darkness/light; sound/silence; movement/stillness. **Slide 46** For example: 'There was a moment of eerie stillness before the tree finally gave way with a loud crack, collapsing into the shadows.'

Additional studies

Stone monuments: Study stone monuments.

Stonehenge: Study how Stonehenge was built.

Trees: Study the cultural significance of trees in Ancient Societies. [See Appendix: Teacher Notes, Episode 6]

World building activities

Art: Draw a sketch of the fallen oak tree.

Music: Create a sound story of the night of the storm.

Part 2

The Iron Age

Episodes 7-12 -- The Settlement Changes to the Coming of the Romans

Episodes 7-12

EPISODE 7

The Settlement Changes

Duration
Teacher's discretion

Areas of study
Community evolution, technological advancements, agriculture and animal farming, cultural reverence and rituals, historical timeline analysis, artistic expression and mapping.

Resources to prepare

- Drawing materials (A5 paper, grey paper, sketchbooks)
- Visual aids (slides/images)
- Physical models (rope, blue ribbon from Episode 4)
- Camera
- Whiteboard

Main student record or outcome

- Drawings of elements within the settlement placed on the map
- Memory stories connected to each drawing
- Labelled settlement map from the photograph

Teaching route

Step	Teaching route	Resource
1	Narrate: Thousands of years have passed; the settlement has transformed.	
2	Create settlement with rope and blue ribbon; look at Iron Age images.	
3	Task: Each student draws one element for the settlement on A5 paper.	
4	Place drawings; discuss what has been created.	
5	Task: Each student tells a memory story connected to their drawing.	
6	Photograph the settlement.	
7	Task: Draw a labelled map of the settlement from the photograph.	

Keep in view

Keep in view

- Rope and blue ribbon can be reused from Episode 4.
- A5 paper and drawing materials distributed before Step 3.
- Have a camera ready to photograph the completed settlement.

- Students' earlier drawings from Episodes 4 and 6 can inform the new settlement.
- See Appendix: Teacher Notes, Episode 7 -- Changes between the Neolithic and Iron Age; Development of Agriculture; Development of Early Iron Age Settlements.

The Settlement Changes

Description

Time has moved on for thousands of years. The settlement has evolved: old homes have been replaced, new enclosures built, and various crops and animals farmed. At the centre of the community stands an ancient stone, its symbols faded yet still revered by the people, though its origins are long forgotten.

Areas of study

Community evolution, technological advancements, agriculture and animal farming, cultural reverence and rituals, historical timeline analysis, artistic expression and mapping.

Resources

- Drawing materials (A5 paper, grey paper, sketchbooks)
- Visual aids (slides/images)
- Physical models (rope, blue ribbon)
- Camera
- Whiteboard
- Art supplies and prepared resource lists

Steps

1. Sit with the students in a circle around the drawing of the stone. **Slide 47** /

> *"We're going back to our story: a long time has passed since the last time we were here. Many thousands of years.* **Slide 48** *The original houses of the hill people have collapsed and have been replaced, many, many times, with new houses.* **Slide 49** *An earth embankment and a high wooden fence now enclose the settlement.* **Slide 50** *Animals -- cows, sheep, chickens, and pigs -- are farmed in the fields; crops such as wheat, barley, peas, flax, and beans have been planted.* **Slide 51** *Alongside the new houses, other buildings have been constructed for the latest technologies in metalwork and clay pottery.* **Slide 52** *Out at the centre of the community stands a now ancient, weather-worn rock,* **Slide 53** *adorned with fading symbols carved by people long, long ago. The people of the settlement revere the stone and leave offerings of food and meat at certain times of the year, but the stone's original meaning is long forgotten."*

Discuss: "What do you make of that?"

Answer any questions the students might have. Look at a timeline between the Stone Age and the Iron Age. "This is something like how the settlement looks now." [Other images of Iron Age settlements and hill fort.]

2. Take a piece of rope and create a circle where the students are sitting. Lay a blue ribbon indicating where the river flows.

3. Task:

Task "Looking at the images of hill forts on the screen could you draw something that belongs in our settlement. It could be something inside the enclosure -- like the round houses -- or it might be something outside -- like a field of sheep. You decide. Please draw just one thing per piece of paper." Share the list. **Slide 50**

Give the students time to draw. After they've drawn something ask them to place it on the settlement, either inside or outside the enclosure. Bring the students together and discuss what they have created and some of their thinking.

4. Task:

Task "Could you now pick up one of your drawings and think about something that might have happened at that place? Consider an event from the past, something the people of the tribe still remember. It could be a distant memory, passed down from one generation to the next, or it could be a recent event. For example: 'This is the wood down by the river. I remember my brother got lost here while picking berries. It took us all night to find him, and my mother was beside herself with worry.' Or: 'This is the watchtower by the gate. They say it was built after an attack by wild men came down from the mountains one winter.'"

Give the students time to create their own stories. Once completed, have everyone sit back down around the rope. Then, ask each student to narrate their story one at a time and place their picture back in the settlement. Discuss what these stories might tell us about the community.

5. Take a photograph of the settlement to record the students' work.

6. Task:

Task Display the photograph of the settlement on the whiteboard and ask the students to create a map labelling the different parts.

Additional studies

Technology: Study changes in technology between the Stone Age and the Iron Age.

Agriculture: Study the development of agriculture.

Iron Age settlements: Study the development of early Iron Age settlements. [See Appendix: Teacher Notes, Episode 7]

World building activities

Drawing: Students draw a detailed picture of an element within the settlement.

Timeline art: Create a large class timeline from the Stone Age to the Iron Age with illustrations depicting key advancements and changes.

Model making: Construct 3D models of Iron Age hill forts or roundhouses using materials like clay, sticks, and cardboard.

Mural: Collaboratively create a mural of the settlement, with each student contributing their drawings to a large piece of paper.

Writing: Write a story set in the settlement, describing a day in the life of a child during the Iron Age.

EPISODE 8

New Age, New Tasks

Duration
Teacher's discretion

Areas of study
Historical change, technological advancements, agricultural development, trade and economy, social hierarchy, daily life and labour, cultural practices, artistic expression, writing and perspective, community interaction.

Resources to prepare
- Whiteboard (implied)
- Slideshow

Main student record or outcome
- Group tableaux representing different social roles, with captions
- Written description of a day in the life of a chosen community member

Teaching route

Step	Teaching route	Resource
1	Review settlement map from Episode 7.	
2	Narrate: Changes in agriculture, smelting, trade, and hierarchy.	
3	Narrate: Additional tasks alongside traditional ones.	
4	Narrate: Shift in social hierarchy.	
5	Discussion: How did these changes affect community life?	
6	Task: Groups create tableaux of different roles; write captions.	
7	Present tableaux with captions; discuss.	
8	Task: Write a day-in-the-life from chosen perspective.	

Keep in view

Keep in view
- Review the settlement photograph from Episode 7 on the whiteboard.
- You may want to edit steps 2-4 to suit your students' age and prior knowledge.
- The "I am... to..." caption format from Episode 4 can be reused.
- Encourage comparison with the Neolithic community from Part 1.

- See Appendix: Teacher Notes, Episode 8 -- Social structures in Iron Age Britain.

New Age, New Tasks

Description

The students study the changes to the hilltop community since the Neolithic period and the effects these changes have on technology, agriculture, trade, and social structure.

Areas of study

Historical change, technological advancements, agricultural development, trade and economy, social hierarchy, daily life and labour, cultural practices, artistic expression, writing and perspective, community interaction.

Steps

> **Note**
> You might want to edit steps 2-4 to meet the needs of your students.

1. Bring the students together on the carpet and review the map(s) of the hilltop community created in the last episode. **Slide 54**
2. Narrate:

> *"As you know, much has changed since the time of the sacred tree thousands of years earlier. Agriculture -- the farming of animals such as sheep, cows, pigs, and chickens -- has spread from the continent. Along with this, farming techniques such as growing crops like wheat and barley have made it easier to produce food without having to hunt and gather. The invention of smelting,* **Slide 55** *first bronze and then iron from rocks, has revolutionised technology, making it possible to create weapons and tools from metal. Working with clay has allowed people to create containers and utensils for storing, eating, and cooking. Additionally, trade has opened up opportunities for different communities to share and exchange goods."* **Slide 56**

3. Continue:

> *"Along with many of the tasks performed by the Neolithic community -- such as working with wood (building and fixing), cleaning and stretching animal skins, weaving to make fabric, and caring for young children -- the people of the tribe had other tasks to perform* **Slide 57**, *such as feeding the animals, planting seeds, tending crops, making clay pots and other utensils, creating weapons and tools from metal, and guarding the community from invaders. Additionally, with increased trade came increased conflict and strife."*

4. Continue:

> *"Another change was a shift in social hierarchy. Trade, commerce, and organisation made some people wealthier and more powerful than others. These individuals took on titles such as kings and queens. As a consequence, society*

divided into a hierarchy of tribal rulers, elite warriors, religious leaders, and then specialised craftworkers, traders, farmers, and slaves."

"Those of wealth and power and privilege lived in larger more comfortable homes and did none of the manual labour -- this was the work of the majority of the community -- the craftworkers, traders, farmers, and slaves."

"I wonder how these changes affected how the community worked and lived together?"

5. Discussion.

6. Task:

Task "Let's imagine a series of images, like pictures in a book, illustrating people's lives in this community. **Slide 58** Can I ask you to get into small groups (two, three, or four people), find a space to work, and decide which part of the community you would like to represent? You might be in a picture of people from the higher classes being served by servants. Or you might be people working in the fields, tending to the crops, feeding animals, or standing guard at the gates. Here is a list to consider..."

Give the students time to talk and to decide what they are doing in their groups. Ask the students to represent these pictures enactively, thinking about what the artist wants to say about the people and their roles in these images. Give them time to practise. Once they are ready, countdown 3...2...1... and ask them to hold the image.

7. Ask each group to write a "caption" to go with their picture. For example, "Warriors practise sword fighting in preparation for war" or "The Queen's servants comb and dress her hair ready for the evening meal."

Go round the class asking each group -- one at a time -- to read their caption and represent their picture. Discuss each one with the rest of the class.

Bring everyone together: "What do you think about the changes that have happened since the time of the Neolithic people? I guess there are more possessions, more technology, less uncertainty (maybe), but what would you say about people's lives, have they improved?"

8. Task:

Task Choose the point of view of someone in the Iron Age community and write a description of a day in their life.

Additional studies

Technology: Study the evolution of metalworking from bronze to iron, focusing on the techniques and tools used.

Agriculture: Explore the agricultural practices of the Iron Age, including crop rotation and animal husbandry.

Trade: Investigate the trade routes and the goods exchanged between Iron Age communities.

EPISODE 9

A Winter of Hunger

Duration
Teacher's discretion

Areas of study
Governance, social hierarchies, rituals, survival strategies, climate impact, decision-making, ethical resource distribution, descriptive writing, discussions.

Resources to prepare

- Chairs arranged in a circle

Main student record or outcome

- Written suggestions for rationing with reasoning
- First-person account of the terrible winter
- Harvest feast plan -- menu, activities, and rituals

Teaching route

Step	Teaching route	Resource
1	Discuss: How does the Hilltop Community make decisions?	
2	Narrate: The terrible winter begins.	
3	Discussion: What would your priorities be? The elderly, the animals?	
4	Discussion: How to make fair decisions?	
5	Task: Write down rationing suggestions and family needs.	
6	Decide how each voice will be heard in the circle.	
7	Narrate: Community gathers in longhouse.	
8	Discussion: Hear from each person; make a decision.	
9	Task: Write first-person account of the winter.	
10	Task: Plan a harvest feast.	

Keep in view

Keep in view

- Chairs arranged in a circle before the lesson.
- There is no single correct answer to the governance question -- this is the point.
- Rationing suggestions should be heard before the decision is made.

- Remind students this fiction reflects real historical challenges with no outside help.
- The feast planning task can extend across additional sessions.
- See Appendix: Teacher Notes, Episode 9 -- How decisions were made in small Iron Age communities.

A Winter of Hunger

Summary

The community faces a harsh winter with food shortages. Students examine the causes of the scarcity, the strategies for survival, and the social dynamics during times of crisis.

Areas of study

Governance, social hierarchies, rituals, survival strategies, climate impact, decision-making, ethical resource distribution, descriptive writing, discussions.

Steps

1. Gather the students together in a circle, sitting on chairs. **Slide 59** narrate:

> *"It was the coldest, longest winter anyone on the hilltop could ever remember.* **Slide 60** *Snow piled high against the walls of their roundhouses; icy winds howled along the high palisade. The community huddled around their hearths, wrapped in furs, sharing stories of warmer days and the promise of spring. Food supplies dwindled* **Slide 61**, *and the hunters faced treacherous conditions in their search for game. Each day, they returned with less, their faces etched with worry and exhaustion."*

> *"The community convened in the largest roundhouse;* **Slide 62** *their breath visible in the freezing air. It was time to discuss how to ration the remaining provisions. It would not be easy; every choice weighed heavily on their minds, knowing it could mean life or death for their people."*

2. Ask, "How do you suppose the people of the Hilltop Community make decisions? Does everyone have a voice, or is it only a select few, a group of wise people? Or perhaps they have a ruler, a chief. Is the chief a man or woman? Are they elected, or do they inherit the position?"

Discussion

There is no single answer to this question. In the Iron Age, small communities often decided how they wanted to govern themselves.

3. Once the students have come to some agreement,

4. Ask, "If you were these people, what would be your priorities? What would you say about the elderly, the poorly? What about the domestic animals: the cats and the dogs?"

Discussion

5. Ask, "How can we make decisions that will be fair to all? **Slide 63** We do not know how long this winter will last. There is very little food, less than a week if we carry on as things are. What should we do?"

Discussion

[Remind the students that although this is a fiction, in times past these were real challenges that people faced, and there was no outside help.]

6. Task:

Task Ask the students to write down their suggestions on what needs to be done and why they and their family need their rations. Ask them to consider their priorities.

7. Return to the circle. Decide how each voice will be heard. Do they go round the circle? Is there a chair for the speaker? Do they stand? Etc.

8. Narrate:

> *"The people of the hilltop gathered in the longhouse to make their decision. A small fire burned in the middle of the room, barely providing heat or light. Outside, the wind howled as if mocking them."* **Slide 62**

"Here we are, our lives hang in the balance. What we decide this evening will be a matter of life and death. Who shall speak first?"

9. Hear from each of those who wish to speak. Discuss and make a decision.

10. Task:

Task Write a first-person account of the terrible winter and how the people of the Hilltop survived. Remember to use the six elements of dramatic-imagination: darkness/light; sound/silence; movement/stillness.

11. Task:

Task Students plan a feast for the Hilltop Community to celebrate the harvest. They should decide on the menu, activities, and rituals involved. This activity will help them understand the social and cultural significance of communal gatherings and celebrations.

Additional studies

Governance: Study different governance structures in ancient communities worldwide, including chieftains, councils, and assemblies. Compare and contrast these with the Iron Age Hilltop Community.

Survival: Research survival strategies during harsh winters in the Iron Age, including food preservation, hunting techniques, and shelter construction.

Animals: Explore the role and importance of domestic animals in ancient communities. Discuss how cats, dogs, and livestock contributed to daily life and survival.

World building activities

Seasonal calendar: Have students create a seasonal calendar for the Hilltop Community, marking important events like harvests, festivals, hunting seasons, and significant weather changes.

Community law code: Task students with developing a set of laws or rules that govern the Hilltop Community, considering how to handle conflicts, distribute resources, and maintain order.

Folk tales and legends: Encourage students to write folk tales or legends that might be told by the Hilltop Community.

Dividing food: Divide snacks fairly among group members, document the process, present decisions, discuss challenges, and reflect on fairness and resource management.

EPISODE 10

Thieves

Duration
Teacher's discretion

Areas of study
Crime and punishment in Iron Age; questioning and interrogation; discussion; ethical treatment of people; narrative writing.

Resources to prepare
- Circle of chairs
- One empty chair placed at the front

Main student record or outcome
- Written questions for the girl
- Written account from the point of view of the two children
- Written recommendation for what should happen to them

Teaching route

Step	Teaching route	Resource
1	TIR: Teacher sits in chair, head in hands, muttering.	
2	Discussion: What did you see? Describe the actions.	
3	Narrate: The girl -- her appearance, what she did.	
4	Task: Write down questions for the girl.	
5	Narrate: The Hilltop brings the girl before their chiefs.	
6	TIR: Sit on the chair as the girl; answer students' questions.	
7	Discuss crime and punishment in the Iron Age.	
8	Task: Written account from the children's point of view.	
9	Task: Write what you think should happen to them.	

Keep in view

Keep in view
- Empty chair placed at the front before the lesson.
- Take time with the opening TIR before speaking any narration -- let the image settle.
- The girl's story is deliberately moving -- hold students in the fiction.
- See Appendix: Teacher Notes, Episode 10 -- Crime and Punishment.
- Further activity: draw a map of the surrounding area and other tribes.

Thieves

Summary

Theft and crime emerge as issues within the settlement. Students investigate the reasons behind these actions, the community's response, and the implications for social order and security.

Areas of study

Crime and punishment in Iron Age; questioning and interrogation; discussion; ethical treatment of people; narrative writing.

Steps

1. Gather the students together in a circle of chairs. **Slide 64**
2. Say, "When I sit in this empty chair **Slide 65** I am going to be someone in our story. Is that okay? All I ask you to do, is to watch and see what this person is doing."
3. Sit in the chair and put your head in your hands. Stare at the floor and shake your head, muttering: 'I had no choice. What else could I do?'
4. Stand up and ask, "What did you see?" Ask the students to describe the actions of the person on the chair. They might describe the person's feelings or try to guess what is going on. If they do, remind them to just describe the actions at this stage. For example: "The person sat with their head in their hands, shaking their head and staring at the floor."
5. Repeat the actions if necessary.
6. Ask, "Did you hear what they were saying?" Discuss. Repeat if necessary.
7. Ask, "What do you think is going on?" Concentrate on the actions and the words: 'I had no choice. What else could I do?'
8. Sit back in the chair and repeat the actions while narrating:

> *"The girl sat on the chair her head in her hands.* **Slide 66** *She could be no more than eight years old. Her clothes, nothing more than rags, hung from her thin, emaciated body. Her hair was dishevelled, her face smudged with dirt. Last night, the people of the Hilltop had caught her creeping through a hole in the wall after dark and stealing eggs. They had locked her in a room until the morning, telling her they did not think kindly of thieves."*

9. Ask, "As the people of the Hilltop what would you like to ask the girl?"
10. Task:

Task "Write down your questions." Who, where, when, why, what, how.

11. Narrate:

> *"The people of the Hilltop brought the girl in front of their chiefs and sat her down."* **Slide 67**

12. Stand in front of the class. Look worried.

13. Narrate: "They asked her..." Invite the students to ask their questions, speaking in role.

14. Answer the questions.

Relay

The girl and her brother were from another tribe. Their tribe had starved over the winter and were running out of food. The elders had decided that these two children were of no use (both of their parents were dead) and had driven them out of the community. Since then, the two children had survived in the wild by eating wild berries. They were starving. Her brother was hiding in the woods outside the palisade. **Slide 68**

15. After answering the questions, stand up and ask: "What should we do?"

Discussion

16. Discuss crime and punishment in the Iron Age. (See Appendix: Teacher Notes, Episode 10 -- Crime and Punishment) **Slide 69**

17. Task:

Task Write an account from the point of view of the two children.

18. Task:

Task At the end of the account, write down what you think should happen to them.

Additional studies

Create a list of crimes and punishments for the Hilltop tribe.

Draw a map of the surrounding area and the other tribes that live nearby. Include: Rivers, forests, lakes, hills, valleys, plains, cliffs, caves, marshes, beaches, islands, waterfalls, paths, and walkways.

EPISODE 11

Death of a Queen

Duration
Teacher's discretion

Areas of study
History, geography, religious studies, art and design, literature and creative writing, music, drama, social studies, anthropology, language and communication.

Resources to prepare

- Slide 4 and images of prehistoric barrows and burial mounds
- Appendix: Episode 11 burial ceremony text (print and cut if available)

Main student record or outcome

- Artefact drawings or DT models
- Short stories about the Queen
- Ceremonial music
- Description of the ceremony from a third-person point of view

Teaching route

Step	Teaching route	Resource
1	Narrate: Burial mounds at the bottom of the hill.	
2	Narrate: Open mound; community gathered with offerings.	
3	Students stand in circle as people of the tribe.	
4	TIR narration: "We come here tonight to bury our queen."	
5	Discussion: How should the ceremony be performed?	
6	Task: Create artefacts -- drawings or DT models.	
7	Enact ceremony elements from Appendix.	
8	Task: Write short stories about the Queen.	
9	Task: Create a piece of music for the ceremony.	
10	Task: Describe the ceremony in third person.	

Keep in view

Keep in view

- Slide images of burial mounds ready before the lesson.
- Print Appendix Episode 11 burial ceremony text if available -- cut into sections for groups to reassemble.
- The artefact task can be spread across DT sessions.
- Find information on prehistoric barrows and burial mounds before teaching.

- See Appendix: Teacher Notes, Episode 11 -- Celtic Deities; A burial ceremony in Iron Age Britain.

Death of a Queen

Summary

Students imagine and enact the burial ceremony, create artefacts, write stories, and compose ceremonial music.

Areas of study

History, geography, religious studies, art and design, literature and creative writing, music, drama, social studies, anthropology, language and communication.

Steps

[Find information here on Prehistoric barrows and burial mounds]. **Slide 70**

> *"Many hundreds of years pass and, at the bottom of the hill in a field by the river, a circle of small round hills is built.* **Slide 71** *Each one is covered, at certain times of the year, with golden flowers. These are the resting places of those people who became the rulers of the tribe, buried in stone chambers beneath mounds of earth dug in reverence by the people of the settlement. Along with the bodies of the rulers on their beds of stone are gifts and offerings -- weapons, jewellery, clay pots, and animal bones -- some carved and decorated with beautiful shapes and symbols."*

Slide 72

> *"One of the mounds has been recently dug and the stone door lies open. Standing in a circle, by the light of burning torches, are the people of the tribe who have come to lay their queen to rest. They carry with them objects of all kinds to place beside her body."*

Ask the students to stand in the circle as the people of the Hilltop. Ask them to imagine how the scene might have looked. Was it day or night? Where was the light coming from? Where was it dark? What sounds could be heard? Where was it silent? What was moving and what was still?

Ask about the Queen. Was she old or young when she died? Did she die of natural or unnatural causes? What might those have been?

In role, narrate:

> **Teacher-in-role: Narrator in role**
>
> *"We come here tonight to bury our queen. Each of you carries something you wish to lay beside her body, something that will stay with her, something she will take with her on her journey to join the ancestors."*

Task Ask the students to create the artefacts, either as drawings or as objects made in design technology. **Slide 73**

Gather the students once more in the circle. Ask them not to bring their artefact (either drawing or model) but to imagine holding the real thing in their hands. Ask: "How do you think this ceremony should be performed?" **Slide 72**

Remind them this is a time before Christianity. In the past the ancestors of the Hilltop people believed in 'Animism' -- that objects, places, and creatures all possessed a distinct spiritual essence. But now they believe in 'Polytheism' and worship multiple gods and goddesses, each associated with different aspects of life and nature. Talk about the role of offerings (the artefacts made by the students), sacrifices (sometimes animal), and the role of the druid as intermediaries between the gods and the people.

Task Enact together some of the students' ideas. Share the text in Appendix Teacher Notes, Episode 11: 'A burial ceremony in Iron Age Britain'. You might print each of the elements out on separate pieces of paper and ask the students, working in groups, to reassemble the elements.

Task Ask the students to write short stories about the Queen, memories of her life and achievements. "I remember the time she..." **Slide 74**

Task Create a piece of music to be performed at the ceremony.

Following the elements enact the ceremony together.

Task Write a description of the ceremony from a third-person point of view.

Additional studies

Ancient burial practices: Explore burial practices in other ancient cultures and compare them with Iron Age Britain.

Archaeology: Learn about archaeological methods and famous excavation sites related to Iron Age burials.

Symbolism: Investigate the significance of symbols used in grave goods and create symbolic art pieces.

Women in Iron Age: Research the status and roles of women in Iron Age communities and how they were honoured in death.

Mythology and religion: Study Iron Age myths and religious beliefs, focusing on the transition from Animism to Polytheism.

EPISODE 12

The Coming of the Romans

Duration
Teacher's discretion

Areas of study
History: Roman invasions. Social Studies: community governance, decision-making. Literature: formal writing, role-playing. Ethics: moral dilemmas, conflict resolution.

Resources to prepare
- Slide 44
- Emperor's Declaration (printed from this guide)

Main student record or outcome
- Enactive group scenes: "The Day the Romans Came"
- Formal written reply to the Emperor's proposal

Teaching route

Step	Teaching route	Resource
1	Narrate: Hilltop life unchanged; Romans arrive from the south.	
2	Discussion: What do you make of Roman centurions?	
3	Groups create scene: "The Day the Romans Came."	
4	Decision: Welcome the Romans or close the gates?	
5	TIR: Roman emissary at the gates.	
6	Discussion: Let the emissary in?	
7	Read Emperor Claudius's Declaration to the tribe.	
8	Discussion: Advantages and disadvantages of accepting.	
9	TIR: Students ask the emissary questions.	
10	Task: Write formal reply to the Emperor's proposal.	
11	Closing narration: End of the story; Queen Boudicca.	

Keep in view

Keep in view
- The Emperor's Declaration is printed later in this episode -- read it aloud as the emissary.
- Argue strongly against extreme suggestions (e.g. killing the emissary).
- This episode can extend across 2-3 lessons.

- The closing narration provides a clear end to the whole story.
- See Appendix: Teacher Notes, Episode 12 -- Roman Centurions; Claudius.

The Coming of the Romans

Summary

The peace of the Hilltop community is disturbed by the visit of a Roman emissary who brings a proposal from the emperor: join the empire or be destroyed. How should they respond?

Areas of study

History: Roman invasions. Social Studies: community governance, decision-making. Literature: formal writing, role-playing. Ethics: moral dilemmas, conflict resolution.

Steps

> *"The lives of the people of the Hilltop remained largely unchanged for many generations.* **Slide 76** *They farmed the land, tended their animals, raised their children, buried their dead, worshiped their Gods. Sometimes the winters were bad, sometimes there were disputes with neighbouring tribes, but essentially things remained the same from one year to the next. That is until the Romans arrived* **Slide 77***. There had been stories from overseas, and those tribes in the south had even traded with the Romans across the water. But for most people, the Romans were a faraway empire that had no effect on their daily lives."*

"Here are some Roman soldiers, they were called 'Centurions'"

Ask "What do you make of them?"

Discussion

> *"The Romans had landed in the south of Britain and were making contact with all the tribes."*

"Let's imagine what it was like the first time the people of the Hilltop encountered the Romans. I wonder what they were doing. Some might have been out in the fields, some fixing or making weapons or tools, some preparing or cooking food, some nursing babies. You decide. Let's take a look at that moment, as if it were an illustration in a book. The start of a new chapter called, 'The Day the Romans Came.'"

Task Ask the students to work in groups to create the scene. They decide what the people are doing in their part of the picture. Ask them to write down their action and their motivation. For example: 'I'm making weapons to fight our enemies'; 'I'm feeding the horses to keep them healthy'; 'I'm cooking food to feed my family,' etc.

Ask them to step into their part of the picture and hold still. As they do, narrate:

> *"It was an ordinary day, a day much like any other: ironmongers worked the forge, crafting swords to fight our enemies; farmers tilled the land, growing crops for the coming year; parents cooked food, preparing meals for their families. Less than a mile away, coming fast on foot, was a line of Roman soldiers, led by an emissary."*

Pause the story for a moment and ask: "What do you suppose is the signal to call everyone back inside the palisade?" Discuss. Possible answers might be a horn, shouts, or a large sheet of metal.

> *"At the sound of _____ the people of the Hilltop rushed inside the high wooden wall of the palisade."*

Gather the students together on the carpet. "There are reports of a line of Roman centurions coming up the road; they will be here soon. Should we welcome them in or close the gates?" **Slide 78**

Discussion

Take on the point of view of a cautious elder, reminding them that the Romans are a great empire with the largest army in the world, and these few are just a tiny number. Say you do not know what they want and they may be coming in peace; they are certainly not prepared to attack a hillfort. Narrate, incorporating the decisions of the class. For example: "The people of the Hilltop, unsure about the Romans, closed the gates of the palisade and pointed their arrows at the approaching soldiers."

> **Teacher-in-role: Roman emissary**
>
> *"Lower your weapons, good people, you have nothing to fear from us. I am here merely as an emissary bringing a message from the Roman Emperor, His Imperial Majesty, Tiberius Claudius Caesar Augustus Germanicus. Will you not let me in?"*

Come out of role and discuss this. Consider the different alternatives. Argue strongly against any extreme suggestions, such as killing the emissary. For example: "It would be rash. Although they are few and we are many, word will get back to the Legion and they will come back with many thousands of soldiers. They will burn our homes to the ground and kill every man, woman, and child. The Romans are ruthless."

After deciding whether to let the emissary inside the palisade, read the declaration from the emperor: **Slide 79 / Slide 80 / Slide 81**

> **Declaration from Emperor Claudius to the Tribes of Britain**
>
> *To the noble leaders and brave warriors of the tribes of Britain, I, Tiberius Claudius Caesar Augustus Germanicus, Emperor of Rome, extend my greetings to you.*
>
> *In the name of peace and prosperity, I invite you to join the vast and illustrious Roman Empire. Our legions, renowned for their discipline and strength, have not come to bring destruction, but rather to offer a new era of stability and advancement. By aligning with Rome, your people will enjoy the security of our protection, the wealth of our trade, and the opportunity to thrive under our just and equitable laws.*
>
> *We recognize the courage and spirit of the British tribes, and we extend an olive branch in the hope of a peaceful and prosperous alliance. Accept our terms, and your leaders will be welcomed as respected allies. Your warriors will have the honour of serving in our legions, and your lands will flourish under Roman governance.*

> *Reject this offer, and you will face the might of Rome. Know that our legions do not tire, and our resolve is unbreakable. We seek not to destroy, but to build a future where Rome and Britain stand together as one.*
>
> *Consider this proposal carefully. The path of peace and prosperity lies open before you. Join us, and together we shall forge a future of unprecedented greatness.*
>
> *In the spirit of mutual respect and hope for a brighter tomorrow,*
> **Tiberius Claudius Caesar Augustus Germanicus**
> *Emperor of Rome*

17. Pause the story and discuss this. Talk about the advantages and disadvantages of accepting the emperor's proposal.

18. Give the people the opportunity to ask the emissary questions. Explore whether they can trust him, is he telling the truth, is there something he is keeping back (taxation?)

19. Task: **Slide 82**

Task Ask the students to write their answers to the proposal, remind them they are writing to a Roman emperor. This requires formal language and a polite tone, like the one in the emperor's declaration.

20. End with a narration:

> *"This is the end of this part of the story, but not of history. Many of the tribes of Britain rose up in revolt against the Roman invasion under the leadership of Queen Boudicca, but the revolt was crushed and the Romans stayed in Britain for another five hundred years. But that tale is for another time."*

Appendix

Episode	Section	Type	Purpose
General	Vocabulary	Teacher reference	General reference material; read as needed
General	Key Domain Knowledge: Stone Age, Bronze Age, Iron Age	Teacher reference	General reference material; read as needed
General	Knowledge, Skills and Understanding	Teacher reference	General reference material; read as needed
General	Curriculum	Teacher reference	General reference material; read as needed
Ep. 1	Hunting and Gathering	Teacher background reading	Read in advance of the relevant episode; not for distribution to students
Ep. 2	Writing using different voices	Teacher background reading	Read in advance of the relevant episode; not for distribution to students
Ep. 3	How did Stone Age people make fishing nets?	Teacher background reading	Read in advance of the relevant episode; not for distribution to students
Ep. 4	Domestic Farming; Hilltop Geography	Teacher background reading	Read in advance of the relevant episode; not for distribution to students
Ep. 5	Animism; Common Elements of Ancient Ceremonies; Poem of the Sacred Tree; Steps to help children write a poem; Neolithic Summer Festival Recipes; How Christmas and Harvest Festival are linked to ceremonies of the past	Teacher background reading	Read in advance of the relevant episode; not for distribution to students
Ep. 6	Neolithic Stone Monuments; Cultural Significance of Trees in Ancient Societies	Teacher background reading	Read in advance of the relevant episode; not for distribution to students

Ep. 7	Changes between Neolithic and Iron Age; Changes in technology; Development of Agriculture; Development of Early Iron Age Settlements	Teacher background reading	Read in advance of the relevant episode; not for distribution to students
Ep. 8	Social structures in Iron Age Britain	Teacher background reading	Read in advance of the relevant episode; not for distribution to students
Ep. 9	How decisions were made in small Iron Age communities	Teacher background reading	Read in advance of the relevant episode; not for distribution to students
Ep. 10	Crime and Punishment	Teacher background reading	Read in advance of the relevant episode; not for distribution to students
Ep. 11	DT lesson: making Iron Age artefacts; Celtic Deities; A burial ceremony in Iron Age Britain	Teacher background reading	Read in advance of the relevant episode; not for distribution to students
Ep. 12	Roman Centurions; Claudius	Teacher background reading	Read in advance of the relevant episode; not for distribution to students

General -- Vocabulary
Teacher reference

Prehistoric
- Prehistoric
- Prehistoric Periods
- Palaeolithic
- Mesolithic
- Neolithic
- Bronze Age
- Iron Age

Societal Structures and Practices
- Hunter-gatherer
- Nomad/Nomadic
- Settlement
- Hillfort
- Tribe
- Community

Tools and Technology
- Flint
- Bronze
- Iron
- Smelting
- Barter
- Pottery
- Agriculture
- Farming
- Domestication
- Artefacts
- Flint knapping

Cultural and Religious Beliefs
- Animism
- Shaman
- Burial mound
- Cave paintings
- Megalith
- Henge

Miscellaneous
- Migration
- Coracle
- Dyke
- Archaeology

- Fishing nets
- Rope making
- Weapon making
- Housing construction
- Wood store
- Food store
- Tool making
- Weaving

General -- Key Domain Knowledge
Teacher reference

Stone Age

The Stone Age lasted from around 2.6 million years ago to 10,000 BCE. During this time, humans were nomadic hunter-gatherers who relied on stone tools and fire to survive.

Tools and Technology

Stone tools were essential for survival during the Stone Age. Tools were made by chipping or flaking rocks such as flint, obsidian, and chert to create sharp edges for cutting, scraping, and digging. Other important technologies developed during this time included fire-making, cordage (making rope), and the use of bone and antler.

Art and Culture

The Stone Age is also known for its art, which included cave paintings, sculptures, and engravings. These early artworks provide insights into the beliefs, customs, and practices of early humans.

Environment and Climate

The environment and climate played a significant role in shaping human evolution and culture during the Stone Age. Changes in climate and the availability of resources influenced human migration, the development of new technologies, and the rise of agriculture.

Bronze Age

The Bronze Age was a historical period that followed the Stone Age and was characterised by the use of bronze tools and weapons.

Bronze Metallurgy

The Bronze Age is named after the metal alloy that was used to make tools and weapons. The process of making bronze involved smelting copper and tin together. The development of bronze metallurgy allowed for the production of stronger and more durable tools and weapons.

Trade

The Bronze Age was also a time of increased trade and commerce between different regions. Trade routes developed between civilisations, and new technologies and ideas were exchanged.

Religion and Mythology

Religion and mythology played an important role in the Bronze Age, with many civilisations developing complex pantheons of gods and goddesses. These beliefs influenced art, architecture, and societal norms.

Iron Age

The Iron Age was a historical period that followed the Bronze Age and was characterised by the widespread use of iron tools and weapons.

Iron Metallurgy

The Iron Age is named after the metal that was used to make tools and weapons. The process of making iron involved smelting iron ore and combining it with charcoal in a furnace. The development of iron metallurgy allowed for the production of even stronger and more durable tools and weapons than bronze.

Expansion and Migration

The Iron Age saw the expansion and migration of many different peoples and cultures, with empires such as the Assyrians, Persians, and Romans emerging during this time.

Warfare and Imperialism

The Iron Age was also a time of significant warfare and imperialism, with powerful empires expanding their territories and conquering new lands. The use of iron weapons and armour made it easier to subjugate other peoples and consolidate power.

General -- Knowledge, Skills and Understanding

Teacher reference

Knowledge

- Changes in British society from the Stone Age to the Iron Age
- Life in a Neolithic hunter-gatherer community
- Technological advancements between the Neolithic and Iron Ages
- Development and changes in settlements
- Cultural elements such as ceremonies, stories, music, and art
- Burial practices and rituals, including the significance of burial mounds
- Religious beliefs, such as animism and the relationship with nature
- Environmental changes, such as the flooding of Doggerland
- Food and agricultural practices, including diet changes and farming methods
- The work of archaeologists and how artefacts help understand the past
- Characteristics and developments in prehistoric settlements
- Roman invasion of Britain and its impact

Skills

- Enacting historical scenarios to understand past societies
- Drawing and sketching to represent historical elements and settlements
- Writing accounts and stories from different perspectives (e.g. third-person narratives)
- Mapping historical settlements and labelling different parts
- Creating art in the style of prehistoric cave paintings
- Building models of Neolithic houses and other structures
- Developing a timeline to understand the chronological order of historical events
- Speaking and listening skills, considering other points of view, dealing with conflict, coping with moral dilemmas

Understanding

- The impact of climate change on ancient societies and their environments
- How technological changes influenced daily life and societal structures

- Methods of passing on skills and knowledge in prehistoric communities
- The nature of prehistoric religious practices and their cultural significance
- Similarities and differences between people of the past and the present
- The role of archaeology in uncovering and interpreting historical data
- The social structure and organisation of prehistoric communities
- The relationship between humans and their environment over time
- The significance of memory and myth in preserving historical narratives

General -- Curriculum
Teacher reference

History

- Neolithic Communities: Understanding the lifestyle, survival strategies, and technological advancements of early humans in Doggerland.
- Geography and Climate of Britain during the Ice Age: Exploring how environmental changes impacted human settlements and migrations.
- Stone Age Tools and Weapons: Learning about the development and use of early tools and their significance in daily life.
- Iron Age Communities: Studying the evolution of settlements, social structures, and technological advancements in the Iron Age.
- Burial Practices and Rituals: Examining the cultural and religious beliefs reflected in burial ceremonies and grave goods.
- Roman Invasion of Britain: Analysing the causes, events, and consequences of the Roman conquest and its impact on indigenous tribes.
- Governance and Social Hierarchies: Investigating how early communities made decisions, managed resources, and structured their societies.
- Crime and Punishment: Understanding the laws, justice systems, and ethical considerations in ancient communities.
- Trade and Economy: Exploring the development of trade networks and their role in economic and social interactions between tribes.
- Technological Advancements: Learning about the transition from stone to metal tools and its effects on daily life and societal development.

Geography

- Physical geography: rivers, hills, mountains, sea, wetlands, and how these change over time and how they are affected by climate change.
- Human geography: types of settlement and land use, economic activity, use of natural resources, and how human beings interact with geography.
- Geography fieldwork: using instruments to observe, measure, record and present human and physical features using a range of methods, including sketch maps, plans and graphs.

Art and Design

- Students study cave painting, art, sculpture, and design from ancient history; study monument building; Bronze Age and Iron Age design; pottery, etc.
- Create sketch books to record their observations and create ideas of their own.
- Create their own 'cave' paintings.
- Create pottery and design; create designs based on Iron Age art works.

Design and Technology

- Study Stone Age technology and how technology changed between the Stone Age and the Iron Age.
- Explore the construction and development of tools and weapons.
- Explore the construction techniques of simple buildings and create one of their own.
- Explore how large stone monuments, like Stonehenge, were constructed and experiment with some of the techniques.
- Explore the use of fire and heat and how this was used.

Cooking and Nutrition

- Study how people's diets changed over the period and how the technology and farming affected people's diet.
- Explore the elements of a healthy diet and how people in prehistory satisfied these needs.
- Experiment with growing plants; experiment with cooking using ancient techniques.
- Study what types of food are seasonal and indigenous; how to store and preserve food.

Music

- Study the use of music in ceremonies and rituals (feasting, celebrations, religion, initiation, and burial).
- Create and perform pieces of music to match some of these uses, applying the inter-related dimensions of music and its purposes.

Dance

- Create and perform movement and dance using a range of patterns to accompany music performed during these rituals and their purposes.

Science -- Plants

- Identify and describe the functions of different parts of flowers and plants.
- Explore the requirements of plants for life and growth.
- Experiment with growing plants and using them for various purposes.
- Study the different roles of plants and how people have used them over time (food, medicine, decoration, design, colours, etc.).
- The preservation of food; study changes in farming.

Science -- Animals, Including Humans

- Study how animals need the right types and amounts of nutrition.
- Study the internal organs and skeleton of humans and how they are affected by different factors, including cold, heat, stress, lack of food, etc.

Science -- Rocks

- Study different types of rocks and how they were used by prehistoric people; how their different qualities affected how people used them for tools, weapons, and building materials.

Science -- Light

- Explore how light (and the absence of light) was used by ancient people.
- Explore how shadows are created and how shadows were interpreted by ancient people.

- Explore how the movement of the sun and the stars was understood and incorporated by ancient people into the understanding of the universe and their use of monuments and rituals.

Teacher Notes
Teacher reference

The following notes are organised by episode and are intended for teacher preparation. They are not for distribution to students.

Episode 1 -- Hunting and Gathering
Teacher background reading

Neolithic people were among the earliest humans to adopt agriculture, but they also relied on gathering food from the land. The specific foods they gathered varied depending on their geographic location and available resources:

- Wild fruits: Neolithic people likely gathered wild fruits such as berries, apples, pears, and plums. These fruits provided a good source of vitamins and minerals.
- Nuts: Neolithic people may have gathered nuts such as hazelnuts, acorns, and chestnuts. Nuts were a good source of protein, fat, and other nutrients.
- Roots and tubers: Neolithic people may have gathered roots and tubers such as wild carrots, turnips, and yams. These provided a good source of carbohydrates and other nutrients.
- Edible plants: Neolithic people may have gathered various edible plants such as wild garlic, sorrel, and nettles. These plants provided a good source of vitamins and minerals.
- Wild game: Neolithic people also hunted wild game such as deer, wild boar, and rabbits. These provided a good source of protein and fat.

Episode 2 -- Writing using different voices
Teacher background reading

In writing, there are generally three main voices:

First-person point of view

This is when the writer uses "I" or "we" to refer to themselves or a group of people. This voice is often used in personal narratives, autobiographies, and other types of writing that require a personal perspective. Example: "I woke up early this morning and decided to go for a run."

Second-person point of view

This is when the writer uses "you" to address the reader directly. This voice is often used in instructional or persuasive writing, as it creates a sense of connection between the writer and the reader. Example: "If you want to improve your writing skills, you should practise every day."

Third-person point of view

This is when the writer uses "he," "she," "it," or "they" to refer to characters or objects in the story. This voice is often used in fiction and non-fiction writing, as it allows the writer to create a sense of distance between themselves and the subject matter. Example: "She walked down the street, her hair blowing in the wind."

Episode 3 -- How did Stone Age people make fishing nets?
Teacher background reading

The technique for making fishing nets during the Stone Age would have varied depending on the specific time and location, as well as the materials available to the people in that area. However, it is likely that Stone Age people made fishing nets using natural fibres such as plant material or animal sinew.

One possible technique for making fishing nets would have involved first gathering and preparing the fibres. This might have involved collecting and drying plant fibres, or preparing animal sinew by soaking it in water to soften it, and then drying and twisting it into strands.

Next, the net would have been constructed by first tying a series of loops or knots in a long cord, creating a row of "meshes." The edges of the mesh would then be threaded onto a long, straight cord or "line." This process would be repeated until the desired length of the net was reached.

Once the net was complete, it would be attached to a frame or float, such as a log or buoy, and set in the water to catch fish. The net would be pulled in periodically, allowing the fish to become trapped in the mesh. The catch would then be removed from the net and the process would be repeated.

Episode 4 -- Domestic Farming
Teacher background reading

Domestic farming, or agriculture, began during the Neolithic period, which started around 10,000 BCE. This transition from hunter-gatherer societies to settled farming communities marked the beginning of the Neolithic Revolution. Key regions where domestic farming first emerged include the Fertile Crescent (around 10,000 BCE), China (around 7000 BCE in the Yellow River Valley), and the Indus Valley (around 6000 BCE).

Episode 4 -- Hilltop Geography
Teacher background reading

When people choose a place to live on a hilltop, they look for certain features that make it a good spot:

- High Ground: Hilltops are raised above the land around them. This helps people see far away and stay safe from floods because water usually collects in lower areas.
- Good Water Supply: People need water to drink and for other daily needs. They look for places near a river or stream that flows down from the hill.
- Rich Soil: For farming, people want good soil where they can grow crops. Hilltops with fertile soil make it easier to grow food.
- Protection: Being on a hill provides natural protection from enemies and wild animals. It's harder for them to reach you if you're up high.
- Wood and Resources: People need materials like wood for building and making tools. They choose hilltops near forests or places where they can find these resources.
- Weather: Hilltops often have cooler temperatures and are less likely to be too hot, which makes living there more comfortable.

Episode 5 -- Animism
Teacher background reading

Animism is a belief system that is based on the idea that all things in the universe, including humans, animals, plants, rocks, and natural phenomena like wind and thunder, have a spiritual essence or soul. Animists believe that everything in the natural world is alive and interconnected, and that each individual thing has its own unique spirit or consciousness.

Animism is one of the oldest belief systems in the world, and it has been practised by many cultures throughout history. It is often associated with indigenous or tribal societies, but it has also been found in some ancient civilisations, such as the ancient Greeks and Egyptians.

One of the core beliefs of animism is that humans are not separate from nature, but are part of it. Animists view the natural world as sacred and believe that humans have a responsibility to care for and protect it. Many animistic cultures have traditional practices and rituals designed to honour the spirits of the natural world and maintain a harmonious relationship with them.

Episode 5 -- Common Elements of Ancient Ceremonies
Teacher background reading

Rituals and Offerings

Many ancient ceremonies involved rituals and offerings to honour the gods or spirits that were believed to govern the natural world. These rituals could include prayers, songs, dances, and the offering of food, drink, or other items that were considered sacred or valuable.

Processions and Parades

Some ancient ceremonies involved processions or parades that travelled through the streets or sacred sites, often accompanied by music and other forms of celebration. These processions could involve priests, dancers, musicians, and other participants who were dressed in special costumes or carrying symbols of the event being celebrated.

Feasting and Drinking

Food and drink were often central to ancient ceremonies, with communal feasting and drinking being a way to share in the celebration and create a sense of community and connection.

Symbolic Actions

Many ancient ceremonies included symbolic actions or gestures that were believed to have spiritual significance. For example, the lighting of a bonfire at the summer solstice was seen as a way to honour the sun and ensure its continued warmth and light.

Purification and Cleansing

Some ancient ceremonies involved rituals of purification and cleansing, such as bathing, fasting, or the burning of herbs. These rituals were often seen as a way to remove negative energies or spiritual impurities.

Overall, ancient ceremonies were a way for people to connect with the natural world, honour the forces that govern it, and create a sense of community and shared purpose. They were often colourful, joyful, and deeply meaningful.

Episode 5 -- Poem of the Sacred Tree

Teacher background reading

In the heart of summer's heat
We gather round the sacred tree
Its branches reaching to the sky
A symbol of the divine that's nigh
In the shade of leaves that rustle
We celebrate the solstice's bustle
The sun's rays strong and bright
A symbol of life's never-ending might
We adorn ourselves with sacred symbols
Emblems of strength, love and all that humbles
The sun's power, the tree's mighty roots
Symbols that fill us with celestial fruits
We dance and sing in the light
Honouring the power of summer's might
The sacred tree watches over us
As we offer our love with nary a fuss
This is a day of turning points
A time of spiritual anoint
The solstice brings growth and change
A time of renewal that's never strange
So let us embrace this wondrous time
Filled with light, love and sublime
For the sacred tree and symbols we hold
Guide us towards the divine, pure and gold.

Episode 5 -- Steps to help children write a poem

Teacher background reading

Introduce the Poem

Share the example poem and discuss key elements: theme (nature, spirituality), imagery (vivid descriptions), structure (rhyming couplets), and emotions (reverence, joy).

Choose a Theme

Select a theme focusing on an oak tree, symbolising strength, endurance, and wisdom.

Brainstorm

List words and ideas related to the oak tree: sturdy trunk, sprawling branches, deep roots, green leaves, acorns, shade, wisdom, growth, strength.

Create Imagery

Encourage vivid descriptions using all senses: Sight -- towering height, rough bark, lush leaves. Sound -- rustling leaves, creaking branches. Touch -- rough bark, smooth acorns. Smell -- earthy forest floor, leafy scent.

Draft the Poem

Guide them to use a simple structure.

Episode 5 -- Neolithic Summer Festival Recipes

Teacher background reading

These recipes are simple and inspired by ingredients that might have been available in Neolithic times. They focus on natural, easily found ingredients and basic cooking techniques.

1. Honey Nut Oat Cakes

Ingredients: 2 cups oats; 1 cup chopped nuts (hazelnuts or almonds); 1/2 cup honey; 1/4 cup dried fruit (raisins or chopped apricots); water as needed.

Instructions: Mix oats, chopped nuts, and dried fruit. Add honey and mix well. If too dry, add a little water until the mixture holds together. Form small patties or cakes. Let them dry in the sun, or bake at a low temperature (around 200°F/93°C) for 20-30 minutes until firm.

2. Berry and Nut Salad

Ingredients: 2 cups mixed fresh berries (strawberries, raspberries, blueberries); 1/2 cup chopped nuts (walnuts or hazelnuts); 1 tablespoon honey; fresh mint leaves (optional).

Instructions: Wash the berries and place in a large bowl. Add the chopped nuts. Drizzle honey over the berries and nuts. Gently toss to combine. Garnish with fresh mint leaves if desired.

3. Herb Flatbread

Ingredients: 2 cups whole wheat flour; 1/2 cup water; 1/4 cup fresh herbs (rosemary, thyme, or parsley), finely chopped; 1/4 teaspoon salt; olive oil for cooking.

Instructions: Mix flour, salt, and chopped herbs. Gradually add water and mix until a dough forms. Knead until smooth. Divide into small balls and flatten each into a thin circle. Heat a little olive oil in a pan over medium heat. Cook each flatbread for about 2-3 minutes on each side until golden brown.

Episode 5 -- How Christmas and Harvest Festival are linked to ceremonies of the past

Teacher background reading

Yule and Christmas

The Christmas holiday has its roots in the ancient pagan festival of Yule, which was celebrated by Germanic peoples in Northern Europe. Yule was a winter solstice celebration that honoured the rebirth of the sun and the coming of the new year. Many of the customs associated with Christmas, such as the use of evergreen trees, the exchange of gifts, and the lighting of candles, have their origins in Yule traditions.

Harvest Festival

The Harvest Festival, also known as the Harvest Home or Lammas, has its origins in ancient agricultural societies that depended on the land for their survival. These societies celebrated the harvest with feasting and thanksgiving, giving thanks to the gods for the bounty of the earth. Many of the customs associated with the Harvest Festival, such as the making of corn dollies and the use of wheat sheaves as decorations, have their roots in these ancient harvest celebrations.

Both Christmas and Harvest Festival are communal celebrations that bring people together to share in a sense of community and connection, with roots in ancient

ceremonies, symbolism, and rituals. They remind us of our connection to the natural world, our shared history, and our need for community and connection.

Episode 6 -- Neolithic Stone Monuments

Teacher background reading

Neolithic stone monuments, also known as megaliths, are archaeological relics from the Neolithic period, spanning roughly from 10,000 BCE to between 4500 and 2000 BCE. These structures were built across various parts of Europe, the Near East, and North Africa by societies transitioning from nomadic lifestyles to settled farming communities. The term "megalith" originates from the Greek words 'mega,' meaning large, and 'lithos,' meaning stone.

These structures vary widely in design and purpose but are generally categorised into three main types:

- Menhirs: These are tall, upright stones, often placed alone or in groups. They may have served as markers or memorials, although their exact purpose remains a topic of debate among archaeologists.
- Dolmens: These consist of two or more upright stones supporting a large flat horizontal capstone, forming a table-like structure. Dolmens are frequently interpreted as burial sites.
- Stone Circles: The most renowned example is Stonehenge in England. Stone circles often consist of arranged stones set in a circular pattern. Their alignment with astronomical phenomena, such as solstices and equinoxes, suggests they were used for rituals related to agriculture, seasons, or astronomical events.

The construction of these monuments required sophisticated knowledge of engineering and an organised communal effort, indicating a well-structured society with the resources to support large-scale projects. Stones were transported over significant distances -- a testament to the ingenuity and determination of these ancient builders.

Episode 6 -- Cultural Significance of Trees in Ancient Societies

Teacher background reading

In ancient societies across the globe, trees were revered not merely as physical entities but as potent symbols imbued with deep cultural, spiritual, and life-sustaining significance. This reverence is evident in various religious texts, myths, and rituals.

- For the Celts, trees, particularly the mighty oak, held a sacred status and were closely associated with the Druids, who believed these trees had profound mystical properties and served as conduits to the spiritual world.
- In Norse mythology, the ash tree, known as Yggdrasil, was considered the World Tree, a massive tree that connected the heavens, earth, and underworld, anchoring all of creation.
- In Hindu culture, the peepal tree, or Bodhi tree, is worshipped as sacred. It is under this tree that Siddhartha Gautama, who became Buddha, is said to have attained enlightenment.
- Native American cultures also held trees in high regard, often using them in totem poles and as central figures in creation stories and healing rituals.

In all these instances, trees transcended their natural purposes, representing essential elements of spirituality, wisdom, and continuity in human culture.

Episode 7 -- Changes between the Neolithic period and the Iron Age
Teacher background reading

Settlements
During the Neolithic period, people began to develop more complex social structures and to begin cultivating crops and raising animals. By the Iron Age, settlements had become much larger and more organised, with some developing into cities.

Agriculture
The development of agriculture during the Neolithic period allowed people to produce food more efficiently, leading to population growth and the ability to support more specialised labour. In the Iron Age, agriculture continued to be a vital part of life, with new tools and techniques allowing for even greater productivity.

Trade
With the development of settled communities and agriculture, trade became more important. By the Iron Age, long-distance trade had become a major part of the economy, with goods being exchanged across large regions.

Technology
The time between these periods saw the development of a range of new technologies, including pottery, weaving, and the wheel. In the Iron Age, iron tools and weapons became widespread, revolutionising warfare and other aspects of daily life.

Social structures
With the growth of settled communities, social structures became more complex during the Neolithic period. By the Iron Age, social hierarchies had become even more pronounced, with some societies developing strict class systems.

Episode 7 -- Development of Agriculture
Teacher background reading

The development of agriculture is one of the most significant events in human history, marking a fundamental shift from nomadic hunter-gatherer societies to settled agricultural communities. This transition, often referred to as the Neolithic Revolution, began around 10,000 BC in various parts of the world.

Agriculture likely began independently in different parts of the world as people learned to domesticate local plants and animals. The earliest evidence points to the Fertile Crescent in the Middle East.

- Domestication of Plants: Early farmers cultivated wild grains, which eventually led to the domestication of today's staple crops such as wheat, rice, maize, and potatoes.
- Animal Husbandry: Alongside plant cultivation, early agriculturalists domesticated animals. The dog was the first domesticated animal, followed by sheep, goats, pigs, and cattle.
- Permanent Settlements: As agriculture provided a stable food source, people no longer needed to move in search of food. This stability led to the establishment of permanent villages and, eventually, the development of complex societies.
- Technological Advances: The development of agriculture spurred technological innovations such as the plough, which significantly increased productivity. Irrigation techniques also evolved.

- Social Structures and Trade: Surplus food production allowed some community members to pursue occupations other than farming, leading to a diversification of labour and the rise of craftsmen, traders, and other specialists.

Episode 7 -- Development of Early Iron Age Settlements

Teacher background reading

The Iron Age, which began around 1,200 BC, brought significant changes to human societies, especially in the development of settlements.

Iron Tools and Agricultural Advancements

The use of iron for tools revolutionised agriculture. Iron ploughs could till harder soils more effectively than their bronze or wooden counterparts, increasing agricultural productivity.

Fortifications and Defensive Structures

As communities grew, the need for protection became critical. Many Iron Age settlements were built with fortifications such as earthen walls, ditches, and wooden palisades. Hillforts, prominent during this period, were large, fortified settlements typically located on elevated ground.

Urbanisation and Social Complexity

The increase in agricultural surplus and improved defence mechanisms led to the growth of larger, more permanent settlements with complex social structures and clear distinctions between social classes.

Trade and Economy

Iron Age settlements were often part of extensive trade networks, exchanging goods such as metalwork, pottery, textiles, and foodstuffs with other regions.

Architecture and Housing

A common architectural feature was the roundhouse, typically constructed with wattle and daub walls and thatched roofs. In larger settlements, communal or public buildings were also constructed.

Examples of Early Iron Age Settlements

- Danebury (England): One of the most well-studied Iron Age hillforts, heavily fortified with a series of ditches and ramparts, housing a significant population.
- Heuneburg (Germany): This settlement featured advanced fortifications and evidence of significant trade connections with Mediterranean cultures.
- Oppida: Large fortified settlements across Europe that were centres of economic, political, and military activity.

Episode 8 -- Social structures in Iron Age Britain

Teacher background reading

The Iron Age social structure in Britain was characterised by a hierarchical system that included kings or chieftains, warriors, and common people. At the top of the social hierarchy were the kings or chieftains, who were the leaders of their respective tribes or kingdoms.

Beneath the ruling elite were the warriors, who were responsible for protecting the tribe or kingdom from external threats. Warriors were highly respected and held positions of honour in the society.

The common people in Iron Age Britain were divided into two broad categories: free people and slaves. Free people included a range of individuals, from small-scale farmers and craftsmen to merchants and traders. Slaves were typically captured in warfare or were born into slavery.

There were also middle classes in Iron Age Britain, including skilled craftsmen, traders, and other professionals. Gender roles were also an important aspect of the Iron Age social structure, with men typically holding positions of power and authority. Women were often relegated to more domestic roles, although there were exceptions, with women holding positions of power and influence.

Episode 9 -- How decisions were made in small Iron Age communities

Teacher background reading

In small Iron Age communities, decisions were typically made through a combination of communal gatherings and the influence of key leaders:

- Tribal Leaders and Elders: Often, a council of elders or a chief would hold significant power in decision-making. These leaders were usually the most experienced and respected members of the community.
- Assemblies: Community members might gather in assemblies to discuss important matters. These gatherings allowed for communal participation and ensured that various perspectives were considered.
- Consensus: In many cases, decisions were made by consensus, especially in smaller communities where the opinions of each member were valued. This approach helped maintain harmony and cohesion within the group.
- Role of Warriors: Warriors or strongmen in the community could also have a say in decisions, especially those related to defence and conflict.
- Religious Leaders: Druids or shamans often played a crucial role in decision-making, particularly in spiritual or ritualistic matters.
- Practical Necessity: Decisions regarding agriculture, settlement, and daily activities were often driven by practical necessity and collective experience.

These mechanisms varied from one region to another and depended on the specific cultural and social structure of each Iron Age community.

Episode 10 -- Crime and Punishment

Teacher background reading

In the Iron Age, crime and punishment varied widely depending on the specific culture and region. However, some general patterns and practices can be identified.

Common Crimes

- Theft: Stealing food, livestock, or valuable items.
- Violence: Acts of violence including murder, assault, and raiding.
- Disobedience: Failing to follow the orders of tribal leaders or violating communal rules.
- Property Damage: Destroying or damaging property, including crops and dwellings.

Forms of Punishment

- Fines and Compensation: Offenders were often required to pay fines or compensation to the victim or their family. This was common in many Germanic and

Celtic tribes, where "wergild" (man price) was a practice for compensating the family of a murdered person.

- Public Humiliation: Offenders might be subjected to public shaming, such as being placed in stocks or forced to perform humiliating tasks.
- Exile: Serious offenders could be banished from the community, which was effectively a death sentence in harsh climates.
- Physical Punishment: This included flogging, branding, or mutilation (e.g. cutting off a hand for theft).
- Execution: For the most severe crimes, such as murder or treason, the death penalty was sometimes administered.
- Restitution and Labour: Offenders might be required to work for the victim or the community as a form of restitution.

Legal Processes

- Tribal Councils and Assemblies: Decisions about guilt and punishment were often made by tribal councils or assemblies of elders.
- Oaths and Ordeals: In some cases, oaths and ordeals were used to determine guilt. An accused person might swear an oath of innocence or undergo an ordeal to prove their innocence.
- Kinship and Clan Systems: In many Iron Age societies, kinship and clan systems played a significant role in administering justice. Families or clans would take responsibility for the actions of their members.

Episode 11 -- DT lesson: making Iron Age artefacts

Teacher background reading

Materials Needed: Clay or modelling material; aluminium foil; cardboard; paints and brushes; sculpting tools; reference images of Iron Age artefacts; safety gloves and aprons; glue and adhesives; sandpaper; markers and pencils; design worksheets.

Design Phase (20 minutes)

Hand out design worksheets and reference images. Ask students to sketch their artefact designs, considering details like shape, size, and decoration. Encourage creativity while keeping historical accuracy in mind.

Creation Phase (60 minutes)

Distribute materials and ensure each student has the necessary tools and safety equipment. Guide students through the process of shaping their artefacts using clay or other modelling materials. Demonstrate techniques for creating textures and details. Once the basic shapes are complete, show students how to use paint and other materials to decorate their artefacts. Allow time for the artefacts to dry and set.

Episode 11 -- Celtic Deities

Teacher background reading

Lugh

A prominent deity associated with many skills, including craftsmanship, warfare, and the arts. Often celebrated during the festival of Lughnasadh, which marked the beginning of the harvest season.

Brigid (Brigantia)

The goddess of healing, poetry, and smithcraft. Also associated with fire and the hearth. Her festival, Imbolc, celebrated the start of spring and was marked by rituals promoting fertility and purification.

Cernunnos

Known as the "Horned One," a god of nature, fertility, animals, and the underworld. Depictions often show him with antlers, seated in a cross-legged position, surrounded by animals.

Epona

The goddess of horses, fertility, and protector of travellers. Particularly venerated by the cavalry.

Taranis

A god of thunder and the sky, often associated with the wheel and the lightning bolt. Offerings to Taranis were made to ensure favourable weather and protection in battle.

Maponus

A god of youth and music. His worship was centred around northern Britain, associated with healing springs and sacred wells.

Sulis Minerva

Sulis was a local goddess of healing waters, worshipped at the thermal springs in Bath. The Romans later equated her with Minerva, the Roman goddess of wisdom and warfare.

Nodens

A god associated with healing, hunting, and the sea. Worshipped at a temple complex at Lydney Park in Gloucestershire.

Episode 11 -- A burial ceremony in Iron Age Britain

Teacher background reading

Preparation

- Body Preparation: The body of the deceased would be carefully washed, dressed in their finest clothes, and adorned with jewellery or other significant items. In some cases, the body might be painted or anointed with oils and perfumes.
- Grave Goods: Items believed to be useful in the afterlife, such as weapons, tools, pottery, food, and drink, would be placed with the body. High-status individuals might be buried with more elaborate goods, including imported items and treasures.

Ceremony

- Gathering: The community would gather at the burial site, which could be a barrow (burial mound), a cist (stone-lined grave), or a chamber tomb. The gathering could take place at dawn or dusk, times of day associated with transitions and the spirit world.
- Procession: The body would be carried in a solemn procession to the burial site, often accompanied by mourners chanting, singing, or playing musical instruments. Torches or fires might be used to light the way.
- Rituals and Prayers: A Druid or another spiritual leader would conduct the ceremony, offering prayers and invocations to the gods and ancestors. Rituals might include the sprinkling of water, the lighting of candles or fires, and the recitation of sacred texts or poetry.
- Offerings: Offerings of food, drink, and valuable items would be made to the gods and spirits to seek their favour and protection for the deceased.

Burial

- Interment: The body would be placed in the grave along with the grave goods. The grave would then be covered with earth, stones, or a constructed barrow, creating a visible monument.
- Eulogies and Laments: Family members and close friends might give eulogies, sharing stories and memories of the deceased. Laments, songs of mourning, could be sung to express grief and honour the life of the departed.

Post-Ceremony

- Feasting: A communal feast might follow the burial, symbolising the continuity of life and the unity of the community.
- Commemoration: Markers, stones, or wooden posts might be erected to commemorate the burial site. Over time, these markers could become focal points for additional rituals and offerings.

Symbolism and Beliefs

The ceremony would be designed to aid the deceased on their journey to the afterlife, ensuring they had everything they needed and were protected from malevolent spirits. Beliefs about the afterlife varied, but it was commonly thought that the dead would join their ancestors in a spiritual realm, continuing to watch over and influence the living.

Episode 12 -- Roman Centurions

Teacher background reading

Centurions were professional officers in the Roman army who commanded a "century," a unit typically consisting of 80 soldiers. They played a crucial role in maintaining discipline, leading troops in battle, and executing orders from higher command.

Ranks and Hierarchy

The Roman army had several ranks of centurions. The most senior centurion was the "Primus Pilus," who commanded the first cohort and was part of the legion's senior staff.

Equipment and Uniform

Centurions wore distinctive uniforms: a helmet often decorated with a transverse crest of feathers or horsehair indicating their rank; lorica segmentata or chainmail; a gladius (short sword) and pilum (javelin); a decorated belt (cingulum); and caligae (military sandals) with hobnails.

Leadership in Battle

In combat, centurions led from the front, demonstrating bravery and tactical acumen. They were responsible for maintaining the cohesion and effectiveness of their units, making quick decisions under pressure.

Episode 12 -- Claudius

Teacher background reading

Emperor Claudius had a strategic and calculated approach towards the tribes of Britain. His attitude can be summarised as follows:

- Strategic Expansion: Claudius viewed the conquest of Britain as a vital extension of the Roman Empire, aiming to enhance his prestige and secure his position as emperor.

- Diplomatic and Military Tactics: Claudius utilised both diplomatic and military strategies to deal with the tribes. While he prepared for military conquest, he also aimed to negotiate with tribal leaders.
- Demonstration of Power: Claudius wanted to demonstrate the might of the Roman Empire. The invasion of Britain in AD 43 was partly a show of strength, designed to intimidate the tribes.
- Pragmatic Governance: After the initial military successes, Claudius adopted a pragmatic approach to governance, seeking to integrate the tribes into the Roman administrative system.
- Economic Interests: Claudius recognised the economic potential of Britain, including its rich natural resources such as tin, lead, and agricultural produce.