

# Mantle of the Expert Planning Template

<b>Stage 1</b> Foundations ↓	1. Theme	Stone Age to Iron Age	
	2. Overview of the Students' Learning	3. Inquiry questions – social, political, philosophical, environmental, historical, religious, etc.	
	<ul style="list-style-type: none"> <li>- Study changes in Britain from the Stone Age to the Iron Age</li> <li>- Study life in a Neolithic hunter-gather community</li> <li>- Changes in technology between the Neolithic and Iron Age</li> <li>- Development of settlements between the Neolithic and Iron Age</li> <li>- Role of ceremonies, stories, music, and art in culture</li> <li>- Myth and memory – burial practices and rituals</li> <li>- Religion and belief – animism and relationship with nature</li> <li>- Changing landscape – flooding of Doggerland, the construction of stone monuments</li> <li>- Food and agriculture – changing diet, farming of animals and crops</li> </ul>	<ul style="list-style-type: none"> <li>- How did society change over the period between the Stone Age and the Iron Age?</li> <li>- How did changes in the climate affect the environment, the landscape, and people's lives?</li> <li>- What technology was there during this long period in time, how did it change, and how did these changes affect people's lives?</li> <li>- What skills and knowledge did people have and how did they pass them on to future generations?</li> <li>- What religious beliefs did people have and how did they practice them?</li> <li>- What do we know about the culture of prehistory society?</li> <li>- What remains from this period of the past? What can we know about these people and their society?</li> <li>- What is the work of archaeologists? How do they use artefacts to make meaning of the past?</li> <li>- How different were people of the past? In what ways are they similar?</li> <li>- What were prehistory settlements like? How did they change?</li> </ul>	
<b>Stage 2</b> Context ↓	4. The narrative	5. Expert Team	6. Client
	Three parts: 1. Many thousands of years ago a family live 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 and are welcomed and invited to make a new home. 2. Over time the settlement becomes a place of culture – developing religion, and the technology to make metal, art, and farming. Beside the settlement is a piece of land that becomes a holy site for burying the dead. 3. Eventually the people of the settlement leave and the place is forgotten. Thousands of years later the burial site is rediscovered and excavated by a team of archaeologists who uncover the settlement and build a visitors' centre for people interested in finding out more about the people who lived there.	Three 'teams': 1. A community of people living in Doggerland who are forced to flee when the land floods. 2. People living in an Iron Age settlement. 3. A team of archaeologists excavating an ancient burial site and designing a visitors' centre.	Three 'clients': 1. The people of the Doggerland community who need protecting on the long journey escaping the flood. 2. The tribal leader of the Iron Age community. 3. The local museum commissioning the archaeologists.
	7. Commission	8. Other points of view	
	Three commissions: 1. To successfully flee the floods and find a safe new home for the people of the Doggerland community. 2. To create a burial ceremony following the death of the ruler of the Iron Age settlement. 3. To excavate the burial mound of an Iron Age ruler and create a visitors' centre for people to learn about how life changed on the ancient site between the Stone Age and the Iron Age.	Three sets of people: 1. Other people living in the Doggerland community; the people of the settlement the refugees ask to join. 2. The people of the Iron Age community and others close by. 3. The visitors to the visitors' centre; the local media; local people who may be affected by the visitors; the owner of the land where the discovery was made.	

<p><b>Stage 3</b> Activities &amp; Curriculum Links ↓</p>	<p>9. Curriculum Links – subjects and content</p> <p>As well as history, there are opportunities here to link to other areas of the curriculum:</p> <ul style="list-style-type: none"> <li>- <b>Physical geography:</b> rivers, hills, mountains, sea, wetlands, etc. and how these change over time and how they are affected by climate change.</li> <li>- <b>Human geography:</b> types of settlement and land use, economic activity, use of natural resources, and how human beings interact with geography.</li> <li>- <b>Geography fieldwork:</b> using instruments to observe, measure, record and present human and physical features using a range of methods, including sketch maps, plans and graphs.</li> <li>- <b>Art and Design:</b> 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.</li> <li>- <b>Design and technology:</b> 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.</li> <li>- <b>Cooking and nutrition:</b> 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 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.</li> <li>- <b>Music:</b> 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.</li> <li>- <b>Dance:</b> create and perform movement and dance using a range of patterns to accompany music performed to during these rituals and their purposes.</li> <li>- <b>Science – plants:</b> 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 role of plants and how people have used them over time (food, medicine, decoration, design, colours, etc.); the preservation of food; study changes in farming.</li> <li>- <b>Science – animals, including humans:</b> 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.</li> <li>- <b>Science – rocks:</b> 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.</li> <li>- <b>Science – light:</b> 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.</li> </ul>	<p>10. Literacy Links – reports, letters, newspaper, note-taking, directions, instructions, etc.</p> <p>This context can be used to create many opportunities for different kinds of writing, including:</p> <ul style="list-style-type: none"> <li>- <b>Storytelling:</b> telling the story of migration from Doggerland in the form of a saga or narrative adventure using a third person narrator; stories told around the fire (myths and legends; heroic tales, etc.)</li> <li>- <b>Descriptions:</b> a piece of writing, in the first person, told from the point-of-view of someone who was there. Descriptions might include: the landscape, an action (a hunt for example), an animal or a person encountered, a ritual or ceremony (the burial of a king for example). Students encouraged to use the elements of dramatic imagination – darkness/light, sound/silence, movement/stillness.</li> <li>- <b>Poetry:</b> a poem created in remembrance or a ritual or an aspect of nature (the seasons for example).</li> <li>- <b>In-character/role:</b> the voice of the queen as remembered by those who heard her speak.</li> <li>- <b>Explanation:</b> text written to explain to visitors to the centre. Examples might include farming techniques and the cooking of food; the building of shelters and the construction of monuments; the flooding of Doggerland; changes in technology from the Stone Age to the Iron Age; etc.</li> <li>- <b>Newspaper article:</b> recording the discovery of an Iron Age burial site and the work of archaeologists.</li> </ul> <p><b>Website links for further study:</b></p> <ul style="list-style-type: none"> <li>◦ Life in Doggerland - <a href="https://education.nationalgeographic.org/resource/doggerland/">https://education.nationalgeographic.org/resource/doggerland/</a></li> <li>◦ Tsunami - Storegg slides - <a href="https://www.theguardian.com/uk-news/2020/dec/01/evidence-life-on-doggerland-after-devastating-tsunamis-study">https://www.theguardian.com/uk-news/2020/dec/01/evidence-life-on-doggerland-after-devastating-tsunamis-study</a></li> <li>◦ Monuments - <a href="https://www.english-heritage.org.uk/learn/histories/prehistoric-monuments/">https://www.english-heritage.org.uk/learn/histories/prehistoric-monuments/</a></li> <li>◦ Grimes Graves - <a href="https://www.english-heritage.org.uk/visit/places/grimes-graves-prehistoric-flint-mine/history/">https://www.english-heritage.org.uk/visit/places/grimes-graves-prehistoric-flint-mine/history/</a></li> <li>◦ Grimes Graves ceremony - <a href="https://www.english-heritage.org.uk/visit/places/grimes-graves-prehistoric-flint-mine/history/ritual-mysteries/">https://www.english-heritage.org.uk/visit/places/grimes-graves-prehistoric-flint-mine/history/ritual-mysteries/</a></li> <li>◦ Food and feasting - <a href="https://www.english-heritage.org.uk/visit/places/stonehenge/history-and-stories/history/food-and-feasting-at-stonehenge/">https://www.english-heritage.org.uk/visit/places/stonehenge/history-and-stories/history/food-and-feasting-at-stonehenge/</a></li> <li>◦ Village - <a href="https://www.english-heritage.org.uk/visit/places/chysauster-ancient-village/history/">https://www.english-heritage.org.uk/visit/places/chysauster-ancient-village/history/</a></li> <li>◦ Daily life - <a href="https://www.english-heritage.org.uk/learn/story-of-england/prehistory/daily-life/">https://www.english-heritage.org.uk/learn/story-of-england/prehistory/daily-life/</a></li> <li>◦ Maiden Castle Hillfort - <a href="https://www.english-heritage.org.uk/visit/places/maiden-castle/history/">https://www.english-heritage.org.uk/visit/places/maiden-castle/history/</a></li> </ul>
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	<b>Stage 4: SEQUENCING</b>
1	<p><b>PART 1 – The Stone Age</b></p> <p>Introduction - Life in Doggerland: lowland water; fishing; gathering; small community; houses; Stone Age tools and weapons; domesticated dogs; small boats; cooking. Tensions: bad weather; floods; wild animals; injuries.</p> <p>Share the <a href="#">PowerPoint</a> (Stone Age to Iron Age) with the students at the same time use this narrative as an introduction:</p> <ol style="list-style-type: none"> <li>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.”</li> <li>2. Show map of Britain during the Ice age. (Image.1)</li> <li>3. “At this time people struggled to survive against the cold, against hunger, and against dangerous animals.”</li> <li>4. Show pictures of neolithic animals (Images 2,3,4,5)</li> <li>5. “If people had to move, they had no other option but to walk.”</li> <li>6. “Let me tell you about one community who had no choice. They lived on the land between what we now call Britain and Europe.”</li> <li>7. Show picture of neolithic community (Image 6).</li> <li>8. “What they didn’t know was that the ice was melting and the sea rising... It crept up on them gradually... The children were the first to notice, 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. Each day they went back until the stick disappeared under the water... soon the sea was only feet away from their home and the community realised they no other choice but to pack up and leave. Which was lucky because only a short time later the whole of this land was covered by water from a tsunami.” [Time Team: <a href="#">Britain’s Stone Age Tsunami</a>]</li> </ol> <p>Tasks: “If you were people in this community what would you take with you? Remember this is a long time before horse drawn carriages were invented, so you can only take what you can carry?”</p> <ol style="list-style-type: none"> <li>1. Spend time here talking about 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. Discuss the journey to higher, safer, land. Discuss the threats and challenges along the way (bad weather; floods; wild animals; injuries).</li> <li>2. “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 this long journey? How will you find food and not get lost? How will you deal with bad weather and difficult terrain.” [Share images of <a href="#">neolithic tools and weapons</a>]</li> <li>3. 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. 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 were the people in them. Remember paintings don’t move and they don’t make a sound.”</li> <li>4. Invite the students to write the ‘saga’ of the journey as if it were being told around a fire late at night by one of the ancestors: “Imagine, if along with the paintings, the ancestors told the story of the escape in the cave by the light of a fire. How would they tell it, do you think? Shall we have a go at writing the tale? Shall we start with the rising water?”</li> </ol>
2	<p><b>The settlement – a new home</b></p> <ol style="list-style-type: none"> <li>1. Ask the students to stand up and join you on the carpet.</li> <li>2. Narrate: “After many days of travel, the people of the Doggerland community saw the land begin to rise and on top of a hill, beside a river, they discovered people who had built a community of their own. Their houses were round, with walls of stone, and roofs made from wood. When they saw the people of Doggerland coming up the hill they came out to meet them, some of them carrying spears and bows and arrows. Not all of them looked welcoming...”</li> <li>3. Stand before the students and enact holding a spear. Say, “Who are you that disturb our people?”</li> <li>4. Converse with the students, representing 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 hill community.</li> <li>5. Ask, “What skills have you that we might need?” Discuss the kinds of skills they might have – hunting, fishing, making tools and weapons, medicine, etc.</li> </ol>

3	<p>The settlement - create the settlement (see Skara Brae) housing; geographical location; resources; memories; roles and jobs; routines; jewellery; flint mines (Grimes Graves).</p> <p>Create the hilltop settlement using a large green sheet, a blue ribbon, and pieces of A5 paper.</p> <ol style="list-style-type: none"> <li>1. Organise the students into a circle and lay down the green sheet. "I thought we could use this green sheet to make the hill for the hilltop settlement."</li> <li>2. Push some more material underneath the green sheet to make the hill. "This could be the hill where the settlement is built."</li> <li>3. Pick up the blue ribbon. "I thought this might be the river. Where shall we put it?" Discuss how the river follows the contours of the hill.</li> <li>4. Show the students the picture of the <a href="#">Skara Brae house</a>. "This is a picture of a house from Skara Brae, a Neolithic community discovered in Scotland. I thought the homes in this hilltop community might be similar. Can you see how the house is cut into the ground and a wooden roof built over the top?" Discuss.</li> <li>5. Ask the students to study the picture and each draw a house to add to the community.</li> <li>6. Introduce other constructions and places of interest to add to the settlement (show the students <a href="#">illustrations of a neolithic settlement</a>) – 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. Ask them to draw some of these.</li> <li>7. Talk to the students about the flint mines found at <a href="#">Grimes Graves</a> and ask them to draw the mines and add them to the map at the bottom of the hill.</li> </ol>
4	<p>Myth and memory – create cave paintings to depict life in the hilltop settlement and the escape from Doggerland.</p> <ol style="list-style-type: none"> <li>1. Look at <a href="#">stone age artwork</a> and how people used paintings to represent their lives, beliefs, and the animals they hunted.</li> <li>2. Create images in the style of cave paintings to depict the life of the people in the hilltop community and the journey of the people who escaped from Doggerland.</li> </ol>
5	<p>The Sacred Tree</p> <ol style="list-style-type: none"> <li>1. Draw or create with the students a drawing of a large oak tree.</li> <li>2. Narrate: "At the top of the hill, in the middle of the settlement, was an old tree. 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."</li> <li>3. Introduce the students to the <a href="#">beliefs of animism</a>.</li> <li>4. Share with the students <a href="#">ancient symbol design</a>.</li> <li>5. Students draw designs of their own to hang from the branches of the tree.</li> <li>6. Discuss and create a ritual for a significant time of the year (mid-summer, mid-winter, etc) using music and movement.</li> <li>7. Create a poem, read by a shaman during the ritual, and food to be eaten during the feast.</li> </ol>
6	<p>The terrible storm</p> <ol style="list-style-type: none"> <li>1. Narrate: "One night a terrible storm fell on the people of the hill. The roofs of their houses shook, hail and rain fell like rocks from the sky, and they huddled in their homes for protection... Suddenly they heard a terrible crack and a groan and an awful rendering and crashing of bark and branches... In the morning, as they came out into the light, they found the sacred tree had fallen, its trunk snapped and broken, its roots pointing up at the sky like twisted fingers... The people of the tribe fell to their knees and wept, wailing words of lamentation..."</li> <li>2. "The elders of the tribe ordered that the wood of the tree be shared out among the people of the tribe to keep them warm during the winter months and that a large stone be raised where the tree once stood at the centre of the settlement."</li> <li>3. Draw the outline of the stone on a large sheet of grey paper. "Once the stone was raised, 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 and the stone became their new link between the world of people and the world of nature."</li> <li>4. Students write a description of the storm using the six elements of dramatic imagination.</li> </ol>
7	<p><b>PART 2 – The Iron Age</b></p> <p>The settlement changes:</p> <ol style="list-style-type: none"> <li>1. Sitting with the students around the drawing of the stone, narrate: "Many thousands of years passed. The original houses of the hill people collapsed and were replaced, many, many times, with new houses. An earth embankment was built and a high wooden fence to enclose the settlement. Animals – cows, sheep, chickens, and pigs – were farmed in the fields, and crops were planted - wheat, barley, peas, flax, and beans. New buildings were constructed alongside the new houses for the new technologies of metal work and clay pottery. At the centre of the community was an ancient, weather worn rock, decorated with fading symbols carved by people long, long ago. The people of the settlement revered the stone and left offering of food and meat at certain times of the year, but the stone's true meaning and magic was long forgotten."</li> </ol>

	<ol style="list-style-type: none"> <li>2. Share with the students images of an <a href="#">iron age settlement and hill fort</a>.</li> <li>3. Looking at the images, the students create drawings of Iron Age buildings of the settlement including round houses, fortifications, and fields with animals and crops.</li> <li>4. Look at a <a href="#">timeline between the Stone Age and the Iron Age</a>.</li> </ol>
8	<p>Death of a queen:</p> <p>[Find information here on <a href="#">Prehistoric barrows and burial mounds</a>].</p> <ol style="list-style-type: none"> <li>1. “At the bottom of the hill, in a field by the river, was a circle of small round hills. Each one covered, at certain times of the year, with golden flowers. These were the resting places of the rulers of the tribe who were buried here 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, where gifts and offerings – weapons, and jewellery, and clay pots, and animal bones - some carved and decorated with beautiful shapes and symbols.”</li> <li>2. Share with the students some of the <a href="#">artefacts found in Iron Age burial mounds</a>.</li> <li>3. “One of the mounds was recently dug and the stone door lay open. Standing in two lines, by the light of burning torches, are the people of tribe who have come to lay rest their queen who has recently died. They carry with them, objects of all kinds to lay beside her body.”</li> <li>4. The students make artefacts to be left in the tomb. These could be either drawn or made in design-technology.</li> <li>5. Create an animist ceremony with the students, including words spoken, music, and ritual.</li> </ol>
9	<p><b>PART 3 – The archaeologists</b></p> <p>Many years later a team of archaeologists uncover the burial mound, discovering artefacts left with the dead. Resources: print out the <a href="#">skull</a> and <a href="#">bones</a> that come with this unit.</p> <ol style="list-style-type: none"> <li>1. Mark out a rectangle on the floor of the classroom using masking tape. Ask the students to sit around the tape.</li> <li>2. Narrate: “Two thousands years passed. The people of the hill disappeared, their homes crumbled, the sacred stone that once stood at the centre of their community was worn away by wind and rain until the runes that decorated its surface were no more than faint unreadable lines. Countless generations came and went and the people of the hill, their beliefs, their memories, their hopes and their fears were long forgotten. The field at the bottom of the hill, by the river, is now owned by a farmer who grazes his sheep there. The burial mounds have been flattened by time and when the farmer drives his tractor over the field he barely notices the slopes and the bumps... That is until one day, after a heavy rainfall, he notices a hole has appeared in the field, not a big one, but one he couldn’t miss, especially when his dog, Shep, begins sniffing around it... The farmer jumps down off his tractor and looks down into the hole. It seems quite deep and when he shines the torch on his phone down, something glitters. Something gold!”</li> <li>3. “Luckily the farmer knows what to do and he calls the local museum. They send down a team of archaeologists and they begin to dig. What they find is remarkable.”</li> <li>4. Show the students the picture of the skull and ask one of them to place it inside the masking tape.</li> <li>5. Show them the other bones and ask different students to lay the bones inside the tape.</li> <li>6. Ask, “What do you suppose the archaeologists will make of this?” Discuss.</li> <li>7. Lay out the artefacts made by the students in step 8 and discuss how they would look now, after two thousand years under ground. Show the students <a href="#">pictures of iron age artifacts</a> and this <a href="#">piece of film</a>. Discuss.</li> <li>8. Students create a newspaper report, including descriptions of the site and interviews with the farmer and the archaeologists.</li> </ol>
10	<p>The Visitors’ centre.</p> <p>After the excavation, the archaeologists design an exhibition centre. Telling people about the burial mound and the community of people who lived on the hill for thousands of years. The exhibition includes a timeline explaining the passage of time – Stone Age, Bronze Age, and Iron Age – and the changes in technology, farming, buildings, and culture that happened over that period.</p>