

INTRODUCTION

The History National Curriculum introduced in 2014 is very prescriptive and very flexible, at the same time. It is prescriptive in stating clearly which units to teach – Britain from Stone Age to Iron Age, for example. However, once you strip out the non-statutory guidance and examples, you have a very free hand in deciding content. That can be a challenge, but it also provides you with great flexibility to devise your own curriculum to meet the needs of your children and situation.

WHAT DO I HAVE TO TEACH?

It is perhaps easier to split content into two: British and non-British.

THE BRITISH UNITS ARE:

- 1 Stone Age to Iron Age
- 2 Roman Empire, with particular reference to Britain
- 3 Britain's settlement by Anglo-Saxons and Scots
- 4 Anglo-Saxon and Viking struggle for control of England
- 5 One unit that extends study beyond 1066
- 6 A Local History study

THE NON-BRITISH UNITS ARE:

- 7 An overview of Ancient Civilisations and a study of one of Sumer, Shang, Egypt or Indus Valley
- 8 A non-European society – a study of one of Baghdad, Benin, or the Mayans, circa 900AD
- 9 Ancient Greece and its influence

THE PURPOSE OF STUDYING HISTORY

The very first paragraph of the History document, labelled ‘purpose of study,’ is extremely important. It states:

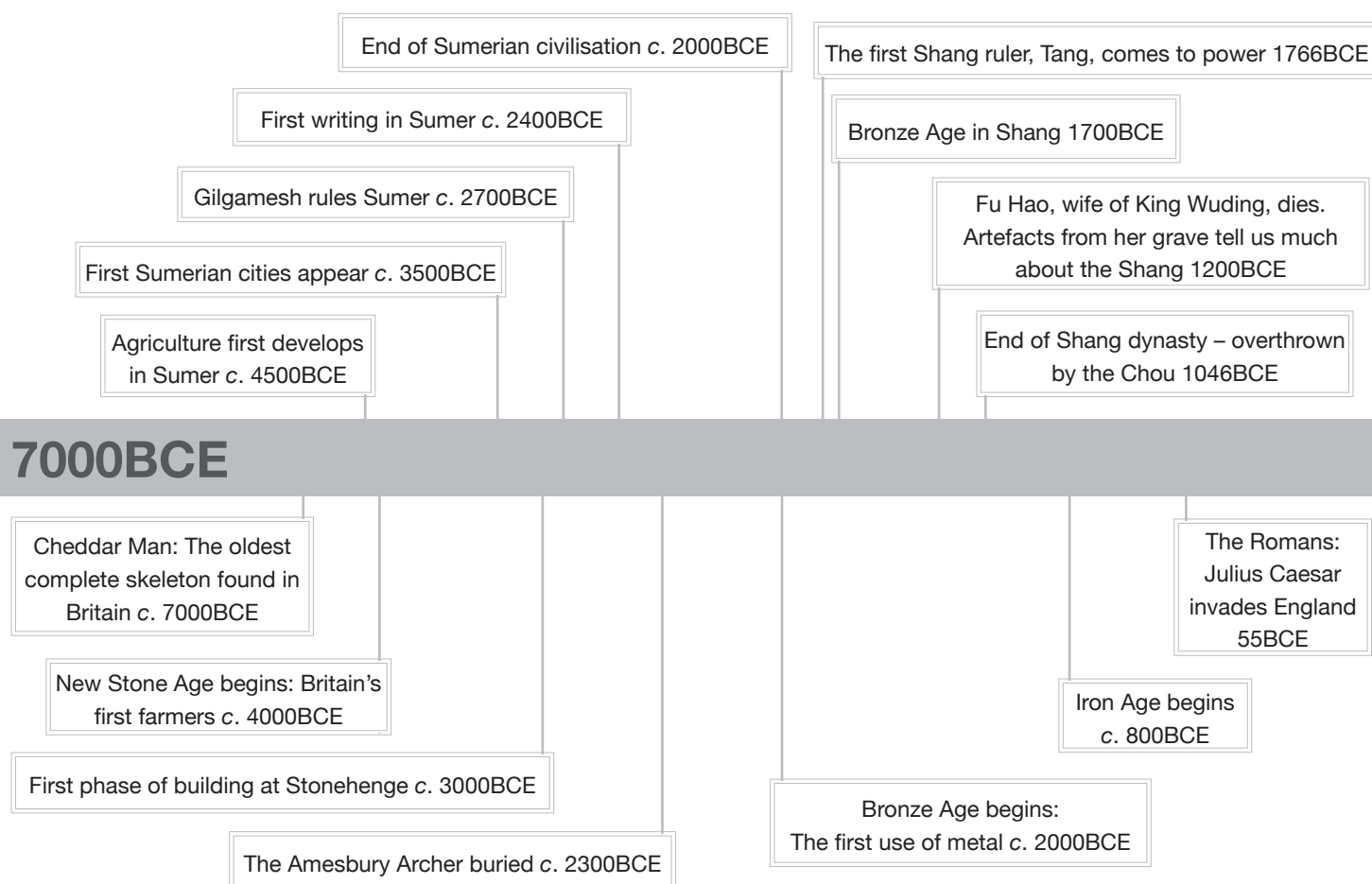
‘A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of peoples’ lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.’

This is an excellent basis on which to approach teaching history in your own school. It emphasises several attributes of great history that ought to be considered.

- a** The need to develop a coherent knowledge and understanding of the history of Britain and the world. How do you help children to see how each of the units studied fits together to form the ‘Big Picture’ of history?
- b** There is a need to inspire curiosity. Children like studying history, so how can you build on that to get them investigating mysteries, tracking down evidence, wanting to know ‘what happens next?’
- c** It emphasises that the children should be asking the questions, not the teacher. That doesn’t mean abrogating responsibility for planning to the children, but helping them to develop the skills to ask good ‘history’ questions about a topic or idea.
- d** It puts great store on the need to use evidence critically, to consider arguments, to understand that there is always more than one point of view in history. History is contested – historians argue about what happened and why. Most subjects in school have one correct answer. History gives children the opportunity to hypothesise, to reach their own conclusions based on the evidence they have.
- e** It conveys that history is complicated – sometimes simplifying the story too much does children a disservice

The ‘purpose of study’ statement might make an interesting CPD activity for the Subject Co-ordinator to use with colleagues. Present them with the ‘purpose of study’ paragraph – either as it is or in bullet point form – and ask them where in their schemes of work do they help pupils develop these skills. One thing is for certain – if all this is regularly happening in history lessons then the subject will be thriving in your school.

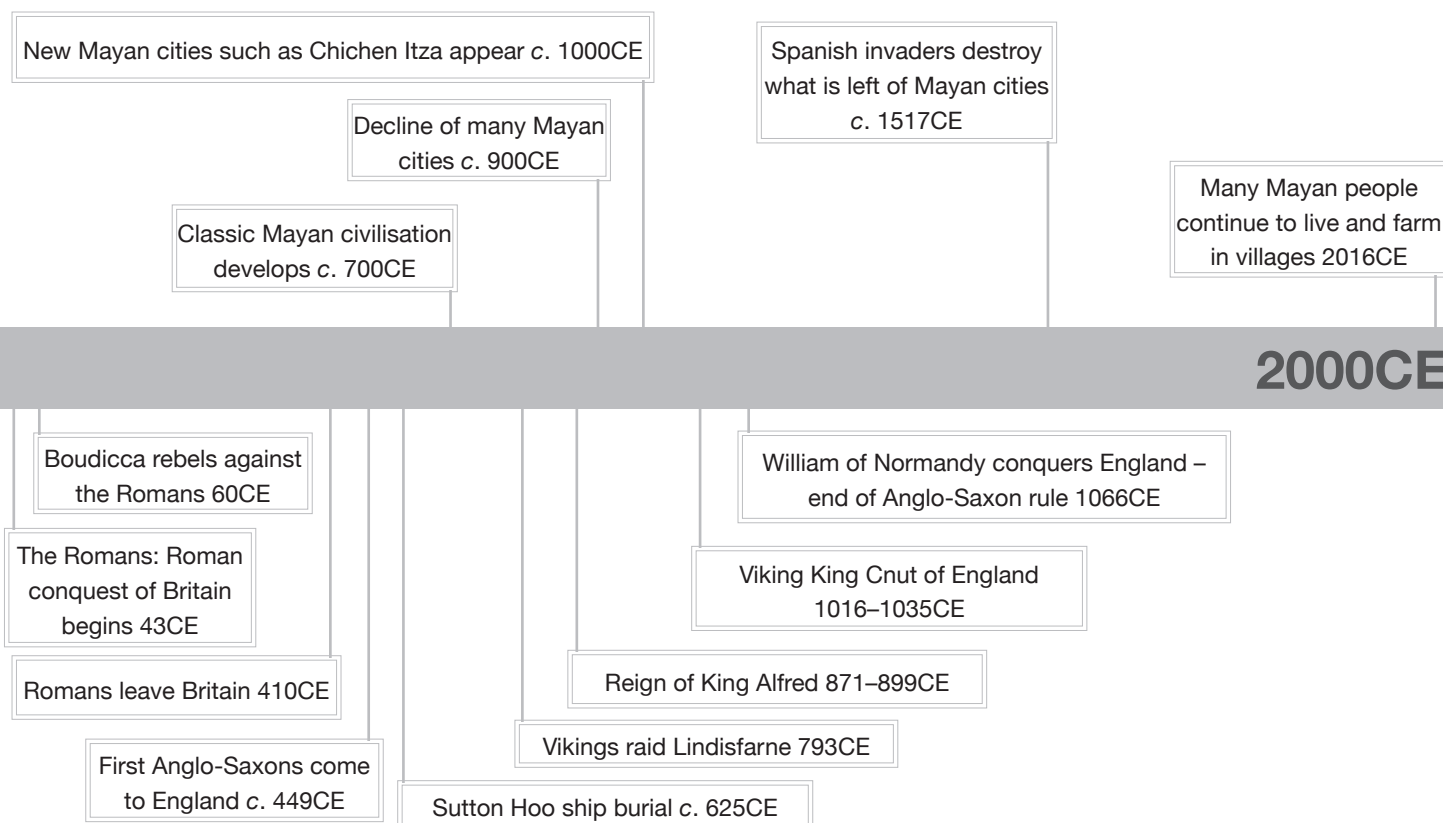
HOW DOES IT ALL FIT TOGETHER?



It is extremely difficult for children to understand how the different units of history fit together. A timeline like this can help them appreciate what was going on elsewhere in the world at the same time as, for example, the Iron Age begins in Britain. It also helps them to see a sequence of events, and the long timescales involved. The Anglo-Saxon period, for example, lasted around 600 years – a much longer period than the Vikings. It also helps them see that for nearly 300 years both Anglo-Saxons and Vikings lived and fought in England at the same time.

NB: some historians use the terms BCE (Before the Common Era) and CE (Common Era) instead of BC and AD. That principle is adopted in this set of teacher notes and in the books it accompanies.

Another really useful way to show what was happening at a specific period in different parts of the world is by using the free online computer program *Time Maps* (<http://www.timemaps.com>) where you can select the date and the map you wish to study. Maps are supported by simple text summaries explaining what was happening in that part of the world at that time. It is all part of helping children develop that coherent picture of British and World history stated in the 'purpose of study' paragraph.



MAKING LINKS BETWEEN HISTORY TOPICS

Good teaching happens when children see the relevance of what they are being asked to do and/or it builds on what they already know, hence it is important to build on previous work in history. This might mean revisiting work done in Key Stage 1, or it might mean starting to study a new topic via some aspect of a previously-studied topic in Key Stage 2. For example, when studying the Shang and its use of bronze weapons and artefacts, it might be helpful to start the discussion by revisiting Bronze Age Britain. What tools were used? How were they made? Who owned them? How do you know? You might have used this clip from the **BBC** website: <http://www.bbc.co.uk/programmes/p00fcwbg>, which shows a modern worker making a Bronze Age sword in the traditional way. You will have discussed the differences having a bronze sword made to people, and the impact of metal-making on society. Use that as a way into studying the Shang. Does that help to explain why the Shang was such a successful dynasty in early China? What do you *already know* about the Bronze Age that makes it different from the Stone Age? And what questions does that encourage us to ask about the Shang? Use the children's knowledge of Bronze Age Britain to set the agenda for your study of the Shang.

Similar links might be made between Stone Age Britain and the Mayans, who were also a Stone Age society, or between the Roman Empire and the Sumer Empire. Sumer was, after all, the first empire in history until its decline in around 2000BCE; and the Roman Empire was the biggest the world had ever seen until the British Empire of the Victorian period. What are the similarities and, equally important, the differences between these empires? And having been so successful, why did they fail? Can you begin to see any patterns in your study of history?

ROMANS, ANGLO-SAXONS AND VIKINGS

You might also profitably make links between British history topics too. Romans, Anglo-Saxons and Vikings all came to conquer and settle in Britain within a relatively short period of history. Why did they come? Was it to conquer, to trade, to settle, or for any other reason? Were they 'pushed' out of their own countries, and if so, for what reason? Or were they 'pulled' to Britain by its wealth or land? This might of course be linked meaningfully to migration today. Why are so many people coming to Europe at the present time? Why are some classified as 'refugees' and some as 'economic migrants'? What is the difference? Why is migration seen as a problem today? Was it seen as a problem by the Celts when the Romans came, or by the Anglo-Saxons when the Vikings started to take over the country? Again, the study of each separate topic can be deepened by linking to present-day issues, and to other topics where similar events occurred.

THE POST-1066 UNIT: HOW MIGHT THIS BE INCORPORATED INTO THE HISTORY CURRICULUM?

Some schools are using this unit to continue to study the Tudors, the Vikings or World War Two – popular topics from their existing curriculum – and there is nothing wrong with that. It is the ideal opportunity to continue to study these topics, as long as you make some links to earlier periods of time. But this may be missing a trick because the idea of the unit, as expressed in the National Curriculum, is to *extend pupils' chronological knowledge beyond 1066*. And perhaps the best way to do that is to take a theme that you have picked out in your other British units – houses, clothing, transport, medicine, crime and punishment, or poverty, for example – and continue that theme into Medieval and Modern times. That way you really do help your children to get the 'Big Picture' of history and see the continuities and changes over a long period of time. You also help them develop a sense of period as well as a sense of chronology. What was distinctive about a period, how was it different to another time? If you have studied what it was like to be a child, for example, in Stone Age, Roman, Anglo-Saxon and Viking times, it is relatively easy to put together a unit building on that and looking at childhood in Tudor, Victorian and 20th century times. It is also an excellent way of pulling together the whole Key Stage 2 history course, showing how much you value previous learning and how you can use that to take your learning further.

THE LOCAL HISTORY UNIT

There is huge scope in how you teach the Local History unit, and schools are tackling it in different ways. You might use the Local History unit to keep your Victorians, or Tudors or World War Two unit – but you *must* make sure it is a local study. You might spend a term looking at your neighbourhood, a local church, cathedral or castle, and again use this to extend study beyond 1066. It is helpful to link events at a local level to the national picture. Questions like 'How similar was World War Two in my village to elsewhere in Britain?' help do this. Again, it is crucial to make links with such buildings or events in previous times to make the most out of teaching the unit this way. Probably the most popular way of teaching local history is to incorporate it into another British unit. For instance, you could take a local Stone Age to Iron Age feature and study that while doing the Stone Age topic; visiting and studying an Iron Age hill fort, Roman

villa or Anglo-Saxon burial nearby, again while studying the main topic. This has several advantages: incorporating local history into other units reduces by one the total number of units you need to study; it brings relevance to a period that might seem a long, long time ago because the children can see the Iron Age with their very own eyes; and it allows you to use local expertise, e.g. the local history society, your local museum or living history venue, or even a re-enactor.

MAKING LINKS BETWEEN SUBJECTS

GEOGRAPHY

As well as making links between different history topics, it is also beneficial to make links between history and other subjects. 'Rivers', for example, is a key topic in the geography curriculum. It is very difficult to make sense of the rise of Sumer without appreciating the part played by the rivers Euphrates and Tigris. The Ancient Greeks called Sumer 'Mesopotamia' or 'the land between two rivers'. Like in Egypt, the water of these rivers was essential for irrigation to allow food to be grown and sold – the basis of the wealth of the region. Another key link with geography might be through studying the Mayans of Central America. The Americas is the continent specified for study at Key Stage 2, so why not study the rainforest of either Central America or Brazil? Studying the rainforest will also enhance understanding of how well the Mayans adapted to living in a challenging environment. The choice of Ancient Civilisation and non-European society can also help with another aspect of the geography curriculum: knowing the major countries, cities, mountains, rivers, etc. of the world. By choosing the Shang, for example, you are focusing on a part of Asia otherwise not looked at in the curriculum, thus giving a relevance to studying the Himalayas, the Yellow River, and the location of Russia, India, China and Japan today.

OTHER SUBJECTS

The role of story in history, and the popularity of historical fiction, make it obvious that history and literacy fit well. You can use fiction to develop extended writing and, at the same time, increase knowledge and understanding of the world of history. Stories such as how King Alfred burnt the cakes are widely told and believed – even if it is almost certainly untrue! The story first appears in the 12th century and is meant to show what a wise king Alfred was, rather than a literal account of what happened. Developments in science and technology have a historical framework too, and you might use inventors and inventions as examples of significant people or events within your KS2 topics.

HISTORY AND BRITISH VALUES

Guidance on promoting British values in schools (November 2014 Government publication) notes that schools have a duty to 'actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs...'

The one thing a good history education really helps develop is an understanding of diversity and tolerance; of the differences both within and between people. The content you choose to study in history also has a part to play in helping develop British values. A study of Baghdad c. 900CE helps develop a very different perspective of the Muslim world than the one that is widely-held today. Significance is a powerful concept here – why are you studying this topic, as opposed to that? Why is it important and to whom? Interpretations also show that it is perfectly acceptable to hold different views – as long as they are supported by reasoned evidence – of the same event or person. Neither is necessarily wrong, just different, and needs to be supported with evidence not just heresay.



WHAT MAKES GOOD HISTORY IN THE KEY STAGE 2 CLASSROOM?

The 'purpose of study' paragraph goes some way to answering this question as it suggests what children should be encouraged to do while studying history. The other key suggestion is to plan in big blocks of time what are commonly called 'enquiries'. So a study of the Vikings might be an enquiry over several weeks with the title *'The Vikings: just how bad were they?'* You will find a title like this will immediately inspire curiosity in your pupils, and they already have a 'hook' on which to hang their questions. It will also give a structure because if they were 'bad' does that mean none of them were 'good'? Or perhaps it means that in the early period they were 'bad,' and in later times they were 'good'? Remember, you want the children to ask perceptive questions, weigh evidence, and reach a judgement. If you get the enquiry question right you are half-way there!

So what might an enquiry look like in a Key Stage 2 history classroom? To begin with you need an intriguing and worthwhile question, something worth spending time on. Next, you need to find some evidence or interpretations that help you answer the question. You need to do something with that evidence – throw some out, find some more, decide why you find this piece of evidence useful and not that piece – before reaching a conclusion. Finally, how are you going to present your answer to the question. Younger children might need to be told: you are writing two pages; you are making a PowerPoint presentation; a web page; a poster; etc. Older children should be in a position to make up their own mind.

THE STEPS OF A GOOD HISTORY ENQUIRY

- 1 *Setting the motivating challenge*
- 2 *Gathering information*
- 3 *Using the information*
- 4 *Making judgements*
- 5 *Communicating understanding*

Something to remember is that sometimes historians find more – and contradictory – evidence. How would your pupils react if they reach their conclusion – the Vikings were really 'bad' – only to discover or be given lots of new evidence suggesting they were 'good'? Do you give them the opportunity to change their mind or review their conclusion? After all, it's already been pointed out that one of the exciting things about history is that there is often no one correct answer. The answer you reach depends on which evidence you find and which you accept as useful for your enquiry.

ASKING QUESTIONS

Obviously, questions are important in the classroom. They help to ascertain understanding, they provoke thought and discussion, and they help refine thinking. But it is especially important in history that they are **open** questions rather than closed ones. 'Why is that?', 'Can you explain what would have happened if...?', 'What do you think...?', 'How would he have found out...?' are all ways of sparking debate, of opening rather than closing discussion, and making pupils consider the topic in a more rounded way.

SKILLS AND CONCEPTS

History is not just about content; it is also about skills and concepts. These are listed clearly in the history curriculum document and need to be included in the planning process. Pupils need the opportunity to revisit these skills throughout Key Stage 2, and to be given the opportunity to master them. Each year should include opportunities for children to develop these skills at an appropriate level. This book's coverage of these skills and concepts are included in the Focus Skills chart on page 13.

HISTORY SKILLS AND CONCEPTS

Chronological understanding and a sense of period

Accurate use of historical terminology and words

Using evidence to reach a conclusion

Writing and presenting a clear conclusion

Interpretations of history – how and why they differ

Continuity and change both within and between periods

Cause and consequence

Similarity and difference

Diversity

Significance

GETTING BETTER AT HISTORY

Getting better at history does not just mean knowing more stuff, such as knowing about the Vikings as well as the Anglo-Saxons. It is much more than that. It includes a more detailed understanding of a period of history, and how it relates to another. It involves using sources and interpretations in a more inquisitive way. It involves more independence in learning; in asking meaningful historical questions; in producing lines of argument; in deciding what content to include in an enquiry and what to leave out; and in deciding for oneself how to present the results of an historical activity.

Of course, younger children will need more scaffolding in order to do this than older children, but you need to be able to see a progression in these historical skills from Year 3 to Year 6. That means children need the opportunity to revisit these skills from time to time, in order to be able to get better at them.

It is up to you as a school to decide where, and when, the children will be doing these activities, and thus to assess whether or not they are getting better.

Jamie Byrom has written more detailed guidance on these skills, and some suggestions on what it means to get better at each of them, on the **Historical Association** website at: http://www.history.org.uk/resources/primary_resource_7879.html. A Progression in History grid from the **Historical Association** has been reproduced for you on the following page.

PROGRESSION IN HISTORY

WORK LIKELY IN...	EARLY YEARS...	WORK LIKELY AT KS1 TO...	WORK LIKELY AT KS2 TO...
1 CHRONOLOGICAL KNOWLEDGE / UNDERSTANDING (INCLUDING CHARACTERISTIC FEATURES OF PERIODS)	<ul style="list-style-type: none"> Use everyday language related to time Order and sequence familiar events Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in lives of family members 	<ul style="list-style-type: none"> Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods 	<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time
2 HISTORICAL TERMS, E.G. EMPIRE, PEASANT	<ul style="list-style-type: none"> Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. 	<ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms 	<ul style="list-style-type: none"> Develop the appropriate use of historical terms
3 HISTORICAL ENQUIRY – USING EVIDENCE / COMMUNICATING IDEAS	<ul style="list-style-type: none"> Be curious about people and show interest in stories Answer 'how' and 'why' questions ... in response to stories or events. Explain own knowledge and understanding, and asks appropriate questions. Know that information can be retrieved from books and computers Record, using marks they can interpret and explain 	<ul style="list-style-type: none"> Ask and answer questions Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below) 	<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources Construct informed responses by ... Selecting and organising relevant historical information
4 INTERPRETATIONS OF HISTORY		<ul style="list-style-type: none"> Identify different ways in which the past is represented 	<ul style="list-style-type: none"> Understand that different versions of the past may exist, giving some reasons for this
* 5 – QUESTIONS RELATE TO THESE KEY CONCEPTS THAT UNDERPIN ALL HISTORICAL ENQUIRY, DEVELOPED THROUGH REGULAR RE-VISITING IN A RANGE OF CONTEXTS:			
5a CONTINUITY AND CHANGE IN AND BETWEEN PERIODS	<ul style="list-style-type: none"> Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time 	<ul style="list-style-type: none"> Identify similarities / differences between ways of life at different times 	<ul style="list-style-type: none"> Describe / make links between main events, situations and changes within and across different periods/societies
5b CAUSE AND CONSEQUENCE	<ul style="list-style-type: none"> Question why things happen and give explanations 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result 	<ul style="list-style-type: none"> Identify and give reasons for, results of, historical events, situations, changes
5c SIMILARITY / DIFFERENCE WITHIN A PERIOD/SITUATION (DIVERSITY)	<ul style="list-style-type: none"> Know about similarities and differences between themselves and others, and among families, communities and traditions 	<ul style="list-style-type: none"> Make simple observations about different types of people, events, beliefs within a society 	<ul style="list-style-type: none"> Describe social, cultural, religious and ethnic diversity in Britain & the wider world
5d SIGNIFICANCE OF EVENTS / PEOPLE	<ul style="list-style-type: none"> Recognise and describe special times or events for family or friends 	<ul style="list-style-type: none"> Talk about who was important e.g. in a simple historical account 	<ul style="list-style-type: none"> Identify historically significant people and events in situations

(N.B. All text in italics is non-statutory, including everything in the Early Years column, drawn from non-statutory guidance.)

FOCUS SKILLS IN KS2 HISTORY TEACHER BOOK BY UNIT

FOCUS SKILL	STONE AGE TO IRON AGE BRITAIN	THE CELTS	ROMAN BRITAIN	ANGLO-SAXONS AND VIKINGS	CRIME AND PUNISHMENT IN BRITAIN	THE SHANG DYNASTY	SUMERIAN CIVILISATION	THE MAYANS
CHRONOLOGICAL KNOWLEDGE / UNDERSTANDING	✓	✓	✓	✓	✓	✓	✓	✓
HISTORICAL TERMS	✓	✓	✓	✓	✓	✓	✓	✓
HISTORICAL ENQUIRY – USING EVIDENCE / COMMUNICATING IDEAS	✓	✓	✓	✓	✓	✓	✓	✓
INTERPRETATIONS OF HISTORY	✓	✓	✓	✓			✓	✓
CONTINUITY AND CHANGE IN AND BETWEEN PERIODS	✓	✓	✓		✓			✓
CAUSE AND CONSEQUENCE			✓	✓		✓	✓	✓
SIMILARITY / DIFFERENCE WITHIN A PERIOD/SITUATION (DIVERSITY)	✓			✓			✓	
SIGNIFICANCE OF EVENTS / PEOPLE	✓	✓		✓		✓	✓	

SOME SUGGESTED RESOURCES

The **Historical Association** (www.history.org.uk) is the subject association for history teachers. Its journal, *Primary History*, is published three times a year for members and is full of ideas, support and helpful suggestions for teaching the primary history curriculum. The primary section of the website also has podcasts, schemes of work and many other resources to support the history curriculum.

The **British Museum**, like many national museums, has an amazing collection of artefacts, but also a brilliant website containing images, help and information about most of the units in the National Curriculum.

Don't forget your **local museum**. My local museum, **The Collection**, in Lincoln, has a terrific collection of Stone Age to Iron Age exhibits. Some local museums have 'loan boxes' and allow you to borrow artefacts for a term. They may even be able to come visit you, rather than you taking the school to them!

Your **local history society** will know all about sites and remains in the local area, and someone will have been researching that Iron Age fort for years. They will be able to supply photos, plans, dates and knowledge to help you plan. And don't forget the **British Association of Local History** (BALH) whose website will be able to put you in touch with local societies.

Some commercial firms, like TTS or Scholastic, for example, sell replica artefacts for many of the periods in the curriculum, or activities designed to help you teach unfamiliar topics. You can buy a set of history vocabulary cards, for example, to help children develop appropriate use of history terms.

Historical re-enactors are often keen to come into your school for a day or a half-day providing 'hands-on' activities and a great way to develop a sense of period. These can be expensive, so make sure they are worth it before booking. Word of mouth is a brilliant way to find out if an enactor, as well as being a terrific Viking, can also communicate effectively with children. Some are better at it than others!

UNIT 1 STONE AGE TO IRON AGE BRITAIN

8000BC

6000BC

4000BC

Howick House built

Cheddar Man

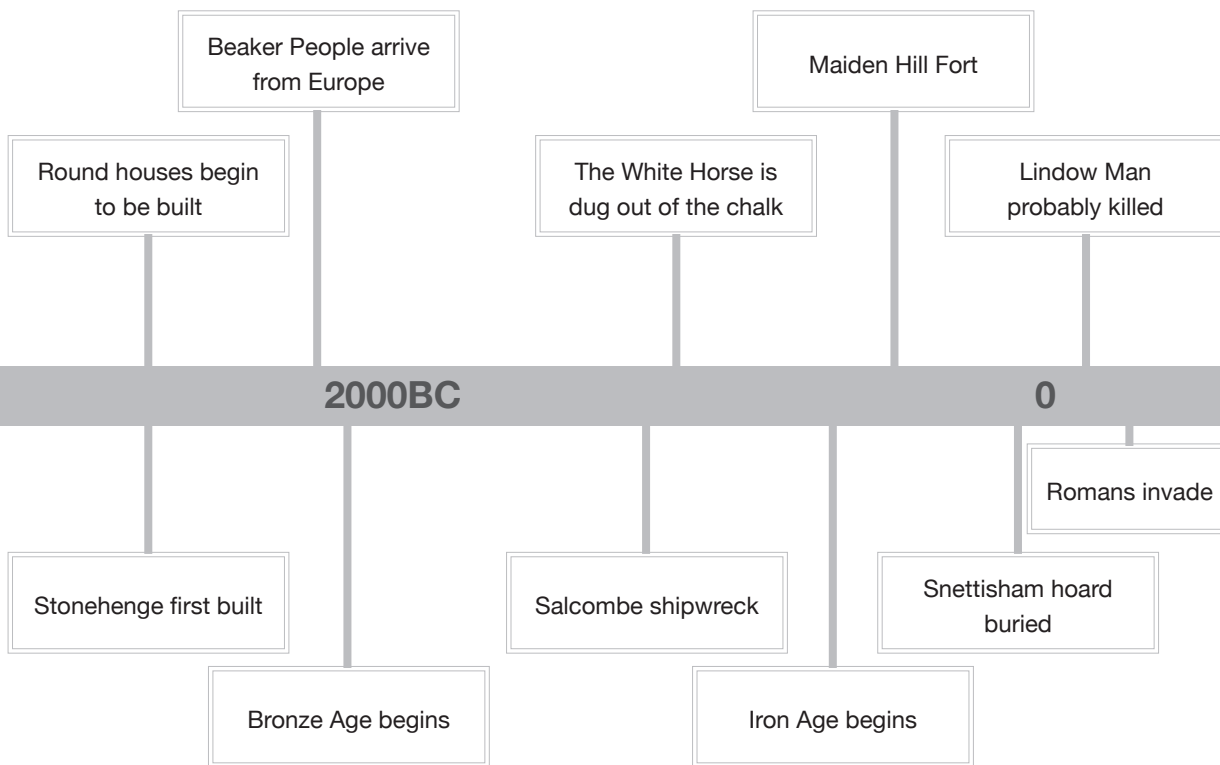
Neolithic Age begins

OVERVIEW

The first evidence of settlement in Britain dates back around 900,000 years. But the first permanent inhabitants date from around 10,000 years ago. As you can see from the timeline, Stone Age to Iron Age covers the period from then until 43CE and the beginning of Roman Britain. That is a very long time, and you can't study it all. You need to choose carefully what you want to cover. It might be that you choose to focus on the continuities, the things that stay much the same, like houses. Or you might choose to focus on the changes, like the tools people used, or the way they made a living.

You need to remember too that you will come across other Stone Age (e.g. the Mayans) and Bronze Age (e.g. the Shang) societies later in Key Stage 2, and these can be used to complement what you study in this unit.

The other important thing to remember about this period of history is that there are virtually no written sources. There are a very few sources written by Greeks or Romans towards the end of the period, but most of our evidence comes from archaeology, from what people have left behind, either in graves, in rubbish pits, or as physical remains. There is lots of this type of evidence, but, just like historians, archaeologists often disagree about what they find and what they were used for. This is both a challenge for children (there is no right answer) but also an opportunity for them to come up with their own answer based on the evidence before them.



KEY HISTORICAL TERMS APPROPRIATE TO THIS TOPIC _____

History, like any other subject, has its own special words and those most appropriate to this topic are:

agriculture	CE (or AD – often either	metalworking
archaeology	term is used)	migration
barrow	henge	nomad
BCE (or BC – often	hill fort	prehistory
either term is used	hoards	Stone Age
Bronze Age	hunter-gatherer	
causeway	Iron Age	

Do your children know what they mean? They might need to use a dictionary to find out. Please ensure the children have the opportunity to understand and use these special terms whilst working on this unit.

UNIT 1 STONE AGE TO IRON AGE BRITAIN

STONE AGE

HUNTER-GATHERERS: WHAT WAS IT LIKE BEING A HUNTER-GATHERER IN BRITAIN?

Hunter-gatherers were the first permanent settlers in Britain, after the end of the Ice Age. People migrated here from Europe, following the animals they hunted. Cheddar Man, Britain's oldest complete skeleton, helps to understand what Britain was like at that time. Cheddar Man was found in a cave in Cheddar Gorge, Somerset in 1903. Around him were the remains of many of the animals he would have hunted, including horses, deer and wild boar. It appears that Cheddar Man and his colleagues stampeded animals over the cliffs and into the gorge to make sure they had enough to eat! Mixed in with the animal bones were human bones that have signs of being butchered. Cheddar Man's leg had knife marks on it, suggesting his colleagues ate the meat off his leg after he died. The evidence also suggests he might have died a violent death – does that mean he was killed to be eaten? There were also three human skulls that had been hollowed out and turned into cups.

Questions to ask the children:

- Research Cheddar Man. Make a table, like the one below, showing the results of your research.

What I have definitely found out about Cheddar Man	What I have probably found out about Cheddar Man	What I still want to find out about Cheddar Man

- Is Cheddar Man a significant individual? To what extent does he help you understand what life was like as a hunter-gatherer in Stone Age Britain?

Possible reasons for Cheddar Man being significant. If he:

- changed events at the time he lived
- improved lots of people's lives – or made them worse
- changed people's ideas
- had a long lasting impact on their country or the world
- had been a really good or a very bad example to other people of how to live or behave.

(These are Historian Ian Dawson's criteria for someone being significant. Do you agree with them? Perhaps you or your children might be able to come up with your own criteria for Cheddar Man being significant.)

Howick House was discovered in Northumberland around 2000CE. It was found because the sand cliffs beside it were being eroded. Since then the site has been carefully excavated and it has helped us to understand how people lived at the time. Recently, a replica was reconstructed and you can see this house being

built on the BBC website. Over 18,000 pieces of flint were recovered, as well as charred animal bones and hazelnut shells. What is particularly interesting about this house – apart from it being one of the oldest houses ever found in Britain – is that the archaeologists think that the house was lived in continuously for at least 100 years. To many, this is a puzzle. Hunter-gatherers are supposed to move around all the time, following the animals they need to hunt for food, yet here is evidence that they lived in one place more or less all the time. The evidence suggests that thousands and thousands of hazelnuts were roasted on the site. It seems some fires were only ever used for roasting nuts.

You can find out more about Howick House from these two websites: <http://research.ncl.ac.uk/howick/> or from the BBC History website: http://www.bbc.co.uk/history/ancient/archaeology/oldest_house_01.shtml

Questions to ask the children:

- In what ways does the discovery of Howick House support the evidence from Cheddar Man?
- In what ways is it different?
- Why is it so difficult for archaeologists to be sure about how long people lived in Howick House?
- How have archaeologists interpreted the evidence from Howick House? What story do they think it tells?

STONE AGE FARMERS: WHAT CAN BE DISCOVERED ABOUT STONE AGE FARMERS?

From about 4500BCE migrants from Europe brought a new way of life – people had learned to farm – and the Neolithic Period, or New Stone Age, had begun. That meant people lived in one place all the time. They built more permanent houses, providing better evidence to explain how they lived. Their rubbish pits are excellent sources showing what crops they grew and which animals they kept. Using pages 10 and 11 in the reader, ask the children to make a list of the crops these farmers grew and the animals they kept. Are they similar to the crops grown today and the animals kept? Or are they different? Henges tell you about the things they believed in, and how clever they were. Barrows, or graves, often contain grave goods buried with people, and tell you what was important to them. You may have a henge or barrow near you, and can use these as part of your local history unit.

Questions to ask the children:

- What was 'new' about the New Stone Age?
- What were Stone Age houses made from? (See pages 10 and 12 in the reader.)
- How useful are henges and barrows to people trying to understand the New Stone Age?
- When would you have rather lived – the 'old' Stone Age or the New Stone Age? Why?