



TOPIC: The Neolithic Revolution

SUBJECT: HISTORY

LEVEL/AGE: 11-12 years old

FOREKNOWLEDGE: Palaeolithic era, prehistory, and the evolution of humans

LENGTH: 5 PAGES (DURATION: 75 minutes)

LEARNING OUTCOMES

At the end of this lesson, the pupils will know:

- How to distinguish the Paleolithic, Neolithic and Bronze Age
- What are the key elements and changes of the Neolithic Revolution (farming, sedentary, crafts and tools)
- The reason why this period is called a revolution
- Where to situate the Neolithic Revolution on a timeline



RESOURCES

Pictures of
Palaeolithic, Neolithic
and Bronze Age
objects
Empty timeline
Worksheet

TEACHING METHODS

Explanatory video, timeline, observation activity and worksheets

ACTIVITIES

INTRODUCTION (5 minutes)

Distribute a sheet which represents a timeline with dates and pictures from the Palaeolithic to the Bronze Age period spread all around ([here](#) is an example on Quizlet, but you can create your own). In pairs, ask the students to situate the three following periods: Palaeolithic, Neolithic and Bronze Age.

THEORY PART (20 minutes)

Before checking the answer altogether, show a brief explanatory video ("[What Happened in the Neolithic? | History in a Nutshell | Animated History](#)", English Heritage) that summarises the notions briefly presented in the introductory exercise.

After the video, debrief with the pupils by drawing the same timeline on a board and checking the order of events. Focus on key points and terms about the Neolithic era.

HANDS-ON PART (20 minutes)

To assimilate the concepts newly presented, ask the students to work in pairs and to become "archaeologists". Distribute to each group an envelope containing printed pictures of different tools and objects belonging to the Palaeolithic, the Neolithic, and the Bronze Age periods.

Examples: hand axe, chopper, scraper (Paleolithic); polished axe, plough, arrowhead (Neolithic); bronze axe head, sword, helmet (Bronze Age).

Distribute an “archaeologist” observation sheet which you would have prepared beforehand. In this document, the students must:

- Identify the type of object, the material and the use (farming, crafting, storing food...)
- Define whether it is for nomadic or sedentary use
- Write a small observation (polished stone, cut stone, what does the cave art represent...)
- Decide which objects belong to the Neolithic Revolution and why.

To go further, the students can try to identify the period of the other groups' objects as well.

EXERCISE PART (20 minutes)

A. Pair the words with their definition:

- | | | |
|-----------|---|----------------------------------------------------------|
| Sedentary | • | • Working the land to produce cereals and breed animals. |
| Farming | • | • Person who creates objects with their hands |
| Cave art | • | • Giant standing stones that served as collective graves |
| Megalith | • | • Person who lives and stays in the same place. |
| Craftsman | • | • Painting or engraving realised on rock walls. |

B. Choose the correct answer:

a. What is called the Fertile Crescent?

- A French pastry
- A farming technique from the Neolithic Age
- A region in the Middle East where humans started farming

b. What is a sickle?

- A plant from the Neolithic Age
- A ceramic
- A farming tool

C. Find the antonyms of these words:

Nomadic ≠ _____

Hunter-gatherers ≠ _____

Industry ≠ _____

SYNTHESIS/SUMMARY (MAX 10 minutes)

Using the support you deem to be the most suitable and relevant to your pupils, list the "**keep in mind**" elements of the lessons and ask the students to provide their definitions:

- Farming
- Sedentary
- Fertile Crescent
- Craftsmanship
- Ceramic
- Polished stone
- Megaliths

BIBLIOGRAPHY & RESOURCES

- Lisa Alway. (n.d.) *Stone Age to Bronze Age Timeline*. Quizlet.
<https://quizlet.com/485693679/stone-age-to-bronze-age-timeline-diagram/>
- English Heritage. (2020, June 1). *What happened in the Neolithic? | History in a nutshell | Animated history* [Video]. YouTube.
<https://www.youtube.com/watch?v=3FMeLwGcaG8>
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