

**Subject: History – Prehistory**

**Lascaux**

Cross-curricular links: English; Art

Key Learning Objectives	Pupil Activities	Resources	Assessment for learning
<p>To be aware of the huge timescale of prehistory</p> <p>To be aware of change within the long stretch of prehistory</p>	<p><b>Brief introduction:</b> Introduce idea of BC &amp; AD dates</p> <ul style="list-style-type: none"> <li>• Construct a timeline: 2 million BC to 43 AD (Roman invasion of Britain). Note: 5 cm per 1000 years back from today = 30 cm to beginning of Neolithic; 2.5 m to first Modern Human</li> <li>• Explain that you would need to stretch 100 m to go back to first Upright Humans.</li> </ul> <ul style="list-style-type: none"> <li>• 2,000,000 BC: <b>Upright Humans</b> in Africa making stone tools and fire, hunting and gathering, spreading out from Africa</li> <li>• 50,000 BC: <b>Modern Humans</b> (homo sapiens) still hunting and gathering, but also making fine tools, painting on cave walls</li> <li>• 4000 BC in Britain (6000 BC in the Middle East): <b>Neolithic</b> (New Stone Age) begin farming, making pottery and polished stone tools, living in houses</li> <li>• 2000 BC: <b>Bronze Age:</b> first metal weapons and tools</li> <li>• 800 BC: <b>Iron Age:</b> making tools and weapons of iron</li> <li>• 43 AD: <b>Roman Invasion of Britain</b>, writing for the first time</li> </ul>	<p>Strips of paper</p>	<p>I understand that change occurred very slowly in prehistory.</p>
<p>To understand the nature of archaeological evidence</p>	<p>1-3</p> <ul style="list-style-type: none"> <li>• What happened before writing?</li> <li>• How do we know? Artefacts, monuments, marks in the soil</li> <li>• Introduce <b>Archaeologist’s Fact File</b> of artefacts and dates to be used in subsequent lessons</li> </ul>	<p>PowerPoint (numbers refer to slides)</p>	<p>I can explain how archaeologists understand the time before writing.</p>

## National Curriculum: Prehistory Units

<p>Draw conclusions from evidence</p>	<p>Lascaux and cave painting (Do not tell pupils what they are finding out about in advance)</p> <p><b>Tell the story of the discovery of Lascaux (below).</b></p> <p><b>4-6. Age</b></p> <ul style="list-style-type: none"> <li>• How old were the paintings? Old Stone Age (Palaeolithic) = time of hunter-gathers who followed herds of animals and lived in tent-like shelters or cave mouths</li> <li>• Lascaux dated by radiocarbon to 17,000 BC</li> </ul> <p><b>7. Pose questions</b></p> <ul style="list-style-type: none"> <li>• Do you think people then were as clever as us?</li> <li>• Could you take the animals deep into the cave to draw them?</li> <li>• Could they draw pictures of animals on paper and take that down?</li> </ul> <p>Drawings had to be from memory.</p> <p><b>8-9. Activity</b></p> <p>Ask children to draw a cow's head from memory (don't give any help). Pin them up. Then show a painting of a cow's head from Lascaux. Is the cow's head painted 19,000 years ago better? What does that tell us about how clever the people were then?</p> <p><b>10-11. Explore further</b></p> <ul style="list-style-type: none"> <li>• Other pictures from <a href="#">Lascaux</a>.</li> <li>• Also <a href="http://www.lascaux.culture.fr">www.lascaux.culture.fr</a> → 'visite de la grotte' for a virtual reality tour through the cave.</li> </ul> <p>12. Sometimes they scratched drawings instead of painting them. Show deer's head from cave at <a href="#">Creswell Crags</a>, Notts: first British cave art.</p>	<p>PowerPoint story</p>	
<p><b>Extension work</b></p>	<p><i>English</i></p> <p>Write either a newspaper report of the discovery or an imaginative account as if you were one of the boys.</p> <p><i>Art</i></p> <p>Crush up charcoal and, if possible, bits of red brick. Mix and use to paint a cave picture.</p>		

**Additional resources**

[Ice Age learning resources](#)

**The discovery of the Cave of Lascaux**

In September 1940, 18-year-old Marcel Ravidat was walking his dog on a hill called Lascaux near the village of Montignac in France. His dog was chasing rabbits. It sniffed at all the rabbit holes and then began sniffing at a hole made by the roots of a fallen tree. Ravidat realised this hole wasn't a rabbit burrow. He peered into the small gap at the bottom but could see nothing. When he told his friends they decided to go back and make the hole bigger, then get inside and explore it. All they took with them when they set off was a home-made oil lamp and a large knife. They set to work using the knife to prise out stones. The hole got steadily wider. Then suddenly, Marcel, who was pulling out stones at the bottom, fell through. He landed on the floor of a pitch-black cave. After shouting up that he was OK, his friends scrambled down to join him, bringing the oil lamp. When they lit it they got a big shock. Across the walls and roof of the cave were pictures of horses and a massive bull! Once they had recovered from the fright, they carefully explored further. There were paintings in vivid colours everywhere.

They kept their secret for a couple of days, exploring deeper into the cave and finding more and more paintings. As they talked excitedly about their discovery they remembered what their old teacher in the village school had told them – that during the Ice Age, 20,000 years ago, people had sometimes painted animals on cave walls. When they returned to the village this time they went to see him and told their story. He couldn't believe it at first but then, realising it was a very important discovery, he sent a letter telling archaeologists in Paris. Within a week they had come to Montignac. After being led into the cave by Marcel and his friends, they were astonished and declared it one of the greatest discoveries of all time.



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# ARCHAEOLOGIST'S FACT FILE

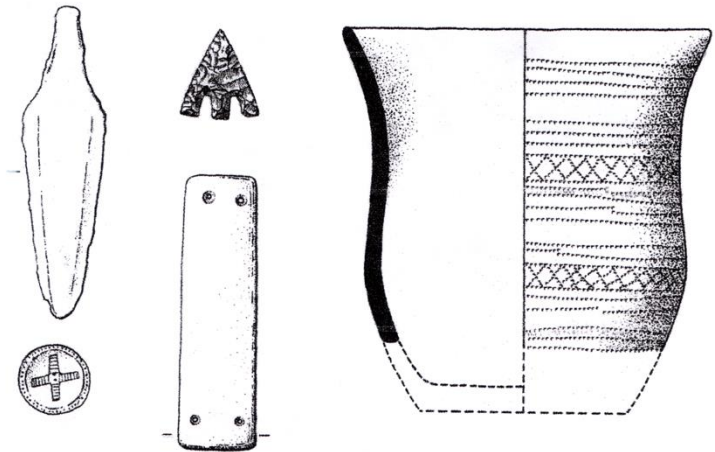
## NEOLITHIC (NEW STONE AGE) 4000–2300 BC

People start to clear the land of forests and begin farming.



## BRONZE AGE 2300–800 BC

People learn how to make bronze weapons and tools.



## IRON AGE 800 BC–43 AD

People learn how to make iron weapons and tools.

