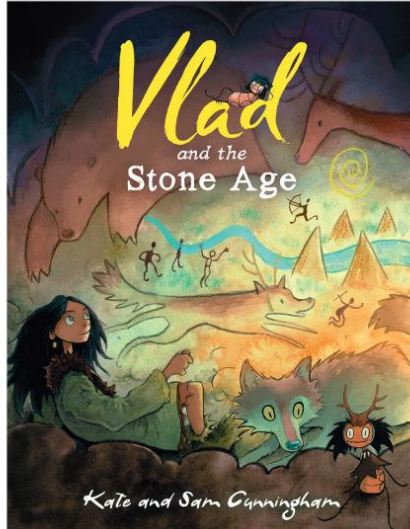


# Stone Age - art plan



This is::

- Lesson plan to recreate a Stone Age artefact
- Discussion about how we find out about prehistoric objects
- Creating a deeper understanding of life in the Stone Age

Find further resources for this topic on social media , TES and the Reading Riddle website

Ways to find out more about the books and get further resources



[www.readingriddle.co.uk](http://www.readingriddle.co.uk)



[readingriddle@gmail.com](mailto:readingriddle@gmail.com)



[www.youtube.com/readingriddle](http://www.youtube.com/readingriddle)



[www.pinterest.co.uk/readingriddle](http://www.pinterest.co.uk/readingriddle)



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## Vlad and the Stone Age - Recreating a Mesolithic-style Stone Map

### Aims:

To investigate Mesolithic artefacts and discuss their possible uses.

To look at ancient methods of recording and navigating the landscape and use this to create a simple map.

### National Curriculum link:

#### History:

- changes in Britain from the Stone Age to the Iron Age

#### Geography:


- to learn vocabulary and identify geographical features

#### Art and Design

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

#### Maths

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Learning Objectives and Success Criteria	Teaching Sequence (Two sessions but can easily be combined into one longer session time dependant)	Vocabulary and Resources
<p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>To recognise that people in the Mesolithic period used natural materials to record and navigate their environment.</li> </ul> <p><b>Success criteria</b></p> <p>I can tell someone how Mesolithic people may have recorded and navigated their world.</p> <p>I can explain my map to others so they understand it.</p>	<p><b>Lesson 1 – understanding and using symbols</b></p> <p><b>Introduction</b></p> <p>Read the story of Vlad and the Stone Age.</p> <p>Look at the illustration on page 5.          What is the purpose of the stone?          Why might people have made maps thousands of years ago? [Discuss how people moved around and migrated to find food and take advantage of the changing seasons].          What would they need to show on a map?</p> <p>Explain that today they'll make their own "stone map" inspired by Mesolithic life.</p> <p><b>Main Teaching</b></p> <p>Using visualiser show the stone. With talk partner discuss the different symbols on the stone.          What can you see? What could these represent?</p> <p>Show symbols:</p>  <p>Explain that archaeologists have found these symbols used regularly during the Mesolithic period in different parts of Europe. Explain that they are going to use these symbols as a key for their map. Model using talk aloud what each symbol could mean. With partner discuss what they would use each symbol for.</p> <p>Explain that the stone found at Star Carr is about 3cm.          Look at the images of the landscape and identify and name geographical features.          Suggest vocabulary for moving around and add any more to the list.</p>	<p><b>Vocabulary</b></p> <p>Stone Age          Mesolithic          Map          Landscape          Symbol</p> <p><b>Resources</b></p> <p>Vlad and the Stone Age book          Visualiser          Landscape sheet          Planning sheet</p>

Use the key to decide what symbols might represent. Note there is no known correct answer to this as we cannot read these ancient symbols. Children should not feel there is only one way to do this – just be consistent in their own plan.

Model creating a key and using the key to plan a map. (planning sheet) Using talk aloud.

Children to design their map.

**Plenary**

When finished have them read the map to their partner.

Learning Objectives and Success Criteria	Teaching Sequence (Two sessions but can easily be combined into one longer session time dependant)	Vocabulary and Resources
<p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>to make and measure a 3cm map</li> <li>To design and create a simple clay map using basic techniques showing control, creativity, and attention to detail.</li> </ul> <p><b>Success criteria</b></p> <p>I can shape clay.</p> <p>I can add symbols to my map using a plan I made.</p>	<p><b>Lesson 2 – making a clay map</b></p> <p><b>Introduction</b></p> <p>Reread Vlad and the Stone Age. Show page 5 on the visualiser again. Do you think you would be able to follow the map?</p> <p>Explain that Mesolithic maps were not exact like modern ones — they were symbolic and personal.</p> <p>Focus on the hole. What do you think the purpose for the hole is? Do you think it is important? Share ideas.</p> <p><b>Main teaching</b></p> <p>Demonstration:</p> <p>Model how to:</p> <ul style="list-style-type: none"> <li>Make the stone base and measure to correct size</li> <li>Make the hole for the string</li> <li>Use the tools to make the markings for the map (use teacher example to model using design on the clay)</li> </ul> <p>Remind the children of safety rules when using clay tools.</p> <p>Using sticks or clay tools they engrave their map.</p> <p>Optional: Rub natural pigments (charcoal, chalk) into the grooves to make the markings stand out. Add string through hole</p> <p><b>Plenary</b></p> <p>Pupils share their maps in small groups, explaining what each symbol means. Discuss how these maps are different from paper or digital maps. Link back to Vlad and the Stone Age: What does this tell us about how people lived and thought in the past?</p>	<p><b>Vocabulary</b></p> <p>Measuring Clay modelling</p> <p><b>Resources</b></p> <p>air-dry clay wooden sticks, clay tools, engraving aprons &amp; table covers</p> <p>Optional: natural pigments (chalk, charcoal) string</p>

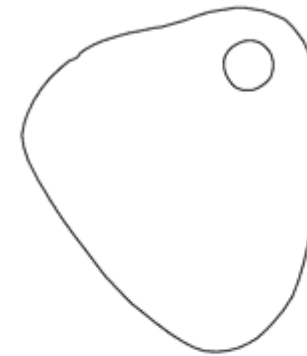
# Planning sheet

Key:



What does the symbol represent on your map:

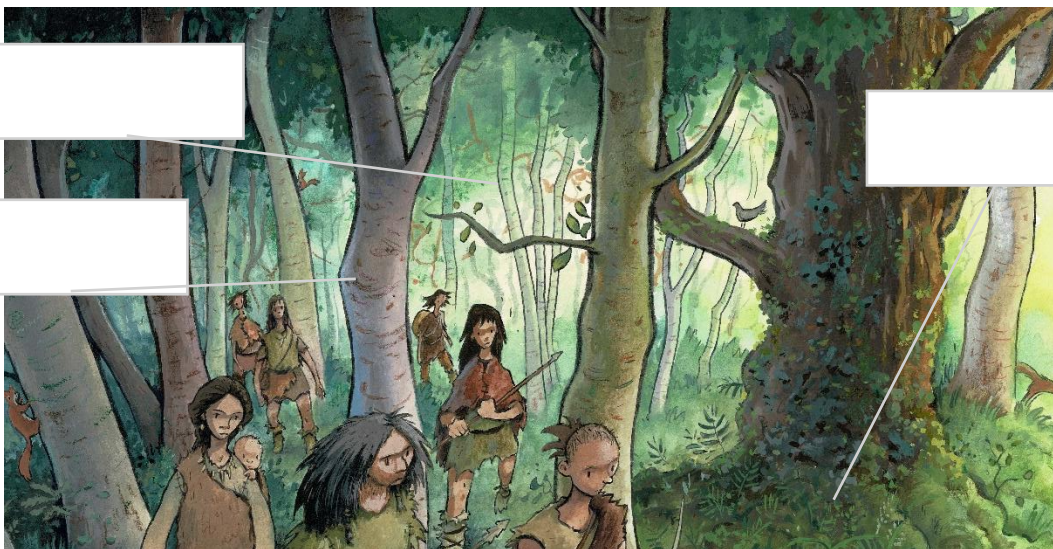
Draw a route on your map using the symbols



0 5 10 20 30 Millimeters



# The landscape



Geographical features
cliff
mountain
river
tree
valley
vegetation
valley

Actions
climb
stop
turn
walk

## Shale Pendant from Star Carr



Picture taken by Kate Cunningham 2025  
Yorkshire Museum, Life after the ice exhibition.