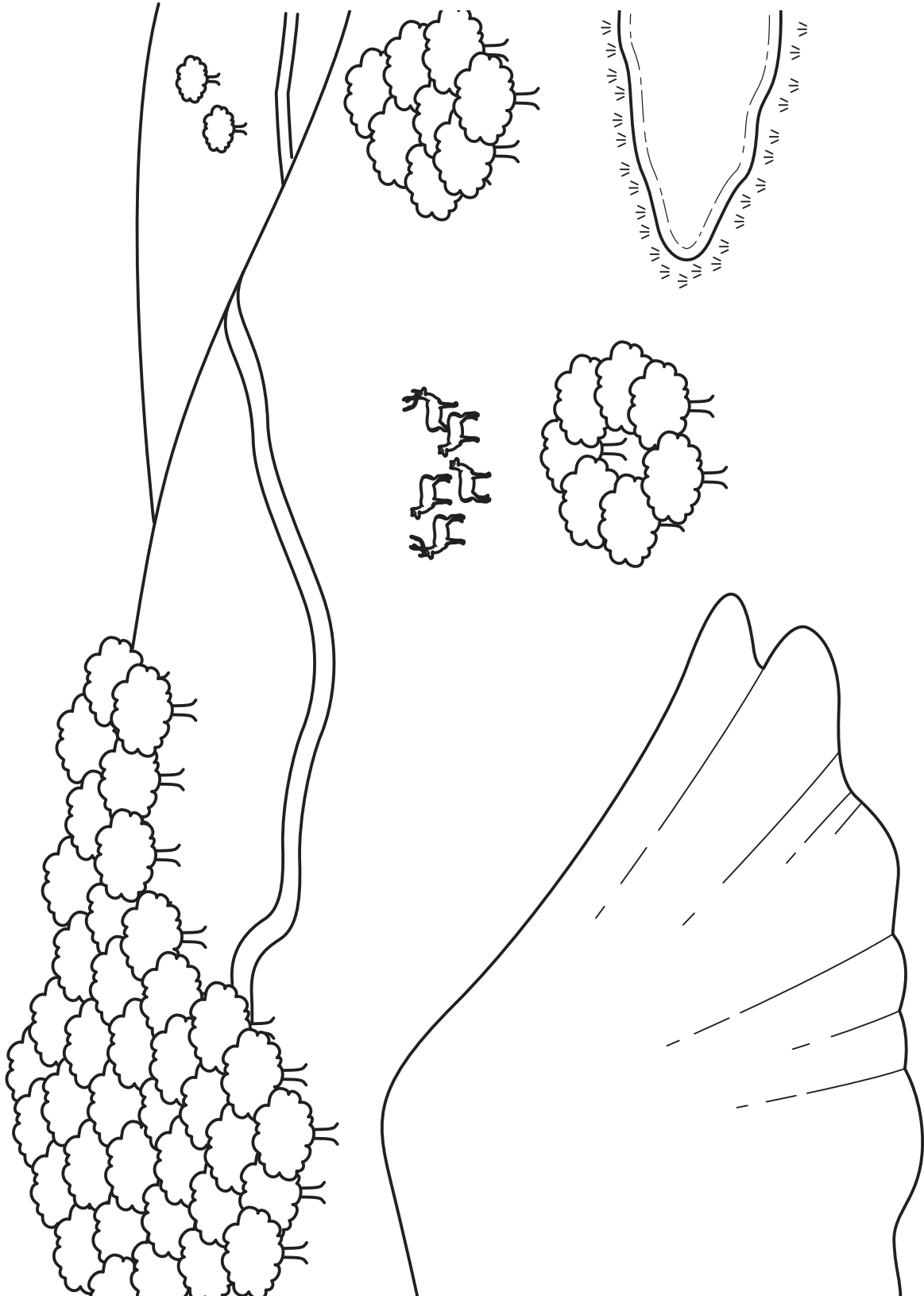


# Hunting skills



# Hunting skills

## Objectives

- To learn about the skills needed to hunt.

## Cross-curricular links

### History

2a Characteristic feature of the period.

### Science

Sc4

2d When objects are pushed or pulled and opposing push or pull can be felt.

### Design and technology

1c Plan what to do suggesting a sequence of actions and alternatives if needed.

2b Suggest alternative ways of making their product if first attempt fails.

### English

En1

3a-e Talk effectively as member of a group.

### Physical education

1b Perform actions and skills with more consistent control and quality.

### Geography

2c Use maps.

## Resources

You will need a toy bow and arrow, a target and an open space to shoot the arrow safely,

Each child or group will need a copy of worksheet 3 (page 34), a large yoghurt pot, a selection of strips of paper and card, straws, pipe cleaners, grass stalks, dried plant stems, a toy animal such as a cow (or elephants if you have talked about mammoths).

## Starter

Tell the children that Stone Age people used spears, bows and arrows and axes to hunt and kill animals for food. Explain how the bow works in terms of forces – when the string is pulled back a tension force is generated in the string and bow which can be felt and when the string is released

this force pushes on the arrow and sends it into the air. Let the children take turns at firing the bow and arrow at the target. You could let each one have three turns to see if there is an increase in the skill with practice.

## Main activities

- Tell the children that Stone Age hunters built pits near the paths that animals used regularly. If an animal fell in it and could not get out the hunters could fire down on it without it attacking them. The pit had to be covered in material that would allow the animal to walk onto it and then collapse. If it collapsed when the first foot was put on it the animal could jump back.
- Issue the pots and toys and give the children access to the paper strips and other materials they should try to make a cover for the pit. Let the children cover the pots with the materials and place the animal on top. The best selection of materials should not allow the toy to sink too quickly (or the animal could step back) or too slowly (or the animal could run off).
- Issue worksheet 3 and tell the children it shows a map of an area where there is a herd of deer. Point out the forest, cliff, lake with swamp, the hill top and the two small woodlands between the herd and lake.
- Tell the groups of children that each one is a band of hunters lying in the grass on the hill top looking down at the herd of deer and ask them to work out a plan to kill a deer in the herd. There can be many strategies to try. For example, they may decide to sneak down behind the wood and then rush at the herd and hope to drive one over the cliff. This strategy may also drive the deer into the forest so some hunters would have to sneak around them to cut off the escape. The children may decide that getting a deer stuck in the swamp will allow it to be finished off with a bow and arrow.
- If a group comes up with an answer quickly tell them that the deer can detect the smell of humans on the wind so it is important for the hunters to be moving into the wind as they approach the deer to stop their smell reaching them. Suggest a wind direction and see if the children's plan still works or let them devise another.

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## Plenary

Let the children demonstrate the efficiency of their pit fall traps and present their strategy for catching a deer. The children could vote for the best strategy and the winning team be designated the master hunters. You may like to say that as the Stone Age progressed people began to farm animals instead of hunting them. (Activities on farming in early times are in the *Teacher's Resources* accompanying *Celtic times* in this series.

## Outcomes

The children can:

- Appreciate that practice improves performance.
- Use materials to make a product.
- Work out a strategy using a map.
- Work in groups on practical activities and in sharing ideas.