

6 Prehistory

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LEARNING SITUATION

Craftsmen of the Stone Age

In this task, you'll do research into Prehistoric tools, paintings and pottery. You'll look for information about their appearance, their purpose and how they were made.

Then, following Prehistoric techniques, you'll create Prehistoric objects and organise an exhibition at your school. To make the exhibition more interesting, you'll prepare an infographic for each Prehistoric object, explaining what you've made.







1 The process of hominisation

In the 19th century, Charles Darwin formulated the theory of evolution. He proposed that humans shared a common primate ancestor with other species. New species then evolved called **hominids**. They developed similar characteristics to modern humans. Their anatomy changed as they adapted and made changes to their environment. The **process of hominisation** refers to the changes that occurred in hominids over millions of years.




- **Bipedalism**: the upright position **enabled**¹ hominids to move around on their back legs and use tools with their front limbs.
- The **development of opposable thumbs**² enabled them to hold objects firmly and make **tools**³.
- The **increase in the size of the skull, brain and forehead** signified an increase in intelligence.
- Changes in the size of the jaw and teeth and in the larynx enabled the development of **language**.

The hominids that began using tools are the first example of the **genus**⁴ *Homo*. Modern humans are ***Homo sapiens***. They also belong to this genus.

- ¹**enable**: make something possible.
- ²**opposable** thumbs: ability to press the thumb against the fingers of the hand.
- ³**tool**: instrument for a particular task.
- ⁴**genus**: group that forms part of a family of living things and contains one or more species.

<i>Australopithecus</i>	<i>Homo habilis</i>	<i>Homo erectus</i>
<p>They lived 4.2–1.5 million years ago. They had simian features, but their brains were larger. They were the first bipeds. They used unmodified sticks and stones as tools.</p> 	<p>They lived 2.5–1.5 million years ago. They were the first human hominids and the first example of the genus <i>Homo</i>. Their name reflects their ability to make basic tools.</p> 	<p>They lived 1.9–1.4 million years ago. They were the first hominids to use fire and wear animal skins. They made more complex tools called bifaces.</p> 
<i>Homo antecessor</i>	<i>Homo neanderthalensis</i>	<i>Homo sapiens</i>
<p>They lived 1.2 million years ago–800 000 B.C. There are remains of <i>Homo antecessor</i> at Atapuerca (Burgos). They made tools for specific activities, such as for cutting tree branches and bones.</p> 	<p>They lived from 125 000–30 000 B.C. They were strong and intelligent. They lived in Europe during the Ice Age. They buried their dead. They also made complex tools out of stone.</p> 	<p>They have lived from 150 000 B.C.–present day. They developed hunting techniques and produced the first works of art. They made sophisticated tools from stone and bone.</p> 

CLIL activities

- 1 Answer the questions in your notebook.
 - a. What were the major physical changes to hominids?
 - b. What did this help them do?
 - c. Put these activities in chronological order, from the earliest to latest.
 - wearing skins
 - making tools from bone
 - using stones as tools
 - burying their dead
 - making fire
 - using biface tools
- 2  Listen and make a table with the date, place and characteristics of each discovery.
- 3   Why don't all these species of hominids still exist today? Use these words to write sentences.

These species don't exist because....

compete survive protect grow
natural selection longer stronger

2 Prehistory

Prehistory began with the first humans and ended when writing appeared. We divide Prehistory into **periods** based on how technologically advanced **tools** were. The dates of these advances vary from region to region.

- The **Stone Age**: humans mainly made tools from stone. There are two periods in the Stone Age.
 - The **Paleolithic Period**, meaning ‘old stone’, began two and a half million years ago. Humans made tools by hitting one stone against another. This broke off pieces called **knapped stone**. We divide the Paleolithic period into three periods: the **Lower, Middle and Upper Paleolithic Periods**. After that, there was a period of transition called the Epipaleolithic Period.
 - The **Neolithic Period**, meaning ‘new stone’, began around 8000 B.C. Humans made tools by rubbing knapped stone with a harder stone to smooth the surface. This is called **polished stone**. **Agriculture** and the **domestication** of animals developed.
- The **Bronze and Iron Ages** follow the Stone Age. Humans learned to **smelt**¹ metals and make them into tools and **weapons**². First, they used **copper**, then **bronze** and later, **iron**.

To study Prehistory, we use other sciences. **Archaeology** studies ancient societies from their material **remains**³. **Genetics** has revolutionised our understanding of evolution and the development of hominids.



¹**smelt**: melt a mineral to separate the metal in it.

²**weapon**: tool for fighting.

³**remains**: things that have survived from a long time ago.



CLIL activities

- 4 Match the sentences to the *Paleolithic Period*, the *Neolithic Period* or the *Bronze and Iron Ages*.
 - Humans made tools from polished stone.
 - Humans first became farmers.
 - Humans made tools from metal.
 - Humans made tools from knapped stone.
 - Humans first domesticated animals.
- 5  Listen and say which period of Prehistory the students are describing.
 - Anna
 - Sam
 - Mark
 - Amy
- 6 Order these objects according to their level of technological development (from highest to lowest).
 - iron weapon
 - wooden stick
 - sailing boat
 - car
 - bow and arrow
 - knapped stone
- 7  Discuss with a classmate what you think Paleolithic people used their different tools for. Use these words:

I think they used this tool for...

hunting fishing digging cutting cleaning

3 The Paleolithic Period

This is the **longest period** of **Prehistory**. It includes 99.5% of human history. In this period, humans began to **hunt, fish** and **gather**¹ food. We divide the Paleolithic Period into three periods.

The **Lower Paleolithic Period** began two and a half million years ago. Humans began to make tools from knapped **flint**² and **obsidian**³. In the **Rift Valley** in East Africa, **Homo habilis** made simple tools for cutting things. **Homo erectus** made sharper **bifaces** such as hand axes.

The **Middle Paleolithic Period** began 125 000 years ago. **Homo neanderthalensis** is from this period, so it only forms part of the Prehistory of Europe and the Near East. Humans made more complex tools, such as knives and scrapers.

The **Upper Paleolithic Period** began 40 000 years ago. **Homo sapiens** originated in this period. They made new tools from stone, **ivory**⁴, bone and wood, such as harpoons, **assegais**⁵ and needles.

The **Epipaleolithic Period** began in about 8000 B.C. It was a period of transition in Europe between the Paleolithic and Neolithic Periods. As temperatures increased and the ice melted, humans began to make some Neolithic advances. Their tools were smaller than Paleolithic ones.

¹**gather**: collect.





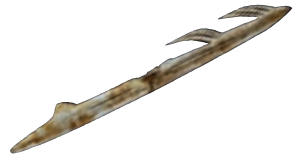



²**flint**: hard grey stone.

³**obsidian**: volcanic glass.

⁴**ivory**: material from elephant tusks.

⁵**assegai**: pole weapon; light spear.

⁶**hide**: skin of an animal.

The Lower Paleolithic Period		The Middle Paleolithic Period	
<p>Chopper: knapped on one side for digging and skinning.</p> 	<p>Biface: hand axe knapped on both sides for cutting.</p> 	<p>Knife: knapped on one side for cutting or use as a weapon.</p> 	<p>Scraper: for cleaning hides⁶ and sharpening knives.</p> 
The Upper Paleolithic Period			
<p>Harpoon: for fishing.</p> 	<p>Needle: made of bone, used for sewing.</p> 	<p>Spear thrower: for throwing assegais.</p> 	<p>Perforator: for making holes in hides.</p> 

CLIL activities

- 8 Copy and complete the sentences in your notebook.
- The Paleolithic Period started ... years ago.
 - Homo erectus* improved tools by making them ...
 - Homo neanderthalensis* lived in the ... Period.
 - Homo sapiens* made tools from ...
 - At the end of the Paleolithic Period, ... increased.
- 9  Listen to the students discussing the Paleolithic Period timeline. What mistakes do they make?
- 10  With a classmate, discuss why the increase in temperatures enabled humans to become more advanced. Use these words:
- In warmer temperatures, people could spend more/less time...*
- keeping warm exploring learning new skills*

Economy and society in the Paleolithic Period

Paleolithic people lived in difficult conditions. There were very cold **glacial periods**. There were also **interglacial periods** with milder temperatures.

Initially, hominids were **scavengers**¹. Later on, they **gathered** wild fruit and became **predators**. They used tools to **hunt** and **fish**. They **hunted** large mammals in **groups**, causing **stampedes**² to push the **herds**³ towards natural or man-made **traps**. This required coordination and probably led to the development of **language**.

Resources **ran out**⁴ in the **predatory** Paleolithic **economy**. Therefore, humans became **nomadic**⁵, searching for animals to hunt. Hunger, disease and accidents meant **life expectancy** was low.

The situation improved when humans discovered **fire**. One and a half million years ago **Homo erectus** used naturally occurring fire. Later, humans learned to make fire. This meant they could challenge other predators, provide heat and light, make better tools and cook food. Cooked food was easier to chew and digest. It's possible the facial features of **Homo sapiens** became more delicate due to this discovery.

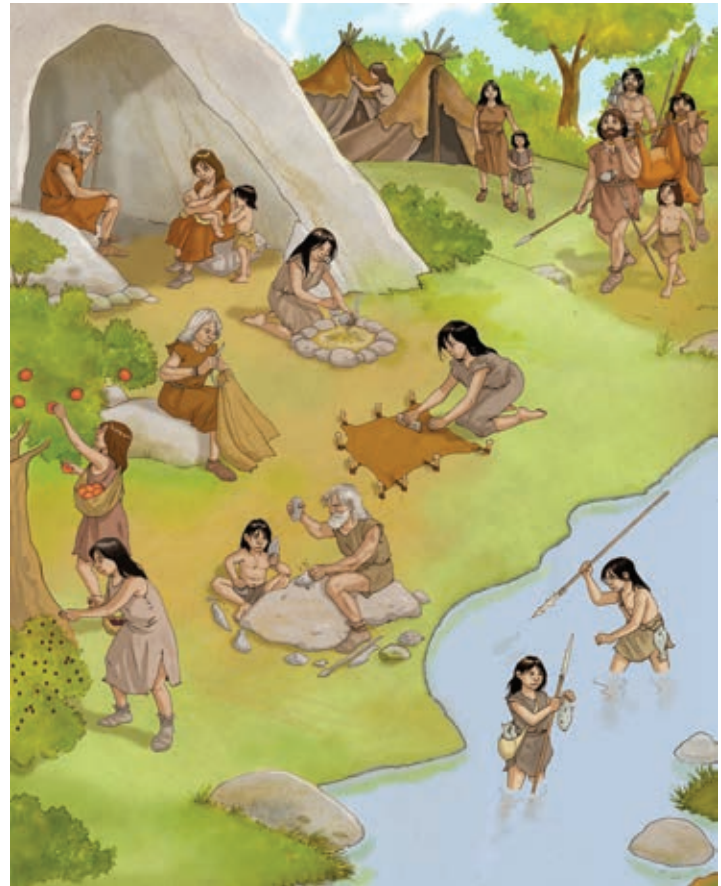
People lived in caves or in huts made of branches and animal hides.

They made fire by rubbing two sticks or stones together.

They collected fruit and berries.

People wore animal hides.

Their favourite species were deer, caribou, bison, horses and mammoths.



¹**scavenger**: animal that eats the meat of dead animals.

²**stampede**: group of frightened animals suddenly running away.

³**herd**: group of animals that feed and travel together.

⁴**run out**: when nothing remains.

⁵**nomadic**: moving from one place to another.

CLIL activities

11 Answer the questions in your notebook.

- Why did hunters need language?
- Why did people move from place to place?
- How did *Homo sapiens*' facial features change?
- Why do historians think they changed in this way?

12 Copy and complete the sentences.

- The death rate among Paleolithic people was high because...
- Life expectancy improved because...
- The discovery of fire meant people could...

13 Look at the illustration and answer the questions.

- What activities are the people carrying out?
- What tools are they using?
- Make a table of the activities that were necessary for the clan to survive.
- Assign the activities in c. to men, women, the elderly or children.

14 With a classmate, make a list of the differences between Paleolithic society and our society.

Paleolithic people had/wore/went/lived/ate ... but we...

Culture and art in the Paleolithic Period

Religion developed when humans tried to find explanations for natural phenomena. The Neanderthals were the first to bury their dead, and possibly believed in an eternal spirit. This is the oldest known **religious** manifestation. They practised magic rituals in caves, so these were probably **sanctuaries**¹.

The **first known artistic manifestations** are from the Upper Paleolithic Period. Cave paintings and **portable**² art are the most famous types.

Paleolithic people created **cave paintings** by mixing mineral dust with egg or fat. Paintings portrayed animals in a **naturalistic** style in **polychrome**³, using irregularities in the rock to create relief. The most famous cave paintings are in the **Franco-Cantabrian region**: at **Altamira** (Cantabria) and at **Lascaux** (France).

Changes appeared in the Epipaleolithic Period, which then developed in the Neolithic Period. People painted in **shallow caves** and replaced colour with **monochrome**. They painted hunting scenes in a **schematic**⁴ style. They didn't try to represent nature realistically, but to capture a scene and suggest movement.



Hunting scene in a cave painting found in Castellón, Spain

Paleolithic people also created different types of **portable art**.

Engravings were on pieces of stone or bone. They did these drawings on a hard surface by making incisions with a harder tool.

Figurines were small statues of humans or animals. They were made of stone, wood, bone and ivory. We associate some with fertility worship, such as the female **Venuses**.

Other objects, such as **adornments** and **amulets**, gave protection and good luck. **Talismans** had magical powers.



Figurine found in Austria

CLIL activities

- 15 Are these sentences *true* or *false*? Correct the false ones in your notebook.
- Neanderthals probably used caves as sanctuaries.
 - The first cave paintings were only in one colour. Later on, people used more colours.
 - The animals in Epipaleolithic cave paintings were more realistic than in earlier cave paintings.
 - People made objects which they thought had magical powers.
 - Monochrome cave paintings were earlier than polychrome paintings.
- 16 Listen and write what objects the museum guide describes.
- 17 What works of art do you think a Paleolithic man or woman used to:
- get herds that had migrated to return?
 - have more children?
- 18 Discuss these questions with a classmate.
- Why do you think Paleolithic people often painted scenes of hunting?
 - What do you think Paleolithic amulets gave protection from?
- I think they painted scenes of hunting because...*
- I think they gave protection from...*

4 The Neolithic Revolution

When the last glacial period ended around 8000 B.C., the **Earth's temperature increased**. As a result, the flora and fauna changed.

Humans had to adapt to these new conditions. They also observed how wild seeds that fell on the ground grew into plants, so they began to cultivate the land. This was the beginning of **agriculture**. People also started to domesticate animals, giving them meat, milk, leather and wool. This marked the beginning of **livestock farming**.

People created new tools from polished stone for these new activities. They turned the land over and **sowed**¹ seeds with **hoes**². They **ground**³ grain with hand mills to make flour. When humans changed from predators to **producers**, they transformed the environment and their way of life. As food became more abundant, **life expectancy** increased and people began to **trade**⁴.

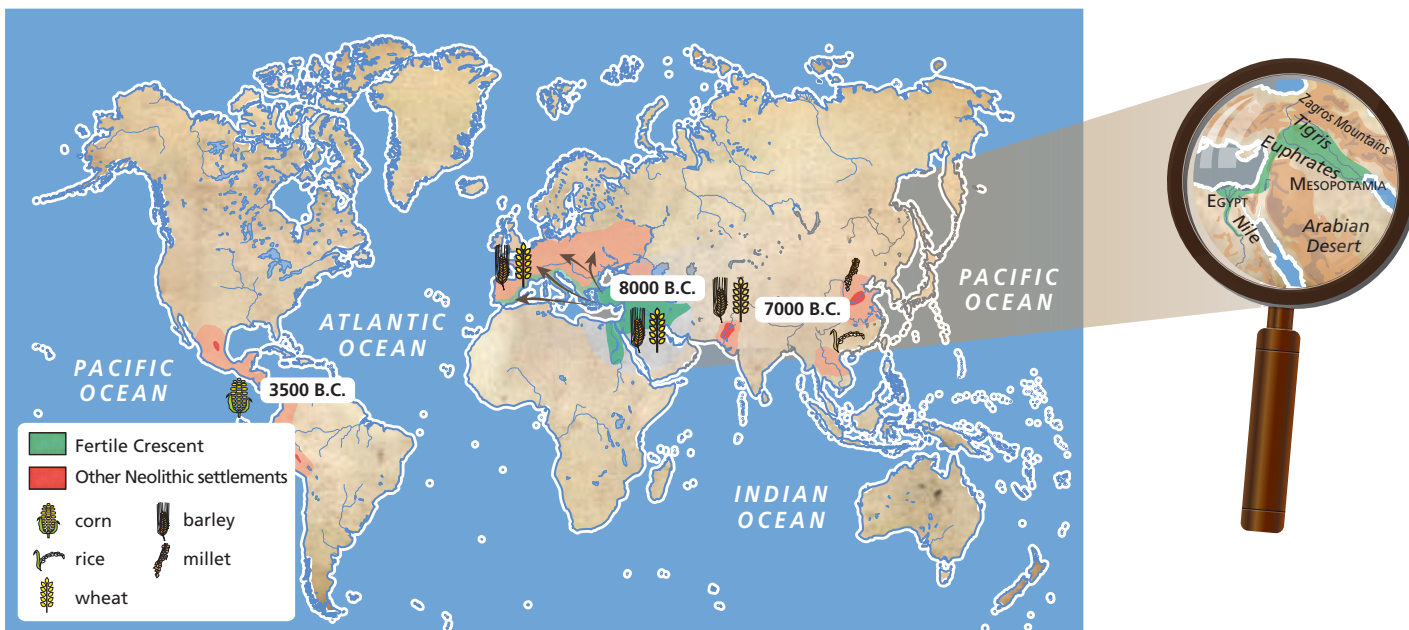
These changes occurred in various places. One of the earliest Neolithic settlements was in the **Fertile Crescent** in the **Near East**. While agriculture was gradually emerging around the world, many regions were still in the Paleolithic Period. The changes were so dramatic that we call this process the **Neolithic Revolution**.

¹**sow**: plant or spread seed.

²**hoe**: tool with a long handle and a flat square blade.

³**grind**: break into small pieces by rubbing.

⁴**trade**: buy, sell or exchange products.



CLIL activities

- 19 In your notebook, draw a flow chart showing the causes and results of the Neolithic Revolution.
- 20 Listen and answer the questions about the Fertile Crescent.
- Why was it called the Fertile Crescent?
 - Why did Neolithic settlements appear in the Fertile Crescent?

- 21 Answer the questions with a classmate.

- How did domestic animals improve life for the Neolithic people? Think about goats, dogs and chickens.
Goats provided... Dogs helped with...
- How did Neolithic people cultivate the land? Use these words.

*collect/sow seeds turn the land over tools
polished stone hoes sickles*

Early sedentary societies

Neolithic people abandoned their nomadic way of life and became **sedentary**¹. They settled permanently in villages, such as **Jericho** (Palestine) and **Catalhoyuk** (present-day Turkey).

They built their settlements on fertile **riverbanks**, with access to water for drinking and watering their crops. Other peoples who didn't have fertile land or knowledge of agriculture **sacked**² these villages. Therefore, Neolithic people constructed **palisades**³ and later, walls, to defend them.

Agriculture and livestock farming created **new needs**, so **craftwork**⁴ developed. To store grain and food, people made wicker **baskets**⁵ and clay pots. To make clothes, they invented **spindles**⁶ and **looms**⁷.

Neolithic society became less tribal and more **specialised**. Women were probably responsible for the discovery of agriculture, but when the population increased, men spent more time farming. Women specialised in craftwork, childcare and food preparation. Military leaders, called **chieftains**, defended the village.

¹**sedentary**: living in one place; opposite of nomadic.

²**sack**: attack and steal from a place.

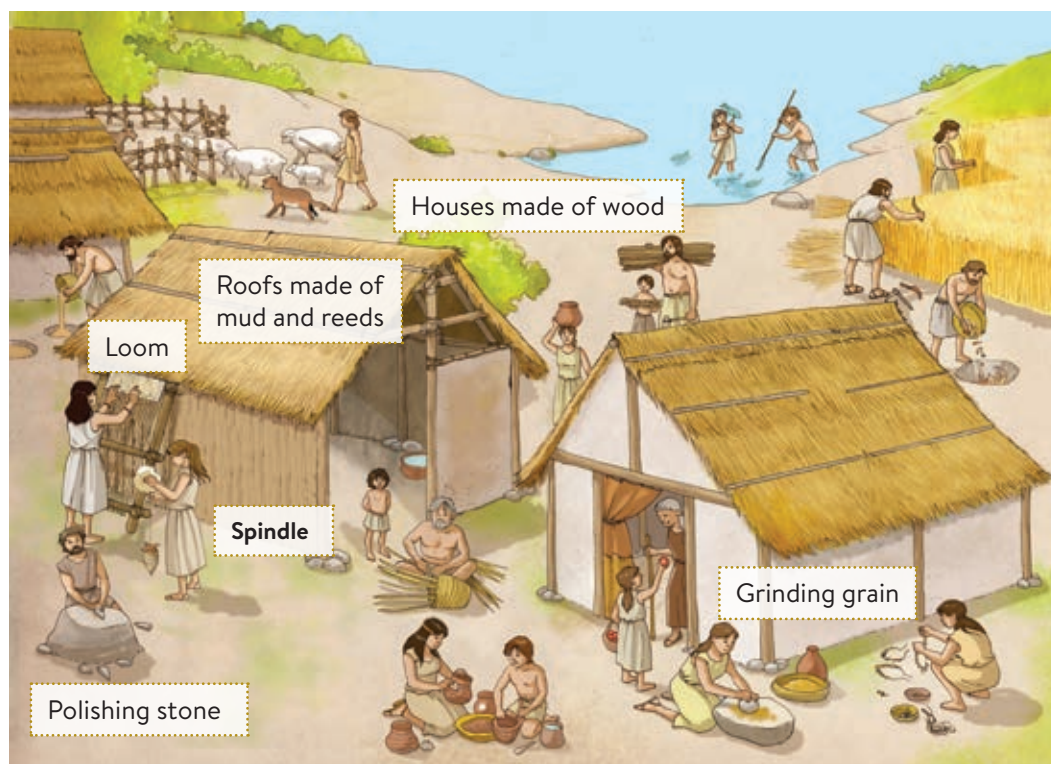
³**palisade**: line of pointed sticks for defence.

⁴**craftwork**: objects people make by hand.




⁵**basket**: container made of sticks or reeds.

⁶**spindle**: tool for spinning thread from wool.

⁷**loom**: machine for making fabric from thread.



CLIL activities

- 22**  In your notebook, explain what Neolithic people used these things for.
- | | |
|-------------------|-----------------------|
| a. palisades | c. spindles and looms |
| b. wicker baskets | d. mud and reeds |
- 23** Answer the questions.
- Why did some people attack villages?
 - What were the roles of men and women in Neolithic society?
- 24**  Listen to the museum guide talking about the city of Jericho. What do these numbers refer to?
- | | | | |
|-------|--------|--------|-------|
| a. 70 | b. 3.6 | c. 8.5 | d. 22 |
|-------|--------|--------|-------|
- 25**  Look at the illustration of a Neolithic settlement. With a classmate, describe what the people are doing. Point to the person your classmate is describing.
- A man is making a basket.*

Neolithic art and culture



Figurine of the mother goddess from Catalhoyuk

The discovery of agriculture influenced religion. Neolithic people **deified**¹ the **natural forces** that affected farming, such as the Sun and water. One of the first divinities was the **mother goddess**. People made clay **figurines**² of this goddess. They worshipped her to increase the **fertility** of the population and the land.

Burials became more common. They took place under houses or in **necropolises**³ outside the settlements. Families honoured the dead with **grave goods**⁴ and eventually began to **venerate**⁵

them. This is called **ancestor worship**. Neolithic people also built sanctuaries where they performed religious ceremonies.

Neolithic **cave painting** developed the characteristics that first appeared in the Epipaleolithic Period. People painted symbolic monochrome figures in **shallow caves**. They tried to capture a scene and suggest movement. This resulted in a less realistic and increasingly **schematic** style.



Hunting scene in Tassili n'Ajjer cave, Algeria

A new form of artistic expression emerged with the decoration of ceramic objects. People decorated them with paint or by making small imprints on the object to create **geometric** designs. The different designs mean we can distinguish one culture from another.

¹**deify**: worship as a god.

²**figurine**: small statue.

³**necropolis**: cemetery.

⁴**grave goods**: objects people buried with the dead as an offering for the gods.


⁵**venerate**: give great respect.



Cardial pottery vessel (with imprints from cockle shells) from the de l'Or cave (Beniarrés, Alicante)

CLIL activities

26  Listen and write the objects that Neolithic people used as grave goods.

27  Discuss with a classmate why the first divinity was female and not male. Use these words:

The first divinity was female because...

goddess babies group stronger protect

5 The Bronze and Iron Ages

The **Bronze and Iron Ages** began when humans discovered **metallurgy**¹ in around 4000 B.C. in the Near East. This probably occurred when people saw metal fall into a fire, melt and then harden when it cooled. We divide the Bronze and Iron Ages into three periods.

The Copper Age: in the 5th millennium B.C., people began to use **copper** on the **Anatolian Peninsula**. First, they heated metal and beat it into a shape. Later, they smelted **ore**² in an **oven**, poured it into a mould and then polished it. Copper wasn't very strong, so its main use was for decorative objects.

The Bronze Age: people improved smelting techniques and created an **alloy**³ of **copper** and **tin** to make bronze. This was stronger and its main use was for weapons. The oldest known bronze object is from **Mesopotamia**. It's from around 3000 B.C.

The Iron Age: people knew iron was **stronger** than bronze, but they didn't develop the technology to smelt it at 1000 °C until 1500 B.C. This occurred on the Anatolian Peninsula. Iron's main use was for swords. This discovery gave people a **military advantage**.

Metallurgy led to **important developments** in **agriculture** and **trade**. People made stronger agricultural tools, such as the **iron plough**⁴. Due to more abundant harvests, they **bartered**⁵ **surplus**⁶ products with neighbouring villages. Traders established **trade routes** between distant places and new knowledge **spread** rapidly. Trade benefited from the revolutionary inventions from the beginning of this age, such as **carts with wheels** and **sail boats**.

¹**metallurgy:** heating metal to high temperatures to shape it into objects.

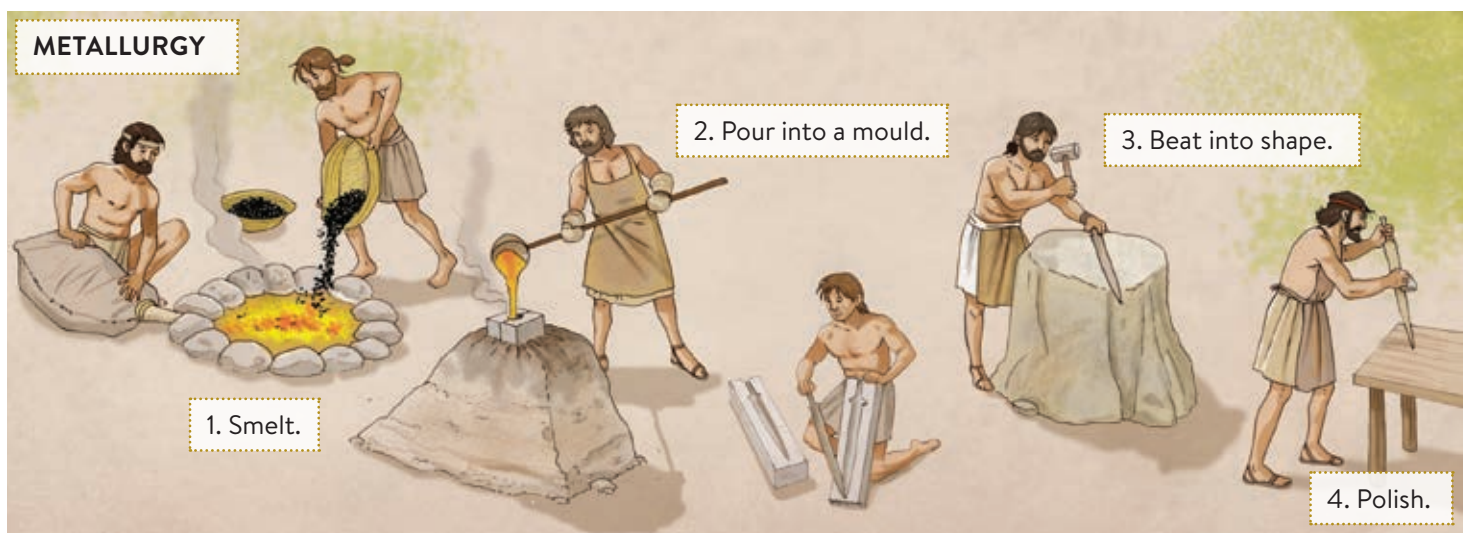
²**ore:** mineral that contains metal.

³**alloy:** mixture of two or more metals.

⁴**plough:** tool that turns over the soil.

⁵**barter:** trade by exchanging one product for another.

⁶**surplus:** greater amount than people need; extra.



CLIL activities

28 In your notebook, write *true* or *false*. Correct the false sentences.

- Humans started using metallurgy to make objects about 8 000 years ago.
- Bronze is made of a mixture of copper and iron.
- Iron was a good metal for weapons.
- Traders exchanged products in different places.

29 Listen and write which period of the Bronze and Iron Ages each artisan comes from.

30 In a group of three, discuss how the invention of the wheel changed people's lives.

Because of the invention of the wheel, people could...

*carry trade travel spread share
more products ideas*

Society in the Bronze and Iron Ages

Due to the prosperity trade created, the **populations** of villages increased. As a result, villages became **cities**. People used more resistant materials to construct buildings, such as **adobe**¹, and stone for the supporting **plinths**².

Because agricultural production also increased, some people could stop working in the fields and do other jobs. This was the beginning of the **division of labour**. Some jobs were more **profitable**³, so **social differences** appeared. The discovery of grave goods shows that one part of society became much richer than the rest.

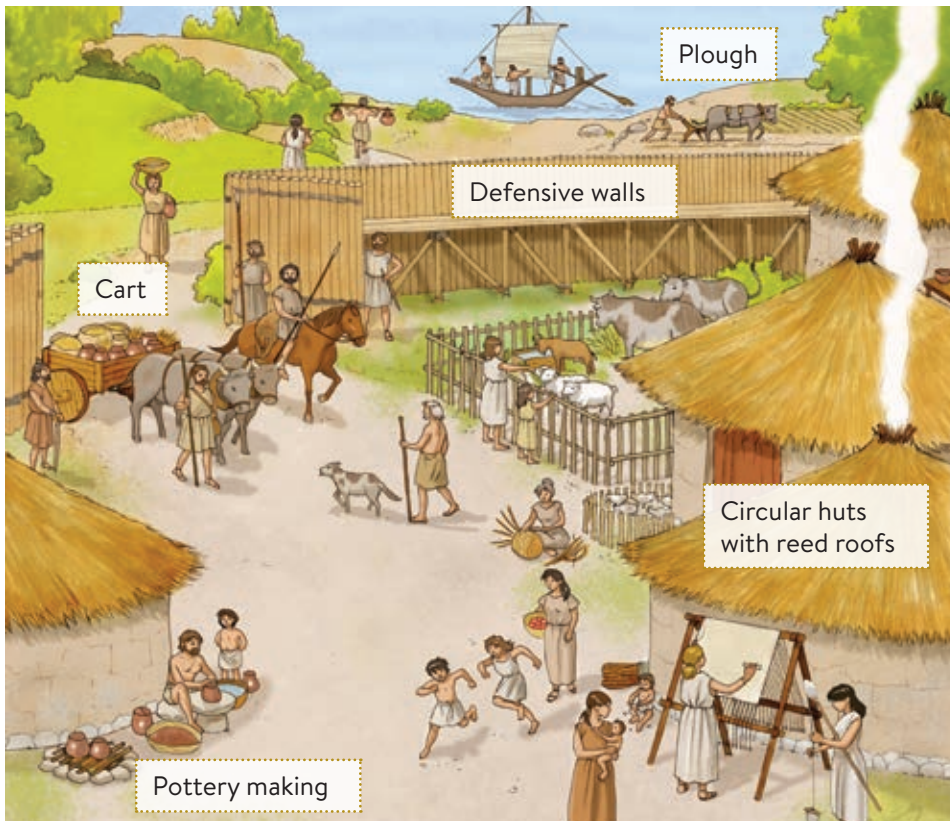
Increased **wealth**⁴ led to more **sackings**. Therefore, people built villages and towns in high places surrounded by **palisades** and brick or stone **walls**. Military conflicts and wars made the position of women weaker. The men were the fighters. Therefore they took control of decision-making away from women. The most powerful figure was the **military chieftain**. Many of these made their positions **hereditary**: they became kings or monarchs.

¹**adobe**: large brick made from sundried clay and straw.

²**plinth**: base of a wall.




³**profitable**: makes money or produces other benefits.

⁴**wealth**: money, riches or other valuable possessions.



CLIL activities

- 31 Complete the sentences in your notebook.
- Buildings improved in the Bronze and Iron Ages because people used...
 - The division of labour happened because...
 - People protected their towns with...
 - The position of women was weaker because...
 - ... made the important decisions.
 - The chieftains passed their power on to their...

- 32  Listen to a description of an Iron Age village. Which activities and objects in the picture do they mention?
- 33   Which people do you think became rich in the Bronze and Iron Ages? Write sentences to explain.

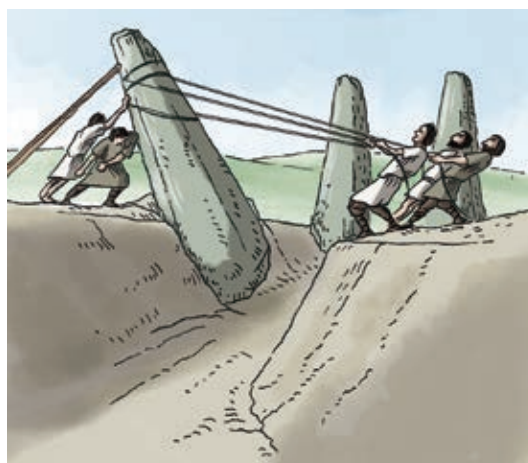
I think the people who worked in the fields/made objects to sell, such as ... traded/had military power/ became rich because...

Culture and Art in the Bronze and Iron Ages

War influenced religion. **Male war gods** appeared and became more important than female divinities. Bronze and Iron Age people based the dates of important **religious celebrations** on the **agricultural calendar**¹.

During this period people made **megalithic monuments** by placing **megaliths**² on their own or together. We associate these with beliefs about the cycles of nature. They used them for different purposes: **funerary** (as tombs), **commemorative** (to mark an important event), **territorial** (to mark boundaries) and **religious** (for religious ceremonies).

Megaliths first appeared at the end of the Neolithic Period, but the Bronze Age ones are the most famous. The peoples who built megaliths also travelled by sea looking for metals. As a result, they spread **megalithic architecture** along the coasts of the Mediterranean Sea and Western Europe. In order to build megaliths, they needed many people, a good organisation of labour and a chain of command.



Building a dolmen

¹**agricultural calendar:** year based on the observation of the Sun or Moon.

²**megalith:** enormous block of stone.

TYPES OF MEGALITHS



Menhir: a megalith pushed into the ground for **commemorative** purposes or to mark **territorial** boundaries.



Dolmen: various megaliths in the form of a table for **funeral chambers** for collective burials.



Cromlech: various megaliths in the form of a circle. It's possible that people used them for **Sun worship**.

CLIL activities

34 Copy and complete the table in your notebook.

Name	Design	Function
Menhir
Dolmen
Cromlech

35 Why did megalithic architecture spread to different places? Where did it spread to?

36 Listen to the interview about how people constructed megaliths. What did they use these objects for?

- a. tree trunks b. platforms c. ropes d. tools

37 With a classmate, discuss why male war gods appeared and became important. Use these words:

- survive war fighters protect

6 The Paleolithic Period in the Iberian Peninsula and in Andalucía

Due to its location, the Iberian Peninsula is where archaeologists have discovered the earliest hominids on the European continent. In Andalucía, they **settled**¹ in the Guadalquivir, Tinto and Odiel river valleys due to the favourable climate.

The most important **Lower Paleolithic** site on the Iberian Peninsula and in the world is **Atapuerca**, in **Burgos**. It contains numerous hominid remains. In **Andalucía**, archaeologists have discovered stone tools and remains at sites in Orce, Guadix and Baza. The most famous one is **Orce man**, which is over one million years old.

Neanderthals inhabited the Iberian Peninsula during the **Middle Paleolithic Period**. There is evidence at sites in **Gibraltar** and **El Sidrón** (Asturias). Archaeologists previously believed the last Neanderthals inhabited Andalucía. However, studies of the remains at the Bajondillo site (Torremolinos, Málaga) indicate that *Homo sapiens* replaced Neanderthals in Andalucía at the same time as in the rest of Europe, around 30 000 B.C.

Stone tool discoveries in Andalucía tell us that Neanderthals and *Homo sapiens* inhabited the same area. However, we don't know if they interacted. The population **spread**² to the Cordillera Bética and the Mediterranean coast. They eventually occupied the whole region and lived in caves.

The better-adapted *Homo sapiens* replaced the Neanderthals during the **Upper Paleolithic Period**. They made new stone and bone tools and produced the first cave paintings and portable art. The most famous paintings are in the caves of **El Castillo** and **Altamira** (Cantabria), **Tito Bustillo** (Asturias) and **Santimamiñe** (País Vasco). They portray naturalistic **polychrome**³ animals.

During the **Epipaleolithic Period**, **Levante cave painting** developed along the Mediterranean coast. Examples are the paintings in **Cogull** (Lleida), the **Valltorta** and **Remigia** caves (Castellón) and the **Araña** caves (Valencia).

In Andalucía, the population was concentrated in the Cordillera Bética near the coast. Discoveries of new tools tell us that their diet began to contain more seafood.

The main cave paintings in Andalucía are in Cádiz and Málaga. The **Pileta** cave (Ronda, Málaga) has animal paintings, the Nerja caves (Málaga) have naturalistic and symbolic paintings and the Moro cave (Tarifa) has red horse paintings and carvings.

CLIL activities

40  Listen and answer the questions about Altamira.

- When was the discovery of the cave?
- What was Marcelino looking for?
- Who first noticed the paintings in the cave?

- What animals are in the paintings?
- What colours were the paintings?
- What other examples of art did archaeologists discover in the cave?

¹**settle**: live permanently in a place.


²**spread**: extend over an area.


³**polychrome**: several colours.



The Paleolithic period on the Iberian Peninsula

CLIL activities

38  Research a Paleolithic site in Spain. What did archeologists discover there? Which period was it from? Present your research to the class.

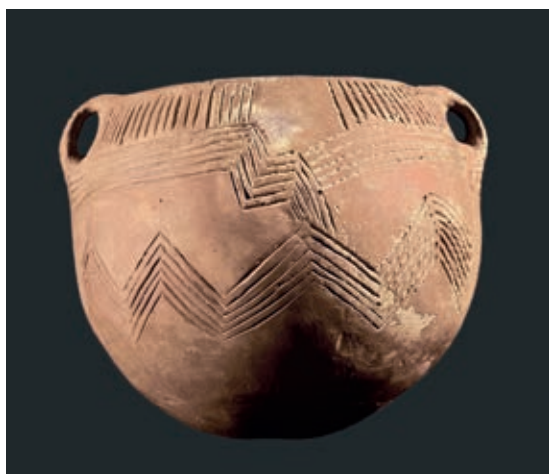
39  Search for images of cave paintings in Andalucía. Indicate the location (including a map) and the main characteristics of the examples you've chosen.

7 The Neolithic Period in the Iberian Peninsula and in Andalucía

On the Iberian Peninsula, the Neolithic Period began in around 5000 B.C. This was because **humans from the Near East** brought Neolithic innovations across the Mediterranean. Discoveries along the Mediterranean coast from this date onwards demonstrate the evolution of agriculture, livestock farming and polished stone tools.

One of the main artistic manifestations was **Cardial pottery**, whose name comes from the decorative cockleshell imprints. The other was **Levante cave painting**, which developed from the Epipaleolithic Period. People painted **schematic** monochrome human figures hunting, dancing and collecting fruits in shallow caves. Examples are those in Cogull (Lleida) and Valltorta (Castellón) and those in Vélez-Blanco (Almería) and Ronda (Málaga) in Andalucía.

'schematic: using simplified outlines.



Almagra pottery was red and decorated with lines made with string.



Cardial pottery vessel (National Archaeology Museum, Madrid)




As many advances entered the peninsula along the southeast coast, **the greatest Neolithic developments occurred in Andalucía**. These took place in two phases:

- During the **first phase**, the main activity was **livestock farming**. People still lived in caves. They made **Cardial pottery**, such as the remains in the Nerja caves (Málaga), and **Almagra pottery**, such as those in the Murciélagos cave in Zuheros (Córdoba).
- During the **second phase**, **Almerian culture** was the most notable. Agricultural activity increased and people lived in **settlements** in circular houses near river valleys. Examples include El Garcel and Tres Cabezas (Antas, Almería). They began to bury their dead in **collective stone tombs**.

#FORABETTERWORLD

The many preserved sites in Andalucía are due to the mainly clay soils. However, natural phenomena and human activities have destroyed many other sites. Nowadays, we're conscious of the need to care for our heritage.

CLIL activities

- 41 How did Neolithic innovations reach the Iberian Peninsula?
- 42  Make a list of the main Neolithic cultural manifestations on the Iberian Peninsula.
- 43  In which area of the Iberian Peninsula did the greatest Neolithic developments occur? Why?
- 44  Research the stone idols that archaeologists discovered at El Garcel. Describe their appearance and function. Draw them in your notebook.

8 The Bronze and Iron Ages in the Iberian Peninsula and in Andalucía

People from the eastern Mediterranean introduced **metallurgy**¹ to the Iberian Peninsula. This made it possible to make copper, bronze and iron objects.

¹**metallurgy**: heating metal to high temperatures to shape it into objects.

²**necropolis**: cemetery

The Copper Age

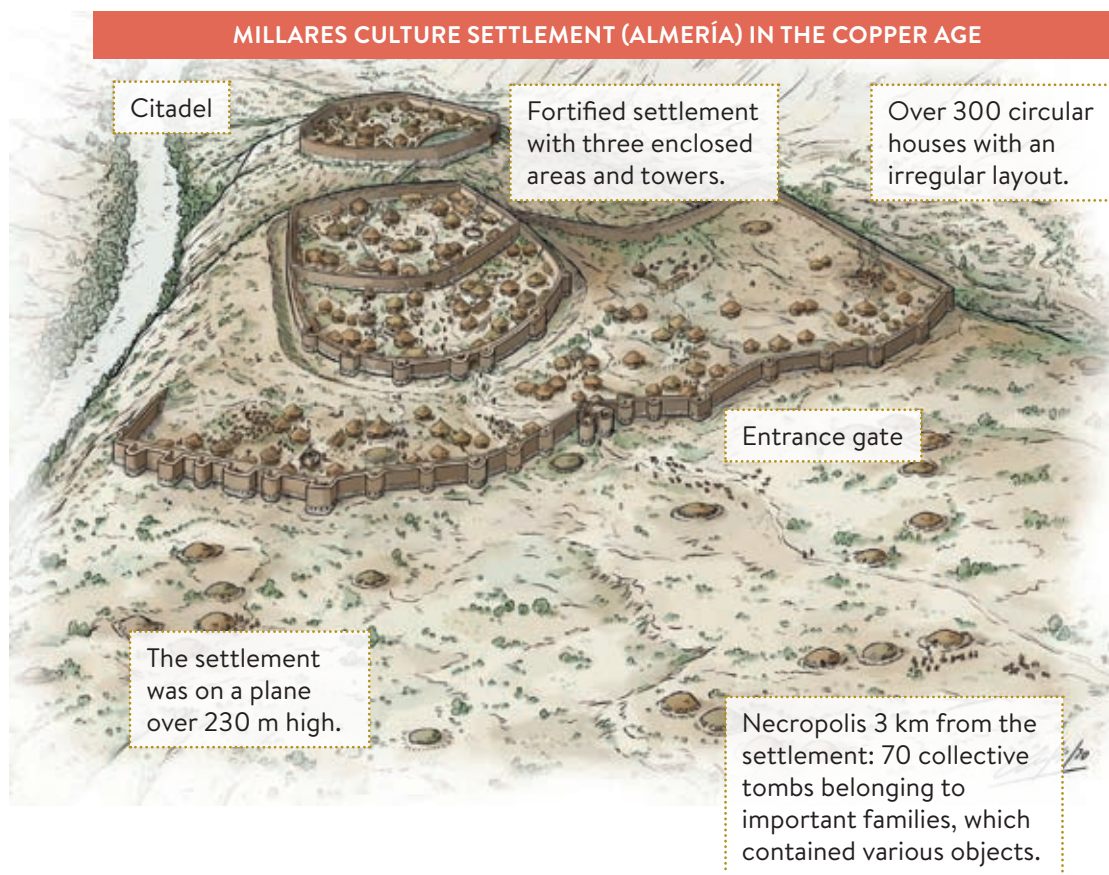
The **Copper Age** began on the peninsula in around **3000 B.C.** It marked the beginning of metalwork and the development of more advanced settlements and trade.

The **Bell Beaker** culture expanded across the peninsula. Archaeologists discovered pottery in important people's tombs, indicating there was a social hierarchy.



The southeastern cultures in Andalucía advanced the most through their contact with foreign cultures.

The **Millares culture** appeared in **Almería**. They built fortified settlements with a nearby **necropolis**² and developed long-distance trade.

The cultures with knowledge of metallurgy began to build **megalithic monuments** such as corridor dolmens. At the World Heritage **Antequera Dolmens Site**, those in Menga, Viera and El Romeral are the most complex.



CLIL activities

- 45  Make a list of the main cultural manifestations on the Iberian Peninsula in the Copper Age and indicate their location.
- 46 Look at the Millares culture settlement and answer the questions:
 - a. Where is it located? Why?
 - b. How did they defend it? Why was this necessary?
 - c. Where is the necropolis? Why is it located there?
 - d. Explain why this was the most advanced settlement on the Iberian Peninsula in the Copper Age.
- 47  What was the function of corridor dolmens? What were they like? Do some research and find a photo of one.

The Bronze Age

The **Bronze Age** began on the peninsula in around **1800 B.C.** Its inhabitants learned how to create an **alloy**¹ of copper and tin through their contact with foreign cultures. By using bronze, they could make **stronger objects**. Metal tools gradually replaced stone ones and pottery developed greatly. They made clay pots, vases and plates with decorative carvings and lines.

On the Balearic Islands, the megalithic **Talayotic culture** emerged. These people constructed **taulas**, **navetas** and **talayots**. The main sites are in **Menorca** and were used for religious and funerary purposes.

In Andalucía, the **El Argar culture** replaced the Millares culture. They built settlements with rectangular houses in high places. They buried their dead under their houses in vessels, which sometimes contained **grave goods**². They made bronze weapons, gold and silver **jewellery**³ and beautiful dark, undecorated pottery.

The Iron Age


The **Iron Age** began on the peninsula in **1000 B.C.** The **Celts** arrived from the north, bringing knowledge of iron metallurgy. They introduced the **Urnfield culture**. Its name comes from the custom of **cremating**⁴ the dead and placing their ashes in urns.

People from the eastern Mediterranean, such as the **Greeks**, **Phoenicians** and **Carthaginians**, arrived on the peninsula at the same time. They introduced the **alphabet** and **writing**, which marked the end of Prehistory on the Iberian Peninsula.

The **Tartessian culture** developed in the southwest of the peninsula between the end of the Bronze Age and the beginning of the Iron Age. These people advanced greatly and traded with the Phoenicians and Greeks. Their main centre was the present-day provinces of Huelva, Sevilla and Cádiz. However, they influenced the whole **southwest** of the peninsula.

Few Tartessian remains have survived. The most famous ones are the gold **treasures** of El Carambolo (Sevilla) and Aliseda (Cáceres). The Turuñuelo site (Badajoz) provides abundant information on this culture, which remains an enigma.

CLIL activities

- 48 Make a list of the main developments that took place in the Bronze Age on the Iberian Peninsula.
- 49  Listen to the students talking about Bronze-Age culture. Where are the sites they mention? What three mistakes do they make?
- 50 Make a fact file about the Urnfield and Tartessian cultures on the Iberian Peninsula. Explain which areas they occupied and their main characteristics.

¹**alloy**: mixture of two or more metals.

²**grave goods**: objects people buried with the dead as an offering for the gods.

³**jewellery**: decorative objects usually made from precious metals.

⁴**cremate**: reduce a dead body to ashes by burning it.



Taula. This consists of two large stones in the shape of a T



Naveta. Construction in the shape of an upturned boat



Talayot. Construction in the shape of a tower.

Stone Age artisans Using prehistoric techniques



Our Stone-Age ancestors used their ingenuity and innovated to survive. Through observation and by working with materials, they learned to create tools and solve problems. This allowed them to evolve and face everyday challenges. You're going to learn how their creativity helped them solve problems before modern technology existed. You'll share your findings with your classmates about how these innovations made such a difference to their lives.

Preparation

- Work in groups of four. Each group researches the one of the following types of objects or materials:
 - Tools for hunting: spears, spear throwers, arrowheads and harpoons.
 - Tools for cutting up animals and cleaning hides: knives and scrapers.
 - Paintings for propitiating hunting.
 - Pottery vessels.

Find out how people made them and what they used them for.

- Collect the materials you need to make the objects you have researched. For the tools used for hunting, cutting up animals and cleaning hides, you can use stones, wood and/or chicken or other animal bones and string. For the pottery vessels, you need a block of clay and water. For the paintings, use a roll of paper, stones to grind the pigments, water, animal fat and a piece of charcoal.

Group size
6-8 students.

Materials
computer with Internet access,
a roll of paper, wood, stones,
bones, clay, charcoal, animal fat
and water.

INFORMATION ABOUT MAKING PREHISTORIC TOOLS

<https://inicia.oupe.es/23gh1s101>

<https://inicia.oupe.es/23gh1s102>

<https://inicia.oupe.es/23gh1s103>

Method

- 1 Make an infographic for each object you're going to exhibit. Include all the information you have collected.
- 2 Make the objects, trying to use prehistoric techniques.
 - The hunting and cutting tools group must make the tools with the materials they have obtained. Think about what use each tool could have.
 - The painting group must make the pigments and do the cave painting with their fingers on the roll of paper. Choose one of the two prehistoric styles and reproduce its characteristics.
 - The pottery group must model the clay to make pottery vessels. They must have the same shapes and decorations as the vessels from the different prehistoric cultures (Bell Beaker pottery, Cardial pottery, etc.).



Presentation

Set up the exhibition in your school corridors. Arrange the objects you've made on tables with their corresponding infographics.

When your classmates visit the exhibition, you must be able to explain the whole process and the details of what you produced.