



SURVIVAL SCHOOL COURSE

NCFE CO

LEVEL 3

PRIMITIVE TOOLS

LEARNING OUTCOMES

Learning Outcomes:**The learner will:**

Understand the history of bone and antler tools, the terminology and the ethical sourcing of bone and antler.

The learner will:

1.1

- a. Evaluate and discuss how bones and antler were used as parts of primitive bundles and tools
- b. Establish a terminology linked with bone and antler tools
- c. Discuss the safe and ethical sourcing and disposal of bone linked with potential Health and Safety issues.
- d. Discuss PPE suitable for use with the preparation of primitive tools made from bone and antler

The learner can:

1.2

- a. Describe how and why bones were used as part of the primitive tool kit.
- b. Explain the ethnographical material culture of bone and antler tools.
- c. Explain the terminology of bone and antler tool production.
- d. Demonstrate a good working knowledge of any risks associated with tools made from bone or antler.

Range (explanation)

The unit concentrates on the acquisition, sourcing and processing of bones and antler to form tools that were carried as 'bundles' by early ancestors. Whilst the unit mainly discusses what happened in primitive technology, it also recognises the importance of safe working. This is an opportunity for learners to determine what they want to make later in the course

Internal Assessment Guidance – Unit 01:

Learning Outcome:

Number	Type of evidence	Additional information (if applicable)
1.2a	Q/A and D	
1.2b	Q/A and D	
1.2c	Q/A and D	
1.2d	Q/A and D	

Q/A Question and Answer, PD Practical Demonstration, D Discussion

Learning Outcomes:**The learner will:**

Be able to examine a selection of bones and antler from a variety of animals to establish the correct choice for each tool made.

The learner will:

2.1

- a. Identify a range of tools within a primitive bundle.
- b. Analyse the properties required for each tool.
- c. Discuss the most suitable material for each tool.
- d. Assess the affordance of the material.

The learner can:

2.2

- a. Identify a range of tools that can be created from a selection of bones or antlers
- b. Discuss their uses of the tools identified
- c. Analyse the properties required for a tool and the respective job with regard to durability, size and sharpness.
- d. Describe the use of those tools, how they were used historically and how they could be used contemporarily.
- e. Explain why some bones are suitable and other not in a primitive setting

Range (explanation)

This unit is designed to encourage learners to consider the properties of bones and antler and how they can best be used. It is important for learners to recognise that not bones are frequently available. Prioritising complete use of the bones available is a significant part of the unit.

Internal Assessment Guidance – Unit 02:

Learning Outcome:

Number	Type of evidence	Additional information (if applicable)
2.2a	Q/A and D	
2.2b	Q/A and D	
2.2c	Q/A and D	
2.2d	Q/A and D	

Q/A Question and Answer, PD Practical Demonstration, D Discussion

Learning Outcomes:**The learner will:**

Be able to examine a range of bone and antler tools, discuss their production and then replicate them putting them into historical contexts.

The learner will:

3.1

- a. Examine the technical and mechanical production processes of a range of bone and antler tools.
- b. Replicate a series of tools using available materials.
- c. Discuss affordance of the tools' production against other uses for the materials.

The learner can:

3.2

- a. Discuss the production of a range of primitive tools including correct selection of materials.
- b. Produce a series of tools using suitable materials.
- c. Explain the worth of a tool to the holder.

Range (explanation)

This unit encourages the learner replicate and produce a range of bone and antler tools held in primitive bundles but using contemporary and traditional tools. Methods demonstrated and explained will cover materials mammal and fowl. Cutting tools safety will be revised and if necessary taught.

Internal Assessment Guidance – Unit 03:

Learning Outcome:

Number	Type of evidence	Additional information (if applicable)
3.2.a	Q/A and D	
3.2.b	Q/A, D and P/D	
3.2.c	Q/A and D	

Q/A Question and Answer, PD Practical Demonstration

Learning Outcomes:**The learner will:**

Be able to develop the skills to set antler and bone items in wooden handles to create compound tools.

The learner will:

4.1

- a. Explore the materials used to fix antler and bone to wooden handles.
- b. Examine the strength of fixings.
- c. Discuss which woods are most suited to compound tools.

The learner can:

4.2

- a. Explain and discuss the creation of compound tools.
- b. Select the correct binding for a tool's use.
- c. Discuss how to best affect a compound tool.

Range (explanation)

This unit will guide the learner through how to produce a set of compound tools using the ideal selection of bindings, fixings and handles. This is limited to what is available at the time of year and in the woodland location. All tools created will be photographed for evidence of successful completion of the unit but are the producer's to take home.

Internal Assessment Guidance – Unit 04:**Learning Outcome:**

Number	Type of evidence	Additional information (if applicable)
4.2a	Q/A and D	
4.2b	Q/A and PD	
4.2c	Q/A and D	

Q/A Question and Answer, PD Practical Demonstration

Learning Outcomes:**The learner will:**

Devise tests to establish the validity of their tools through experimental practise.

The learner will:

5.1

- a. Test the tools produced to establish how well they are made.
- b. Reflect on the materials sources and the production methods employed.

The learner can:

5.2

- a. Demonstrate the effectiveness of their tools for the purposes they were designed.
- b. Discuss amendments and improvements to design, materials and use through reflective practise.

Range (explanation)

This unit will enable the learner to reflect on their achievements with a self-critical analysis of their work. It is understood that this is possibly the first time working with the selected materials and the success of the items made is not under scrutiny. The important aspect of this unit is that the learner can evaluate their choice of product technologies and identify areas for any improvement.

Internal Assessment Guidance – Unit 5:**Learning Outcome:**

Number	Type of evidence	Additional information (if applicable)
5.2a	Q/A and PD	
5.2b	Q/A and D	

Q/A Question and Answer, PD Practical Demonstration