

What was our area like in prehistoric times? Y4**How do heritage sites inform us about our local area in prehistoric times?****ABOUT THE UNIT**

In this unit children will learn about life in the distant past through the study of a local prehistoric heritage site. This study will give children the opportunity to use a variety of sources to find out about the past and aid historical enquiry. They will develop their investigative skills through a study of archaeological methods, The focal point of the unit is a site visit which will give purpose and meaning to the study of a period beyond the historic record. Children will learn about aspects of prehistoric life in their locality including homes, clothing, food and occupations. The unit also considers citizenship issues such as planning for change, conservation, social responsibility and local identity.

WHERE THE UNIT FITS IN

This unit can be linked to Scheme of Work Unit 18: What was it like to live here in the past? (Year 3/4) and provide an added dimension with a focus on different methods of historical interpretation and enquiry. It can provide links to the geography curriculum through the knowledge and understanding of their own locality, the investigative skills of scientific enquiry, understanding of materials in Design Technology and exchanging and sharing information in ICT. It can also support the development of key skills, particularly those of communication, problem solving and working with others.

ADAPTING THE UNIT

Year 3 and 4 children could:

- be given more guidance and simpler activities relating to map work
- be given more structured guidance on the passing of time
- have a simplified approach to interpretation
- be given greater assistance in drawing conclusions from their enquiry

PRIOR LEARNING

It is helpful if the children have:

- been introduced to chronological conventions *e.g. BC, AD, ancient*;
- acquired elementary mapping skills *e.g. scales, symbols*;
- begun to develop historical enquiry skills.

LANGUAGE FOR LEARNING

Through the activities children will be able to understand, use and spell correctly:

- words associated with the passage of time: *e.g. chronology AD and BC, century, period*;
- words associated with historical research, *e.g. archaeology, excavation, sources, interpretation, evidence, artefact, location, site, presentation, civilisation and occupation*;
- words associated with prehistory, *e.g. prehistoric, Bronze Age, Stone Age, Neolithic, henge, barrow, cursus, ritual, monument, hand axe and pottery*;
- words associated with conservation, *e.g. preservation, leisure, society, tourism, development, conservation, responsibility inspection and heritage*.

RESOURCES

- the local heritage site
- local history books and booklets, *e.g. English Heritage Guidebook: Stonehenge* by Julian Richards
- large scale ordnance survey map of the area
- old map of area *e.g. first edition OS map*
- aerial photographs of area
- photographs of site, including those taken by teachers on planning visits
- copies of reconstruction drawings, postcards and photographs of objects
- sources will be available from your local studies library, museum and borough or county record office
- local museum or archaeology unit may have an education officer or someone with responsibility for education
- English Heritage teacher's guides: *Prehistory, Stonehenge Teacher's Handbook, Using Prehistory as a Local Study, Teacher's Guide to Local Studies and World Heritage Sites*

- Websites:

www.wessexarch.co.uk follow learning and resources links for useful timeline and relevant activity sheets

www.english-heritage.org.uk sections on Education, Stonehenge, National Monuments Record, Pastscape and Images of England

www.english-heritage.org.uk/Stonehenge for links to the interactive map of the site through prehistory

www.pastscape.org.uk has a modern and old map and an aerial photograph of the Stonehenge area which can be compared

www.multimap.com print off a map of the area you are studying

<http://www.bbc.co.uk/history/ancient/prehistory/> various sections on prehistoric life particularly the Hunt the Ancestor game which links to work in number

www.canterburytrust.org.uk has a good section on archaeology in education

<http://whc.unesco.org/en/list> for a definitive list of world heritage sites

www.icomos.org/ additional information on World Heritage Sites

www.channel4.com/history/timeteam see the Time Detectives section to find out more about the work of an archaeologist

www.globalgateway.org.uk This British Council site encourages schools to twin with schools abroad. This could provide a link with a school that also has a World Heritage or other historic site in their locality

www.24hourmuseum.org.uk for details of your local museum

www.britarch.ac.uk/yac links for those wanting to take their interest further and join the young archaeologists' club

EXPECTATIONS

At the end of this unit

most children will:

have improved their knowledge of prehistoric life and how the local area has changed; have a greater understanding of the work of an archaeologist; have had the opportunity to use a wide range of sources to enquire about their area in prehistoric times; have had the chance to look at different historical interpretations and begin to discuss why these vary; be able to combine, organise and communicate their findings.

Some children will not have made so much progress and will:

understand that their local area has changed and be able to ask and answer questions about their local area; be able to demonstrate factual knowledge of men and women in a prehistoric period.

Some children will have progressed further and will:

be able to look at historical interpretations and identify differences in the interpretations explaining reasons why; select and combine information from several sources to find out aspects of the past.

POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE <i>Activities 1 - 9 are available to download from www.english-heritage.org.uk/stonehenge click on "education resources"</i>
Section 1		
<p>How does archaeology help us find out about the past? Discuss what the children know about archaeology already. Use pictures of archaeologists and their equipment to explain what an archaeologist does.</p> <p>Lead a discussion on reasons for using different equipment and methods, e.g. maps, aerial photographs, geophysical survey and excavation. Questions might include: <i>What sort of things might an aerial photograph show up that would help an archaeologist decide where to excavate? What clues might a map give to past times? (e.g. road names like Castle Street, The Drove, Northgate)</i></p> <p>Explain how objects and features like walls get buried successively over time. Archaeologists use stratigraphy (interpreting the sequence of</p>	<p>understand what an archaeologist does;</p> <p>are aware of the type of evidence that is available to archaeologists;</p> <p>understand the basic concept of stratigraphy, that</p>	<p>Use pictures to discuss the work of an archaeologist Activity 1: The Archaeologist Game</p> <p>Watch a video showing archaeologists at work, e.g. Time Team.</p> <p>Listen to a podcast from Phil Harding www.channel4.com/history/timeteam/biog_phil.html</p> <p>Link to citizenship: Heritage belongs to everyone so excavation must be done carefully and the results recorded so the information isn't lost.</p> <p>Links to appropriate history study units and opportunity to reinforce and evaluate previous learning</p>

<p>these layers) as evidence to work out what has happened on a site. Divide the children into groups. Give each group a selection of pictures of objects from periods they have already studied (e.g. Roman, Tudor, Victorian). Ask them to 'bury' them in the right order under sheets of paper. Ask a different group to 'excavate the site' and say what they know about it from the things they have found.</p> <p>Explain that different materials decay at different rates and only those that survive can be used as evidence of how people lived in the past. Discuss what is likely to have survived from the distant past.</p> <p>Ask children to draw themselves or their friend as they are today, then to draw them as they would look to an archaeologist in 1,000 years time. <i>Will plastic and metal survive? What about cloth and leather?</i></p>	<p>the oldest things will be buried deepest;</p> <p>identify features of different materials</p> <p>learn or recap their knowledge of the human skeleton;</p>	<p>http://www.canterburytrust.co.uk/schools/rubbish/rubbpg02.htm is a good introduction to the idea of stratigraphy</p> <p>Links to POS Science. Before the start of this topic, bury a selection of materials in garden soil – e.g. cotton, apple core, coin, wood - and examine after ¾ weeks. Note: wear disposable gloves when examining rotted material.</p> <p>Activity 2: Skeleton Game</p> <p>Links to POS historical enquiry a & b. Link to Science Sc2, 2e</p>
<p>Section 2</p>		
<p>What can we learn from objects? Explain that Archaeologists use as evidence the things that people once lost or threw away – their rubbish. They work like detectives using clues to give them the bigger picture.</p> <p>Use a bag of clean rubbish (cereal packet,</p>	<p>make deductions from a variety of sources;</p> <p>are able to</p>	<p>POS historical enquiry 4a.</p> <p>This can be a group or class activity depending on resources available. Less able may require a list of questions to support them, for example do the family</p>

<p>sweet wrapper, pet food box, shopping bill, ticket etc.) to allow children to find clues about the family/person who threw out the rubbish. Encourage children to consider the question: <i>What sort of things would we be unable to know about the family if this is all the evidence we have?</i></p>	<p>demonstrate they have understood the nature and limitations of archaeological evidence;</p>	<p>have pets, do they have children etc.? Alternatively, use Activity 3: Dustbin Game</p>
<p>Section 3</p>		
<p>What can we find out about our own heritage site? Ask children to model a bubble map or double bubble map encouraging them to think about what they already know and what they would like to find out about the local heritage site they will be studying/ visiting.</p>	<p>recognise what they already know and decide what they want to find out about;</p>	<p>Younger/less able children can draw on their thought bubble.</p> <p>Bubble maps will be useful for you to use as a base level assessment and can be used to direct and inform future lessons. Children can be grouped for research depending on knowledge level and availability of resources.</p>
<p>How long has the site been there? Lead a discussion on the age of the local heritage site relating it to known periods from previous history study units.</p> <p>In the school hall or playground use the length of two toilet rolls to demonstrate the length of time between when the site was built and today. Explain that each sheet represents 10 years (a decade) so 10 sheets represent a century. Unroll the paper, placing a child at every 'century'. Check their understanding with questions such as: which sheet</p>	<p>Gain an increased understanding of the length of time from the period studied to the present;</p> <p>demonstrate increased awareness of chronological sequence;</p>	<p>History 1a and b – chronology There are many alternative ways of introducing and reinforcing understanding of chronology: e.g as a clothes line to which pictures of particular events e.g. Fire of London are pegged them on a clothes line'.</p> <p>Alternatively make a classroom timeline using a roll of wallpaper, wallpaper border or fax roll. Give children a range of pictures or objects from different periods, and ask them to position them</p>

<p>represents the time of your birth? your grandparents' births? Which sheets represent the Tudors, Medieval, Vikings, Romans etc? To get back to the prehistoric period you will need two rolls.</p> <p>Give children a range of sources of information to research a chosen question about their prehistoric period or heritage site, including documents, printed sources, maps, CD-ROMs, databases, pictures and photographs, postcards and websites.</p>	<p>learn more about their chosen site;</p>	<p>in the correct period. Or give each group/pair one part of the timeline to investigate, illustrate and talk about to the class. Activity 4: Time Line</p> <p>POS: Knowledge, skills and understanding Organisation and communication 5a,b,c</p>
<p>Section 4</p>		
<p>What was life like at this time? Research clothing and accessories from the relevant prehistoric period using websites and books. Prepare for site visit by creating accessories based on their research like, card daggers, pouches, bracelets, amulets, necklaces.</p> <p>Discuss what materials people had access to in this period. Expand their research to include aspects of everyday life – houses, work, animals.</p> <p>Provide samples of food for a tasting session – apples, soft fruits like berries, grains, nuts, milk, cheese.</p>	<p>demonstrate their knowledge about prehistoric life by producing objects for costumes based on their research;</p> <p>show they know what foods were available in prehistory (milk, cheese, wheat,</p>	<p>POS history 2a and b Design and technology 5b and c Art and design 5b and d ICT 1a</p> <p>Activity 5: Bronze Age picture</p> <p>Activity 6: Match the Monument</p> <p><i>Prehistoric Cooking</i> by Jacqui Wood (Tempus, 2002) paperback £15.99 or see Time Team website at: http://www.channel4.com/history/timeteam/snapshot_cooking.html</p> <p>Refer to schools policy for cooking in</p>

	meat etc.) and what foods were not (crisps, tomatoes, potatoes etc.);	school or sampling food. Consider health and safety.
Section 5		
<p>What can we find out about our site from maps and aerial photographs? Use a modern map, historic map and aerial photograph. Ask children to locate the site and any other features. Highlight or colour significant natural features such as rivers. Compare the historic and modern map and the aerial photograph. Identify what has changed and what has stayed the same.</p> <p>Ask the class why they think the site was built in that place (access to water, easy to defend, on a routeway etc.) Ask children to identify archaeological features from the aerial photographs and draw or describe in words how the landscape would have looked at the time.</p>	<p>use maps and a range of sources to point out changes over time;</p> <p>reinforce previous learning by using it in a different context;</p>	<p>It is a good idea to label the school and other familiar features on the map to help spatial awareness.</p> <p>Extension activity: Give children an outline map and ask them to record on it the information they have found on the maps and aerial photograph.</p> <p>ICT – POS 1a and link to multimap, History POS 2c and d, Geography links to 2c, 3a, b, c, d, e</p> <p>www.pastscape.org.uk</p> <p>Activity 7: What did I look like?</p>
Section 6		
<p>What did people look like in the Bronze Age? Remind children about the work they did in the skeleton game. Show and read information about an archaeological discovery of a burial e.g. the Amesbury Archer near</p>	<p>children can discuss interpretations of the evidence and explain why they</p>	<p>Pos H3, 2a, 5c,6 and 7</p> <p>'The body under the barrow' pg 33 in <i>Prehistory: A Teachers' Guide</i> by Mike</p>

<p>Stonehenge.</p> <p>Discuss the evidence that was found and explain information and vocabulary to children e.g. buckles, torc, rivets, scabbard, sword. Ask children to draw a reconstruction of the person.</p> <p>Draw class back together and look at impressions. Are they all the same? Why not? Discuss interpretation and the fact that as evidence they are limited. Artists' impressions are very useful but are not fact.</p>	<p>differ;</p> <p>children demonstrate an understanding that evidence of prehistory is limited;</p>	<p>Corbishley, Tim Darvill, Peter Stone, English Heritage.</p> <p>Activity 8: What am I?</p>
<p>Section 7</p>		
<p>What makes a place special?</p> <p>Ask all the children to bring in an item from home that is special to them. Discuss issues of value. What makes an item special? Ask the children to sketch their object and explain why it is special to them. Would it be special to anyone else? Is it of monetary or personal value?</p> <p>Show a selection of pictures and photographs e.g. beach, waterfall, memorial, church, Stonehenge (include one of the local site). Discuss what makes these places special. Where would the pupils like to go?</p> <p>Discuss personal journeys. Pilgrimages are often personal journeys for a specific reason.</p>	<p>demonstrate understanding that people place different values on items and places;</p> <p>have greater understanding of the specific relevance of the site;</p>	<p>PSHE and citizenship 2 e</p> <p>Links to RE – pilgrimages. If the site visit is to be carried out in role then this sense of awe needs to be recaptured Prior to lesson discuss different opinions and the need to be polite and respectful. You could carry out this activity through circle time.</p> <p>POS H2a</p> <p>Link to Literacy work.</p> <p>Videos are available from the EH Resource catalogue for Stonehenge</p>

<p>There have been pilgrimages throughout time. If your site has a spiritual connection, you can develop this idea in that context. For example for Stonehenge it would be relevant to view it as Bronze Age pilgrims. Ask children to think about how they would feel seeing the site as a pilgrim for the first time.</p>		<p>and Avebury.</p>
<p>Section 8</p>		
<p>Are there other places that are special like ours? Explain what is meant by a listed building, a scheduled monument and a World Heritage Site. Have several pictures of World Heritage Sites around the globe and a large world map. Have the children heard of any of these places? Ask them to identify the sites and locate them on the map. Discuss why these sites are chosen to be WHS. Are they natural or man-made? In groups ask children to research a site and feed back their findings to class. This could be linked to a country you may be studying in geography.</p> <p>Does our heritage site qualify for WHS status? If not, do you think it should it be designated? Why?</p>	<p>understand that World Heritage Sites are designated for different reasons;</p> <p>be able to identify WHS and say why they are important;</p> <p>be able to identify sites which have similarities of age or ritual e.g. Stonehenge and Megalithic temples of Malta, Newgrange or Lascaux (Vézère Valley)</p>	<p>Visit the UNESCO website for a list of WHS. Contact could be made with schools in another country via global gateway http://whc.unesco.org/en/list</p> <p>Activity 9: WHS Game</p> <p>Links to geography POS 2c. Identifying countries and continents using the world map. Citizenship POS 4b. Speaking and listening POS En1 1c and e</p> <p>www.geography.org.uk</p>

Section 9		
<p>How is your site managed and presented today? During your planning visit to the heritage site, take picture of any signage and other visitor facilities like rubbish bins or catering areas. Use these pictures to lead a discussion on areas for improvement. Design a visitor centre or exhibition, or design a guide for a specific audience. Produce a poster, guide, exhibition, or assembly.</p>	<p>will be encouraged to think about different aspects of heritage and the challenge of meeting the needs of visitors while preserving the monument;</p>	<p>POS G 5a and b H 4a,b, and 5c An alternative or additional focus for the site visit would be for children to create an inspection sheet for the site and visit it in role as inspectors of their site for WHS.</p>
Section 10		
<p>What can we learn on site? Arrange a site visit with a theme, for example as people from the time, such as pilgrims, visitors celebrating a special event, or servants preparing for a grand occasion. Alternatively set children a problem in the past, for example: ‘you are the warden of the castle and have been warned of imminent attack. Decide which are the weakest points of the castle and what you need to defend them. Simple costumes will enhance the experience, as will ‘authentic’ food for packed lunches, and relevant activities on site.</p>	<p>will remember the visit far better if they have been involved in its planning and enjoyed an active learning experience;</p> <p>will have an experience which will inform subsequent learning in school</p>	<p>http://www.english-heritage.org.uk/upload/pdf/aydon_castle_hist_drama.pdf</p> <p><i>History through Role Play</i> by John Fairclough</p> <p><i>Role Up: History through Role Play</i>, English Heritage video</p> <p>Other Teacher’s Guides – <i>Using Abbeys, Using Castles, Using Historic Houses</i> all contain useful ideas for themed visits.</p> <p>Follow up work gives opportunities for creative writing and literacy.</p>

Section 11		
What did we find out? Use experiences gained during the site visit in creative writing and literacy opportunities.		Link to creative writing and literacy, Art POS 1a, ICT POS 3a&b
How much have you learnt? Ask children to produce a new bubble map to compare with the one they made at the beginning of the topic.	will evaluate their own learning and record the new things they know about their site.	
SOW designed by Margaret Bunyard – Wessex Archaeology, Amanda Feather – English Heritage, Keren Hepwood – Amesbury Primary School.		x/Projects/education/2005SOW/QCA/learning objectives3.doc

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