

Adapted unit: How do heritage sites inform us about our local area in prehistoric times?

HISTORY
YEAR 3/4

About the unit

In this unit pupils learn about life in the distant past through the study of a heritage site. This unit will give pupils the opportunity to use a variety of sources to find out about the past and aid historical enquiry. The focal point of the unit is a site visit that will give purpose and meaning to the study of a period beyond the historic record. Pupils will develop their investigative skills through a study of archaeological methods. They will learn about aspects of prehistoric life, including homes, clothing, food and occupations, in their locality. This unit will also consider 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 provides 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.

Expectations

At the end of this unit

most pupils 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 begun to discuss why these vary; be able to combine, organise and communicate their findings.

some pupils 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 pupils 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.

Prior learning

It is helpful if the pupils have:

- been introduced to chronological conventions, *eg AD, ancient, BC*
- acquired basic mapping skills, *eg scales, symbols*
- begun to develop historical enquiry skills.

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly:

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

Resources

Resources include:

- Stonehenge activities (see www.english-heritage.org.uk/server/show/nav.10599 or www.wessexarch.co.uk/learning/resources.html)
- local history books and booklets, eg English Heritage guidebooks, *Stonehenge*, by Julian Richards
- English Heritage teacher's guides, eg *Stonehenge: a teacher's handbook*, *Teacher's guide to local studies* and *world heritage sites*, *Using prehistory as a local study*
- Large-scale ordnance survey map
- historic map, eg first edition ordnance survey map
- aerial photographs
- photographs of site, including those taken by teachers on planning visits
- copies of reconstruction drawings, postcards and photographs of objects.

The following websites may provide useful information:

- www.channel4.com/history/timeteam
- www.globalgateway.org.uk
- www.24hourmuseum.org.uk
- www.britarch.ac.uk/yac
- www.wessexarch.co.uk
- www.english-heritage.org.uk
- www.english-heritage.org.uk/Stonehenge
- www.pastscape.org.uk
- www.multimap.com
- www.bbc.co.uk/history/ancient/prehistory/
- www.canterburytrust.org.uk
- <http://whc.unesco.org/en/list>
- www.icomos.org/

Many of the resources above may be available from your local studies library, museum or borough/county record office, or there may be an education officer, or someone with responsibility for education, at local heritage sites.

Section 1: How can archaeology help us find out about the past?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Pupils should learn</p> <ul style="list-style-type: none"> • that archaeology is used to find out about historical events, people and changes • that archaeologists use different sorts of evidence • that archaeologists use excavation to work out the sequence of events • that archaeological evidence is limited to what has survived. 	<p>Discuss what the pupils know about archaeology. Show the pupils pictures of archaeologists and their equipment to explain what an archaeologist does.</p> <p>Discuss the reasons for using different equipment and methods, eg maps, aerial photographs, geophysical survey and excavation. Questions might include: What sort of things might an aerial photograph show up? How could these things help an archaeologist decide where to excavate? What clues, eg road names like Castle Street, The Drove, Northgate, might a map give to past times?</p> <p>Explain how objects and features, eg walls, get buried successively over time and how archaeologists use stratigraphy (interpreting the sequence of these layers) as evidence to work out what has happened on a site.</p> <p>Divide the pupils into groups and give each group a selection of pictures of prehistoric objects as well as objects from different periods they have already learnt about, eg Roman, Tudor, Victorian.</p> <p>Ask the pupils to 'bury' them in the right order under sheets of paper. Ask different groups to 'excavate' the sites and say what they know 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 the pupils to draw themselves, or their friends, as they are today, and then as they would look to an archaeologist in 1,000 years. <i>Will plastic and metal survive? What about cloth and leather?</i></p>	<p>Pupils</p> <ul style="list-style-type: none"> • understand what an archaeologist does • are aware of the type of evidence that is available to archaeologists • understand the basic concept of stratigraphy, eg that the oldest things will be buried deepest • identify features of different materials • learn about or recall their knowledge of the human skeleton. 	<p>Link to history: historical enquiry a,b.</p> <p>Link to citizenship: Heritage belongs to everyone, so excavation must be done carefully, and the results recorded, to ensure the information isn't lost.</p> <p>Link to science: Before starting this topic, bury a selection of materials, eg cotton, apple core, coin, wood, in garden soil and examine the items after 3 to 4 weeks. Note: wear disposable gloves when examining rotted material.</p> <p>Link to science Sc2, 2e.</p>

Section 2: What can we learn from objects?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Pupils should learn</p> <ul style="list-style-type: none">• to use objects from past lives as evidence • to consider what hasn't survived.	<p>Explain that archaeologists use the things that people once lost or threw away as evidence. They work like detectives using clues to understand the bigger picture.</p> <p>Show the pupils a bag of clean rubbish, eg a cereal packet, sweet wrapper, dry pet food box, shopping bill, ticket, etc. Encourage them to find clues about the family/person who threw out the rubbish.</p> <p>Encourage the pupils to consider the question: If this is all the evidence we have, what sort of things would we be unable to know about the family?</p>	<p>Pupils</p> <ul style="list-style-type: none">• make deductions from a variety of sources • demonstrate that they have considered what has survived as well as what hasn't.	<p>This can be a group or class activity depending on resources available.</p> <p>Less able pupils may require a list of questions to support them, eg Does the family have pets?</p> <p>Link to history: historical enquiry 4a.</p>

Section 3: What can we find out about a site?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Pupils should learn</p> <ul style="list-style-type: none"> to identify what they already know and decide what they would like to find out to place events in time to communicate their knowledge and understanding in a variety of ways. 	<p>Ask pupils to model a bubble map and encourage them to think about what they already know and what they would like to find out about the site they will be learning about.</p> <p>Lead a discussion on the age of the site, relating it to known periods from previous learning. Pupils could consider the question: How long has the site been there?</p> <p>In the school hall or playground use two toilet rolls to demonstrate the length of time between when the site was used and today. Unravel the toilet paper and explain that each sheet represents 10 years, and 10 sheets represent a century. (To get back to the prehistoric period you will need two rolls.) Place a pupil at each century.</p> <p>Check the pupils' understanding with questions such as: Which sheets represent prehistoric times? Which sheets represent the times of the Tudors, Vikings, Romans? Which sheets represent the time of your birth / your grandparents' births?</p> <p>Give the pupils a range of sources of information, including documents, printed sources, maps, CD-ROMs, databases, pictures and photographs, postcards and websites, to research a chosen question about their period or site. Ask the pupils to present their findings.</p>	<p>Pupils</p> <ul style="list-style-type: none"> recognise what they already know and decide what they want to find out gain an increased understanding of the length of time from the period studied to the present demonstrate increased awareness of chronological sequence learn more about their site. 	<p>Younger / less able pupils could draw on their bubble map.</p> <p>You can use bubble maps as a base-level assessment and for directing and informing future lessons. You can make groupings based on level of knowledge and availability of resources.</p> <p>There are many alternative ways of constructing timelines and introducing and reinforcing understanding of chronology. For example, using a clothes line, you can hang pictures of particular events, eg the Fire of London. Or make a timeline using a roll of wallpaper, wallpaper border or fax roll and give the pupils a range of pictures or objects from different periods and ask them to position them in the correct period. Or give each group/pair one part of the timeline to investigate, illustrate and present to the class.</p> <p>Link to history: 1a and b – chronology.</p> <p>Link to history: 5a,b,c.</p>

Section 4: What was life like in past times?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Pupils should learn</p> <ul style="list-style-type: none"> to find out information from the past by studying a range of resources, eg books and the internet. 	<p>Ask the pupils to research clothing and accessories from the relevant period using websites and books.</p> <p>Ask the pupils to prepare for a site visit by creating accessories such as card daggers, pouches, bracelets, amulets, necklaces, based on their research.</p> <p>Discuss what materials people had access to in this period. Expand their research to include aspects of everyday life, such as houses, work and animals.</p> <p>Arrange a tasting session with samples of food, such as apples, soft fruits (like berries), grains, nuts, milk and cheese, from the relevant period.</p>	<p>Pupils</p> <ul style="list-style-type: none"> demonstrate their knowledge about the past by producing costume accessories based on their research show they know what foods, eg milk, cheese, wheat, meat, etc., were available and what food, eg crisps, tomatoes, potatoes, etc., were not. 	<p>When cooking or sampling food in school, refer to your school's health and safety policy.</p> <p>Link to history: 2a, b.</p> <p>Link to design and technology: 5b, c.</p> <p>Link to art and design: 5b, d.</p> <p>Link to ICT: 1a.</p>

Section 5: What can we find out about a site from maps and aerial photographs?			
Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Pupils should learn</p> <ul style="list-style-type: none"> • to find information about the area from studying a range of sources • to create their own map of the area in past times. 	<p>Using a modern map, historic map and aerial photograph, ask the pupils to locate the site and any other topographical 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 pupils why they think the site was built or developed in that place (access to water, easy to defend, on a routeway, etc.). Ask the pupils 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>Pupils</p> <ul style="list-style-type: none"> • use maps and a range of sources to point out changes over time • reinforce previous learning by using it in a different context. 	<p>Consider labelling the map with the school and other familiar features to help spatial awareness.</p> <p>Extension activity: Give the pupils an outline map and ask them to record on it the information they have found on the maps and aerial photograph.</p> <p>Link to history: 2c,d.</p> <p>Link to geography: 2c, 3a, b, c, d, e.</p> <p>Link to ICT: 1a.</p>

Section 6: What did Bronze Age people look like?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Pupils should learn</p> <ul style="list-style-type: none">• that prehistory is represented and interpreted in different ways and give reasons for this.	<p>Show and read information about an archaeological discovery of a burial, eg the Amesbury Archer near Stonehenge.</p> <p>Discuss the evidence that was found and explain information and vocabulary to pupils, eg buckles, rivets, scabbard, sword. Ask pupils to sketch a picture of the person.</p> <p>Bring the class back together and look at impressions. <i>Are they all the same? Why not?</i> Discuss interpretations and their limitations as evidence. (Artists' impressions are very useful, but are not fact.)</p>	<p>Pupils</p> <ul style="list-style-type: none">• discuss interpretations of the evidence and explain why they differ• demonstrate an understanding that evidence of prehistory is limited.	<p>Link to history: 3, 2a, 5c, 6, 7.</p>

Section 7: What makes a place special?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Pupils should learn</p> <ul style="list-style-type: none"> to appreciate the spiritual and historical value of a site begin to consider the ideas, beliefs, attitudes and experiences of men, women and pupils in past times. 	<p>Ask the pupils to bring in an item from home that is special to them. Discuss what makes something valuable.</p> <p>Ask the pupils to sketch their item and explain why it is special to them. <i>Would it be special to anyone else? Is it of monetary value or personal value?</i></p> <p>Show the pupils a selection of pictures and photographs, eg a beach, waterfall, memorial, church, Stonehenge, including one of the site. Discuss what makes these places special to some people.</p> <p>Explain that a personal journey is a journey that someone makes for a specific, eg a spiritual, reason. Another word for this is 'pilgrimage'. There have been pilgrimages throughout time.</p> <p>If relevant, ask the pupils to explore the spiritual aspects of the site. For example, ask them to think of Stonehenge in the light of a Bronze Age pilgrim. <i>How would they feel seeing the site as a pilgrim for the first time?</i></p>	<p>Pupils</p> <ul style="list-style-type: none"> demonstrate understanding that people place different values on items and places have greater understanding of the specific relevance of the site. 	<p>Before this lesson, discuss different opinions and the need to be polite and respectful. You could do this in circle time.</p> <p>Link to history: 2a.</p> <p>Links to PSHE and citizenship: 2e.</p> <p>Link to RE – pilgrimages.</p> <p>Link to literacy work.</p>

Section 8: Are there other sites that are special?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Pupils should learn</p> <ul style="list-style-type: none"> to locate world heritage sites on maps of different countries to recognise the differences between natural heritage and man-made sites. 	<p>Describe examples of prehistoric sites as well more recent built structures. Explain what is meant by a 'world heritage site', a 'listed building' and a 'scheduled monument'.</p> <p>Show the pupils pictures of world heritage sites and a large world map. Ask the pupils whether they have heard of any of these sites. Ask them to name the sites and locate them on the map.</p> <p>Discuss why these sites have been chosen to be world heritage sites. <i>Are they natural or man-made?</i> Ask the pupils to work in groups and research a site and feed back their findings to the class. This could be linked to a country being studied in geography.</p> <p>Ask the pupils whether their site has world heritage site status. If it doesn't, ask them whether it should.</p>	<p>Pupils</p> <ul style="list-style-type: none"> understand that world heritage sites are designated for different reasons name world heritage sites and say why they are important name sites that are of similar age or spiritual meaning, eg Stonehenge and Megalithic temples of Malta, Newgrange or Lascaux (Vézère Valley). 	<p>Link to citizenship: 4b.</p> <p>Link to geography: 2c. Identifying countries and continents using the world map.</p> <p>Link to speaking and listening: En1 1c and e.</p>

Section 9: How can a site be managed and presented today?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Pupils should learn</p> <ul style="list-style-type: none">• how sites are managed today and think critically about how they would like to see their site's heritage preserved.	<p>During your planning visit to the site, take pictures of any signage and other visitor facilities like rubbish bins or catering areas. Use these pictures to lead a class discussion on areas for improvement.</p> <p>Ask the pupils to design a visitor centre or exhibition, or a guide for a specific audience, and produce a poster, guide, exhibition or presentation.</p>	<p>Pupils</p> <ul style="list-style-type: none">• think about different aspects of heritage and the challenge of meeting the needs of visitors while preserving the site.	<p>An alternative or additional focus for the site visit would be for pupils to create an inspection sheet for the site and visit it, in role, as inspectors for world heritage site status.</p> <p>Link to geography: 5a, b.</p> <p>Link to history: 4a,b, 5c.</p>

Section 10: What can we learn onsite?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Pupils should learn</p> <ul style="list-style-type: none">• about a site from first-hand experience.	<p>Arrange to visit a prehistoric site or a more recent site as people from the past, eg pilgrims, visitors celebrating a special event, servants preparing for a grand occasion.</p> <p>Alternatively, give the pupils a problem. For example, if visiting a hill fort, tell the pupils they are the wardens and have been warned of imminent attack. They need to decide which are the weakest points of the fort and what they need to defend them. Simple costumes, authentic food and relevant onsite activities will enhance the experience.</p>	<p>Pupils</p> <ul style="list-style-type: none">• enjoy an active learning experience• apply their experience to other learning	

Section 11: What did we find out at our site visit?			
Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Pupils should learn</p> <ul style="list-style-type: none"> • to communicate experiences and feelings following a site visit • to consolidate the learning in the unit and assess what they have learned. 	<p>Use experiences had during the site visit in creative writing and literacy opportunities.</p> <p>Ask the pupils to produce a new bubble map to describe what they have learnt and to compare with the one they made at the beginning of the topic in section 3.</p>	<p>Pupils</p> <ul style="list-style-type: none"> • practise communication skills • record the new things they know about their site and evaluate their learning. 	<p>Link to art: 1a.</p> <p>Link to ICT: 3a,b.</p> <p>Link to creative writing and literacy.</p>

This adapted unit was designed by Margaret Bunyard – Wessex Archaeology; Amanda Feather – English Heritage; and Keren Hepwood – Amesbury Primary School.