



ENGLISH HERITAGE
EDUCATION

KS1-2

ARCHAEOLOGY LEARNING PACK

This pack will help teachers plan an introduction to archaeology for KS1 and KS2 students. Use these resources in the classroom before or after a visit to an English Heritage site to help students get the most out of their learning.



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Step into England's story

WELCOME

This Learning Pack has been designed for teachers and group leaders to introduce their students to archaeology. It includes a variety of materials for the classroom and can be used before or after a site visit.

We know that each class and study group is different, so we have collated our resources into one pack allowing you to decide which materials are best suited to your needs. Please use the contents page, which has been colour-coded to help you easily locate what you need, and view individual sections. All of our activities have clear guidance on the intended use for study so you can adapt them for your desired learning outcomes.

We hope you find this Learning Pack useful. If you have any queries please don't hesitate to get in touch with a member of our team. If you would like to book a visit to one of the sites mentioned in this pack contact us either via bookeducation@english-heritage.org.uk or on 0370 333 0606.

The sites mentioned in this pack are Battle Abbey, Birdoswald Roman Fort, Chesters Roman Fort, Corbridge Roman Town, Durrington Walls, Farleigh Hungerford Castle, Grimes Graves, Housesteads Roman Fort, Lindisfarne Priory, Lullingstone Roman Villa, Old Sarum, Richborough Roman Fort, Richmond Castle, Silbury Hill, Stonehenge, Tilbury Fort, Tintagel Castle, Wall Roman Site, West Kennet Long Barrow and Witley Court.

English Heritage Learning Team

ICON KEY

The icons below will help you quickly identify the types of activities and information presented.

KSI-2



HANDS ON



LOOK



SCIENCE



CUT OUT



EXAMINE



ART



CHALLENGE



DID YOU
KNOW?

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KSI-2

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These activities can stand alone or work as a sequence of learning. Using them before or after a visit to an English Heritage site will enhance students' learning

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KEY INFORMATION

Information to help teachers bring archaeology into the classroom. Using this information before or after a visit to an English Heritage site will enhance students' learning.

AMAZING ARCHAEOLOGY

DISCOVER WHAT ARCHAEOLOGY IS

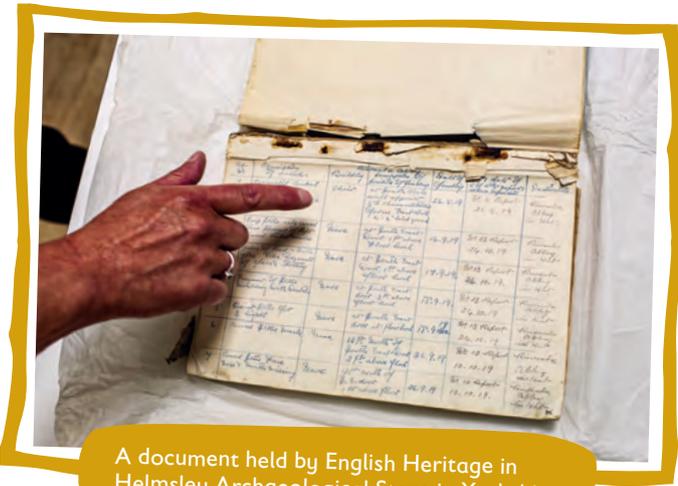
Below is a short introduction to archaeology. Use this information to support your students' learning. You'll find the definitions of the key words in the Glossary.

ANSWERING QUESTIONS

Both **archaeologists** and historians answer questions about the past and they often work together. Archaeologists use **artefacts** and **architecture**. They carry out **excavations** to find **remains** that have been left by people or animals in the past. They use science to study their **finds** carefully. Historians rely much more on written or visual sources such as documents and artwork. Both



Early medieval remains at Tintagel Castle can be seen well in this aerial photograph. A recent excavation revealed more about the importance of this royal site and its international connections.



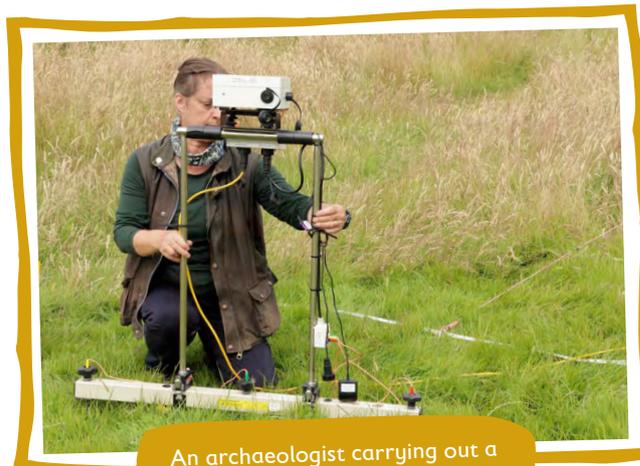
A document held by English Heritage in Helmsley Archaeological Store in Yorkshire.

use detective skills to work out what these sources tell us about how people used to live. Historians usually study events from 3500 BC onwards, because that's when the first written records were created. As archaeologists mostly work with finds and features in the **landscape**, they can study much further back in human history.

FINDING THE RIGHT LOCATION

Most archaeological evidence is found underground. To identify the best places to dig, archaeologists carry out research using maps, surveys and written sources as well as looking for shapes in the landscape.

Resistivity surveys are used to find the buried remains of buildings. A small electric current is injected into the ground. Where the electricity passes through easily, there is low resistance. This indicates wet conditions. There might be a ditch filled with very wet soil. Where the electricity struggles to pass through, there is high resistance. This shows there is little or no water and is likely to be a more solid feature like a buried wall. Sometimes archaeologists cannot see shapes in the landscape at ground level so they use **aerial photographs** to spot features to investigate. They may also use metal detectors as a way to find out if there are metal objects like coins below the ground.



An archaeologist carrying out a resistivity survey at Birdoswald.

GETTING MUDDY

Sometimes archaeologists can learn enough about a location without having to excavate. At other times, they dig a **trench**. Mechanical diggers take away the top layer of soil first. Then archaeologists use tools to carefully remove soil by hand. A camera comes in handy to record the size and location of finds. **Sieves** are used to check the soil for any small remains they might have missed.

GETTING CLEAN

All the finds then need to be cleaned, sorted and recorded. They must be handled and cleaned with great care so as not to damage them. When picking out soil from a find, an archaeologist might have a bucket and sieve underneath. This stops smaller finds being lost during the cleaning process. Once clean, finds are kept in boxes in stores to keep them safe.



A collections conservator cleaning a cat skull using a toothpick, bucket and sieve at Richborough Roman Fort.

RECORDING

Archaeologists record all their finds so they know what was found during an excavation and where they are kept. This allows people to carry out more research. To record finds they might create detailed labelled drawings. They use **grids** to help them draw their objects accurately. Looking closely at objects helps archaeologists to learn more about them and the period in history they came from. It helps them to work out what something is made from, what it might have been used for, how important it was and what people's lives were like in the past.

STORING

Once finds have been cleaned and recorded, they need to be stored. English Heritage stores some of its collections at Wrest Park Archaeological Collections Store in Bedfordshire, where there are over 153,000 historical artefacts from 2,000 years of history. Different objects need different conditions to stay safe. They might need particular temperatures, packaging or light levels to ensure they stay **well preserved** for future generations.



A collections conservator processing finds from Tilbury Fort.



Finds from Lindisfarne Priory stored in boxes at Helmsley Archaeology Store. Notice the numbers on the boxes. These help archaeologists to locate artefacts as each one is recorded in a catalogue with a reference number.

DID YOU KNOW?

It is essential to get permission from the local authority or private landowner to use a metal detector for treasure. The 1996 Treasure Act made it a legal requirement to report any finds to the **Portable Antiquities Scheme**. This ensures finds are recorded and looked after properly. Over 1.5 million finds have been reported since 1997.



DATING

Some artefacts, such as coins, have dates written on them. Other remains are harder to date. Archaeologists use **dating** methods to work out the age of their finds.

The ground is made up of layers that build up over time on top of each other. The layers that are deepest underground are the oldest. Archaeologists identify which layer their finds are from, and use this to work out how old the finds are. This is called **stratigraphy**.



An archaeologist cleaning stratigraphy layers at Silbury Hill, Avebury. © Historic England Archive

To find out the age of a tree, archaeologists count the rings inside a tree trunk. This is called **dendrochronology**. Trees grow one ring each year. Wide tree rings show there was plenty of rain and the tree grew a lot. Narrow tree rings show there were drier conditions, preventing tree growth.



A pair of tweezers found during an excavation at Richborough Roman Fort and Amphitheatre in 2021.



A 3rd-century coin found at Richborough Roman Fort and Amphitheatre.

Archaeologists also use **radiocarbon dating**. This only works on **organic matter** that have come from plants or animals. This means they can't use it on objects made of stone, glass or metal. However, they can use it on finds like bones, wooden bowls, or clothes made of animal skins.



A branch of a tree that has been cut. It clearly shows the tree rings inside that can be counted to work out its age. © Historic England Archive

DID YOU KNOW?

In 2021 an excavation took place at Richborough Roman Fort and Amphitheatre. Archaeologists found coins, animal bones and pottery fragments. These finds provide evidence to show that civilians were living in the town throughout the Roman period in Britain.



EXPERIMENTAL ARCHAEOLOGY

Some archaeologists carry out experiments to explore the past. This includes recreating objects such as pottery, re-enacting events or trying out skills like **flint knapping**. This helps us to understand the techniques people used in the past and gets us closer to understanding what life might have been like.

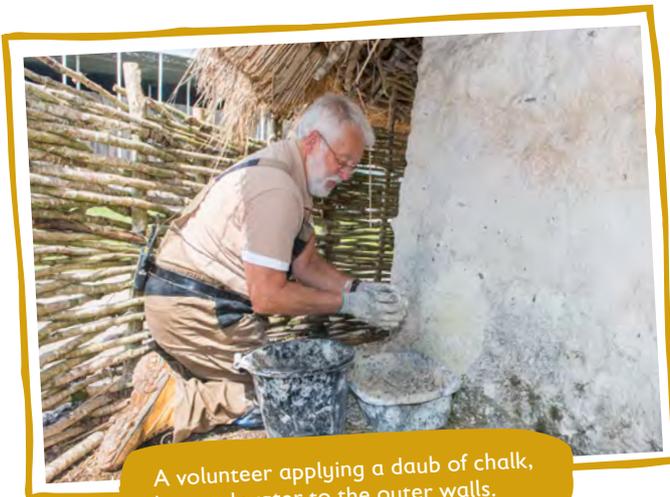
The Neolithic houses at Stonehenge are based on buildings excavated at Durrington Walls.

Archaeologists worked out the layout of the houses from the remains of the **post holes** and **hearths**. They followed the pattern of posts exactly to replicate the outer walls.

Archaeologists think the chalk **residues** around each post hole came from chalk **daub**, which you can see being applied to the wall in the picture on the left.



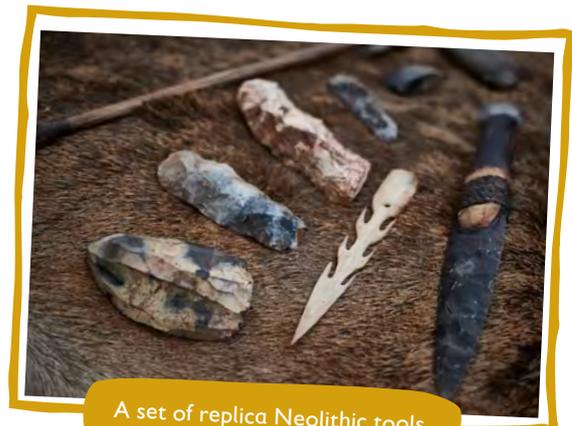
Visitors explore the reconstructed Neolithic village at Stonehenge.



A volunteer applying a daub of chalk, hay and water to the outer walls.

DID YOU KNOW?

Archaeologists have discovered that prehistoric flint tools in England are similar to **obsidian** tools made in prehistoric Japan. Find out more by searching for 'globalising archaeology English Heritage' and explore our Google Arts & Culture page all about producing Neolithic tools.



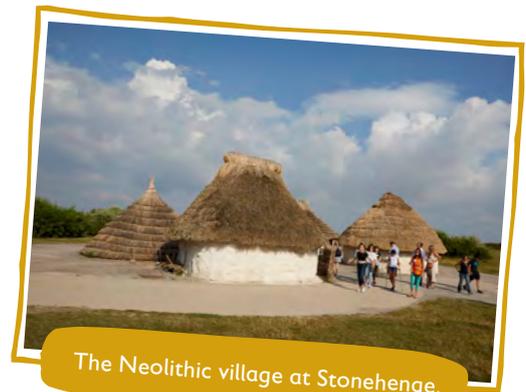
A set of replica Neolithic tools.

MEET THE EXPERT

Sue Martindale manages our volunteers at Stonehenge. Here, she tells us how our fantastic team help to look after this fascinating site.

How do English Heritage maintain the Neolithic houses?

Volunteers regularly check the condition of the houses. They also **re-thatch** the roofs and re-daub the walls. We no longer use wheat straw because we don't think it grew on a large enough scale nearby. Instead we now use water reeds because we think they were readily available along the river Avon.



The Neolithic village at Stonehenge.



A volunteer thatching it with wheat straw.

What else do volunteers do?

They talk to our visitors about the houses and learn skills such as flint knapping and how to make **cordage**. Our volunteers have also tried some Neolithic cooking on the fires in our village. They have cooked bread, soft cheese and even Neolithic mince pies.

What challenges are there in maintaining the Neolithic houses?

The biggest challenge is water. Two of the houses are prone to flooding. We've added a porch with a pitched roof to one, which directs the rainwater away from the doorway, and a windbreak to the other. We have raised the ground level slightly in some areas too, allowing water to drain away.

DID YOU KNOW?

You can make cordage from plants like stinging nettles, but wearing gloves is essential. First you must get rid of their sting by picking off the leaves, then stripping the stalk of its outer layer by rubbing along its length. Individual fibres from the inner part of the stalk can then be peeled off without the need for gloves. These fibres are a bit like the stringy bits on sticks of celery. The fibres are dried, twisted and braided to form a really strong string.



Stinging nettles are commonly found growing across Britain.

GLOSSARY

TRICKY TERMS AND
WHAT THEY MEAN

Below is a list of words you might come across while exploring archaeology. Use this Glossary to find out what they mean.

aerial photograph – a photo that is taken from above

Ancient Technology Centre – an outdoor education centre that provides historical experiences for visitors. It is operated by Dorset Council.

archaeologist – a person who studies the past using remains that have been dug up during an excavation

architecture – the way that buildings are designed and constructed

artefact – an object that was made or used by people

bog body – a body that has been well preserved because of the cold, wet conditions it was buried in

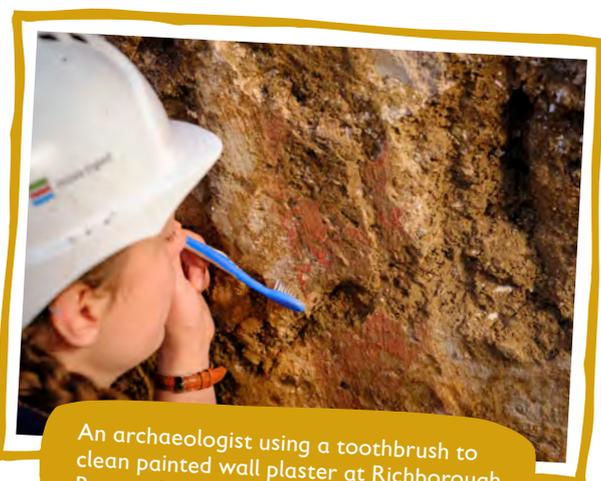
cordage – a rope, string or cord

daub – a thick sticky mixture plastered onto walls. The daub used on the replica Neolithic houses at Stonehenge are a mixture of chalk, hay and water.

dating – working out how old something is

dendrochronology – the study of rings inside a tree trunk. Counting the rings can tell us the age of the tree. The rings can also tell us about the weather when the tree was growing.

excavation – an archaeological dig to uncover artefacts or fossils



An archaeologist using a toothbrush to clean painted wall plaster at Richborough Roman Fort.



Students visiting Stonehenge apply daub to a reconstructed Neolithic wall.

finds – the things that archaeologists discover during a dig

flint – a hard rock that was used by humans to make tools during the Stone Age

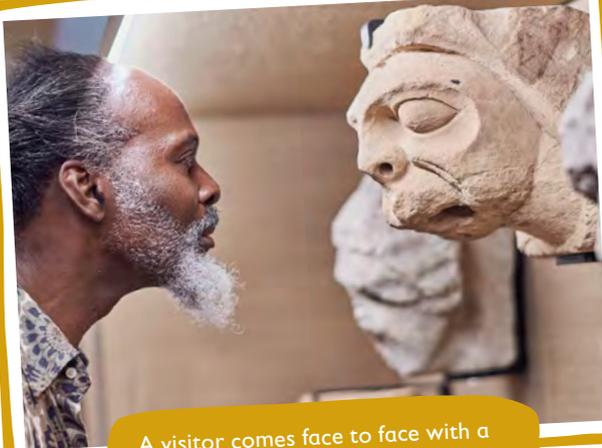
grid – a series of lines that cross over each other to make a pattern of repeating squares. Grids are used by archaeologists to measure an excavation site and pinpoint where remains were found during the dig. They can also be used to help archaeologists to draw accurate pictures of the things they have found.

hearth – a fireplace



A hearth inside a replica Neolithic house at Old Sarum. This was part of an experiment that archaeologists carried out to test their ideas about what Neolithic houses might have been like.

inorganic matter – materials that were never alive such as stone or metal



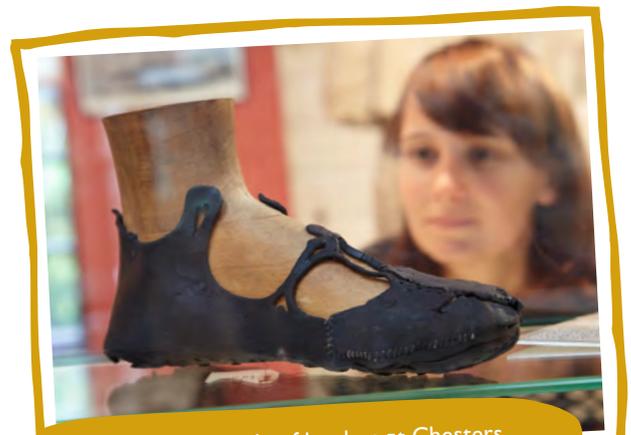
A visitor comes face to face with a stone carving at Whitby Abbey.

knapping – the technique used by people in the Stone Age to make tools. They did this by striking or hitting stones, especially flint, to the shape they needed.

kneeling mat – a mat to kneel on when excavating. It protects an archaeologist's knees from hard or uncomfortable surfaces.

landscape – everything you can see in the land, in one particular area

obsidian – a hard rock that was used by humans to make tools during the Stone Age in Japan



A Roman shoe made of leather at Chesters Roman Fort. The wet conditions near Hadrian's Wall allowed this organic matter to survive.

organic matter – the remains of a living thing (plant or animal) such as bones. Or an object that is made from something that used to be alive, such as a wooden toy (from a tree) or clothes (from a plant like cotton or animal skin).

pitched roof – a roof that slopes downwards. A single-pitched roof slopes in one direction, a bit like this: \. A double-pitched roof slopes in two directions, creating an upside-down V shape, a bit like this: /\.

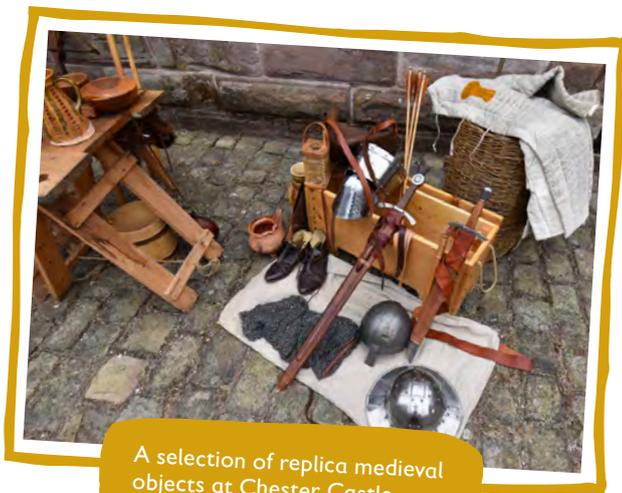
Portable Antiquities Scheme – the scheme run by the British Museum and Amgueddfa Cymru – National Museum Wales – to record finds by the general public in England and Wales

post hole – a hole for a wooden post. In Neolithic houses wooden posts were arranged in a circle. This created a frame for building the walls with sticks and daub.

radiocarbon dating – a method of dating artefacts by measuring how much carbon has been lost over time. The more carbon it has lost, the older it is. This only works on organic matter.

remains – the things that have been left behind by people and animals in the past

replica – an exact copy or model of something



A selection of replica medieval objects at Chester Castle.

residue – a small amount of something that remains after the main part of it has disappeared. In the excavation of Durrington Walls there were small amounts of chalk left around every post hole, but most of the chalk daub no longer survived.

resistivity survey – a method of measuring electrical resistance to identify the remains of buildings and ditches underground

re-thatch – the process of putting a thatched roof back onto a building

shovel – a digging tool used by archaeologists. It looks like a big spade but the blade is curved rather than flat.

sieve – a tool that has lots of small holes in it or wire mesh that lets very small bits of soil through but catches bigger bits on top. You might have one of these in your kitchen at home.



An English Heritage volunteer demonstrating sieving for small finds at Chesters Roman Fort during an archaeology activity day.

stratigraphy – the study of the layers of soil or rock in the ground. The deeper underground a layer is, the older it is.

trench – a pit, often rectangular in shape, dug by archaeologists during an excavation

trowel – a small hand held tool for digging that looks like a small pointy spade

well preserved – maintained its original state, is still the same as when it was buried, kept lots of its original features, still in good condition



ACTIVITIES

These activities can stand alone or work as a sequence of learning. Using them before or after a visit to an English Heritage site will enhance students' learning.

CLASSROOM ACTIVITY

WORD SEARCH



KSI-2

Recommended for

KSI-2 (History, English)

Learning objectives

- Understand some key archaeological terms.
- Be able to use the key terms in sentences.

Time to complete

Approx. 15 minutes

S	B	V	C	T	L	E	W	O	R	T	R
T	J	S	V	C	S	W	X	V	M	N	A
R	R	W	D	A	L	T	V	D	O	R	D
A	P	L	C	F	R	W	T	I	E	K	I
T	F	V	T	E	Y	O	T	M	F	N	O
I	R	R	N	T	S	A	A	A	O	C	C
G	A	C	M	R	V	I	H	P	H	Z	A
R	H	Y	M	A	N	Y	V	Y	F	C	R
A	U	X	C	S	L	E	V	O	H	S	B
P	M	X	F	L	I	N	T	O	O	A	O
H	E	Z	N	V	R	I	A	O	O	D	N
Y	J	L	H	G	V	O	K	M	A	Q	N

The wordsearch activity on page 16.



SUMMARY

This activity is a useful introduction to some of the key words in an archaeologist’s vocabulary.

It will help students to recognise the key words, to understand their meaning and to communicate their understanding by writing sentences.

SUGGESTED APPROACH

The key information section in this pack provides a useful introduction to the topic of archaeology and might make a good starting point before tackling the tasks on the worksheet on pages 16-17.

Students can complete the word search on page 16, and the task on page 17 to demonstrate their understanding by writing sentences including each key word. The Glossary can be used to support them in this activity. You could make this a competition or give students a time in which to complete the word search to add greater challenge.

MORE LEARNING IDEAS

Reinforce students’ understanding of the key words by playing a game of Pictionary or organise an archaeological spelling bee.



WORD SEARCH

DISCOVER THE
VOCABULARY
ARCHAEOLOGISTS USE

Find all of the key words in the word search.



S	B	V	C	T	L	E	W	O	R	T	R
T	J	S	V	C	S	W	X	V	M	N	A
R	R	W	D	A	L	T	V	D	O	R	D
A	P	L	C	F	R	W	T	I	E	K	I
T	F	V	T	E	Y	O	T	M	F	N	O
I	R	R	N	T	S	A	A	A	O	C	C
G	A	C	M	R	V	I	H	P	H	Z	A
R	H	Y	M	A	N	Y	V	Y	F	C	R
A	U	X	C	S	L	E	V	O	H	S	B
P	M	X	F	L	I	N	T	O	O	A	O
H	E	Z	N	V	R	I	A	O	O	D	N
Y	J	L	H	G	V	O	K	M	A	Q	N

- Words to find**
- artefact
 - excavation
 - flint
 - radiocarbon
 - remains
 - shovel
 - stratigraphy
 - trench
 - trowel

Write a sentence using each key word. Use the Glossary to help you.



1 ARTEFACT

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.....
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2 EXCAVATION

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3 FLINT

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4 RADIOCARBON

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5 REMAINS

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6 SHOVEL

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7 STRATIGRAPHY

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8 TRENCH

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9 TROWEL

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CLASSROOM ACTIVITY

TERRIFIC TOOLS



Recommended for

KSI-2 (History, English)

Learning objectives

- Know what tools archaeologists use and how they use them.
- Assess how useful tools are for an archaeologist and be able to give reasons for their answers.

Time to complete

20–60 minutes



A student examines the evidence with a magnifying glass at Farleigh Hungerford Castle.



SUMMARY

This activity introduces students to some of the key tools used by archaeologists and makes connections with everyday tools they might have at home or in the classroom. Analysing the strengths and limitations of familiar tools first will support students to complete the worksheet on page 19.

SUGGESTED APPROACH

Introduce this activity to your class by providing a selection of everyday tools in feely boxes for your students to handle: for example, a whisk, wooden spoon or paint brush. Students should describe the objects without looking and predict what they are used for and how.

Discuss the utility of each tool. For example, a wooden spoon is useful for stirring soup but not useful for cleaning your teeth.

Students complete the worksheet on page 19 by matching up the archaeologists' tools to their correct descriptions and writing down the uses and limitations of each one. The Glossary might help them identify the name of each tool.

The CHALLENGE activity on page 20 introduces students to additional tools that archaeologists use and challenges them to work out what each one is used for. Students might spot: **finds trays**, **kneeling mats**, a wheelbarrow, **trowels**, (long handled) **shovel**, (short handled) hand shovel, a hammer, buckets, string to mark out dimensions, a plank of wood for walking on, a mattock (the handle is visible and the tip of the blade to the left of the two buckets).

MORE LEARNING IDEAS

Get students to imagine they are an archaeologist packing up their toolkit for an excavation. They can pick 5 tools and must justify their choice. They should explain what each of their chosen tools is useful for and why that is important for an archaeologist. They could also explain which tools they have not included and give reasons why.

TERRIFIC TOOLS

EXPLORE AN
ARCHAEOLOGIST'S
TOOLKIT

Draw a line to match each tool to its correct description. Write down what each tool is called, such as trowel. Then explain what each tool is useful for and what its limitations are.



Tool	Description	What is this tool useful for?	What are the limitations of this tool?
	Archaeologists use me to see small things up close. THIS IS A... ----- -----		
	Archaeologists use me to record where they find artefacts in the ground. THIS IS A... ----- -----		
	Archaeologists use me to move small amounts of soil by hand. I am an archaeologist's favourite tool. THIS IS A... ----- -----		
	Archaeologists use me to clean off soil from the surfaces of finds. THIS IS A... ----- -----		



An excavation at Birdoswald Roman Fort in July 2021.

CHALLENGE TIME!

Look carefully at this image of an excavation at Birdoswald Roman Fort. Find 7 tools or pieces of equipment and identify what each one is used for.

Clue: One of the tools in the activity on page 19 is in this picture.



CLASSROOM ACTIVITY

SUPER STRATIGRAPHY



KS1-2

Recommended for

KS2 (History, Science)

Learning objectives

- Understand what stratigraphy is and how it is used by archaeologists when dating objects.
- Be able to place objects in chronological order.
- Apply learning by creating a stratigraphy model.

Time to complete

20–60 minutes



An archaeologist cleaning stratigraphy layers at Silbury Hill, Avebury.

SUMMARY

Develop your students' understanding of chronology with this activity. The worksheet on page 22–23 explores stratigraphy and gets students to work out where to place the artefacts in the stratigraphy diagram. All of the artefacts featured on the worksheet are on display at English Heritage sites.

SUGGESTED APPROACH

Show students an image of a cake with lots of layers. Ask students what order the baker had to place the layers onto the plate in order to build it. Or you could cut out the layers and get students to put them back into the correct order.

Next show them the stratigraphy diagram on page 22 and explain that the ground beneath our feet is also made up of layers that have built up over millions of years. The deeper underground that a layer is, the longer ago it was formed. Archaeologists can use this to help them date finds. Students should read through the information about each artefact on page 23 and then label the stratigraphy diagram to illustrate which layer each artefact came from.

When finished, students can create their own stratigraphy model using the instructions on page 24. This can be done individually or in groups depending on the age and ability of your students.

This activity can be extended by:

- carrying out an excavation
- recording the finds (material, features, layer found in)
- cleaning the finds using dry or wet brushes
- drawing the finds using magnifying glasses and grids as in the activity on page 31

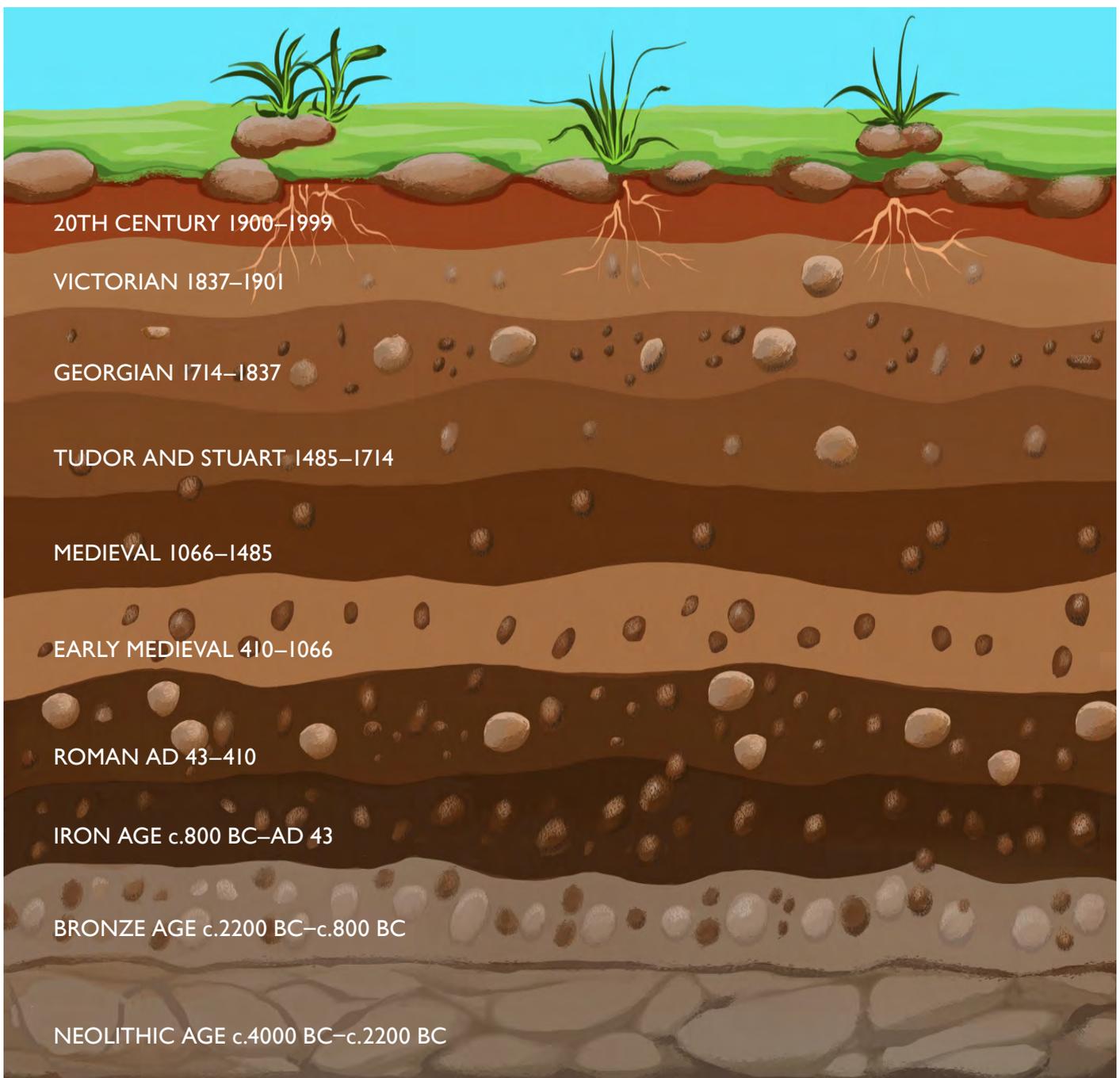
MORE LEARNING IDEAS

To reinforce understanding about chronology and stratigraphy students could create a dustbin of their life. Students draw an outline of a dustbin and then fill it with objects that represent their life. Ensure they add the objects into their dustbin in layers so that they are in chronological order from the time of their birth to the current day.

SUPER STRATIGRAPHY

EXPLORE UNDERGROUND LAYERS

Examine the stratigraphy diagram to see how layers are built up over time. Next read about the artefacts on page 23 and identify which layer in the diagram they came from. Write the name of each artefact in the correct layer on the diagram.



AFRICAN WARRIOR



This lead figure of an African warrior has been distorted by heat. It would originally have been standing up. The hole in its hand would have held a weapon. It was found at Wall in Staffordshire and is from the 1st century AD. It was probably made in Gaul (modern-day France) and was brought here when the Romans conquered Britain. Putting Africans in art was popular at this time and is a reminder of how well connected the Romans were to the people south of the Sahara Desert. Find out more on our website by searching for the 'African warrior'.

EAR SCOOP



This 16th-century ear scoop is made of copper. It was used by monks at Battle Abbey before mass. This stopped ear wax falling out during this important religious ceremony and kept the altar clean. Monks dedicated their life to Christianity. They read the Bible, prayed, and helped the local community by providing medical care and education. Find out more on our website by searching for 'Battle Abbey Collection Highlights'.

FLINT ARROWHEADS



These arrowheads are made of a hard stone called flint. They were found at a Neolithic mine called Grimes Graves in Norfolk. Flint was valuable to Neolithic people as they relied on it to make tools for daily life. They made axes to chop down trees. Arrowheads allowed them to hunt for animals to eat. Knives and scrapers were used to butcher meat and make clothes from animal skins. Find out more on our website by searching for 'Ritual Mysteries in a Prehistoric Flint Mine'.

DOMESDAY STONE



Some historians believe this 9th-century grave marker depicts Viking raiders. It came from Lindisfarne, a tidal island off the coast of Northumberland. In 793 Lindisfarne was raided by Vikings. The Anglo-Saxon monastery was attacked and many of its precious treasures were stolen. Find out more by searching our website for the 'Viking raid on Lindisfarne'.

WITLEY COURT



It's not just objects that archaeologists are interested in. This image shows part of Witley Court that was built in the early 19th century. This building wasn't uncovered in an excavation but archaeologists still use it to learn about the past. It was destroyed by fire in 1937 and left in ruins. The house was never lived in again and was stripped of valuables. Look carefully at the windows to spot the sky on the other side where the rest of the building behind is in ruins. Find out more by searching for 'Witley Court' on our website.

GRAFFITI



This graffiti found on the wall of the cell block in Richmond Castle was made by John Hubert Brocklesby. It shows his fiancée Annie Wainwright. He drew this while imprisoned in the castle as a conscientious objector during the First World War. Drawing images of their loved ones on the walls gave these men some hope while serving time for refusing to fight in the war. Find out more about the story of John Hubert Brocklesby and other conscientious objectors by searching on our website for 'Richmond castle graffiti'.

SUPER STRATIGRAPHY

MAKE A STRATIGRAPHY MODEL

YOU WILL NEED:

- a clean, clear container
- small objects, such as buttons, to represent finds
- substances, such as flour or soil, for each layer.



LAYER 1

Put a layer of flour into your clean container. Add a small object or two to represent finds from the Neolithic period.



LAYER 2

Put a layer of coffee granules on top of layer one and add a small object or two to represent finds from the Bronze Age.



LAYER 3

Put a layer of sugar on top of layer two. Add a small object or two to represent finds from the Iron Age.



LAYER 4

Put a layer of soil on top of layer three. Add a small object or two to represent finds from the Roman period in Britain.



ROOM FOR MORE?

If you have room, add more layers for the Early Medieval, Late Medieval, Early Modern and Modern periods. Remember to place finds in each layer. You could even top your stratigraphy model with some grass.



FINISHED MODEL

CLASSROOM ACTIVITY

SURVIVORS



KSI-2

Recommended for

KSI-2 (History, Literacy)

Learning objectives

- Understand what organic and inorganic materials are.
- Understand why some materials decay more easily and quickly than others.

Time to complete

60–90 minutes



An example of an inorganic material: a 3rd-century coin found at Richborough Roman Fort and Amphitheatre.

SUMMARY

This activity introduces students to some key terms and encourages them to carry out their own scientific experiment into inorganic matter, using the worksheets on pages 26–28.

SUGGESTED APPROACH

Introduce students to the key terms 'organic' and 'inorganic' through an object handling session. Get students to discuss what the objects are made of and to organise them into organic and inorganic.

Then they will be ready to write their own definitions and complete the sorting activity on the worksheet on page 26. They can use the Glossary for additional support.

Students can also carry out a decomposition experiment and complete the worksheets on pages 27–28.

Divide the class into groups of two or three students and give each a container, soil and a selection of organic and inorganic objects. Students bury the objects, make predictions and then wait for a week or two. Each group should choose a different location for their experiment, such as on a windowsill, in the fridge or a shady spot outside.

After a week or two, students can excavate and record their findings on the worksheet on page 28. Encourage students to discuss: Which matter decomposed the most? Which survived the best? Did it make a difference where the experiments were placed? What does this tell us?

There are references to burials on these worksheets. Before encouraging students to find out more, teachers should be aware that many of the individuals in the examples given died quite violent deaths.

MORE LEARNING IDEAS

Repeat the experiment and alter one of the variables and record how it affects the results. Students could change one of the following:

- Objects
- Locations
- Type of soil
- Length of time

SURVIVORS

DISCOVER WHICH MATERIALS SURVIVE BETTER UNDERGROUND

Define organic and inorganic using the Glossary to help you. Complete the key by colouring in the boxes in two different colours. Then colour code the objects to show which are made of organic materials and which ones are inorganic.



KEY:

Organic materials are

.....

Inorganic materials are

.....

OBJECT 1



OBJECT 2



OBJECT 3



OBJECT 4



OBJECT 5



OBJECT 6



SURVIVORS EXPERIMENT – DAY 1

What are you trying to find out?

What are you going to do?

Draw a labelled diagram of your experiment

What do you think will happen?



Discover how well materials survive in different conditions. Bury your materials in soil and leave for a couple of weeks to see what happens.

YOU WILL NEED:

- a clean container
- soil
- a selection of organic and inorganic materials.

DID YOU KNOW?

Archaeologists found beads, pottery and stone tools in the West Kennet Long Barrow in Wiltshire. These objects survived because they are inorganic. The partial remains of 46 Neolithic people were also found. Their remains were not as well preserved because they are organic.



DID YOU KNOW?

The temperature and the type of soil that something is buried in can also affect how well it survives. Bodies survive particularly well in ice or bogs. One **bog body** that was found in Britain in the 1980s is that of the Lindow Man.



DID YOU KNOW?

Otzi, a Bronze Age man whose body was found in an Alpine glacier, had eaten goat for his last meal. As his body was well preserved in the ice, scientists could examine the contents of his stomach.



SURVIVORS EXPERIMENT – EXCAVATION DAY

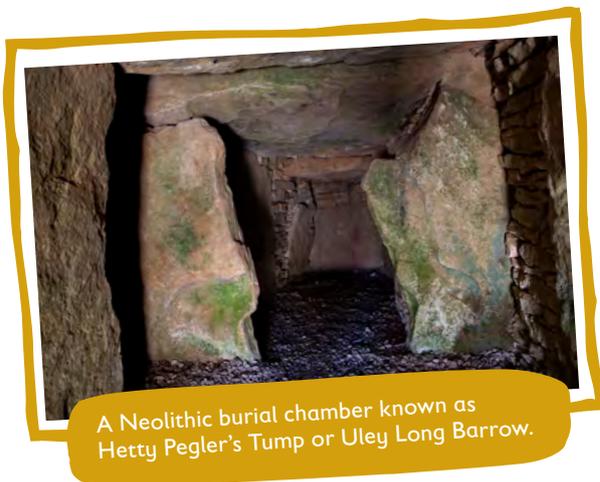
Dig up the materials you buried to discover which survived best.



What has happened?

How do the results differ when the containers are kept in different conditions?

What have you learnt?



A Neolithic burial chamber known as Hetty Pegler's Tump or Uley Long Barrow.

CHALLENGE!

List the reasons for and against archaeologists excavating burials. **Think** about what we can learn by excavating burials. **Identify** some reasons why people might find it controversial to excavate burials. **Discuss** your view with a partner to help you reach a conclusion.



CLASSROOM ACTIVITY

GRID DRAWING



KSI-2

Recommended for

KSI-2 (History)

Learning objectives

- Know what a grid drawing is and how archaeologists use them.
- Use a grid to make accurate drawings.

Time to complete

Approx. 60 minutes



An archaeologist using a grid to make an accurate drawing of the trench. Notice the finds in bags in the locations they were excavated.

SUMMARY

This activity introduces students to a technique that archaeologists use to make accurate drawings.

SUGGESTED APPROACH

Get students to cut out each square of the jigsaw puzzle on page 30 and stick them into the correct position in the blank grid. The completed puzzle should look like this:



Now get students to copy the image of the jug onto their own grid to practise their technical drawing skills and close observation. You could provide magnifying glasses to help them examine the image carefully.

MORE LEARNING IDEAS

Extend students' learning by exploring how to draw to scale. Use maps and the image of an archaeologist using a grid to help demonstrate this. Give students real objects to draw onto blank grids. For a greater challenge give students larger objects that require them to work out and apply a scale. To do this they will need to measure their objects using rulers or tape measures. If a group of students are sharing an object, they can draw it from different angles and compare their drawings at the end.



ENGLISH HERITAGE
EDUCATION

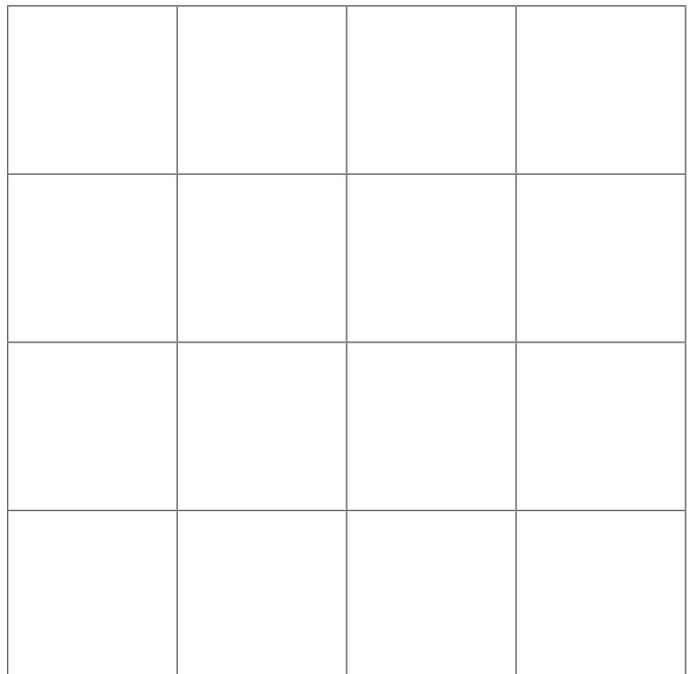
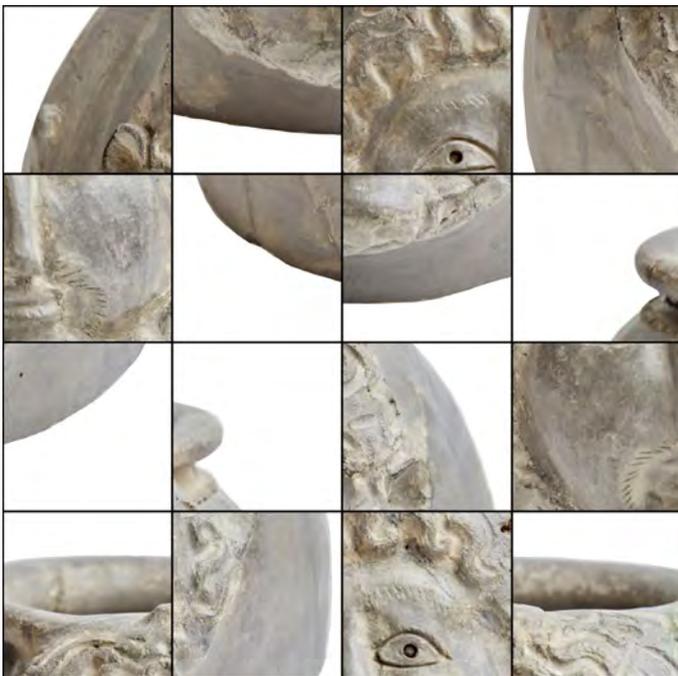
GRID

DRAWING

DISCOVER HOW
ARCHAEOLOGISTS DRAW
ACCURATELY

KSI-2

Solve the jigsaw puzzle. First cut out the pieces. Then reorganise them to create an image of a Roman greyware face pot. Then stick them onto the blank grid.



CLASSROOM ACTIVITY

ROMAN REMAINS



KSI-2

Recommended for

KSI-2 (History)

Learning objectives

- Explore some of Britain's Roman remains.
- Examine objects carefully to identify their key features and what they might have been used for.

Time to complete

Approx. 60 minutes



A partially reconstructed Roman soldier's armour at Housesteads Roman Fort.



A stone sculpture of a lion catching its prey, probably first made to go on a mausoleum. In the early 3rd century the lion's teeth were removed and a pipe inserted into its mouth to turn it into a fountain.

SUMMARY

This activity gets students to study artefacts closely and think about how they were used. They are encouraged to ask questions, which could be used as a starting point for carrying out their own research. The artefacts are all from the Roman period. Many of them were found at English Heritage sites near Hadrian's Wall.

SUGGESTED APPROACH

Introduce the activity by showing the class an object and getting them to practise the skills needed to complete the worksheet on pages 32–33.

Ask them to identify the object's key features, the materials it is made from, and what it might have been used for. Then encourage them to think of questions they might like to ask in order to find out more.

Repeat this with a second, much more mysterious or unfamiliar, object to increase the challenge before attempting the worksheet on pages 32–33.

MORE LEARNING IDEAS

Students could choose one of the Roman objects on the worksheet on pages 32–33 to research further. Search the English Heritage website for their locations. Then explore the collection's highlights and history to find out more. Students could use their research to help them imagine the person who owned their chosen object and then write a diary extract featuring the chosen object being used.

ROMAN REMAINS

EXPLORE BRITAIN'S ROMAN PAST THROUGH OBJECTS

KSI-2

Examine these Roman artefacts found at English Heritage sites. Complete the table, using the Glossary to help you write like an archaeologist.



LOCATION	IMAGE	DESCRIBE THE OBJECT	WHAT IS IT MADE OF?	EXPLAIN WHAT IT MIGHT HAVE BEEN USED FOR	WHAT QUESTIONS WOULD YOU ASK TO FIND OUT MORE?
BIRDOSWALD ROMAN FORT		A circular object with a loop at the top and another circular shape at the bottom. It has a yellow and blue flower petal design. There are six small lumps around the edge.	Bronze and enamel	This is a decorative brooch that would have been pinned to clothing. This could help to keep clothes secure and also show off wealth at the same time. The pin part is missing but it would have been fixed to the loop at the top and fastened on the back.	
CORBRIDGE ROMAN TOWN					

LOCATION	IMAGE	DESCRIBE THE OBJECT	WHAT IS IT MADE OF?	EXPLAIN WHAT IT MIGHT HAVE BEEN USED FOR	WHAT QUESTIONS WOULD YOU ASK TO FIND OUT MORE?
CORBRIDGE ROMAN TOWN					
CORBRIDGE ROMAN TOWN					
CORBRIDGE ROMAN TOWN					
LULLINGSTONE ROMAN VILLA					