ENGLISH HERITAGE
EDUCATION

SPECIAL EXHIBITION RESOURCE

Your Stonehenge: 150 years of personal photos

(running from December 2019 to August 2020)

This resource helps teachers plan a visit to the temporary exhibition at Stonehenge, exploring 150 years of visitor photographs. Use this resource during and after your visit to help students get the most out of their learning.
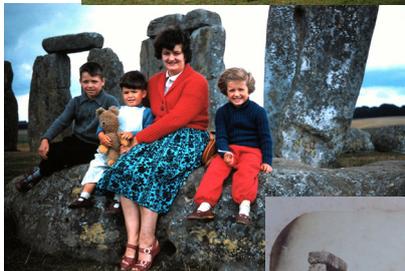
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Step into England's story

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SPECIAL EXHIBITION RESOURCE
YOUR STONEHENGE: 150 YEARS OF PERSONAL PHOTOS

KS2 **KS3**

Recommended for

KS2–KS3 (History)

Learning objectives

- Understand that photographs can be used as historical sources.

- Explain how photographs can help us learn more about the past and the environment around us.

- Use photographs to make judgements about how and why people have visited Stonehenge in the past.

Time to complete

On-site activity: 20–30 minutes

Post-visit activity: 30–40 minutes

Students exploring the Stonehenge exhibition spaces.

Many thanks to all the contributors whose photos have been reproduced within this resource.

SUMMARY

This self-led resource will help you explore 'Your Stonehenge: 150 years of personal photos'. It offers activities that will encourage your students to consider how we can use photographs as historical sources and make judgements about what they can show us. You can use this resource as part of your Free Education Visit or as an addition to your Discovery Visit while at the monument. There are also post-visit activities you can do back in the classroom to enhance your learning.

This resource includes individual and group work as well as a sketching activity. Please be aware that only lead pencils are allowed in the exhibition space to reduce the risk of damage to the displays. Students should use clipboards to lean on when sketching in the exhibition space.

ABOUT THE STONEHENGE 100 PROJECT

This exhibition is the culmination of a project launched in 2018 which asked the public to share their photos of visits to Stonehenge. We wanted to find out what Stonehenge has meant to the people who have visited since the monument was given to the nation by Cecil Chubb in 1918 and to highlight their stories.

These photographs, all taken by visitors to Stonehenge, capture how our lives have altered over the past 150 years. Look for shifting fashions, different poses and the way that the monument itself has changed. From glass plates to film cartridges, monochrome to colour, snapshots and selfie sticks, the technology of photography has also radically changed. Through photographs, Stonehenge has been woven into a web of countless stories and memories.

PREPARATION AND RESOURCES

- Print the full resource (pp.3-6), one copy for each member of your group.

MORE LEARNING IDEAS

Set up a photography project to find out about the history of your school. Explore your school's photographic archives and ask teachers and students to share their images and memories of the school with you. You could present your findings in an exhibition.

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ON-SITE ACTIVITY

FANTASTIC PHOTOS

SUMMARY

Photographs can be useful tools for historians researching the past. They can give us clues about how people looked, what they did and what the environment around them looked like. We can use photographs to make judgements on how and why people have visited sites like Stonehenge over the last 150 years.

1 **Choose** a photograph from the exhibition and sketch it here. **Use** the labels in the boxes below to **mark out** the different elements of the photograph you've chosen.

Foreground	Background	People	The monument	Anything else you can see

2 **Think** about what the photograph can tell you about visiting Stonehenge in the past. **Use** the answers to the questions in these blocks to label your sketch.

Who is in the photograph?	Where are they positioned (in the middle of the monument, around the edge of the monument, or further away)?	What are they doing?	Are there any clues about when the image was taken (clothes, hairstyles, cars, technology)?	Are they posing or have they been photographed in action?

3 **Find** a partner who has chosen a photograph from a different period to yours. **Compare** and **contrast** the pictures you have chosen by discussing the similarities and differences you can see.

SIMILARITIES

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DIFFERENCES

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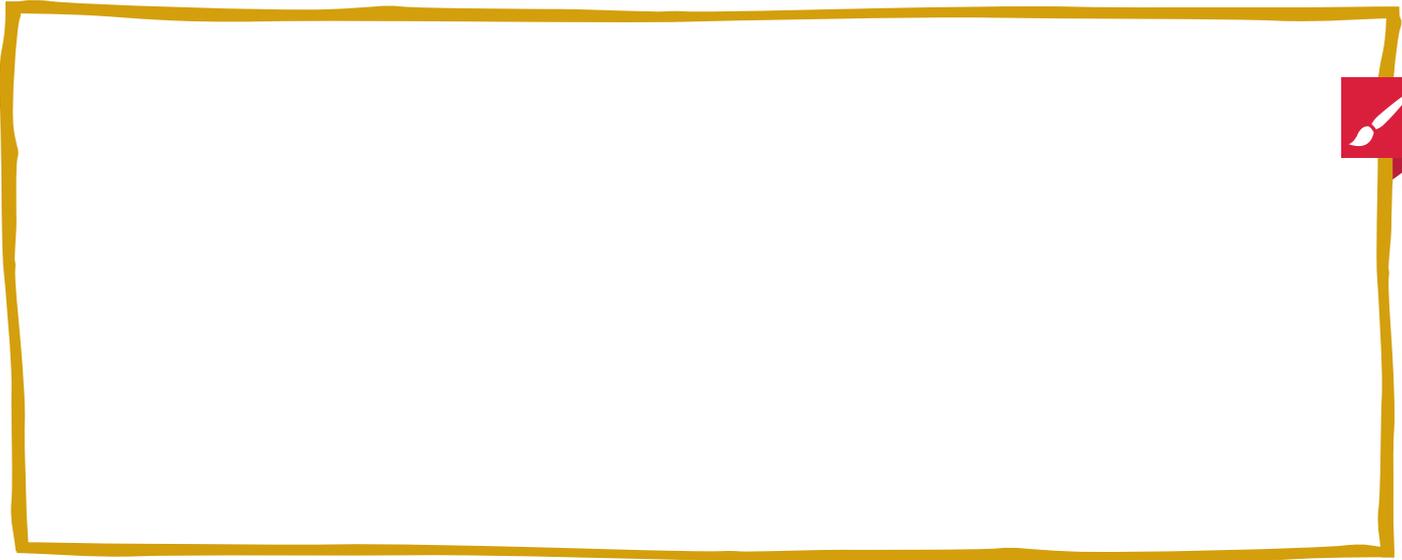
POST-VISIT ACTIVITY

BUILDING A BRIEF

1 **Imagine** you are hiring a photographer to take some new photos of visitors at Stonehenge for a new postcard to be sold in the gift shop.

You need to give your photographer a brief (set of instructions) which will tell them how you want your picture to look. Think about what kind of picture would sum up your favourite part of your visit to Stonehenge to visit the site and use the questions below to build your brief.

QUESTION	YOUR DECISION
Who should be in the photograph? (e.g. individuals, families, couples)	
Where do you want them to stand? (e.g. inside the monument, away from the monument, in the visitor centre)	
How should they look and why? (e.g. happy, sad, excited, frightened)	
What do you want them to be doing and why? (e.g. looking at the stones, walking around the stones, photographing the stones)	

2 Give your brief to a partner and ask them to sketch your photograph in the box below using only your instructions.

3 Use the following questions to judge how valuable you think your photos would be to historians in the future who are trying to find out about visits to Stonehenge in the 2020s.

Who took the photograph? Could they have a particular opinion or bias? Are they related to an event in some way?	
What information does the photograph give you? Does it give an accurate view of an event or does it only show one part of the story?	
Where was the photograph taken? Was it taken at the place it shows or recreated somewhere else?	
When was the photograph taken? Does it capture an event in action or is it staged? Is it old or just pretending to look old?	
Why was the photograph taken? Was it to record an event or place? Was it for advertising or political reasons?	