

Archaeology of Kingsmere Estate Teacher's Pack

This teacher pack contains activities and suggestions to complement the teaching of Local History at KS1 and KS2 History. It was funded by Countryside Properties (Kingsmere Estate) and developed by Wessex Archaeology



This pack includes:

- A script to introduce archaeology to the class – with accompanying PowerPoint presentation **Introducing Archaeology** that can be downloaded from www.wessexarch.co.uk/learning/
- Four fun and informative educational activities
- Suggestions for extension activities

Curriculum links at KS1

This lesson pack supports National Curriculum history units:

- 1 Chronological understanding
- 3 Historical interpretation
- 4 Historical enquiry and
- 6C Breadth of study

Curriculum links at KS2

This lesson pack supports National Curriculum history units:

- 1 Chronological understanding
- 3 Historical interpretation
- 4 Historical enquiry
- 5C Organisation and communication and
- 6 Breadth of study



St Edburg's
Church of England (VA) School



**Wessex
Archaeology**
Portway House, Old Sarum Park,
Salisbury, Wiltshire SP4 6EB
www.wessexarch.co.uk

Introduction to Archaeology

Archaeologists looked at Kingsmere Estate before it was built.

Do you know what an **archaeologist** does?

Archaeologists study people from the past – who they were, what they did, where and how they lived. They have to work from clues such as the things that people in the past have lost, thrown away or deliberately buried. It's a bit like being a detective.

Today we are going to be archaeologists!

The area that is being investigated by archaeologists is called a **site**.



Aerial photograph provided by Countrywide Properties

Before archaeologists dig at the site, they have to do some research. They look at **photographs**, which have been taken from an airplane. It gives them an image of the area from above and can sometimes give them clues about the site.



Archaeologists can then **survey** the area. Surveying helps archaeologists find out as much as possible without disturbing the ground. It can also show them the best places to investigate.

Magnetometers measure tiny changes in the earth's magnetic field caused by people in the past making ditches, walls and pits, for example.



Archaeologists can then start an **excavation**. They dig holes called trenches to find objects in the ground. In general the older things are, the further underneath the surface they will be buried. But archaeologists want to find out about each period of a site's history, so they dig down carefully, layer by layer, drawing, taking photographs and making notes as they go.



Once the finds have been excavated, they are carefully washed and each is marked with the number of the site they have come from (so that people will always know where they were found). Then the **experts** look at them and write their reports.



All the information from the excavations and specialists is written in an **archaeological report**.

Activity 1: Examining Finds

Using the teaching collection and/or photographs of the finds, divide the finds between the children in pairs or groups so they can become archaeologists for the day.

The most important part of an archaeologist's job is understanding what the evidence they have collected can tell us about the past. They have to ask lots of questions and look closely at objects that have been excavated.

Ask the children to examine their object and ask themselves some questions. Once they have had a look they need to be ready to tell the rest of the class about their object.

Suggested questions to encourage children:

What does it look and feel like?

- What colour is it?
- What do you think it is made of?
- What shape is it?
- Is it hard or soft, warm or cold?
- Is it old or new?

How was it made?

- Is it natural or did someone make it?
- How do you think someone made it?

What about the design?

- Is there a pattern? Can you describe it?
- How do you think it was decorated?

What was it used for?

- Would you put things in it?
- Would you use it as a tool?

Who used it?

- Do you think they were young or old?
- Can you tell if it was a man or a woman?

What would you use today for the same thing?

- Is it the same as anything that you use today?

Extension Suggestions:

The children can draw their artefact and write a report on it in answer to the question above. These methods can also be used to also examine modern things from home, asking the same questions (minus the final question).

Activity 1: Teacher's Sheet



Flint Knife

This **flint knife** it was placed in the ground with the man from the Beaker burial. It is from the Late Neolithic/Early Bronze Age and is around 4000 years old.



Palstave

This **Palstave**, or axe, is made from bronze and dates to the Middle Bronze Age around 3000 years ago. It was used for chopping and woodworking and would have had a wooden handle.



Nail Cleaner

This object is a **nail cleaner**. It is made from bronze with a bone top. It has been decorated with a lattice pattern. It would have been used for cleaning finger nails. It is Roman and around 1700 years old.



Roman Jar

This large **Roman pottery** dates to the 2nd to 3rd centuries AD was found by archaeologists. The pot was probably used as a storage jar.



Glass Beads

These **glass beads** would have been part of necklaces and worn as decoration. They are Roman in date and around 1700 years old.



Horseshoe

This iron **horseshoe** stops the horses' hooves from being worn down. It is post-medieval in date and around 500 years old.



Ring

This finger **ring** is made from bronze. It is Roman and around 1700 years old.



Glass Jar

Archaeologists found the top of a **Roman glass** jar, called an *unguentarium*. This glass jar was used for keeping liquids or powders.



Blue Glass

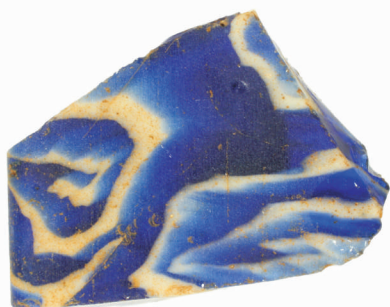
This piece of **blue glass** has been decorated with white spirals, and is probably from a Roman cup or bowl. It is around 1700 years old.



Roman Pot Bases

The bases from a number of **Roman pots** were found on the site. These may have been old broken pots that were used as counters or gaming pieces.

Cut out the finds



Activity 2: Teacher's Sheet

All of these objects were found during excavations but they have lost their labels! Can you help by matching the labels with the object? Then can you put the objects in order from oldest to newest?

Palstave: *this bronze axe would have had a wooden handle, around 3000 years old*



Handaxe fragment: *stone tool for cutting, over 250,000 years old*



Roman jar: *used for storage, around 1700 years old*



Horseshoe: *used on the hooves of horses, around 500 years old*



Copper nail cleaner: *used to clean fingernails, about 1900 years old*



Clay Beaker: *this was placed into a grave around 4200 years ago*



Match the Object

All of these objects were found during excavations but they have lost their labels! Can you help by matching the labels with the object? Then can you put the objects in order from oldest to newest?

Palstave: *this bronze axe would have had a wooden handle, around 3000 years old*

Handaxe fragment: *stone tool for cutting, over 250,000 years old*

Roman jar: *used for storage, around 1700 years old*

Horseshoe: *used on the hooves of horses, around 500 years old*

Copper nail cleaner: *used to clean fingernails, about 1900 years old*

Clay Beaker: *this was placed into a grave around 4200 years ago*



Activity 3: Drawing Finds

Archaeologists found lots of small pieces of Roman pottery belonging to different types of pots. They are made of clay and used for storage.

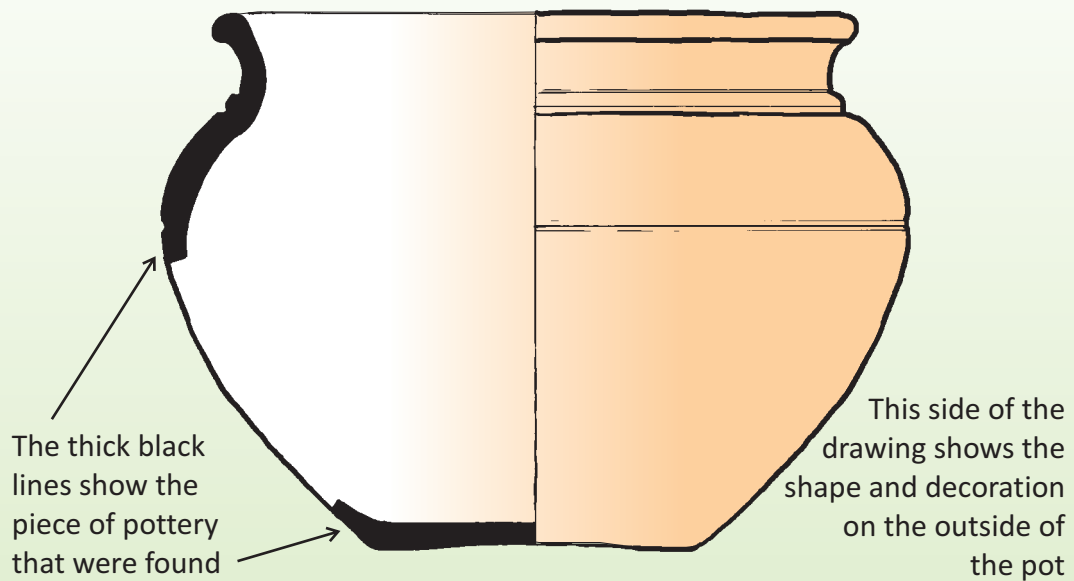
Specialists know lots about pottery and can tell us what the whole pot would have looked like, just from a small piece of it.

Take a look at some of these pieces of pottery – what do you think the whole pot would have looked like?

Have a go at drawing the rest of the pot using one of the worksheets.

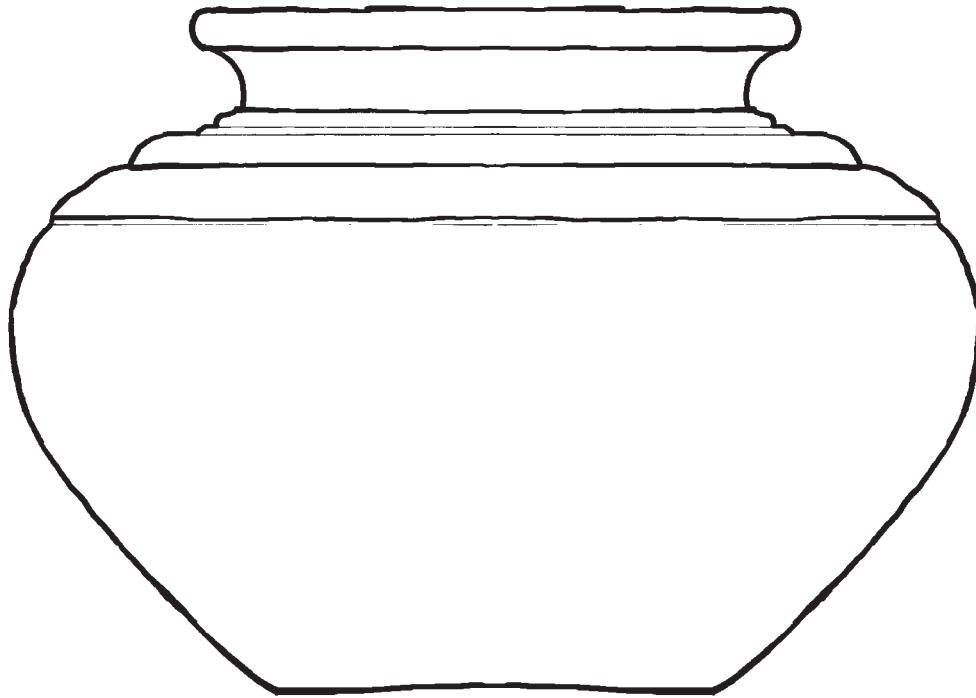


Archaeological drawings of pottery look like this!

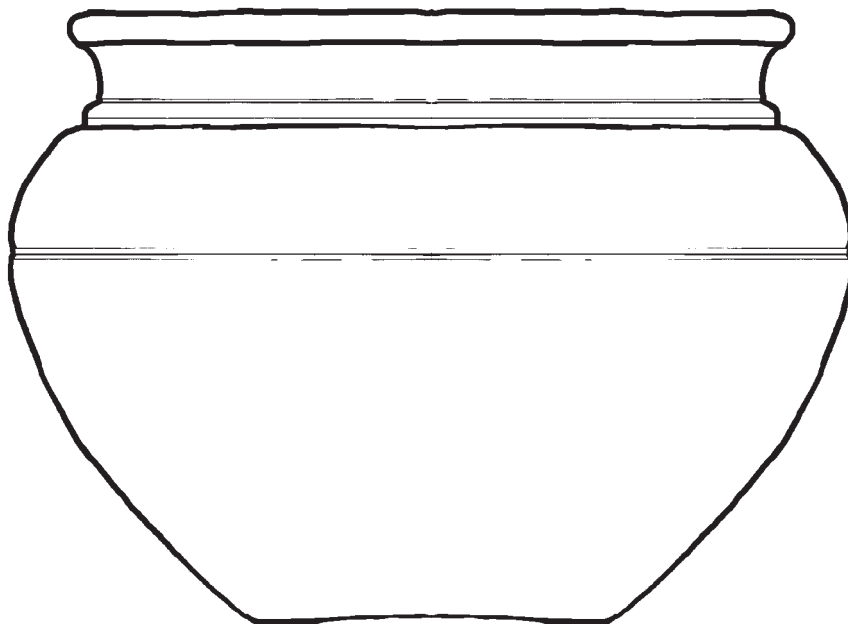


Activity 3: Teacher's sheet

Shape of Roman pot A



Shape of Roman pot B



A. What did this pot look like in Roman times?



Take a look at this piece of pottery and the side drawing – what do you think the whole pot would have looked like?

Complete the pot here!



B. What did this pot look like in Roman times?

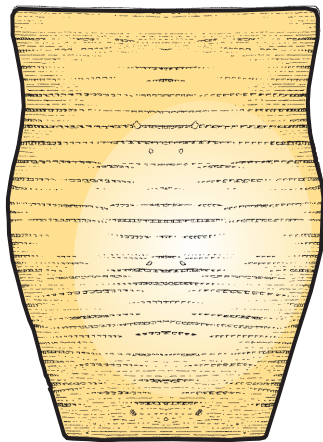


Take a look at this piece of pottery and the side drawing – what do you think the whole pot would have looked like?

Complete the pot here!



Extension Activities

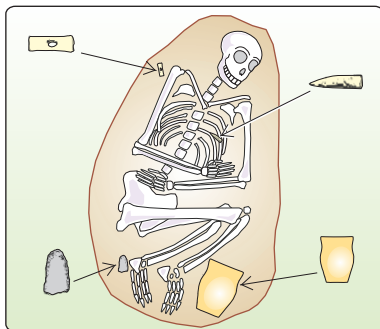


Art – Make a Beaker

Archaeologists found this Beaker. It was made during the transition between the Neolithic and the Bronze Age around 4000 years ago. It was decorated using a comb to make a pattern around the outside.

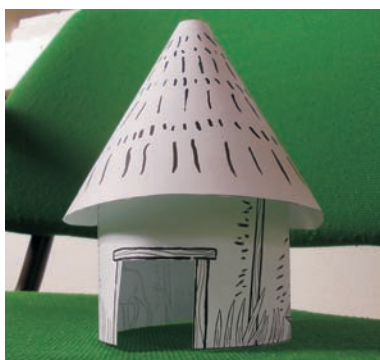
Get the children to make a pot out of clay and use different things to make decoration.

Or draw a Beaker shape on a piece of A4 plain paper and the children can decorate using different things like combs, sponges and potato printing to create patterns to decorate the picture.



Art – What did people look like 4000 years ago?

Drawing worksheet.



Art – Prehistoric Roundhouse

Some people in the past may have lived in a round house like these. Archaeologists found lots of evidence for people farming at Kingsmere Estate but did not find any round houses on the site.

Cut out, colour and stick together the prehistoric roundhouse to make a class prehistoric village.

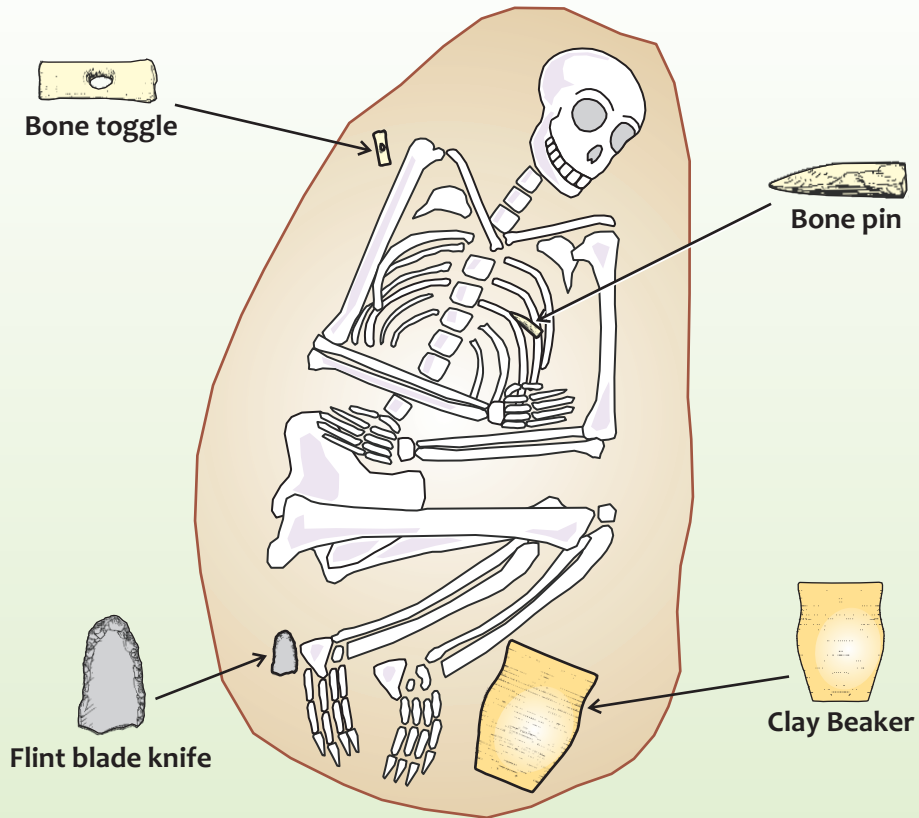


Literacy – The story of an object

Ask the children to choose their favourite object from the teaching collection or the pictures and write a story about the person who used it.

What did people look like 4000 years ago?

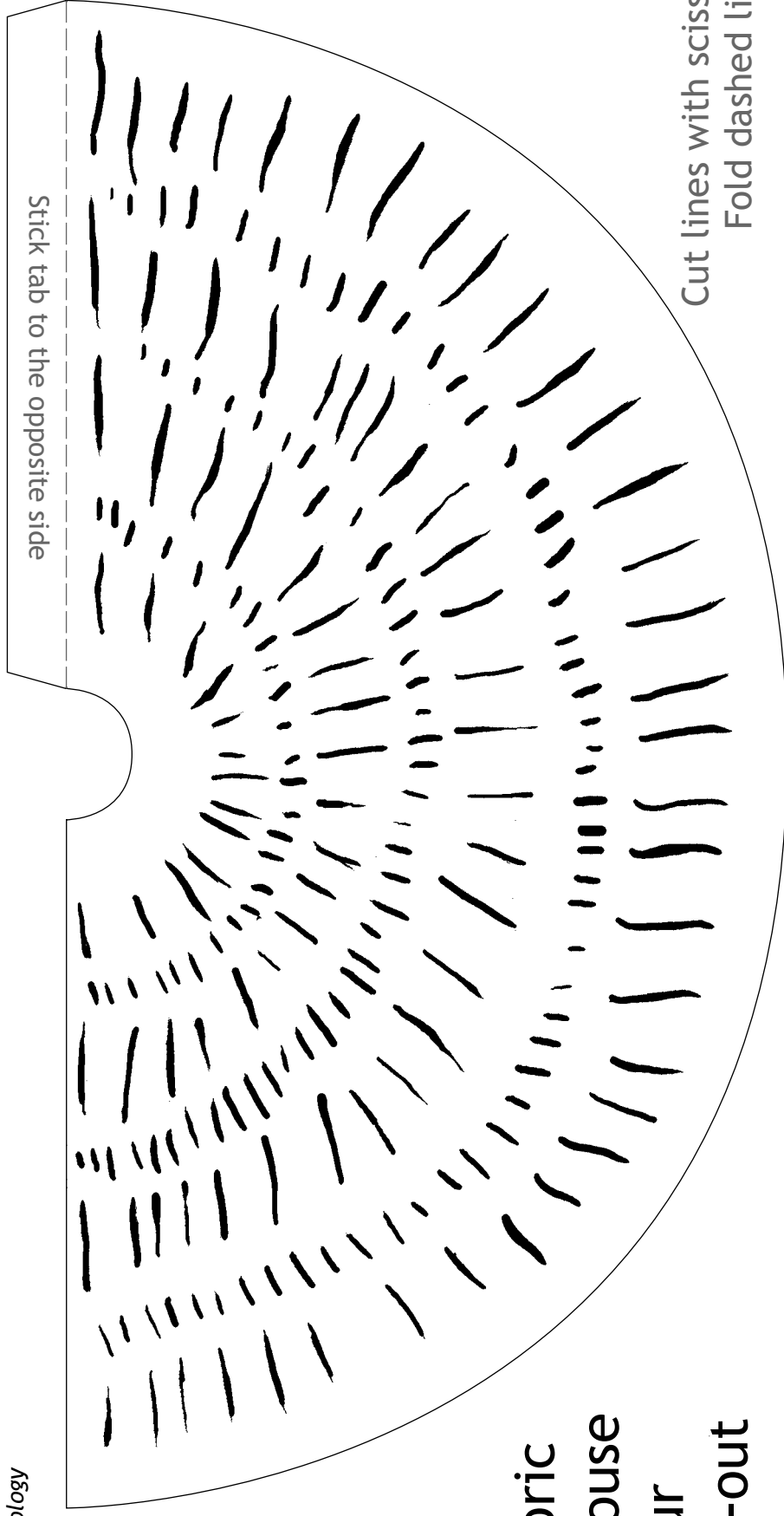
I look like this now!



Archaeologists excavated the grave of this man. He was buried with some of his possessions. His clothes have not survived. Use the archaeological evidence from the grave site to draw how you think he would have looked when he was alive.

What did I look like 4000 years ago?

Prehistoric Roundhouse to colour and cut-out



Cut lines with scissors.
Fold dashed lines.

