

All About Me!

Name: _____

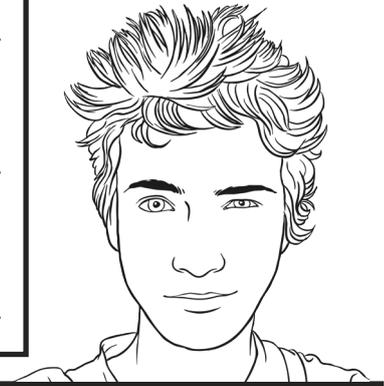
Age: _____

Birthday: _____

I would like to be a _____
when I grow up.

My teacher is: _____

Write your superhero name here!



My favourite things.

Food: _____

TV show: _____

Film: _____

Book: _____

Sport: _____

Holiday: _____

Animal: _____

Place: _____



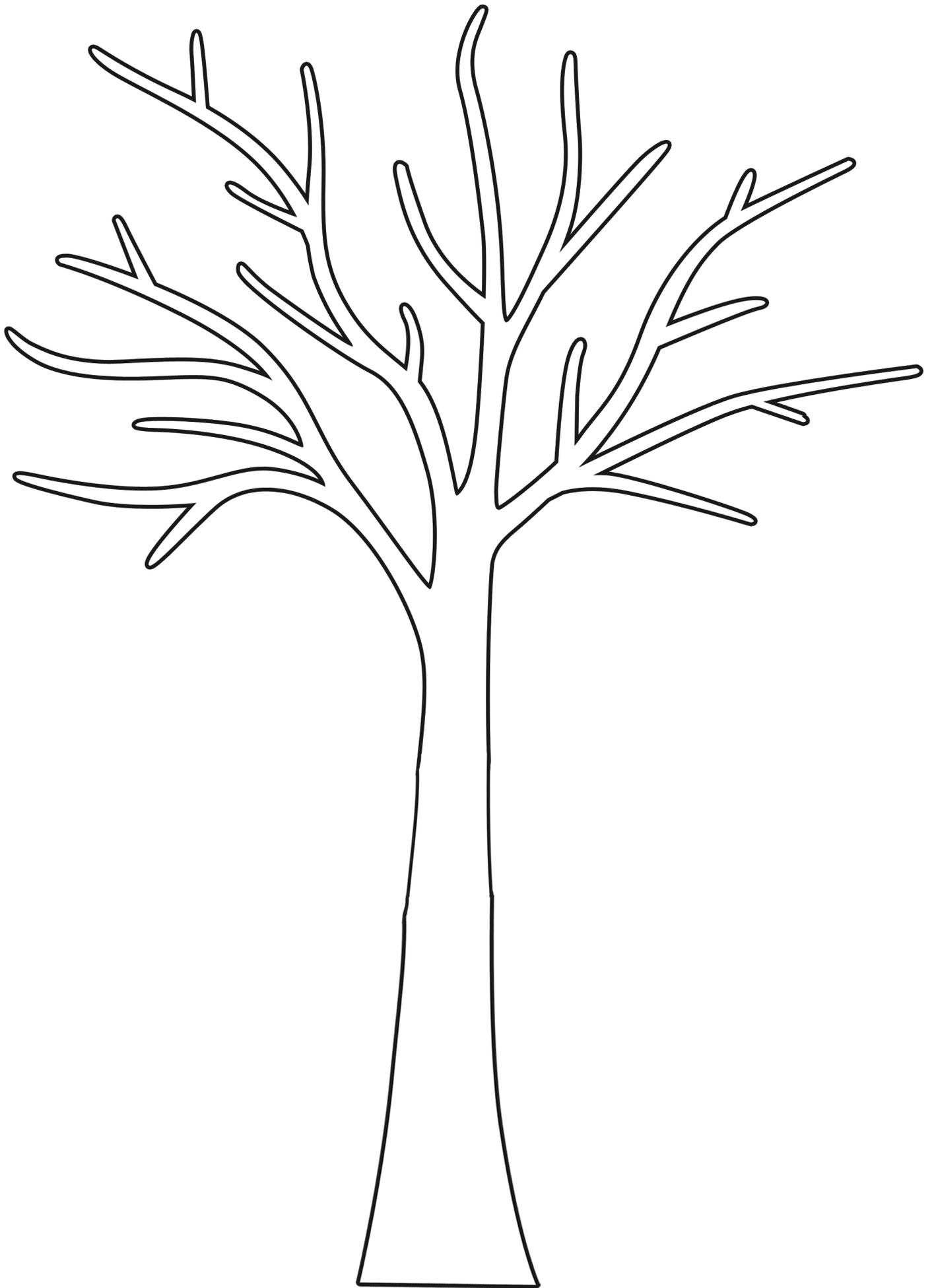
This is me!



My family!

I like school because:

My hobbies are:



Name: _____
Age: _____
Relationship to me: ____

Name: _____
Age: _____
Relationship to me: ____

Name: _____
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Name: _____
Age: _____
Relationship to me: ____

Interview Questions

Who lived in your house when you were growing up?

Where did you live as a child and has this changed?

What did you typically eat in a day?

What games did you play with your friends?

What was your favourite toy?

What was your favourite book?

What was your favourite subject at school?

What was your favourite music to listen to?

Who was your best friend when you were a child?

Did you have any pets? What were they?

What was on TV when you were a child?

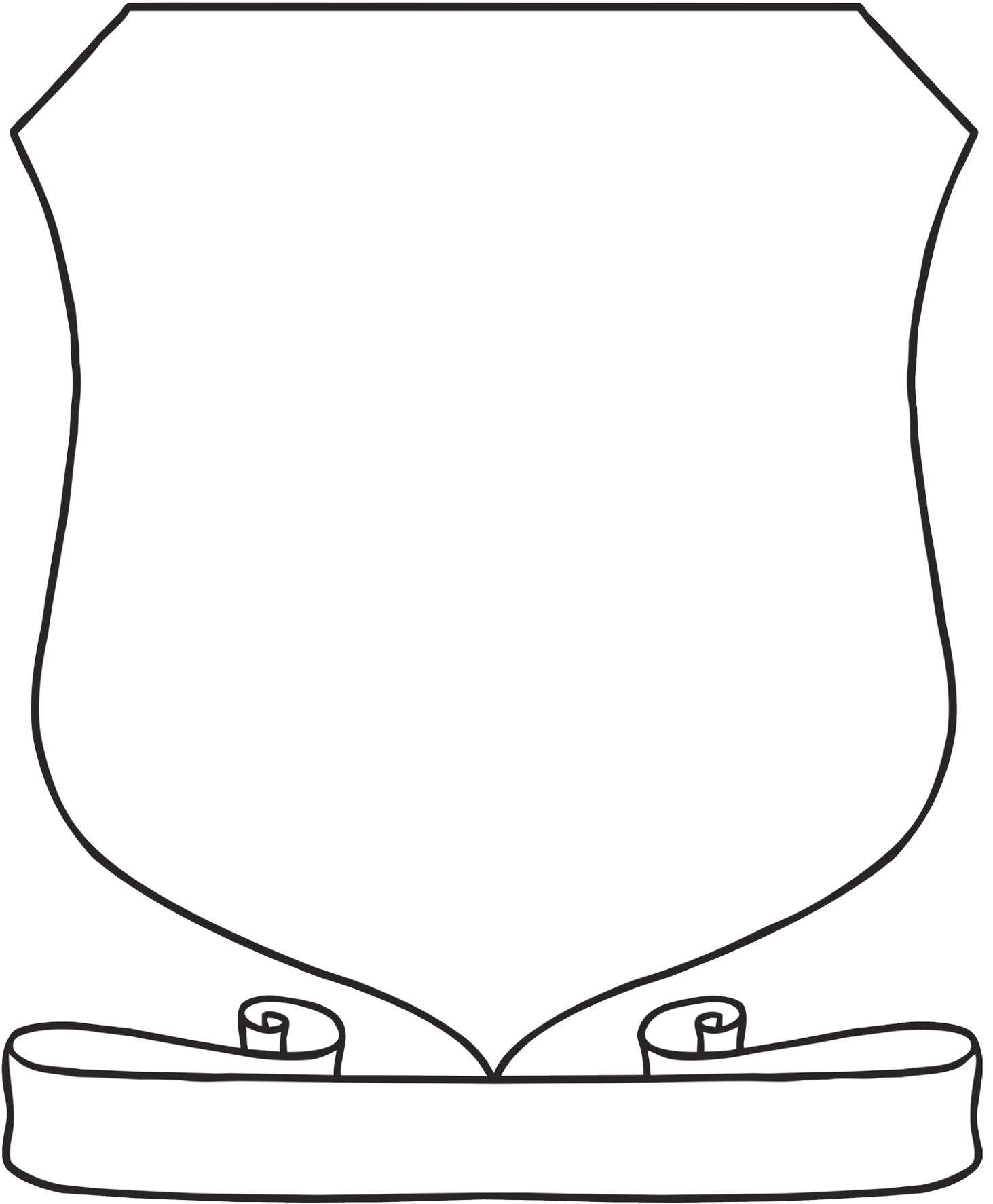
Who did you want to meet when you were a child?

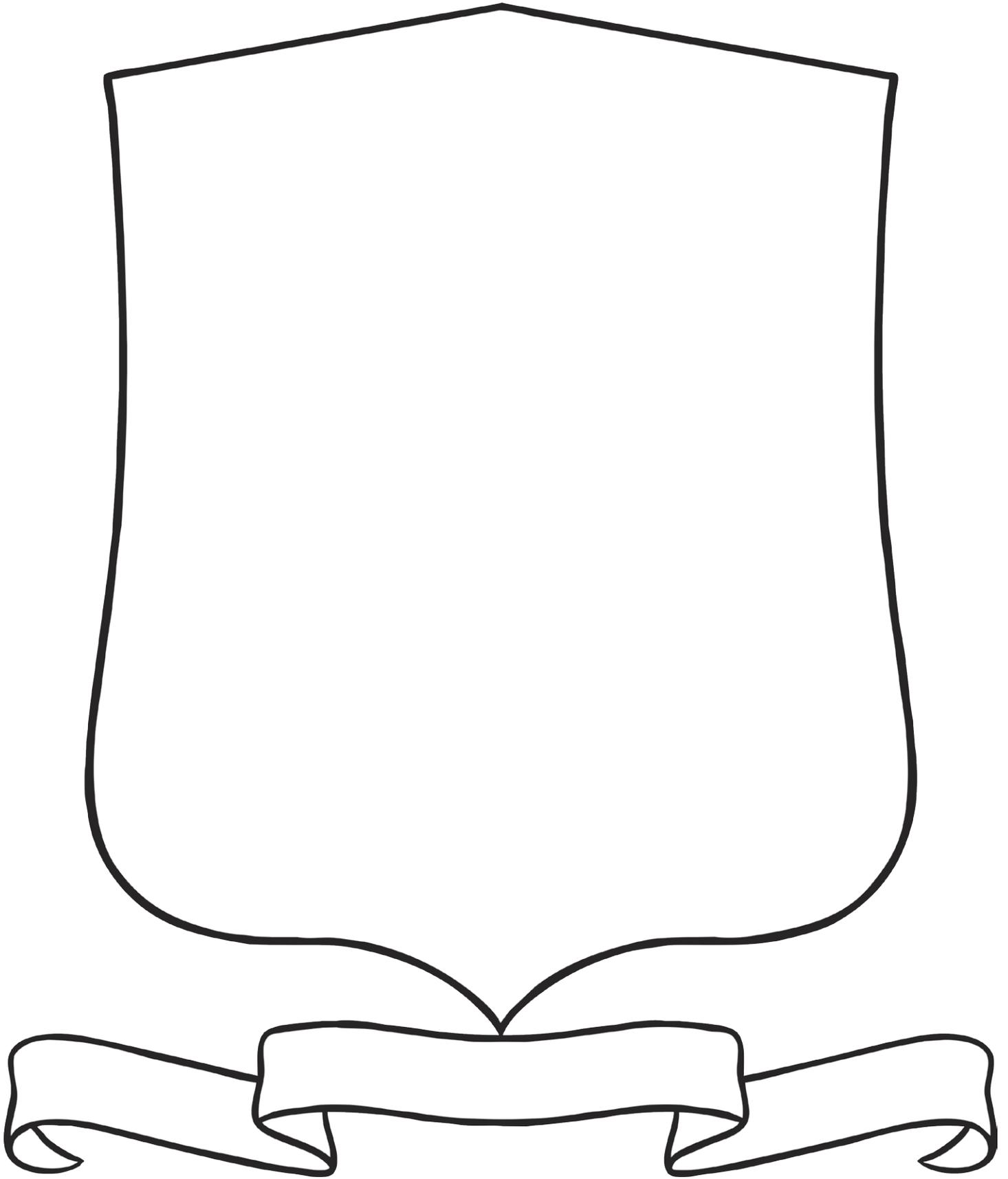
What did you want to be when you were older?

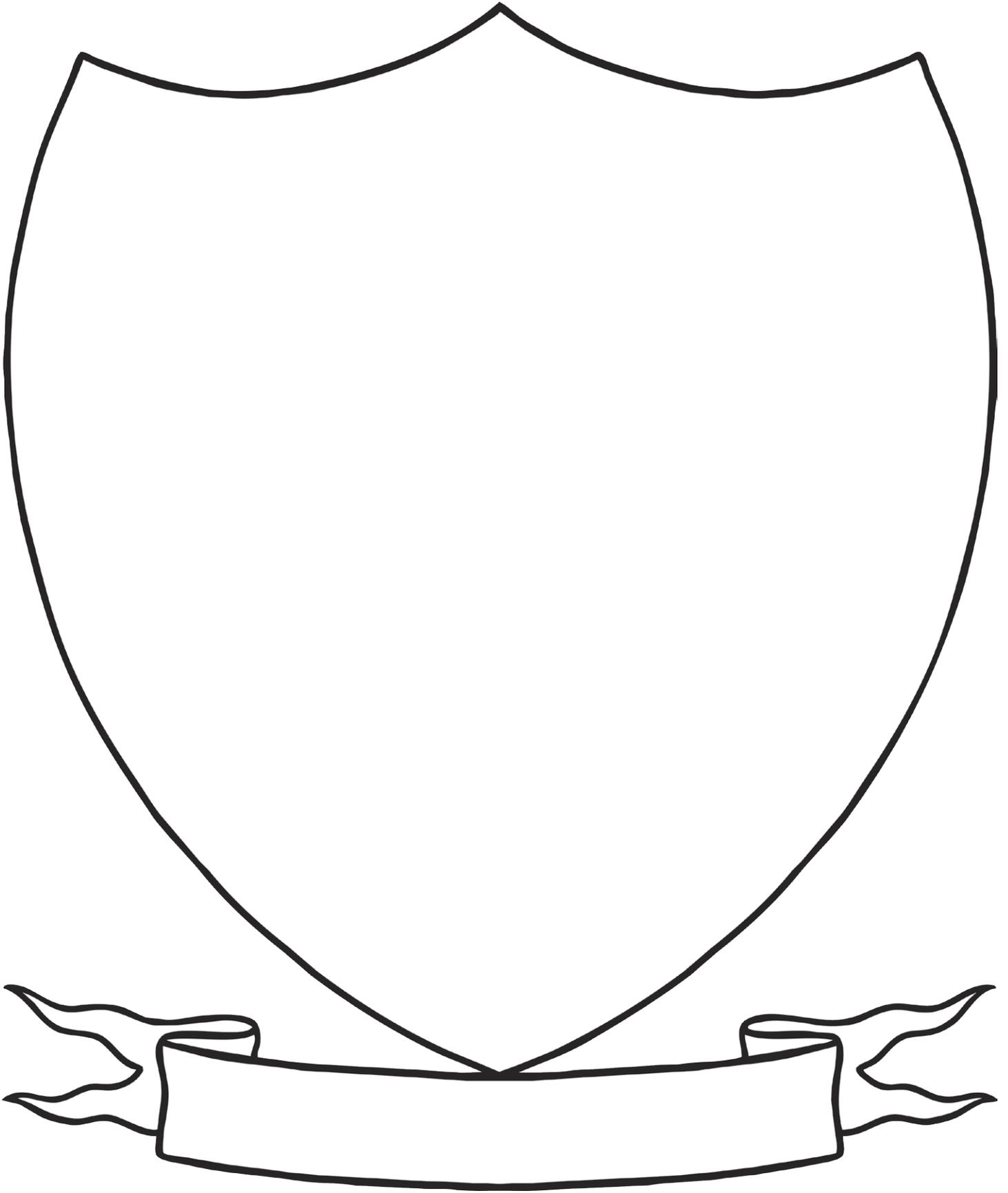
What was your first job?

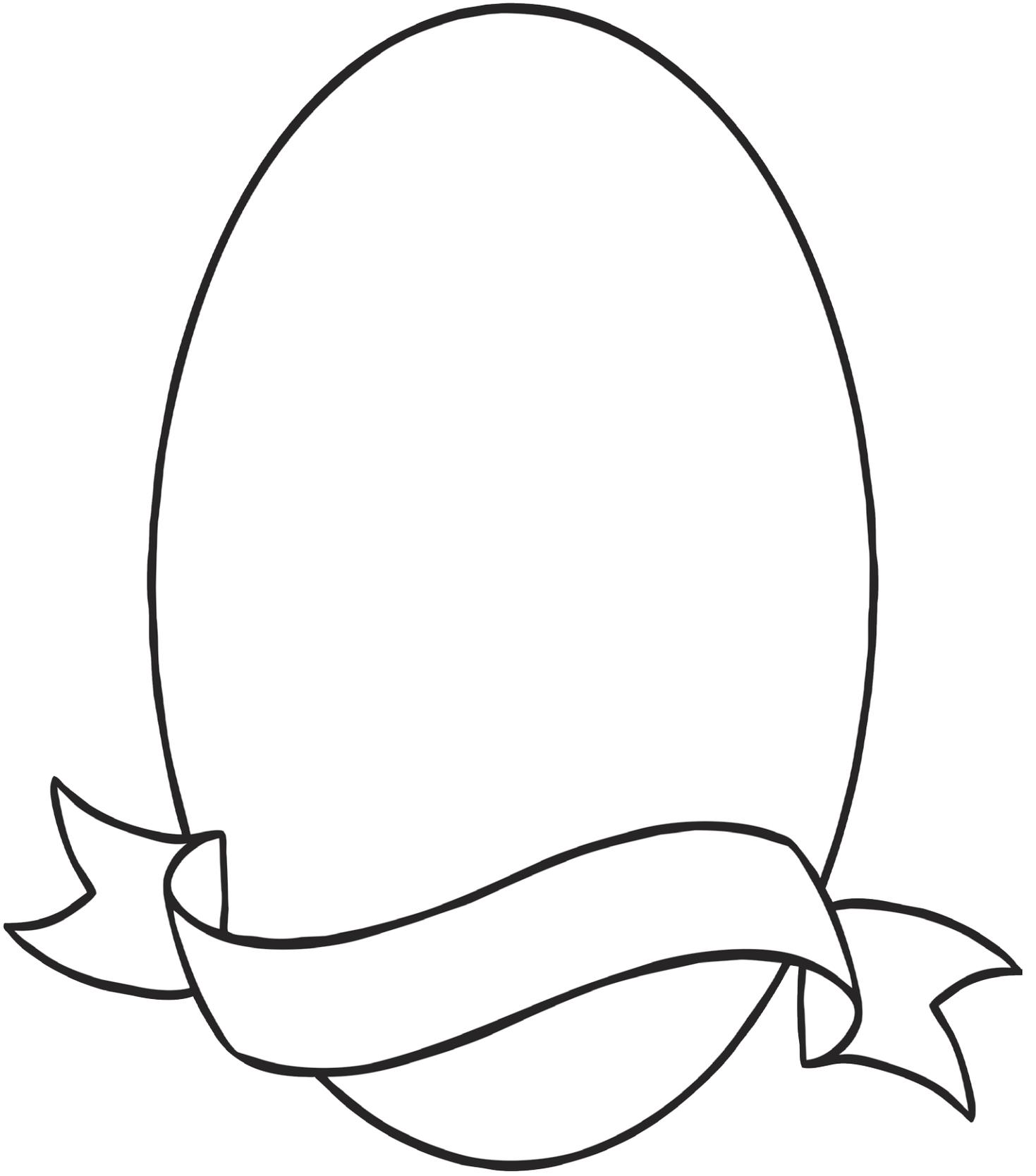
How has life changed since you were a child?

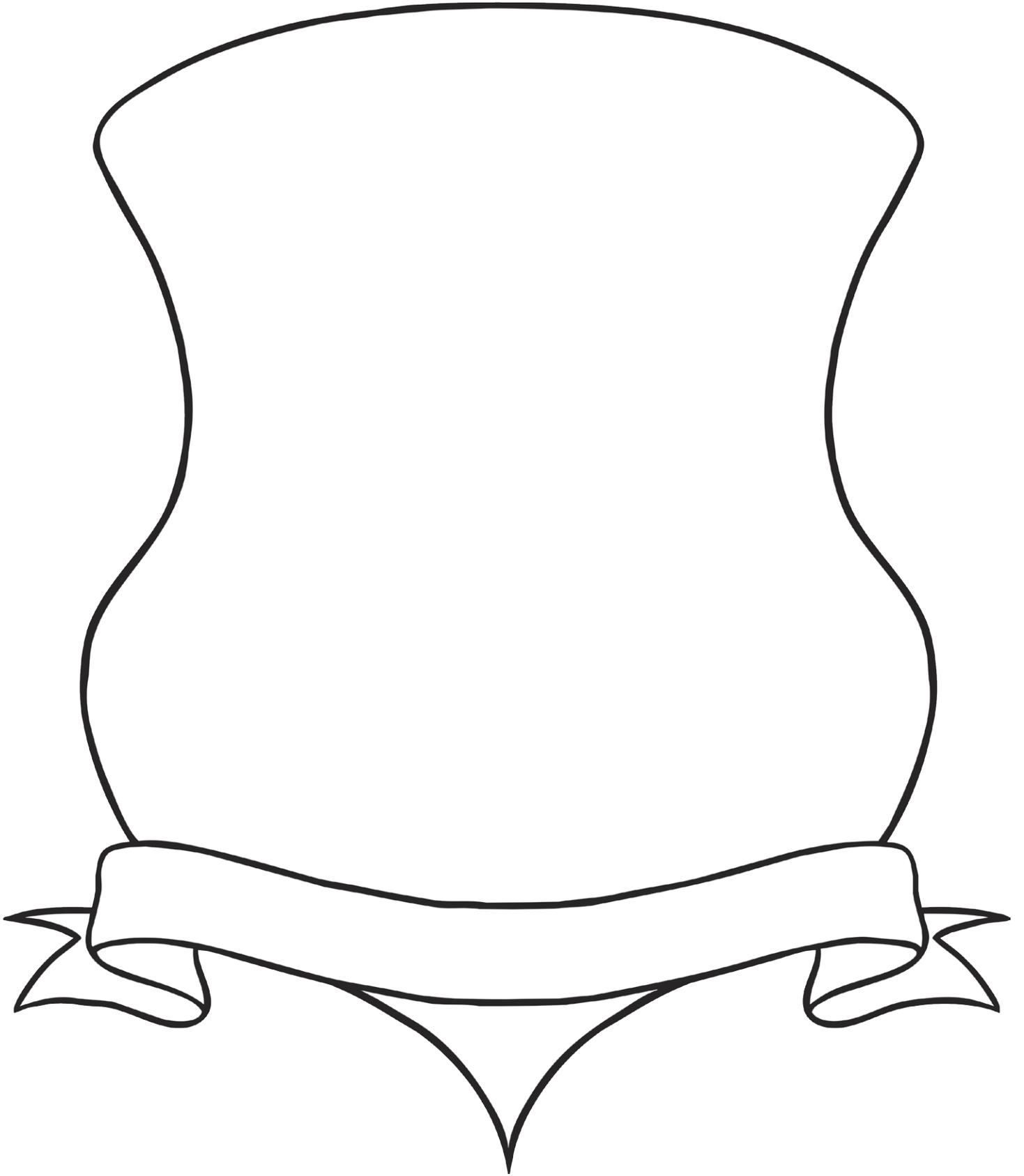
Additional Questions

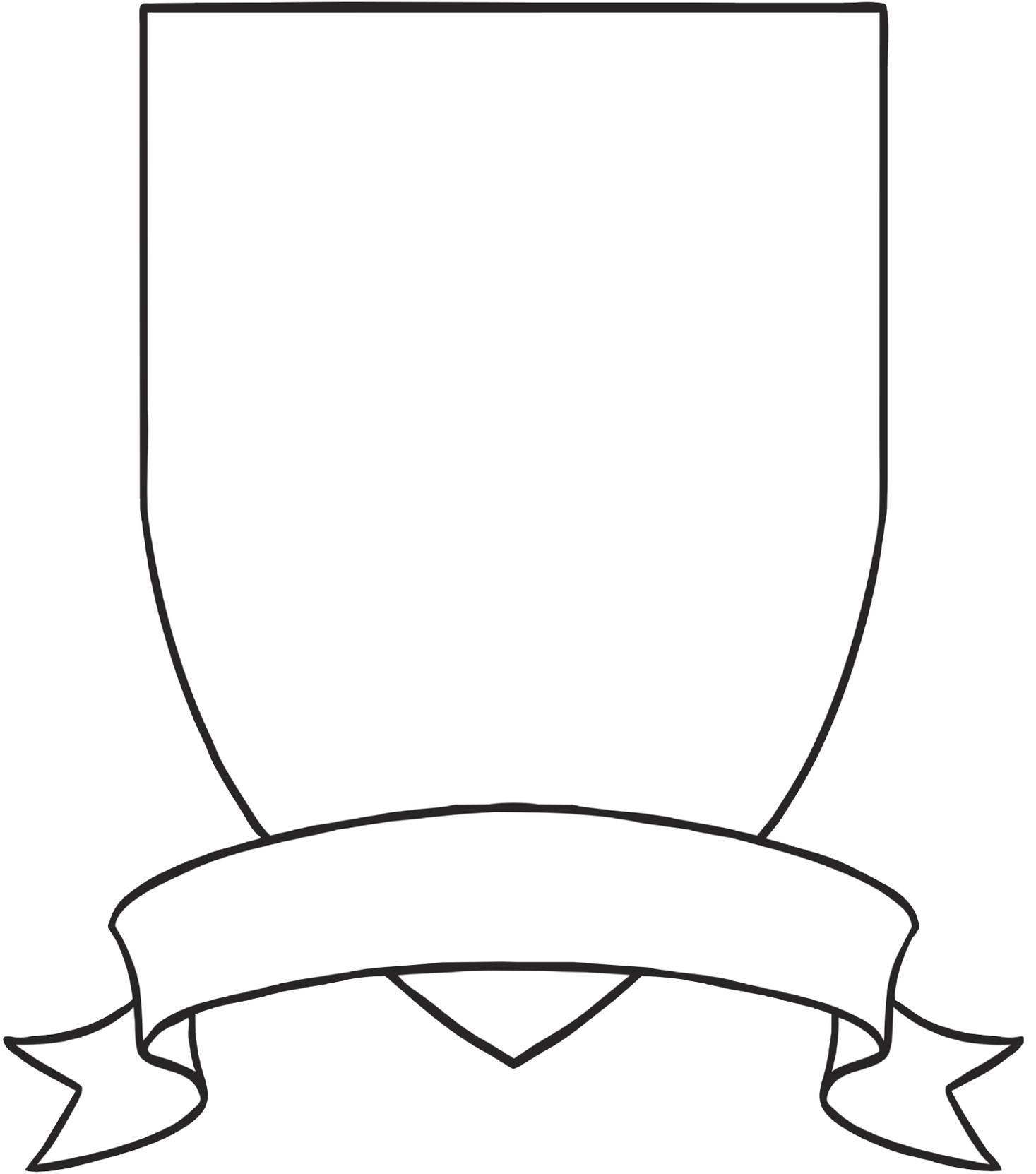














History

Kings and Queens

Family Trees



Aim

- I can find out how the title of king or queen is inherited
- I can find out about how family history, such as Queen Victoria's and my own family, can be represented

Success Criteria

- I can explain how the monarchy continues through the royal family
- I can understand why the eldest son is represented differently to other children in royal paintings
- I can talk about what I know about Queen Victoria's family tree
- I can represent my own family history as a family tree

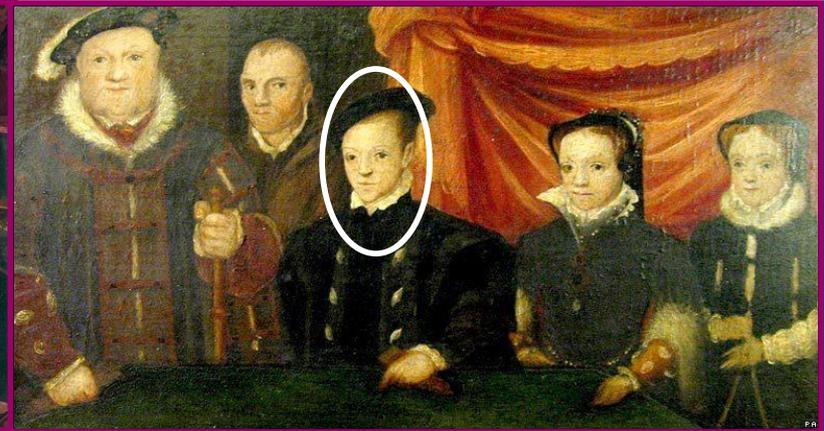
A Monarch's Family



Why is having a family and children so important to a king or queen?
What would happen if they did not have any children?



George III, Queen Charlotte and their six eldest children.



Henry VIII with his children. (His jester is in the background!)

In the United Kingdom, the tradition was that the eldest son of the king and queen became the next king, even if he had an older sister. This was changed in 2013 so that the eldest child of the king and queen, whether a boy or a girl, is now next in line.

Can you tell which child in each painting is to become the next monarch?

Queen Victoria's Family



Queen Victoria's Reign: 1837 - 1901

1800

Queen Victoria was born in 1819

1900

She died in 1901

2000

- Queen Victoria was Queen of the United Kingdom from 1837 until her death in 1901. She became Queen when she was just 18 years old.
- Victoria married her cousin, Prince Albert of Saxe-Coburg and Gotha (an area of Germany) in 1840.
- They had nine children together.
- Prince Albert died of an illness in 1861. Victoria was so sad that she spent the rest of her life wearing black, a sign of mourning.
- Victoria's reign of 63 years and 7 months is the second longest of any British monarch.



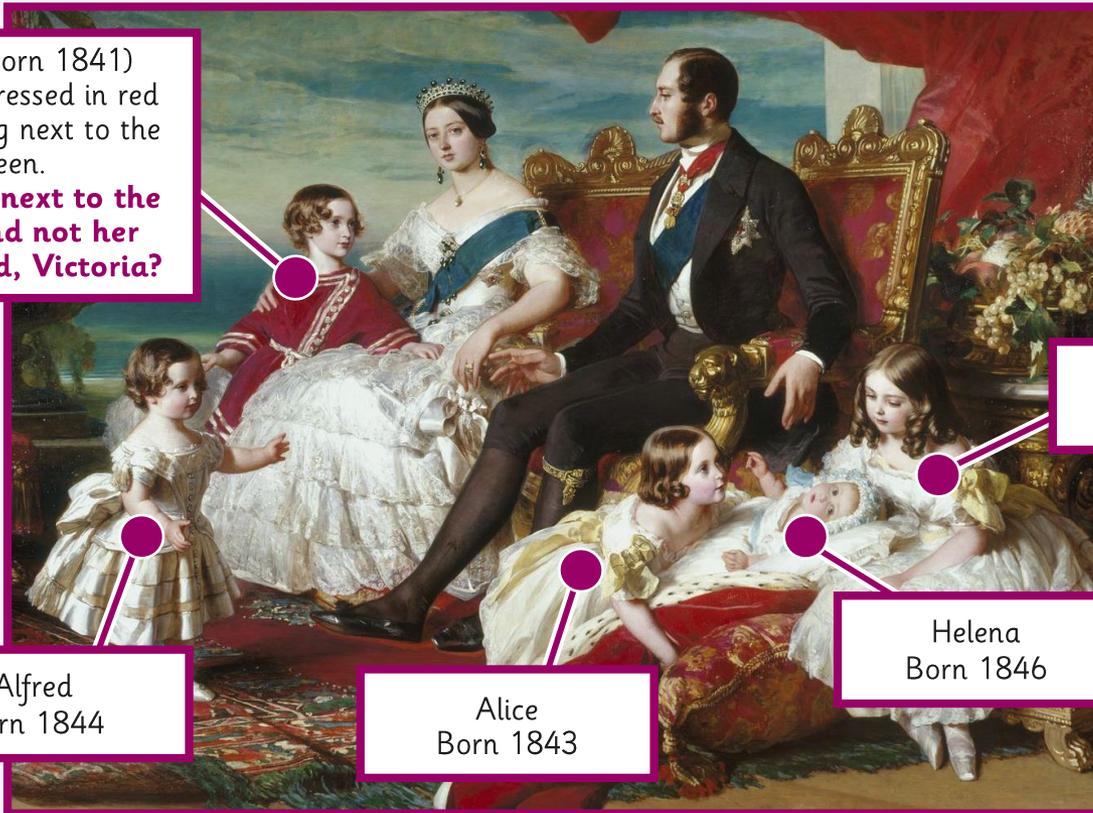
Queen Victoria's Family



This painting shows Queen Victoria with Prince Albert, her husband, and their first five children.

Edward (born 1841)
Edward is dressed in red
and standing next to the
Queen.

**Why is he next to the
Queen and not her
oldest child, Victoria?**



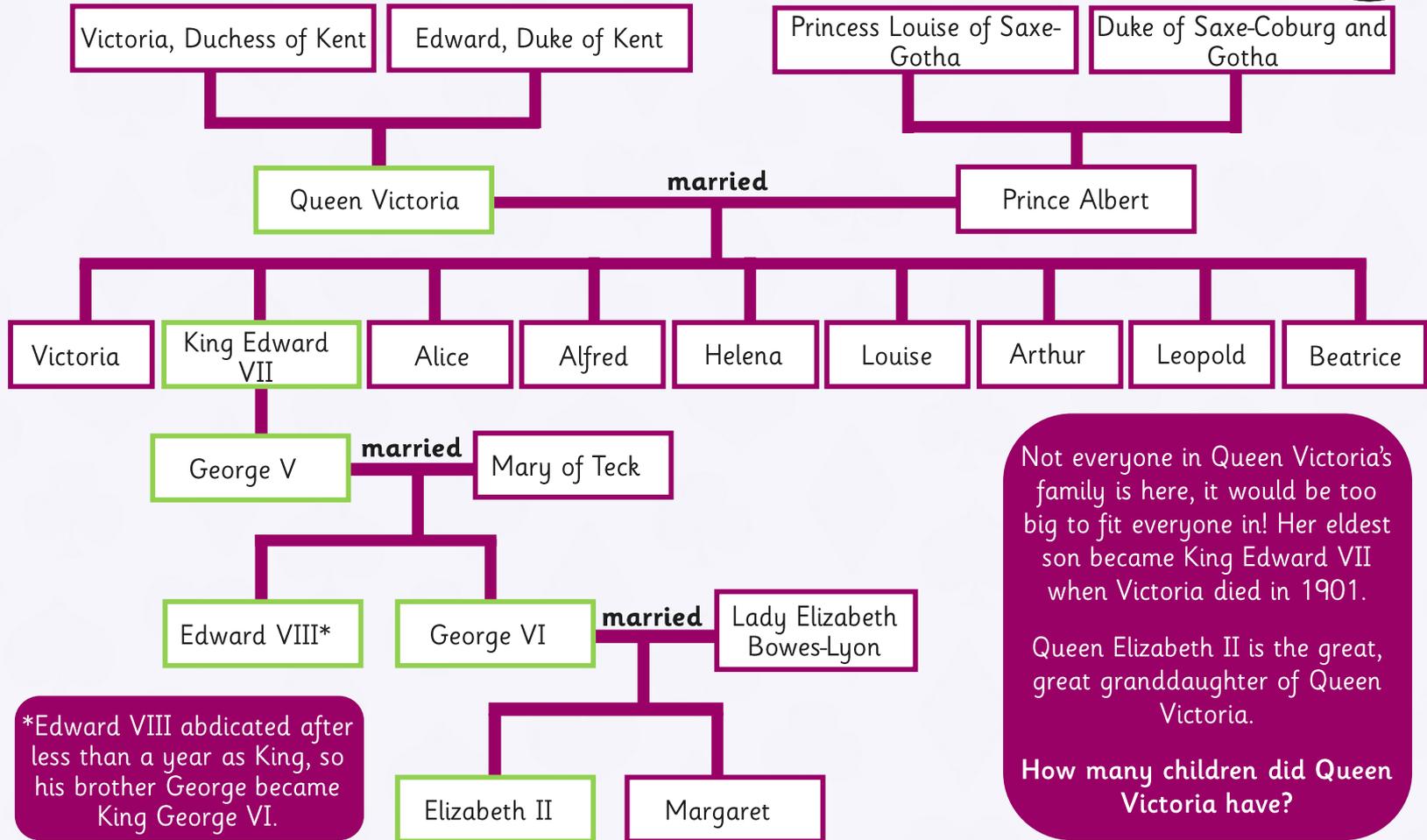
Victoria
Born 1840

Helena
Born 1846

Alice
Born 1843

Alfred
Born 1844

Queen Victoria's Family



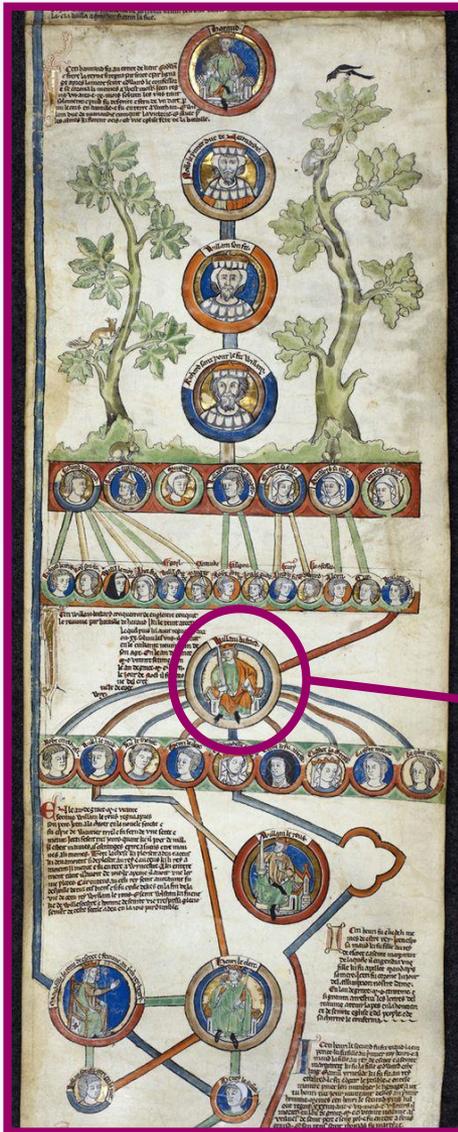


The Family Tree

As the family is so important to a monarch, people have created drawings of the king or queen's family tree for hundreds of years. Here is an example of the family tree of William the Conqueror, who was King from 1066 until 1087.

How is this similar to Queen Victoria's family tree?

Clue: Look closely at the tree from William the Conqueror!



The family tree of William the Conqueror.



My Family History

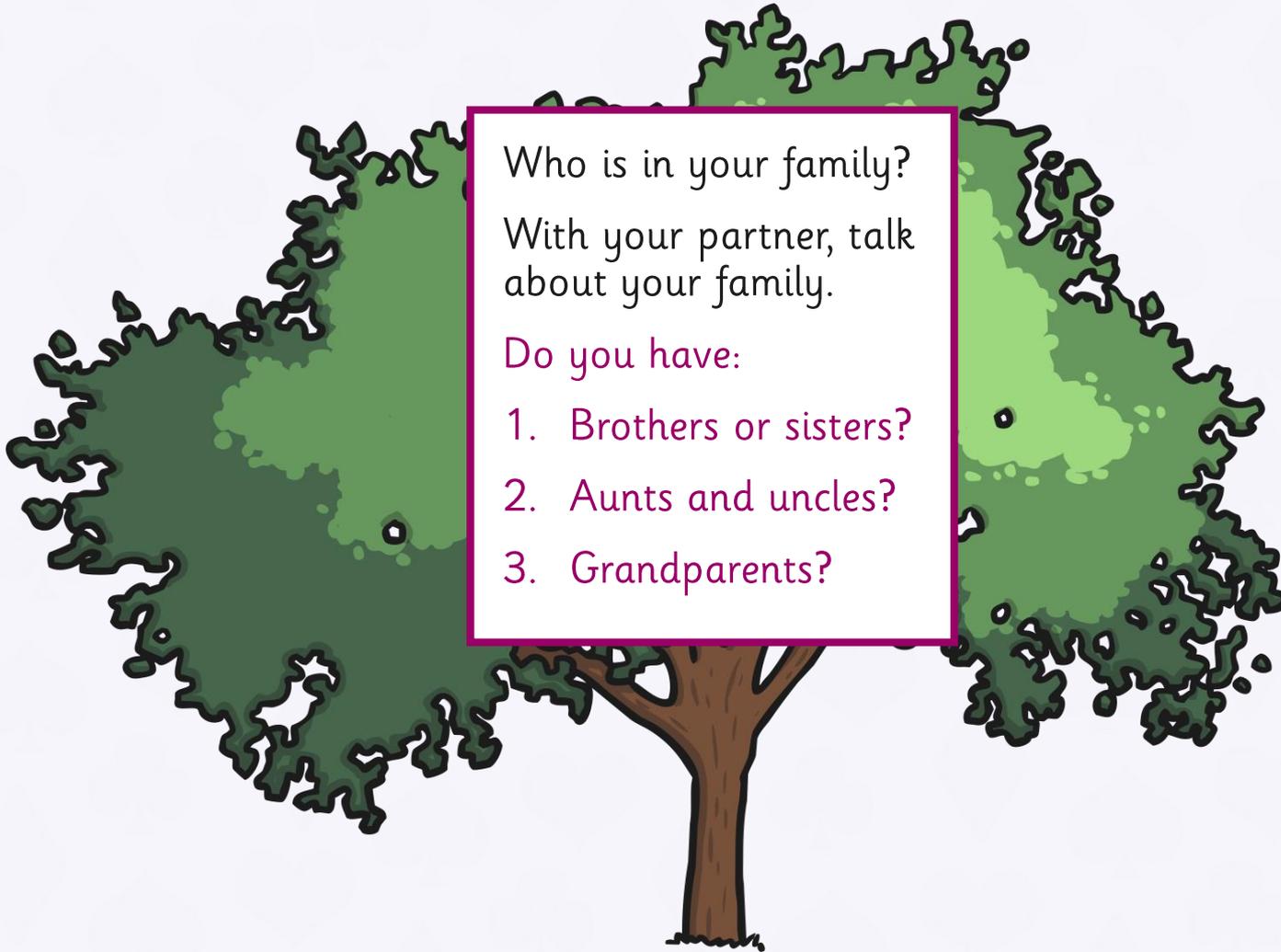


Who is in your family?

With your partner, talk about your family.

Do you have:

1. Brothers or sisters?
2. Aunts and uncles?
3. Grandparents?

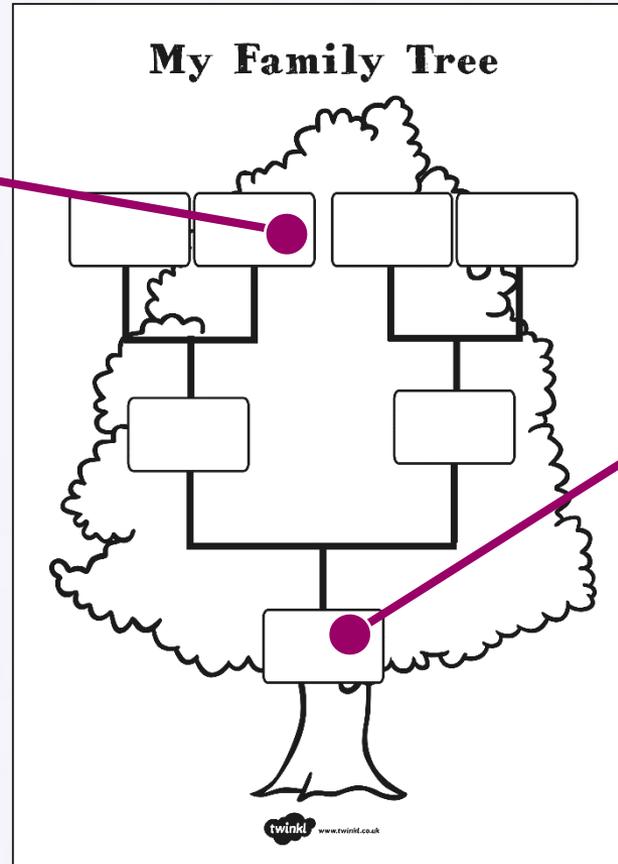


My Family Tree



How can you put this information into a family tree?

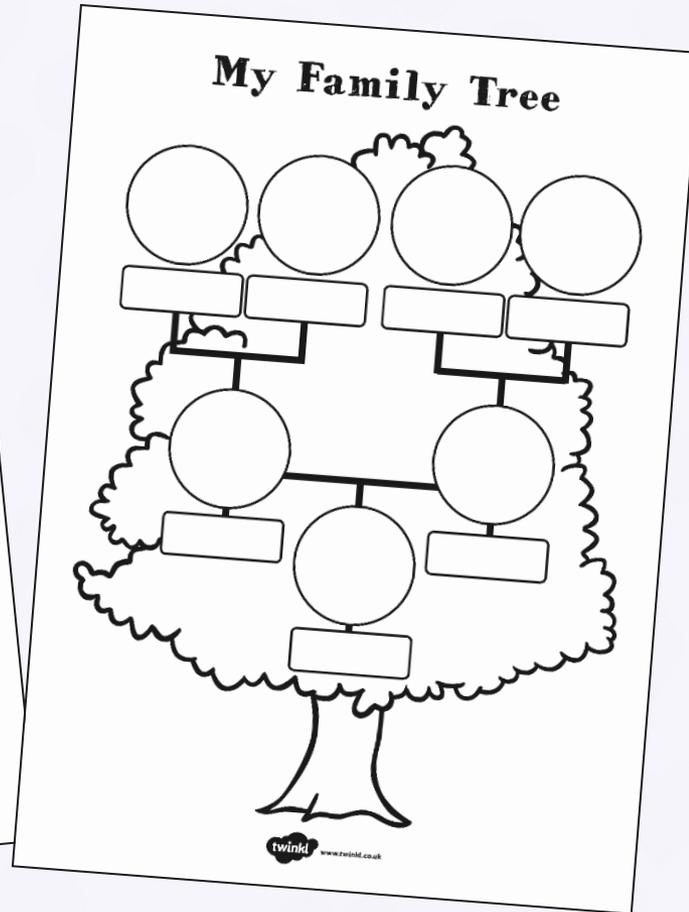
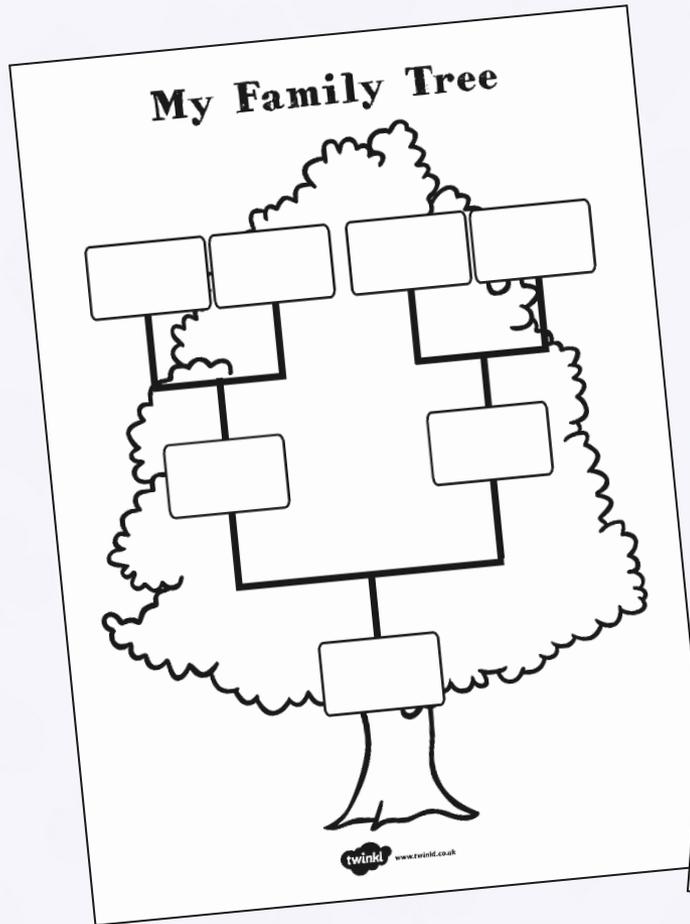
The oldest family member goes at the top of the tree.



The youngest family member (this is you!) should be at the bottom of the tree.

Remember: all families are different, it would be boring if every family was the same!

Share Your Family Trees



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HA Resource Hub Submission Form	
Resource Title: Leeds Museums and Galleries #Museum from Home videos: Ancient Greeks week (KS2 History, Literacy, STEM)	Age Range: KS2
<p>Author name and email contact: *NB This form will be published along with your resource, so please choose an email address that you do not mind making public, or leave blank if you would rather not be contacted about your resource.</p> <p>Leeds Museums and Galleries Discovery.centre@leeds.gov.uk</p>	<p>Resource Details: (e.g. how many documents does it consist of? In which order?)</p> <p>Leeds Museums and Galleries are producing a video each weekday looking at a different object from our Primary School Loans boxes. Each week's videos have a different topic, and are accessible via the Leedsmuseums Youtube channel.</p> <p>Each set of videos are accompanied by a downloadable sheet of additional links, resources and activity ideas, see below.</p>
<p>Necessary prior learning to complete this:</p> <p>Videos can be used to start a topic, or at any point throughout the topic to consolidate and add to learning.</p>	<p>What does it lead to next?</p> <p>Resources and activity/discussion suggestions are available on a downloadable sheet for each set of videos.</p> <p>Most topics are also supported by resources and information on MyLearning.org, which is free to access.</p>
<p>Explanation: How should this resource be used?</p> <p>These videos are designed to be a versatile support to learning in the classroom, and a way of bringing object based teaching and learning to you remotely. There are 4 or 5 videos of just over 2 minutes for each topic. They aim to cover a range of themes within the topic, so can be used together as a starter to a topic, or alternatively can be used separately to introduce or consolidate each theme. The videos cover history, geography and science topics. They often build on learning from previous videos in the topic.</p> <p>Each week is accompanied with discussion ideas, activity ideas and additional links to resources to build on the learning introduced by the video.</p> <p>There are also links to artworks, and suggestions of cross curricular links where possible.</p> <p><u>Video links: Ancient Greeks week (KS2 History, Literacy, enquiry skills, STEM)</u></p> <ol style="list-style-type: none"> 1. Video about the goddess Demeter: https://youtu.be/n_sABUOUAnI 2. Greek coins video: https://youtu.be/PdS5fcOKrUc 3. Video about the god Dionysus: https://youtu.be/Pv7W7fpUCqC 4. Greek clothing and hairstyles: https://youtu.be/5EHBsk-21Yc 	

Greeks Week Videos - Additional Teaching Resources



Video 1

Watch video about the goddess Demeter: https://youtu.be/n_sABUOUAnI

Make a laurel leaf crown inspired by Demeter's woven crown of corn, using these instructions: https://www.nma.gov.au/__data/assets/pdf_file/0006/600693/fun-at-home-laurel-wreath.pdf

Write your own instructions for a religious festival honouring Demeter. Where would it take place? What would people have to do? What prayers would they say?

Look at this MyLearning information about Greek gods and goddesses: <https://mylearning.org/stories/ancient-greeks-everyday-life-beliefs-and-myths/415>. Can you learn the list of gods and their functions off by heart?

Make a cartoon strip of your own Greek myth, imagining that you were an ancient Greek god. What would you be the god of? What would you be called? What would happen in your myth?

Video 2

Watch Greek coin video: <https://youtu.be/PdS5fcOKrUc>.

Look at this great picture of an Athenian coin, and additional resources: http://www.teachinghistory100.org/objects/a_silver_coin_from_athens

Do a rubbing of a coin, using a piece of paper and the side of a crayon. Coins are an important way of Greek cities showing what was important to them. Can you design your own coin which shows what is important to you? What would you put on the front and the back?

Weigh some coins made of different materials using a set of scales, and record how much they weigh. Do their weights match their value? Which material do you think is the most valuable?

Discuss how you think the Greeks would have felt about being part of the Roman Empire. A lot of Roman customs were copied from Greece, including coins. Do you think the Greeks were proud, or annoyed?

Video 3

Before watching, how many ancient Greek gods and goddesses can you name?

Watch this video on Dionysus: <https://youtu.be/Pv7W7fpUCqc> .

Create and perform a play of the story of Dionysus (or another Greek myth). Dionysus was the god of the theatre. You could make paper puppets instead of acting the parts yourself if you like.

Do this interactive powerpoint about the Ancient Greek gods and goddesses: <https://mylearning.org/resources/greek-gods-and-goddesses-interactive-powerpoint> .

Watch this BBC Bitesize video about Ancient Greek theatre: <https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zgpdjxs> .

Make your own Greek skyphos (cup) using air drying clay, model magic, plasticine or salt dough. You can decorate it like the Greeks did once it dries.

Video 4

Watch video on Greek clothing and hairstyles: <https://youtu.be/5EHBsk-21Yc>

Write a list of the sources that historians use to find out about Ancient Greek clothing. Can you remember from the video?

Play one of the human loom games using this Creative Minds resource: https://www.yac-uk.org/userfiles/file/1429017925_Weaving_human_loom.pdf

Make yourself a Greek *chiton* using these instructions from the British Museum: <http://www.ancientgreece.co.uk/staff/resources/followups/fu1/fu1.pdf>

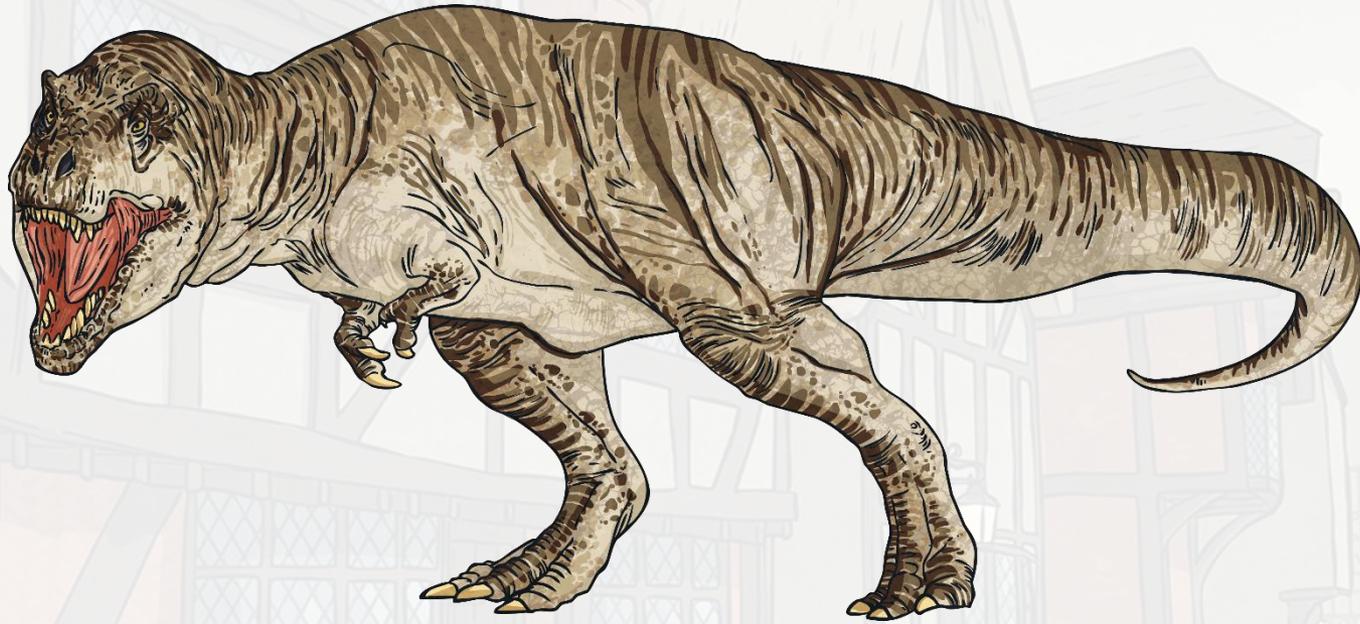
Look at the story of Perseus and Medusa on this MyLearning workboard: <https://www.mylearning.org/user-boards/myths-legends-and-tales> . The Gorgon Medusa was very famous for caring too much about her looks, and for her magical hair. Read the story and do the activity sheet that goes with it.

British History Timeline



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Mesozoic Era



About 250,000,000 years ago

Stone Age



15,000BC – 2,500BC

Bronze Age



3,000BC – 800BC

Iron Age



800BC – AD43

The Celts



800BC – AD43

Romans in Britain



AD43 – AD410

Anglo-Saxons



AD449 – AD1066

Vikings



AD793 – AD1066

Normans



AD1066 – AD1154

Middle Ages



AD1154 – AD1485

Tudors



AD1485 – AD1603

Civil War and Revolution



AD1603 – AD1714

The Great Plague of London



AD1665 – AD1666

The Great Fire of London



AD1666 – AD1666

Georgians



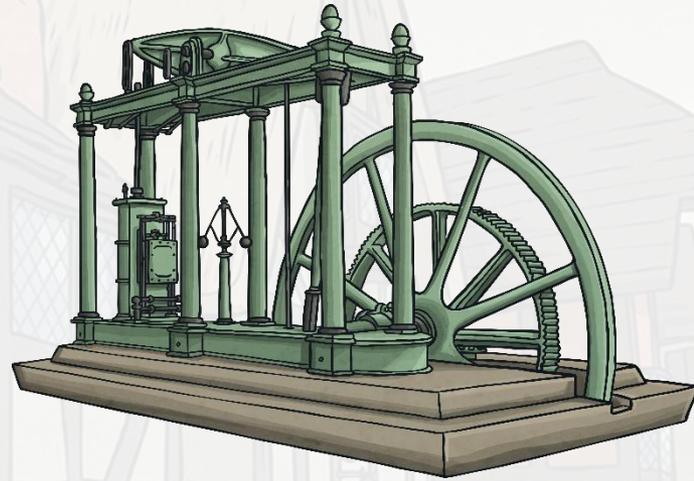
AD1714 – AD1830

Empire and Sea Power



AD1714 – AD1837

The Industrial Revolution



AD1760 – AD1820 (approx.)

Victorians



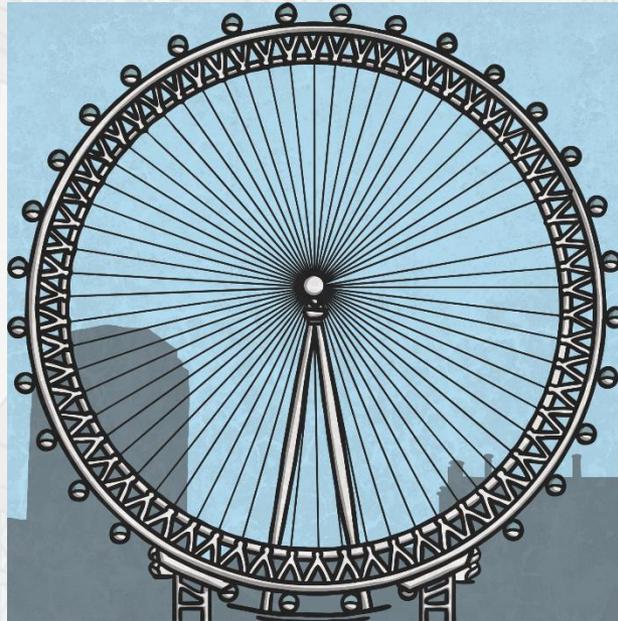
AD1837 – AD1901

World Wars



First World War: 1914 – 1918
Second World War: 1939 - 1945

Modern Britain



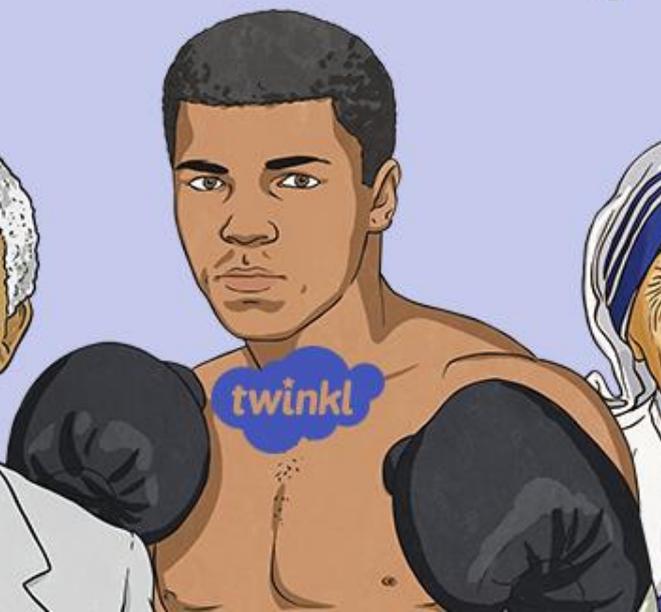
1945 – Present Day



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The Big

End of Year Odd One Out Quiz



Who Is This?

King Edward VIII



King Henry VIII



King Henry VII



What's the Answer?

How many wives did he have?

Two



Six



Eight



Who was his famous daughter?

Elizabeth I



Elizabeth II



Elizabeth III



Who Is This?



Mother Maria



Mother Mary



Mother Teresa

What's the Answer?



In what country did she do most of her work?



England



Africa



India

What is she known for?



Being a business woman



Being the prime minister



Being kind and doing charity work

Who Is This?

William Wordsworth



William Shakespeare



William Morris



What's the Answer?

What is William Shakespeare famous for?

Writing plays



Writing novels



Writing programmes



Where was Shakespeare born?

London



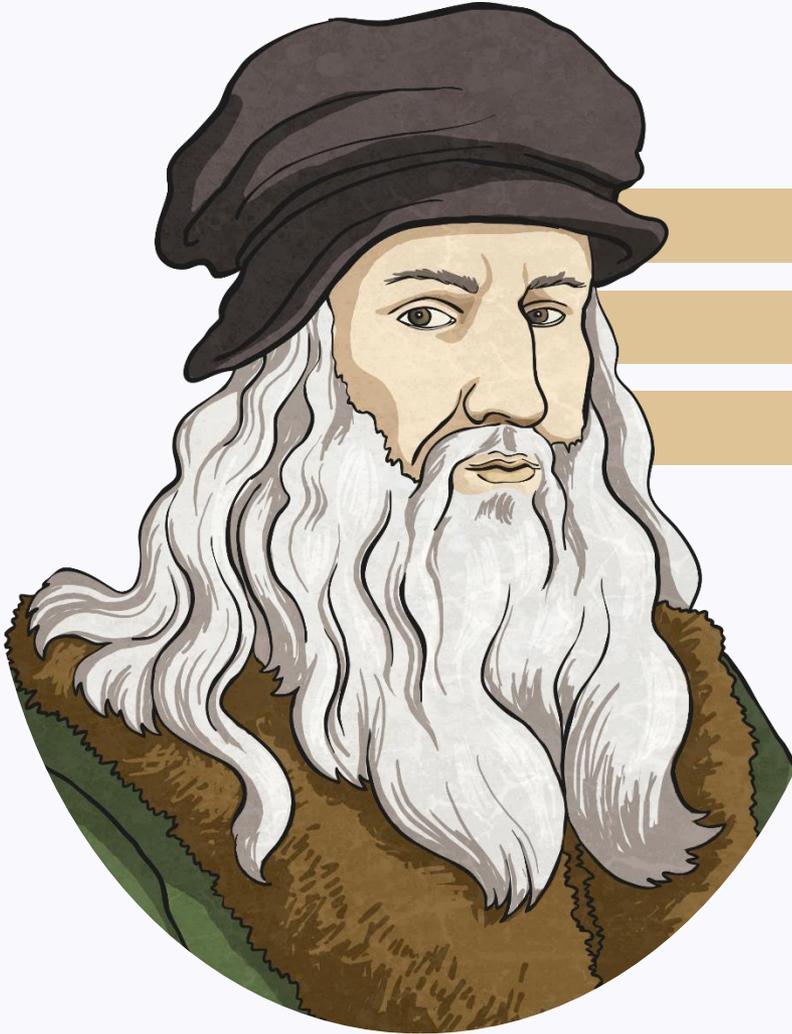
Stratford-upon-Avon



Burton upon Trent



Who Is This?



Leonardo da Monet



Leonardo da Caprio



Leonardo da Vinci

What's the Answer?



What is Leonardo da Vinci famous for?

- He was a composer
- He was a poet
- He was an artist

Which one of these did he create?

- Water Lilies
- Mona Lisa
- The Girl With a Pearl Earring

Who Is This?

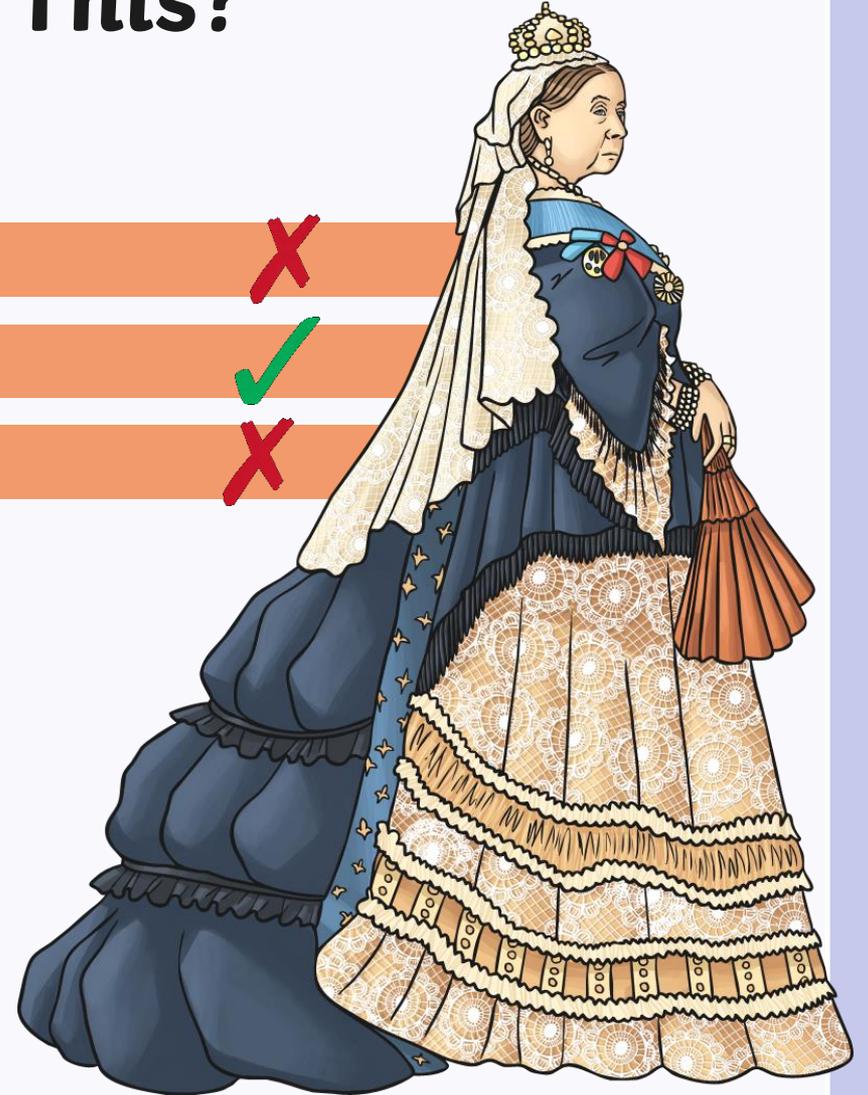
Queen Catherine



Queen Victoria



Queen Mary



What's the Answer?

How long did she reign as Queen of England?

53 years

63 years

23 years

Queen Victoria named herself the Empress of another country. Which one?

United States

France

India



Who Is This?



Mary Seacole



Florence Nightingale



Queen Elizabeth

What's the Answer?



What is she famous for?

- Being a nurse
- Being a nun
- Being a queen

What is Florence Nightingale thought to be responsible for?

- Improving salaries for soldiers
- Improving hygiene and cleanliness in hospitals
- Improving the nursing uniform

Who Is This?

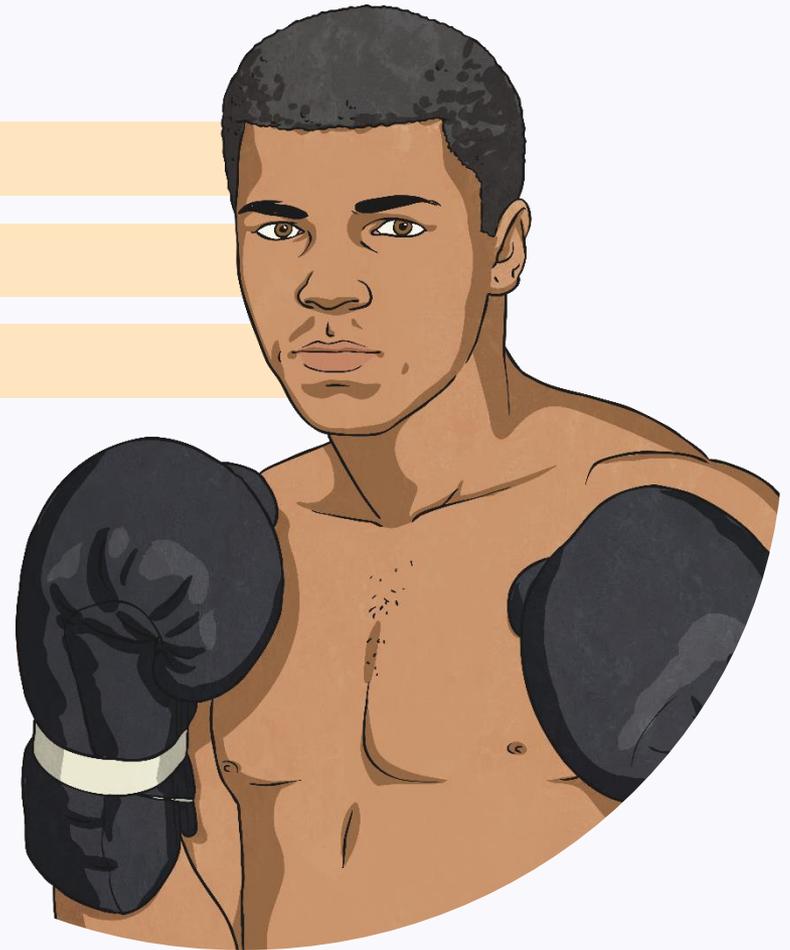
Michael Jackson



Mohammad Ali



Martin Luther King



What's the Answer?

Where was Mohammad Ali born?

England



United States



Africa



When talking about his boxing style, it was said that Ali would “float like a butterfly and sting like a _____”

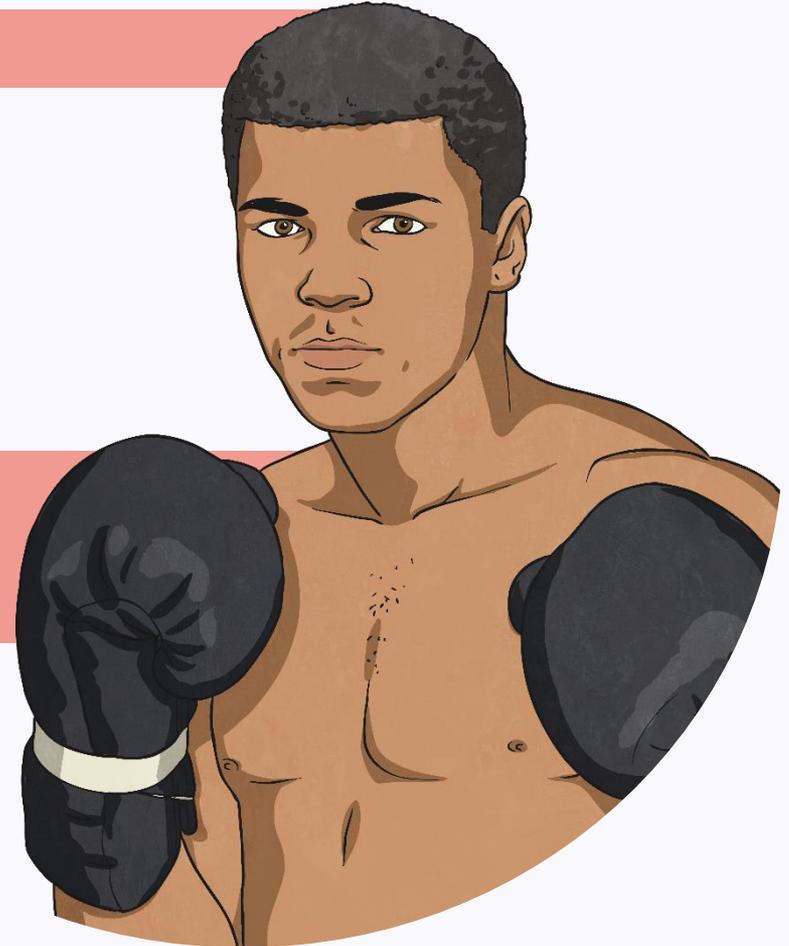
Scorpion



Bee



Wasp



Who Is This?



Nelson Mandela



Admiral Nelson



Nelson Smith

What's the Answer?

Where was Nelson Mandela President?



- Malaysia
- United States
- South Africa

What did Mandela work hard to achieve in his country?

- Human rights for all.
- Everyone to wear bright clothes.
- Everyone to dance.



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HA Resource Hub Submission Form

Resource Title: Stone Age to Iron Age Houses: continuity and change

Age Range: Key Stage 2

Author name and email contact:

Alf Wilkinson

Sue.alf@btopenworld.com

Resource Details: (e.g. how many documents does it consist of? In which order?)

Activity with photographs

Necessary prior learning to complete this:

Some work on Stone Age to Iron Age life – but not essential

What does it lead to next?

Could compare these three houses to their own – change over time

Explanation: How should this resource be used?

Look carefully at each of the houses in turn. What are they made of? What would they be like to live in? Can you arrange them in Chronological Order? [Mesolithic; Neolithic and Celtic or Iron Age]

Use the grid to compare the three houses. What has changed over 10,000 years? What has stayed the same? We are good as historians at talking about change, but not so good at spotting similarities. This activity shows us that the continuities are perhaps stronger than the changes.

Houses from Stone Age to Iron Age

This activity is designed to explore Overview, and look specifically at continuity and change.

Use the pictures of houses opposite to fill in the grid below:

	Stone Age	Bronze Age	Iron Age
What is the roof made of?			
What are the walls made of?			
What is the door made of?			
What are the windows made of?			
Is there a chimney?			
What would it be like to live in?			
Anything else you can notice?			
Houses have changed because:			
Houses have stayed the same because:			

Below
Excavations at Kingsmead
Quarry, Horton, in 2008
revealed evidence for
occupation during the
Neolithic period (4000-
2400 BC). The remains of a
building, dated to between
3800 and 3650 BC, were
found and represent one of
England's oldest houses. A
further three structures of the
same date have been found
on the site so far.
Karen Nichols from the
Wessex Archaeology Graphics
Team has reconstructed one
of the buildings in 3D.



Celtic roundhouses at the Museum of Wales



HA Resource Hub Submission Form	
Resource Title: Leeds Museums and Galleries #Museum from Home videos (Romans Week)	Age Range: KS2
<p>Author name and email contact: *NB This form will be published along with your resource, so please choose an email address that you do not mind making public, or leave blank if you would rather not be contacted about your resource.</p> <p>Leeds Museums and Galleries Discovery.centre@leeds.gov.uk</p>	<p>Resource Details: (e.g. how many documents does it consist of? In which order?)</p> <p>Leeds Museums and Galleries are producing a video each weekday looking at a different object from our Primary School Loans boxes. Each week's videos have a different topic, and are accessible via the Leedsmuseums Youtube channel.</p> <p>Each set of videos are accompanied by a downloadable sheet of additional links, resources and activity ideas, see below.</p>
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Roman Week Videos - Additional Resources



Video 1/3:

Watch Introduction to Roman Week: <https://youtu.be/mOYydyBqPPo>

Watch What were Roman Houses Like?: <https://youtu.be/CzOm8UwdXBk>

Look at <https://www.mylearning.org/stories/the-romans-in-leeds/979>

Introducing Dalton Parlours

- How did the Romans in Dalton Parlours villa live? Were they rich or poor? What evidence is there to make you think this? (*glass windows, hypocaust for heating, highly decorated houses*)
- How did the people in the Round Houses live? Do you think they were rich or poor? (*Small round houses, there is no evidence of hearths inside – fire pits were found in the grounds for cooking*).
- What sort of jobs did the people living in the Round Houses at Dalton Parlours do, do you think? (*evidence of agriculture/farming, labouring, cows and sheep, wheat crops*)

Video 2:

Watch Did the Romans care about their appearance?:

<https://youtu.be/Z9pfi7JRL2E>

- Write a list of all of the different ways that we might be able to find out whether the Romans cared about their appearance. (*images, statues, written accounts, objects*)
 - **Extension activity:** Which of the things on your list are primary and secondary sources?

We don't know if the people living in the Villa at Dalton Parlours were Romans from the Empire who had moved to Leeds, or people from Britain who had embraced Roman life and become more like the Romans. What do you think?

Video 4:

Watch Roman Religion: <https://youtu.be/LPShkFOb3b8>

Watch the story of Psyche and Cupid: https://youtu.be/Gjj_-CPxjCM

Look at <https://www.mylearning.org/stories/the-raging-romans-/439>

Brigantia was a local goddess of the people in Leeds before the Romans invaded. We call these people the Brigantes. This is a Roman altar to Brigantia, found in Adel in Leeds.

- What was the Roman attitude to other people's religions? What happened to the religions of the people in the countries that the Romans invaded? (*Greeks, British – Romans absorbed new gods into their religion so people could still believe in their own gods AND become Romanised*)
- Imagine you were the Roman from Lanuvium who made the clay ear as a way of fixing his/her earache. Write a prayer that you would say to the Roman gods when depositing the ear on the altar.
 - **Extension activity:** If you have any clay/model magic, make a model of a votive body part.

Video 5:

Watch Roman Dinner Time: <https://youtu.be/eazNDRIEptY>

Look at <https://www.mylearning.org/stories/the-raging-romans-/438>

Look at <https://romaninscriptionsofbritain.org/inscriptions/TabVindol302>

Romans made beautiful things like Samian ware pottery and brought them to the places that they conquered like Britain.

- Samian ware is from France or Germany. It was found in Roman households across the whole of Britain in the Roman period. What does that tell us about the way that the Roman Empire worked?
- Look at the Vindolanda shopping list:
[bruised beans, two *modii*, chickens, twenty, a hundred apples, if you can find nice ones, a hundred or two hundred eggs, if they are for sale there at a fair price. ... 8 *sextarii* of fish-sauce ... a *modius* of olives ...]
Which of these foods had to be imported to Britain (*olives, fish sauce*). What country might they have come from?
- What foods do we eat today that first came to Britain because of the Romans?

Video 6:

Watch Did Romans have Pets?: <https://youtu.be/3a4VrOhLkYA>

Write or draw a list of things that are similar between yourself and a Roman. Write a list of differences between yourself and a Roman.

Summary activities:

- How did life change for British people after the Roman conquest of Britain in 43AD?
- Write a list of the positive and negative effects that the Romans had on Britain
- Can you find any English words or phrases that are based on Roman Latin words? *Starting with: March, which is named after the Roman god Mars!*

HA Resource Hub Submission Form	
Resource Title: Leeds Museums and Galleries #Museum from Home videos – Stone Age and Bronze Age (Prehistory)	Age Range: KS2
<p>Author name and email contact: *NB This form will be published along with your resource, so please choose an email address that you do not mind making public, or leave blank if you would rather not be contacted about your resource.</p> <p>Leeds Museums and Galleries Discovery.centre@leeds.gov.uk</p>	<p>Resource Details: (e.g. how many documents does it consist of? In which order?)</p> <p>Leeds Museums and Galleries are producing a video each weekday looking at a different object from our Primary School Loans boxes. Each week's videos have a different topic, and are accessible via the Leeds Museums and Galleries Youtube channel.</p> <p>Each set of videos are accompanied by a downloadable sheet of additional links, resources and activity ideas, below.</p>
<p>Necessary prior learning to complete this:</p> <p>Videos can be used to start a topic, or at any point throughout the topic to consolidate and add to learning.</p>	<p>What does it lead to next?</p> <p>Resources and activity/discussion suggestions are available on a downloadable sheet for each set of videos.</p> <p>Most topics are also supported by resources and information on MyLearning.org, which is free to access.</p>
<p>Explanation: How should this resource be used?</p> <p>These videos are designed to be a versatile support to learning in the classroom, and a way of bringing object based teaching and learning to you remotely. There are 4 or 5 videos of just over 2 minutes for each topic. They aim to cover a range of themes within the topic, so can be used together as a starter to a topic, or alternatively can be used separately to introduce or consolidate each theme. The videos cover history, geography and science topics. They often build on learning from previous videos in the topic.</p> <p>Each week is accompanied with discussion ideas, activity ideas and additional links to resources to build on the learning introduced by the video.</p> <p>There are also links to artworks, and suggestions of cross curricular links where possible.</p> <p><u>Video links – Stone Age and Bronze Age (Prehistory)</u></p> <ol style="list-style-type: none"> 1. Palaeolithic and Neolithic Axes: https://youtu.be/BvmfTUQQb98 2. Hafted Neolithic Axe with Real Deer Antler: https://youtu.be/7QpKpWz5Uqc 3. Flint Arrow Heads: https://youtu.be/x1CREggTE1k 4. Bronze Age Axe Hammer: https://youtu.be/i0nsSEnyDpU 5. Bronze Age Axe Heads and Moulding: https://youtu.be/6aVGEUpVEQA 	

Stone/Bronze Age Week - Additional Teaching Resources



Video 1

Watch Stone Age axe video: <https://youtu.be/BvmfTUQQb98>

Science: Flint is a sedimentary rock. Link this in with your Rocks and Fossils topic (what sort of properties would Stone Age people look for in a rock to make a tool out of? Flint – easy to flake, sharp edges, relatively hard for a sedimentary rock. Doesn't break too easily.)

Watch this video on flint knapping: <https://youtu.be/7nJKqNjXDkU>

Investigate different types of rocks around you. See if they break or crumble easily (what are their properties). Are they rough or smooth? What sort of tool could you make out of each type of stone? (Rough ones can be used for grinding, hard ones for hammering or polishing into a blade etc.)

Look at this Neolithic axe, and do the activities that go with it on MyLearning: <https://mylearning.org/stories/neolithic-axe/457>

Vocabulary: Palaeolithic, Mesolithic, Neolithic

Video 2

Before you watch: What sort of materials that Stone Age people used survive in the ground the best? (Stone). What sort of materials from the Stone Age do you think don't survive for archaeologists to find and why? (Wood, bone, plant fibres, animal skins – organic materials).

Watch hafted axe video: <https://youtu.be/7OpKpWz5Uqc>

Science: Do an experiment to see how long it takes for bacteria to break up a piece of fruit when buried in the ground (you'll have to mark where you buried it, and dig it up every couple of days).

Look at this information about the Star Carr deer helmet – it's Mesolithic, so even older than the one in the video: <https://mylearning.org/stories/star-carr-deer-antlers/452>

Look at this information about Langdale:
<https://freedomtoteach.collins.co.uk/neolithic-know-how-great-langdale-axes/>

Extension Activity: What can you figure out about Neolithic Stone Age people by the way that the stone for these axes was found, the axes were made, and moved around the country?

Video 3

Watch arrowhead video: <https://youtu.be/x1CREgqTE1k>

Write a list, based on all three of these videos, of the skills that Stone Age people must have had in order to make and use all of these objects. (Think about things like communication as well as technical skills).

Extension Activity: Have a debate with someone in your household. One person has to argue that Stone Age people were clever or skilled, the other that Stone Age people weren't. What are the main points you would make based on these videos?

Look at this information about the Amesbury Archer, an early Bronze Age burial containing lots of flint arrow heads: <https://www.wessexarch.co.uk/our-work/amesbury-archer>. About half way down, in the 'Importance of the Finds' section, is a list of finds and a marked diagram of the burial. Looking at this, what can you figure out about the person? Were they rich or poor? What sort of job might they have done? What sort of skills might he have had?

Video 4

Before you watch: Discussion – What is Bronze? (Alloy of copper and tin. Melts at lower temperature than copper and harder when cool.) What sort of materials did people use in the Bronze Age? (Bronze, wood, bone, flint, stone, animal skins, cloth, pottery – cloth and pottery only start to be used at the end of the Neolithic, but very much mastered in the Bronze Age).

Watch: Bronze Age axe hammer video: <https://youtu.be/i0nsSEnyDpU>

Draw: We will never know why this Bronze Age person never finished this axe hammer. Imagine the person who made it. Are they male or female? (There is no evidence that women didn't do these jobs!) Draw a cartoon strip of the person making this hammer, but not finishing it. What do you think happened?

Video 5

Watch Bronze axe heads video: <https://youtu.be/6aVGEUpVEQA>

Look at this digital model of a socketed axe mould: <https://skfb.ly/6wxxH>

Watch this more detailed video on how to make palstave Bronze axes:
https://youtu.be/_yh6eSr61N8

Make your own axe head by carving the shape using wax from an old candle, or a bar of soap. If you have any air drying clay, model magic or similar, mould this around the outside and crack it open once dry to see what your mould looks like when open!

HA Resource Hub Submission Form

Resource Title: Take one image- Viking times

Age Range: 8-11

Author name and email contact:

Paul Bracey

Paul.Bracey@northampton.ac.uk

Resource Details: (e.g. how many documents does it consist of? In which order?)

A4 Activity sheet (Resource 1)

You need a primary school history textbook (easily purchased online) or website related to

The Vikings -include towns, trade, artwork, village life to show that focusing on raids does not tell us everything about them

Haswari, R.(Ed) (2018)Find out ! The Vikings. New York: Penguin Random House

<https://www.bbc.co.uk/bitesize/topics/ztyr9j6>

Necessary prior learning to complete this:

Nothing required

However, it is appropriate to say something about re-enactments. They are very popular both in schools and with organisations such as English Heritage and are great fun. However, we need to ask ourselves how far a re-enactment tells us about the time especially as it typically focuses on one event.

What does it lead to next?

You could look at aspects of the time of the Vikings in depth.

Explanation: How should this resource be used?

Step 1: Share the question - your child is going to look at a picture and decide how well it tells them about when the Vikings lived.

Step 2: Ask your child to put aside anything they know about the topic and look at the picture and pick out the 3 adjectives which sum up what it tells us.(The picture is a role play event of a Viking battle with the Anglo-Saxons)

Step 3: Your child should justify their choice of words on the sheet

Step 4: Find out what you child knows about this time and how well they think the picture sums up what life was like for everyone.

Step 5: Spend the next few hours or days reading/find out about the lives of different people's lives in and events in Viking times. Here are some suggestions

- the Vikings as raiders and invaders e.g. battles with the Anglo Saxons
- the Vikings as explorers, traders and craftsmen
- the lives of different men and women in Viking times - jobs, homes, towns and countryside

You do not have to cover everything about the time but enough to show something about the lives of different people.

Step 5: Go back to your sheet and ask your child to look back at the picture again and decide how far they think it sums up the lives of people at the time. Ask them if they have changed their mind and why.

Special note: You can use this approach with any topic - however it needs to be followed up by looking at different peoples' lives at a that time.

Take one image - How much does this photograph tell us about the Vikings?



https://commons.wikimedia.org/wiki/File:Vikings_fight.JPG

GNU Free Documentation License.

Re-enactments are role play activities in which people pretend to be living during a period or event in the past. What does this picture suggest? Look at the word below and decide which three sum up the picture and complete the sentences below-

Rich	poor	colourful	fun	dangerous
happy	sad	busy	nice	horrible
Any word or words which you would prefer.....				

1. I have chosen..... because.....
2. I have chosen.....because.....
3. I have chosen.....because.....

Activity 2: Now find out about the time when the Vikings lived using a textbook or website

Activity 3: How well does the photograph sum up the time of the Vikings? Choose one of the following

- very well
- partially
- not at all

Complete the following but avoid copying information from texts

I have chosenbecause.....

.....

.....

Have I changed my mind since activity 1? Give a reason for your decision

.....

.....

.....

Children in the UK

Cut out the mini book and fold along the dotted lines. Then cut out the fact boxes and stick them around the children you think they apply to. Complete your mini book by finding out the dates of the Acts of Parliament affecting children and ordering those as a timeline on your middle page. To finish your book, fold the outer flaps inwards and cut out the title page, or make your own, to stick to the front.

1820



2020



Year _____	The Mines Act prevents children under 10 from working in the mines.
Year _____	A law bans children under 10 from working as chimney sweeps.
Year _____	Schools made free to attend.
Year _____	A law introduced saying that all children had to attend school between the ages of 5-10.
Year _____	The Factory Act stops children between 9-13 working more than 6.5 hrs a day.
Year _____	School leaving age raised to 12

twinkl.com

Children from poor families must work to earn money.

Established charities provide help for children in need in a huge variety of ways.

All children in the UK have access to free medical care.

Rich boys go to school from the age of 10. Rich girls are educated at home.

There are no health and safety measures in place to protect children in dangerous environments - many are killed and injured.

Children cannot start full-time work until they are 16.

The youngest age a child can start part-time work is 13.

Children from poor families go to work for up to 16 hours a day, 6 days a week.

Children have no protection against illness and disease.

Many children from poor families didn't own any shoes.

Children are paid for their work at much lower rates than adults.

Education is compulsory up to the age of 16.

Children's basic rights are recognised and protected.

Children are vaccinated against numerous illnesses and diseases.

Children worked in the mines, factories and sweeping chimneys. They were often given the worst jobs in terrible conditions.

Children Now and in Victorian Times



← Design your own front cover!

Children in the UK Answers

Cut out the mini book and fold along the dotted lines. Then cut out the fact boxes and stick them around the children you think they apply to. Complete your mini book by finding out the dates of the Acts of Parliament affecting children and ordering those as a timeline on your middle page. To finish your book, fold the outer flaps inwards and cut out the title page, or make your own, to stick to the front.

<p>1820</p> <p>There are no health and safety measures in place to protect children in dangerous environments – many are killed and injured.</p> <p>Rich boys go to school from the age of 10. Rich girls are educated at home.</p> <p>Children have no protection against illness and disease.</p> <p>Many children from poor families didn't own any shoes.</p>  <p>Children from poor families must work to earn money.</p> <p>Children from poor families go to work for up to 16 hours a day, 6 days a week.</p> <p>Children worked in the mines, factories and sweeping chimneys. They were often given the worst jobs in terrible conditions.</p> <p>Children are paid for their work at much lower rates than adults.</p>	Year 1834	A law bans children under 10 from working as chimney sweeps.	<p>2020</p> <p>The youngest age a child can start part-time work is 13.</p> <p>Education is compulsory up to the age of 16.</p> <p>Children's basic rights are recognised and protected.</p>  <p>Children are vaccinated against numerous illnesses and diseases.</p> <p>Established charities provide help for children in need in a huge variety of ways.</p> <p>Children cannot start full-time work until they are 16.</p> <p>All children in the UK have access to free medical care.</p>
	Year 1842	The Mines Act prevents children under 10 from working in the mines.	
	Year 1844	The Factory Act stops children between 9-13 working more than 6.5 hrs a day.	
	Year 1870	Schools made free to attend.	
	Year 1880	A law introduced saying that all children had to attend school between the ages of 5-10.	
	Year 1899	School leaving age raised to 12	



Historic England

Rot or Not?

What can archaeological evidence tell us?

Key Stage 2: History

Learning Aims and Outcomes

- To understand what an archaeologist is
- To learn to speak like an archaeologist
- To learn what artefacts survive for archaeologists to find

This activity is designed to be used alongside the other resources relating to Must Farm found at:
<https://historicengland.org.uk/services-skills/education/teaching-activities/must-farm-life-in-bronze-age-cambridgeshire>



We can find out lots about the past by looking at archaeological evidence



It's an **archaeologist's** job to look at **evidence**, such as **artefacts** and buildings, from the past and to try and **interpret** them!

Could YOU be an archaeologist?



Learn to speak 'archaeologist'



To be an archaeologist you need to
learn some new words

Archaeology: The study of the lives of people in the
past

Evidence: Information to support an
idea/interpretation

Artefact: Any object made or changed by people

Interpret: To try and explain what something means

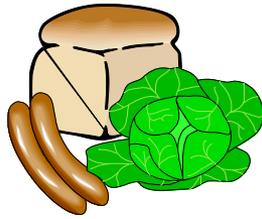
Excavate: To dig up and record archaeological

Imagine you are excavating a typical archaeological site in Britain



Do you think these **artefacts** would

Rot or Not?



Food



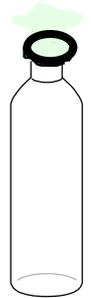
Pottery



Metal



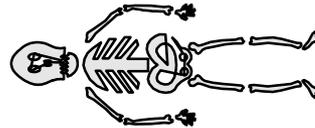
Wood



Glass



Fabric



Bones



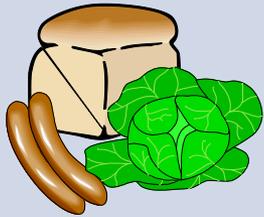
Leather



How did you do?



Rot



Food



Wood



Fabric



Leather

Not



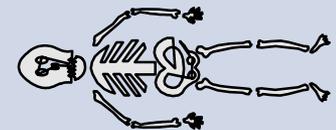
Pottery



Metal



Glass



Bones



So why do archaeologists find some **artefacts** and not others?



Not everything that people used in the past survives for archaeologists to find.

Many things simply rot away. Archaeologists call these things 'organic'.

To an archaeologist organic means anything made from something living. So things made from wood, animal skins, wool or plants are all made from organic material.

Organic material eventually rots away because bacteria eats it. Bacteria are living things and they need **food** (organic things), **water** and **air** to survive just like we do. This is what happens on most archaeological sites.





So why do archaeologists find some **artefacts** and not others?

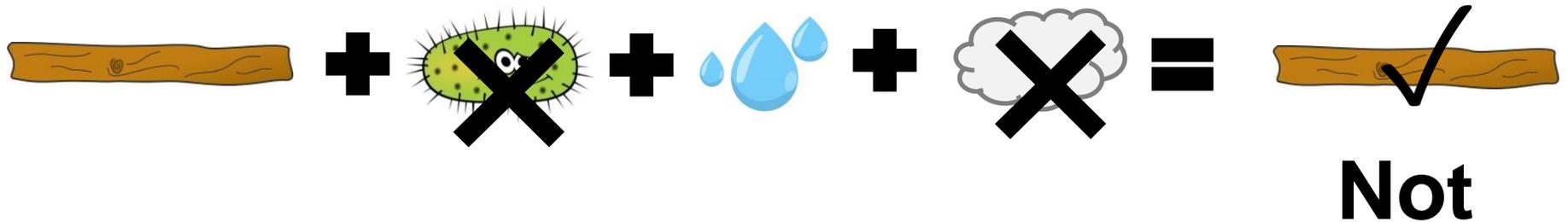


However....

Very occasionally something happens to change this.

One example is at Must Farm in Cambridgeshire. At Must Farm the wood and other organic material was buried in soft silty mud in a river bed.

There is no air underwater or in the muddy river bed so the bacteria couldn't live. This meant that lots of the organic materials such as wood, fabric and plants survived for the archaeologists to find.





Focus on Must Farm: What would usually rot?



- Look at the following photographs of **artefacts** from the **excavation** at Must Farm
- For each one decide what would have happened to it on a NORMAL archaeological site. Would it rot or not?
- When you've done this for all of them try to work out what percentage of the **artefacts** from Must Farm would have been lost.
- What impact would that have on the archaeologists **interpretation** of the site?



Focus on Must Farm: What would usually rot?



A wheel made of
wood

Rot or Not?



A pottery bowl

Rot or Not?



Focus on Must Farm: What would usually rot?



Bronze (metal)
sickles for cutting

Rot or Not?



Part of a wooden
bucket

Rot or Not?



Focus on Must Farm: What would usually rot?



Animal bones

Rot or Not?



A bronze (metal)
axe head

Rot or Not?



Focus on Must Farm: What would usually rot?



Parts of the
wooden roof

Rot or Not?



Fabric made
from tree bark

Rot or Not?



Focus on Must Farm: What would usually rot?



Plant fibres spun
in to thread

Rot or Not?



Beads made
from amber,
glass & jet

Rot or Not?



Focus on Must Farm: What would usually rot?



How did you do?

ROT	NOT
 	 
 	 
	



Focus on Must Farm:
What would usually rot?



So how much less **evidence** would the archaeologists have had if Must Farm had been a normal site?

$$\frac{5}{10} = \frac{1}{2} = 50\%$$



Focus on Must Farm:
What would usually rot?



How do you think losing half of their **evidence** would affect the archaeologists **interpretation** of what went on at Must Farm?



Historic England

Find more teaching resources at:

[HistoricEngland.org.uk/Education](https://www.historicengland.org.uk/education)