

Archaeological Finds

The resource is divided into five sections: (a) Key and Flowcharts, (b) Identifying Archaeological Finds, (c) Interpretation: Archaeological Detectives, (d) Keys and Flowcharts in Action!, (e) Dramatic Archaeology. Different types of activities are used to help pupils familiarise themselves with new terms and concepts.

In the first section pupils will be introduced to the “Keys and Flowcharts Method”, a strategy they can use to identify different types of materials. This section can be started by using groups of known animals to show pupils how to write suitable yes/no questions that can be used to distinguish between items. Students can show how these are useful to form a key or flowchart. You can use the example provided in the booklet to show pupils how to create their own key or flowchart to identify the anchors and pulleys. Pupils need to be encouraged to carefully observe the pictures provided to work out similarities and differences between the various types of anchors and pulleys. They can use these observations to form their own questions. Pupils can cut out the item they chose to work with and glue it at the end of their key/flowchart.

The second section focuses on the classification of the different types of archaeological finds. This will be explained by using the key and flowchart method. This section is strongly connected with the following one, focusing on the interpretation of archaeological finds. Pupils will learn how the past can be interpreted in many ways as a result of the study of archaeological finds. Pupils are asked to use and apply what they’ve learnt to produce a piece of creative writing about two sites. They can either write a short essay about each site or complete the activity by filling in the table on the worksheet. This will stimulate their reading-comprehension skills, as well as put into practice their writing abilities. This activity will encourage them to think like a researcher/historian and base their claims on the evidence to support their theory. Use the student’s different descriptions about Site 1 and Site 2 to show them how the same group of finds can be interpreted differently depending on the person investigating them, and how this can lead to a different interpretation of the same sites. Outline how, like a detective conducting an investigation, every possible aspect must be examined, otherwise an incorrect picture will form.


The fourth section about flint identification encourages discussions about rock types and how to identify them. It can be used as part of teaching about rocks and their properties. This activity can be used to help pupils reflect on technological change and the evolution of design. Pupils will be able to reflect on design choices made to meet different needs and how these choices and needs change through time and determine the production of objects with different features. Encourage pupils to research the correspondence between old and modern tools. They can cut out or draw pictures of both the modern and Prehistoric tools they’ve researched. These pictures could be combined and put together onto a wall display that compares modern and Prehistoric tool kits. This activity is useful to stimulate learning through practical tasks and observation of their surroundings. It can be completed in a museum, as well as in the classroom. At the Shipwreck Centre and Maritime Museum on the Isle of Wight, for example, pupils can complete the worksheet by handling and analysing historical stone tools.

The last section of the booklet encourages pupils to work as a group to do a dramatic recreation of the past based on their own understanding and interpretations of artefacts. In doing so, pupils will learn about the thought processes that archaeologists must use when they try to reconstruct the past. They will be able to use the key/flowchart method to investigate the artefacts they are basing their play on.

Key Stage 2 links

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
ENGLISH (Reading-word reading, Writing composition)	English	KS2	a. Reading-word reading b. Writing-composition	N/A	N/A	a. Learning new words and their meaning, including technical terms to describe ships, anchors, and pulleys. b. Pupils are asked to present a piece of creative writing about Site 1 and Site 2.
SCIENCE (Rocks)	Science	KS2	Rocks	N/A	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment) (LOWER STAGE)	Rock types used to produce stone tools.
ART AND DESIGN (Practice)	Art and design	KS2	Aims	N/A	^ Produce creative work, exploring their ideas and recording their experiences ^ Become proficient in drawing, painting, sculpture and other art, craft and design techniques	Pupils are asked to include a drawing in their Recording Sheet.
GEOGRAPHY (World features)	Geography	KS2	Aims	N/A	Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time	Different classification of archaeological finds based on the raw materials they are made of.


Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
<p>HISTORY (Critical thinking, Comparisons, Methods)</p>	<p>History</p>	<p>KS2</p>	<p>a. Purpose of study c., d. Aims b., e. Subject content</p>	<p>N/A</p>	<p>a. [...] equip pupils to [...] think critically, weigh evidence, sift arguments, and develop perspective and judgement b. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information c. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses d. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed e. They should understand how our knowledge of the past is constructed from a range of sources</p>	<p>a. Pupils will have to weight in the evidence and use their perspective and judgement to complete the activities in this resource. b.-d. Pupils are asked to create a narrative about Site 1 and Site 2. They have to use what they learned about artefacts to complete the task. They will use methods similar to those used by archaeologists when interpreting a site based on the evidence gathered. c. Students will be asked to organise a play to offer an interpretation of some of the artefacts. To complete this activity, they will need to put to practice what they've learnt about archaeological research methods. d. Students will be asked to organise a play to offer an interpretation of some of the artefacts. To complete this activity, they will need to put to practice what they've learnt about archaeological research methods. e. Though this activity pupils will learn what information different types of archaeological finds can provide about ancient civilisations.</p>

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
 HISTORY (Stone Age to Iron Age, Roman, Anglo-Saxons, after 1066)	History	KS2	Subject content	a. Changes in Britain from the Stone Age to the Iron Age b. The Roman Empire and its impact on Britain c. Britain's settlement by Anglo-Saxons and Scots c. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor d. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	N/A	The resource teaches pupils how to approach archaeological finds from any time period. It contains examples ranging from Prehistory to the Modern Era.

Key Stage 3 links

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
ENGLISH (Reading, Language)	English	KS3	Subject content	a. Reading b. Writing c. Grammar and vocabulary	a., b. N/A c. Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects	a., c. Learning new words and their meaning, including technical terms to describe ships, anchors, and pulleys. b. Pupils are asked to present a piece of creative writing about Site 1 and Site 2.
ART AND DESIGN (Practice, Development)	Art and design	KS3	a. Aims b. Subject content	N/A	a. Produce creative work, exploring their ideas and recording their experiences a. Become proficient in drawing, painting, sculpture and other art, craft and design techniques b. Pupils should be taught about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day	a. Pupils are asked to include a drawing in their Recording Sheet. b. The evolution of flint tools and their comparison with modern tools.
DESIGN AND TECHNOLOGY (Design, Evaluate)	Design and technology	KS3	Subject content	a. Design b. Evaluate	a. Use research and exploration, such as the study of different cultures, to identify and understand user needs b. Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists	a. Pupils will learn about tools used by past societies, created using different raw materials and to meet different needs. Pupils are also asked to identify parallels between ancient and modern tools. b. The evolution of flint tools and their comparison with modern tools.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
<p>HISTORY (Critical thinking, Comparisons, Methods)</p>	<p>History</p>	<p>KS3</p>	<p>a. Purpose of study b., c. Aims d. Subject content</p>	<p>N/A</p>	<p>a. [...] equip pupils to [...] think critically, weigh evidence, sift arguments, and develop perspective and judgement b. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses c. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed d. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed</p>	<p>a. Pupils will have to weigh in the evidence and use their perspective and judgement to complete the activities in this resource. b.-d. Pupils are asked to create a narrative about Site 1 and Site 2. They have to use what they learned about artefacts to complete the task. They will use methods similar to those used by archaeologists when interpreting a site based on the evidence gathered. b.-d. Students will be asked to organise a play to offer an interpretation of some of the artefacts. To complete this activity, they will need to put to practice what they've learnt about archaeological research methods.</p>

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
 HISTORY (1066-1509, 1509-1745, 1745-1901, pre-1066)	History	KS3	Subject content	a. The development of Church, state and society in Medieval in Britain 1066-1509 b. The development of Church, state and society in Medieval in Britain 1509-1745 c. Ideas, political power, industry and empire: Britain, 1745-1901 d. The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066	N/A	The resource teaches pupils how to approach archaeological finds from any time period. It contains examples ranging from Prehistory to the Modern Era.

Key stage 4 links

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
ENGLISH (Reading, Writing)	English	KS4	Subject content	a. Reading b. Writing	N/A	a. Learning new words and their meaning, including technical terms to describe ships, anchors, and pulleys. b. Pupils are asked to present a piece of creative writing about Site 1 and Site 2.

GCSE links

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
GEOLOGY (Rock types)	Geology	GCSE	Aims and objectives	N/A	Develop knowledge and understanding of rock types [..]	The list of raw materials used to produce tools includes different rock types. This can encourage a discussion on the topic.
DESIGN AND TECHNOLOGY (Principles)	Design and technology	GCSE	Subject content	Designing and making principles	Investigate and analyse the work of past and present professionals and companies in the area of design and technology in order to help inform their own ideas	Investigation and identification of flint tools and research on correspondences between ancient and modern tools.
GEOGRAPHY (Human geography)	Geography	KS3	Subject content	Human and physical geography	[...] use of natural resources [...]	^ Use of some natural resources for the production of certain types of artefacts. ^ Types of rocks and materials used to produce tools in the past.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
<p>HISTORY (Sources, Interpretation)</p>	<p>History</p>	<p>GCSE</p>	<p>a. Aims and objectives b. Subject content c.-d. Historical knowledge, understanding and method</p>	<p>N/A</p>	<p>a. Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of ancient sources in their historical context</p> <p>a. Demonstrate their knowledge and understanding of what we believe happened in ancient times and the ancient sources to justify our belief, and reach substantiated conclusions which take into account the reliability of the available ancient sources</p> <p>b. Demonstrate how we know ancient historical events happened, by referencing the appropriate literary and material sources from the ancient world</p> <p>c. Understand, interpret, analyse and evaluate ancient sources and events in their historical context</p> <p>c. Demonstrate an understanding of how we know ancient historical events happened, and analyse different kinds of ancient source material (including literary and material)</p> <p>d. Demonstrate the ability to create their own structured arguments, selecting, organising and communicating their knowledge and understanding reaching substantiated conclusions where possible</p>	<p>Pupils are thought about the methods of archaeological research. They will be asked to put what they learnt to practice to interpret artefacts and sites both in a written and theatrical way.</p>