

Time Travelling by Water

Wessex Archaeology

<http://blogs.wessexarch.co.uk/ttbw/>



Local History Teacher's Pack

This teacher's pack contains activities and suggestions to complement the teaching of local history at KS2 and KS3. It was developed from the HLF-funded Time Travelling by Water Project as part of the project legacy.



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Local History and Archaeology

This teacher's pack contains activities and suggestions to complement the teaching of Local History at KS2 and KS3. It was developed from the HLF-funded Time Travelling by Water Project as part of the project legacy.

This pack includes:

- A script to introduce marine archaeology to the class – the PowerPoint presentation that accompanies this can be downloaded from <http://blogs.wessexarch.co.uk/ttbw/teacherspacks/>
- Two fun and informative educational activities that allow your class to test their observational skills and build their knowledge of local settlements
- Suggestions for extension activities

The following resources are available to download from

<http://blogs.wessexarch.co.uk/ttbw/teacherspacks/>

1. PowerPoint introducing marine archaeology
2. Map of Child Okeford, Dorset
3. Map of Chilmark, Wiltshire
4. Map of Langport, Somerset
5. Map of Sturminster Newton, Dorset
6. Map of Trowbridge, Wiltshire
7. Map of West Moors and Ferndown, Dorset
8. Medieval water use pictures
9. Cartoon worksheet

Curriculum links at KS2 -

This lesson pack supports National Curriculum history study units 4: *Historical enquiry* and 7: *Local history study*. It also supports National Curriculum geography study units 3: *Knowledge and understanding of places* and 6C: *Water and its effects on landscapes and people*.

Curriculum links at KS3 -

At KS3 this lesson pack supports National Curriculum history study unit 4: *Historical enquiry* and can support units 9 and 10 depending on the marine and coastal archaeology of your local area.

The activities in this teacher's pack can also be an evocative stimulus for art and literacy.



Introduction to marine archaeology

This script accompanies a PowerPoint presentation or intro.pdf which can be downloaded from <http://blogs.wessexarch.co.uk/ttbw/teacherspacks/>

In this lesson, we are going to become marine archaeologists.

What do you think an archaeologist is or what do you think an archaeologist does?

An archaeologist is someone who wants to know one thing – what life was like for people in the past.

Marine archaeologists study anything that is in the water that can teach them about people in the past, or anything that can teach them about how people have used water in the past.

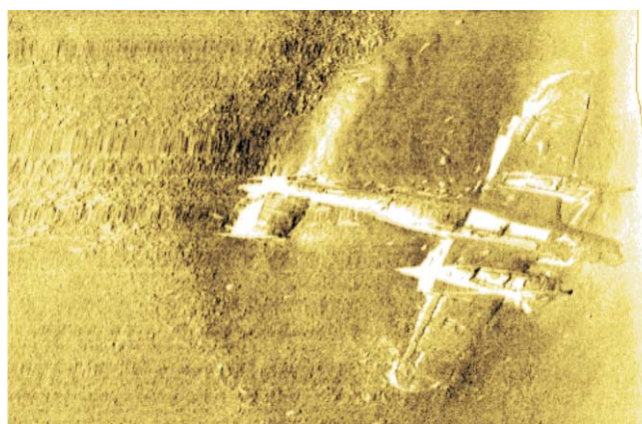
Marine archaeologists are probably best known for diving on shipwrecks, but they also study rivers, lakes, ports, harbours, beaches, bridges... anything that can teach them about people and water in the past.

They have some very clever methods of investigating archaeology underwater. As well as diving, they go wading in shallow water or walking on the beach to study archaeology (*if you have a hi-vis coat, a hard hat and wellies or waders, dress a pupil up to demonstrate this*).

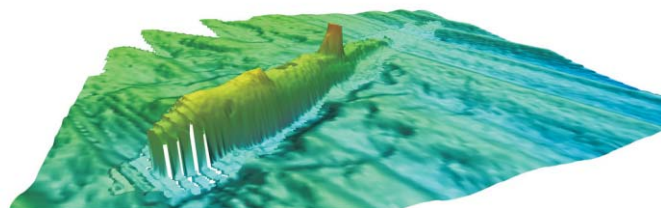
They also work with other people who use the water, such as fisherman and marine aggregate dredgers, and they do something called geophysical survey, or geophys. Geophys is a hi-tech system which uses sound waves to map the sea floor. Look at the pictures that were made using geophysical survey.

These pictures show different types of archaeology on the seabed – can you work out what they are?

1. WW2 Bomber - thought currently to be a German Dornier, which is lying upside down with its bomb doors open. This was found off the Kent coast.



2. A1 submarine - sunk whilst on auto-pilot in 1911. The submarine is currently lying in Bracklesham Bay, West Sussex.



3. The Talis - a ship carrying coal that was involved in a collision in 1906. The damage to the rear of the ship is clear in this picture. The wreck lies to the south-east of Beachy Head in East Sussex.



Archaeologists use all the clues available to them to try and learn about people in the past.



Activity one – Where would you settle?

Reproduce one of the maps found at the back of this teacher's pack, or download one from:
<http://blogs.wessexarch.co.uk/ttbw/teacherspacks/>



Make enough copies so that your class can have one or two on each table.

Ask the class to imagine that they live 4,000 years ago, during the Bronze Age. Tell them that they must choose a new place to live. Remind them that none of the roads, houses, shops or schools that they are familiar with would be there - only the things that occur in the natural environment. It may help them to imagine the landscape around them if they close their eyes.

Ask them to discuss what types of things they would need to make a good settlement and share the answers as a class.

There are many things needed to make a good settlement – here are some examples:

Land – good land, not too wet, defensible, capable of bearing crops, flat.

Water – for drinking, washing, cooking, travel, trade and irrigation.

Wood – for buildings, fires and penning animals.

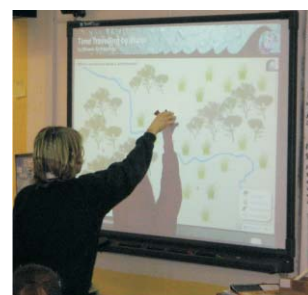
Now distribute the maps and tell your class that the maps show a hypothetical place. Each map has four possible building sites on. Ask them to discuss in their table groups which site they think would make the best settlement.

As a class discuss which sites they chose and talk about the reasons for their decisions.

Now reveal to the class that one of the sites that they have picked was chosen in the past to become a town and that you played a trick on them when you told them that the map was hypothetical.

The real sites are:

Child Okeford – B
 Chilmark – C
 Langport – B
 Sturminster Newton – A
 Trowbridge – B
 West Moors – A or B



Reveal which site was the real one – project a real map of the area on the interactive whiteboard for emphasis (such as Google maps or Ordnance Survey mapping).

Develop this activity by introducing examples of towns that have developed in your local area and talking about why they developed – for example, Langport thrived because its river location allowed trade. Salisbury's development was heavily influenced by the construction of the Ayleswade or Harnham Bridge which allowed travellers to cross the Avon in Salisbury. Previously the crossing was further north in Wilton, which subsequently went into decline.

Stress that the location of the town, and its location in connection with the river, is key to the development of past settlements and their growth into modern day towns and cities.



Activity two – Water in medieval towns

Copy the medieval pictures from the back of this pack, or download them from <http://blogs.wessexarch.co.uk/ttbw/teacherspacks/>

Hand them out to the class. Ask your pupils to study them and circle all of the different ways in which water is being used. They will notice the boats, wells, bridges and streams. Then they may begin to notice the women dyeing cloth and the men carrying barrels. Encourage your class to think carefully about this task and they will begin to identify more ways in which water is being used.

When I have run this activity I have had pupils circle the whole picture and tell me that everything – from the plants in the field to the birds in the trees – have used water!

Discuss the results by projecting the image onto the whiteboard and inviting pupils to circle their answers on the board. Stress how important water has been in the development of towns in the past and highlight the range of activities that are dependent on it.

Discuss how important your local river was in the past. It is likely to have been used for trade and travel, or for industry such as milling, dyeing and fulling (processing raw wool). How important is your river today? Is it still used for industry or trade? What else is it used for? Does your class think that the leisure activities that take place on or near the river today are important?



Extension activities

Art and literacy -

Archaeologists find out about towns in the past by looking in the ground and in the rivers for evidence of how people in the past have lived. Ask your class to imagine that they are a medieval merchant coming to town to trade something. Ask them to draw a cartoon which describes their journey into town. What are they selling? One of the things they are selling breaks – how? It gets thrown into the river. Show it being found by an archaeologist. A cartoon worksheet can be found at the back of this pack, or downloaded from

<http://blogs.wessexarch.co.uk/ttbw/teacherspacks/>

Geography -

Using all the ideas discussed in activity one, ask your class to design their own maps and put four potential settlement sites on them. Ask them to swap maps to see where their classmates would choose to live - can they pick a good site?

Geography -

Look at the Ordnance Survey map of the area around your school. Draw a simplified map showing the hills and low-lying areas, and the local water sources. Why was your school built where it is? If it is a modern school building the natural advantages of the site might not be apparent – if this is the case, discuss why people can now live in sites that thousands of years ago wouldn't have been suitable.

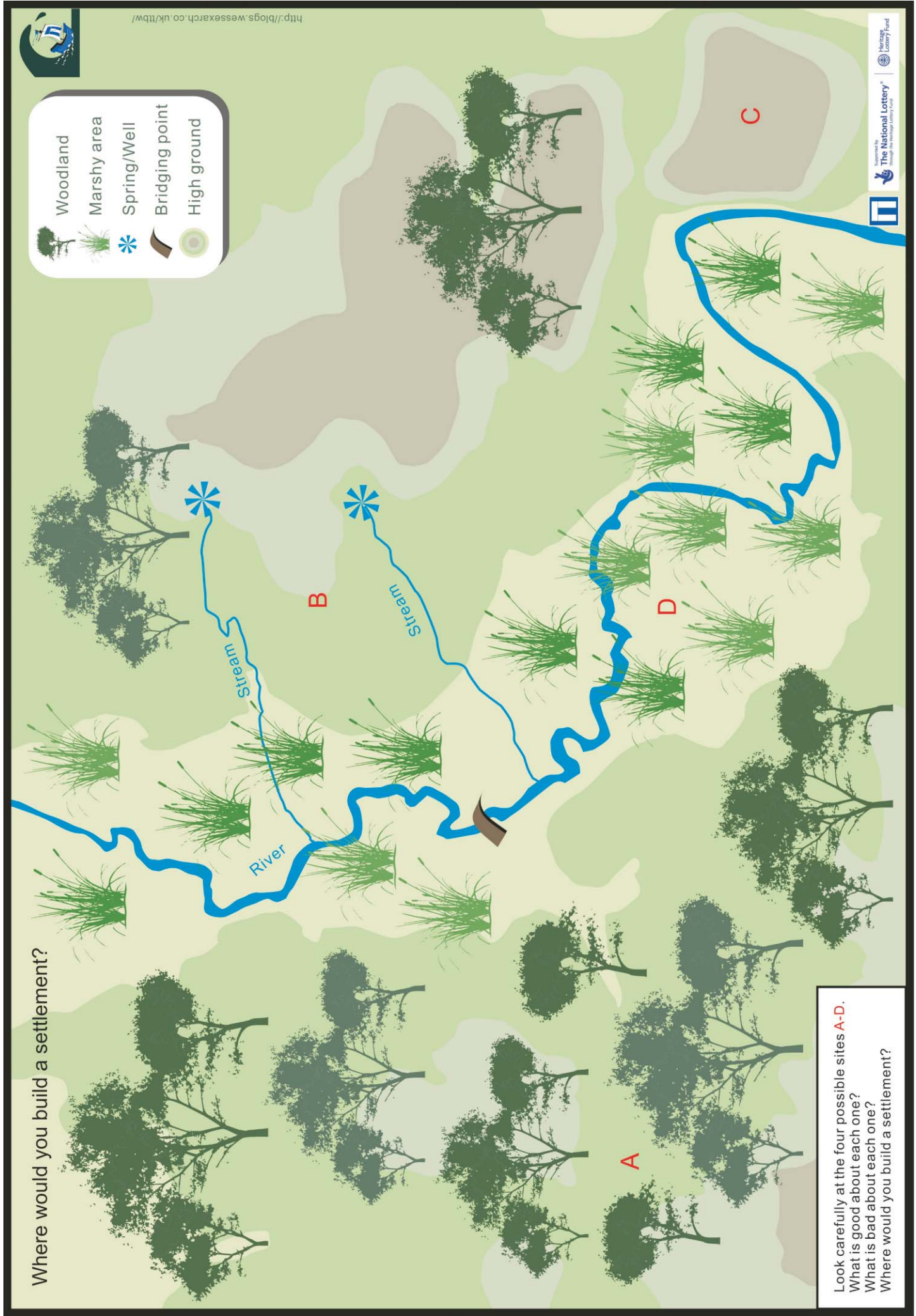
Literacy -

List the pros and cons of each site on the map.

Literacy -

Using the map for inspiration, write the story of people looking for a new settlement in the past. Why did they leave their old settlement? What do they think when they see their new home? What do they like about it? What don't they like? What do they need to do in order to make it into a good place to live?





Where would you build a settlement?

Look carefully at the four possible sites A-D.
What is good about each one?
What is bad about each one?
Where would you build a settlement?

Where would you build a settlement?

B

C

D

A



<http://blogs.wessexarch.co.uk/tbw/>

Stream

Stream

Look carefully at the four possible sites A-D.
What is good about each one?
What is bad about each one?
Where would you build a settlement?



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Where would you build a settlement?

River

B

C

A

D



Look carefully at the four possible sites A-D.
What is good about each one?
What is bad about each one?
Where would you build a settlement?



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Where would you build a settlement?

River

A

B

C

D

Woodland

Marshy area

Bridging point

High ground

Look carefully at the four possible sites A-D.
What is good about each one?
What is bad about each one?
Where would you build a settlement?

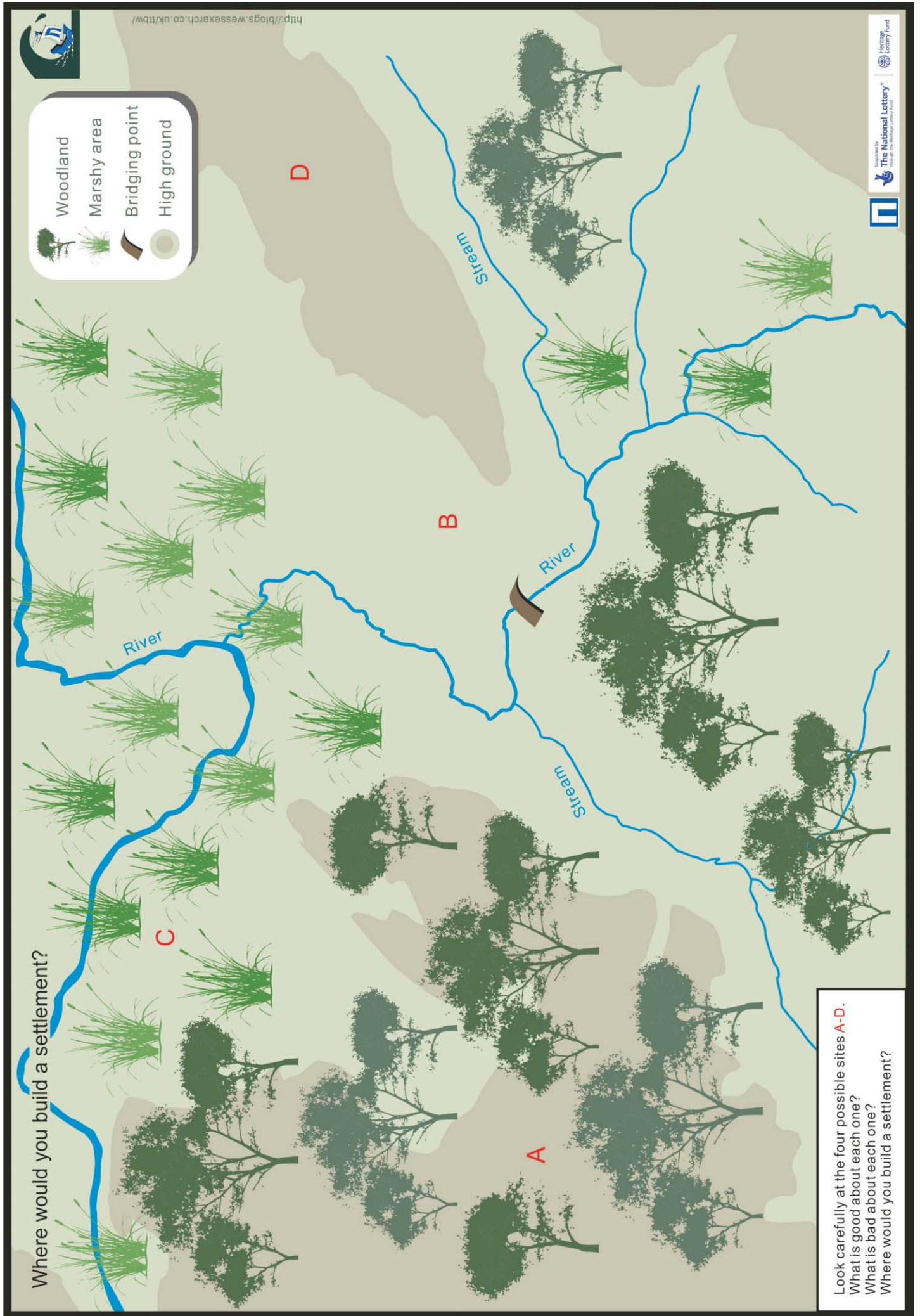


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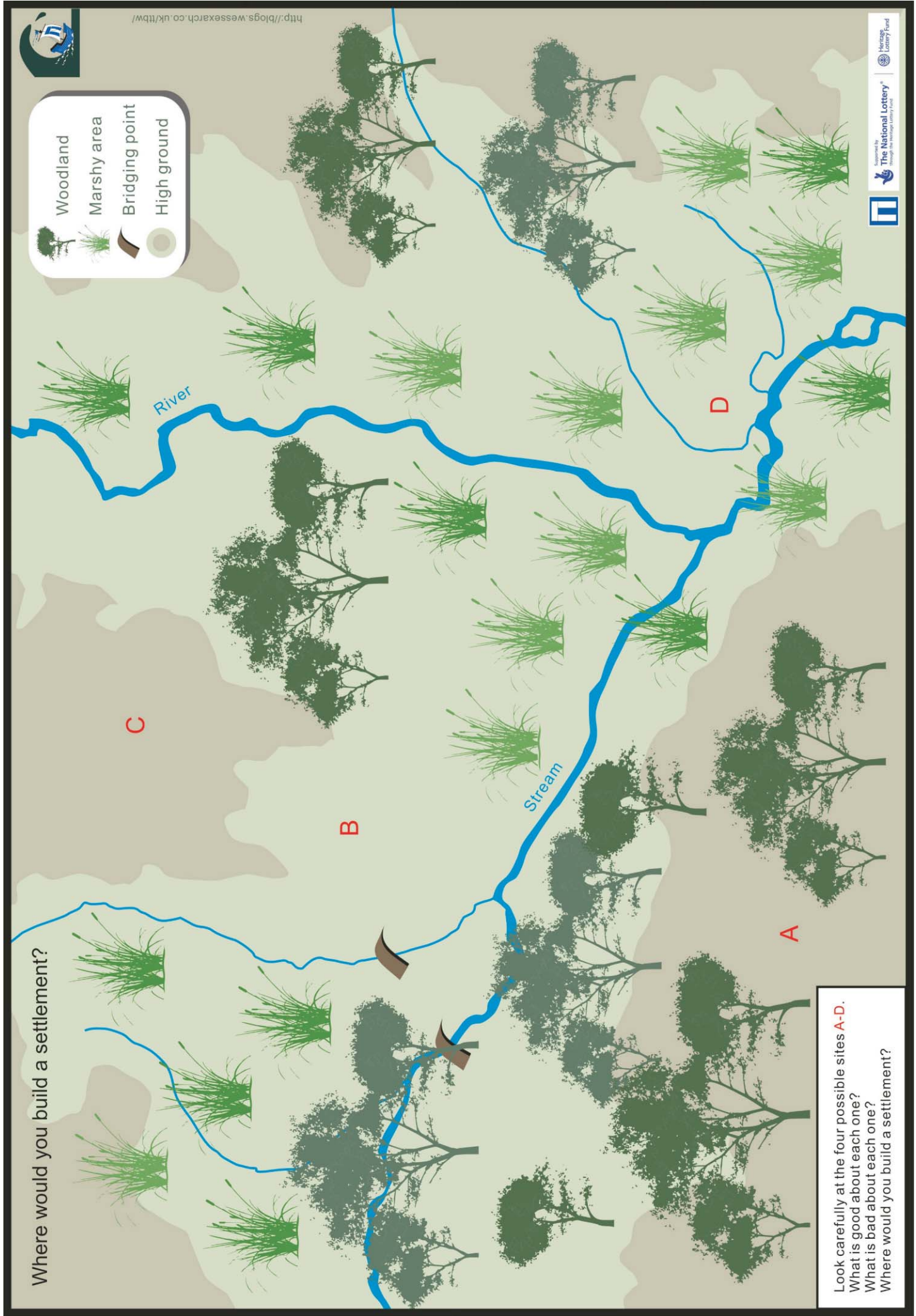
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Where would you build a settlement?

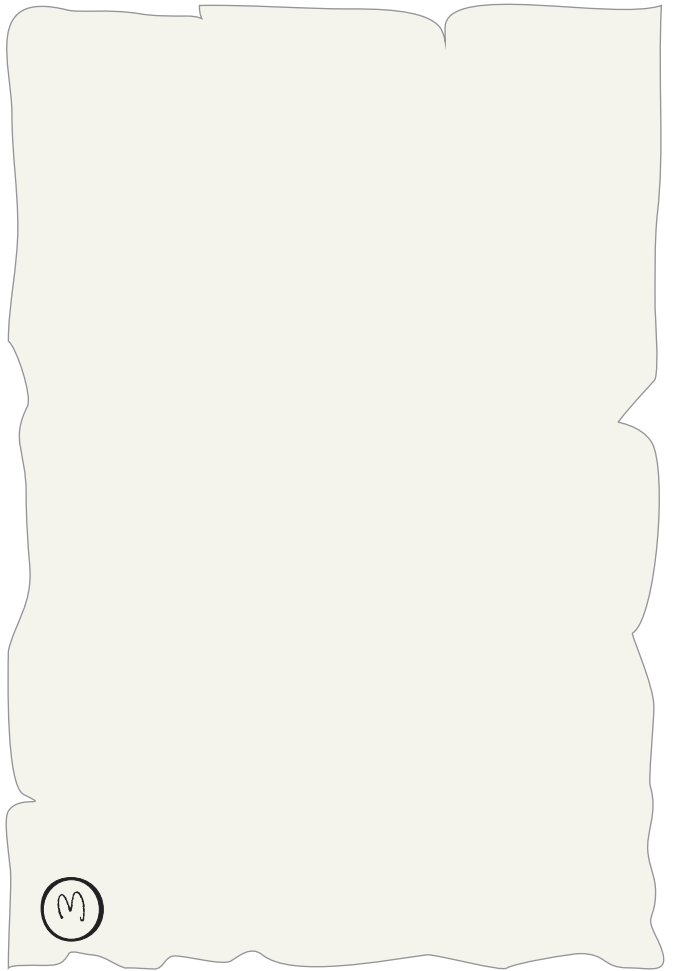
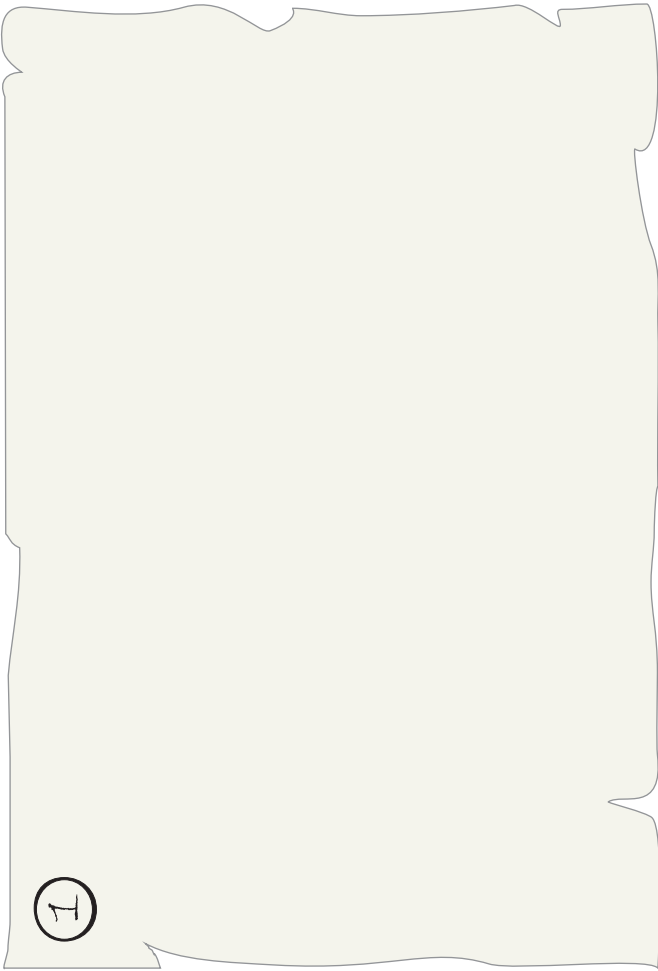
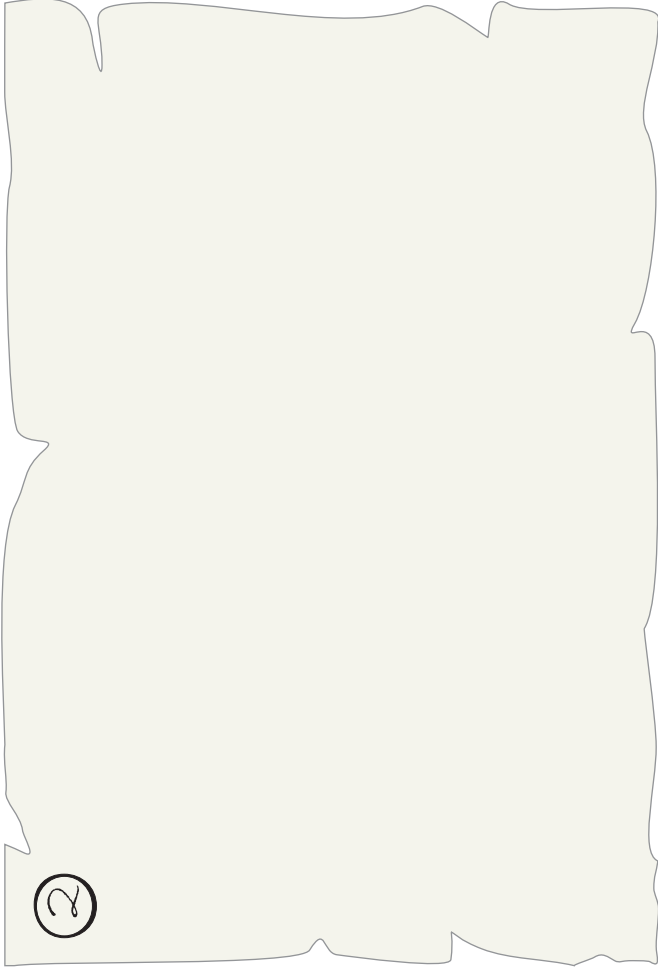
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