



Teachers' notes for Lesson 1

Lesson 1 includes a PowerPoint presentation and two hands-on activities, which aim to introduce pupils to the concept of archaeology and the role of archaeologists in helping us to interpret, and understand, History.

The PowerPoint presentation will guide you, and your pupils, through both activities (there is also a Keynote version for Mac).

From the website you will need to:

- Download the PowerPoint for Lesson 1 (or the Keynote for Mac version)
- Download and print Lesson 1: Activity 1 pupil pages
- Download and print Lesson 1: Activity 2 pupil pages
- Download and print Lesson 1: Activity 2 Sorting Cards

You will need to provide:

- A collection of clean rubbish, or pictures of rubbish. See the end of these teachers' notes for suggestions of the sort of rubbish to provide.
- Disposable gloves for pupils to wear if they are examining real food waste
- An interactive whiteboard, or a computer to show the PowerPoint
- Writing and measuring equipment for pupils
- A space large enough for pupils to set out, and investigate rubbish and to sort it into different piles

The resource:

1. The PowerPoint

The PowerPoint poses the question "How did we find out about the Bowl Hole skeletons?".

It introduces pupils to the nature of archaeology and the role of archaeologists through the following 15 slides:

- Slide 2: an introduction to the concept of archaeologists using historical evidence, such as maps, to determine where they might excavate in Bamburgh.



- Slide 3: the 1890 ordnance survey map of Bamburgh. Pupils are asked to find the castle (which is then ringed) and the church (also ringed). Give pupils time to look before you click to ring each area.
- Slide 4: pupils are asked to identify where the the Bowl Hole skeletons were buried (which is then ringed). As with the previous slide, give pupils time to look before you click to ring the area.
- Slide 5: a detailed area of the map - pupils are asked to find a clue to the age of the burial site: note it says “Old Danish Burying Ground”, which implies it is Viking. (the site is then ringed). Again, give pupils time to look before you click to ring the area. You might want to discuss with pupils how that name was put on the map - encourage pupils to think of stories passed down which talk of a Viking burial site.
- Slide 6: explains that the site was uncovered in a storm in the winter of 1816/17. The graves were outlined with stones (NB. not grave stones) - this would help to firmly establish the story of the Viking burial.
- Slide 7: consider why it took 180 years for the site to be excavated. Money? Interest? The slide tells pupils that it took 9 years to excavate the site - explain that the archaeological digs usually happened during the summer months. Can pupils think why? (weather conditions mostly - you can't excavate properly in snow, frost, heavy rain, etc).
- Slide 8: a short video (1:34 minutes) where Jessica Turner from the Bamburgh Bones: Accessing Aidan Project explains what an archaeologist is and why they chose to dig at the Bowl Hole.
- Slide 9: a recap on what pupils' learned from Jessica - you might want to add your own ideas here too.
- Slide 10: what the archaeologists found. There are 7 pictures on this slide - they are the seven skeletons we will explore in more detail in the next lesson. The pictures are the original archaeological drawings.
- Slides 11 and 12: general introduction to the activities.
- Slide 13: introduction to Activity 1
- Slide 14: introduction to Activity 2
- Slide 15: a recap on what pupils' learned from both activities - again you might want to add your own ideas here too.

2. Activity 1

For this activity you will need to provide a collection of rubbish to form the “rubbish pit” the pupils will investigate. The rubbish can either be real, photographs, or a combination of both. Do make sure that all items are clean and have no sharp edges. If you are using



real food waste put it in a bag and/or boil meat bones (be aware of cultural/religious sensitivities if using bones) and provide disposable gloves for pupils to wear.

Try to provide a collection of items that you might find both in a bin and a recycling bin in any house. It is important that you provide a wide range of materials - also try to include some materials that pupils might be less familiar with (eg. a garlic press, a metal bobbin from a sewing machine, or something else unusual) as this helps pupils to understand that archaeologists are often excavating items that they are unfamiliar with and can not readily identify.

There is a list of suggested items at the end of these teachers' notes to help you set up the "rubbish pit".

Download and print out a set of the Lesson 1: Activity 1 pupil pages for each child.

Activity 1 can be delivered as a whole class activity, or divide pupils into groups with a collection of rubbish each. Encourage partnership working so that pupils pose questions and make suggestions after discussion with their peers. Pupils need to work in an environment where they feel they can speculate on the use of each item in the rubbish pit and develop historically valid questions about the lives of the people who lived at that time.

The recording sheet poses questions to encourage pupils to speculate on the people the rubbish belonged to. There are some blank boxes for pupils and/or teachers to add their own questions. Encourage pupils to write full notes where possible and to take their time examining the rubbish. They will then use those notes to write a report about their findings on the final page of the booklet.

3. Activity 2

Activity 2 builds on the work in Activity 1 and introduces pupils to the concept that rubbish is not as clearly identifiable as the original "rubbish pit" in the classroom suggests.

You must use the same "rubbish pit" - ideally engaging in this activity on the same day as Activity 1, so that ideas and knowledge are fresh in pupils' minds.

Download and print out a set, or sets, of the Lesson 1: Activity 2 Sorting Cards. These can be laminated if you plan to use them again.

Download and print out a set of the Lesson 1: Activity 2 pupil pages for each child.

The aim of this activity is to encourage pupils to consider how the traces we leave behind are not as clear as the original "rubbish pit" suggested. Items decompose or rust over time, and some items are missing, which makes it difficult for archaeologists to gain a full picture of the site they are excavating.

Pupils should sort the "rubbish pit" into piles according to the sorting cards. They may need help deciding whether some items rot, or if some are able to be recycled. Once they have made final decisions they should remove those items that have been sorted as



“Recycle” and “Rot”. Removing those items allows pupils to consider how that changes their overall view of the excavation and whether it influences ideas they have about the people who lived there. Encourage pupils to also consider how items that rust look very different to their original form and speculate whether that would change the excavation too.

Pupils should complete a new recording sheet for the items that remain and then write a new report based on that. They should explore how their language and decisions change from the first report to the second.

Give pupils time at the end of this activity to reflect on their learning and to share ideas.

List of suggested items for the “rubbish pit” is on the next page



Suggested items for “rubbish pit”:

Plastic food containers such as:

yoghurt pots; coleslaw or salad tubs; ready meal containers

Plastic bottles such as:

liquid soap; washing up liquid; clothes washing liquid and conditioner; hand sanitiser; drinks bottles; milk cartons; shampoo; shower gel

Plastic tops and lids such as:

lids from drinks bottles and food containers; pumps from bottles

Tin foil cartons such as:

ready meal containers

Tins and cans such as:

A range of food cans (with and without labels); drink cans; empty yeast tin

Paper cartons such as:

flour packets

Foil-lined cartons such as:

hot chocolate tubs; Pringles tubes

Soft plastic such as:

rice and pasta bags; film lids from containers; cereal bags; crisp packets; sweet wrappers

Cardboard such as:

cereal boxes; card sleeves from multipacks of food or drink; cardboard ice cream tubs (such as Hagan Daas or Ben and Jerry's)

Tetrapaks such as:

juice cartons; tomato cartons

Paper items such as:

receipts; transport tickets and boarding passes; concert or exhibition tickets; newspapers; magazines

Clothing such as:

remnants of natural and man made fabrics (woollen, fleece, cotton, polyester, etc); zips; buttons (plastic and metal); belts; shoes (velcro and laced); tights; socks

Medicinal items such as:

Paracetamol packet and blister packet; cough medicine bottles or cough sweet blister packet; plasters; disposable masks; lateral flow tests; disposable gloves

Health and beauty items such as:

toothpaste; toothbrush; comb; comb (wood and plastic); lipstick; foundation bottle; eyeshadow palette; wet wipes; cotton buds; cotton wool; nappies; re-usable make up remover pads (made of cotton or similar); eyelash curlers; tweezers; shaving foam brush

Perishable food items such as:

fruit; veg; meat bones

(remember it is fine to use pictures of these items if preferred)

Miscellaneous items such as:

pens and lids; pet food containers; pet toys; children's toys; items that pupils might not know; plastic cutlery; wooden cutlery; broken scissors or metal cutlery; bits of broken pottery; remote control for television or game