

# KS1 Teacher Resource Pack

Museum of Archaeology  
Durham University

# Throwing it Out There

THE ARCHAEOLOGY OF RITUAL, RIVERS AND RUBBISH



**Opening 16th June 2023**

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INT/05/23/229

This learning pack was created by twelve MA Museum and Artefact Studies students at Durham University. It is a component of our Museum Communications module and exhibition 'Throwing It Out There: The Archaeology of Ritual, Rivers and Rubbish'. The exhibition is based on the theme of 'ritual', and focusses specifically on objects deposited in the rivers in, and around, Durham. The exhibition includes objects found in the River Wear by divers Gary Bankhead, and in the River Tees by Robert Middlemass and Rolfe Mitchinson, as well as artefacts from Durham's Bronze Age hoards.

This pack includes a variety of activities designed to be suitable for Key Stage 1 students. The activities aim to cover English, maths, science, history, geography, and art. We would like to assure you that there has been extensive use of the National Curriculum guidelines to create these resources, and that you are more than welcome to adapt them if necessary. The instructions for all the activities are provided, and we would love it if you shared your pupils' work with us at [museumcommunication2023@gmail.com](mailto:museumcommunication2023@gmail.com)!

There will be useful tips and hints throughout this learning pack, which we hope you will find helpful.

We hope that you and your students enjoy the exhibition, and find this learning pack educational and fun!

## Contents

English Activity: Cross-search	p. 3
Maths Activity: Fractions	p. 4
Science Activity: Let's Discuss!	p. 5
History Activity: Toys	p. 6
Geography Activity: Fantastic Maps	p. 7
R.E. Activity: Symbols & Signs	p. 8
Art Activity: Making Brooches	p. 9

## **English Activity: Cross-search**

### *Introduction*

This first activity is word search meets crossword. Instead of providing the words for your pupils to find, we have given a short definition so they will need to work that out before finding the word. The words will be the objects found in our exhibition, and pictures of them can be found at the back of this booklet. Once completing the word search, the children should be encouraged to work with a partner to pronounce the words out loud, working together and helping each other.

### *Relevant links to the National Curriculum*

- Applying phonic knowledge and skills to sound out words
- Reading accurately by blending sounds in unfamiliar words
- Sitting correctly at a table, holding a pencil comfortably and correctly to complete activities
- Forming lower-case letters in the correct direction, starting and finishing in the right place
- Forming capital letters

### *Learning Objectives*

- Learn the meanings of unfamiliar words, and use problem solving to identify words from descriptions
- Make connections between words and explain the connections to others clearly
- To reinforce prior knowledge about the alphabet

### *Success Criteria*

- Be able to solve at least some of the definitions, and then locate them in the word search
- To pronounce and handwrite these words correctly
- To be able to discuss their thoughts about pronunciation with their classmates

## Maths Activity: Fractions

### *Introduction*

This activity explores fractions and shapes using the cut coins from the exhibition. The children will need printouts of complete coins from the exhibition. Year 1 students should do the basic activities, and the challenges and extensions have been designed to adapt the activity for Year 2 students.

### *Relevant links to the National Curriculum*

- Shapes and fractions - recognising common 2D and 3D shapes and their properties, identifying and exploring fractions

### *Learning Objectives*

- Explore common 2D and 3D shapes and talk about their properties
- Explore dividing objects into fractions

### *Success Criteria*

For Year 1:

- Be able to find and name a circle and name everyday objects which are also shaped like circles
- Know what a half is and find a half of a circle
- Know what a quarter is and find a quarter of a circle
- Join two halves to make a whole
- Join two quarters to make a half and four quarters to make a whole

For Year 2:

- Recognise and name a circle and the properties it has
- Know what a line of symmetry is and find a line of symmetry in a circle
- Find  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a shape or a number
- Write out and solve simple fraction equations like  $\frac{1}{2}$  of  $6 = 3$  using visual tools to help
- Show that  $\frac{2}{4}$  of a number or shape is the same as  $\frac{1}{2}$

## **Science Activity: Let's Discuss!**

### *Introduction*

For this activity pupils should be divided into groups, and given a sheet with an object from our exhibition. They will then need to work together to answer questions about the objects, they should be encouraged to take inspiration from the image. Following this, each group should present the result of their discussion to the class.

### *Relevant links to the National Curriculum*

- Observing closely, and using simple equipment
- Identifying and classifying materials and objects
- Using observations and ideas to suggest answers to questions
- Distinguish between an object and the material from which it is made
- Identifying and naming a variety of everyday materials
- Finding out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

### *Learning Objectives*

- Use teamwork to theorise and answer questions about an object
- Analyse the material of an object based on the observation of its colour
- Learn about the properties, use of this material, and how to process this material
- Present their findings of an object to others clearly, using descriptive language

### *Success Criteria*

- To be able to use ask questions and problem solve to answer questions
- Work effectively in teams, listen when peers are speaking and be actively involved in the process
- To be able to present findings to the class, even if this is just one sentence

## **History Activity: Toys**

### *Introduction*

This activity will help children understand the difference between toys used in the past, and contemporary toys. They can compare their own toys to possible toys their parents and/or grandparents may have once played with. They should be encouraged to think about the materials, colours, and where children were playing.

### *Relevant links to the National Curriculum*

- Pupils should be taught about the changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Identifying and classifying materials and objects.

### *Learning Objectives*

- To think and learn about toys from earlier centuries 17th, 19th, 20th, etc.

### *Success Criteria*

- Children can identify the toys and the real life things they are supposed to imitate.
- To be able to engage in discussion with peers, express opinions, and listen to others.
- To be able to use comparative language to discuss toys in the past vs. toys now.

## **Geography Activity: Fantastic Maps**

### *Introduction*

This activity explores geographical fieldwork and locational language using a map of the northeast of England. They will also be able to use these skills in an activity which explores the finding of archaeological objects. For the map activity, if you want to add your school in order to create some extra questions then please do so. Year 1 students can do the basic activities, and the challenges and extensions have been designed to adapt the activity for Year 2 students.

### *Relevant links to the National Curriculum*

- Human and physical geography
  - Using basic geographical language to refer to key physical (forest, river, vegetation, etc.) and human (city, town, cathedral, etc.) features
- Geographical skills and fieldwork
  - Using simple compass directions (N, S, E, W) as well as locational and directional language (near and far, left and right)
  - Recognising landmarks, physical and human features, and using a basic key

### *Learning Objectives*

- Compare physical and human features
- Use compass directions to find locations

### *Success Criteria*

For Year 1:

- Know the compass directions, and be confident about correctly labelling a compass
- Know the terms country, county, city, and town
- Know terms relating to physical features and human features, and what differentiates them

For Year 2:

- Use compass directions to navigate around a map to locate objects or places
- Explain the difference between country, county, city, and town, and give an example of each
- Know terms relating to physical features and human features, and what differentiates them

## **R.E. Activity: Symbols & Signs**

### *Introduction*

This activity encourages children to look at different artefacts, and identify them as having religious meaning. It is a useful activity for children to learn about how certain religions have been important to people throughout history and in the modern day.

### *Relevant links to the National Curriculum*

The national curriculum does not contain any specific criteria for Religious Education, however it is recommended that children learn RE to promote understanding of a wide range of beliefs. This activity will be focused on the Christianity aspect of the curriculum and encourage children to think about Christianity in the past and present.

### *Learning Objectives*

Children should identify the objects in the pictures and discuss their shape, and answer the questions in the exercise. They should be able to relate them to modern religious beliefs.

### *Success Criteria*

- Identify the objects as having a 'cross' shape and learn the word 'crucifix'
- Identify the cross as being a religious symbol, and identify the man on the cross as being the Christian figure, Jesus Christ.
- Discuss ideas about how it may be used for luck or guidance
- Talk about where they may have seen this symbol before, e.g. at church or around a family member's neck as a necklace
- Learn that religious symbols have a long history and are still in use today



## **Art Activity: Making Brooches**

### *Introduction*

This activity will explore the stylistic differences between two brooches, one Roman and one Anglo-Saxon. The children will be asked to create their own brooches after having a discussion about the different brooches, comparing their designs, colours, and shapes, as well as identifying their similarities.

- Explore colours, shapes and textures within an artefact.
- Explore how to use different materials, colours and shapes within art.

### *Relevant links to the National Curriculum*

- To use drawing and painting to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

### *Learning Objectives*

- To use a range of materials creatively to design and make products.
- To use a range of colours within their pieces of work and understand why they are using different colours - e.g. using silver/gold/bronze to emulate metal

### *Success Criteria*

- To be able to identify differences and similarities between the artefacts.
- To be able to identify the different shapes and colours that have been used
- To be able to use various materials to create a unique brooch, based on Roman or Anglo-Saxon design styles.