

# KS2 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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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 2 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!

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## **English Activity: Write Your Own Story**

### *Introduction*

This activity can be adapted, with the 'challenges' and extensions designed to extend the activity for Upper Key Stage 2 pupils. Students will select an object from the exhibition, and produce a piece of creative writing about why the object ended up in the river. They will plan, write, edit and perform this piece aloud. Images of the objects can be found at the back of this resource pack.

### *Relevant Links to the National Curriculum*

- English composition requirements - planning and producing writing, assessing their own writing and the writing of others, and reading aloud or performing writing.

### *Learning Objectives*

- Improve writing planning
- Create settings, characters and plot in writing
- Assess own and others' writing, suggesting changes and improvements
- Read writing out to the class in a clear and interesting way

### *Success Criteria*

For Lower Key Stage 2

- Use ideas to plan writing
- Use different settings, characters and plots in writing
- Edit my own work and the work of others and suggest changes
- Read my writing out loud in an interesting and clear way

For Upper Key Stage 2

- Plan and draft writing and develop plot, characters and atmosphere
- Use themes and other techniques to make my writing flow together
- Edit my writing and others' writing and suggest changes
- Read my own work out loud so the meaning is clear and effective

## **Maths Activity: Data and Charts**

### *Introduction*

This activity will use the objects from our exhibition to help students in Key Stage 2 develop their skill and confidence with statistics and percentages. These activities will be adaptable to the appropriate level of the learners (Lower or Upper Key Stage 2).

### *Relevant links to the National Curriculum*

- Interpreting and presenting data using a variety of charts (the range of charts will depend on age/ability)
- Solving one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in charts
- Solve comparison, sum and difference problems using information presented in various charts
- Interpret and construct pie charts and line graphs and use these to solve problems
- Understand 'mean' as an average
- Representing numbers as fractions/percentages of a total

### *Learning Objectives*

- Raise confidence with different interpreting different graphs and tables
- To use cross-curricular links to look at patterns in the kinds of objects found, and the time periods to which they belong

### *Success Criteria*

- Children should be able to plot a simple bar chart using a given set of data
- Children should be able to see patterns in tables of data, and understand why plotting these on graphs is helpful

## **Science Activity: Magnets and Electricity**

### *Introduction*

The activities will explore magnets, magnetic force and magnetism in metal and non-metal objects. Year 4 students will investigate circuits and what makes a good conductor and insulator. Year 3 students will conduct an experiment under teacher supervision and guidance to understand forces and magnets. They shall use relevant materials which have been found within objects from museum exhibitions to see which materials are magnetic and which are not. Year 4 students shall create circuits and use relevant materials which have been found with objects from the museum exhibition and understand whether they would be conductors or insulators.

### **Magnetism and Forces**

#### *Relevant links to the National Curriculum*

- Asking relevant questions and using different types of scientific enquiries to answer them
- Setting up simple practical enquiries and fair tests
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units and using a range of equipment.
- Reporting on findings from enquiries, including oral and written explanations, presentations of results and conclusions
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Using straightforward scientific evidence to answer questions or to support their findings
- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Describe magnets as having two poles

#### *Success Criteria*

- Understanding magnets and their invisible forces
- What materials are magnetic and understanding why this is

- Being able to set up and perform scientific experiments which are seen as a 'fair test'

*Video recommended (if applicable with class)*

[What is a magnet? - BBC Bitesize](#)

[BBC Two - Science Clips, Magnets and Springs, Magnets and their invisible force](#)

## **Electricity & Conductors**

- Identify what materials are good electrical conductors out of object materials found in within the exhibition collection
- Identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- Recognise some common conductors and insulators, and associate metals with being good conductors

### *Success Criteria*

- Understanding why metals artefacts are conductors and other artefacts are insulators.

*Videos (if applicable with class)*

[Electricity - BBC Bitesize](#)

[What are conductors and insulators? - BBC Bitesize](#)

[How can you change a circuit? - BBC Bitesize](#)

## History Activity: Stone Age to Iron Age

### *Introduction*

This activity is based on recognising the change in life and technology between the Late-Neolithic age and Bronze age Britain, through looking at images and watching videos about each. Students will be required to see images of life in each age to compare and contrast them, identifying the changes within society.

For the upper-KS2 students, an added challenge could include a discussion of how these technological changes would have helped everyday activities.

### *Relevant links to the National Curriculum*

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history. establishing clear narratives within and across the periods they study.
- Changes in Britain from the Stone age to Bronze Age.
- Learning about Late neolithic hunters and gatherers and early farmers in Britain.
- Learning about Bronze age religion, technology and travel.
- Learning about Iron age hill forts, tribal kingdoms, farming, art and culture.

### *Learning Objectives*

- Improve understanding of the differences between the late-neolithic, Bronze and Iron ages.
- Recognise the significance of developing technology in ancient life.
- Enhance observation and writing skills.

### *Success Criteria*

- To be able to recognise the different tools.
- To comprehend different materials and their uses.
- To be able to write a clear comparison text.

### Upper KS2

- To be able to discuss your observations aloud with class
- To discuss how the changes have helped people in the past as well as our society today.

### *Video resources -*

[Neolithic Times - 5 Things You Should Know - History for Kids - YouTube](#)

[Life in the Neolithic Stone Age - BBC Bitesize](#)

[What was life like in the Bronze Age? - BBC Bitesize](#)

## **Geography Activity: Rivers and Us!**

### *Introduction*

This activity is framed around exploring rivers and their importance as a resource. It hopes to discuss climate change and pollution as well, helping students reflect on how they can help save rivers. This activity involves watching videos about rivers followed by a reflective exercise for students through a worksheet. Upper KS2 students should be encouraged to discuss their answers, and to log their positive actions throughout the week.

### *Relevant links to the National Curriculum*

- Describe and understand key aspects of physical geography including Rivers and how they change through to time.
- Focusing on terminology of river features.

### *Learning Objectives*

- To comprehend the journey of rivers through their lifespan.
- To understand why rivers are important to people.
- To reflect on climate change and its impact on rivers.
- Understand our role in saving our environment.

### *Success Criteria*

- Successfully identify rivers and their importance to the population.
- Conceptualising climate change and its effects on rivers.
- Consider and recognise environmentally friendly actions that can be implemented in our lives

### *Resource*

[Explore rivers - BBC Bitesize](#)



## **R.E. Activity: Pilgrim Trip to Durham**

### *Introduction*

This exercise should help your students to understand the processes associated with pilgrim badges, and their religious significance in Christianity. The children will read a short story about a pilgrim, and then use their new knowledge to create a storyboard. They should be encouraged to use their imaginations and work together if they like.

### *Relevant links to the National Curriculum*

- Reading & comprehension
- Spelling and writing
- Learning and applying knowledge across activities
- Drawing and creativity

### *Learning Objectives*

- To encourage children to use their imaginations to create a story.
- Encourage children to use new information learned through reading, and then apply it to another activity.

### *Success Criteria*

- To be able to identify the meaning of pilgrim, and what a pilgrim badge is in a religious context
- To be able to use a comprehension text to transfer knowledge and create a unique storyboard

## **Art Activity: Character Creations**

### *Introduction*

This activity is designed to help children develop their observational skills in relation to drawing and character design. It will also help them develop their skills in modelling using different materials.

### *Relevant links to the National Curriculum*

- Children can use a range of materials for the drawing exercise, for example charcoal, pencil, coloured pencils or felt tip pens. They can also improve their abilities to use materials such as modelling clay for the second activity.
- The activities should encourage observation, creativity, and experimentation with different colours and materials.

### *Learning Objectives*

- First exercise: design a character based on an object they can pick out from the back of the book. They should learn how to creatively design their own characters and stories.
- Second exercise: use plasticine or other modelling materials to create their own cherub portrait based on the cherub object. They should learn how to handle different materials and how to model with them.

### *Success Criteria*

- Use a range of different materials to produce creative artworks
- Create their own characters based on artefacts in our collection