

Time Travel

(KS2)

In this 1 hour session children will have an opportunity to develop their chronological awareness by excavating layers of brightly coloured foam to reveal and handle objects from the past

Learning outcomes

Pupils should be able to:

- Discover what archaeologists do
- Develop an understanding of chronology and time periods
- Appreciate what objects can tell us about those that left them behind

Curriculum Links

Language, literature and communication
Knowledge and understanding of the world
Historical knowledge and understanding of the world
Critical thinking
Chronological awareness

Ideas for the Classroom

Here are a few suggestions for things you could discuss and do with your class before and after your visit

Pre visit

Some words we will use during the visit:

Curator, collection, archaeology, preserved.

It would also be useful if pupils were familiar with the following time periods: Victorian, Roman, Celtic, Prehistoric

Workshop Breakdown:

Activity	Description	Timing
Discussion	To establish prior knowledge of archaeologists/historians and the work that they do.	10 mins
Interactive and handling session.	Children go back in time by revealing layers of artefacts representative of different periods in history. Grass layer. Discuss why things get lost/disappear Modern layer. Remove grass and reveal objects. Will we find and use these things today? Consider the materials they are made from and will they de-compose? Class decides when objects were made and moves on to the next layer. Victorian layer. Do the children recognise the objects? Do they use them today? What are they made from? How might the archaeologist date this layer? Roman layer. What materials can the children see on this layer? Are the objects familiar? Prehistoric layer. How does this layer differ from the previous ones? Are there as many objects as on the previous layers? Bedrock. This layer contains examples of fossils. Do you know what sort of creatures the fossils were when they were alive? Is there any evidence of human life?	50 mins - Approximately 10 mins for each layer
Conclusion.	Opportunity to recap, to replace each layer and recall each historical period	10 mins

Suggestions for Follow up Activities in School

Focus on one historical period

Explore one period from the 'Time Travel' dig in more depth. This is an opportunity for children to do their own research and create a group display or oral presentation.

Take one object

For example: the bone button. How have clothes fastenings changed through history? - from brooches to shell and bone buttons through to modern zips. This could link to a general costume theme.

Create your own 'Time Travel' dig

Create a 'Time Travel' dig back at school using photographs of objects from each historical period.

Postcard from each historical period

Imagine that you live in Victorian/Roman times and write a descriptive postcard.

Environmental implications

Look at the implications of modern lifestyles. What will we leave behind for next generations? What about pollution from objects that will not biodegrade.