

# Archaeology

## Save the Portland Viaduct at Mill Waters heritage site



Pupils will find out why the Portland Viaduct at Mill Waters is such a significant example of built heritage. They will gain an understanding of the importance of heritage in society, providing a reminder of how things have changed or evolved, as well as celebrating traditions and cultures. They will gain an insight into the role archaeologists play in supporting the conservation of built heritage, and the role of Heritage England in categorising and legally protecting buildings that are deemed of archaeological significance.

### WHAT YOU WILL NEED

- Arch\_L4TN** Save the Portland Viaduct at Mill Waters heritage site Teachers Notes
- Arch\_L4TS** Save the Portland Viaduct at Mill Waters heritage site Teachers Slides

### LEARNING ACTIVITIES

In this lesson pupils are challenged with creating a campaign to save the historic Portland Viaduct from demolition. Drawing upon what they have learnt in the Teachers Slides, pupils will make the case for preserving built heritage potentially using PowerPoint or multimedia to make their case.

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## LINKS TO THE CURRICULUM

### HISTORY

#### Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- significant historical events, people and places in their own locality.

#### Key Stage 2

They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

### ENGLISH - LANGUAGE AND LITERACY

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language.

In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.