

Archaeology

Carry out your own archaeological dig



In this lesson pupils will apply what they learn about undertaking an archaeological excavation to carry out their own 'dig' at school. The task will test their ability to sort and record the artefacts they retrieve in a scientific way. They will also be required to comply with best practice, ensuring they handle the items they find with utmost care and 'making good' the site after completing the dig.

Pupils will be required to consider the significance of their finds within the context of the archaeological site, reflecting on the evidence they have unearthed in relation to the historic (albeit anecdotal) information provided about the site.

WHAT YOU WILL NEED

Items for your test pit: A large box or deep tray; soil; various artefacts (see Teachers Notes) for detailed list (or print outs of artefacts provided in Handout 1 – artefacts to print out Arch_L3HO1)

Items to conduct your dig: digging tools, sieves, brushes, rubber gloves, plastic bags, labels, clip boards, pencils, graph paper.

Arch_L3HO2 Archaeological Dig Factsheet

Arch_L3HO3 Archaeological Excavation Record Sheet

LEARNING ACTIVITIES

Pupils will conduct their own archaeological dig which will provide clues about the history of the test site.

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LINKS TO THE CURRICULUM

SCIENCE

Scientific enquiry should include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); researching using secondary sources. Pupils should seek answers to questions through collecting, analysing and presenting data. 'Working scientifically' will be developed further at key stages 3 and 4, once pupils have built up sufficient understanding of science to engage meaningfully in more sophisticated discussion of experimental design and control.

Key Stage 1

Year 1 and 2

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

Year 3 and 4

- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

Rocks

Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.

Upper Key Stage 2

- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.