



**Oakington**

**Archaeology**

**Key Stage Three**

**Resource Pack**

# **Welcome to our Key Stage 3 Resource Pack**

This resource pack provides guidance for educational activities relating to the archaeological excavation which is run jointly between Manchester Metropolitan University (MMU), The University of Central Lancashire (UCLAN) and Oxford Archaeology East (OAE). It has been developed in line with National Curriculum guidelines.

This pack aims to provide inspiring activities which encourage Key Stage Three students to think about the past, their historic environment and how to find out more about the past. Additionally, it will provide opportunity to develop chronological understanding. Archaeology provides an exciting chance to tangibly engage with history, allowing people to handle objects and uncover the past. It captures the imagination of young people opening their minds to the historic environment around them.

The excavation at Oakington provides a valuable insight into the lives and burial practises of the Anglo-Saxons. Excavation has unearthed an extensive 6<sup>th</sup> century cemetery which is the focus of the Oakington Project. We have permission from the Ministry of Justice to excavate without screens, meaning that the members of the public can see archaeologists excavating human remains and take part in excavating. To date we have excavated over 100 skeletons many of whom have been found with items such as brooches, clasps and knives. These items are known as grave goods and give archaeologists insight into the structures of Anglo-Saxon communities.

# Activity One

This activity expands upon the ethical discussions surrounding archaeological excavation of human remains. It encourages young people to consider and research the debates surrounding archaeology and human remains, and place them in teams to argue the pros and cons of the public being able to witness excavations. *Bones without Barriers* has unique permission from the Ministry of Justice to excavate human remains without using screens.

- Set the scene for your debate. Your local community wants to build a new sports hall. Legally, there has to be a survey by archaeologists because pieces of roman pot were found there previously. During the survey the archaeologists uncover human remains dating to the 6<sup>th</sup> Century. What happens next?
- The young people should think about how they feel about the thought of skeletons being removed from their resting place. Do they think this is right or wrong and why?
- What do they think the benefits of investigating the skeletons are?

All young people will understand that there is on-going debate about the excavation of human remains and the role of members of the public.

Most will engage with contemporary debate and form their own opinions

Some will understand the ethical points of the arguments and express their own opinions in a thought out and persuasive manner.

## Extension Activity

- Take the young people out into your playing field where you have placed a closed gazebo.
- Ask them to guess what could be behind the gazebo.
- Explain that it could be archaeologists who have found human remains and are currently excavating them. Who would want to see? Who would not?
- Split the young people who would like to see what is behind the screen and those who would not into two groups.
- Get each to state their reasons.

## **Activity Two**

This activity allows the young people to interpret images of site and the excavation, detailing what they can see and what it could mean.

- Show the young people the sources. These show skeletons being excavated from Oakington.
- Get the young people consider and list what they see and think about what could this mean?
- There are three different examples of burials; one is a double burial, one a horse burial and the third is of a woman with grave goods.
- As historians what would they infer from each of these images?
- What new information do these images provide, what do they add to the historical knowledge of the period?

All young people will see the sources from Oakington and understand that they are Anglo-Saxon skeletons being excavated.

Most will have a wider historical understanding and comment that the skeletons are buried with artefacts such as beads and brooches.

Some will infer from this that history can be tangible and that meaning can be inferred from objects as well as texts and documents.

### **Extension Activity**

Source 1B is of a horse burial which has been intersected by a concrete pillar which formed part of Oakington playground. Animals played an important role in Anglo Saxon life beyond being a food source. Ask the young people to consider what kind of animals the Anglo Saxons would have owned and their uses.

## **Activity Three**

This activity builds upon chronological understanding. It supports young peoples understanding of chronology and its development.

- In the resource pack there are two parts of a timeline. One gives dates and the other events.
- Ask the young people, in groups (3-4), to use the internet and other research methods, such as text books, to place these pieces of information into an accurate timeline.

All will be able to engage with a number of resources to attempt to create a chronological timeline.

Most will correctly pair at least two thirds of the questions based on their research.

Some will correctly pair all parts based on their research and demonstrate an engagement with historical processes.

## **Extension Activity**

Based upon the timeline the young people have produced, ask them to develop a diagram showing their thoughts about the value of archaeology to history. This could be a spider diagram.

If you have a school playing field it is great fun to use a small section and produce your own 'excavation'. This cross curricular activity allows young people to measure and plan the section and excavate. They can also complete a study on the history on the local area and what they may expect to find.

## Sources

Source 1A – A joint burial



Source 1B – A horse burial intersected by a concrete pillar.



Source 1C a female buried with a number of grave goods



# Resources

## Timeline Pieces

200 – 400 AD	AD Roman occupation of Oakington
450AD	Anglo-Saxons settle into Britain and divide the county into six parts
597AD	St Augustine brings Christianity to Britain and becomes Archbishop of Canterbury
600AD	Anglo-Saxon Settlement of Oakington
625AD	Sutton Hoo ship burials
779AD	King Offa builds Offa's Dyke along the Welsh Border
793AD	The first invasion of the Vikings. This leads to many churches being looted.
871AD	King Alfred defeats the Vikings but allows them to settle in Eastern England
889AD	The Anglo Saxon Chronicle starts
1055AD	Westminster Abbey is built
1066AD	The Battle of Hastings: The invading Normans defeat the Saxons
1928AD	Discovery of three skeletons in Oakington
1993-1994AD	24 burials found in Oakington

2012AD

Cow burial discovered in Oakington

# **The National Curriculum**

## **History**

### **Key Concepts**

#### 1.1 Chronological understanding

- a. Understanding and using appropriately dates, vocabulary and conventions that describe historical periods and the passing of time.
- b. Developing a sense of period through describing and analysing the relationships between the characteristic features of periods and societies.
- c. Building a chronological framework of periods and using this to place new knowledge in its historical context.

#### 1.2 Cultural, ethnic and religious diversity

- a. Understanding the diverse experiences and ideas, beliefs and attitudes of men, women and children in past societies and how these have shaped the world.

#### 1.3 Change and continuity

- a. Identifying and explaining change and continuity within and across periods of history.

#### 1.4 Cause and consequence

- a. Analysing and explaining the reasons for, and results of, historical events, situations and changes.

#### 1.5 Significance

- a. Considering the significance of events, people and developments in their historical context and in the present day.

#### 1.6 Interpretation

- a. Understanding how historians and others form interpretations.
- b. Understanding why historians and others have interpreted events, people and situations in different ways through a range of media.
- c. Evaluating a range of interpretations of the past to assess their validity.

# **Key Processes**

## 2.1 Historical enquiry

Pupils should be able to:

- a. identify and investigate, individually and as part of a team, specific historical questions or issues, making and testing hypotheses
- b. reflect critically on historical questions or issues.

## 2.2 Using evidence

Pupils should be able to:

- a. identify, select and use a range of historical sources, including textual, visual and oral sources, artefacts and the historic environment
- b. evaluate the sources used in order to reach reasoned conclusions.

## 2.3 Communicating about the past

Pupils should be able to:

- a. present and organise accounts and explanations about the past that are coherent, structured and substantiated, using chronological conventions and historical vocabulary
- b. communicate their knowledge and understanding of history in a variety of ways, using chronological conventions and historical vocabulary.