



Learning Scotland



SEE YOU SEE ME

Spring 2008

Unit 1

Thursdays 11.30–11.50

10 and 17 January

BBC 2

Curriculum for Excellence

These notes relate to re-transmitted programmes, and were conceived within the 5–14 framework. While the 5–14 terminology has been retained, teachers are encouraged to consider the content in terms of its contribution to promoting successful learners, confident individuals, responsible citizens and effective contributors.



See You See Me

Spring 2008

Unit I

Skara Brae

Introduction	3
5-14 forward plans	4
Programme 1 The evidence	6
Programme 2 The discovery	12

Skara Brae

Introduction

Both programmes in this unit on Skara Brae are closely linked to the 5–14 *Environmental Studies: Society, Science and Technology* attainment outcome 'People in the Past'. This project covers the historical era 'The Ancient World'.

Both programmes are presented by Dr David Clarke, Keeper of Archaeology at the National Museums of Scotland. The programmes give pupils an opportunity to learn about the interpretation of archaeological evidence and are designed to encourage the children to ask philosophical questions about the evidence.

The programme content is appropriate for pupils in Primary 4 and 5 who are working at levels B and C.

Resources

Note that there is an additional resource pack, 'Making sense of evidence' available to be downloaded from the BBC Learning Scotland website.

A new site about Skara Brae, produced by BBC Learning Scotland, is due to be launched in Spring 2008. For more information, please log on to

www.bbc.co.uk/scotland/learning

If possible, visits to the Skara Brae or Maeshowe would be of enormous benefit. A visit to the Royal Museum of Scotland in Edinburgh would also be valuable. Printed and electronic resources include the following.

SCRAN

- SCRAN website
- *Living by land and sea 6000BC to AD100* (CD-ROM)
- *Skara Brae* Multimedia Presentation
- *Early Scottish Shelter: life in the prehistoric home*

Historic Scotland

- *Skara Brae: Study of Early Settlers* pack
- *Skara Brae Guide* (ISBN 0 748001 90 5)
- *Maeshowe Guide* (ISBN 1 900168 06 5)
- *The Ancient Monuments of Orkney* (ISBN 0 11495734 7)

Other publications

- *The Orkney Guidebook* (ISBN 0 95178591 5)
- The Official Tourist Map of Orkney and the Shetland Isles
- Atlas or maps showing the British Isles and a map of the Orkney Islands

Forward plan Environmental Studies: Social Subjects

Programmes 1,2 Skara Brae

Attainment outcome focus: People in the Past

Age 7–9

Strands	Pupil experience: what pupils should learn	Resources	Assessment
<p>Knowledge and Understanding People, events and societies of significance in the past Change and continuity, cause and effect Time and historical sequence The nature of historical evidence</p>	<p>From Programme One, pupils should gain an understanding of</p> <ul style="list-style-type: none"> – the homes and communities of the early people who lived at Skara Brae – the national and international significance of the Skara Brae site – some differences and similarities between life at Skara Brae and life today – how the Skara Brae houses compared with the houses of today – the use of the term 'timeline', and how a timeline can be used to represent a span of 5000 years and show shorter periods within that span – the work of an archaeologist – the variety and interpretation of historical evidence <p>From Programme Two, pupils should gain an understanding of</p> <ul style="list-style-type: none"> – the different lifestyles of the people who could have lived at Skara Brae – Skara Brae as part of a larger group of settlements or communities – some the different ways in which we build an understanding of the past – why our understanding of the past changes – the variety and different interpretations of historical evidence – the changing methods used to interpret evidence – how historical evidence can be changed or destroyed when we work with it. 	<p>SYSM unit on Skara Brae, teacher's notes and worksheets</p> <p>Separate SYSM resource pack 'Making sense of evidence'</p> <p>SCRAN resources listed in introduction</p> <p>Historic Scotland publications and other publications listed in introduction</p>	<p>Pupils should show an understanding that</p> <ul style="list-style-type: none"> – Skara Brae is only one of a number of prehistoric and ancient settlements found in Orkney – Skara Brae has been investigated by a number of different people over the past 150 years – people have explored and investigated the site in a variety of different ways, leading to different theories and conclusions – these programmes detail the most recent investigations and theories, and these may change in the future <p>Pupils should also demonstrate an understanding of</p> <ul style="list-style-type: none"> – the main items and features found in the Skara Brae houses – the main types of other evidence found at Skara Brae – the differences and similarities between the Skara Brae houses and their own – how to construct a simple timeline – the main aspects of the work of an archaeologist – how some types of evidence are found – carbon dating and stratigraphy
<p>Enquiry Skills Preparing Carrying out task Reviewing Reporting</p>	<p>Pupils will demonstrate skills by:</p> <ul style="list-style-type: none"> – identifying simple approaches to tackling tasks and problems by asking questions – processing simple information in a variety of ways, including plans, maps and charts – collating, classifying and selecting information according to the task – distinguishing between fact and opinion – classifying information of varying kinds and making deductions – presenting some simple, reasoned conclusions based on evidence or findings 		

Forward plan Environmental Studies: Social Subjects

Programmes 1,2 Skara Brae (continued)

Attainment outcome focus: People in the Past

Age 7–9

Strands	Pupil experience: what pupils should learn	Resources	Assessment
<p>Developing Informed Attitudes</p> <p>Knowledge and Understanding – People and Place Developing an understanding of locations and features of maps</p>	<p>Pupils will consider:</p> <ul style="list-style-type: none"> – the different ways in which historical evidence helps to explain the peoples and environments of the past <p>Pupils should demonstrate an understanding of</p> <ul style="list-style-type: none"> – the location of Skara Brae in relation to the Orkney Islands, Scotland, their own homes and some of the other historical sites on mainland Orkney – the topographical features of the Bay of Skail and how these may have changed over the past 5000 years 	<p>Atlas or map of the British Isles, map of Orkney Islands</p>	<p>Pupils should demonstrate an ability to</p> <ul style="list-style-type: none"> – find the location of Skara Brae in relation to Maeshowe, the Ring of Brodgar and Barnhouse – form questions to find simple information – make simple deductions from information collected – produce a labelled diagram, a mental map and a table of findings – differentiate between fact and opinion – participate in class discussions and give reasoned conclusions – use key words and relevant vocabulary in the correct context – show the location of Skara Brae in relation to the Orkney Islands and the Scottish mainland

Programme One **The evidence**

— Transmission date 10 January 2008

Programme content

Dr David Clarke of the National Museum of Scotland introduces himself to us as an archaeologist and takes us on a journey to Orkney. Here he shares his expert knowledge of Skara Brae with us. The programme contains BBC archive footage of his survey in the early 1970s, including a time lapse sequence of his dig. Using 3D graphics he helps us to imagine what life was like 5000 years ago in this ancient Neolithic settlement. He stresses the important role that modern archaeology has played in providing us with evidence about the past, but carefully avoids suggesting that it has given us all the answers!

Before the programme

The work of an Archaeologist

As a class or in groups, provide the children with a blank outline of a figure. Tell the children that this person is an archaeologist and ask them to discuss the following questions.

- What do they think an archaeologist does?
- What knowledge and skills does an archaeologist need?
- What tools or equipment might an archaeologist use in their work?
- How does the archaeologist's work help us?

The children can label the drawing, add pictures and explanations or provide verbal responses. It might be interesting to use one colour for the children's responses at this stage, then repeat the task at the end of the topic, adding further details in a different colour. This will clearly show how much new knowledge and understanding has been gained.

After the programme

The work of an archaeologist: what does an archaeologist do?

- 1 Discuss what the children have learned about the work of an archaeologist from watching the programme. Discuss, in particular, how an excavation is prepared and carried out. Stress the importance of removing only what is essential and carefully recording of the evidence.
- 2 Construct an excavation in a sand pit or sand tray. Hide some objects and ask children to find them using trowels, brushes and other tools. Use alternate layers of coloured sand or wet or dry sand to recreate the sense of different layers or patterns of land use. Coloured modelling clay can also be used to create the layers. This makes it much harder to remove layers and objects, and illustrates the potential for damage caused by 'clearing out' or removing layers of evidence to find out what lies beneath.
- 3 Using Worksheet 1 on 'The work of an archaeologist', decide on the order of the activities described and number each accordingly. Cut out the sentences and pictures and match them. Stick them in the correct order in a work book.

Looking at the past: how long ago was Skara Brae built and lived in?

- 4 Ask the children to find out the ages of their parents, grandparents (and if possible great grandparents). Use this information to illustrate that a new generation is born approximately every 25 years.

From this calculate how many generations would be born in one century. Illustrate this on a simple paper time line using a scale such as 1cm = 25 years. The time line could run around the classroom, and illustrate one generation, one century, one millennium and five millennia. Add some important dates from national or world history.

The physical features of the environment: what did the landscape look like long ago?

- 5 Find where you live on a map of the British Isles, then locate the Orkney Islands.

If you have taped the programme, replay the aerial shots over the Skara Brae and identify and record the natural features of the site such as its close proximity to the sea, the shelter given by nearby hills and the fact that it is part of island group. Note that it is one of many significant prehistoric sites. (This forms a link with Programme Two.)

Ask the children to build a mental map of the area.

Evidence from the ground: what can we find and what does it tell us?

- 6 Provide the children with at least one unknown object. This might be a natural object such as a quill from a squid or an unknown man-made object such as a button-hook (used to fasten shoes in the late nineteenth and early twentieth centuries).

Ask the children to use their senses to explore the object, and then to describe it and classify their ideas in a table, differentiating between fact and opinion.

Ask them to make deductions about the object, then evaluate the accuracy of their deductions.

Prepare dustbins containing contrasting objects. In groups or pairs allow the children to investigate the contents and draw conclusions about the family who used the dustbin. Discuss the accuracy of their interpretation of the evidence. What is fact and what is opinion.

Reconstruct everyday items of broken crockery, with some pieces deliberately missing. What can we tell about the incomplete object?

Their homes: what were features of their houses? How similar were they to ours? How were they different?

- 7 Using Worksheet 2, 'Inside a Skara Brae House', label each of the items and features found inside the house.

- 9 Using Worksheet 3 and working in pairs or in groups, complete the table describing each of the key items or features found inside a Skara Brae House. Discuss the purpose and use of each of these items, then compare them with the items we have in our own houses.

- 10 As an extension activity you could make a 3D model of a Skara Brae house and its furniture using modelling clay and stone.

You might also create a stone age house in the classroom on a scale the children can play in. Include a dresser, bed, box and so on, and provide opportunities for the children to make and add in other items they saw on the programme.

11 Ask the children why they thought the houses were built in the Midden and the Workshop was free standing – allow time for group discussion, then draw together the ideas and evaluate them. Allow opportunities to further explore the validity of the responses by applying logic or scientific knowledge to the task. For example, one suggestion may be that the midden provided insulation for the house which helped them retain heat and keep the people warm.

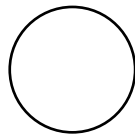
Set up a test to investigate this theory using mugs, warm water and boxes of sand or earth. Test the temperature regularly and record it on a simple graph. This will show whether the sand or earth acts as an effective insulator.

12 Discuss the location of the furniture in the house. Why do you think the beds were positioned where they were? Why might the right hand bed be bigger than the one on the left ?

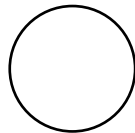
What does an archaeologist do?

The pictures and sentences below describe one of the ways that archaeologists find out about the past. But they are mixed up.

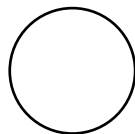
Cut out each of the pictures and sentences, and work out the right order. Then number them and stick them on a separate piece of paper.



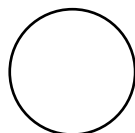
The turf is removed from the site, and carefully stacked.



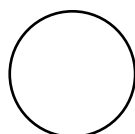
Huts or tents are put up to give the site-workers a place to stay.



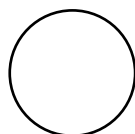
The archaeologist carefully scrapes the earth away with a trowel.



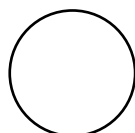
Anything that is found is put on a tray to be examined later.



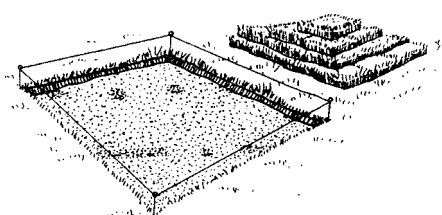
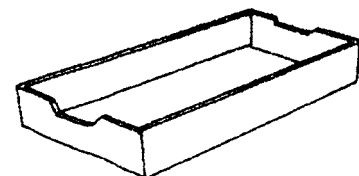
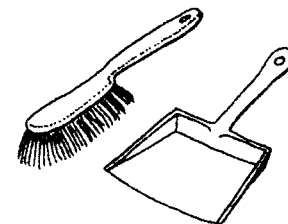
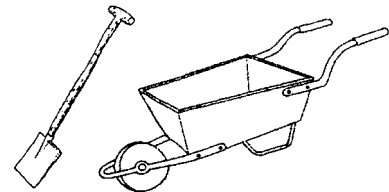
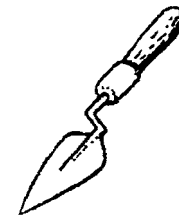
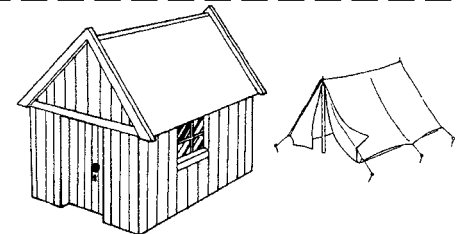
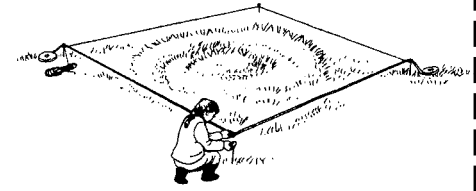
The archaeologist marks out the place to dig using a grid of one-metre squares.



The earth is collected in a small dust-pan.



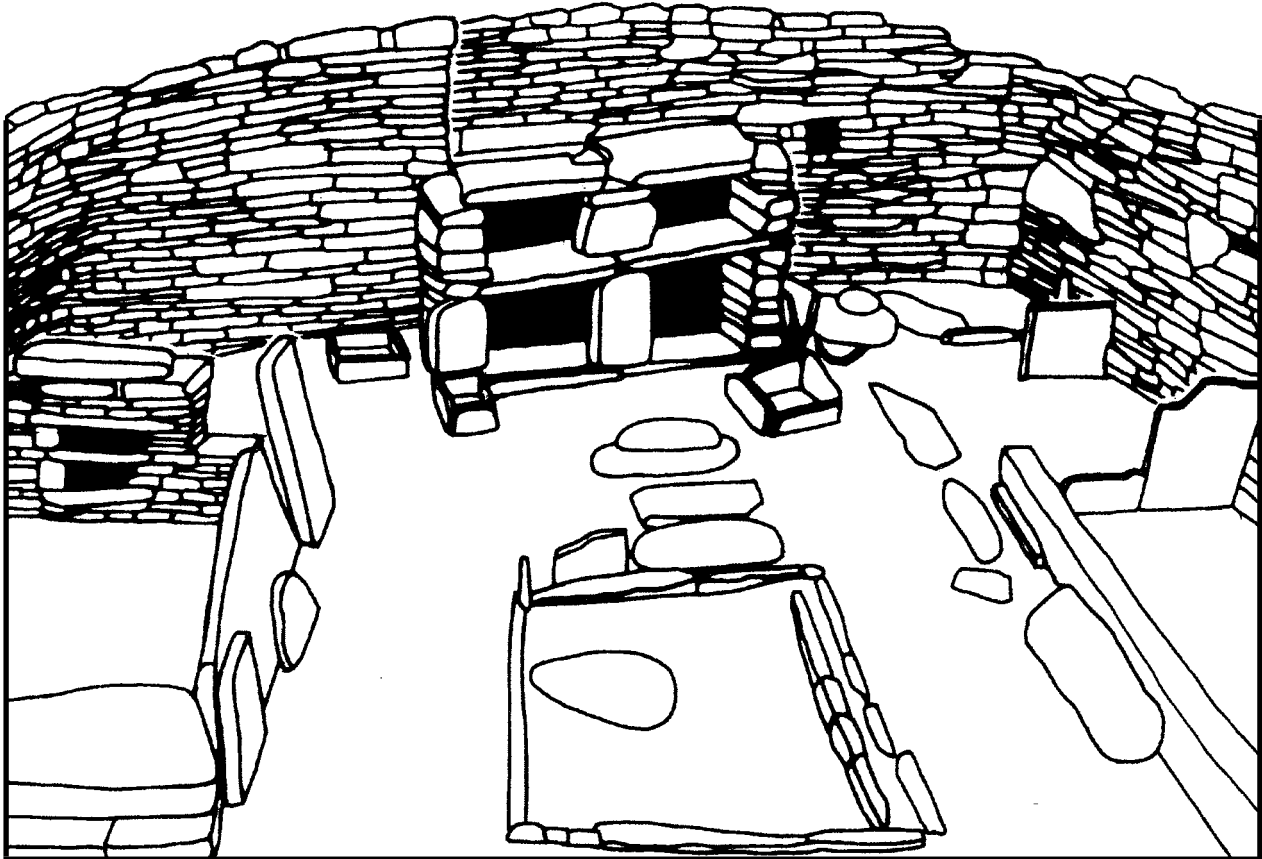
The topsoil from underneath the turf is removed using spades and wheelbarrows.



A Skara Brae house

This drawing shows the inside of a house at Skara Brae.

Draw a line joining each of the labels to the right item in the house.



Mantelpiece
or dresser

Hearth

Seat

Bed

Storage
boxes

Which areas do you think might have been used for storage? Colour them red.

The dresser or mantelpiece might have been used to display very important things. In the box, draw a picture of the dresser and then, sitting on top of it, draw something which might have been very important to the people living in the house.



Was the Skara Brae house like the one you live in?

Fill in the table below, comparing the Skara Brae house with your own.

	A Skara Brae house	My house
What are the walls made of?		
What is the furniture made of?		
How many rooms are there?		
What is the door made of?		
What is used for lighting?		
What is used for heating?		
What is used for cooking?		
Where are special things displayed?		
Where is fresh food kept?		

Draw a picture of a Skara Brae bed, and label it.



Now draw a picture of your own bed, and label it.



Programme Two **The discovery**

— Transmission date 17 January 2008

Programme Content

Dr David Clarke tells us about the discovery of Skara Brae in 1850 and offers a critique of the successes and failures of the subsequent archaeological digs. Through actor-led reconstructions we meet the principal explorers of the settlement and learn about their relationships with it. We learn why a sea wall was built, how this important archaeological site was never fully explored and how it ended up becoming a busy tourist attraction instead. The programme shows how the discoveries at Skara Brae suggest a number of possibilities about the people who lived there. This episode contains specially-shot aerial photography of Maes Howe and the stone circles of Orkney.

Before the programme

Consider videotaping the programme as it explores some complex issues which may need to be revisited.

Making a stone circle

- 1 Using Worksheet 4, ask the children to investigate the problems involved in making a stone circle. After experimenting with pebbles, let the children be standing stones that move themselves. Ask them to carefully watch what happens as they form themselves into a circle, then write a description of it.

Moving a load

- 2 Using Worksheet 5, experiment with ways of moving a heavy object. Arrange to have a heavy object (such as a carton of books) ready to be moved. It would be useful to have some ropes, broom handles and similar apparatus available. Note that there are health implications here — emphasise that the children should **not** try to pick up the load and carry it.

Erecting stones

- 3 Using Worksheet 6, investigate ways of making a heavy stone stand up on end. Ask the children to each make a careful record of what they used and what they did.

Skara Brae – part of a larger community

- 4 Using Worksheet 7 and an Ordnance Survey map or a tourist map of the area, ask the children to find some of the other ancient sites in the area and mark them on the outline map provided.

Disturbing or destroying evidence to reveal its secrets

- 5 The Resource Sheet contains a drawing of Skara Brae showing two periods of building in the village. By using coloured sand or clay to represent the layers, a model can be constructed in a glass tank to illustrate how the second village was built upon the site of the first.

The activity of excavating the second village can be recreated and the effect seen through the wall of the glass tank. This can be further developed to excavate the first site and the effect created on the second village should be very clear.

Note that to be used effectively, the Resource Sheet should be printed in colour. If this is not possible, try to clearly mark the different strata on a black and white copy, using the colour image on your computer.

Should we preserve Skara Brae as a tourist site?

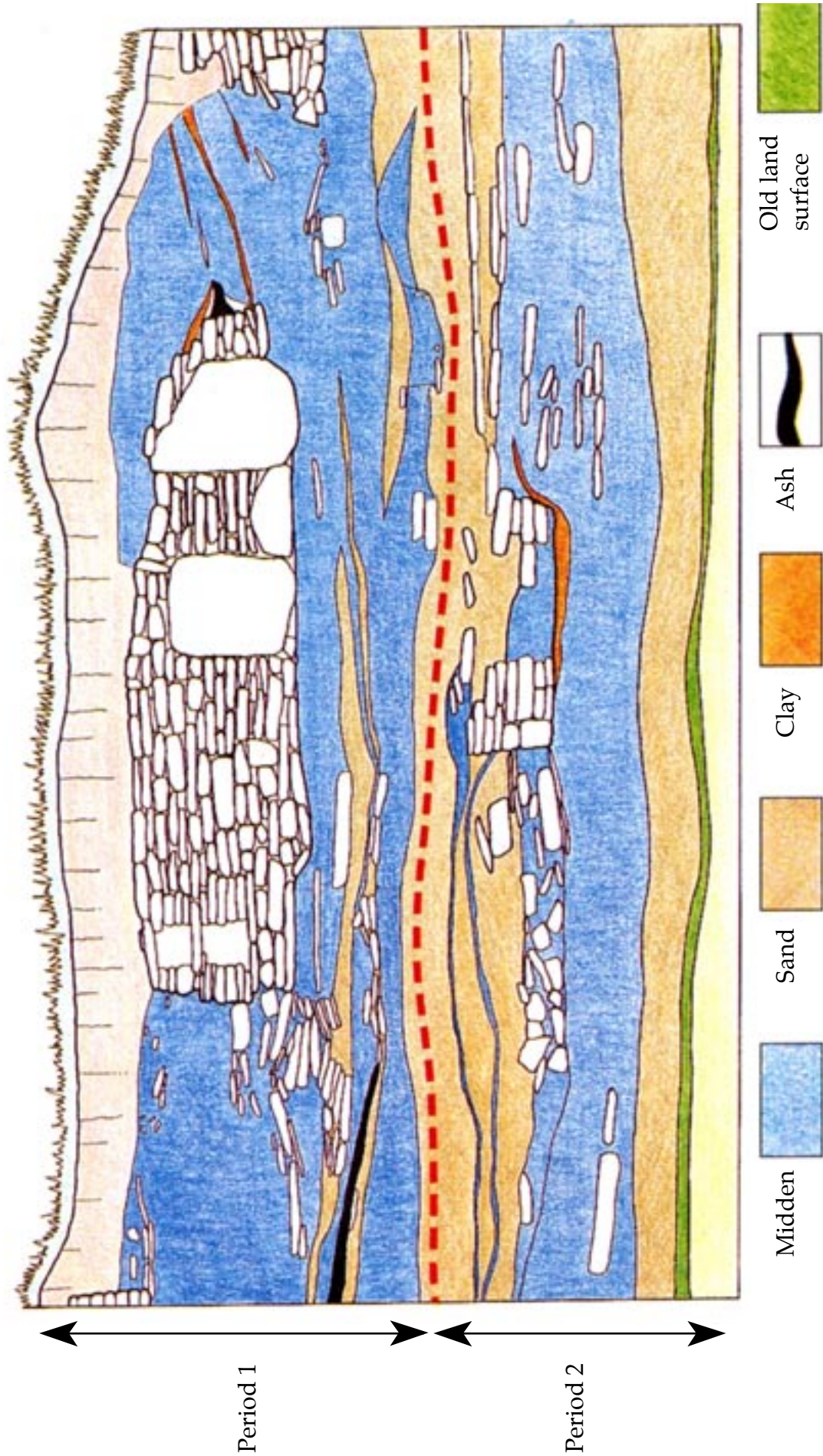
- 6 Hold a class debate on the question of whether Skara Brae should be preserved or investigated further. Divide the class into two groups. One group should argue that the site should be preserved, the other that it should be excavated so that as much information as possible can be found about the village below. They should discuss the question, and elect speakers to present their case briefly, then hold a class discussion with the teacher in the chair. Have a vote at the end.

Archaeology of the future

- 7 Using Worksheet 8, ask the children to design a tool or a device which would help archaeologists to investigate a site without disturbing or destroying evidence.

Extension work

Use the separate 'Making sense of evidence' resource pack to investigate the ways in which evidence can help us to interpret the past.



Stone circles

Early people made many monuments of stone. They were very good at making stone circles using huge stones. How do you think they managed to arrange these enormous, heavy stones in an almost perfect circle?

Using just a piece of string, try to arrange eight building blocks or pebbles into a circle. Once you have worked out a good way to do it, record your method in the box below.

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Now try again using 20 pebbles or building blocks. Does this make it easier or more difficult?

Now pretend that you are a standing stone, and so are all the other people in your class. Can you arrange yourselves into a perfect circle? Once you have found the best way of doing it, record what you did in the box below.

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Moving huge weights

When early people built their stone monuments, they had to move huge stones to the site. Try to work out how they did it.

There is a great weight on one side of your classroom. You have to move it to the other side of the room.

First, make a plan. You could look at books or websites to find out how early people might have managed. Once you have decided on a method and tried it out, record your findings in the boxes.

Materials used

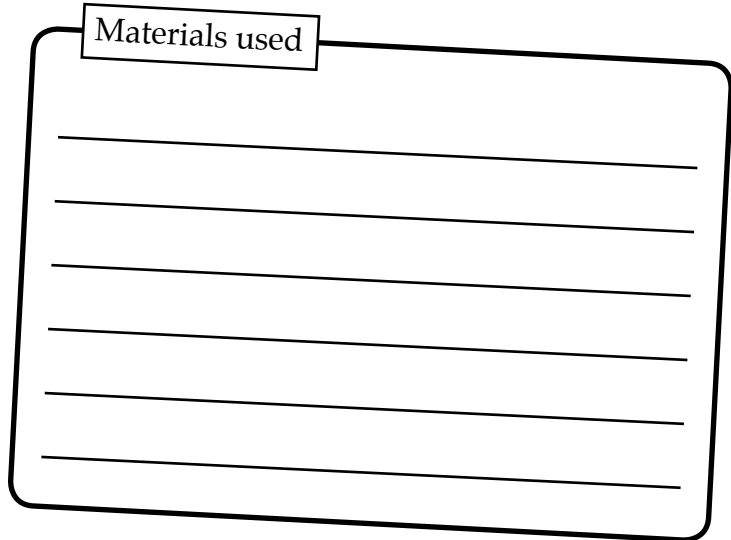
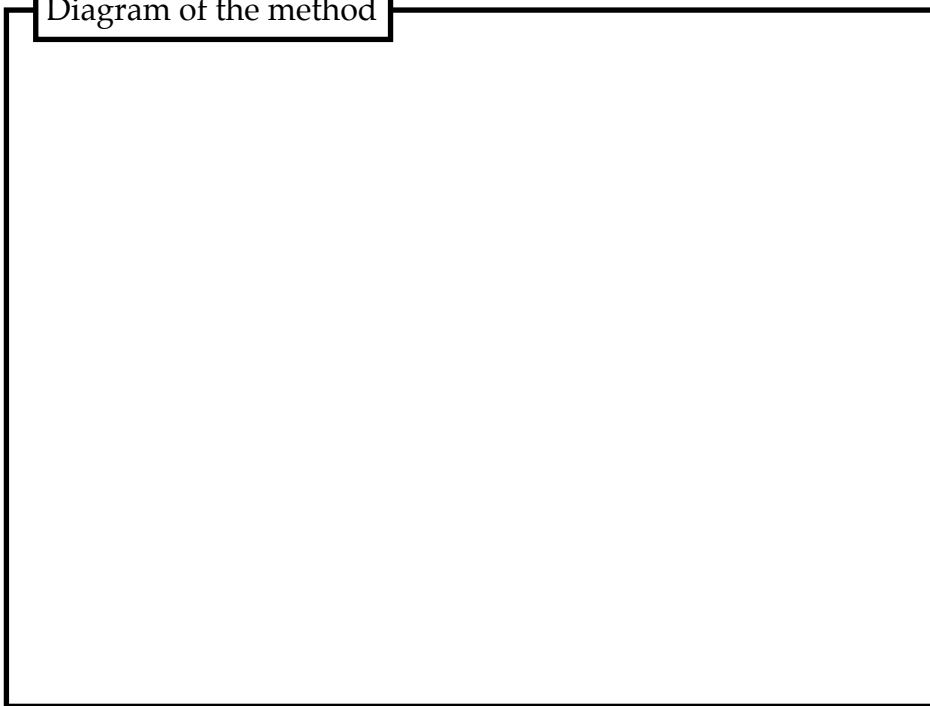
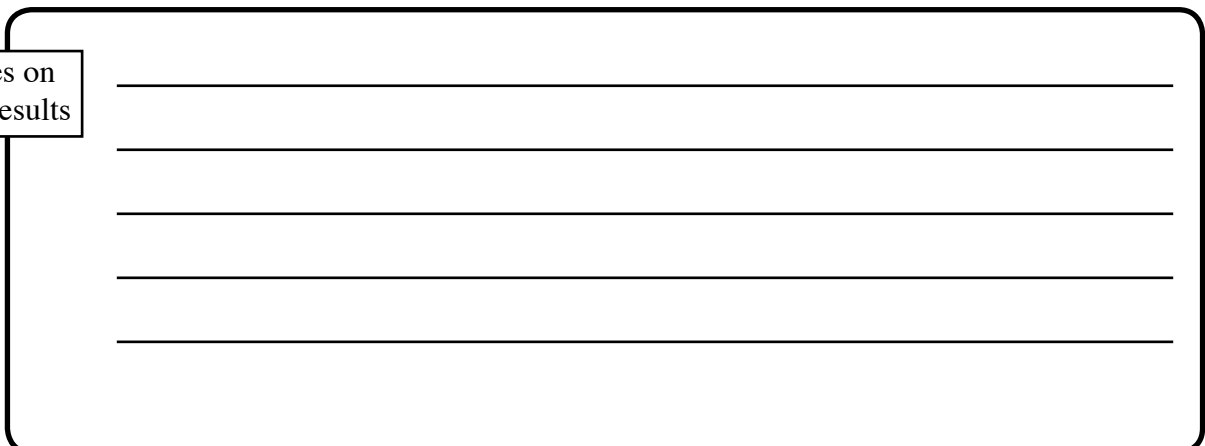


Diagram of the method



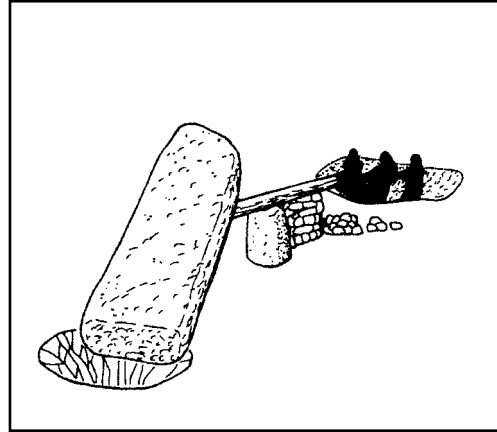
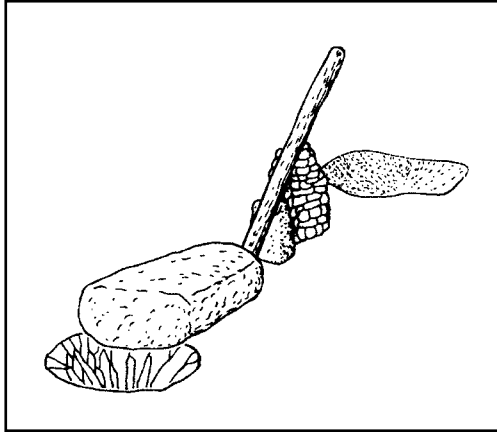
Notes on the results



Erecting the stones

Once the stones had been transported to the site, early people had to get them to stand up on end.

The sketch shows one way they might have done this. Test this method, and use the boxes to record what you did and what the results were.



Materials needed

Methods and results

Around Skara Brae

Skara Brae was part of a larger community.

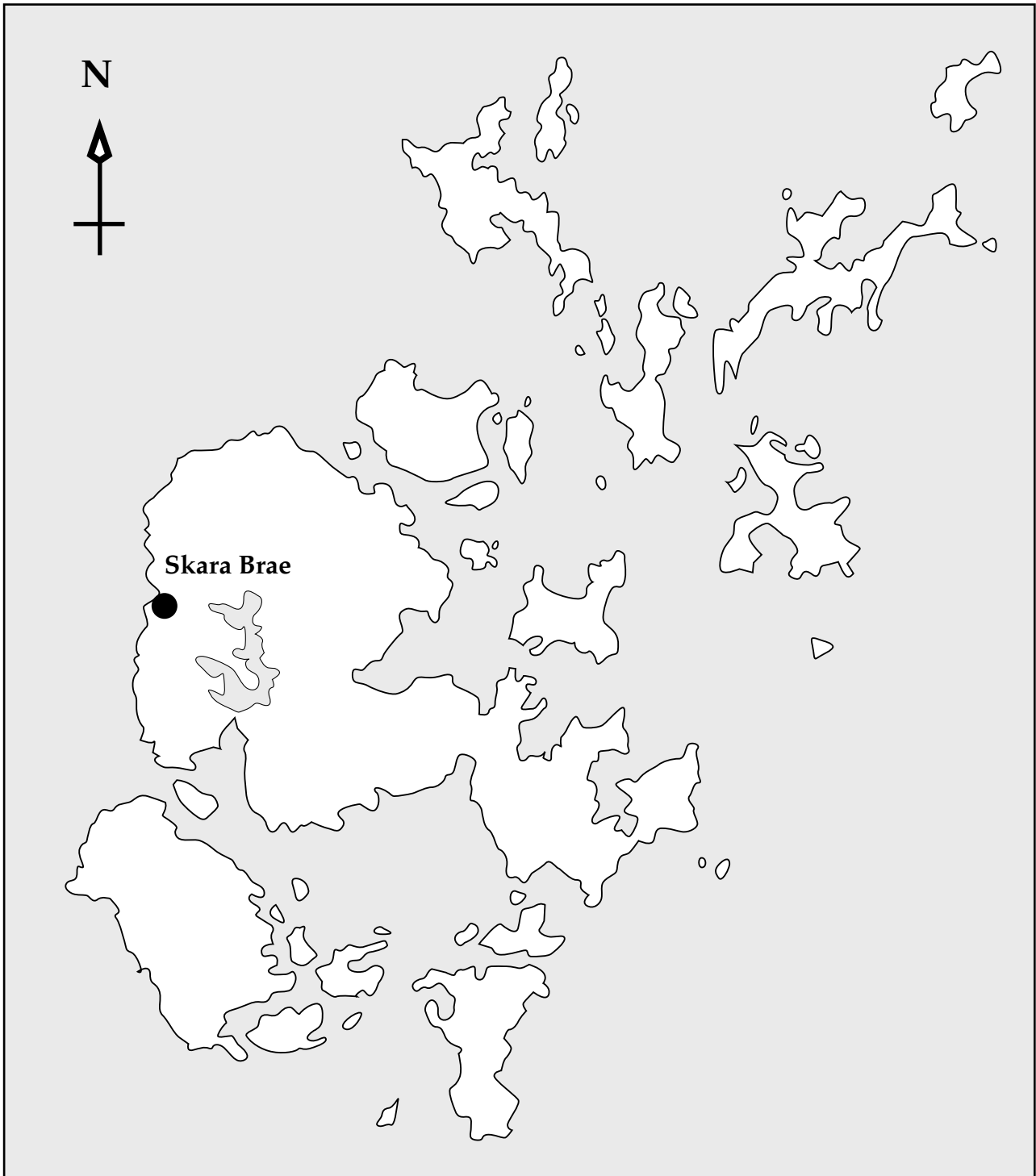
The outline map below shows Skara Brae.

Using an Ordnance Survey map, guide books or other references, find the other historical sites listed in the box on the right and mark them on the map.

**Standing stones
of Stenness**

Barnhouse

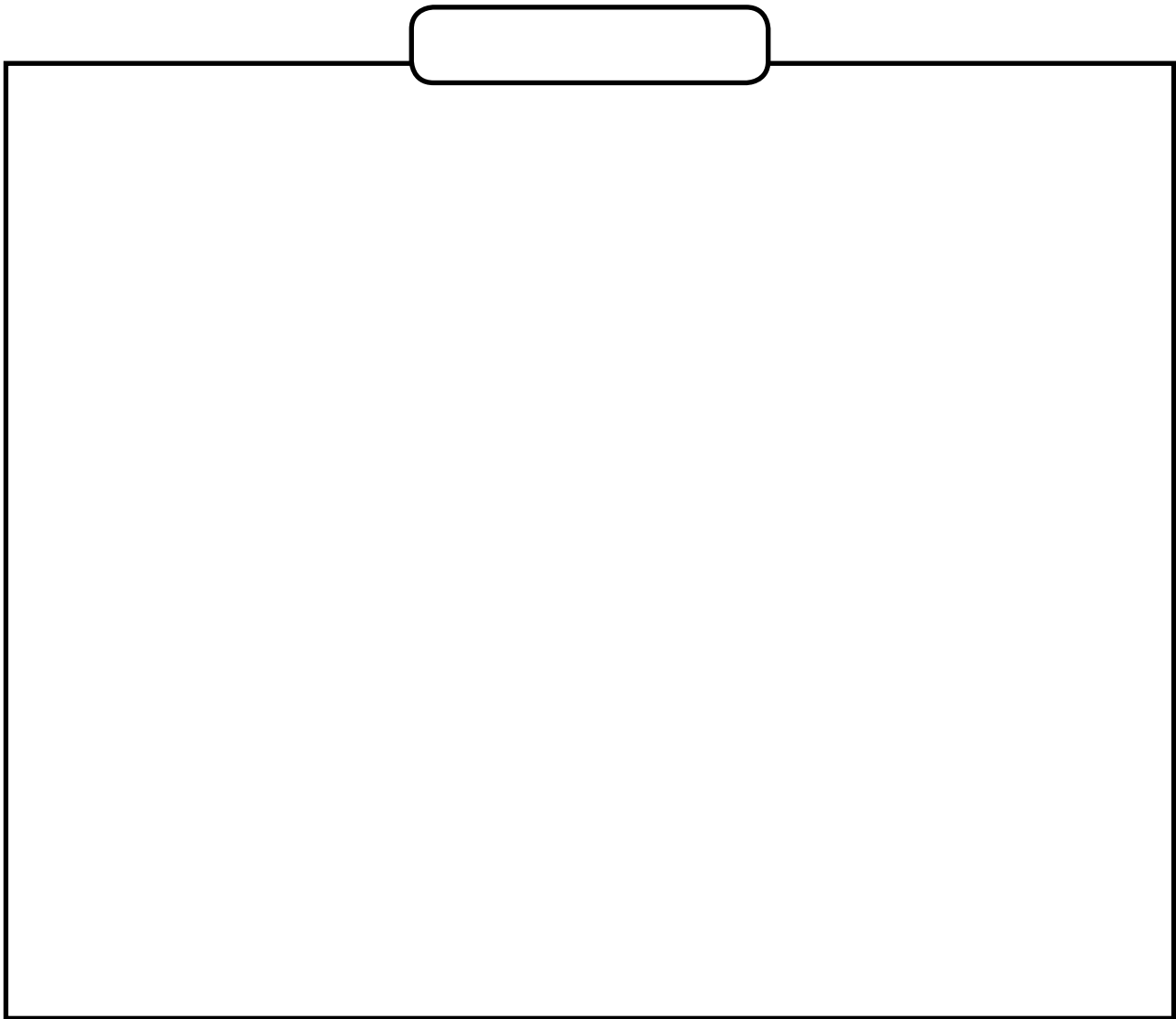
Ring of Brodgar



Archaeology in the future

One of the big problems in archaeology is that evidence often gets disturbed or destroyed.

Design a tool or an instrument that would help archaeologists to investigate historical evidence without damaging it. Make a labelled diagram of your invention in the box, and write an explanation of how it works. Write the name of your invention in the box at the top.



How it works

