ENGLISH HERITAGE
EDUCATION

TEACHERS' GUIDE
Stonehenge Through Time

This pack has been designed to help teachers plan a visit to Stonehenge, providing essential insight into the story of Stonehenge from the Neolithic period to the present day.
Use this resource to help students get the most out of their visit.

INCLUDED:
- Learning Overview
- Teachers' Instruction Information
- Glossary
- Completed Timeline Plan
- Evidence Box Contents Checklist

Get in touch with our Education Booking Team

📞 0370 333 0606
✉ bookeducation@english-heritage.org.uk
➤ https://bookings.english-heritage.org.uk/education/

Don't forget to download our **Hazard Information Sheet** to help with planning.

Share your visit with us **@EHEducation**

Step into England's story

ENGLISH HERITAGE
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TEACHERS' GUIDE

LEARNING OVERVIEW

For a maximum of 30 students

1 hour to complete

Curriculum links

• History

• English

• Geography

Learning objectives

WHAT
Students will develop an understanding of the story of Stonehenge as a site from the Neolithic period to the present day.

HOW
Students will identify and understand key dates and events at Stonehenge. Using replica objects and images, students will answer questions about five key periods of the Stonehenge timeline.

OUTCOME
Students will understand that Stonehenge has been used and interpreted in many different ways throughout its history.

PRIOR LEARNING

We recommend you do the following before your visit:

• Develop students' chronological understanding of the following periods and where they feature on a timeline: Neolithic, Bronze Age, Iron Age, Roman, Anglo-Saxon, Norman, Medieval, Tudors and Stuarts, Georgian and Regency, Victorian, Edwardian, First World War, Interwar Years, Second World War and the Reign of Elizabeth II.

• Discuss key words and concepts using the Glossary with students as these will be used when talking about the site and replica objects.

PRE-VISIT ACTIVITY

• Familiarise students with the concept of a historical timeline by creating one in class. Working in pairs, ask students to create a poster for one of the historical periods at Stonehenge (listed above). The posters could include facts about that period or pictures of famous people and events from that time. Using a length of string and wooden pegs, ask the students to peg their poster onto the timeline string in chronological order.

POST-VISIT ACTIVITY

• Create your own evidence box to represent your visit to Stonehenge. You will be supplied with a box to take away with you and instructions on how to fill it as part of the activity. Adapt any post-visit creative writing, drawing or photography to fill your evidence box.

• Students will complete an Object Detectives sheet during the timeline activity. This explores different types of archaeological evidence, what these objects can tell us about Stonehenge and how they link to different stories about Stonehenge. Use these completed sheets back in the classroom to explore the uses and limitations of primary and secondary historical sources.

• To explore more amazing objects from the time of Stonehenge, please pay a visit to Salisbury Museum and Wiltshire Museum.

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TEACHERS' INSTRUCTION INFORMATION

STONEHENGE THROUGH TIME

TIMELINE ACTIVITY

Equipment

- 6 x labelled wallets
- 1 x timeline
- 5 x evidence boxes

PREPARATION & RESOURCES

Collect the **Stonehenge Through Time** resources from the labelled cupboard in the Education Space bag store.

Each component will be labelled and you will have:

- 1 x timeline mat, which should be taken out of its case and unfolded along the length of the Education Space
- 15 x time period names
  (these pieces will be attached to the timeline)
- 15 x time period descriptions
  (these pieces will be attached to the timeline)
- 15 x time period fact sheets
  (these pieces will be attached to the timeline)
- Evidence box contents checklist
- Completed timeline plan
- 5 x evidence boxes, which contain:
  - the time period and theme of the box (inside lid)
  - replica objects and images with attached information labels
  - Investigating Objects Information Pack for accompanying adults
- A folder of Object Detectives sheets and pencils – one sheet and pencil per group
- A folder containing flat-pack cardboard evidence boxes – please take one away with you (instructions are on the label).

ACTIVITY PLAN

Push all tables to the side of the room and unfold the timeline in the middle of the Education Space to introduce the workshop.

What is this resource?
A timeline mat which we are going to attach pieces of information to. This will help us build up a timeline of important things that happened at Stonehenge during its history.

What do we already know about the history of Stonehenge?
Ask the students about any prior-known facts or historical people and events associated with Stonehenge. You can also encourage what they know of how Stonehenge is used and managed today.

MATCHING PAIRS

ACTIVITY 1

Time

10 minutes

Equipment

- Time period name strips (a)
- Time period description strips (b)
- Time period fact sheets (c)

Hand out the **time period name strips** and the **time period description strips**. Each student should have just one strip.

Students have to match the time period name with its correct description by finding their corresponding partner.

Once all pairs are matched, students have to map out the time periods chronologically on the timeline.

Explain that the Neolithic period (oldest) is at the left end of the timeline and the Reign of Elizabeth II (present day) is at the right end of the timeline. Point these out to the students.

In their pairs, students attach their matching strips to build up chronological periods of development on the timeline.
Look for helpful hints on the timeline to correctly place each strip.

It may take a couple of tries to get the timeline chronology correct (see **completed timeline plan** in this pack for reference).

Once all the strips are correctly attached, sit students in their pairs either side of their time period on the timeline.

HELPFUL HINT: get ahead by now asking accompanying adults to put out the **time period fact sheets (c)** around the room on the tables.

While this is happening, ask students to shout out their time period name so everyone can hear the timeline chronologically (Neolithic, Bronze Age, Iron Age, Roman, Anglo-Saxon, Norman, Medieval, Tudors and Stuarts, Georgian and Regency, Victorian, Edwardian, First World War, Interwar Years, Second World War, Reign of Elizabeth II).

ACTIVITY 2

Time

10 minutes

Equipment

- Timeline
- Time period fact sheets (c)
- Completed Timeline Plan (in this pack)
- Evidence boxes
- Evidence objects

Still in pairs, students search around the room for their **time period fact sheet** (one per period) and attach this onto their period on the timeline.

Once all the fact sheets are correctly attached (see **completed timeline plan** for reference), sit students in their pairs either side of their time period on the timeline.

HELPFUL HINT: get ahead by now asking accompanying adults to empty the evidence boxes – mix up the evidence objects and place them on the tables around the room. Place the empty evidence boxes under their relevant time period on the timeline.

Note: please set up the Victorian box camera. Instructions are on the label.

While this is happening, ask each pair of students to pick one fact from their time period to read out loud chronologically, starting with the Neolithic period.

ACTIVITY 3

Time

5 minutes

Equipment

- Timeline
- Evidence boxes
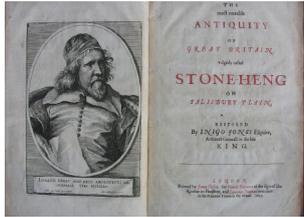- Evidence objects
- Evidence box contents checklist

There are five **evidence boxes** from five key periods in Stonehenge's history: Bronze Age, Tudors and Stuarts, Victorian, First World War, and the Reign of Elizabeth II. **Evidence objects** from these boxes are scattered around the room with labels providing clues to what they are and which **evidence box** they belong to. Still in pairs, students collect any objects and use the labels to place them in the correct **evidence boxes** by the **timeline**.
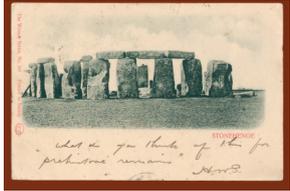
Use the **evidence box contents checklist** (below) to check all objects are in the correct evidence boxes, and then gather students to sit in a group for the next activity.

EVIDENCE BOX CONTENTS CHECKLIST

LIST FOR LEAD TEACHER TO CHECK THAT OBJECTS HAVE BEEN PLACED IN THE CORRECT BOXES BY STUDENTS

EVIDENCE BOX NO.	OBJECT NO.	OBJECT DESCRIPTION	OBJECT LABEL TEXT	OBJECT PHOTOGRAPH
BOX 1 Bronze Age 2300–800 BC	1	A replica bronze dagger	I am a special tool made from a new metal called bronze. I was used as a status symbol to tell other people how important my owner was.	
	2	A replica Beaker pot shard	I am a piece of Beaker pottery. I was really important for the afterlife and I was found in a Bronze Age burial mound near Stonehenge.	
	3	A replica child's woollen tunic	I am a tunic made of wool. I was worn in the Bronze Age by a child.	
	4	A flint arrowhead	I am a flint arrowhead and I was used to hunt animals.	
	5	A scent box (leather)	I smell of leather (cow skin). Leather was used to make clothing in the Bronze Age.	
	6	Image: A Bronze Age dagger carving on a sarsen at Stonehenge	I am a carving made in the shape of a Bronze Age dagger on a sarsen stone at Stonehenge.	

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EVIDENCE BOX NO.	OBJECT NO.	OBJECT DESCRIPTION	OBJECT LABEL TEXT	OBJECT PHOTOGRAPH
BOX 2 Tudors and Stuarts 1485–1714	1	Image: Portrait of George Villiers, 1st Duke of Buckingham, painted by Michiel Janszoon van Mierevelt in 1625	I am a portrait of George Villiers, 1st Duke of Buckingham, who organised archaeological excavations at Stonehenge in the Stuart period.	 © National Portrait Gallery, London
	2	Image: druids at Stonehenge, an engraving by Samuel Rush Meyrick and Charles Hamilton	I am an engraving by Samuel Rush Meyrick and Charles Hamilton Smith. I was created to show how John Aubrey thought Stonehenge was built as a temple by Druids.	 © By kind permission of the Society of Antiquaries of London
	3	Image: The title page of Inigo Jones's 1655 book called 'The most notable antiquity of Great Britain, vulgarly called Stone-Heng on Salisbury Plain' and his portrait by Wenceslas Hollar	I am a book written by Inigo Jones in the Stuart period. He believed Stonehenge was built by the Romans.	 © Master and Fellows of St John's College Cambridge
	4	Quote: John Aubrey in 1655	I am a quotation from John Aubrey saying he believed Stonehenge was built as a temple by Druids.	'… these ancient monuments [Stonehenge included] were Temples of the Priests of the most eminent order, Druids.'
	5	Deer antler	I am an antler bone from a deer. I was found in a hole dug by George Villiers, 1st Duke of Buckingham in the Stuart period when he was excavating Stonehenge. He hoped to find things like gold, but only found me and some coal.	

EVIDENCE BOX NO.	OBJECT NO.	OBJECT DESCRIPTION	OBJECT LABEL TEXT	OBJECT PHOTOGRAPH
BOX 3 Victorian 1837–1901	1	Victorian tourist postcard of Stonehenge	I am a postcard from the Victorian period. My owner wrote to their family saying how wonderful their visit to Stonehenge was.	
	2	A replica Victorian retractable box camera	I am the first type of camera used in the Victorian period to take photographs of Stonehenge.	
	3	Image: A royal picnic party at Stonehenge in 1877, including Queen Victoria's son Prince Leopold (lying down, looking at the camera)	I am a photograph showing Prince Leopold (Queen Victoria's youngest son) and his friends having a picnic next to the stones in expensive Victorian clothing.	© Getty Images
	4	Quote: General Augustus Pitt Rivers in 1893	I am a report written by army General and archaeologist General Augustus Pitt Rivers about the damage caused by people visiting Stonehenge tourism).	"In 1893 Pitt Rivers re-inspected Stonehenge. He found names scratched on the stones and rats feeding on picnic scraps were burrowing under the stones."
	5	Picnic scent boxes (fruitcake and grass)	We smell of fruitcake and grass. We make you think of sitting on the grass, having a picnic and eating fruitcake - a favourite treat of the Victorians.	

EVIDENCE BOX NO.	OBJECT NO.	OBJECT DESCRIPTION	OBJECT LABEL TEXT	OBJECT PHOTOGRAPH
BOX 4 First World War 1914–18	1	Child-sized replica First World War trench cap	I am a flat cap and was worn in the war. My owner was in the Royal Artillery, part of the army, camped nearby at Larkhill.	
	2	Replica First World War pilot's compass	I was a useful compass for a war pilot to find his way around. I was used during training at the No. 1 School of Aerial Navigation and BombDropping at Stonehenge Aerodrome.	
	3	Replica First World War pilot's cap	I was a cap worn in the war. My owner was a pilot at the Stonehenge Aerodrome, and everyone knew what job he did because he wore me.	
	4	Model plane – replica of a Handley Page bomber based at Stonehenge Aerodrome during First World War	I am a model plane. I am the type of plane that would have been used at the Stonehenge Aerodrome in the First World War.	
	5	First World War visitor admission tickets to Stonehenge – showing cost was half price for anyone serving in the military	We are entrance tickets for visiting Stonehenge during the war. We gave a half-price ticket discount to anyone serving in the military.	

EVIDENCE BOX NO.	OBJECT NO.	OBJECT DESCRIPTION	OBJECT LABEL TEXT	OBJECT PHOTOGRAPH
BOX 5 Reign of Elizabeth II 1952 – present day	1	A Stonehenge cap from the English Heritage gift shop	I am a popular hat bought in the English Heritage gift shop at Stonehenge today.	
	2	A 2017 foreign language guide book	I am a special book, written in ten languages – 1.3 million people from all over the world visit Stonehenge each year.	
	3	Image: Comparing the old Stonehenge visitor centre in 1980s with …	I am a photograph of the Stonehenge visitor centre in the 1980s. Look how busy it is, and how squashed the visitors are!	
	4	Image: the new visitor centre built in 2013	I am a photograph of the Stonehenge visitor centre today. The centre was designed to have lots of room for visitors.	
	5	1982 Superman Action Comic #527 – Sorcery at Stonehenge	I am a comic book from 1982. I am all about Superman battling a villain at Stonehenge. Stonehenge was used in the story because it is such a famous place.	

ACTIVITY 4.1

Time

10 minutes

Equipment

- Reign of Elizabeth II evidence box and objects
- Object Detectives sheets (d)
- Pencils
- Investigating Objects information pack (for accompanying adults)

Use the **Reign of Elizabeth II evidence box** and an **Object Detectives sheet** (d) as examples.

The **evidence box objects** will help us to learn more about what happened at Stonehenge in five very important time periods. Each **evidence box** is from a different time period and each has a different story to tell about Stonehenge.

The boxes also contain an **Investigating Objects information pack** for accompanying adults including information on the evidence box objects, a glossary and an example of a completed Object Detectives sheet to help students investigate their boxes.

Explain: we are going to investigate the **Reign of Elizabeth II evidence box** together as an example.

Using the **Investigating Objects information pack** for this box, talk students through how to investigate each object to answer the **Object Detectives sheet (d)** questions.

ACTIVITY 4.2

Time

10 minutes

Equipment

- Evidence boxes
- Evidence objects
- Object Detectives sheets (d)
- Pencils
- Investigating Objects information pack (for accompanying adults)

Split students into four groups and give them each an **evidence box** (not including the Reign of Elizabeth II).

With accompanying adults, students explore the contents of their box and use the **Object Detectives sheet (d)** to answer three questions for each object:

Q.1 What is the object?

Q.2 What does it tell us about Stonehenge?

Q.3 How does the object link to the story of your box?

Encourage accompanying adults to use the **Investigating Objects information pack** to help guide discussion about objects if necessary.

After ten minutes, ask each group to pick their favourite object to share and answer the final three questions on their **Object Detectives sheet**.

For class feedback, ask each group in chronological order (Bronze Age, Tudors and Stuarts, Victorian, First World War) to hold up their chosen object and answer the following questions:

- What period is your box?

- What is the story of your box?

- As a group, what is your favourite object?

- Why did you pick this object?

- How does this object link to the story of your box?

ACTIVITY 4.3

Time

5 minutes

Equipment

- Cardboard evidence box (e) **(to take-away)**

Ask students to put all the objects back in their **evidence boxes** (except the Victorian box camera). Collect the boxes, **pencils** and **Object Detectives Sheets.** You will be taking these sheets back to school for post-visit activities.

Take all individual pieces off the timeline and put them back into their storage wallets. Roll up the **timeline mat** and put in its protective case.

Collect your group's **cardboard evidence box (e)** to take away and please put everything back in the labelled cupboard as you found it.

PLENARY

ACTIVITY 4.4

Time

5 minutes

Explain plenary: Today we have explored how Stonehenge developed over time from the Neolithic period to the present day.

We have:

• Discovered some key time periods in Stonehenge's history.

• Identified key dates and events during Stonehenge's development.

• Learnt more about five key periods on the timeline by investigating different types of evidence.

The timeline has shown us that:

• Stonehenge has been used by different people in lots of different ways throughout its history.

• People's ideas about how and why Stonehenge was built, and by whom, have changed over time depending on the archaeological evidence available.

STONEHENGE IN A BOX

AFTER YOUR VISIT

ACTIVITY 5

Equipment

• Cardboard evidence box (e)
  (to take away)

Explain: The **cardboard evidence box (e)** is for your group to take away and create your own 'evidence box' for your visit to Stonehenge today. Guidance on how to fill your box is on a label attached to the box lid. Put your **Object Detectives sheets** in the **cardboard evidence box**.

Ask the students to think about what things they might put in the box from Stonehenge, or back at school.

Thank you for booking the Stonehenge Through Time resource. Please enjoy the rest of your day, and don't forget to visit our exhibition to experience the feeling of being inside the stone circle.
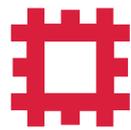
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TEACHERS' GUIDE
Completed Timeline Plan

Use this plan to check each timeline segment is completed correctly.

Step into England's story

NEOLITHIC
(LATER PART OF THE STONE AGE)

The Neolithic period was between 4000 BC and 2300 BC

- 3500 BC – **Long barrows** were built in the Stonehenge landscape.
- 3000 BC – The first phase of Stonehenge was built – a **henge enclosure** with a ditch around it. Fifty six large pits (now known as Aubrey Holes) were dug inside the **enclosure,** possibly to hold wooden posts or small upright stones. Most of the pits had cremated (burnt) human bone in them.
- 2500 BC – The stone circle at Stonehenge was built using **sarsens** and **bluestones**.
- 2500 BC – People living at **Durrington Walls** built another **henge** monument there.
- 2400 BC – The earliest metal (copper and gold) was used in Britain for the first time.



Picture of Stonehenge as it may have looked in 2500 BC.

All images are copyright of English Heritage or Historic England unless otherwise stated.

BRONZE AGE

The Bronze Age was between 2300 BC and 800 BC

- **2300 BC** – The **Stonehenge Avenue** was built.
- **2300–1700 BC** – More than 400 Bronze Age **barrows** were built in the Stonehenge landscape.
- **2200 BC** – The **bluestones** at Stonehenge were rearranged.
- **2200 BC** – Bronze metal was used in Britain for the first time.
- **1800 BC** – Near Stonehenge, the **Bush Barrow** burial mound was made for a man buried with special objects made of gold and bronze.
- **1700 BC** – Carvings of daggers and axes were made on the Stonehenge stones as decorations.

PLACE EVIDENCE BOX BELOW ↘
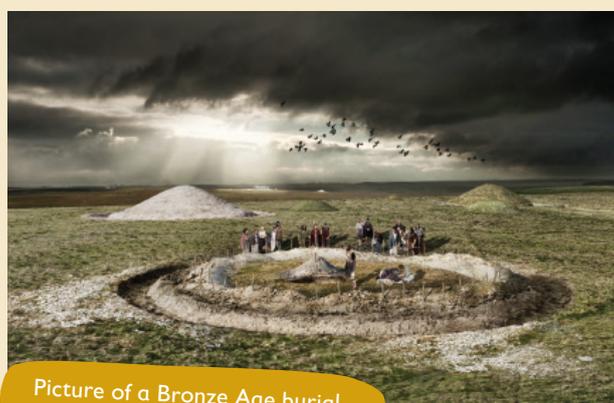
Picture of a Bronze Age burial at Stonehenge.

IRON AGE

The Iron Age was between 800 BC and AD 43

- Big **hillforts** were built to claim land and protect tribes of people inside them.

- 700 BC – A **hillfort** at **Vespasian's Camp**, near the river Avon was built and lived in. The **hillfort** was less than 2 miles away from Stonehenge.

- The discovery of iron changed how people lived their lives. Iron was easier to find and use than copper, and tools and weapons made from iron were stronger.

Vespasian's Camp Iron Age hillfort today.

ROMAN

The Roman period was between AD 43 and AD 410

- The Romans might have used Stonehenge as a place to worship their gods and perhaps also came as visitors.
- Some of the **bluestones** were broken up, and pits dug in between the stones with Roman objects placed in them.
- Roman coins, pottery and jewellery have been found at Stonehenge.

Roman brooch found at Stonehenge.

ANGLO-SAXON

The Anglo-Saxon period was between AD 410 and AD 1066

- The land around Stonehenge was used mainly for grazing sheep.
- **Historians** think it was the Anglo-Saxons who named Stonehenge. In Anglo-Saxon the word **'henge'** meant 'hanging' so Stonehenge meant 'hanging stones'.
- AD 645 – A man had his head chopped off and was buried at Stonehenge. He may have been an executed criminal.
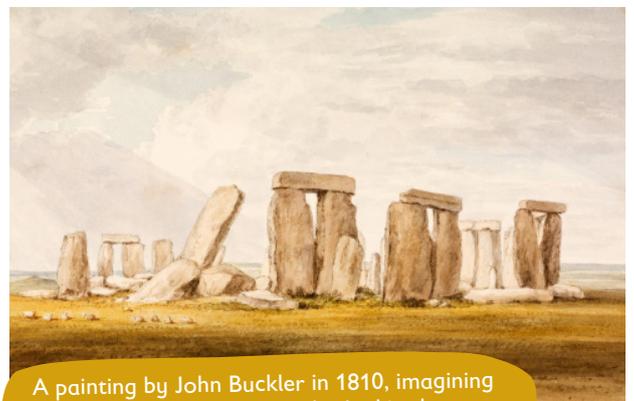
A painting by John Buckler in 1810, imagining how Stonehenge may have looked in the Anglo-Saxon period.
Copyright: John Buckler, circa 1810.

NORMAN

The Norman period was between 1066 and 1154

- 1130 – **Henry of Huntingdon** wrote his 'History of the English People' and included the first written description of Stonehenge.

- 1136 – **Geoffrey of Monmouth** wrote in his 'History of the Kings of Britain' that Stonehenge was built as a memorial to a great battle between Saxons and Britons.

- Geoffrey believed the stones were taken from an Irish stone circle called the Giant's Round and magically transported to Salisbury Plain by the wizard **Merlin** to make Stonehenge.

An image from a manuscript showing Merlin building Stonehenge.
Copyright: The British Library Board

MEDIEVAL

The Medieval period was between 1154 and 1485

- **1300–1350s** – The three earliest known pictures of Stonehenge were created.
- More people wrote stories to explain how Stonehenge was built and how it might have been used.

Record of Stonehenge in the Scala Mundi – a medieval timeline of the world, made between 1338 and 1342.
Copyright: Master and Fellows of Corpus Christi College, Cambridge

TUDORS AND STUARTS

The Tudor and Stuart monarchs ruled England between 1485 and 1714

- 1620s – **George Villiers, 1st Duke of Buckingham** organised **excavations** at Stonehenge. He hoped to find gold, but only found animal bones and burnt coal.

- 1633–1652 – The **architect Inigo Jones** studied Stonehenge and believed it was built by the Romans.

- 1666 – **John Aubrey**, an early **archaeologist**, made the first accurate drawing of Stonehenge, and thought it was built as a temple by ancient **Druids**. He also noticed 56 pits which would later be named 'Aubrey Holes' after him.

PLACE EVIDENCE
BOX BELOW

Survey image of Stonehenge by Inigo Jones – drawn as he imagined it originally looked.

GEORGIAN AND REGENCY

The Georgian and Regency periods were between 1714 and 1837

- 1719–40 – **William Stukeley**, an **archaeologist**, did a survey of Stonehenge every summer, and thought it was built by **Druids**.

- **Stukeley** was the first person to use the Ancient Greek term '**trilithon**', meaning 'three stones'.

- **Stukeley** also discovered that the stones were positioned deliberately to line up with the movements of the sun, with the sun rising over the Heel Stone on midsummer's day, the longest day of the year.

- 3 January 1797 – One of the **trilithons** at Stonehenge collapsed.
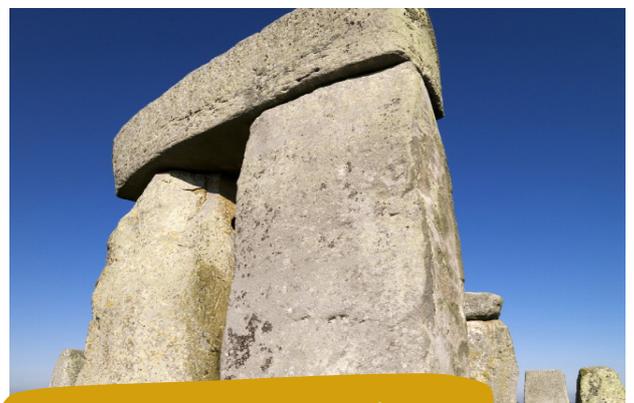
Photograph of a trilithon at Stonehenge.

VICTORIAN

The Victorian period was between 1837 and 1901

- 1853 – **William Russell Sedgfield** took the first ever photograph of Stonehenge (the world's first photograph was taken in 1826).

- 1874–77 – **Egyptologist Sir William Matthew Flinders Petrie** did a survey of the stones and came up with the numbering system for them that **archaeologists** still use today.

- 1880 – Many famous people visited Stonehenge, including Prince Leopold, Queen Victoria's youngest son, who came here for a picnic.

- As more people visited Stonehenge, they began to damage the site by scratching names into the stones and leaving litter from picnics that attracted rats.

- 1893 – **Archaeologist General Augustus Pitt Rivers** wrote about the damage caused by tourism at Stonehenge.

PLACE EVIDENCE
BOX BELOW

The first photograph ever taken of Stonehenge in 1853.
Copyright: Stonehenge Royal Collection Trust / Her Majesty Queen Elizabeth II 2017

EDWARDIAN

The Edwardian period was between 1901 and 1913

- May 1901 – The owner of Stonehenge, **Sir Edmund Antrobus**, put a fence around the stones to stop them being damaged by

  visitors. He also started charging visitors an entrance fee of **1 shilling** (£5.65 in today's money) to pay for a full-time policeman to guard the site.

- May **to** September 1901 – In the first five months after charges were introduced, 3,770 people visited Stonehenge.

- 1901 – Work to straighten the remaining upright of the **Great Trilithon** was completed.

- 1906 – The first recorded aerial photograph of Stonehenge was taken from an army balloon.

Stonehenge photographed by Lieutenant P Sharpe from a Royal Engineers balloon in 1906.

FIRST WORLD WAR

The First World War began in 1914 and ended in 1918

- **1915** – Stonehenge's owner, **Sir Edmund Antrobus,** died and his son was killed in the First World War, so Stonehenge was sold at auction. **Cecil Chubb** bought it for £6,600 which is £700,000 in today's money.

- During the war, the land around Stonehenge was used by the Royal Artillery, camped nearby in Larkhill. They were given discounted entrance tickets to visit Stonehenge.

- **1917** – An **aerodrome** was built to the west of Stonehenge and by 1918 it had become the No. 1 **School of Aerial Navigation and Bomb Dropping**.

- **1918** – **Cecil Chubb** gave Stonehenge to the State. This meant that the government became responsible for looking after the site, and it belonged to the people of Britain.

PLACE EVIDENCE BOX BELOW
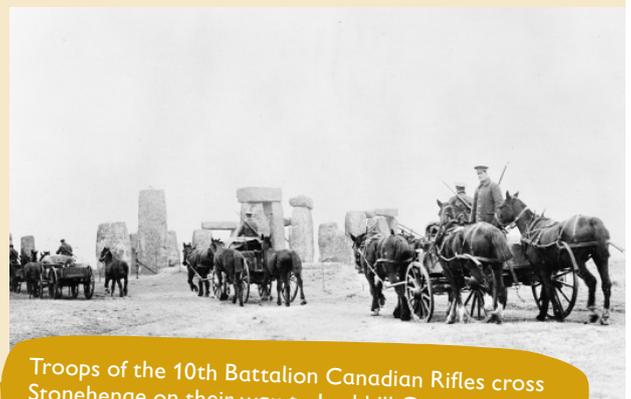
Troops of the 10th Battalion Canadian Rifles cross Stonehenge on their way to Larkhill Camp in 1915.
Copyright: Imperial War Museums

INTERWAR YEARS

The Interwar Years was the period between the end of the First World War in 1918 and the beginning of the Second World War in 1939

- 1919 – The **archaeologist Colonel William Hawley** began **excavations** at Stonehenge. The stones were also restored and some were set in concrete to stop them falling over.

- 1921 – **Doctor Herbert Henry Thomas** discovered that the **bluestones** came from the Preseli Hills in Pembrokeshire, Wales.

- 1925 – **Woodhenge** was discovered from the air and **excavated** by the **archaeologist Maud Cunnington**. She and her husband bought the land on which **Woodhenge** sat and gave it to the State. This meant that the government became responsible for looking after the site, and it belonged to the people of Britain.
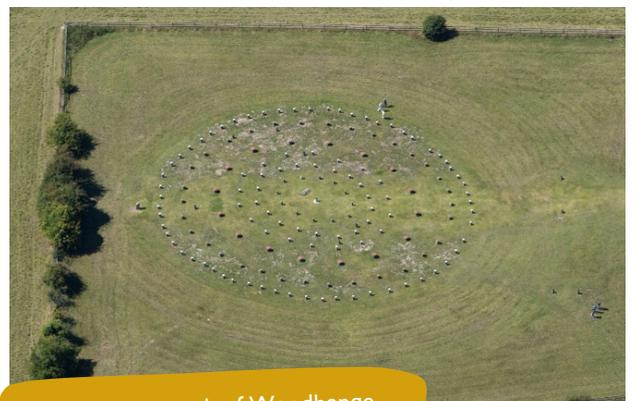
Aerial photograph of Woodhenge.

SECOND WORLD WAR

The Second World War began in 1939 and ended in 1945

- During the war, the land around Stonehenge was used by the army and air force.

- The stones were fenced off and left alone.

- Stonehenge was visited by soldiers training in the local area and important military figures, including **Winston Churchill**.
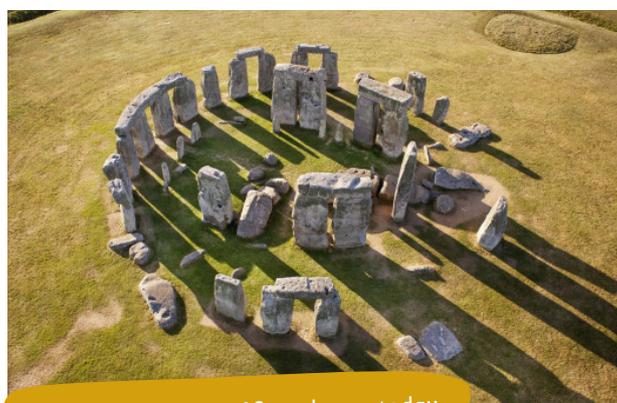

Winston Churchill on a tour of Stonehenge in 1944.
Copyright: Imperial War Museums

REIGN OF ELIZABETH II

The Reign of Elizabeth II began in 1952 and ended in 2022

- 1952 – **Professor Willard Libby** used **radiocarbon dating** to accurately date Stonehenge back to the Bronze Age (1848 BC).

- 1978 – Due to increasing number of visitors damaging the stones, the stone circle was fenced off so visitors could not touch it.

- 1986 – Stonehenge was put on the **World Heritage List**.

- 2013 – A new Visitor Centre was opened at Stonehenge to help look after 1.3 million visitors every year.

- 2003–ongoing – With new technology and interest in how and why Stonehenge was built, **archaeologists** continue to challenge what we understand about Stonehenge.

PLACE EVIDENCE
BOX BELOW ↴

Aerial photograph of Stonehenge today.