



ENGLISH HERITAGE  
EDUCATION

KS1-2

KS3

KS4+

## TEACHERS' KIT

### Stonehenge

This kit has been designed to help teachers plan a visit to Stonehenge, one of the wonders of the world and the best-known prehistoric monument in Europe. Use these resources before, during and after your visit to help students get the most out of their learning.

GET IN TOUCH WITH OUR EDUCATION BOOKINGS TEAM:

☎ 0370 333 0606

✉ [bookeducation@english-heritage.org.uk](mailto:bookeducation@english-heritage.org.uk)

🌐 [bookings.english-heritage.org.uk/education](https://bookings.english-heritage.org.uk/education)

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Step into England's story

# WELCOME

This Teachers' Kit for Stonehenge has been designed for teachers and group leaders to support a free self-led visit to the site. It includes a variety of materials suited to teaching a wide range of subjects and key stages, with practical information, activities for use on site and ideas to support follow-up learning.

We know that each class and study group is different, so we have collated our resources into one pack allowing you to decide which materials are best suited to your needs. Please use the contents page, which has been colour coded to help you easily locate what you need and view individual sections. All of our activities have clear guidance on the intended use for study so you can adapt them for your desired learning outcomes.

To further aid your planning, we have created Hazard Information guidance, which you can download from the Stonehenge **Schools page**. Additional resources are also available on this web page, including an OCR GCSE guide, an interactive online game, plus instructions for using our giant timeline and Explorer Backpacks.

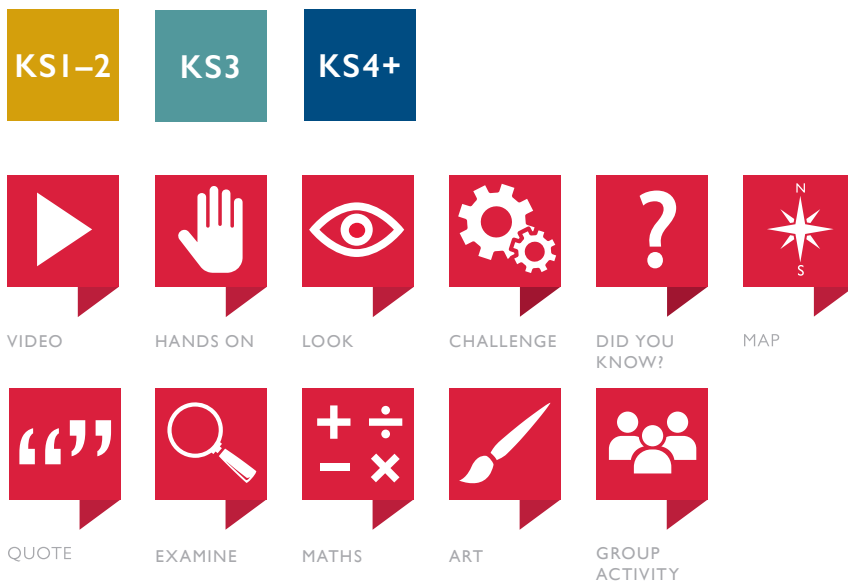
On the **Schools page**, you can also find information on our expert-led Discovery Visits and an overview of what your class can experience. You can find more practical information about your booked visit to Stonehenge in the Education Visit Permit and the Site Information Pack which have been sent to you.

We hope you enjoy your visit and find this Teachers' Kit useful. If you have any queries please don't hesitate to get in touch with a member of our team either via [bookeducation@english-heritage.org.uk](mailto:bookeducation@english-heritage.org.uk) or on 0370 333 0606.

English Heritage Learning Team

## ICON KEY

The icons below will help you quickly identify the types of activities and information presented.



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KSI-2

KS3

KS4+

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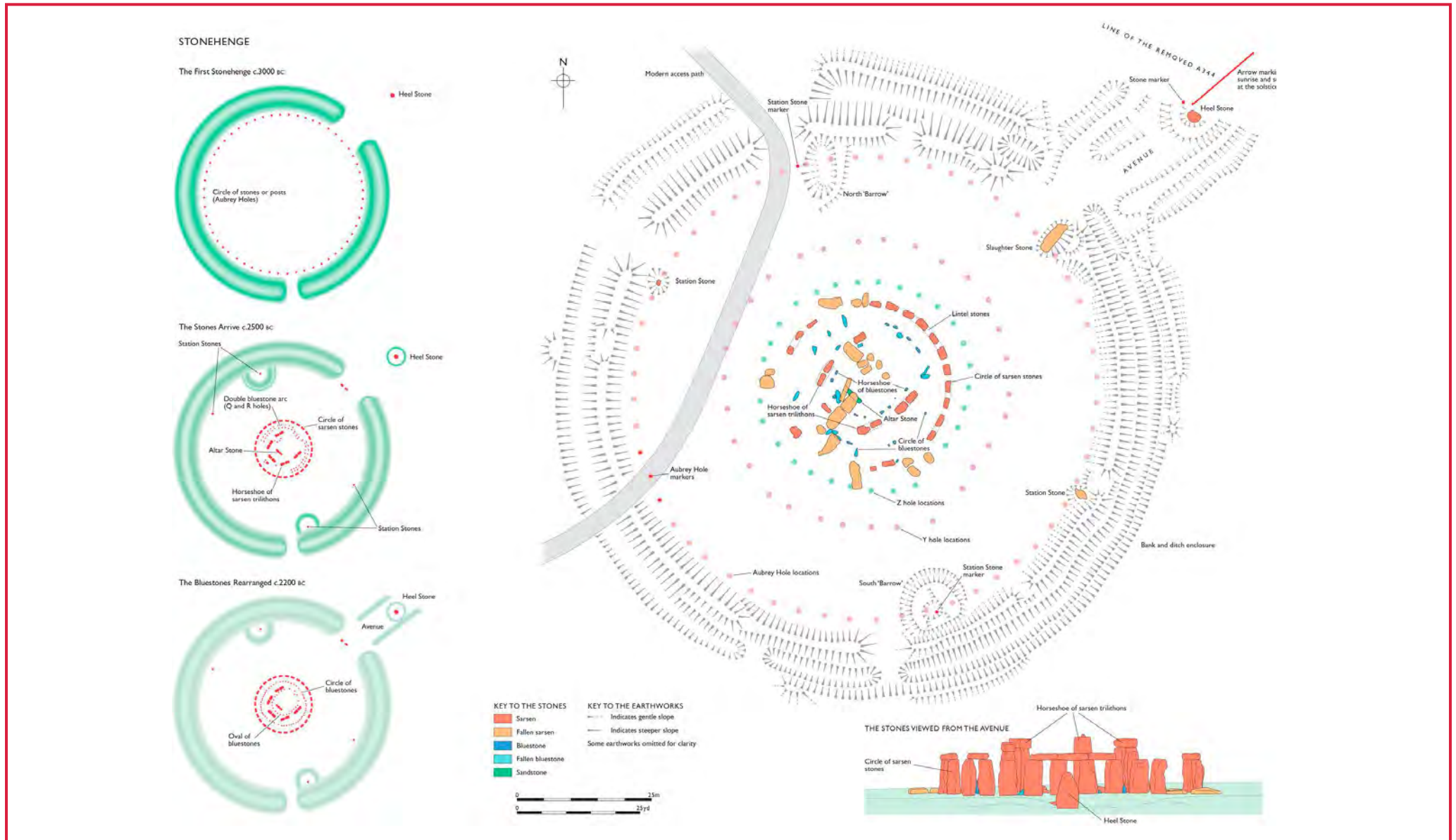
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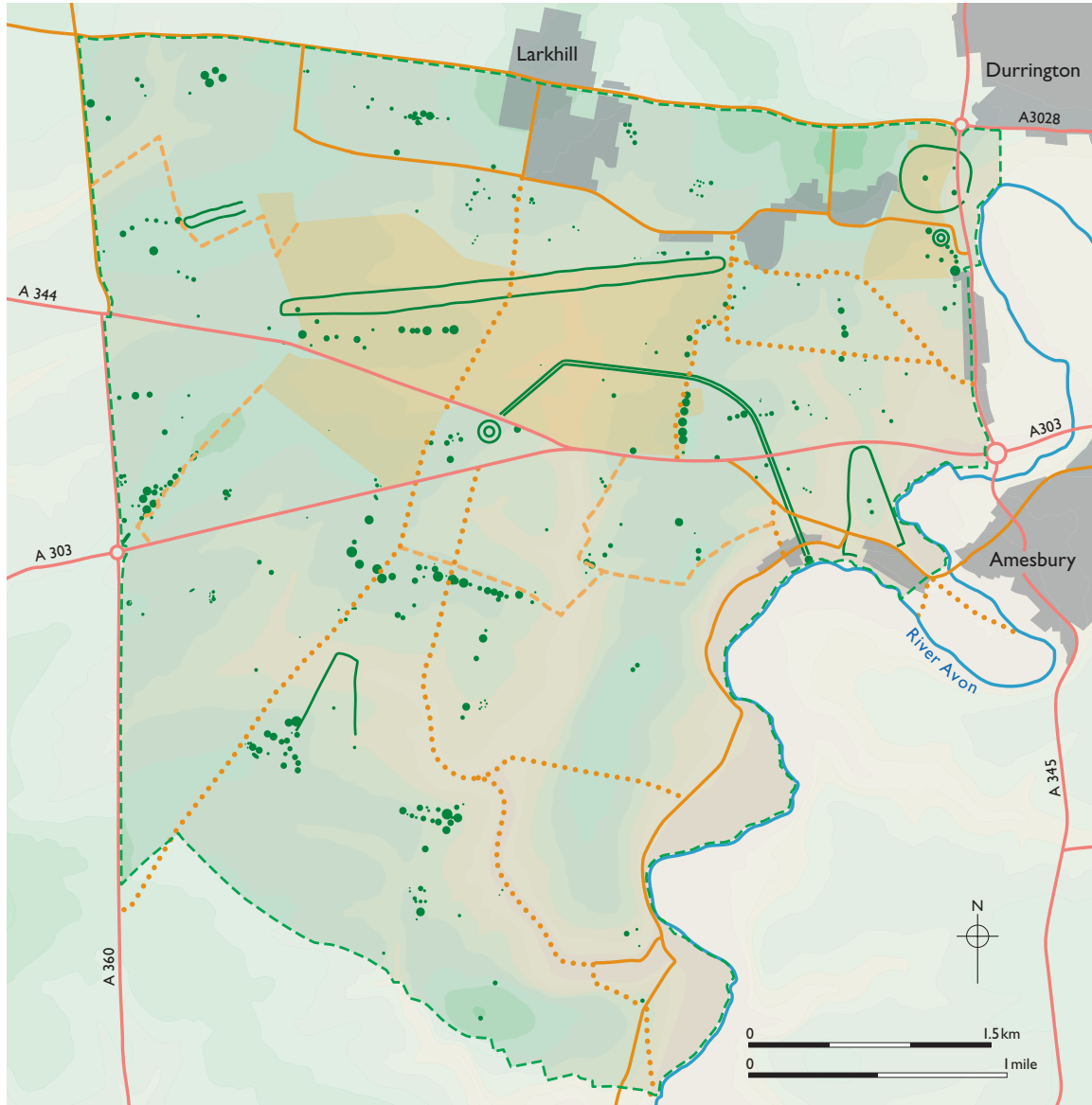
# PRE-VISIT

Information and activities you can use in the classroom before your visit.

# PHASED SITE PLAN



# WORLD HERITAGE SITE MAP



**Key**

-  World Heritage Site
-  National Trust open access land
-  Archaeological sites
-  Main roads
-  Minor roads
-  Byways, bridleways and footpaths
-  National Trust permissive paths

# HISTORICAL INFORMATION

DISCOVER STONEHENGE

Below is a short history of Stonehenge. Use this information to learn how the site has changed over time. You'll find definitions of the key words in the Glossary.

## BEFORE STONEHENGE (6,000–5,000 YEARS AGO)

About 6,000 years ago, most of southern England was covered by woodland. The gently rolling **chalk** hills in the area of Stonehenge may have been an unusually open landscape. This is perhaps why early **Neolithic** people chose to build a group of **monuments** in this area.

The early Neolithic monuments that dot the landscape include the **causewayed enclosure** at Robin Hood's Ball, two **cursus** monuments or rectangular earthworks, and several **long barrows**, all built around 5,500 years ago. These early monuments probably influenced the later location of Stonehenge.

Find out more about the area surrounding Stonehenge by exploring our **interactive landscape maps**: [www.english-heritage.org.uk/visit/places/stonehenge/history-and-stories/stonehenge-landscape](http://www.english-heritage.org.uk/visit/places/stonehenge/history-and-stories/stonehenge-landscape)

We know very little about how early Neolithic society was organised, but building something like the enormous Stonehenge Cursus would have been a huge task, needing organisation and co-ordination. The ditches of some early Neolithic monuments (particularly causewayed enclosures) were built in small segments. This suggests that separate groups, perhaps families or households, were each responsible for one section. We do not know whether a small group of people built the cursus over a long period or whether a large group built it quickly.



About 5,500 years ago, a number of monuments were built in the area, including the Stonehenge Cursus shown in this reconstruction drawing. These early monuments suggest that the surrounding landscape was important long before Stonehenge was built.

## BUILDING THE BANK AND DITCH (5,000 YEARS AGO)

The **henge** monument at Stonehenge was a circular ditch with an inner and outer bank. This surrounded an area about 100 metres in diameter and had two entrances. The chalky ground was probably loosened using **antler picks** and moved using antler rakes or large spade-like cattle shoulder bones.

Set just inside the bank were 56 pits, known as the **Aubrey Holes**. These holes probably held upright wooden posts, but wood rots very quickly so no evidence remains. Some of the Aubrey Holes may have held stones.

Within and around the Aubrey Holes, and also in the ditch, people buried cremated human bones. About 64 **cremations** have been found, and perhaps as many as 150 individuals were originally buried at Stonehenge, making it the largest late Neolithic cemetery in Britain.



An aerial view of the site as it looks today, showing the henge earthwork, built about 5,000 years ago.

## ADDING THE STONES (4,500 YEARS AGO)

About 500 years after the bank and ditch were built, the stones were set up in the centre of the monument. Two types of stone were used at Stonehenge – the larger **sarsens**, transported from the Marlborough Downs, and the smaller **bluestones**, which came from south-west Wales.

The sarsens were arranged to form an inner horseshoe and an outer circle, and the bluestones were set up between them in a double arc. Probably at the same time that this was happening, the sarsens close to the entrance were put in place, plus the **Station Stones**.

The largest stones weighed about 30 tonnes (equal to about 7 of our visitor shuttle buses); shaping and raising them was hard, physical work.



An aerial view of Stonehenge, showing the larger sarsen stones used for the outer circle, plus the smaller bluestones arranged inside the sarsen circle, in their second arrangement.



## REARRANGING THE BLUESTONES (4,300 YEARS AGO)

Stonehenge was still being used 200-300 years after the stones were first added. At this time, some of the central bluestones were moved from the double arcs to form a complete circle of 60 bluestones around the sarsen trilithon horseshoe. The rest of the bluestones were rearranged to create an oval inside the sarsen trilithons.

Part of this bluestone oval was later removed, turning it into a horseshoe. The bluestones in the outer circle are mostly natural boulders, whereas those in the centre are finely shaped pillars.

The earthwork **Avenue** was also built at this time. It connects Stonehenge with the **river Avon**, 1.7 miles away, and is thought to be a ceremonial approach to the monument from the river.

At about the same time that the bluestones were rearranged, a man was buried in the Stonehenge ditch. He came to be known as the Stonehenge Archer because of the stone **wrist-guard** and flint arrowheads found with him. In fact, several of the arrowhead tips were found lodged in the man's bones, suggesting that he may have been killed by them.



The bluestone circle was made up of unshaped stones, several of which still stand today. You can see them here, standing in a row just inside the outer sarsen circle.

## AFTER STONEHENGE (4,300–3,500 YEARS AGO)

The stone settings at Stonehenge were built at a time of great change in **prehistory**, just as new styles of **Beaker pottery** and knowledge of metalworking were arriving from mainland Europe.

The way people chose to bury the dead was also changing. From about 2400 BC it became more common to bury individuals in **round barrows** with grave goods rather than burying cremations. Many round barrows were built in the area around Stonehenge during this period. Some appear to have been deliberately located on hilltops visible from Stonehenge itself, such as those on King Barrow Ridge and the burials containing particularly rich grave goods at the Normanton Down cemetery.

From the middle **Bronze Age**, people put less effort into building round barrows, and from this period we find some of the first major systems of field boundaries and settled villages.



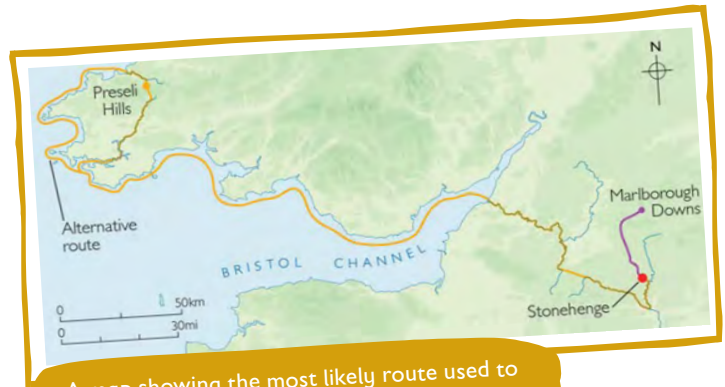
An aerial view of the round barrows at Normanton Down cemetery, created in the early Bronze Age.

## HOW WERE THE STONES TRANSPORTED?

There are several ideas about how the stones were moved: 1) They were simply dragged. 2) Round poles were used as rollers to reduce friction, with trees cut down to prepare the route. 3) They were placed on a wooden sledge and dragged along the ground or on rollers. 4) Teams of people on either side of the stone used levers to push the stone forwards, called 'stone rowing'.

Experiments with full-size **replica** sarsens have shown that they can be dragged on a wooden sledge by a team of about 200 people. To move one stone from the Marlborough Downs to Stonehenge would have taken about 12 days.

The bluestones were smaller but had much further to travel. It is possible that people used boats to transport the bluestones around the coast of Wales and up the Bristol Avon river. No evidence of boats or rafts has been found from this time.



A map showing the most likely route used to transport the bluestones and sarsen stones.

## HOW WERE THE STONES SHAPED AND RAISED?

Most of the stones were carefully shaped before being set in place. Sarsen and bluestone could only have been shaped using stone tools – hard, round balls of sarsen or flint known as **hammerstones**. The stone was pounded with a hammerstone until it became the right shape.

To raise the stones, holes were dug into the chalk with antler picks and the depth of each hole was carefully calculated in order to make the tops of the stones perfectly level. We know from **excavations** that most of the holes that hold upright stones have one straight side and one that slopes. The stone was balanced with its end hanging over the hole and tipped into place. Once the stone was lying at an angle against the sloping side, it was then pulled upright using ropes, weights and possibly a wooden A-frame. Finally, the hole was backfilled with chalk and bits of stone, to secure the upright stone.



A reconstruction drawing showing the most likely method used to raise the upright stones.

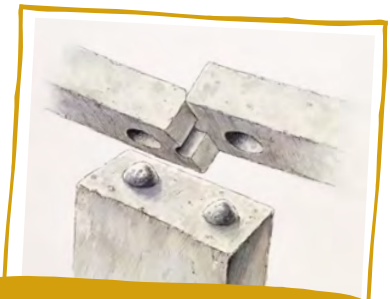
## HOW WAS EVERYTHING HELD IN PLACE?

**Mortise and tenon** joints were used so that the horizontal **lintels** could sit across the top of the standing stones without sliding off. On top of each upright stone, one or two round lumps, called tenons, were left sticking up. These tenons fit into matching mortise holes carved into the underside of the lintels.



The top of an upright sarsen stone showing the tenon used to hold the horizontal lintels in place.

Each lintel used for the top of the sarsen circle was shaped into a gentle curve so they formed a smooth circle. The lintels were linked to each other using **tongue and groove** joints. One end of the lintel had a vertical groove carved into it and the other end had a ridge that slotted into the groove on the next lintel.



The mortise and tenon method used to join the upright stones with the lintels and the tongue and groove method used to join the lintels with each other.

There are several different theories about how the lintels, some of which weigh 8 tonnes, were placed on top of the uprights, the tallest of which is 6.5 metres above ground. It has been suggested that the lintels were dragged up a sloping ramp of earth or timber, but this involves a huge amount of preparation for each lintel.

Another method, which experiments have shown to work, is to lift the lintel on a platform of interlocking timbers. Starting at ground level, the ends of the lintel are raised in turn using levers. As each end is levered up, supporting timbers would have been put in place and the lintel rises as the platform grows in height. When the right height is reached, the lintel is levered sideways onto the upright stones.

Either of these methods is possible, but neither would have left any trace for **archaeologists** to find.



An illustration of one method that could have been used to place the heavy lintels on top of the upright stones; the stone is lifted on a growing tower of wooden platforms until the right height is reached.

## WHY WAS STONEHENGE BUILT?

We know that the earliest monument at Stonehenge was used as a place of burial but we don't know much about the activities carried out there once the stones had been added.

There is no evidence of anyone living at Stonehenge and it seems that, once the stones were in place, Stonehenge was kept clean and perhaps separate from everyday life. The only clues we have about how Stonehenge was used is the way that the stones were arranged.

The stones were placed to line up with the rising and setting of the sun at the midsummer and midwinter **solstices**. Stonehenge most likely played an important role in identifying the longest and shortest days of the year. People probably gathered for **ceremonies** at these times, to mark the passing of the seasons. Light meant life for prehistoric people, who relied on the sun to grow crops and raise healthy animals. This may be the reason why Stonehenge was built so carefully to line up with the movement of the sun.

Some archaeologists think that Stonehenge was a place of healing. Folk tales tell how water that has flowed over the bluestones has the power to heal, and these tales may have started in prehistoric times. This is perhaps why so much effort went into moving the bluestones such a long way, from the Preseli Hills in Wales. Another theory is that ceremonies took place here to honour dead ancestors buried at Stonehenge.

Archaeological evidence from the nearby **Durrington Walls** suggests that people travelled from long distances to gather here. It must have been an important, **sacred** place where prehistoric people gathered but exactly why Stonehenge was built still remains a mystery.



A reconstruction drawing showing people gathering to celebrate midwinter solstice at Stonehenge, c.2300 BC.



On the shortest day of the year (winter solstice) the sun sets between the two stones of the middle trilithon.

# GLOSSARY

TRICKY TERMS AND  
WHAT THEY MEAN

Below is a list of words you might come across while exploring Stonehenge. Use this Glossary to find out what they mean.

**antler pick** – a prehistoric digging tool used for loosening and moving earth, often made from red deer antler

**archaeologists** – people who learn about the past by studying the remains of buildings and objects found in the ground

**Aubrey Holes** – 56 evenly spaced pits that lie in a circle, just inside the bank at Stonehenge. They held either wooden posts or small stone pillars and were used to bury cremated human bones.

**Avenue** – the long, straight earthwork, made up of two parallel ditches and banks, which links Stonehenge to the river Avon

**Avon (river)** – the waterway that runs past Woodhenge and joins the sea at Bristol. It is linked with Stonehenge via the Avenue.

**Beaker pottery** – a different type of pottery brought over to England in the late Neolithic period by the Beaker people from mainland Europe

**bluestones** – the name used to describe the smaller stones at Stonehenge that came from the Preseli Hills in south-west Wales, named because they have a bluish-grey colour

**Bronze Age (2200 BC–800 BC)** – the period in prehistory (before written history) that followed the Stone Age and came before the Iron Age, when some weapons and tools were made using bronze rather than stone



A polished flint axe head found at Stonehenge. Polished axes were used to clear woodland, an essential task for early Neolithic farming communities. © Wiltshire Museum



A late Neolithic Beaker pot, dating to around 2200 BC. © Wiltshire Museum

**causewayed enclosure** – a type of early Neolithic enclosure with one, two or more circuits of ditch and bank that are ‘interrupted’ by many entrances (hence ‘causewayed’ – with many causeways across the ditch)

**ceremony** – a special occasion where people gather, usually to celebrate a religious event or important time of year

**chalk** – a white, soft, earthy limestone (calcium carbonate) which makes up most of the ground in the Stonehenge landscape

**cremation** – the act of burning a body with flames to reduce it to small pieces of bone

**curvus** – a type of long earthwork enclosure, mostly built in about 3500 BC (it’s thought they were for processions or acted as landscape boundaries)

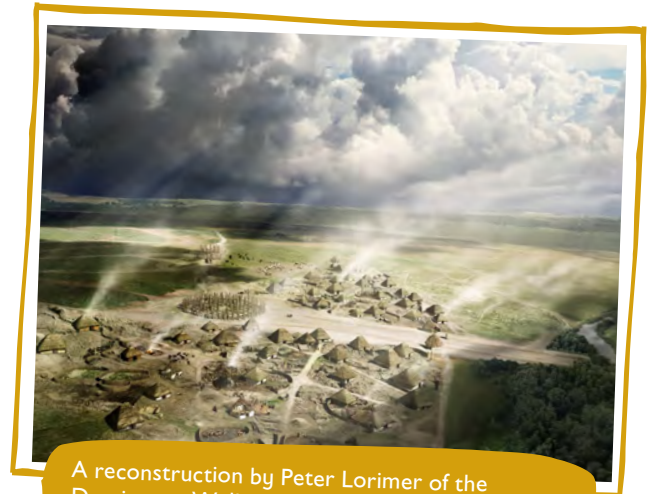
**Durrington Walls** – a huge henge built around 2500 BC, only 2 miles from Stonehenge. Excavations have shown that it was a major settlement (village) at the time Stonehenge was built, used for ceremony and feasting. It is probably where the Stonehenge builders lived.

**excavation** – the digging up and recording of archaeology

**hammerstone** – a hard boulder used to roughly shape the stones by taking off large chips

**henge** – a prehistoric circular enclosure, usually with a bank and ditch and sometimes with stone or timber circles inside

**lintel** – a horizontal stone that sits across two uprights. At Stonehenge five lintels are used for the trilithons and 30 are used in the sarsen circle.



A reconstruction by Peter Lorimer of the Durrington Walls settlement in around 2500 BC.

**long barrow** – a type of burial mound built over multiple cremations, flanked by ditches on either side

**monument** – a structure built to mark something important, sometimes used for rituals or placed over a grave in memory of the dead

**mortise and tenon** – the ‘cup and ball’ joints that lock together the upright and lintel stones of the sarsen trilithons and sarsen circle



A collection of hammerstones found at Stonehenge. © The Salisbury Museum

## Neolithic (c.4000–c.2200 BC)

– the ‘New Stone Age’, a period when the first monuments were built and farming was introduced as people grew crops and raised herds of animals on a larger scale

**prehistory** – the period in the past before writing was used. It is split into three time periods: the Stone Age, Bronze Age and Iron Age.

**replica** – an exact copy of something

**round barrow** – a type of Bronze Age burial mound, usually surrounded by a bank and/or ditch

**sacred** – having some special religious importance, often dedicated to a god or gods

**sarsen** – the type of hard pale sandstone transported from the Marlborough Downs and used at Stonehenge to create the sarsen circle and trilithons

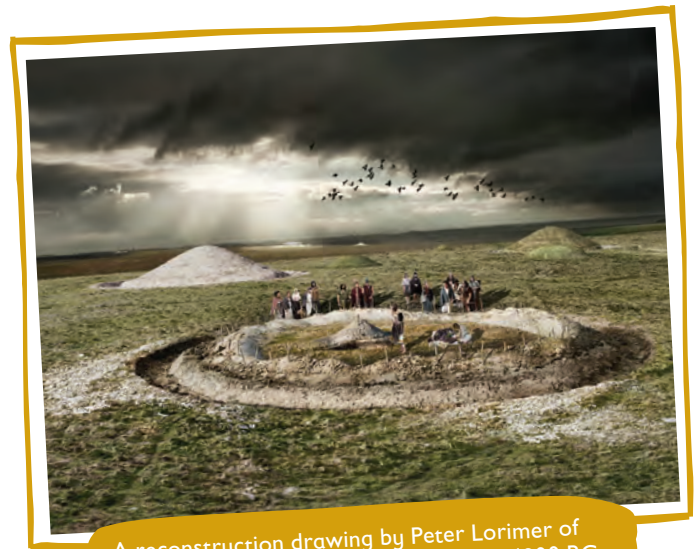
**solstice** – the longest (summer) and shortest (winter) days of the year

**Station Stone** – one of four sarsen stones, placed in a rectangle around the inner edge of the bank and ditch. Only two survive today.

## Stone Age

### (c.500,000–c.2200 BC)

– the period in prehistory made up of the Old (Palaeolithic), Middle (Mesolithic) and New (Neolithic) Stone Ages, before metal was first used. The term ‘lithic’ means stone.



A reconstruction drawing by Peter Lorimer of Bronze Age people burying a woman c.1900 BC.

**tongue and groove** – the joint used to lock together the horizontal lintels that formed the top of the sarsen circle trilithon – a free-standing structure made up of three stones (‘tri’=three, ‘lithon’=stone)

**wrist-guard** – a piece of equipment that covers the inside of an archer’s arm to protect it while firing arrows



STONE AGE

c.500,000 BC–c.2200 BC

BRONZE AGE

c.2200 BC–c.800 BC

**c.4000 BC**

The start of the Neolithic period, with the arrival of the first domestic animals and first pottery in Britain.



**c.2400 BC**

The earliest metal (copper and gold) is used in Britain for the first time.



**2200 BC**

Bronze metal is used in Britain for the first time.



4000 BC

2000 BC

**3500 BC**

Two cursus monuments and several long barrows are built in the Stonehenge landscape.

**3000 BC**

The first phase is built – the bank and ditch. Fifty six large pits (now known as Aubrey Holes) are dug inside the enclosure, possibly to hold wooden posts or small upright stones.

**2500 BC**

The second phase is built - a stone circle made of sarsens and bluestones.

**2300 –2200 BC**

The bluestones are rearranged. The Avenue is built to link Stonehenge to the River Avon.

**2300–1700 BC**

More than 400 Bronze Age barrows are built in the Stonehenge landscape.

**1800 BC**

Near Stonehenge, the Bush Barrow burial mound was made for a man buried with special objects made of gold and bronze.

**1800–1500 BC**

Carvings of daggers and axes were made on the Stonehenge stones as decorations.



NEOLITHIC PERIOD

c.4000 BC–c.2200 BC

BRONZE AGE

c.2200 BC–c.800 BC





IRON AGE

c.800 BC-AD 43

ROMANS

**c. 800 BC**

The discovery of iron changes how people live their lives. Iron is easier to find and use than copper, and tools and weapons made from iron are found to be stronger.

**c. 800 BC-AD 43**

Big hillforts are built to claim land and protect tribes of people inside them.

**43 AD**

The Romans arrive to conquer Britain.

**122-128 AD**

Emperor Hadrian builds a wall to defend northern Roman-occupied Britain from invasion by Pict tribes.

**410 AD**

The Romans leave Britain.

800 BC

AD 1

**700 BC**

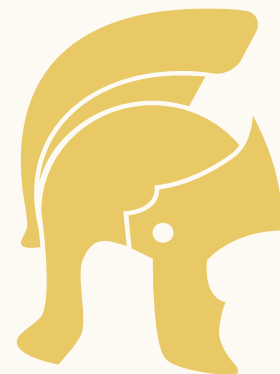
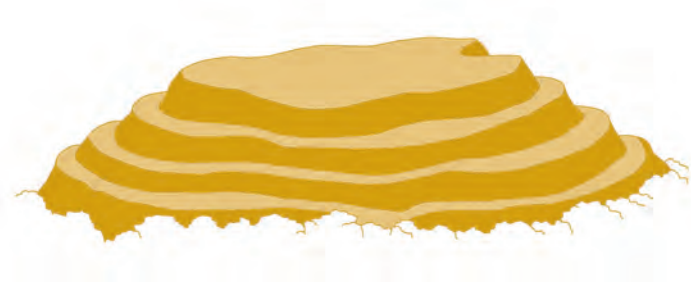
A hillfort at Vespasian's Camp, near the river Avon was built and lived in. The hillfort was less than 2 miles away from Stonehenge.

**AD 43-410**

Some of the bluestones are 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.

The Romans might have used Stonehenge as a place to worship their gods.



IRON AGE

c.800 BC-AD 43

1ST-5TH CENTURIES

ANGLO-SAXONS, VIKINGS AND BRITONS

NORMANS  
1066–1154

PLANTAGENETS  
1154–1485

AD 410

After the Romans leave Britain, Anglo-Saxon people begin to settle.



AD 450

Britain is divided up into the Seven Kingdoms:

Northumbria, Mercia, Anglia, Wessex, Essex, Sussex and Kent.

1066

William the Conqueror wins the Battle of Hastings and becomes William I (r.1066–87), the first Norman king of England.



1086

Domesday Book is completed.

1215

King John signs Magna Carta.

1455–87

The Wars of the Roses.

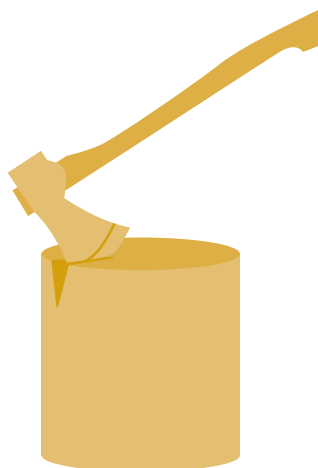
AD 4

1000

AD 410–1066

Some historians think it was the Anglo-Saxons who named Stonehenge. In Anglo-Saxon the word 'henge' meant 'hanging' so Stonehenge meant 'hanging stones'.

The land around Stonehenge is mainly used for grazing sheep.



AD 645

A man with his head chopped off is buried at Stonehenge. He may have been an executed criminal.

1086

Amesbury is recorded in Domesday Book.



1130

The first written description about Stonehenge is produced.

1300–1350s

The three earliest known pictures of Stonehenge are created.

5TH–11TH CENTURIES

11TH–15TH CENTURIES

TUDORS  
1485–1603

STUARTS  
1603–1714

GEORGIANS  
1714–1837

1509–47

Reign of Henry VIII.

1558–1603

Reign of Elizabeth I.

1642–51

The English Civil War.



1660

Restoration of the monarchy.



1707

The Acts of Union unite the kingdoms of England and Scotland and create Great Britain.

1714–27

Reign of George 1.

1832

The Reform Act gives more people the right to vote.

1500

1700

1620s

George Villiers, 1st Duke of Buckingham organises excavations, hoping to find gold but only finds animal bones and burnt coal.

1633–1652

The architect Inigo Jones studies Stonehenge and believes it was built by the Romans.



1666

John Aubrey, an early archaeologist, makes the first accurate drawing of Stonehenge. He also notices 56 pits (later named 'Aubrey Holes' after him).

1719–40

William Stukeley, an archaeologist, does a survey of Stonehenge every summer, and believes it was built by Druids. Stukeley is the first person to use the Ancient Greek term 'trilithon', meaning 'three stones'. He also discovers that the stones were deliberately lined up with the movements of the sun.

3 January 1797

One of the trilithons collapses.

16TH & 17TH CENTURIES

18TH CENTURY

VICTORIANS  
1837-1901

WW1  
1914-18

WW2  
1939-45

1826

The world's first photograph is taken.

1837-1901

Reign of Queen Victoria.

1845

The arrival of the railway.



1914-18

First World War.

1939-45

Second World War.



1800

1900

1853

William Russell Sedgfield takes the first ever photograph of Stonehenge.

1915

Cecil Chubb buys Stonehenge at auction for £6,600 (£700,000 in today's money).

1874-77

Egyptologist Sir William Matthew Flinders Petrie comes up with a numbering system for the stones that archaeologists still use today.

1917

An aerodrome is built to the west of Stonehenge and it becomes the No. 1 School of Aerial Navigation and Bomb Dropping.

1880

Prince Leopold, Queen Victoria's youngest son visits Stonehenge for a picnic. More visitors come and begin to damage the site by leaving litter and scratching names into the stones.

1918

Cecil Chubb gives Stonehenge to the State. This means it belongs to the people of Britain.

1893

Archaeologist General Augustus Pitt Rivers writes about the damage caused by tourism at Stonehenge.

1939-45

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

1986

Stonehenge is put on the World Heritage List.

19TH  
CENTURY

20TH  
CENTURY

# STONEHENGE TIMELINE

# SELF-LED ACTIVITY

## VIDEO RESEARCH



KS1-2

### Recommended for

KS1 & KS2 (History)

### Learning objectives

- Develop independent research skills, using reliable sources of information.
- Gather information about prehistoric life, and investigate when, how and why Stonehenge was built.



Preview of 'A Mini Guide to Prehistoric Monuments', which you can watch on YouTube to find out about different types of prehistoric monuments, including stone circles.



Preview of 'A 360° View of Stonehenge', which gives you virtual access to the centre of the stone circle.

### SUMMARY

Experts at English Heritage have produced lots of fun and informative videos about prehistory and Stonehenge, which you can find on the English Heritage YouTube channel.

We suggest you watch these five videos with pupils before your visit:

1. **A Mini Guide to Prehistoric Monuments** (2 min 24 sec)

<https://youtu.be/DBnWxKaxLIU>

2. **How Was Stonehenge Created?** (1 min 44 sec)

<https://youtu.be/iy0CfYdIhWg>

3. **How to Make Prehistoric Cheese** (3 min 41 sec)

<https://youtu.be/jVx-O9ZYa3A>

4. **How to Make Prehistoric Pottery** (5 min 18 sec)

<https://youtu.be/nr1I1JbKlvk>

5. **A 360° View of Stonehenge** (3 min 16 sec)

[https://youtu.be/\\_RyqUIrIFmk](https://youtu.be/_RyqUIrIFmk)

For more videos, browse our **Stonehenge YouTube playlist**:

[www.youtube.com/](http://www.youtube.com/)

[playlist?list=PLx2QMoA1Th9e8GcNqClcZULYhJk\\_rxzhR](https://www.youtube.com/playlist?list=PLx2QMoA1Th9e8GcNqClcZULYhJk_rxzhR)

Once students have watched the videos, they could write down three questions to explore further when they visit Stonehenge.

### MORE LEARNING IDEAS

Back in the classroom, watch our education film online, created by students from Wiltshire College: [www.english-heritage.org.uk/visit/places/stonehenge/schools/education-film](http://www.english-heritage.org.uk/visit/places/stonehenge/schools/education-film)

Using this as inspiration, get students to make their own films about how and why Stonehenge was built.

# SELF-LED ACTIVITY

## A CHANGING LANDSCAPE



### Recommended for

KS3 & KS4+  
(Geography, History)

### Learning objectives

- Understand what the landscape around Stonehenge has looked like from before the monument was first built through to the present day.
- Learn new terminology before your visit in order to describe and identify some Stonehenge landscape features during your visit.



An aerial view of the Stonehenge Cursus and the cursus barrows, lying to the north of the stone circle.

### SUMMARY

Before your visit, use the Glossary to introduce students to key words such as: henge, cursus, long barrow, round barrow, Avenue, causewayed enclosure, Durrington Walls.

Once students are familiar with these terms, explore our **interactive landscape maps** online: [www.english-heritage.org.uk/visit/places/stonehenge/history-and-stories/stonehenge-landscape](http://www.english-heritage.org.uk/visit/places/stonehenge/history-and-stories/stonehenge-landscape)

You can move between the four maps to see the Stonehenge landscape at different periods, and open the image windows to find out more about each feature. You could do this as a whole class, using a smart board, or ask students to explore independently on individual computers. Ask students to identify three differences in the landscape from before, during and after Stonehenge.

During your visit, take students into the exhibition, and gather them in front of the huge landscape timeline projected on the wall. Ask them to watch the video of the transforming landscape and take note of the most noticeable changes made to the landscape in the time before, during and after Stonehenge.

You might want to walk from the visitor centre to the monument to get to know the landscape better. You could ask students to take photographs of interesting features they spot along the way. When you get to the monument you will see Stonehenge, surrounded by many round barrows that dot the landscape.

### MORE LEARNING IDEAS

Back in the classroom, explore this interactive map created by Historic England to find out about the latest in-depth research into the Stonehenge World Heritage Site landscape:

<https://services.historicengland.org.uk/rrstonehenge> You could also compile any photos students have taken into a class archive.



# AT STONEHENGE

Activities for students to do at Stonehenge to help them get the most out of their learning.

# STONEHENGE SITE TOUR

DISCOVER OUR TOP THINGS TO SEE

See if you can find all of these things and complete each challenge. KS1 students can use the tick list at the back while their teacher guides them around. KS2 students may want to lead their own learning in small groups.

**Can't find your way?**  
Use the aerial photos at the back to help.



## 1 3D MODELS

Model 1 (5,000 years ago) shows the earliest 'henge' monument and model 2 (4,500 years ago) represents how the sarsen stones and bluestones were first arranged. The bluestones were eventually rearranged, as shown by model 3 (4,200 years ago). Finally, model 4 shows how Stonehenge looks today.

**WHERE ARE THEY?** In the exhibition, along the wall



DID YOU FIND THEM?

### CHALLENGE TIME!



**Spot** the difference between model 3 and model 4. Which parts are still standing and which parts have fallen down?

### DID YOU KNOW?



The altar stone you can see on model 3 now lies underneath a huge stone that fell on top of it when a nearby trilithon collapsed.





## 2 SKELETONS

The skeleton standing upright in the case is an early Neolithic man, who lived in the time before Stonehenge was built. The other skeleton is an early Bronze Age man. He is lying crouched in the bottom of the case, as he was found when his grave was excavated.

**WHERE ARE THEY?** In the exhibition, in glass cases

DID YOU FIND THEM?

### CHALLENGE TIME!



Look closely at each skeleton and **find out**: his age at death and one other fact.

### DID YOU KNOW?



In the Stone Age, tools were mostly made from wood, stone and bone. Technology moved on in the Bronze Age, when people made more metal objects.

## 3 STONE-SHAPING TOOLS

Clever joints were carved into the top of the standing stones so that lintels (horizontal stones) could sit on top without falling off. They were shaped using hammerstones.

**WHERE ARE THEY?** In the exhibition, in the glass case called 'How was Stonehenge built?'



### CHALLENGE TIME!



These hammerstones vary in size. **Decide** which size you would use for smoothing the surface of a stone.

### DID YOU KNOW?



Stonehenge is the only stone circle in the world where the stones have been purposely shaped.

DID YOU FIND THEM?



## 4 DIGGING TOOLS

The bank and ditch were the first parts of Stonehenge to be built. They were made from chalk, dug up and moved using some of the objects you can see in the case.

**WHERE ARE THEY?** In the exhibition, in the glass case called 'How was Stonehenge built?'

DID YOU FIND THEM?

### CHALLENGE TIME!



**Discuss** what it might have been like to dig up the hard, chalky earth using these basic tools.

### DID YOU KNOW?



Deer antlers were used like pickaxes or rakes to loosen the earth.

## 5 NEOLITHIC HOUSES

The people who built Stonehenge would probably have lived in houses like these. The roof and walls were made of hazel wood and chalk, and the people slept on simple beds made of wood, with warm animal skins.

**WHERE ARE THEY?** Outside, behind the exhibition building



### CHALLENGE TIME!



**Stand** inside the Neolithic house and **imagine** the sights, sounds and smells you'd experience while a meal was being cooked.

### DID YOU KNOW?



The people who built Stonehenge ate pigs, cows, red deer, cheese, fruit, berries, nuts and cereals, which they cooked on the fire in the centre.

DID YOU FIND THEM?



## 6 BANK AND DITCH

The bank and ditch were originally white because the ground is made of chalk. Just inside the bank, archaeologists discovered a circle of 56 pits called the Aubrey Holes which held stones or wooden posts.

**WHERE ARE THEY?** Surrounding the stone circle

**DID YOU FIND THEM?**

### CHALLENGE TIME!



**Imagine** using an antler pick to dig this ditch.  
**Mime** digging and see how long it takes you to get tired.

### DID YOU KNOW?



The bank and ditch were the first things to be built at Stonehenge, long before any stones were put in place.

## 7 SARSEN STONES

The sarsen circle originally had 30 upright stones. Two round lumps were shaped into the top of each to help join them to the holes in the lintels placed on top. Inside the stone circle there are some trilithons, made of three sarsens.

**WHERE ARE THEY?** At the stone circle



### CHALLENGE TIME!



**Look** closely at the horizontal lintels on top of the upright stones. How do you think the builders of Stonehenge got them up there?

### DID YOU KNOW?



There were originally five trilithons in the centre, arranged in a horseshoe.

**DID YOU FIND THEM?**



## 8 'WHY?' PANEL

There are three main theories as to why Stonehenge was built: 1) It was a huge calendar, used to chart the annual movement of the sun. 2) It was a sacred burial site, used to bury cremated remains. 3) It was a place of healing, using the supposed powers of the bluestones.

**WHERE IS IT?** On the path around the monument

**DID YOU FIND IT?**

### CHALLENGE TIME!



**Decide** for yourself which of the three theories you most agree with. Make sure you can explain your choice.

### DID YOU KNOW?



On the longest day of the year (summer solstice) thousands of people gather to watch the sun shine its first rays into the heart of Stonehenge.

## 9 BLUESTONES

Inside the sarsen circle is what remains of the bluestone circle. Closer to the centre, there is a trilithon horseshoe and, inside that, a bluestone horseshoe. The bluestone horseshoe originally had 19 pillars, each carefully shaped.

**WHERE ARE THEY?** At the monument, seen from the path



### CHALLENGE TIME!



**Spot** the bluestones – can you see some of the ones still standing in the outer circle? **Move** about on the path until you can see them!

### DID YOU KNOW?



The bluestones used in the horseshoe are a type called 'spotted dolerite', the most attractive of the bluestones found in the Preseli Hills in south-west Wales.

**DID YOU FIND THEM?**



ENGLISH HERITAGE  
EDUCATION

KSI-2

# STONEHENGE SITE TOUR

DISCOVER OUR TOP  
THINGS TO SEE

See if you can find all of these things.  
Tick each one off as you find it.



**1** 3D MODELS



**2** SKELETONS



**3** STONE-  
SHAPING  
TOOLS



**4** DIGGING  
TOOLS



**5** NEOLITHIC  
HOUSES



**6** BANK AND  
DITCH



**7** SARSEN  
STONES



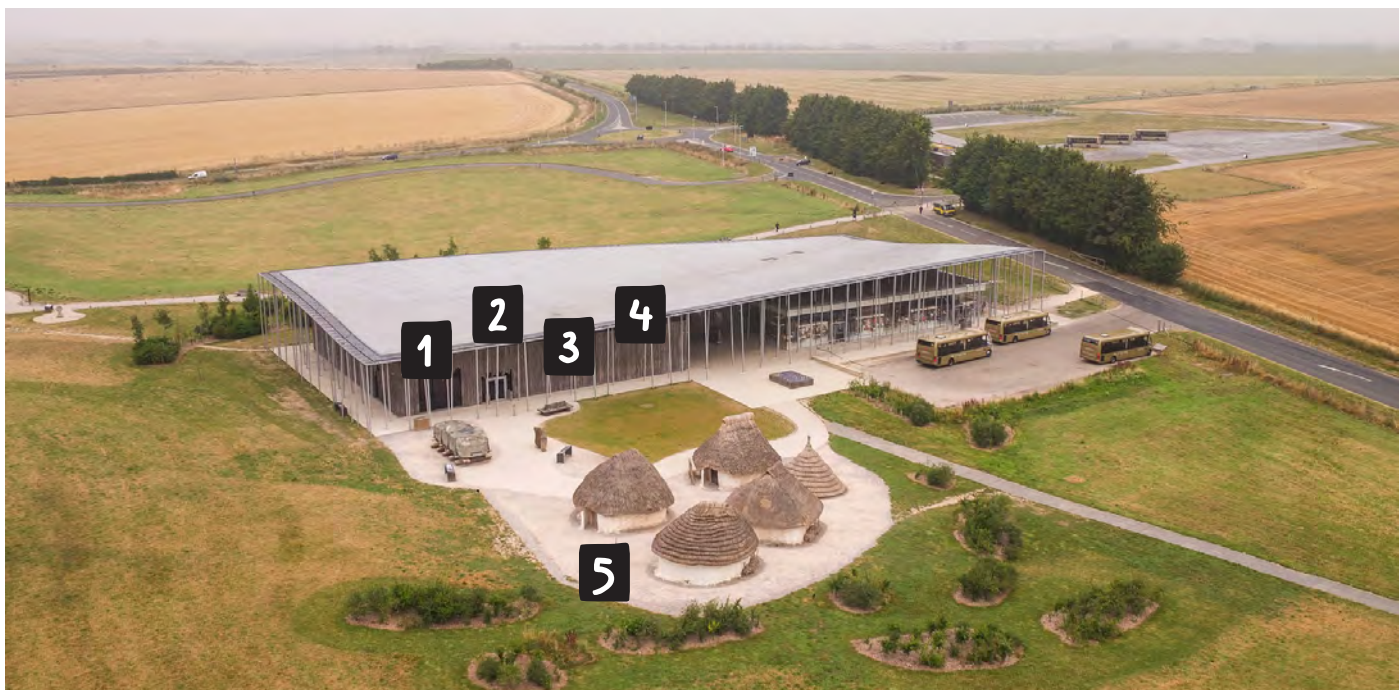
**8** 'WHY?' PANEL



**9** BLUESTONES



# STONEHENGE SITE TOUR MAP



- |          |                     |          |                  |          |               |
|----------|---------------------|----------|------------------|----------|---------------|
| <b>1</b> | 3D models           | <b>4</b> | Digging tools    | <b>7</b> | Sarsen stones |
| <b>2</b> | Skeletons           | <b>5</b> | Neolithic houses | <b>8</b> | 'Why?' panel  |
| <b>3</b> | Stone-shaping tools | <b>6</b> | Bank and ditch   | <b>9</b> | Bluestones    |

## WHAT I'VE LEARNT

I think the best thing to see at Stonehenge is:

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The most interesting thing I've learnt today is:

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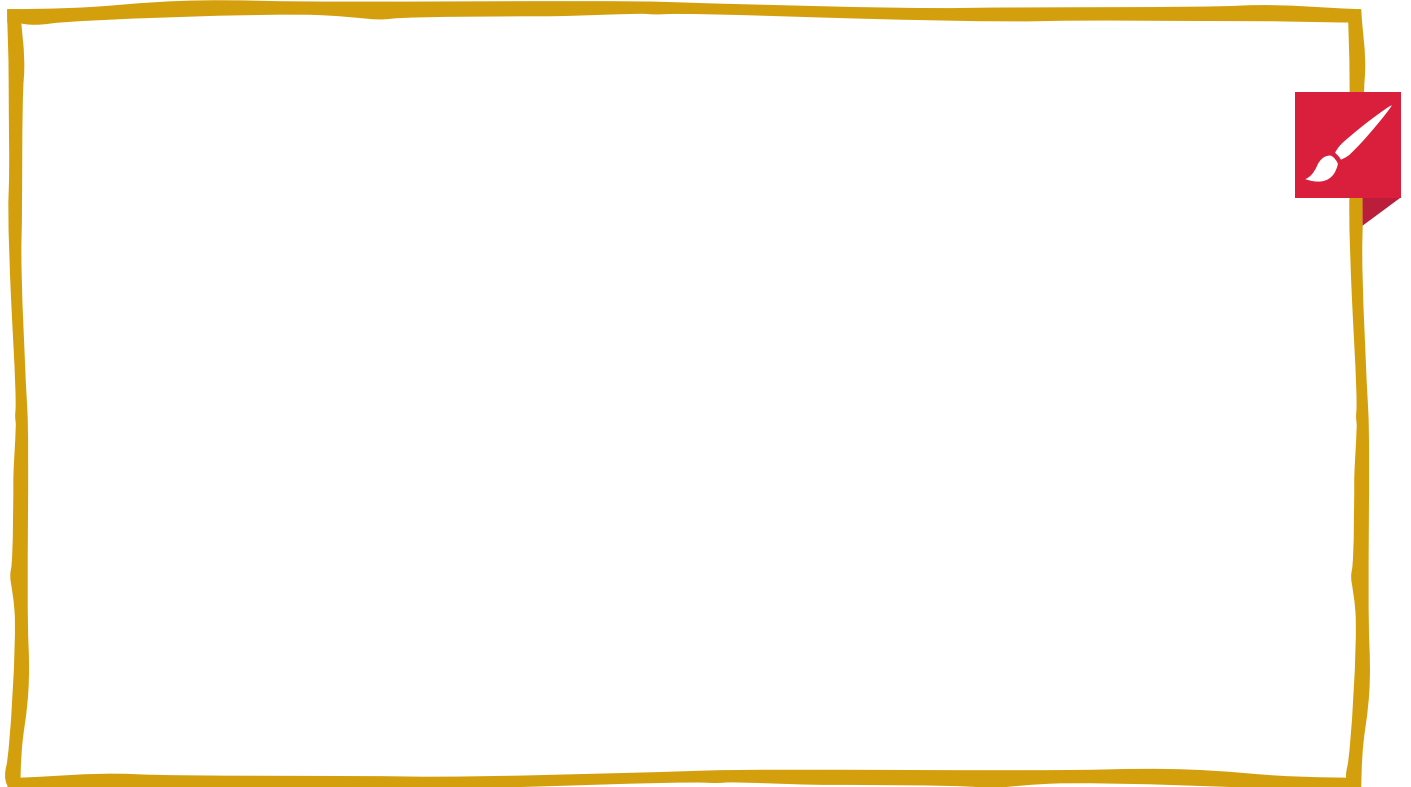
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I want to know more about:

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**Draw** a picture inspired by your visit to Stonehenge:



# SELF-LED ACTIVITY

## EXHIBITION EXPLORERS



KS2

### Recommended for

KS2 (History)

### Learning objectives

- Explore the exhibition and use observational skills to make deductions.
- Understand that questions about prehistory can only be investigated through archaeological remains that have survived.



In the first exhibition space you come to, you can watch a 360° video of Stonehenge changing through time.



There are five glass cases to explore in the main exhibition, containing objects and information to help answer students' questions.

### SUMMARY

This activity has been designed based on a ratio of 30 students to 5 adults and is structured around the students working in groups. It might be helpful to organise these groups before entering the exhibition.

During your visit, enter the exhibition space and gather your class in the middle of the 360° video area. Once you have watched the video, put students into five groups and ask each group to answer one of the following questions by hunting for information in the exhibition:

#### Group 1: How was Stonehenge built?

Helpful hint: look for the glass case with the antler picks and hammerstones.

#### Group 2: How did the people who built Stonehenge live?

Helpful hint: look for the glass case that says 'Who built Stonehenge?' and spot the illustration of a Neolithic house.

#### Group 3: What is the difference between the Stone Age and the Bronze Age?

Helpful hint: look for the glass cases displaying skeletons and compare the two.

#### Group 4: How has the physical layout of Stonehenge changed over time?

Helpful hint: look for the 3D models of Stonehenge's different building phases.

#### Group 5: Why was Stonehenge built?

Helpful hint: find the video screens, arranged in a cross shape, and watch the short videos to hear some different theories.

Once students have had enough time to find out some facts, bring them back together to share what they've learnt with the rest of the class. You can use the **Historical Information** we've provided to help them refine their answers.

### MORE LEARNING IDEAS

As well as the main exhibition, we would encourage you to visit the special exhibition which changes periodically. You can also visit the reconstructed Neolithic houses in the outside exhibition space.



# STONEHENGE SITE TOUR

DISCOVER OUR TOP THINGS TO SEE

See if you can find all of these things and complete each challenge. You might like to work in small groups or on your own.

Can't find your way? Use the aerial photos at the back to help.



## 1 3D MODELS

Model 1 (5,000 years ago) shows the earliest 'henge' monument and model 2 (4,500 years ago) represents how the sarsen stones and bluestones were first arranged. The bluestones were eventually rearranged, as shown by model 3 (4,200 years ago). Finally, model 4 shows how Stonehenge looks today.

WHERE ARE THEY? In the exhibition, along the wall



DID YOU FIND THEM?

### CHALLENGE TIME!



Touch the models and discuss the key developments you notice, starting with the first one and working your way along.

### DID YOU KNOW?



The altar stone you can see on model 3 now lies underneath a huge stone that fell on top of it when a nearby trilithon collapsed.



## 2 SKELETONS

The skeleton standing upright in the case is an early Neolithic man, who lived in the time before Stonehenge was built. The other skeleton is an early Bronze Age man. He is lying crouched in the bottom of the case, as he was found when his grave was excavated.

**WHERE ARE THEY?** In the exhibition, in glass cases

DID YOU FIND THEM?

### CHALLENGE TIME!



**Look** closely at each skeleton and **find out**: his age at death, the date he died and two other facts.

### DID YOU KNOW?



Technology moved on in the Bronze Age, when people made more metal objects, like the ones on display in the Bronze Age toolkit.

## 3 STONE-SHAPING TOOLS

Mortise and tenon joints were carved into the top of the standing stones so that lintels (horizontal stones) could sit on top without falling off. They were shaped using hammerstones.

**WHERE ARE THEY?** In the exhibition, in the glass case called 'How was Stonehenge built?'



### CHALLENGE TIME!



**Discuss** how long it would take to shape each stone using just hammerstones. What skills and abilities would you need to do this successfully?

### DID YOU KNOW?



Stonehenge is the only stone circle in the world where the stones have been purposely shaped.

DID YOU FIND THEM?



## 4 DIGGING TOOLS

The bank and ditch were the first parts of Stonehenge to be built. They would have been made from chalk, dug up and moved using some of the objects you can see in the case.

**WHERE ARE THEY?** In the exhibition, in the glass case called 'How was Stonehenge built?'

DID YOU FIND THEM?

### CHALLENGE TIME!



**Imagine** digging up the hard, chalky earth using only these basic tools. **Decide** how you would do it today and what tools you would use.

### DID YOU KNOW?



Deer antlers were used like pick axes or rakes to loosen the earth.

## 5 NEOLITHIC HOUSES

The people who built Stonehenge would probably have lived in houses like these. The roof and walls were made of hazel wood and chalk, and the people slept on simple beds made of wood, with warm animal skins.

**WHERE ARE THEY?** Outside, behind the exhibition building



### CHALLENGE TIME!



**Stand** inside a Neolithic house and **imagine** a meal being cooked over a fire in the centre. What do you think happened to the smoke from the fire? **Why?**

### DID YOU KNOW?



The people who built Stonehenge ate pigs, cows, red deer, cheese, fruit, berries, nuts and cereals, which they cooked on the fire in the centre.

DID YOU FIND THEM?



## 6 BANK AND DITCH

The bank and ditch were originally white because the ground is made of chalk. Just inside the bank, archaeologists discovered a circle of 56 pits called the Aubrey Holes which held stones or wooden posts.

**WHERE ARE THEY?** Surrounding the stone circle

DID YOU FIND THEM?

### CHALLENGE TIME!



**Spot** the main entrance to the enclosure by finding the Heel Stone (a large, unshaped sarsen).

### DID YOU KNOW?



Lying flat, inside the entrance, is the Slaughter Stone. The Victorians wrongly thought it was used for sacrifices. It actually used to be upright.

## 7 SARSEN STONES

The sarsen circle originally had 30 upright stones. Two round lumps were shaped into the top of each upright to help join them to the holes in the lintels placed on top. Inside the stone circle there are some trilithons, made of three sarsen stones.

**WHERE ARE THEY?** At the stone circle



### CHALLENGE TIME!



**Look** closely at the horizontal lintels on top of the upright stones. How do you think the builders of Stonehenge got them up there?

### DID YOU KNOW?



There were originally five trilithons in the centre, arranged in a horseshoe. They were graded in size, with the tallest, the Great Trilithon, at the back of the horseshoe.

DID YOU FIND THEM?



## 8 'WHY?' PANEL

There are three main theories as to why Stonehenge was built: 1) It was a huge calendar, used to chart the annual movement of the sun, 2) It was a sacred burial site, used to bury cremated remains, 3) It was a place of healing, using the supposed powers of the bluestones.

**WHERE IS IT?** On the path around the monument

DID YOU FIND IT?

### CHALLENGE TIME!



Using the evidence you have seen today, **decide** for yourself which of the three theories you most agree with. Make sure you can explain your choice.

### DID YOU KNOW?



On the longest day of the year (summer solstice) thousands of people gather to watch the sun rise behind the Heel Stone.

## 9 BLUESTONES

Inside the sarsen circle is what remains of the bluestone circle, originally made up of 60 natural bluestones. Closer to the centre, there is a trilithon horseshoe and, inside that, a bluestone horseshoe that originally included 19 pillars, each carefully shaped.

**WHERE ARE THEY?** At the monument, seen from the path



### CHALLENGE TIME!



**Spot** the bluestones – can you see some still standing in the outer circle, and what's left of the bluestone horseshoe towards the centre?

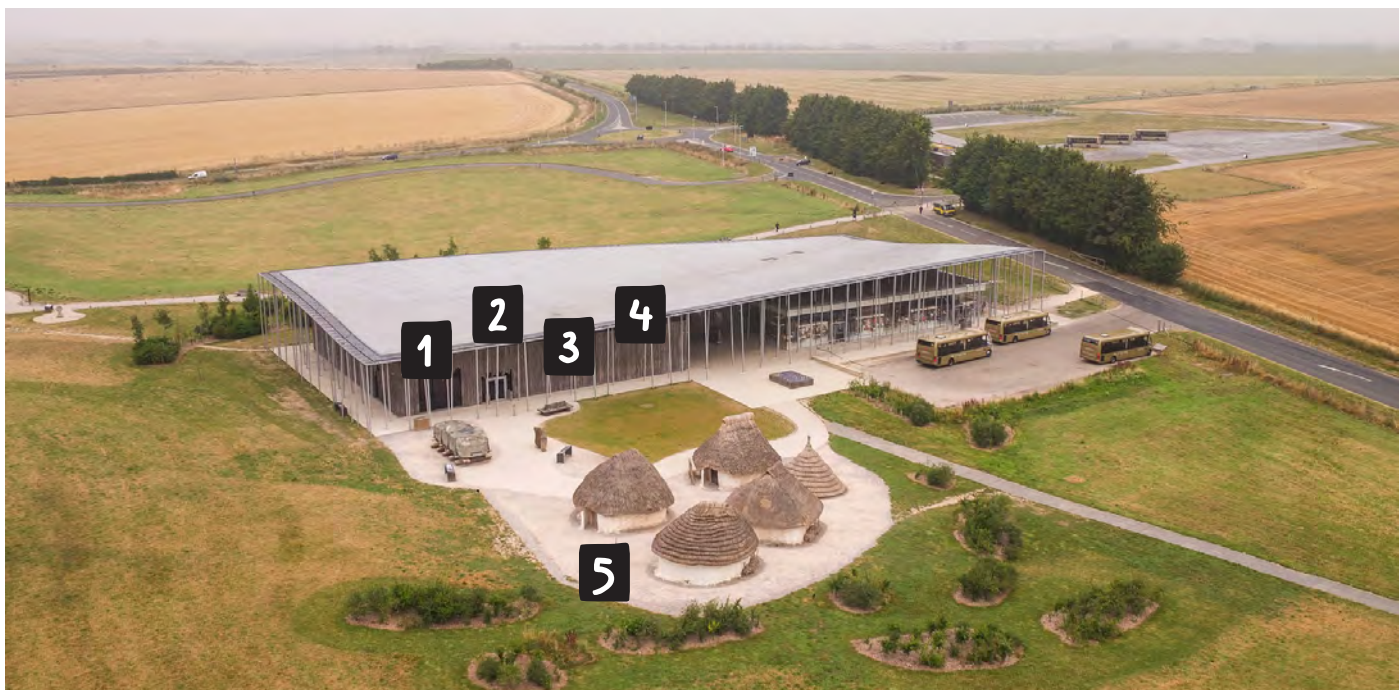
### DID YOU KNOW?



The bluestones used in the horseshoe are a type called 'spotted dolerite', the most attractive of the bluestones found in the Preseli Hills in south-west Wales.

DID YOU FIND THEM?

# STONEHENGE SITE TOUR MAP



- |                              |                           |                        |
|------------------------------|---------------------------|------------------------|
| <b>1</b> 3D models           | <b>4</b> Digging tools    | <b>7</b> Sarsen stones |
| <b>2</b> Skeletons           | <b>5</b> Neolithic houses | <b>8</b> 'Why?' panel  |
| <b>3</b> Stone-shaping tools | <b>6</b> Bank and ditch   | <b>9</b> Bluestones    |

# WHAT I'VE LEARNT

I think the best thing to see at Stonehenge is:

.....

.....

The most interesting thing I've learnt today is:

.....

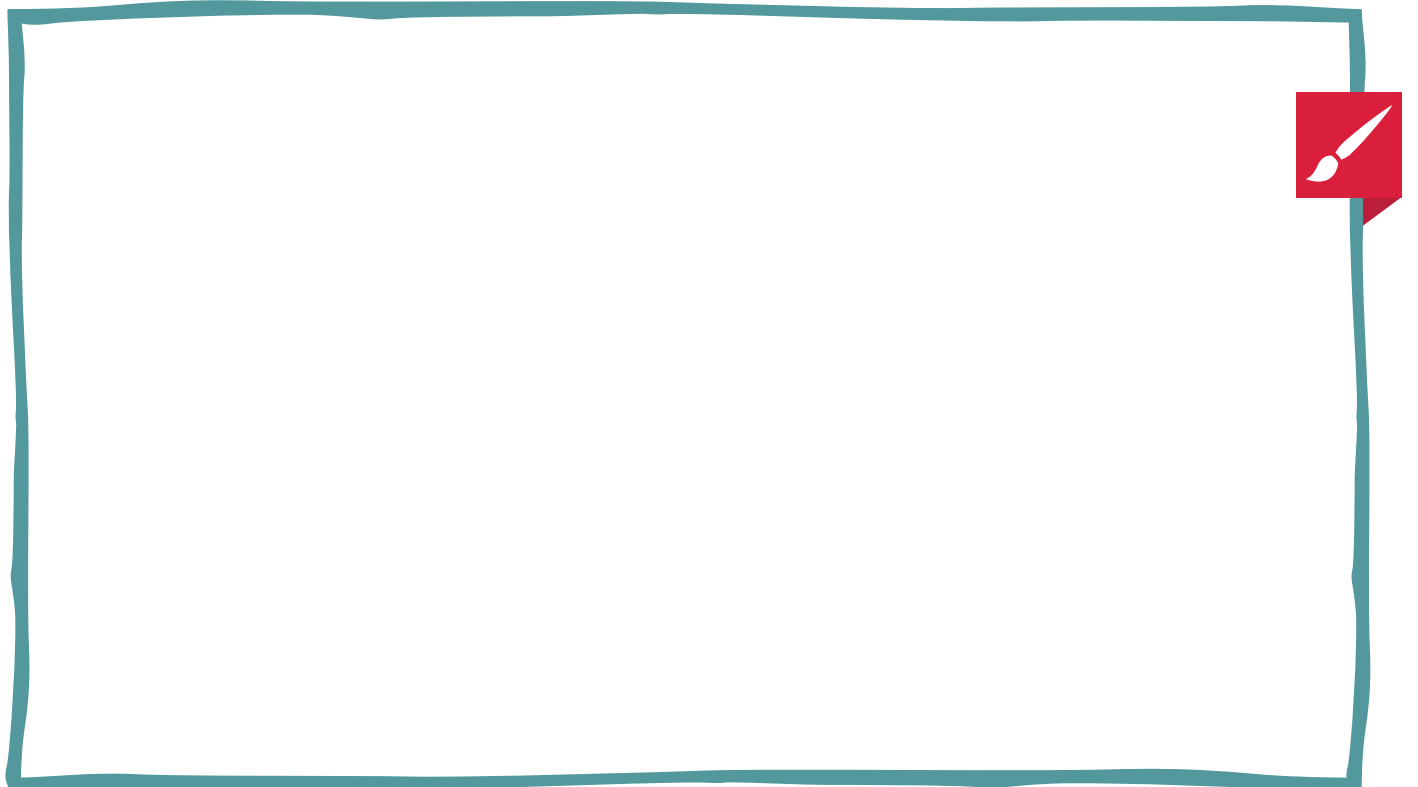
.....

I want to know more about:

.....

.....

**Draw** a picture inspired by your visit to Stonehenge:



# SELF-LED ACTIVITY

## STONEHENGE

### INVESTIGATORS



KS3

KS4+

#### Recommended for

KS3 & KS4+ (History)

#### Learning objectives

- Understand that questions about prehistory can only be investigated through archaeological remains that have survived.
- Gather information about when, why and how Stonehenge was created.
- Develop independent research skills, using reliable sources of information.



Preview of our [online object collection](#), which students can use to help with their research.

#### SUMMARY

Ask students to create a list of primary and secondary sources that they could use to investigate the history of the site before, during and after their visit. As with all prehistoric sites, there is an absence of written sources but the objects on display at Stonehenge and the remains of the monument itself are reliable primary sources.

During your visit, put students into five groups and ask each group to answer one of the following enquiry questions:

#### Group 1: How was Stonehenge built?

Helpful hint: look for the glass case with the antler picks and maul stones.

#### Group 2: How did the people who built Stonehenge live?

Helpful hint: look for the glass case that says 'Who built Stonehenge?' and spot the illustration of a Neolithic house.

#### Group 3: What is the difference between the Stone Age and the Bronze Age?

Helpful hint: look for the glass cases displaying skeletons and compare the two.

#### Group 4: How has the physical layout of Stonehenge changed over time?

Helpful hint: look for the 3D models of Stonehenge's different building phases.

#### Group 5: Why was Stonehenge built?

Helpful hint: find the video screens and watch the short videos to hear some different theories.

Once students have had enough time to find out some facts, bring them back together to share what they've learnt with the rest of the class.

#### MORE LEARNING IDEAS

As well as the main exhibition, we would encourage you to visit the special exhibition, which changes periodically, plus the reconstructed Neolithic houses in the outside exhibition space.



# SELF-LED ACTIVITY

## SKETCHING THE STONES



KS3

KS4+

### Recommended for

KS3 & KS4+ (History, Art)

### Learning objectives

- Consider how Stonehenge has been and can still be used as inspiration for works of art.
- Use Stonehenge as a stimulus for a piece of original artwork.
- Gain an understanding of the artwork of the Romantic period.



A painting of Stonehenge by J M W Turner, created in 1828.  
© Public Domain



A watercolour painting by John Constable, painted in 1835.  
© Public Domain

### SUMMARY

Romantic painting became very popular in Europe in the late 1700s and early 1800s. It was characterised by its search for the dramatic, the heroic, the unusual and the mysterious. As such, the remains of Stonehenge inspired the sketches and paintings of Romantic artists such as John Constable and J M W Turner.

During your visit, ask students to look at the appearance of Stonehenge today and compare it with the Romantic paintings in the left-hand column. How do these artists' impressions of Stonehenge differ from reality? Ask them to identify what elements characterise a Romantic view of a landscape or building, e.g. watercolour, loose brushwork, dramatic skies, enhancing mystery and beauty.

Get students to walk along the perimeter path around Stonehenge and find an angle that captures their imagination. They should stop there for 15–20 minutes and try to sketch the scene in a Romantic style. They could note down words to describe the mood and atmosphere at Stonehenge (e.g. eerie, bright, peaceful, stark, stormy) and try to enhance this in their artistic impression.

### MORE LEARNING IDEAS

Back in the classroom, students can turn their sketches into a watercolour, oil or acrylic painting, trying to use the key characteristics of the Romantic style.



# POST-VISIT

Activities and information to help you extend your students' learning back in the classroom.

# SELF-LED ACTIVITY

## BISCUIT HENGE



KS1-2

### Recommended for

KS1 & KS2 (History, Maths)

### Learning objectives

- Understand that Stonehenge was made up of sarsens and bluestones and identify how these were laid out.
- Appreciate the overall scale of Stonehenge and the comparative size of its component parts.



Example of a biscuit henge made by a Year 3 class at St Mary's Catholic Primary School, in Swanage.

### SUMMARY

Create a scale model of Stonehenge's final phase, when the bluestones were rearranged c.2200 BC. Use the measurements on the next page to calculate a manageable size for the stones you are going to use to build your scale model. We recommend a scale of  $\frac{1}{12}$  or less. The important contrasts at this scale are between the smaller bluestones and the larger sarsens.

You could use rectangular-shaped biscuits to build your scale model of Stonehenge. A larger diagram is provided on the next page to make sure students are confident with the layout of the stone circle. Work from the inside out to construct your scale model.

Shortbread biscuits make excellent sarsen stones and are even the right colour. Pink wafers and bourbons will balance well to form lintelled structures.

Alternatively, vegetables such as carrots and potatoes are easy to sculpt into the right shapes. You can even try shaping the mortise and tenon joints that allow the uprights and the lintels to fit together.

### MORE LEARNING IDEAS

If you are feeling adventurous, you could use cardboard boxes to construct a  $\frac{1}{4}$  scale sarsen trilithon, or even the whole trilithon horseshoe. You may need to do this outside. Electrical retailers are good sources of cardboard as fridges and other white goods come in big boxes. You could split students into five groups and get them to construct one sarsen trilithon each, finally bringing them all together to form the horseshoe.

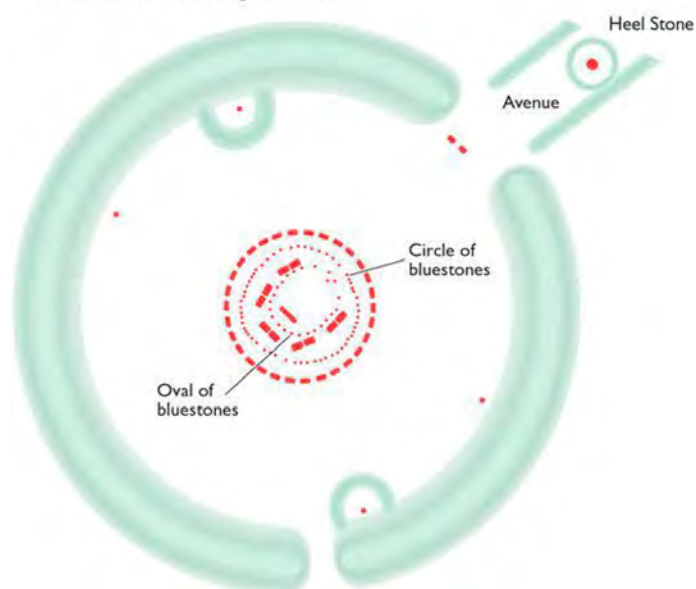
Continued...

# BISCUIT HENGE

AVERAGE ABOVE-GROUND MEASUREMENTS (in metres)

Component	Height	Width	Depth
Bluestone horseshoe	2.2	0.6	0.5
Shortest trilithon uprights	5.2	2.0	1.3
Medium trilithon uprights	6.0	2.0	1.2
Tallest (Great Trilithon) uprights	6.5	2.1	1.2
Trilithon lintels	0.5	4.5	1.4
Bluestone circle	1.6	0.8	1.3
Sarsen circle (upright stones)	4	2.2	1.2
Sarsen circle (lintels)	0.8	3.5	1.3

The Bluestones Rearranged c.2200 BC



A diagram of the third and final phase of development at Stonehenge, when the smaller bluestones were rearranged to form a circle and an oval.

# SELF-LED ACTIVITY

## SMALL-SCALE

## STONEHENGE

Hand icon | + - × ÷ | **KS3**

### Recommended for

KS3 (History, Maths, Engineering)

### Learning objectives

- Understand that Stonehenge was made up of sarsens and bluestones and identify how these were laid out.
- Appreciate the overall scale of Stonehenge and the comparative size of its component parts, and practise skills of scaling.

### SUMMARY

Create a scale model of Stonehenge’s final phase, when the bluestones were rearranged c.2200 BC. Students can use the diagram and measurements on the next page to calculate a manageable size for the stones they are going to use to build their scale model. You could ask students to calculate an appropriate scale based on the surface area available to them.

At 1/4 scale the uprights of the tallest trilithon will still be over 1.6 metres high so, if choosing this scale, you might want to use an outdoor space and build just one sarsen trilithon. You could split students into five groups and get them to construct one sarsen trilithon each, finally bringing them all together to form the trilithon horseshoe.

Electrical retailers are good sources of cardboard as fridges and other white goods come in big boxes. If stones with lintels are being made (e.g. a trilithon) then mortise and tenon joints should be added by cutting out the mortise holes and adding papier-mâché tenons to match.

A scale of 1/10 or smaller might be more manageable if you wish to build inside or on classroom table tops. Students could use potatoes, which are sturdy and easy to shape, to create their scaled-down stones.



A diagram of Stonehenge’s three phases of development. Green indicates earthworks and red shows where the stones would have been.

### MORE LEARNING IDEAS

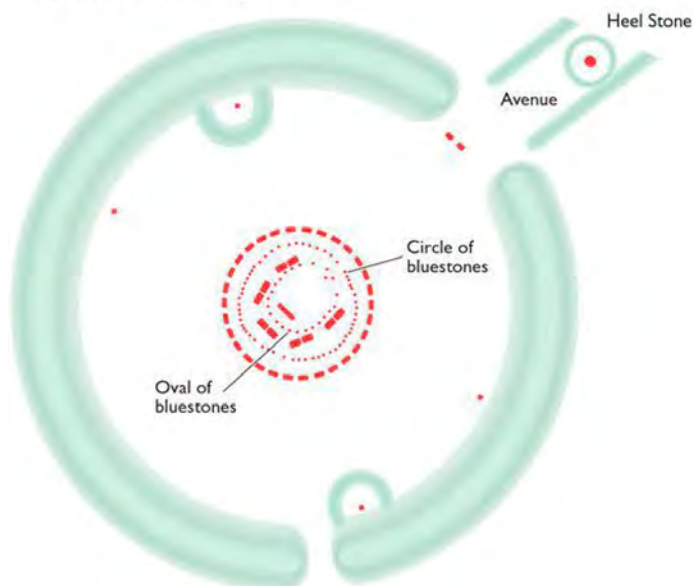
You could ask students to rearrange their scale models to reflect the different phases of Stonehenge’s development. The diagrams in the left-hand column give an idea of where the stones (red) were moved to at each stage. Students could take photographs of each arrangement and stick these into their exercise books to create a timeline.

Continued...

# SMALL-SCALE STONEHENGE

AVERAGE ABOVE-GROUND MEASUREMENTS (in metres)			
Component	Height	Width	Depth
Bluestone horseshoe	2.2	0.6	0.5
Shortest trilithon uprights	5.2	2.0	1.3
Medium trilithon uprights	6.0	2.0	1.2
Tallest (Great Trilithon) uprights	6.5	2.1	1.2
Trilithon lintels	0.5	4.5	1.4
Bluestone circle	1.6	0.8	1.3
Sarsen circle (upright stones)	4	2.2	1.2
Sarsen circle (lintels)	0.8	3.5	1.3

The Bluestones Rearranged c.2200 BC



A diagram of the third and final phase of development at Stonehenge, when the smaller bluestones were rearranged to form a circle and a horseshoe.

# SELF-LED ACTIVITY

## BRING IN THE TOURISTS!



KS3

KS4+

### Recommended for

KS3 & KS4+ (English, Business Studies, Leisure & Tourism)

### Learning objectives

- Understand the role of Stonehenge as a popular heritage tourism destination.
- Plan and present a marketing campaign that encourages people to visit Stonehenge.



The welcome sign at Stonehenge.



Some of the promotional materials produced by English Heritage that can be found in the membership area.

### SUMMARY

Put students in groups and ask them to imagine they work for English Heritage and have been given the task of organising a marketing campaign to encourage people to visit the site.

Students can use the site as inspiration for their marketing campaign. They should take photos, gather information, make notes and observe the way different types of visitors engage with the site.

Ask each group to plan their marketing campaign, using these guidelines to help:

- **WHAT** – plan and create a marketing campaign to persuade people to visit Stonehenge.
- **WHO** – choose whether you are going to market to families with young children, families with teenagers, retired people, young professionals, couples, etc.
- **WHY** – think about why your chosen audience would want to come to Stonehenge. What will they be most interested in when they visit?
- **HOW** – consider how best to communicate with your audience and decide which method/s you are going to use to reach them, e.g. leaflet, poster, banner, webpage, social media, press release. Decide which 'tone of voice' to use, e.g. you could use simple, fun language and lots of pictures for families with young children.

### MORE LEARNING IDEAS

Each group can use their plans to produce a set of marketing materials for their chosen audience and present these to the rest of the class. After each presentation, you could ask the rest of the class to evaluate how successful the group's marketing campaign is by asking:

1. Does this campaign make you want to visit Stonehenge? Why/why not?
2. How well does this campaign meet the needs of their chosen audience?
3. How could they make this campaign even better?

# SOURCES

PEEK INTO THE PAST

A historical source is something that tells us about life in the past, such as a document, a picture or an object. It may be a primary source, from the time, or a secondary source, created later. Experts at English Heritage have chosen these sources to help you learn about Stonehenge's history.



A reconstruction drawing by Peter Lorimer showing the earliest henge monument, built about 5,000 years ago when people dug a large circular bank and ditch at Stonehenge. After the ditch was completed, people purposefully left animal bones and other items at the bottom.

## ANTLER PICK (c.3000 BC)

500 years before the stones arrived, people created the earthwork banks and ditch at Stonehenge, using antler picks like this one. It is battered and the points are worn, showing how it was used to cut into the chalk or as a wedge to work the chalk free. When the earthwork was finished, the pick was deliberately left at the bottom of the ditch.



© The Salisbury Museum



## CATTLE SHOULDER BONE

Large, flat bones such as this one would have been used to move earth, like a prehistoric spade. This one is a cattle shoulder bone.

This object is on loan from Wiltshire Museum. To find out more about **learning at Wiltshire Museum**, please visit:  
[www.wiltshiremuseum.org.uk/learning](http://www.wiltshiremuseum.org.uk/learning)



© Wiltshire Museum



## GROOVED WARE POT FRAGMENTS

In the late Neolithic period the use of Grooved Ware pottery spread across Britain. Grooved Ware was the first pottery in Britain to have a flat base, and the pots were probably used in feasts. They were decorated with deep grooved lines, decorative bands and impressions.



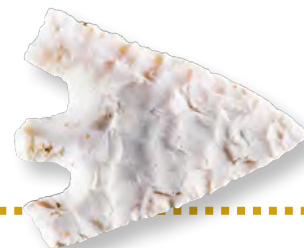
© The Salisbury Museum



## NEOLITHIC ARROWHEADS

The flint arrowheads used in the early Neolithic period were initially quite plain, shaped like leaves. Later on in the Neolithic period, 'oblique' arrowheads were more common, shaped to look like a lopsided triangle. Towards the end of the Neolithic period, arrowheads developed into the more complex 'barbed and tanged' shape, designed so that they couldn't be pulled out.

These objects are on loan from The Salisbury Museum. To find out more about **learning at The Salisbury Museum**, please visit:  
[www.salisburymuseum.org.uk/learning](http://www.salisburymuseum.org.uk/learning)



© The Salisbury Museum





A reconstruction drawing by Peter Lorimer showing people gathering for the winter solstice at Stonehenge, about 4,300 years ago. The stones at Stonehenge line up with the rising and setting of the sun at the midsummer and midwinter solstices. This suggests that people gathered for ceremonies at these times of year.



A reconstruction drawing of the Stonehenge Avenue at King Barrow Ridge about 4,200 years ago. We have shown a small group of people walking down the Avenue, because it was perhaps used as a processional route between Stonehenge and the river Avon; however, there is no direct evidence for exactly how the Avenue was used.



‘The immediate future is probably as dangerous as all the past put together. Not only is that naturally true of every ancient monument of this character, but it must be borne in mind that Salisbury Plain and the Wiltshire Downs will soon cease to be the quiet, isolated places they have for centuries been. The War Office will send thousands of human beings to occupy ground which a few shepherds have held. Large numbers of visitors will be attracted from the outside. While no one will suppose that wanton harm would be done to a monument so striking and venerable as Stonehenge, unintentional harm might very easily be done. For instance, there has been in the past a great deal of thoughtless climbing on to the stones on the part of tourists. The owner of the ground cannot but feel anxious when he thinks of the influx of persons which must attend upon the developments of the War Office, and remembers the responsibility to future generations which his ownership involves’.

This extract is from an article published in **The Times** on 9 April 1901 (p11). After the collapse of the stones at Stonehenge at the end of 1900, the need to restrict public access was highlighted by the people responsible for looking after the monument. They claimed that unrestricted public access was damaging Stonehenge. This article expresses a view shared by many that the arrival of large numbers of soldiers to the nearby camps on Salisbury Plain would only make the situation worse. This also reveals some of the changing attitudes towards conservation of historic sites in the 20th century.

Soldiers from the Canadian Expeditionary Force, 10th battalion, march past Stonehenge in the winter of 1914–15. © Public Domain

