

## ARCHAEOLOGY BOXES

### ACTIVITY 1

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#### Learning Objectives

To investigate objects and understand their links with Old Sarum. To consider how we can use archaeology to learn about the past.

#### Recommended for

KSI-4

#### Summary

Six free, bookable archaeology boxes, each containing a ready-made handling collection for students to investigate.

Each box contains some of the following objects:

- Oyster shell- oysters were a feature of a very rich, privileged diet. A lot would have been eaten on Fridays and on Lent, when the medieval Church forbade the eating of meat and fish was eaten instead.
- Pot rim- part of a rim, possibly from a bowl or jug.
- Green glazed pottery- likely to be from a decorative jug or vase, indicating wealth and status.
- Black earthenware pottery- made of rough earthenware, indicating everyday use.
- Animal tooth- animals such as sheep and cow were kept close for food and leather/wool, while horses would have been used by both the church and the garrison.
- Dressed sandstone- used for the outside of the castle's wall. The walls were filled with a mixture of flint stone and lime mortar (medieval cement) and dressed on the outside with sandstone to look impressive and provide structure.
- Bone- probably animal, possibly from a horse, sheep or cow.
- Roof tiling- the hole in the top corner shows where the nail would have been.

*If you would like to use this free resource, simply request the Archaeology Boxes when you book your education visit.*

#### EH Education suggests

Split your students into six groups and hand out an archaeology box to each group. Ask the students to look at each object and answer the five key questions:

1. How would you describe the colour, texture, shape, size and weight of your object?
2. Was your object originally part of a bigger object?
  - a) If yes, how do you think the original object got broken?
  - b) If no, how do you think this object has managed to stay in one piece?
3. Who might have used this object?
4. Can you compare or contrast this object with a modern day item?
5. Do you think it's important for English Heritage to look after your object? Why/why not?

# HIDDEN NOW HEARD BACKPACKS

## Learning Objectives

To explore the lives of key characters who were part of Old Sarum's story. To use historical sources and artefacts to think critically and make supported conclusions about Old Sarum's past.

**Recommended for**  
KS2 and KS3 (History)

## Summary

Fifteen free, bookable backpacks which contain interactive activities aimed at KS2 and KS3 students. Each backpack focuses on a unique individual who played a part in Old Sarum's 4,100 year history. Each character is linked to a specific location in the outer or inner bailey so students can investigate important features of the site whilst completing the activities. The backpacks are aligned to three broad time periods allowing you to narrow or widen your approach, depending on your teaching and learning needs.

Each backpack contains:

- a photo map, showing the location of the character
- an illustrated character card for each individual
- an activity folder
- handling objects

**Green backpacks:** Recommended for KS2, Prehistory to the Norman Conquest, character date range: 120BC-1003AD.

- Annan - an Iron Age girl (120 BC)
- Lucia - a Roman woman (215 AD)
- Aelfred - Anglo-Saxon money maker (1002)
- Sweyn Forkbeard - Viking king of Denmark (1003)

**Black backpacks:** Recommended for KS3, Medieval Period, character date range: 1086-1260.



## ACTIVITY 2

- King William I - the Norman king (1086)
- William of Eu - prisoner (1096)
- Baldwin - stonemason (1100)
- Bishop Roger - bishop (1102)
- Robert - guard (1160)
- Eleanor of Aquitaine - wife of Henry II (1170)
- John - gong farmer (1260)

**Purple backpacks:** Recommended for KS2 and KS3, The Victorians to the present day, character date range: 1830-2008.

- John Constable – Victorian artist (1830)
- William Hawley - archaeologist (1909)
- Elsie Smith - Auxiliary Territorial Service (1944)
- Susan - wildlife surveyor (2008)

*If you would like to use this free resource, simply request the Hidden Now Heard Backpacks when you book your education visit.*

## EH Education suggests

For orientation purposes, begin your session with a brief orientation and introduction to the site. For example, you may wish to observe the site from the highest point (the keep). Or you could start by visiting the outer bailey and the inner bailey.

## Looking after the backpacks

- The backpacks and groundsheets can be collected at the visitor centre by asking a member of staff.
- Please ensure that your group only handles small items over the groundsheets to avoid dropping or losing them in the grass.
- Before handing out the backpacks to your students, please remind them of the importance of taking care when handling items.
- Students will need to make sure that they pack the contents of the backpack away again when they have finished so that it is available for another group to use.

### Learning Objectives

To understand the relationship between church and state during the Middle Ages. To identify and use primary evidence to make historical claims and form opinions.

### Recommended for

KS3 and 4 (History, Geography, RE)

### Summary

On site, explore the ruins of the castle and cathedral, using the interpretation panels on site. Then take your group to the ramparts overlooking the cathedral precinct. What immediate evidence can they see of the church and state working together? Prompt the group to look at the location of the two buildings. Why was the cathedral built so close to the castle?

Ask students to compare the ruins of the castle and cathedral and consider which was more powerful: church (clergy) or state (military). What evidence is there to suggest that one was more powerful than the other?

Students should consider:

- Which had more buildings?
- Which had bigger buildings?
- Which had better quality stonework and carving?
- Who had access to the well?
- Who controlled the entrance to the site?

Ask the group to consider how the balance of power between the church and state might affect their relationship with each other.

Use the History pages on the website and the following as a prompt if needed:

- The cathedral had bigger and more lavish buildings, but the castle controlled the water supply and access to the castle. How would this make the two groups feel towards each other?
- Can they spot another cathedral, not at Old Sarum? (Salisbury Cathedral).
- How far away is it? What does the location of the other cathedral (Salisbury Cathedral) tell us?

### EH Education suggests

Prior to visiting the site, introduce the concept of church and state to your class. Explain that they will be exploring the changing relationship between the church and state during medieval times: How did they work together on a day-to-day basis? How did people view the church and state?

You could extend the activity through drama. On-site or back in the classroom, divide the students into groups representing the clergy (church) and military (state). Ask each group to think about what the site means to them, and how they view the other group. How have their feelings about Old Sarum changed over time and why? Ask each group to feed back to the rest of the class; they could do this as a dialogue, interview or role-play. You could also download the Historical Sources resource from the website and use the *Papal Bull of 1219* to support this activity.

### Learning Objectives

To understand Old Sarum within the context of Viking raids. To explore Anglo-Saxon defence tactics and Viking attack tactics by re-enacting a famous battle.

### Recommended for

KS2 and KS3 (History and Drama)

### Summary

This free, bookable resource consists of 8 Saxon shields and 8 Viking swords (lightweight). You and your class can make the most of the shields and swords by reading the historical background and following the battle re-enactment instructions below. Each side should stand in a line, facing the enemy opposite them. You, the teacher, can take on the role of the commander and use the battle re-enactment script provided.

Historical background: In 1003AD, the nearby town of Wilton was under attack by a vicious band of Vikings, led by the formidable King Sweyn Forkbeard. The Saxons retreated to the defence of Old Sarum (then known as Searobyrg) to make a stand, using their strongest defensive manoeuvre- the shield wall. The Saxons managed to defend themselves against Sweyn Forkbeard at Old Sarum. This event is now known as The Battle of Searobyrg.

### RE-ENACTMENT SCRIPT

**Commander** Saxons, you must hold your shields close together so there are no gaps for the Vikings to force through. On my order, you must advance together and march in time so no one is left behind. You must always follow the instructions of your commander (teacher)! Vikings, you must use your ferocity and battle skills to try and break the Saxon shields. Remember to keep your blows directed on the shields only- not people's heads and legs!

**Commander** Vikings, when I say: 'Are you ready?' you are going to wave your swords in the air and cry as loud as you can. Vikings are you ready?

**Vikings** War cry and wave swords

**Commander** That wasn't loud enough! You'll never defeat the Saxons at this rate. Try again. I said: Vikings, are you ready?

**Vikings** War cry and wave swords

**Commander** Saxons, when I say: 'Saxon Shield Wall Hoi', you are going to check that your shield wall is in position cry as loud as you can. Saxon shield wall hoi!

**Saxons** War cry and check shields

**Commander** Not good enough. Too many gaps, the Vikings are bound to get through! Try again. Saxon shield wall hoi!

**Saxons** War cry and check shields

**Commander** Good! Now, on my command 'Saxon Shield Wall Advance' you must march forwards in time with my counts. You will move forwards and make sure no gaps appear in your shield wall. Let's practice. Saxon Shield Wall Advance, 1-2-1-2-1-2-1-2-1-2-1-2, keep together!

**Commander** Vikings, the Saxons are ready for your attack. When I shout 'Let the battle begin' you can start approaching their shield wall. Remember to aim for their shields and not their faces. Vikings are you ready?

**Vikings** War cry and wave swords

**Commander** Saxon shield wall hoi!

**Saxons** War cry and check shields

**Commander** Let the battle begin. Saxon shield wall advance! 1-2-1-2-1-2-1-2.

### EH Education suggests

Split your class in half and use our swords and shields to re-enact the Battle of Searobyrg. Give the swords to the Vikings and the shields to the Saxons.

### Learning Objectives

To understand Old Sarum's importance as a source of historical evidence and gather information about its various phases. To develop skills of sourcing and scrutinising historical evidence.

### Recommended for

KS2-4 (History)

### Summary

Around the site are various pieces of evidence which can help students to build up an impression of how the site has developed. Divide the class into small groups, making sure each group has a way of gathering evidence (phone, camera, notepad, sketch book etc.) They can use the interpretation boards already on site. Once completed, students can guide their classmates around the site and share their expert knowledge on their specific theme.

Give each group a theme to explore, such as:

- Construction – e.g. putlog holes
- Comfort – e.g. fireplaces, latrines
- Defence – e.g. keep, banks and ditches
- Architecture – e.g. Norman period building remains and cathedral alterations

### EH Education suggests

Ask each group to feed back to the group about what they have found. You could close the activity by asking your class if they have found any similarities and/or differences between Old Sarum and their own homes. Students' notes and photos can be used for post-visit work back in the classroom. If students have taken photos, the images could be put together to form a complete class tour, charting the development of the site. To extend this activity, you could scan and upload your images to Google Maps, for other schools to look at.