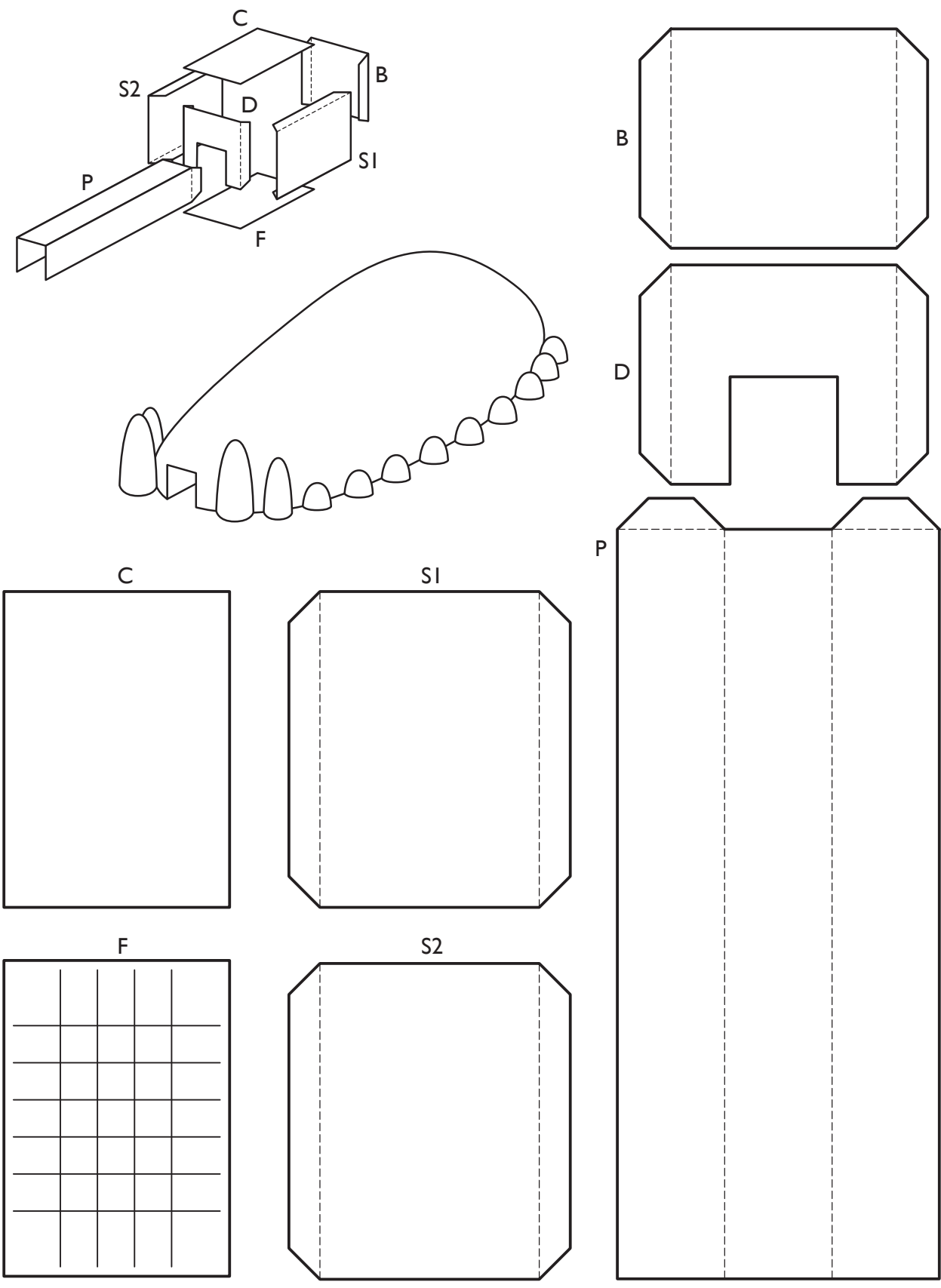


Long barrow



Long barrow

Objectives

- To construct a model long barrow.
- To understand that Stone Age people cared for the dead.

Cross-curricular links

History

- 2a** Characteristic feature of a period including ideas and beliefs of men, women and children in the past.

Design and technology

- 2d** Cut, shape a range of materials and assemble, join and combine components and materials accurately.
- 3a** Reflect on progress of their work as they design and make, identifying ways they could improve their products.

Resources

You will need pictures of a long barrow. Each child or group will need a copy of worksheet **14** (page 60) photocopied onto card, scissors, glue, a tray of sand, cotton wool or other material which could be used to cover the model.

Optional

Stone such as pieces of slate from a garden centre, compost, large tray, grass seed to make a large model for the class.

Starter

Show the children pictures of a long barrow and tell them that the barrows were built in Stone Age times to store the bones of the dead. The bones were stored in a chamber deep in the barrow, which could be reached by a passage. It was along here that the priest would take the bones while others waited at the entrance. The bones of many people were buried in the barrow. It is thought that the land over the burial chamber was considered to be the home of the spirits of the dead and the edge of the barrow was marked with stones to show the extent of this spirit home. Nobody was allowed to go onto the barrow. The entrance to the passage was marked with larger standing stones which may have been brightly coloured and highly decorated.

Main activities

1. Tell the children that they are going to make a model of a simple long barrow and issue the worksheet. Identify the parts of the model using the picture and explain how the model is constructed in the following way:
 - A. The passage way is cut out and folded along the dotted lines.
 - B. The other items are cut out and the floor is laid on the table.
 - C. The sides S1 and S2 are folded and the lower tabs are glued to the floor.
 - D. The back B is folded and is attached to the sides by gluing the tabs.
 - E. The door wall is folded and the tabs are glued to the sides.
 - F. The capstone C is put on the top of the chamber. It may be glued or simply placed on top.
 - G. The passageway is drawn up to the door and attached by gluing the outward folded small tabs.
2. The children should move the model to a tray and cover it as the second picture shows. They could cut out the remaining pieces of card and set them up as standing stones and smaller boundary stones. The standing stones could be brightly painted before placing around the passageway entrance.

Plenary

The children could display their long barrows and compare the way they are decorated. You may like the class to make a long barrow in a large tray using real stone and covering with potting compost and sowing grass seed. When the grass has well formed the children could use small trowels to dig into the compost and remove it to expose the stone model they have built to give them a sense of being an archaeologist.

Outcomes

The children:

- Can follow instructions to make a model.
- Learn how Stone Age people cared for their dead.