Curriculum Visions

Celtic times

Key to interactive features
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You will also find yellow arrows throughout that allow you to:

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Teacher's Resources

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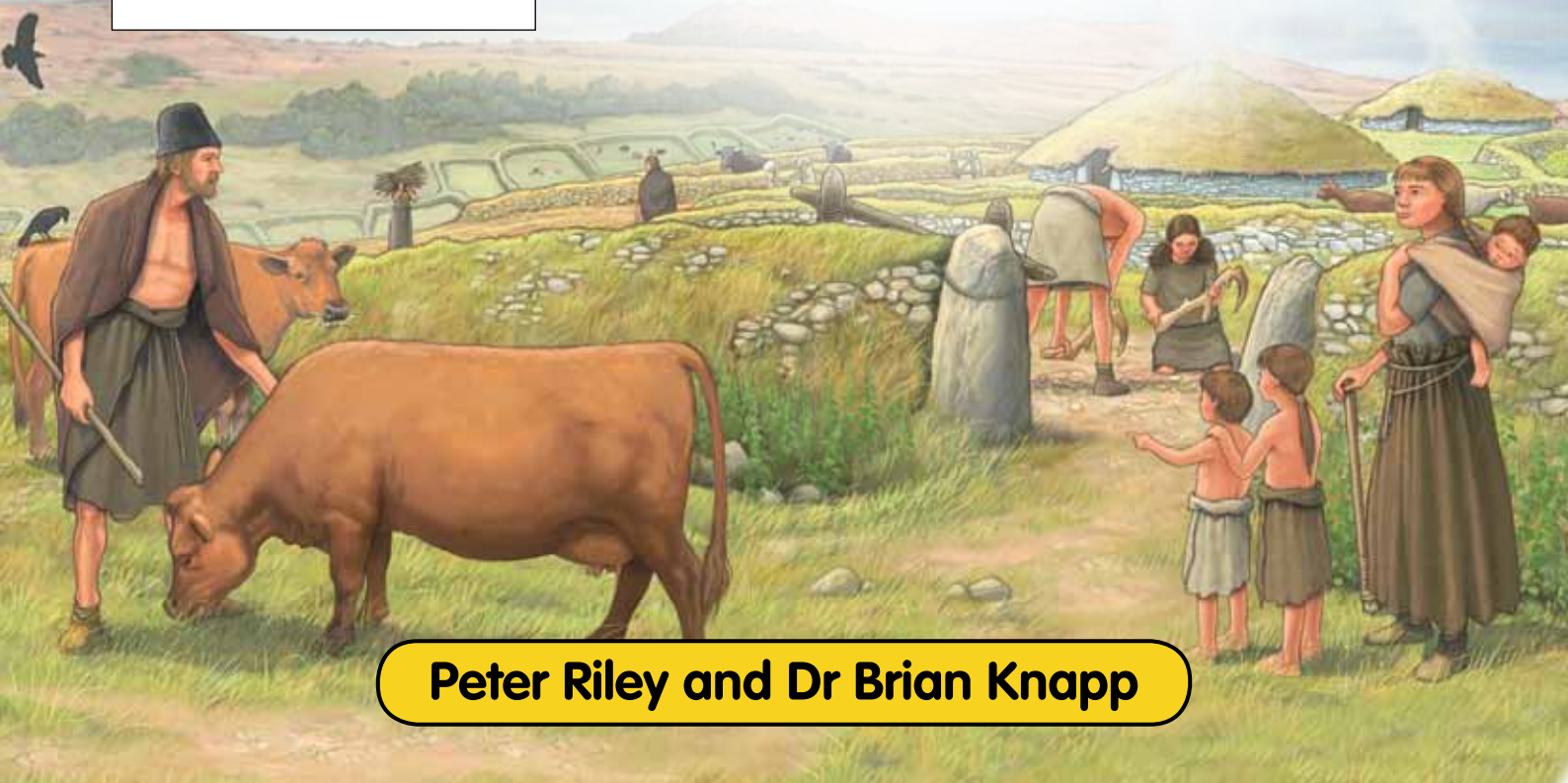

Peter Riley and Dr Brian Knapp

Curriculum Visions

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Authors
Peter Riley, BSc, C Biol, MI Biol, PGCE
Brian Knapp, BSc, PhD

Art Director
Duncan McCrae, BSc

Senior Designer
Adele Humphries, BA, PGCE

Editor
Gillian Gatehouse

Illustrations
David Woodroffe

Designed and produced by
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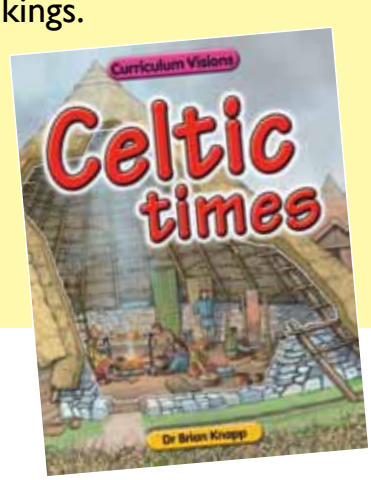
Section 1: Resources

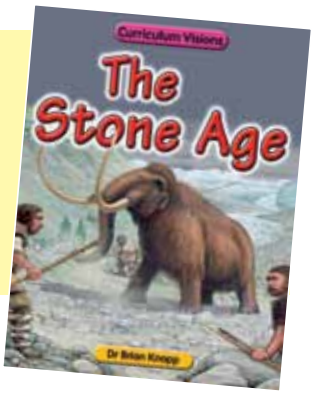
Welcome to the Teacher's Resources for 'Celtic times'.

The Celtic times resources we provide are in a number of media:

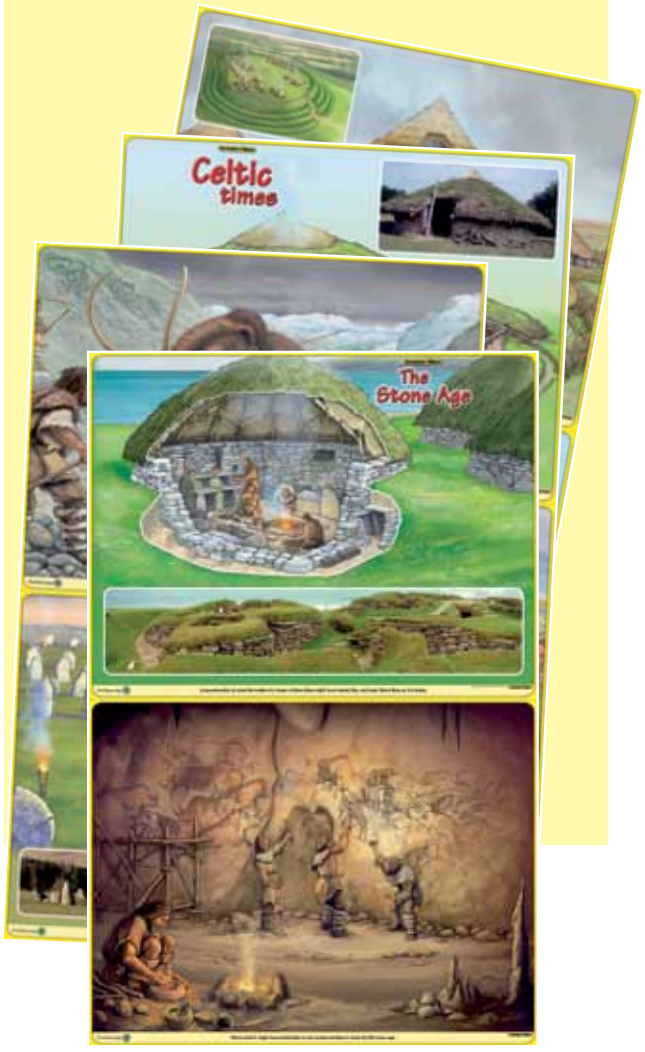
1. The 48 page Curriculum Visions 'Celtic times', that covers both Bronze Age and Iron Age times in Britain, up to the arrival of the Romans, the Anglo-Saxons and the Vikings.



2. The other pre-history title, 'The Stone Age' (40 pages).



3. The Celtic times and Stone Age PosterCard Portfolio – key photographs and illustrations on two folded, double-sided and laminated sheets.



4. You can buy the Celtic times pack that contains 1 copy of the book and PosterCard Portfolio, and the Teacher's resources (what you are reading).

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has almost everything you need to teach your primary curriculum in one convenient Virtual Learning Environment.

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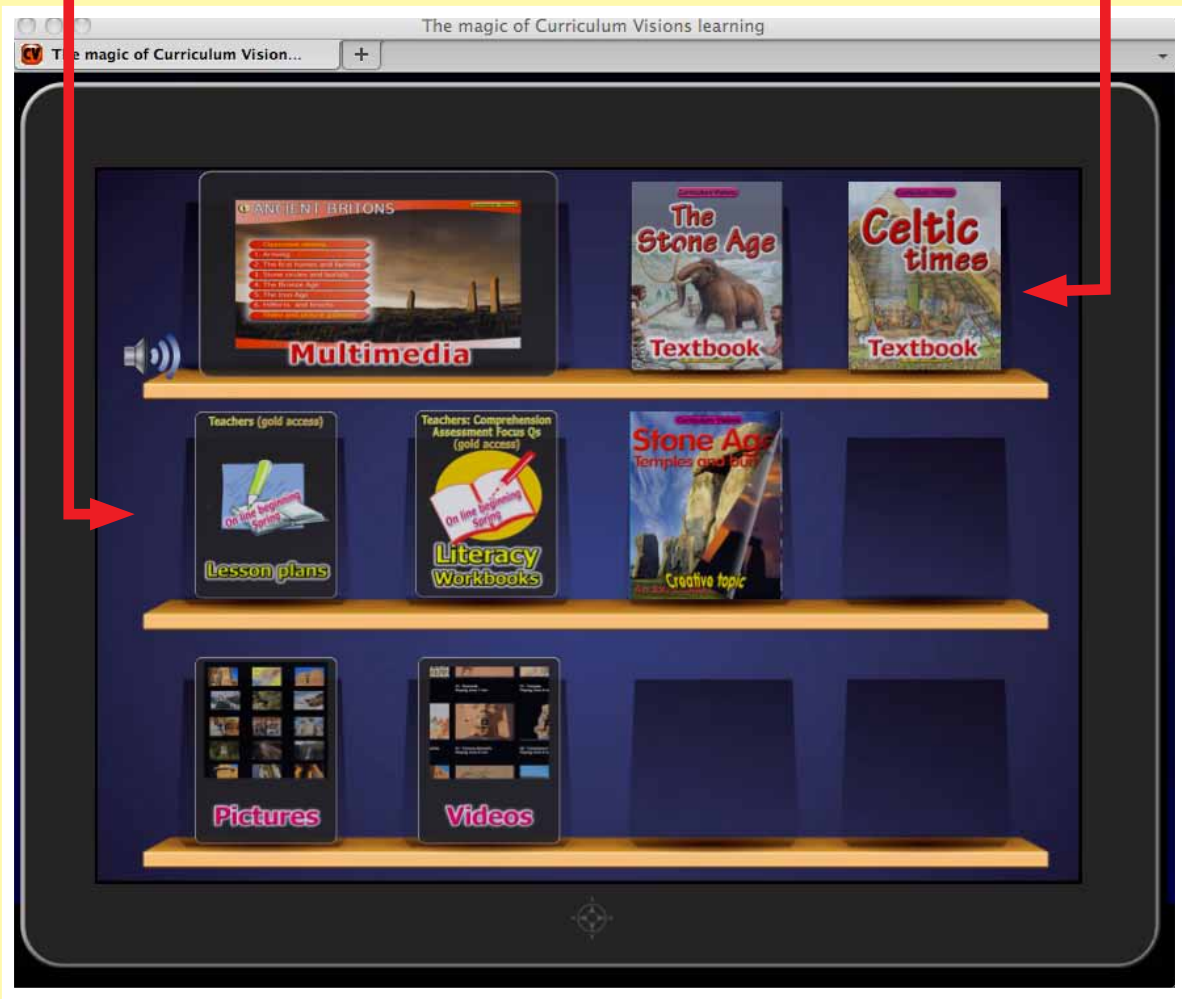
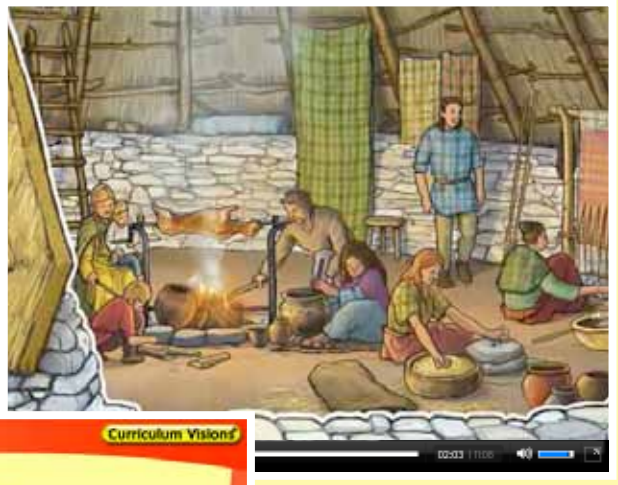
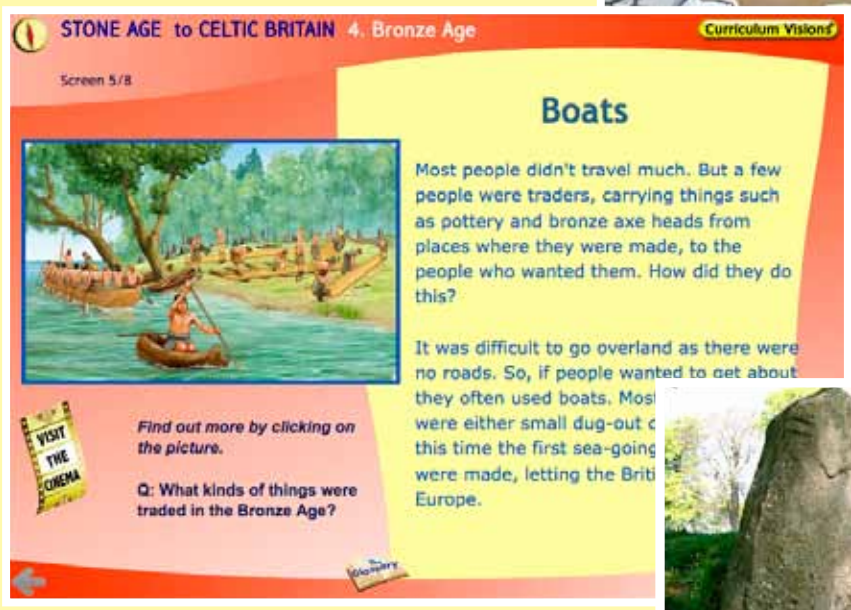
You can also use our printed student books online as part of your subscription to the Learning Centre. There page-turning versions of every printed Curriculum Visions book for use on your whiteboard.



▼ The Ancient Britons home screen



▲ 'Classroom cinema' video



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Please note: screens are subject to change from those shown here.

Section 2: The student book explained

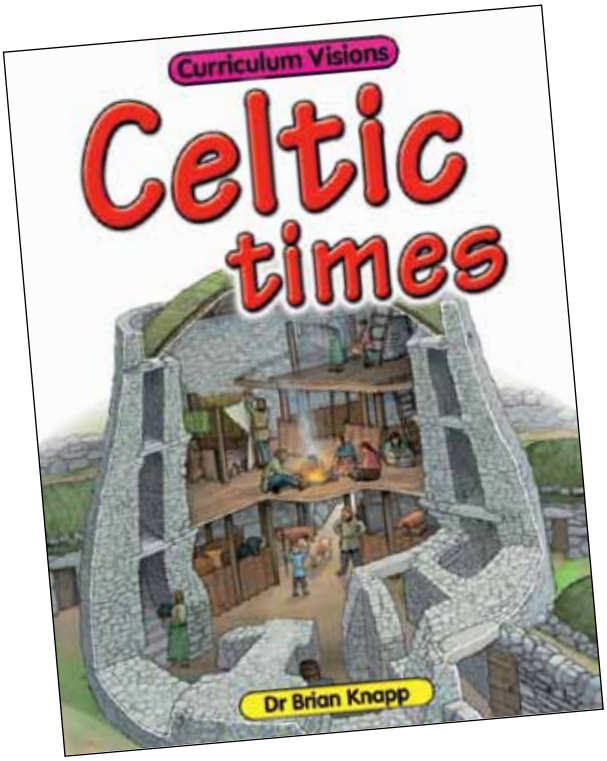
Although the student book – *Celtic times* – is clear and simple, a great deal of care and thought has been given to the structure and the content of each double-page spread. The worksheets in section 3 of this *Teacher's Resources* also link to the topics covered in the student book.

It is possible to use *Celtic times*, and section 3 of the *Teacher's Resources*, without reading this section, but we would strongly recommend that you take a short time to familiarise yourself with the construction of the student book.

Celtic times covers one of the most crucial periods of British history and one which touches on several other history topics such as Romans, Saxons and Vikings.

This book is different from most in so far as it looks at the periods of the Bronze Age and Iron Age from the perspective of the British, as opposed to the perspective of the invaders (as we do in *The Romans in Britain* book, etc). It is a time period in which there has been much controversial interpretation and which is by no means stabilised. Here we go some way to involving recent findings based on genetic analysis, and putting the British into a context of people central to the history of the country, rather than weak savages moulded by invaders. So this book is as much about identifying roots and heritage as anything else.

You will see that we have called the book *Celtic times*, to provide a quick link to a period when the peoples of Britain shared some cultural links with their neighbours over the Channel. But it is essentially about the British and their survival. We cover both Bronze Age and Iron Age times and then go beyond that to look at how the British survived the arrival of the Romans, Saxons and Vikings. As you will know the influence of each group varies in different parts of the country, so we have tried to be sensitive to this, too.



▲ ***Celtic times* title page.**

Contents

The book is organised into chapters and subdivided into double-page spreads. Chapters are shown on the contents page and are colour-coded. Matching coloured headers run across each spread.

Each spread has a heading, below which is a sentence that sets the scene and draws out the most important theme of the spread. The main text of the page then follows in straightforward, easy-to-follow, double column format.

Words highlighted in **BOLD CAPITALS** in the student book are defined in the glossary on page 48. The majority are technical words important to the subject, but some are simply difficult words.

The glossary words are highlighted on the first page where they are encountered. They may be highlighted again on subsequent pages if they are regarded as particularly important to that page or spread.

Chapter 1: Introduction

The independent ancient Britons (pages 4-5)

It will have been useful if students have read, or know an account of, Stone Age Britain, for this will have shown them the development of Britain (which we here use as shorthand for the United Kingdom) from the time when people first crossed the (then) dry English Channel and North Sea and began to settle. It will have shown them that we started off as gatherers of fruit and vegetables and hunters of animals, but as the population grew this became increasingly more difficult. By the late Stone Age times, therefore, the first steps had been taken to adopting farming.

What we are going to do in this book is to look at the way that the British developed independently of other parts of Europe, and how they were influenced by various parts of Europe. We are going to show that people did not invade in huge numbers and completely replace the people of Britain. The Celts did not, the Romans did not, the Saxons did not, and the Vikings did not. The original British did not disappear off the face of Britain, but continued through the centuries, changing and adapting as they went.

It is quite hard to understand this for the way that people often talk about ancient times is as though one set of people arrived and replaced another. This has hardly ever happened anywhere in the world at any time. What tends to happen are two things: the more adventurous begin to trade between countries and in doing so share ideas, language, kinds of art and so on. The other way also involves adventurous peoples, but in this case the adventurers are soldiers whose intention is to capture more land. Both of these contacts can happen when relatively few people arrive. It may be helpful to see this if a few more modern examples are described to children. For example, the British colonised India for 200 years. But the number of British in India at any time was tiny. Some Indians added the English language to what they spoke and took on some British customs. But they did not lose their culture, and it made almost no difference to the vast majority of Indians. Going back further and the arrival of the Norman Army made very little difference to the bulk of the British (then called Anglo-Saxons), while the arrival of the Anglo-Saxons even earlier made only a slight difference to the British stock, although the effect was to cause a change of language, house style and culture. Of course, the further back in time you go, the smaller the population and so the easier it was for an incoming culture to have a significant impact. But they never stamped it out.

Chapter 2: The Bronze Age

After the Stone Age (pages 6-7)

In case you have not used *The Stone Age* book, this spread sets the scene and reminds students that in the Stone Age people with very primitive means were able to create some of the largest structures ever raised. But the picture is set in a farmland where the stone circle is clearly ignored. In places, by the end of Stone Age times, stone circles and henges (stone circles built within a ditch and bank) had already been abandoned. However, some, like Stonehenge, reached their climax in Bronze Age times. What does this tell us? That people were shifting ideas on a regional or tribal basis and that there was no countrywide co-ordination of belief or ways of doing things.

The next point made is that in this book we have entered the Bronze Age, the time when bronze alloy was available for tool-making, but what we also must be clear about is that it was hard to make bronze, so it was 'expensive' (in labour) and used very selectively, often for religious purposes rather than working purposes. Remember that farming had already been started at the end of the Stone Age because pressure on gathering wild food was already too high and a more sustainable source of food was needed.

With farming comes a new idea, the idea of territory. It is likely that even nomadic peoples of the Stone Age had a well-developed sense of territory, but putting an enormous amount of backbreaking effort into creating a farm would have enhanced that and made defending it more important. Food growing in a field is actually quite vulnerable to being taken, yet we see no defensive structures in the Bronze Age, suggesting that pressure on the land was not that intense.

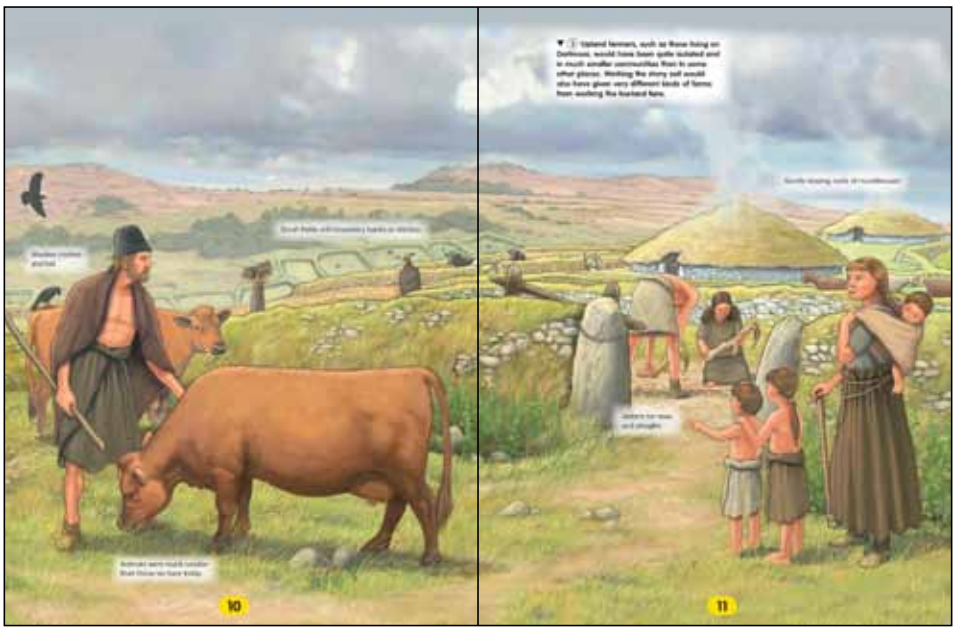
Farming in the Bronze Age (pages 8-11)

You could look at pictures of farming in the Bronze Age and pictures of late Stone Age farming from *The Stone Age* book and ask what the differences were. In some ways there were none. Many farmers were colonisers, they were taking land from the wild for the first time. But, as had happened throughout history, lessons were being learned. Many of these lessons spread from the Middle East and North Africa where, for example, the Egyptian Empire was building the first pyramids and cultivating the Nile delta. The first cultivating here had taken place 5500 BC, so by the Bronze Age there had been 3,000 years for ideas to spread across to Britain. But note that these ideas probably developed first in Egypt, Sumaria and elsewhere because these places came under population pressure at a very early stage. There was no need for the adoption of these ideas in Britain until population pressure was felt. Clearly, with people building structures like Stonehenge, which rank alongside the pyramids in difficulty of construction, the people were capable of great achievements, so it is important that students do not think of Stone Age people as stupid. They just put their effort where it was needed, and when a new need arose, they put their effort in there, too.

The other difference between ancient Egypt and peoples in Britain was the degree of government. In Egypt, the well-defined strip of land beside the Nile quickly came under a unified government which had a pharaoh on top. In Britain, the population was dispersed and the opportunities for getting food greater. So a different scheme evolved. But when the peoples of Britain did change to farming, it completely changed their lives.

The most important point is that farming ties you to the land. You cannot go wandering off to help put up henge monuments when you have a harvest to collect in or animals to look after. It keeps you at home. As each family or clan group had its own land it also kept people dispersed. So their ability to make grand monuments was reduced. They may, as well, have decided upon a different set of religious beliefs by this time, beliefs that did not need monuments. Indeed, as we shall see, a more nature-related religion seems to have developed.

Farming killed off the monuments even if they were not in decline already. But it brought many new developments. One of the most important was the domestication of sheep and the introduction of spinning and weaving. The pictures on pages 8–9 say it all. Weaving frames meant that people could leave behind dressing in skins and, instead, dress in fabrics. It was a revolutionary change.



Students might notice that the shape of the homes has changed dramatically from Stone Age days. There is no clear evidence why this should have happened and it seems to be more or less a uniquely British innovation. There is more on this in later pages.

Notice how the domesticated animals include the cow, and how much smaller the cow shown is compared to modern cattle. The change of size (amongst other changes) is a result of selective breeding over many generations.

Notice, too, that walls (and in other places ditches) have been constructed to keep animals in. This is not to suggest that the entire country looked like this – far from it. There was simply not the population to achieve this. But it shows how much farming progress had been made.

As we talked about weaving and cloth in the previous section you may want to comment to students on the nature of the clothing shown here. It is, by and large, very simple in design, being mostly like a blanket draped or tied around the body. Tunics will appear by the Iron Age.

Bronze Age homes (pages 12-15)

There is almost no evidence concerning many Stone Age homes (Skara Brae excepted) but there are many sites across Britain that have evidence of Bronze Age homes and settlements – collections of homes. There are also reconstructions in several archaeological sites.

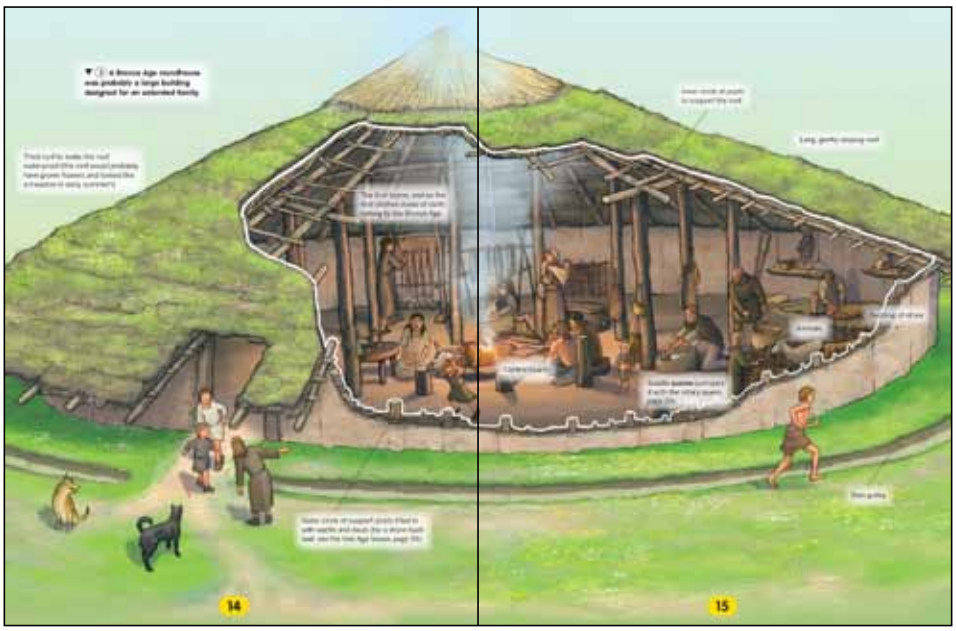
Basically, when people excavate they find two concentric rings of post-holes. Everything else is reconstructed from that, so interpretations will vary. The post-holes tell us where the front door was, how big the home was and what shape it was. There are many other artefacts found nearby (usually in middens) which tell more about the way of life of the people, but let's first concentrate on the houses.

Students will have noticed the gently-sloping round houses in the farming picture and there are obviously more here. The post-holes tell us that two rings of posts were needed to hold up the roof. That is uncommon and suggests that the rafters radiating from the apex of the roof were not sufficient to hold the roof up. This means the roof must have had a shallow pitch or the roofing material must have been heavy, or both. In fact, both seem to have been the case. A large, gently-sloping roof could not have held itself up (in the way we shall see in Iron Age houses later), and would have needed supporting. If we assume the outer ring of posts were incorporated into the walls, then the inner ring of posts would have been well inside the building, getting in the way for people trying to move about.

The roofing material is thought to have been turf. This is easy to find, cut and lay on a roof, but it is heavy and soaks up water, so when wet it would have been heavier still. Archaeologists suggest the roof may have weighed several tonnes, so now you see that the inner ring of posts was quite essential.

These biggish homes would have been capable of housing an extended family unit and some animals. Evidence suggests the walls were wattle and daub, so they had to be protected from the rain or the mud from which they are made would have run away. It is thus reasonable to suggest that the rafter beams went well out beyond the wall posts, and could have given even greater support if they touched the ground, although there is no evidence they did. The large eaves are shown on the drawing on pages 14–15. Students could work out that it was not just main rafters that were needed to hold the roof up, but transverse beams were also needed. In a roundhouse this mesh of rafters and purlins gives a cobweb effect.

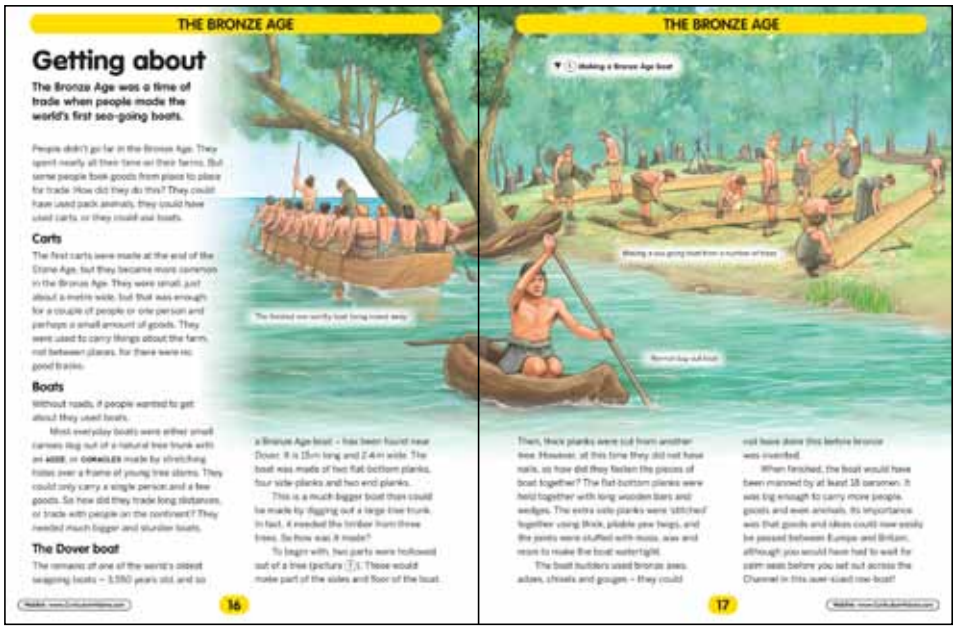
There would have been no air hole in the roof and no windows. The light would have come from the central hearth fire and



doorway. There is lots of evidence of bronze shearing knives and the stones that would have been needed to weight the threads on a loom, so we know that sheep were kept and spinning and weaving practised. You can see these features and more in the drawing.

Beds at this time would have been straw, grass, heather or whatever was handy, but the big difference from Stone Age times would have been that the bed-coverings could have been made from cloth rather than from animal hides. Students' attention should also be drawn to the quern (about which there is much in *The Stone Age Teacher's Resources*).

Getting about (pages 16-17)

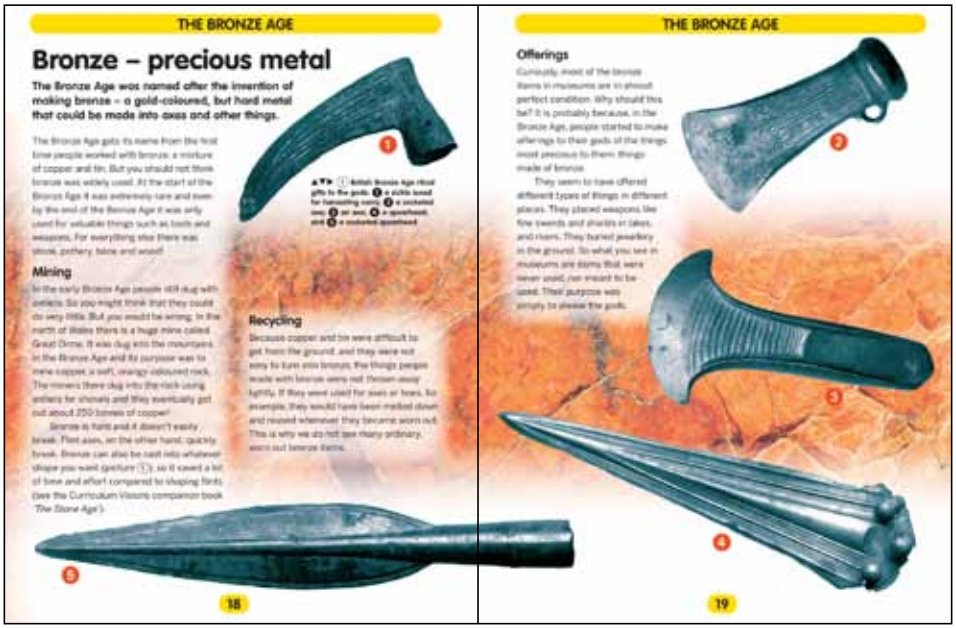


There were long-distance pathways across Britain from Stone Age times, but generally Bronze Age communities were fairly isolated and, because they were primarily engaged in farming, movements were essentially local. Although carts were invented, without proper roadways to use them on, they, too, had to be mainly for short distance goods use. The uncultivated areas were, in any case, still home to wild animals. Generally, therefore, people tended to move about using small boats, mostly dug-outs, on rivers. The illustration shows such a dug-out canoe.

This page is, however, essentially about innovation and change in the Bronze Age. It is about going beyond simply carving out the naturally available trees, and about technological change and the construction of items that nature could not provide. You will see this again with regard to bronze axe heads and other tools, but here we see it dramatically shown in the construction of the first 'cross-channel ferry'.

We know about these larger, more seaworthy boats from finds such as the Dover boat. People thought through a system of making boats bigger by adding planks, that is they constructed these boats to be bigger than any before. They had to solve a number of problems, such as making sure the joints were watertight and also making sure that the joins were rigid and the boat did not simply fold up in use. It was not an easy task and involved finding waterproof materials to push in to the joints, making up cross braces and 'sewing' the planks together.

Bronze – precious metal (pages 18-19)



You may like to point out to children where bronze is used today. You will find it in letter-boxes, in light switch panels, in door furniture, in lampstands and so on. These objects all have one thing in common – they are cast. More brittle than pure copper, it was easier to cast and could be hardened by repeated heating and hammering. So you make your design, make a mould from clay or sand and then pour the molten alloy into the mould and let it cool.

Adding more tin results in a harder alloy which cannot be worked cold, but has to be heated to temperatures of between 600 and 800 °C. Tools and weapons were generally made of this harder bronze, while softer metal was preferred for casting statues and vessels which were subsequently hammered and engraved.

Then you would polish or file the rough casting smooth. Nowadays we would use a steel file for finishing, but iron had not been discovered at this time, so coarse-grained rocks had to be used.

Bronze is an alloy, and it was discovered in the Middle East, presumably by accident. It was different from gold, silver and copper, the metals that had been used before this. All of these metals can occur in native form, that is you can pick up pure pieces of them and so no refining is needed. They are also soft and can be knocked into shape. So these metals were all used in the Stone Age. However, as they were soft metals they had no practical purpose and so did not turn the Stone Age into a gold age, a silver age or a copper age. Copper is a bit different as it is harder than gold or silver and some people suggest a Copper Age be inserted between Stone Age and Bronze Age, although this is a bit hair-splitting. The point is, bronze was a steep change in metal working because of the heating that was needed, the refining and the alloying.

Because of all of the steps in this, it was a skilled job. It was time-consuming and expensive. So it wasn't the sort of thing that every farmer could do. The metals were not found everywhere either. So, just like flint hand-axes in the Stone Age, bronze was made in a limited number of places and gave rise to trade.

You may wish to point out to students that the copper and tin mining was not done using bronze tools. They used antlers to dig with – so in this respect the Stone Age systems were not dead.

What did people use bronze for if it was so difficult to make? The answer is, for many tools. Sheep shears of bronze have been found, as have spear heads and axe blades. Many are well decorated. They are mostly found in an incredible state of preservation, and appear not to have been used. This is what

has persuaded archaeologists to think that many of the bronze finds are offerings to the gods. They were never intended to be used, but simply to be offered because they were so expensive and difficult to make.

For those items that were in use, and here, when something became worn out, the most sensible thing would not be to throw it away (as you might with a flint) but to remelt it with new material. This may be why so few used bronze artefacts are found.

What students should take on board at the end of this is the high degree of skill and craftsmanship connected with the Bronze Age in Britain. For comparative purposes, the Bronze Age represents the period in ancient Egypt stretching between the end of Old Kingdom and the early New Kingdom. Tutankhamun was born at the end of the Bronze Age (although the things in his tomb were still mostly gold, things that could have been made in the Stone Age). The oldest real bronze found in Egypt dates to the 4th dynasty and consists of 90% copper and 10% additional metals, which is about the best combination. The first bronze tools were probably not the result of a deliberate attempt at improving the metal, but of the natural mix of copper and other metals in the smelted ore, in Egypt mostly arsenic. Eventually arsenic was replaced with tin.

Torcs and other jewellery (pages 20-21)

Of all the things that many people associate with 'Celtic times', the torc stands head and shoulders above the rest. It is a kind of icon of the times. Why should this be, and where does the torc fit into the timeline?

The torc is usually a neckband, and its name comes from the Latin meaning to twist. This is because it is invariably made from twisted wires of gold, sometimes of bronze and occasionally of silver. It is thick and heavy and its position around the neck meant that it would be seen even with clothing on.

The first torcs were made in the Bronze Age, but they were most popular in the Iron Age, and so this spread has been placed between the two. In a way it is a symbol of continuity between ages.

The torcs that we see are mainly from buried hoards, that is, they are torcs placed in the ground as a ritual burial and offering to gods. These particular ones were never meant to be worn.

Torcs are nearly all made of twisted wires of metal. To make a wire the metal had to be of a suitable kind to be hammered out into long threads. Copper, gold and silver are the most suitable and bronze can be used as well, but copper weathers to a green colour and silver blackens (copper and silver tarnish) quite quickly. By contrast, gold does not react with the oxygen of the air and so retains its lustre. So, on purely practical aesthetic terms, gold is the best choice for a piece of jewellery. Bronze is another possible choice because it tarnishes very slowly and is a kind of poor-man's gold.

It would have been far easier to make a torc from wire than to make it from a solid, and the twisted wires allow a great degree of artistic design. The wires were terminated in a solid gold boss which was also carefully decorated. Do get students to look closely at the torc on page 20, and especially at the bosses, and notice the intricacy of the workmanship. They might even want to use a hand lens to study it really closely and to try to copy the designs (see worksheets 10 and 11).

So who wore these things? The answer is that many were never worn at all for reasons mentioned above, and those that were worn must have been fitted with the intention that they would never be removed, rather like wedding rings or the neck rings used in traditional African societies. It is believed that the first torcs were worn by women, but then the use of torcs changed and they became the decorative choice of warriors and in some ways a symbol of their bravery.

Chapter 3: The Iron Age

The Iron Age/A land of kingdoms (pages 22-25)

The Iron Age is a sort of problematic time, in so far as in Britain it is usually taken as being from the time of iron toolmaking (which reached Britain in 800 BC) to the arrival of various conquerors. In England and Wales this is taken to be the arrival of the Romans but, of course, elsewhere in the UK the Romans had less impact and so this end date has far less significance. Subsequent invasions by Anglo-Saxons were also of no immediate significance to Scotland or Ireland. This book is, however, more concerned with everyday life than with politics, and the nature of ironmaking spread across the whole of Britain fairly evenly.

We do know that at this time the population was considerable, perhaps getting on for 2 million. We also know that the increase in population had resulted in a shift in the way people lived and organised themselves. This was all in addition to the way that iron changed people's lives, in weapons, armour, tools and decoration.

Our problem with identifying and relating to the British at this time is that we have no written records from the people themselves. They clearly thought that written records were unimportant. Their craftsmanship shows that they were able people and so lack of writing was not an inability to be bright enough to write. Whatever the reason, they did not choose to write things down, the end result is that our written records of them are entirely from the Roman empire writers, and these were often people who had never visited Britain at all and, in any case, thought of all other peoples as inferior – barbarians.

You might want to discuss with students what this means. We have tended to use the word kingdoms in this book rather than tribes because of the unfortunate baggage that comes with the word tribe – implying backwardness. Tribes are effectively people whose connection is that they are related to one another, a natural progression in a country where people did not move about much. You can discuss the difference it makes as to what word you use in history. If, for example, we were to talk about the tribes of the highlands, they would seem anonymous and perhaps backward. If we change the word and talk about clans, we immediately give the same people a quite different status. So when you see that the kingdoms of Britain are given difficult Latinised names, this is because the names were written by people from the Roman empire. Because Rome was the superpower of the day, some kings chose to use their Latinised names to give them a connection

to success and improve their status. The same kind of thing happens today when people want to impress one another. The point is that all of this makes it very difficult to get to know the British during the Iron Age and just after and to feel them as real ancestors.

So that is why we start with a different tack on the introductory pages. We start with pictures of some domestic things, like buckets and vases and cooking pans. They are not all made of iron (so that students realise that many things never have and are still not made of iron), but iron has had an impact on many of them.

Notice that the decoration of the bucket is of the same kind as the torc, it has what people would call, a Celtic art influence of swirls. From this we can try to see what people were like. Clearly they were a well-developed, domestic society, overwhelmingly farmers but with manufacturers able to make these sophisticated objects.

These spreads also tackle the disputed topic about how Celtic anyone is.

For a long time people thought that Britain had been colonised by waves of Celtic tribespeople from Europe and that this had been the reason for Celtic language. Then, when the Romans arrived the Celts were pushed back to Wales and the SW peninsular.

However, this idea has now been superseded by the concept that language and art were transferred to Britain from Europe simply by trade. One reason for this is that so few obviously Celtic tribe burials have been found. Those that have been found could be interpreted as traders who happened to die while in Britain. The idea that peoples moved about Europe is supported by the way many British kings were known by the Roman government even before invasion. When the Romans arrived, some British leaders did flee west, but most people stayed put, continuing to farm their land. It has been found that few in Britain are entirely genetically Celtic, that is descended entirely from the Celts of mainland Europe. It is one of the enduring myths of history.

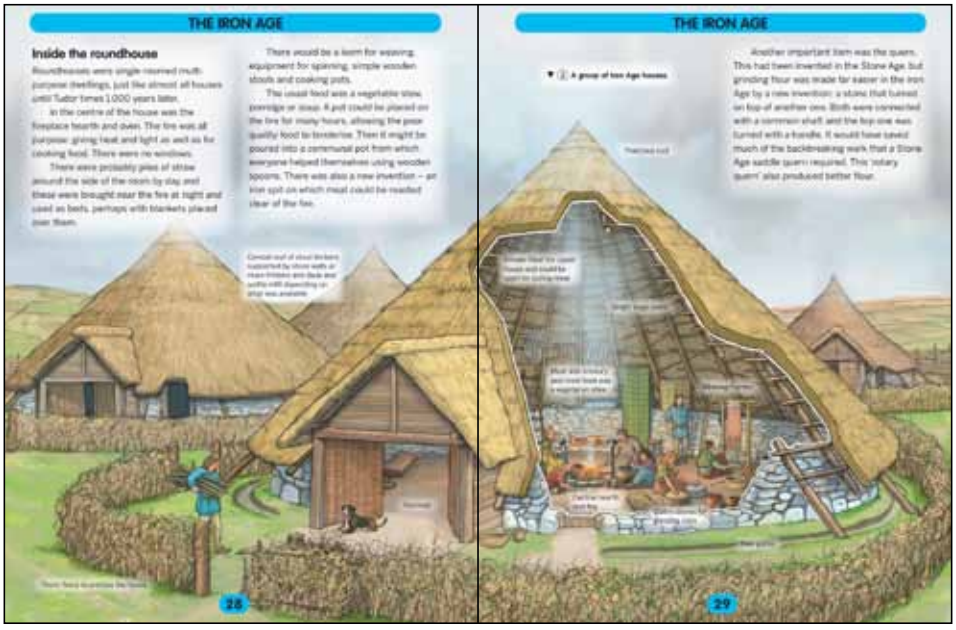
Houses, villages and towns (pages 26-29)

Because Iron Age Britain is the period up to the invasion of the Romans, here we are simply looking at what life was like before that. In general, people were farmers, but there was also considerable manufacturing and in places this led to the growth of semi-urban large villages which the Romans called oppida (singular oppidum). The biggest of these was the site of modern Colchester. However, people did not have the same sense of urban life as the Romans. Why should that be? In part it stems from the history of the Roman Empire and before that the Greeks, where the typical unit of power was the city state. In Mediterranean lands there are regions of mountains separating one city from another and confining farming to areas close to cities. This kind of situation was not the case for Britain.

As further examples of continuity and difference, in the Iron Age, British houses were still round, as they had been in the Bronze Age, while many on the continent were rectangular (and in Britain began to be rectangular as part of Roman influence after 43 AD). That is, the basic building unit of Britain stayed uniquely British. But innovation had certainly continued, especially in the detail of the design. Bronze Age houses were, if you recollect, topped off with gently-sloping roofs. This resulted in inconveniently-placed inner roof supports. By the Iron Age, the roofs were no longer of turf, but of thatch. A roof with an Iron Age pitch of 45 degrees (much steeper than a modern roof) will support itself better than a low pitch roof. Couple this with slightly smaller houses and the use of lightweight thatch and you can dispense with the inner ring of posts.

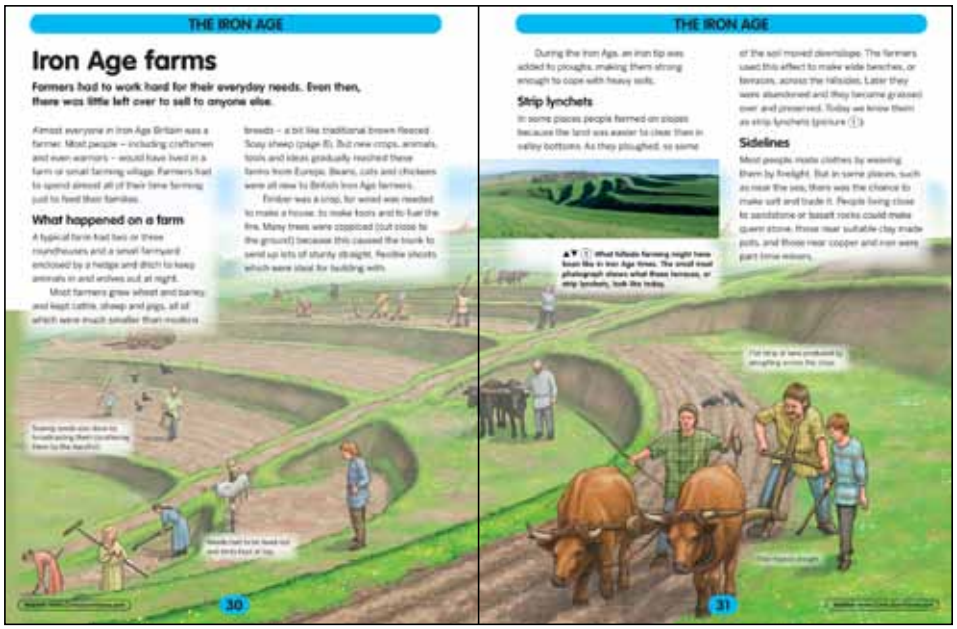
Iron Age roundhouses had entrances, possibly facing the same way for religious reasons. The house probably had a porch and door, but inside was just as dark as it had always been. It might, however, be worth getting students to notice the iron innovations, especially the roasting spit, for example. But, by and large the Iron Age house got by without iron (just as modern houses do).

It is likely that houses had enclosing hedges of some kind. Archaeological evidence suggests they usually occurred in small groups, as shown in this illustration.



Another example of innovation was the change from a saddle quern to a rotary quern using grindstones rotated on the other. This produced a better quality of flour (a smoothie without the gritty bits). So what is happening in the houses is gradual evolution rather than abrupt change.

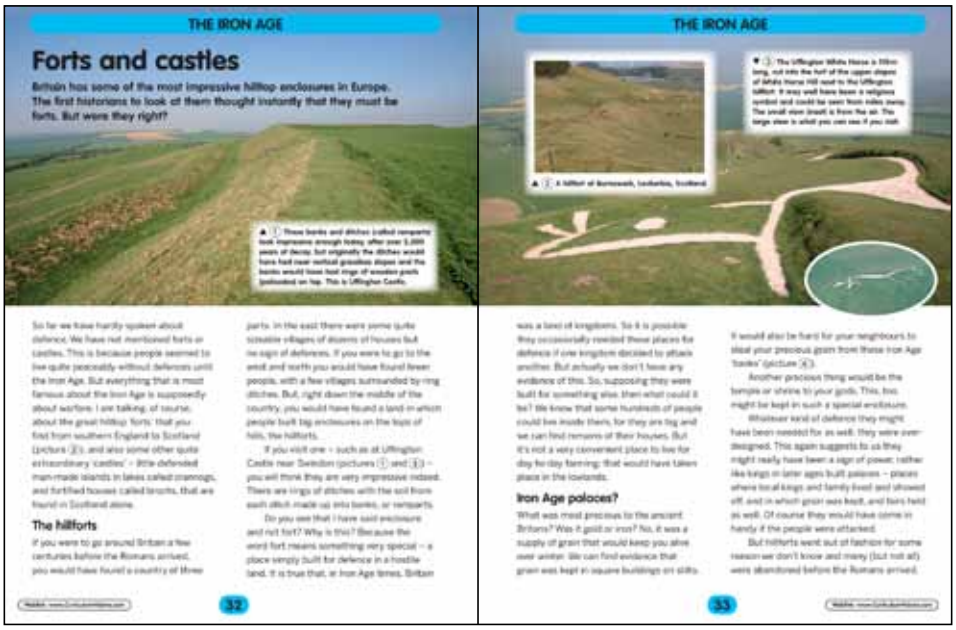
Iron Age farms (pages 30-31)



Farming is an everyday activity that has been going on for ten thousand years. Each year the work of the previous year is eradicated by fresh ploughing. So generally it is not an easy thing to find out what it was like in ancient times. However, these pages concentrate on a feature of many hillsides that has been left, and it all dates back to the Iron Age. The features are old terraces – called strip lynchets – that were created by contour ploughing on steep slopes, often close to hillforts. The constant ploughing moved soil down the slope, creating, in time, a series of benches. Then, when hillforts went out of use, so did the steep land near to them, leaving the strip lynchets fossilised in the landscape. (You may also wish to tell students that we know about the medieval 3-field system on low lying land, by the fossilising of ploughing patterns, as heavy arable land was abandoned and used for grazing).

You may wish to direct students' attention to the iron used for the plough tips. This enabled ploughs to dig deeper into the ground and to work ground that had previously been too heavy. Do they think this was easy work, as the oxen seem to be doing all the pulling, or was it also hard work for the ploughman, and if so why should this have been? (it is nearly impossible to keep a single plough without any guide wheels going in a straight line; it is also very liable to turn over).

Forts and castles (pages 32-35)



Of all the things that remain from the Iron Age, castles or forts are by far the biggest and most impressive. But they are also some of the most enigmatic.

You might want to get students to avoid using the word hillfort until they have decided what they are really looking at. The Curriculum Visions videos will help there, as will the picture on pages 34–35.

Hilltop or clifftop features abound in the central strip and west of Britain as far north as central Scotland, although they are not found in the east. They all consist of a central, usually flat, area enclosed with a number of ridges and ditches. There are often several passageways through these ridges and ditches, the way being more like a dog's leg, so there is no straight path. Their location on hilltops or by cliffs is also significant.

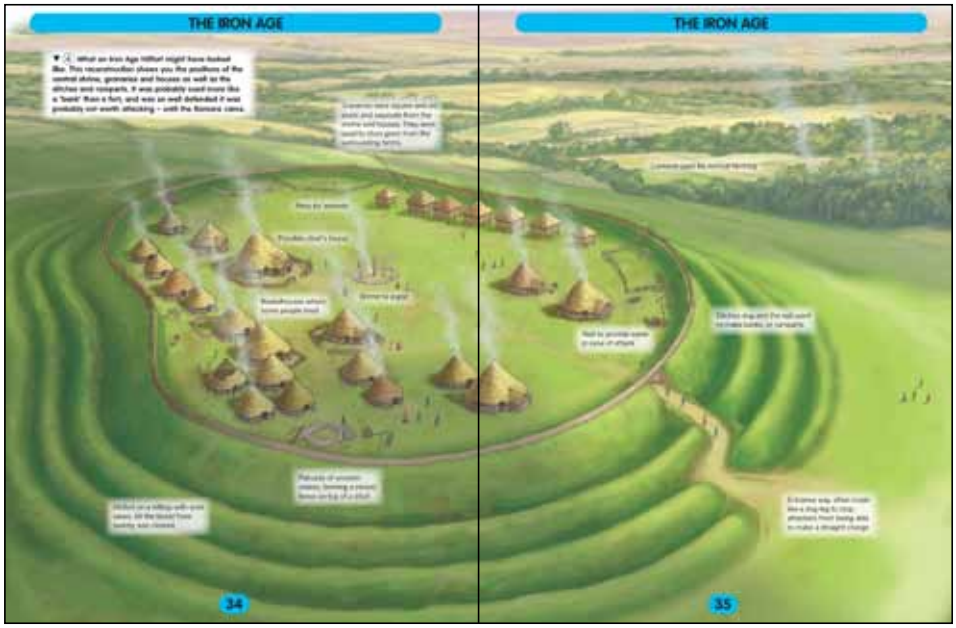
It is also worth reminding students that these structures will have been abandoned for at least 2,000 years (some for many hundreds of years more than that) and so they are looking at something that has weathered down.

Near-vertical sides of ditches now look like gently-sloping banks. Nevertheless, the structures remain massive. They are several hundred metres across and can get several football fields inside them.

Again, get students to remember that these were all dug by hand using simple tools. The ditches are deeper than just the thickness of the soil, so people would have been digging into the rock as well. It was a mammoth task.

Today they stand empty with little sign of what might have been there.

Which word is closest to the truth, fort or castle? Are either correct? Both castle and fort imply that the main use was for defence. This may well not have been true. They could have been used for chieftains and their entourage to live in. They could simply have been over-designed as a way of impressing neighbours, just as many medieval castles were over-designed. This is why we introduce the idea that they could have been Iron Age palaces as much as anything else. Excavations have shown that the sites were sometimes places where grain storage huts were located. So they could also have been places where the communal harvest was kept for over-wintering. We just present these ideas to show that the same feature can be interpreted in a number of ways. We do know a number of things: that many hillforts were abandoned decades or even hundreds of years before the Romans arrived, and although a few were used as defences against the Romans, clearly people had moved

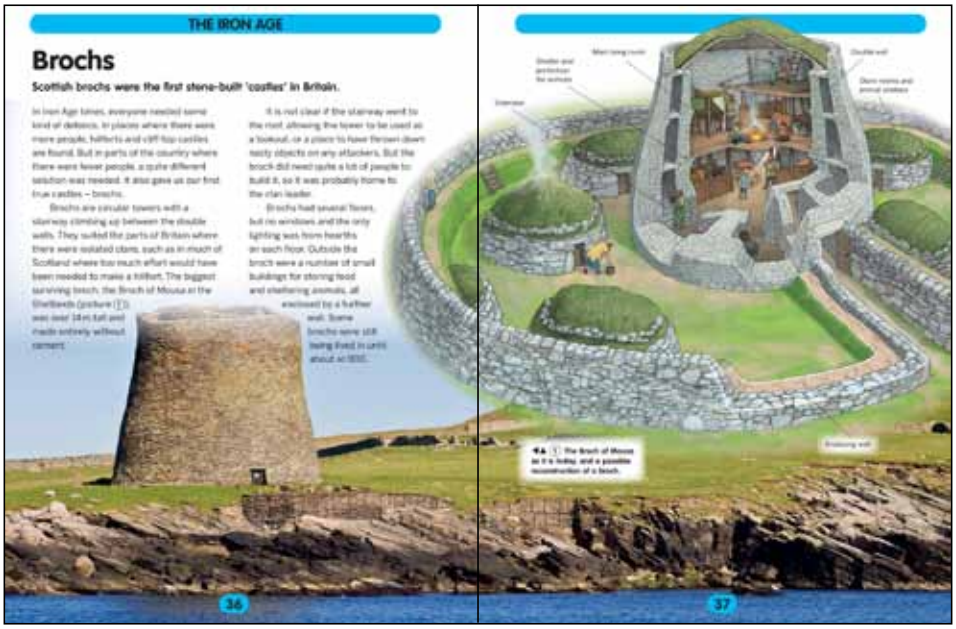


on in their ideas from the times when they were built. So they seem to be features that were fashionable for a while and then went out of fashion, just like the stone circles thousands of years before.

The main threat people faced before the Romans would have been attacks by neighbouring kingdoms intent on increasing their power and influence. Static hillforts are not very suitable for this as they would have been surrounded and starved out. If you were going to defend a territory, you had to defend it by going out to the attacker. In many societies attacking and defending were ritualised, so only a few people (the champions) did battle and those that won took everything. This was a strategy that saved a lot of effort and bloodshed. Again, it would have been likely that the general farmers would have let all of this go by and put up with whoever ended up in control.

What is important, however, is the fact that skirmishes or outright land grabs occurred. They did not seem to be a feature of Bronze Age times. What this tells us is that the countryside was filling up and that there was limited new land for the taking. We can also see the development of a hierarchy of warriors here which did not exist before. So the Iron Age society was different from the Bronze Age society. Descriptions from Roman books confirm this. In Roman times various kings sent for help to the Romans when they feared being taken over by neighbours. One such threat was even used by Claudius as an excuse for invading Britain.

Brochs (pages 36-37)



When people think about Iron Age defence or struggles between kingdoms, they tend to think of hillforts. But in fact there were a whole variety of structures built during the Iron Age, just as there were all kinds of shapes and sizes of castles and fortified houses in the Middle Ages. This spread therefore seeks to show students one of the most interesting, as well as one of the most enigmatic.

In Scotland people built hillforts in places where there was a considerable population. But in less populated regions they did something different. They built homes on artificial islands in the lochs and stone towers on lochsides.

Rather like in Stone Age times, the people of Orkney built the spectacular Skara Brae homes, so in Iron Age times they built brochs. Brochs continued to be used until the Middle Ages, yet no one knows what caused the design, or even really how they were used, so what is written on the pages of the text book has to be an interpretation based on the evidence purely of the remaining structure.

Brochs look like crumbled cooling towers, but they were very sophisticated buildings. For a start they were double walled, although it is not really clear why, when a staircase of wood inside the building would have done. However, by building two walls and an intervening spiral staircase and galleries the two walls are tied together and so the overall strength of the structure is increased. This may have been important as some are over 14m high.

Brochs are all built out of stone slabs without any cement, so they had to be thick to stand at all. There are slabs sticking out into the central space, the hall you might call it, which could have supported beams that held up floors. You can see this in the illustration.

The problem in interpreting brochs, and a puzzle that will surely intrigue students is that they have no windows and no obvious means of defence. If someone came along you could shut yourself up in a broch until they went away. But most fortifications have ways of repelling the attackers, yet it is not even clear if there was a stairway to the roof to allow defenders to throw things down on the attackers.

The brochs would have made a good weather-protected environment to see out a long winter and keep animals in a ground level byre. So you could see them as simply chieftains' weatherproof houses with no defensive intent at all. Nobody knows.

Travel and trade (pages 38-39)

This spread is about the way that Iron Age peoples developed a web of connections that began the long process of changing barter into a money-based system. Notice that it brings together three things: language, means of travel and means of paying for what you want. You may like to discuss with students how this is important today, now what was beginning over 2,000 years ago has become a global market.

It is not really possible to say which of these is most important, but perhaps it is the ability to travel. Trade means moving goods and this can be done with donkeys and even on human backs, but it was the development of boats and carts that allowed bulky and heavy goods to be moved. In the Iron Age, the Romans wanted minerals and cereals from Britain, both bulky items.

Interestingly, most people know about carts in Iron Age times through the faster chariots used in racing and in battles. But those aside, this was the age of the cart. You can tell how important carts were by the way that wealthy people are buried with their carts as grave goods, much as they might be buried with gold or other precious things.

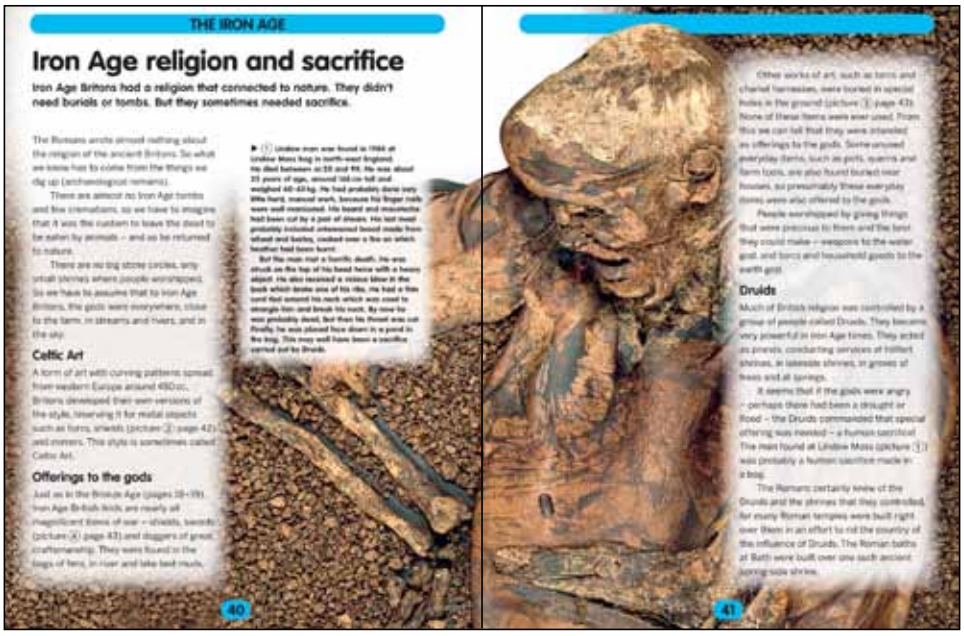
It is not clear how much British people used coins in Iron Age times. They are sometimes found as hoards, and they do have local kings' heads on them, in direct copying of the way the superpower, Rome, had emperors on its coins. But hoards are normally more associated with offerings to gods than with 'keeping your money under the bed', so it is probable that coins had a fairly peripheral role until the time of the Romans.

We saw how trade in Bronze Age times allowed people to share languages. This may well have been the way that the Celtic language spread, although, because people didn't travel very much, regional dialects of that language are likely to have developed that seemed almost like different languages.

Students should know that just because we take on a language doesn't mean we were replaced by another group of people.

One other fascinating insight this brings is that the people on the southeastern shores of Britain certainly traded with the peoples to the north of the Celts. These people spoke a Germanic language, that is they were basically Saxon. So it is quite likely (although unknown) that many people in southeastern England were familiar with the Saxon language. How this was important is shown later.

Iron Age religion and sacrifice (pages 40-43)



The Stone Age peoples connected to their gods through great stone monuments like Avebury and Stonehenge. But by Bronze Age times this relationship had all but disappeared. So what replaced it? We know that people offered sacrifices of their best craftsmanship to their gods by putting weapons into water and jewellery and money into pits in the ground. So, in some way, they were communing with nature. As nature was all around, great symbols of religion do not seem to have been as important.

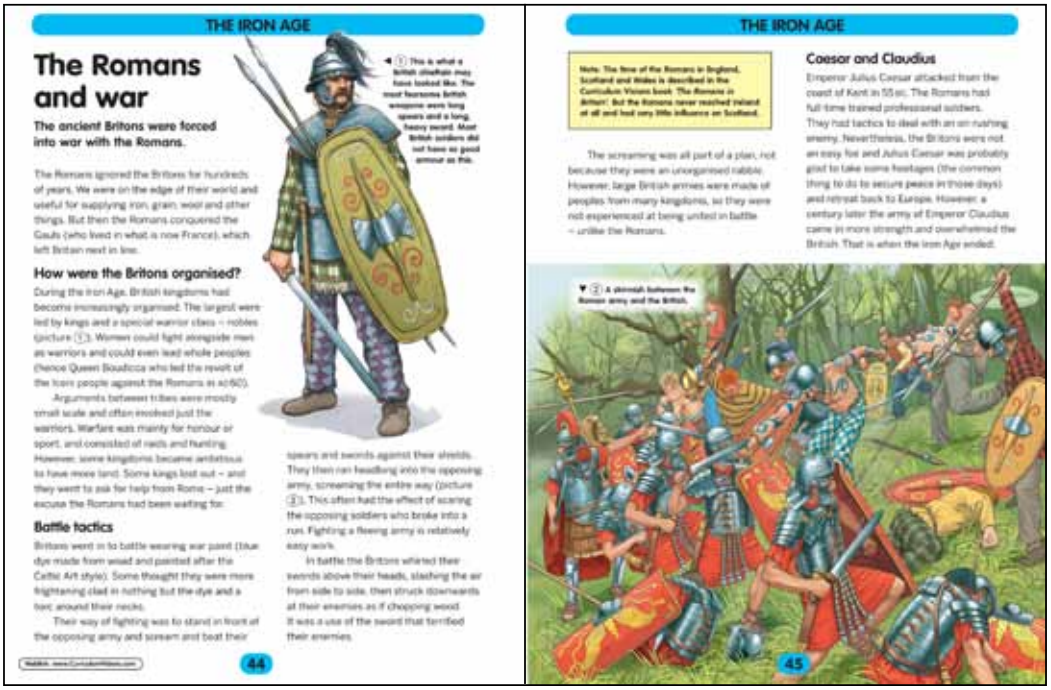
We also know that when the Romans arrived they found the British using wooden effigies of their gods. How can we help students to understand this and what it looked like? One way is to use a more modern example. In North America people communed with nature by carving and painting tree trunks. These are totem poles. There are many of these still in existence. It seems that Iron Age Britons related in much the same way. We also know that the Romans specifically used Iron Age British religious sites to found their

own shrines, in part because they may have felt the sites had some power and in part to stamp their authority on the native peoples. Thus the Iron Age British spring at Bath was turned into the Roman baths and religious site.

So the idea of religion had simply changed from Stone Age times. It may well have been that each settlement had its own religious symbol for worshipping. So did the Iron Age British worship in any other way? There is some evidence that, from time to time, they may have demanded human sacrifice.

Lindow man may have been an example. It certainly looks like a ritual killing. Notice that at this time there was also a resurgence of the priestly sect known as the druids, whose influence was part religious, part political. The Romans saw them as a threat and they did their best to eradicate them, which they did. There was no connection between these people and more modern peoples who choose to think of themselves as druids.

The Romans and war (pages 44-45)



You may care to read this part of the book in conjunction with *The Romans in Britain* book. That book looks at the Romanisation of Britain and focuses on the Romans. But the Romans did not think of the British as insignificant people. Quite the reverse, they regarded them as battle-hardened warriors.

In a way their tactics were much like those of the Highland clans, many centuries later. The clans were known to be fearless warriors and their main tactic was terror. The Iron Age British used the same kind of tactic. They preferred to attack downhill, they painted themselves to look ferocious and they shouted and screamed to frighten their enemy. They had huge swords that they waved in the air and then chopped down on the heads of their opponents. This fearsome swordsmanship was what normally frightened off opponents. But they did not have a plan B.

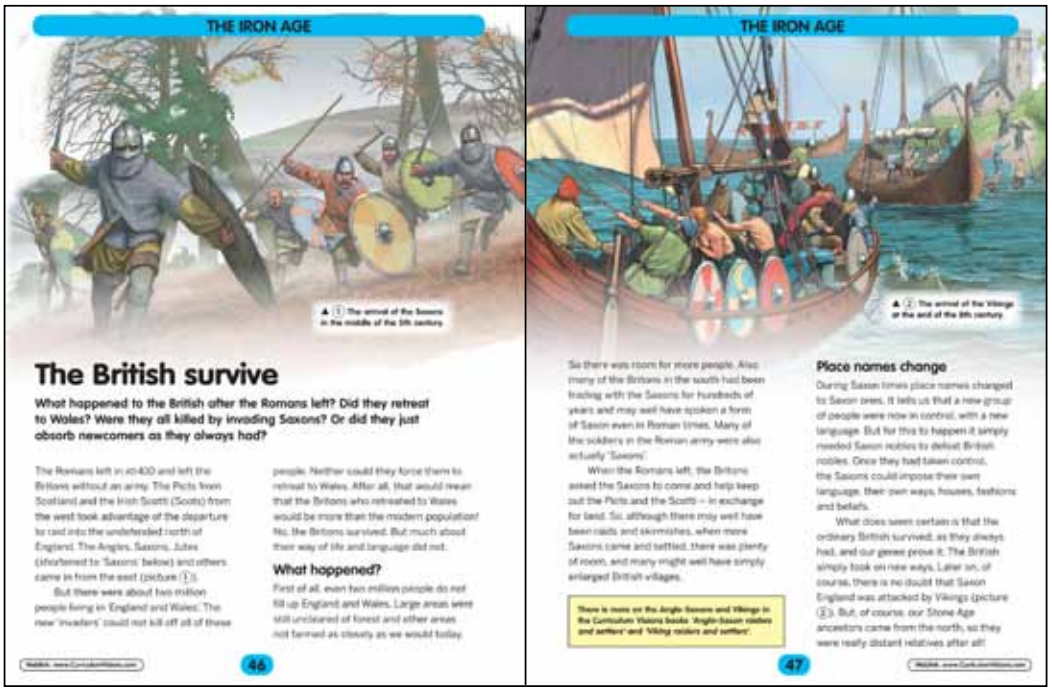
The Romans had a huge experience in dealing with peoples of Europe. They did not frighten easily and they stood their ground. Above all, their leaders were famed for their tactics. For example, they stood in a V-shaped formation and encouraged their opponents to run into the narrowing V. When they reached the narrow part of the V they could not manoeuvre their long swords and then the Romans were at an advantage because they had short stabbing swords. The Romans had the reputation the British army now has, of being well disciplined, of standing their ground, and of using tactics.

When the Roman invasion came, the British gathered considerable forces against them. There is even talk of the resisting army including the King of Orkney. But they were not used to working together and this gave the Romans an advantage.

So what happened when the Romans forced the British armies back? By the time they had retreated to the Welsh mountains, they were no more than bands of guerillas. The most famous was led by Caractacus. For the rest, the Romans worked much as the British were to work in later centuries in India and Africa. They gathered the chiefs, got them on their side and left the chiefs to rule the country. All the Romans wanted was a steady supply of taxes and resources such as wheat and tin.

So why did the Romans have such a hard time in the mountains of Scotland? After all, they reached the north of Scotland for a while. The answer is that their lines of communication became too stretched. It has happened to conquerors down the centuries. It happened to Ramesses in Egypt, it happened to Alexander in Greece and it happened to the Romans on all of the edges of their Empire. It was a simple case of 'there is just so much you can do'.

The British survive (pages 46-47)



So now we have come to the end. The Bronze Age has come and gone, the Iron Age has come and been finished by the Romans, and now the Romans have gone. What next? In fact, the Romans left the areas they had occupied for 400 years very poorly trained to protect themselves. But let us just survey the situation. Britain is now a country of 2 million people. No invasion can displace that many either by killing them or driving them off. But, in a way, past views of history have done just that. By ignoring the British and concentrating on the Saxon and Viking invasions, they have almost assumed that the British did not exist. Why on earth should they have done that? Perhaps the arrival of exotic peoples is more exciting. Perhaps because the British, as usual, continued their way of life without leaving any obvious written trace.

The Saxons who arrived after the Romans left were not strangers to Britain. Their warriors had been here for centuries working as auxiliaries for the Romans. They had traded with the British along the south-eastern coast and those British may already have spoken Anglo-Saxon languages. Then the British rulers invited the Anglo-Saxons to help them against the Picts (Scottish kingdoms), so they must have known one another pretty well.

There is no doubt that Anglo-Saxon ways soon took over from the Roman ways. They replaced the ruling classes, the religion and the languages. They changed the house style. But that was always true with invading armies and people. However, renaming a village and settling in it does not necessarily mean that the previous village owners were killed off, but rather that they accepted the new rulers and just carried on. They survived, they continued, and their genes prove it.

Section 3: Activities for class and home

Introduction

The aim of these activities is to give children an idea of what it was like to live in the Bronze and Iron Age times when over a large area of Europe, including Britain, people followed a Celtic lifestyle. All of the activities aim to develop skills in a wide range of subjects in the curriculum and most are practical activities which can be done in class or at home.

Read through the list of lesson plans here and scan the student book to see where you might like to include some of them in your scheme of work. You may like to have two or more activities from different lessons taking place in your class at one time or set some for homework.

Note

The cross-curricular links in the activity plans are for the National Curriculum in England but can also serve as a guide for use with other National Curricula.

List of activities

Introducing Celtic times

Objectives

- To learn about the properties of the materials used by the Celts.

Cross-curricular links

History

1a Place people in their correct period of time.
1b Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, century and decade.

Science

Sc3
1b To compare everyday materials and objects on the basis of their material properties.
2d To learn about reversible changes including dissolving and evaporating.

Resources

Each child or group will need a black plastic tray such as the one used to package slices of meat in a supermarket, salt, water, a spoon.

You will need different kinds of stone and wood, wool, yarn and cloth, string and netting, pottery, leather objects, baskets, gold, silver, copper, bronze and wrought iron objects.

Starter

Ask the children the year and relate this to the word decade as in it is nearly the end or after the end of the first decade of the twenty first century. Review the term century as 100 years and say that for convenience a life time is going to be measured as 50 years. Although this is still a relatively young age today many people in the not so distant past failed to reach it.

Tell the children that they are going to measure back in life times to the end of Celtic times. Get each child to line up around the classroom and represent a life time and count back to the 410 AD when the Celtic way of life in England came to an end. You will need 32 children so some may have to be used a second time or children from another class drafted in.

Tell the children that they are going to study a time in England which began at the beginning of the Bronze Age which was 2200 BC. Count back again another 52 lives drafting in more children or going round the ring again. Emphasise that the period of time they are studying is 2,600 years long.

Main activities

1. Tell the children that before the Bronze Age people used stone, wood, wool, yarn and cloth, string and netting, leather objects, pottery and baskets. Let the children handle the objects and describe the properties of the material. Look for terms such as hard, soft, rough, smooth, rigid, flexible, strong and weak.
2. Introduce the gold, silver and copper items and tell the children that these metals were found in the ground and beaten to make ornaments. Let the children feel the metals and describe their properties.
3. Introduce the bronze items and tell the children that when another metal called tin was discovered and melted with copper a metal mixture, called an alloy, was made that we call bronze. Let the children handle the bronze items and bring them to conclude that it was a stronger metal than copper.
4. Tell the children that 1,400 years after bronze was used in Britain iron came into use. You may wish to measure this in 28 life times to show that the Bronze Age lasted a long time. Let the children examine the wrought iron objects and compare wrought iron with bronze.
5. Tell the children that many of the objects used in Bronze and Iron Age times were made in particular places and were traded for other goods such as grain. There was a good movement of people and goods around the country. One unlikely commodity was salt. It was used to preserve meat and was obtained from certain areas of the coast from Lincolnshire round to Dorset. Seawater contains salt and was run into pans where it was evaporated.
6. Let the children make some artificial sea water by stirring some salt into warm water and then pouring it into the plastic trays. The trays could be placed in a sunny window and tipped a little to one end so there is a varying depth of water in the pan. Let the children look at their salt pan every day for the next few days. They should soon see crystals forming at the shallow end then larger crystals in the deeper water as the water evaporates.
7. The large salt crystals look a little like precious stones and you may use this to say that there was a trade in jewels.

Introducing Celtic times (cont...)

Plenary

Review the work with the children and establish that the Bronze and Iron Ages were busy times with materials being processed, made and traded. Remind them of how long ago both these ages were.

Outcomes

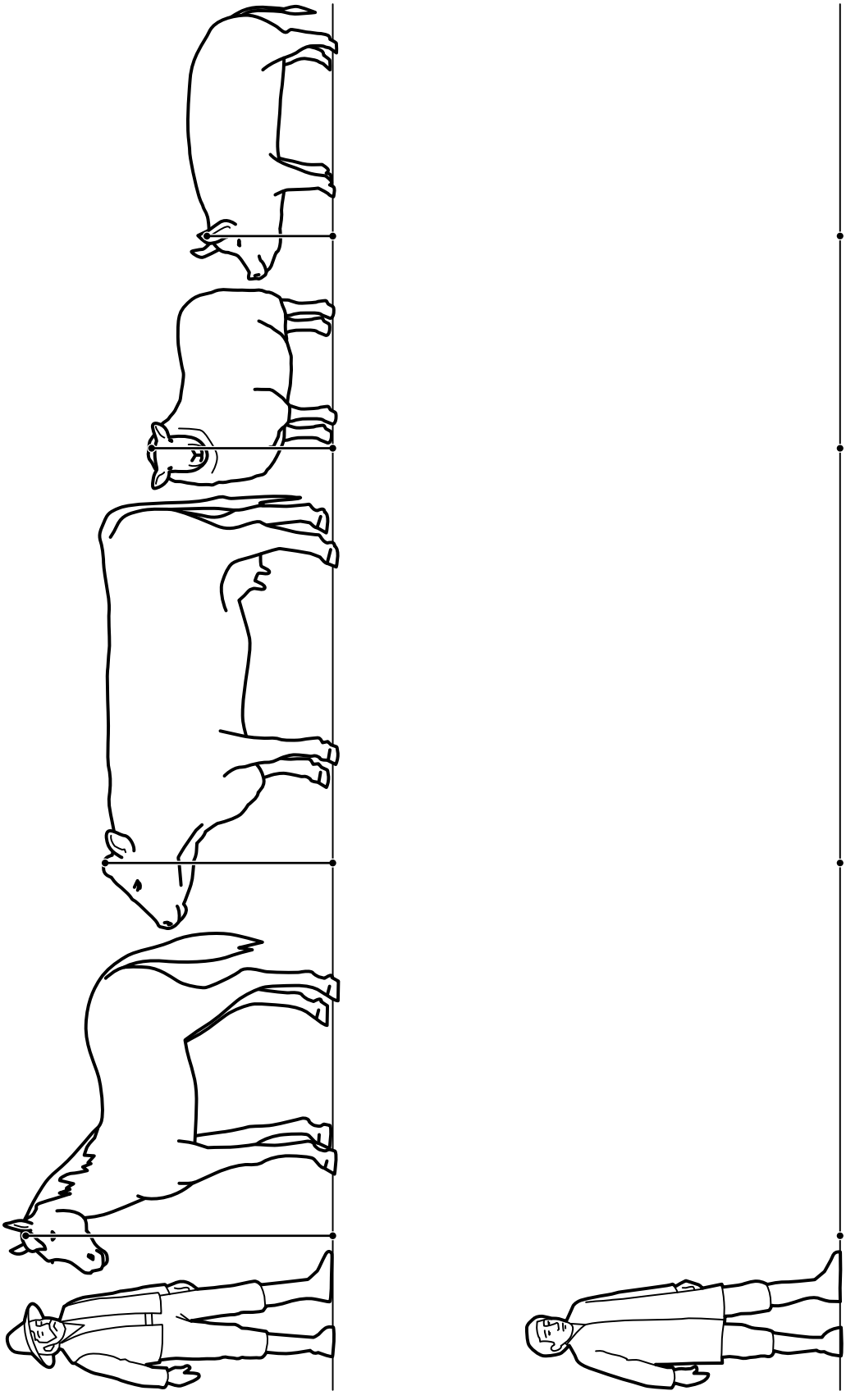
The children can:

- Appreciate the time span of the Bronze and Iron Ages and their distance in the past.
- Compare the properties of materials that were present in the Bronze and Iron Ages.
- Dissolve salt and understand how it can be recovered from sea water by evaporation.

Name:..... Form:.....

Based on Celtic times student book

Celtic farming



Celtic farming

Objectives

- To learn about the size of farm animals.
- To identify grains used by Celtic farmers.

Cross-curricular links

Science

Sc2

4b Group living things according to similarities and differences.

Maths

Ma3

Use standard units to make sensible estimates.

Resources

Each child or group will need a copy of worksheet 2, a ruler and pencil, pictures of pigs and wild boars. A sample of potting compost containing a selection of seeds but including grains of wheat, barley, rye and oats. A card with wheat, barley, rye and oats held with sticky tape and labelled, a plastic beaker of water, a bowl or deep tray and spoon.

You may like to display some animal bones such as chicken or bones obtained from a butcher. They should be cleaned as directed in *Be Safe! Third Edition* published by the Association for Science Education (ISBN 978-0-86357-324-8) page 25 after consulting your school policies.

Starter

Tell the children that archaeologists have found out about Celtic farms by examining the soil and identifying and measuring the animal bones found there. You may show the children some bones and ask them to guess the animals the bones came from.

Main activities

1. Tell the children that archaeologists use water to wash soil and separate its components. Ask them to put the soil at one end of the tray and pour the water onto it and spread the soil out with the spoon. The children should look through the soil for seeds and grains and collect them into groups on paper towels.
2. Ask the children to use the prepared cereal grains to identify the grains in the soil.
3. Issue worksheet 2 and tell the children that the farm animals in Celtic times were up to a fifth (20%) smaller than today. Ask them to measure the height lines of the horse, cow and sheep in the top picture then construct height lines a fifth shorter in the bottom picture and draw in the animals at the new smaller height.
4. Tell the children that pigs in Celtic times were more like wild boars and let them draw one in using wild boar pictures to help them.

Plenary

The children should consider the height of the Celtic horse and realise it was more like a pony than a horse. They should remember this when considering the chariot in activity 8A and 8B. If the children wish to explore the soil in the locality it should only be collected from sites which are free of dog excrement and broken glass.

Outcomes

The children can:

- Recognise the grains of the cereal plants used in Celtic times.
- Make drawings showing the approximate size of Celtic farm animals.

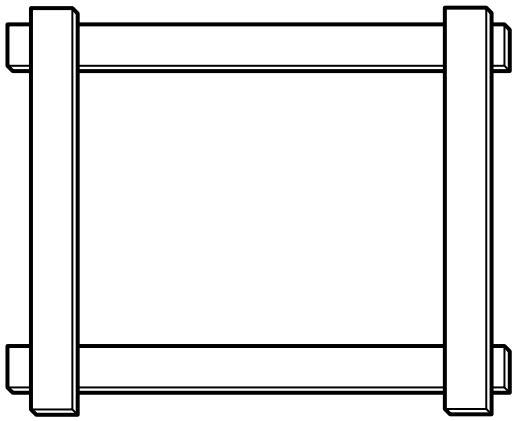
Name:..... Form:.....

Based on Celtic times student book

Wattle and daub

A. Arrange the two shorter pieces of cardboard horizontally and the two longer pieces vertically to make a rectangular frame and stick them together.

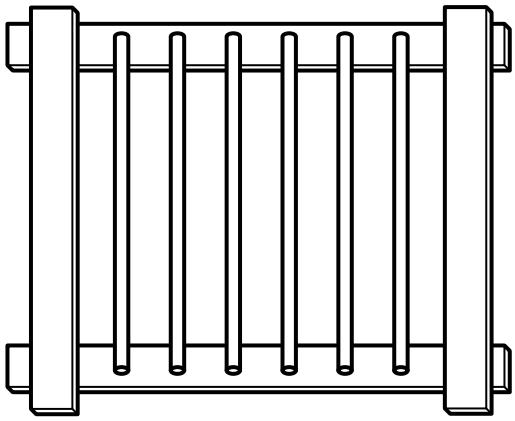
A



B. 1. Stick the top of each of the shorter straws to the frame individually to space them out evenly.

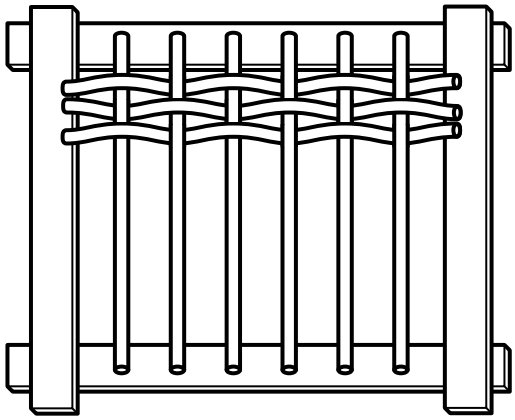
2. Stick the bottoms of the straws to the frame with one piece of sticky paper.

B



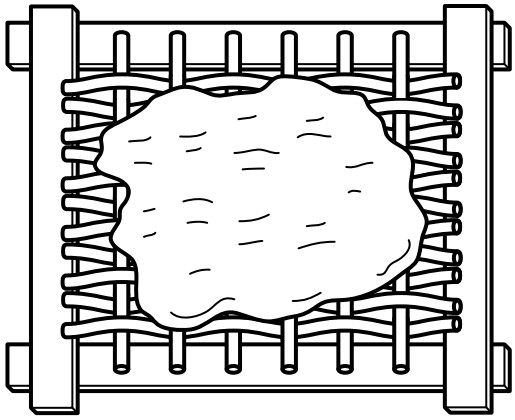
C. Weave the longer straws in-between the shorter ones. Push the horizontal straws so that they touch each other and close any gaps between them.

C



D. Mix flour and water and smear it over the woven straws.

D



Wattle and daub

Objectives

- To learn how developing some simple techniques with common materials were used in constructing early buildings.

Cross-curricular links

Design and technology

2a Select appropriate techniques for making a product.
3a Reflect on progress of work and identify ways in which they could improve it.

Science

2d Make a fair test.
2e Use simple equipment and materials appropriately and take action to control risks.

Resources

Each child or group will need a copy of worksheet 3 (page 38), six art straws, two pieces of cardboard 2cm x 11cm, two pieces of cardboard 2cm x 13cm, six pieces of flattened art straw 8cm long and eight pieces of flattened art straw 11cm long, sticky paper, scissors, a dish of flour and a cup of water.

You will need a hair-dryer conforming to your school policies set on cool or a balloon pump. You may like to have some extra support in the classroom when the children are using flour and water.

Starter

If the children have studied the Stone Age you may like to remind them of how for a large part of that time people moved around as hunter gatherers and made simple shelters or possibly carried tents as they travelled. In the later Stone Age they settled down to farm and made more permanent structures. The skills acquired in one Age were passed onto people living in another. One example of this is the building of windproof walls by weaving sticks together and blocking the gaps with clay, mud and even manure.

Explain to the children that they are going to make a model wall and test it to see if it is windproof. If it isn't people could die due to the windchill factor where the combination of a low air temperature and wind can lower the body temperature to a fatal level.

Main activities

1. Issue worksheet 3 and go through steps A to C with the children, then let them carry them out.
2. Let the children test how windproof their wall are by blowing on one side and feeling with their fingers held a few centimetres away on the other side. They should not blow too hard.
3. Go through step D with the children then issue the flour and water. Tell the children only to use a small amount of water and add it gradually to make the dough slightly sloppy. It will also work if the dough is quite firm.
4. Let the children test how windproof their wall are by blowing on one side and feeling with their fingers held a few centimetres away on the other side. They should not blow too hard.

Plenary

Let the children compare their walls. You may like to perform a fair test with a hair-dryer or balloon pump to see if the wind can be felt at the other side. The children should conclude that when ancient peoples mastered these simple techniques they increased their chances of survival.

Make a circle of small pots or plastic cups and prop up the frames of 'wattle and daub' to make a circular wall. Tell the children that the Celts made house walls like this and in the next activity they will find out how a roof was made above them.

Outcomes

The children can:

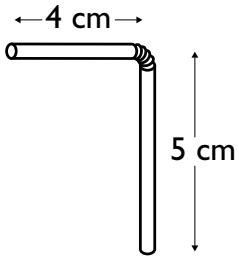
- Appreciate that using simple materials and techniques can produce an object which aids survival.
- Follow instructions to make an object.
- Use simple materials and techniques safely.

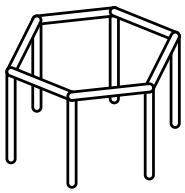
Name:..... Form:.....

Based on Celtic times student book

Make a roundhouse

A





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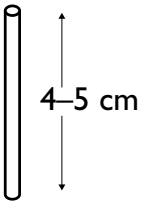

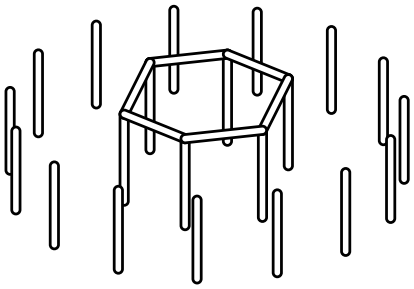

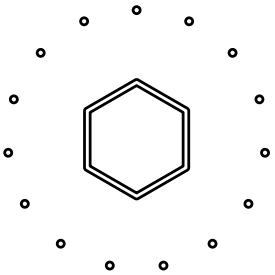

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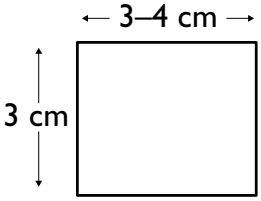

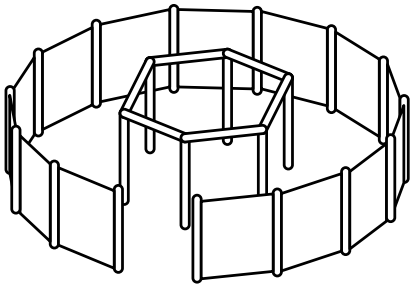

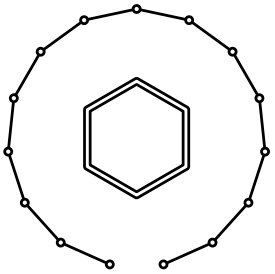

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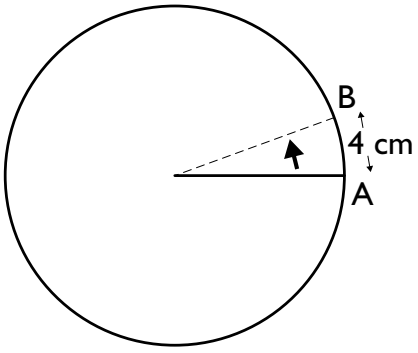
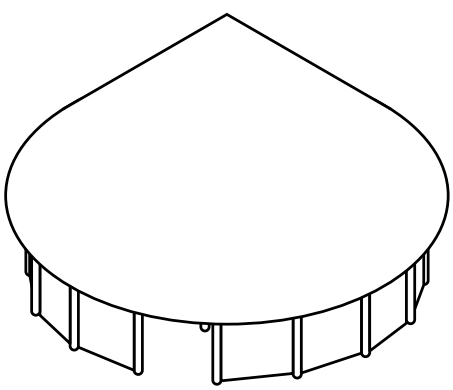




Make a roundhouse

Objectives

- To use simple materials carefully.
- To make a model of the basic structure of a roundhouse.
- To relate the structure to the remains (the post holes) after the structure has been removed (rotted away)

Cross-curricular links

History

2a Characteristic feature of the period and society studied.
4a To find out about people from an appropriate range of resources.

Design and technology

2d Measure, mark out, cut and shape a range of materials, and assemble, join and combine components and materials accurately.

ICT

3a Sharing information by making a display of photographs.

Resources

Each child or group will need worksheet 4, about 10 straws with flexible ends, strips of card about 3cm wide and 20+cm long, scissors, a sheet of paper, a pair of compasses and pencil, a ruler and a bowl of sand (slightly damp).

You will need a camera for the children to use to photograph their work.

Starter

Remind the children of the previous activity and tell them that they are going to make a model of a roundhouse which was used throughout the Bronze and Iron Ages. Tell them that they will also discover what the remains of such a house looks like thousands of years after it has rotted away.

Main activities

1. Issue worksheet 4 and go through step A. Tell the children to cut six straws to the dimensions shown and arrange them in the bowl of sand as the pictures show.
2. Tell the children to cut up the straws to make twelve pieces 4–5cm long and arrange them as the picture shows.
3. Tell the children to cut out rectangles of card about 3–4cm long and rest them against the outer ring of straws (as you did with their frames of wattle and daub in the previous activity). They may need to trim the card if the straws are not all the same distance apart. One space should be kept clear to represent the door.
4. Ask the children to set a pair of compasses to make a circle with a diameter of 8cm and draw it out on a piece of paper. Tell them to draw in one diameter and about 4cm further round put a mark on the circumference as A and B show.
5. Tell the children to cut out the circle and into the centre along the diameter they have drawn. They should then move A to over B and secure with sticky paper and slowly lower the roof over the inner ring of taller straws.

Plenary

Let the children compare their houses. If they want to make adjustments let them. They could then photograph their houses.

Tell the children that in time all the materials of the houses rotted away. Ask them to simulate this by carefully removing the roof, the side panels and the inner and outer ring of straws (posts). Ask the children what evidence is left of the house and look for an answer about post holes. Tell the children that this is all that archaeologists find but from this evidence they have deduced how the houses looked. Let the children photograph their post holes before clearing away.

The children could then make a wall display of their houses and post hole patterns.

Outcomes

The children can:

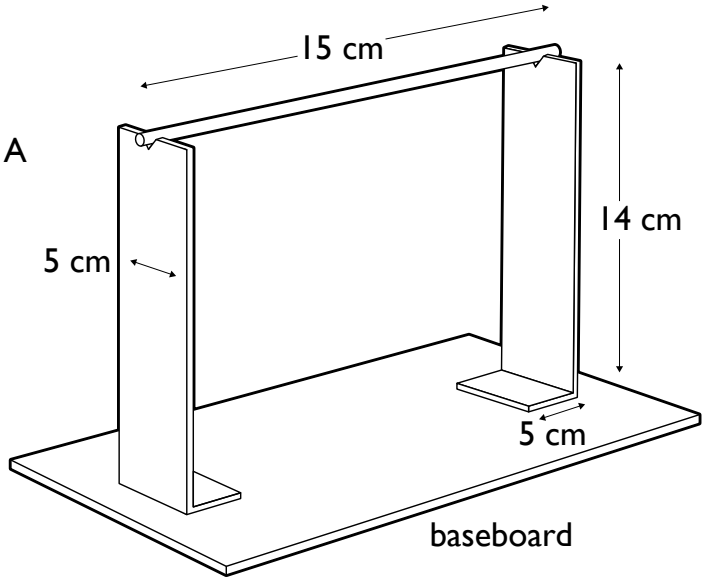
- Make a model of a roundhouse.
- Appreciate how archaeologists can interpret finds and use their interpretations to construct buildings.

Name:..... Form:.....

Based on Celtic times student book

Make a model loom

A



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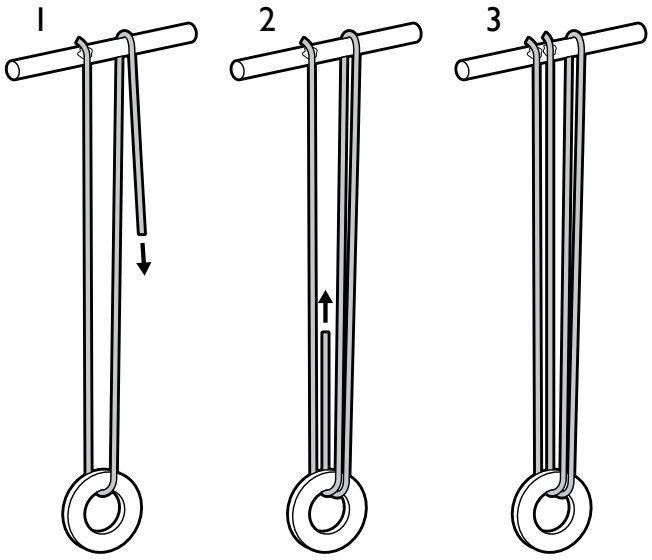

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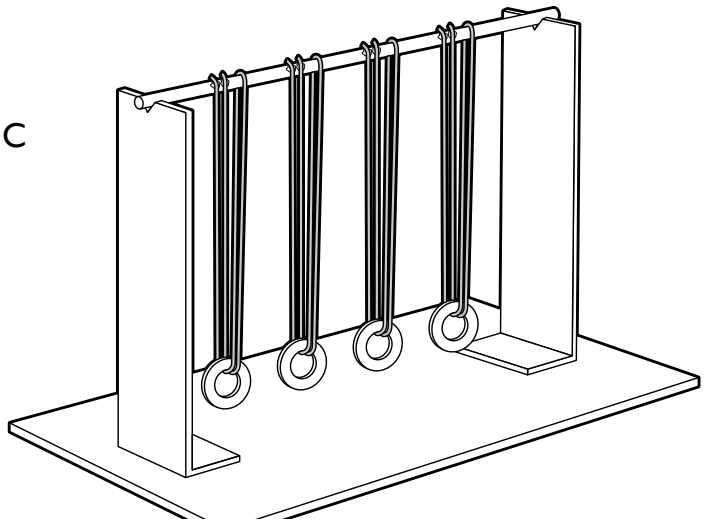


Make a model loom

Objectives

- To work together in a group.
- To appreciate that the Celts could make complicated machines.
- To make and test a prediction based on information received.

Cross-curricular links

History

5c Communicate knowledge and understanding of history in a variety of ways.

Maths

Ma3
Choose standard units of length that are suitable for the task and use them to make sensible estimates.

Design and technology

2d Measure, mark out, cut and shape a range of materials and assemble, join and combine components and materials accurately.

Resources

Each group of children will need a copy of worksheet 5 (page 42), a piece of corrugated cardboard, a straw, two reels of different coloured thread, scissors, sticky paper, glue, ruler. Piece of Plasticine.

You will also need pictures of weighted looms.

Starter

Tell the children that the Celts could make cloth. They used a loom which was made from stout branches and the threads of wool were kept tight with clay ring weights. Show the children a picture of a loom, perhaps in a house setting and point out the parts. Tell them that the loom had many threads hanging down and these could be moved in the bunches that were attached to the weights. Moving the bunches and weaving a thread horizontally between them lead to the making of the cloth.

Main activities

1. Issue worksheet 5 and tell the children that they are going to make a very simple model of a rather complicated Iron Age machine. As even the model is a little complicated to make they must work in pairs.
2. Look at picture A on the worksheet and explain that the children need to cut out two cardboard strips about 5cm wide, 14cm tall with bases of 5cm in length. A notch should be cut into the top of each strip to take a 15cm length of straw. The strips should be glued to the cardboard base board then the straw secured in the notches with sticky paper.
3. Look at picture B with the children. Tell them that a piece of Plasticine should be made into a ring to represent the baked clay rings used in a real loom. The ring should be about 2 cm in diameter. A thread of about 35 cm long should be looped around the straw and through the ring as the three pictures show and the threads on the straw are held in place with sticky paper. This last procedure may need two people working together.
4. The stages in pictures B1–3 should be repeated three times to make a model as shown in picture C.

Plenary

Let the children display their models. Tell them that there are other parts to the loom which are used to separate the threads and move a horizontal thread through them. There are also other parts which are used to press the woven threads together to make the cloth.

Tell the children that when a loom was left to rot away only one part of it was left. Ask them what that part may be and look for an answer about the clay rings. Ask them to predict how evidence of a loom would appear in an archaeological site. Look for an answer about a line of rings. Ask the children to test their prediction by carefully cutting all the threads –a rough line of clay rings should form.

Outcomes

The children can:

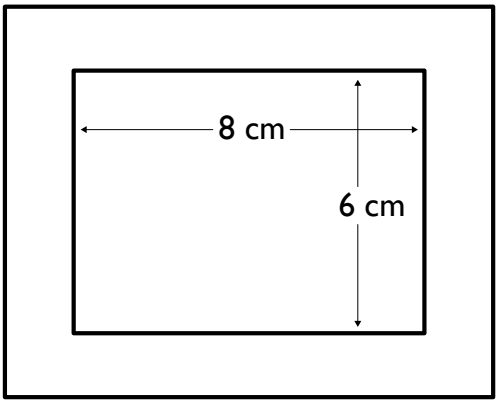
- Work together in a group.
- Appreciate that the Celts could make complicated machines.
- Make and test a prediction based on information received.

Name:..... Form:.....

Based on Celtic times student book

Weaving

A



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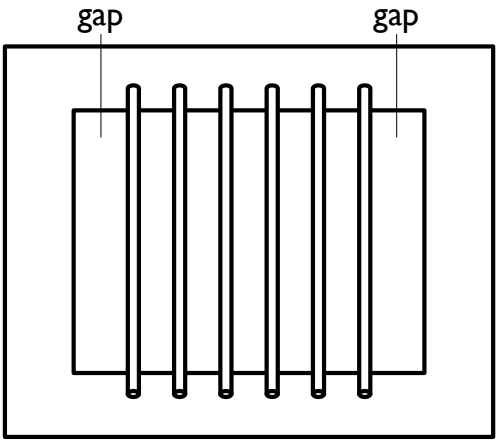

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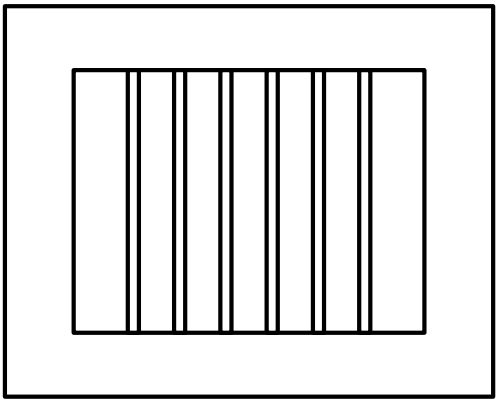

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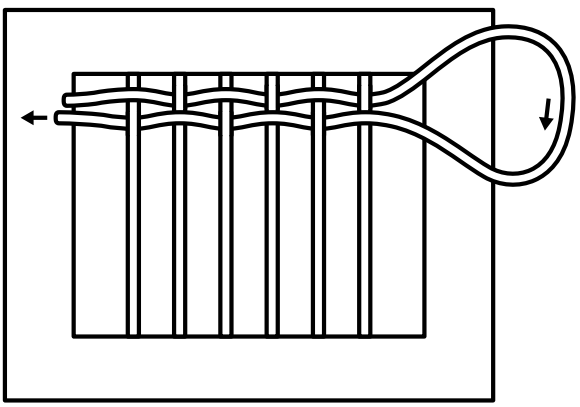


Weaving

Objectives

- To understand how woven material is made.

Cross-curricular links

Art and design

2b Developing their control of techniques.
4b Materials and processes used in craft.

Resources

Each child or group will need a copy of the *Celtic times* student book to look at pages 10 and 11 and later pages 4, 29, 31 and 44. They will also need a copy of worksheet 6 (page 44), a piece of corrugated cardboard about 11 x 14cm or alternatively strips of corrugated cardboard to make a frame with a central space of 6cm x 8cm (see picture A on worksheet), six pipe cleaners, some thick string, scissors and glue.

You will need a piece of tartan cloth and several magnifying glasses.

This activity should be done after work on the loom (see previous activity).

Starter

Look at pages 10 and 11 in the student book and point out that the Celts are wearing clothes made of woven material. Remind the children of the work they did on the loom in the previous activity and tell them that they are going to look a little closer at the weaving process. Remind the children that on the loom there were threads hanging down and that you told them that a horizontal thread was woven between them.

Main activities

1. Tell the children that they are going to make a simple weaving model, which shows how the Celts used their looms and issue worksheet 6. Point out that a cardboard frame has to be made as in step A, six pipe cleaners which represent the threads under tension hanging in the loom are glued to the frame leaving a gap at each side (simply to make the weaving process a little easier for the children) (as step B). Strips of cardboard are glued over the pipe cleaners to make them more secure (step C) and then the weaving process can begin (step D).
2. Let the children make their frames. If you are giving them a square to cut out you might like to make a hole for their scissors. If they are using cardboard strips they will need sticky paper to hold them in place.
3. Make sure that the children use plenty of glue to hold down the pipe cleaners. The cardboard strips, which are placed on top should have plenty of glue, too.
4. The weaving process can now begin. You may like to demonstrate it. A long piece of string is fed in from the left under or over the pipe cleaners as step D shows, then looped round and fed back. This can then be pulled quite tight and the process repeated a few times until the string is woven in.
5. Let the children try the weaving process. Remind them that on a real Celtic loom the thread is passed horizontally through the vertical threads (pipe cleaners).

Plenary

The children could display their work then you they could look at the pages 4, 29, 31 and 44 in the student book and examine the patterns. This shows that the Celts not only used a complicated process in weaving but were also capable of arranging the threads in different ways so that they could weave patterns. Show the children the tartan cloth. Point out that it may be a little more complicated than the cloth used in Celtic times but it does show how the pattern was built up by weaving different coloured threads. Let groups of children examine the cloth in turn with the magnifying glasses.

Outcomes

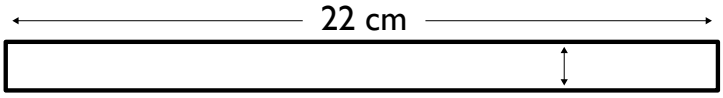
The children can:

- Make a model loom for weaving.
- Perform a simple weaving process.

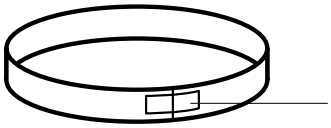
Name:..... Form:.....

Based on Celtic times student book

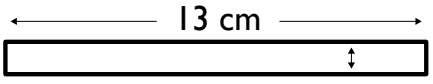
Boats: Make a coracle



one strip needed

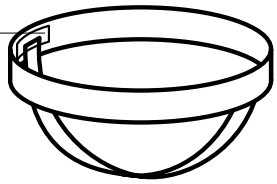


join with sticky tape

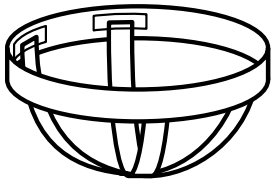


three strips needed

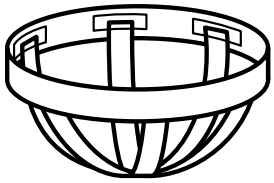
join with sticky tape



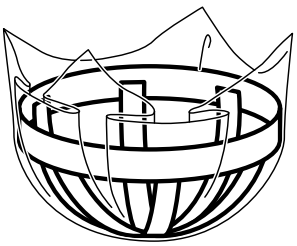
add second strip



add third strip



cover with cling film



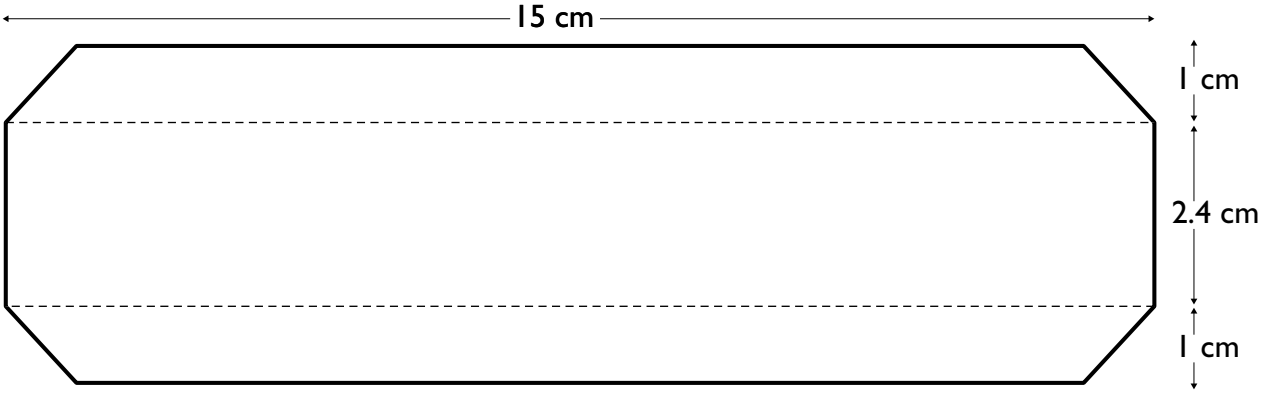
tuck in remaining film inside boat

Name:..... Form:.....

Based on Celtic times student book

Boats: Make a Dover boat

A



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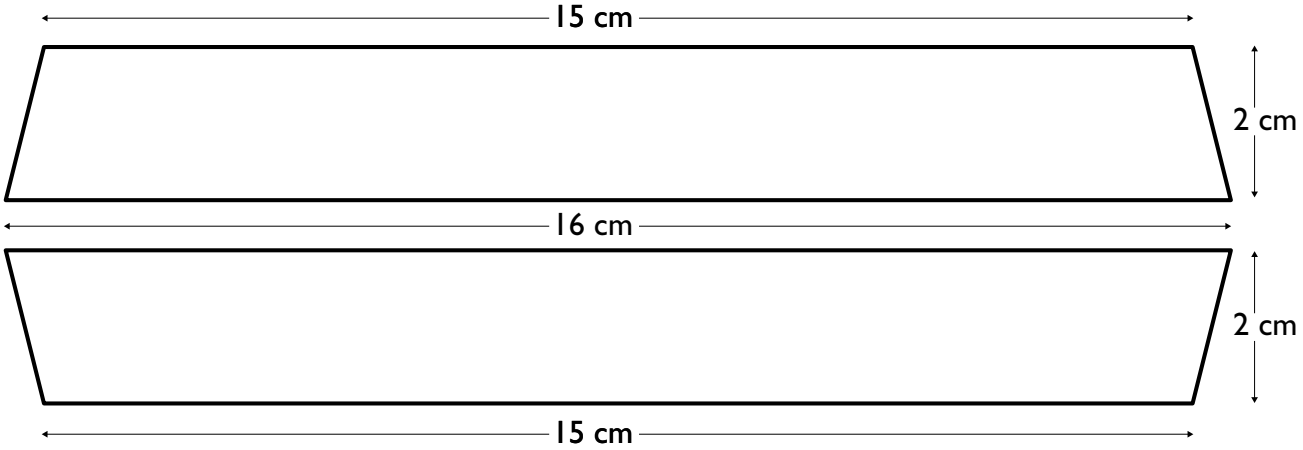

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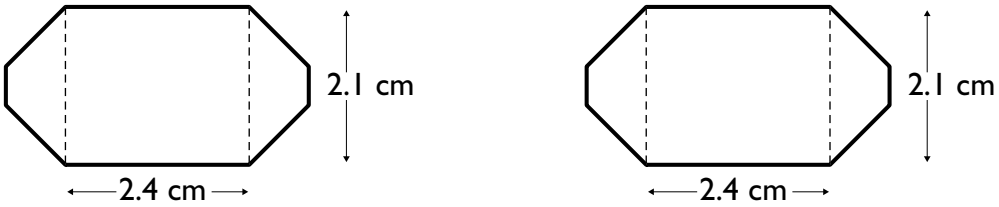

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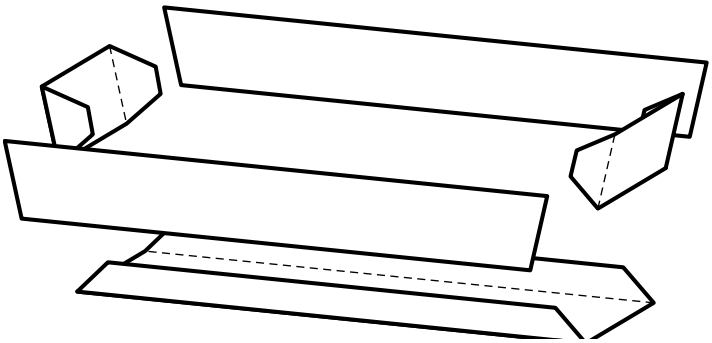


E

Boats: Make a dug out, a coracle and a Dover boat

Objectives

- To learn how three types of boats were built.

Cross-curricular links

Maths

Ma 3
4b Use simple measuring instruments for a task.

Design and technology

2d Measure, mark out, cut and shape a range of materials and assemble, join and combine components and materials accurately.
3b Carry out appropriate tests before making any improvements.

Resources

Each child or group will need a copy of the student book pages 16 and 17, worksheets 7A and 7B, pieces of card, a ruler, a pencil, scissors, sticky paper, access to cling film (or you might like to use this yourself according to your school policies), glue, Plasticine and plastic knives.

You will need a picture of a coracle.

Starter

Tell the children that the Celts used boats for travelling and for transporting goods for trade. The simplest kind of boat was one made by hollowing out a log. This is called a dugout canoe and refer to the picture on page 17. Tell the children that another small boat called a coracle was made by making hoops and half hoops of wood that fitted together to form a framework and was then covered in animal skins. Show the children a picture of a coracle. Tell the children that both dug outs and coracles could only hold a small amount of goods so for carrying large amounts and for crossing the sea to the continent large boats made from planks were constructed. Look at the stages in the construction of such large boats and a completed one on pages 16 and 17. Tell the children that they are going to make models of the boats the Celts used.

Main activities

You may like to have groups of children working on different boats at the same time but for simplicity the activities are listed below.

Making a dug out (no worksheet)

1. Take a piece of Plasticine and roll it into a log shape about 10cm long and 3cm across.
2. Use a plastic knife to cut along the part to become the top and then cut out Plasticine until it is hollowed out.
3. Test the dug out and if it sinks take out some more Plasticine. Note that in real life wood floats naturally but Plasticine does not.

Making a coracle (worksheet 7A)

1. Look at worksheet 7A and work through the pictures with the children. They will need to measure out pieces of card as the pictures show and follow the sequence of stages on the worksheet.
2. The cling film will probably be much wider than the boat so rather than try and cut it off simply tuck it into the inside of the boat and spread it out inside.
3. When the coracle is put in water it may be in danger of tipping over so put a weight inside made from pieces of unused Plasticine.

Making a Dover boat (worksheet 7B)

1. Look at worksheet 7B and work through the pictures with the children. They will need to measure out pieces of card.
2. As the model is to be a scale model they will need to measure out a base which is 15cm by 2.4cm but they will also have to add some tabs which are about 14cm long and 1cm wide to make a water tight joint.
3. The two sides need to be 16cm at the top and 15cm at the bottom and have a slope as the picture B shows.
4. After the ends have been marked out (picture C) and cut out the tabs can be turned in and glue applied to them. The sides can then be attached to the ends.
5. The tabs of the bottom must be turned up and have glue applied to them and the sides and ends lowered so they fit outside the tabs. The sides should be pressed to the tabs to make water tight joints.

Boats: Make a dug out, a coracle and a Dover boat (cont...)

6. Sticky paper can be used at the front to cover any other holes and the boat can be tested to see if it floats without springing a leak.

Plenary

The children can sail their boats and discuss how hard it might have been to make the real boats. They may find that the dug out was hardest to make and the oracle the easiest as it could be assembled by one person while the Dover boat would need many people to assemble it.

Outcomes

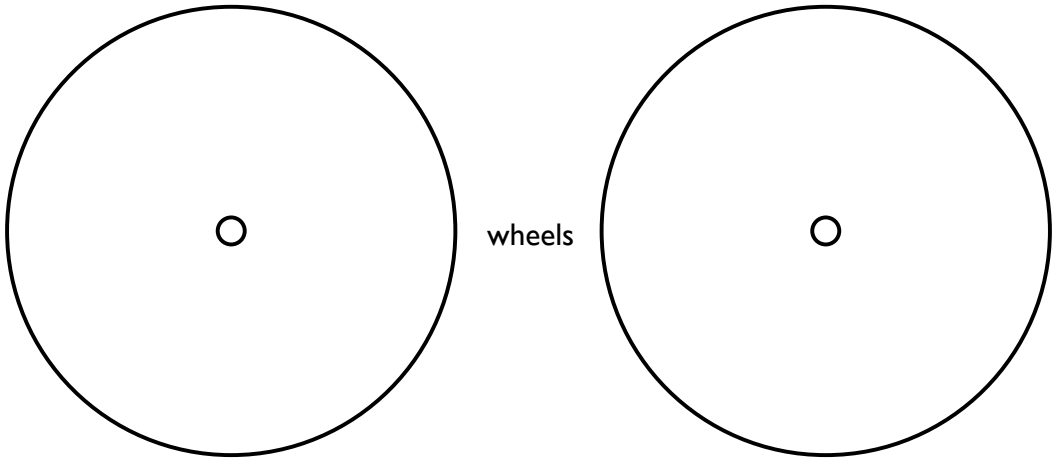
The children can:

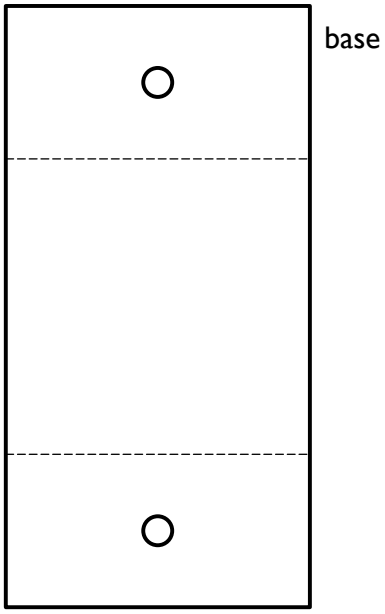
- Make models of different kinds of boats that the Celts used and sail them.

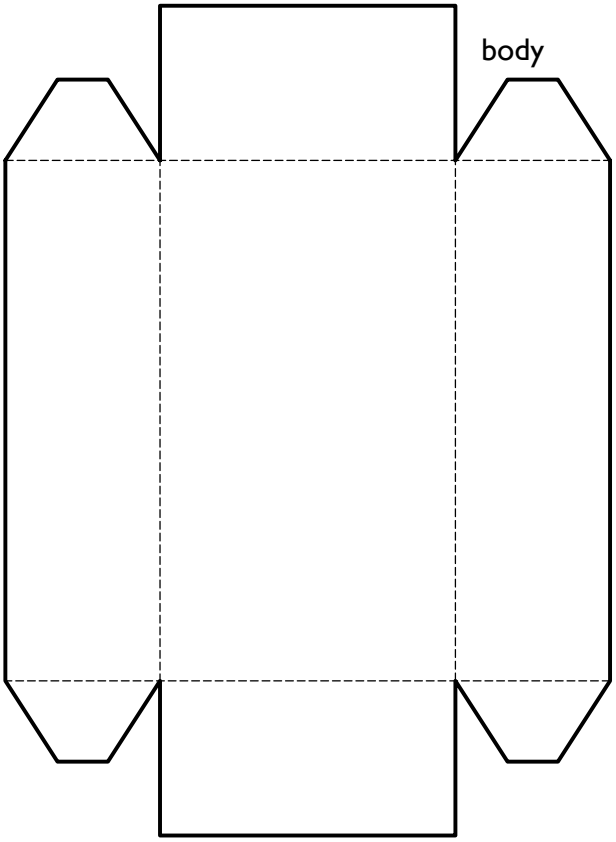
Name:..... Form:.....

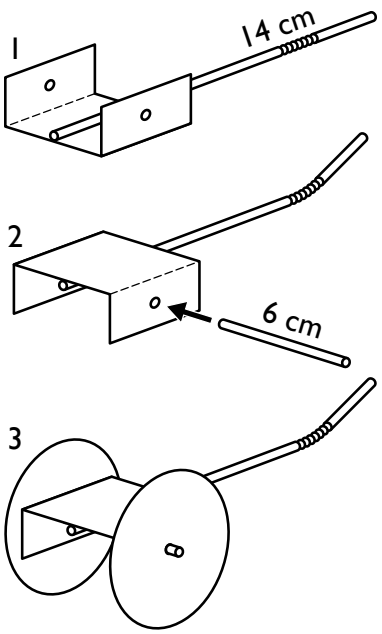
Based on Celtic times student book

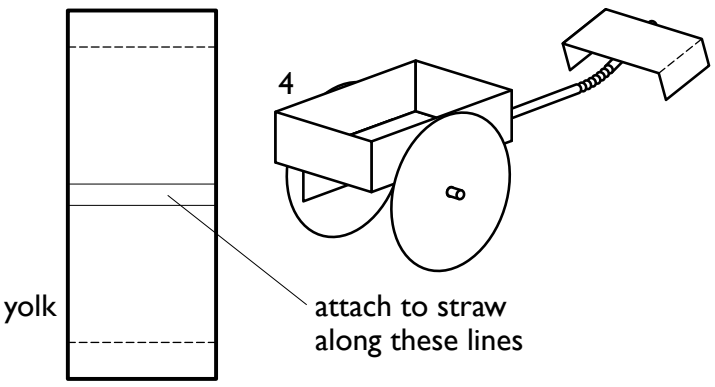
Chariot







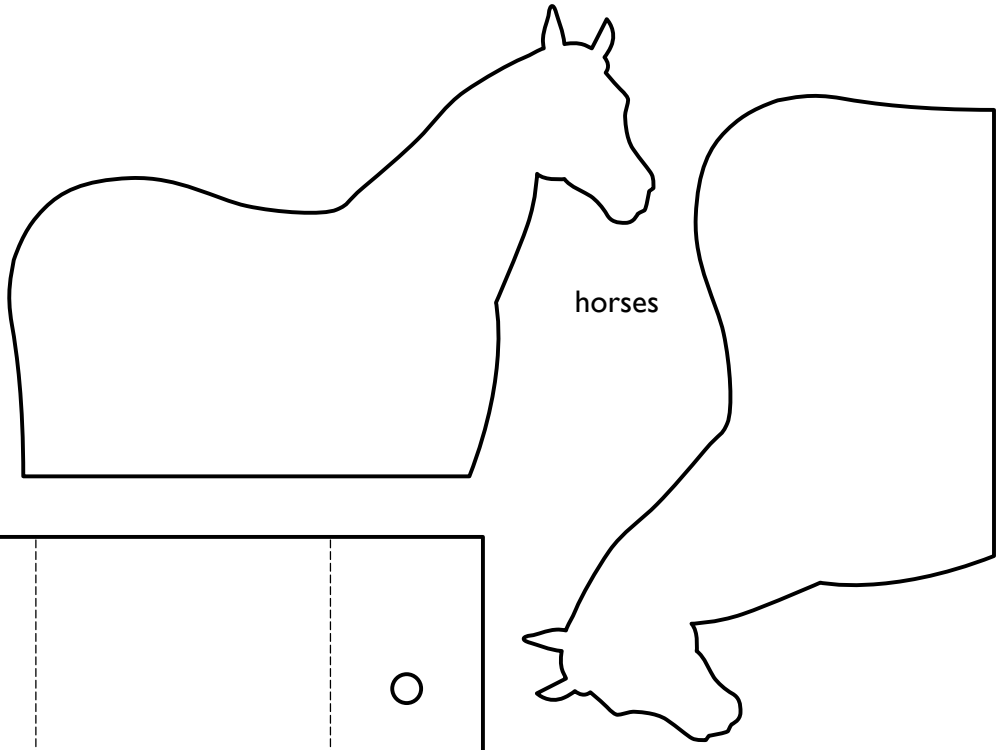


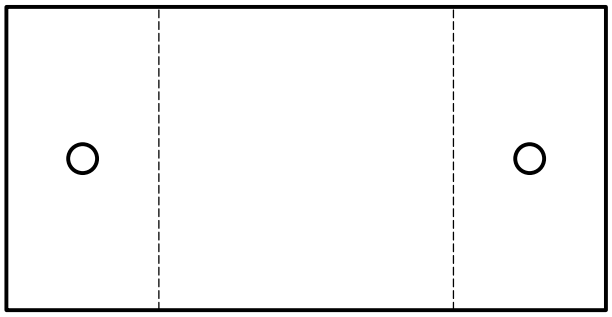


Name:..... Form:.....

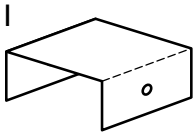
Based on Celtic times student book

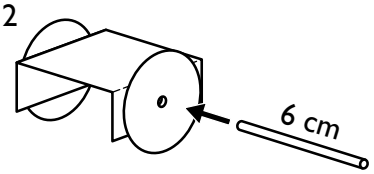
Horse attachment

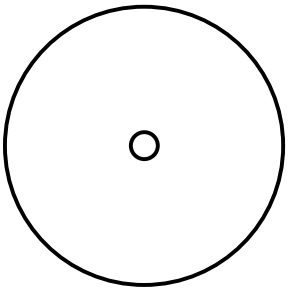




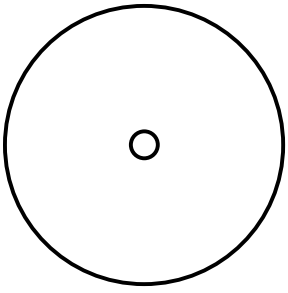
base

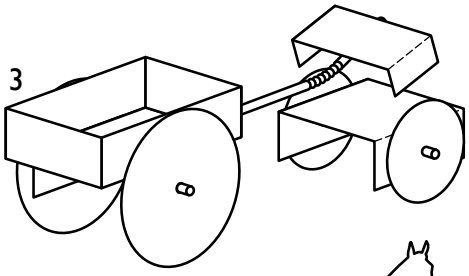


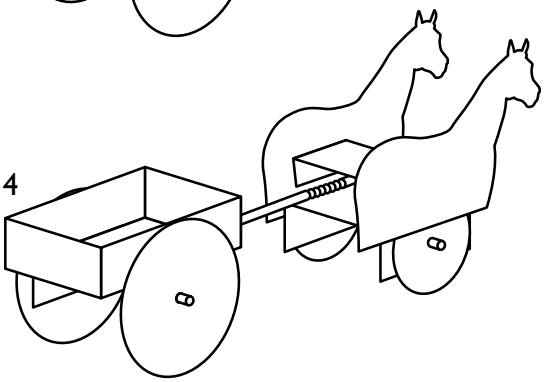


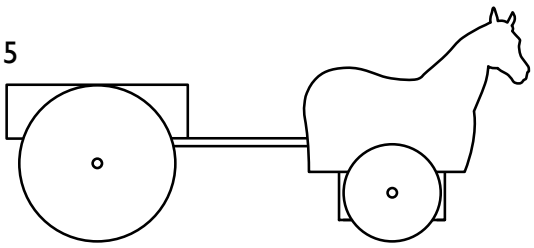


wheels









Chariot and horse attachment

Objectives

- To make a model of a chariot and appreciate its simplicity.
- To attach model horses to the chariot.
- To understand how wheeled vehicles were used in Celtic times.

Cross-curricular links

History

2a To learn about characteristic features of the period.

Design and technology

2d Cut and shape a range of materials and assemble, join and combine components accurately.

3a Reflect on the progress of their work as they make and identify ways they could improve their product.

Maths

Ma3

4b Choose and use suitable measuring instruments.

Resources

Each child or group will need copies of worksheets 8A and 8B, (Alternatively you may like to have some children and groups using worksheet 8A and others using worksheet 8B and then join the two models together), scissors, glue, sticky paper, two bendy straws, a ruler, Plasticine. Teacher assistants to help the children make holes in the bases and wheels.

Starter

Tell the children that the wheel was invented before Celtic times and that wheeled vehicles were used in the late Stone Age. The wheeled vehicles were carts and used to carry goods or belongings as families moved homes. In Celtic times carts were used for these purposes too but the Celts also made chariots, which they used in battles. The chariot was a simple war machine.

Main activities

1. Issue worksheet 8A and go through it with the children. Point out the wheels, base, body and yoke and the pictures of four stages in the chariot's construction then move on to look at each picture in detail.
2. Look at picture 1 and explain that the base has been cut out, folded and holes made in the side to receive a straw axle. Point out the bendy straw which has been cut to a length of 14cm and stuck down the centre of the underside of the base.
3. Look at picture 2 and explain that the base has been turned the right way up, the bendy straw has been bent up a little and a 6cm length of straw has been pushed through the holes in the base.
4. Look at picture 3 and explain how the wheels are attached. Tell the children that it is important not to make the holes too large and they should provide a tight fit for the straw. Plasticine can be used to hold the ends in the axles to the wheels.
5. Look at picture 4 and point out the body is assembled by cutting the tabs carefully and using glue to stick the sides together. The body is then glued to the base and the yoke is attached near the end of the straw with sticky paper.
6. Let the children assemble their chariots.
7. Issue worksheet 8B and talk the children through the pictures. Point out that picture 1 shows the base, picture 2 shows a 6cm straw axle with the wheels attached and picture 3 shows where the shaft and yolk should be positioned before the horses are glued in place. Picture 4 shows the positions of the horses as they are glued to the yolk which is centrally placed over the base. Picture 5 shows how the horses and chariot are joined together.

Plenary

The children could display their chariots and if the wheels are secure they could push them along. Tell the children that the Celts used their chariots to charge up to the enemy and get off and fight. Each chariot has a charioteer who drove the horses and a soldier with a spear. The children could make models of these in Plasticine and put them on their chariots. They could then line up their chariots and imagine how fearsome their appearance would be to the enemy.

Chariot and horse attachment (cont...)

Outcomes

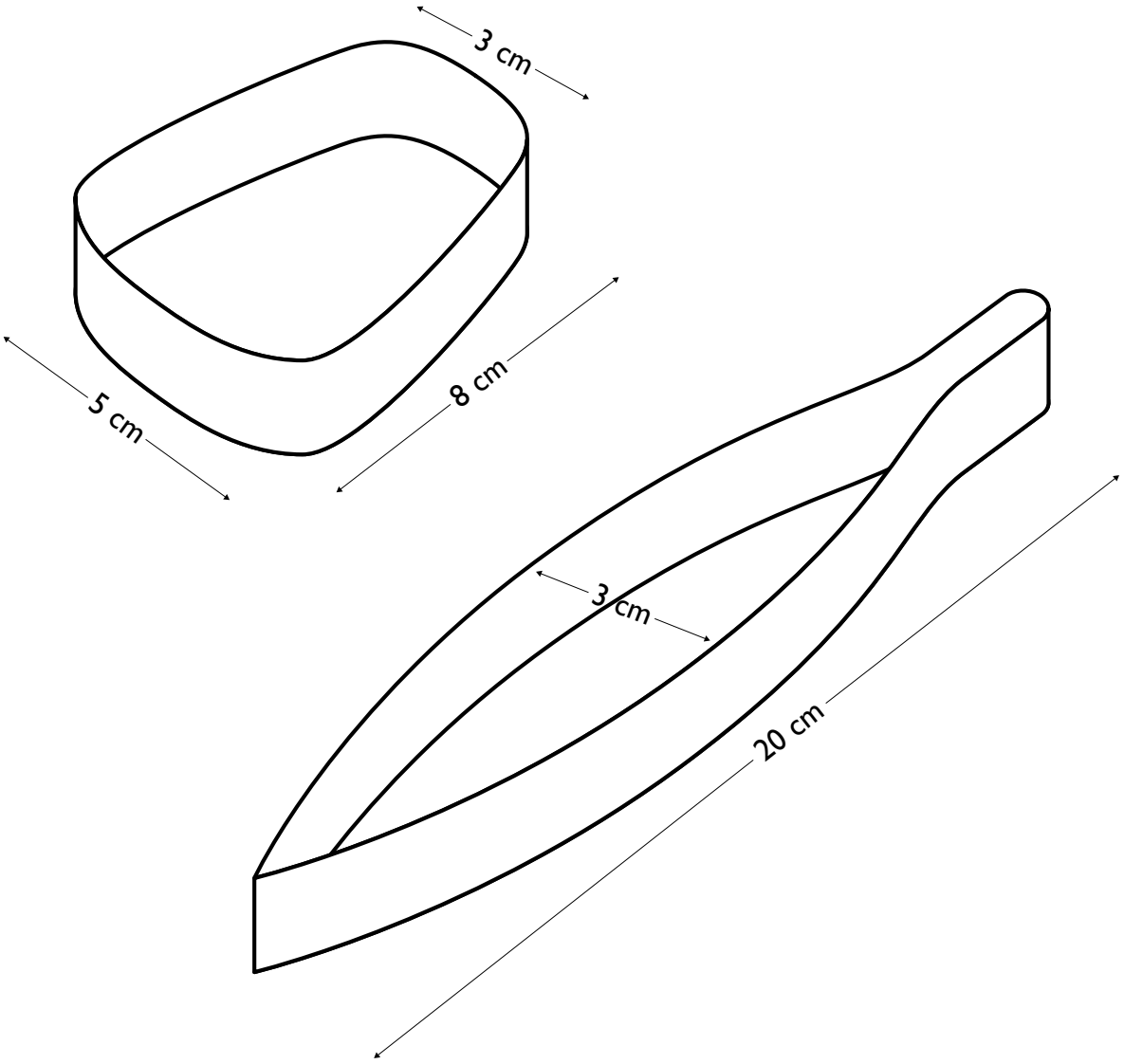
The children:

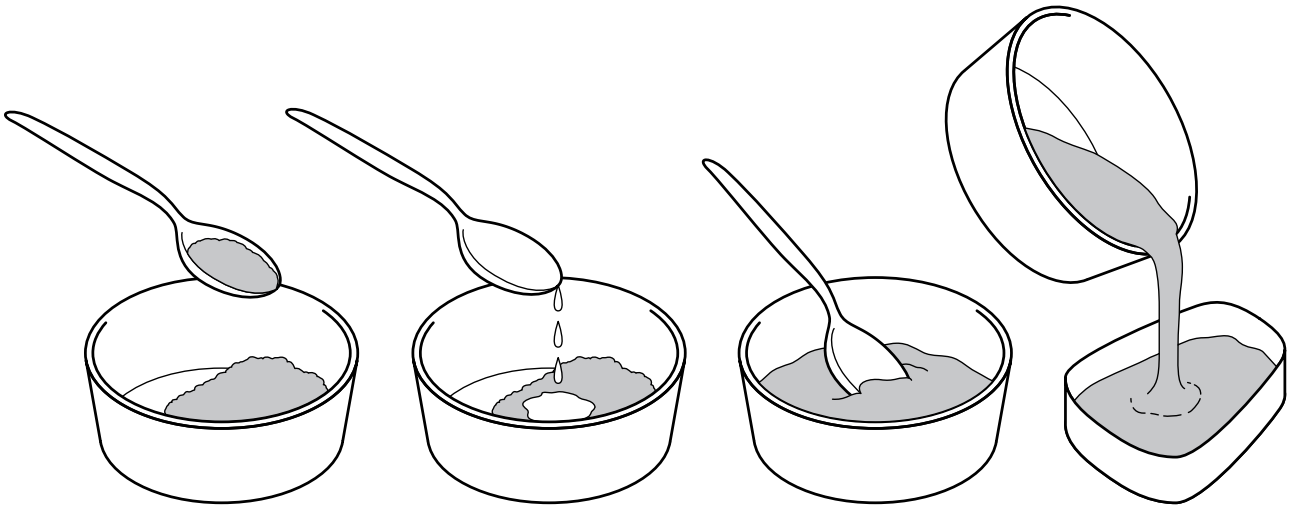
- Know that wheeled vehicles were used in Celtic times.
- Can make a model of a chariot and attach model horses to it.
- Can imagine how chariots were used in battle.

Name:..... Form:.....

Based on Celtic times student book

Cast an axe and sword





Cast an axe and sword

Objectives

- To learn how to make a mould.
- To cast the shape of an axe and sword in mould.
- To use materials responsibly.

Cross-curricular links

History

2a About the characteristic feature of the period.

Science

Sc1
2e Use simple equipment and materials appropriately and take action to control risks.
Sc3 That non-reversible changes result in the formation of new materials which may be useful.

Design and technology

3a Reflect on the progress of their work as they design and make, identifying ways they could improve their products.

Resources

Each child will need safety spectacles.

Each child or group will need a copy of worksheet 9, plaster of Paris, a large ball of Plasticine and a spoon. Secondary sources about how axes and swords are made or pictures showing how axes are attached to their handles and how the finished swords would have looked.

You may need yellow food colouring (optional).

Starter

Tell the children that the Celts lived in the times called the Bronze and Iron Ages. A feature of these times was that people learnt how to melt metals, mix them and cast them in moulds to make useful shapes such as axes, knives and swords. These processes needed great heat but the children can find out about making casts using a different technique.

Demonstrate how adding water to some plaster of Paris powder makes it set into a solid. You may like to point out that this is an irreversible change but the children can use it to pretend the mixture of powder and water is molten metal and when it is left it represents the cooling down of the molten metal to make a solid.

Main activities

1. Issue worksheet 9 and go through it with the children as a revision of the starter, then let them make the mould for the axe. Ask them to hold up their moulds to check that there are not any gaps where different lumps of Plasticine have been stuck together.
2. Make sure the children have put on their safety spectacles before issuing the plaster of Paris. For each object they should put about three heaped tablespoonfuls of plaster of Paris in the bowl and add four or more tablespoonfuls of water to make a runny substance. At this stage if you wish you could add food colouring to their mixtures to make the mixture deep yellow.
3. Let the children pour the mixture into the moulds and leave them to set.
4. After they have set the children can peel away the mould and examine their axe and sword. They may like to make another one by improving their mould – for example by making the sides flatter.

Plenary

The children could display their axes and swords and compare them. They could use secondary sources to find out how the axes were attached to handles and how the swords were finished off to produce a sharp blade with a handle.

Outcomes

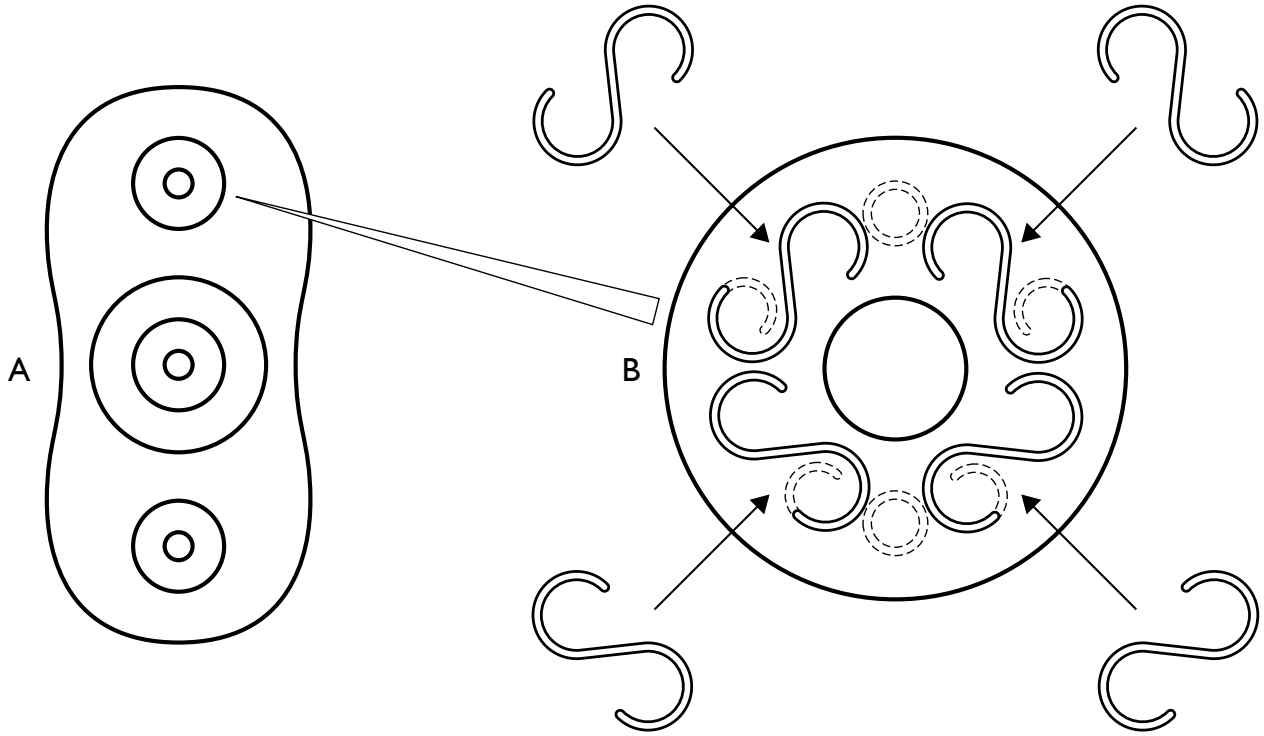
The children can:

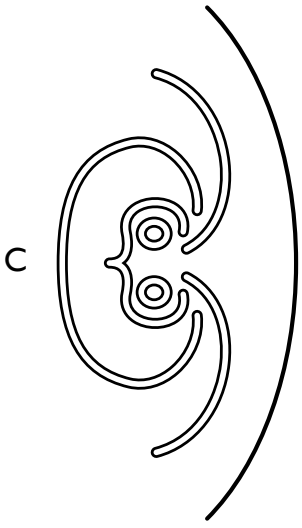
- Use materials responsibly.
- Make casts of axes and swords.

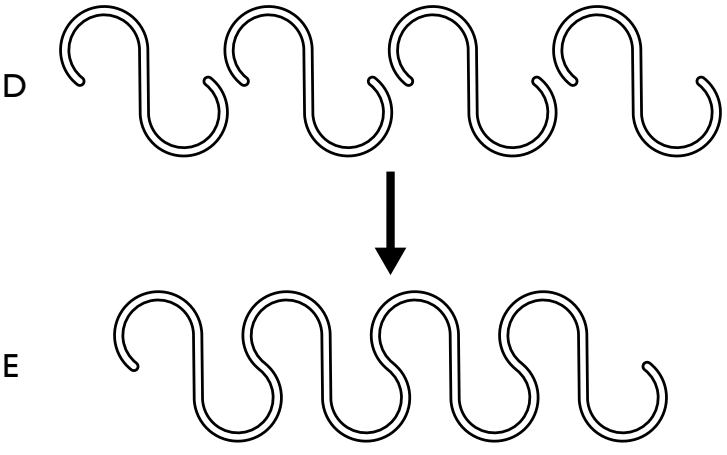
Name:..... Form:.....

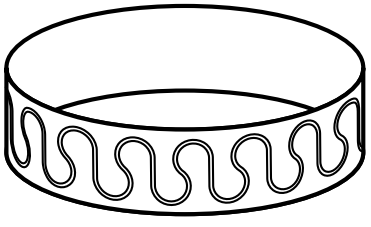
Based on Celtic times student book

Celtic art









Celtic art

Objectives

- To understand some major features of Celtic art.

Cross-curricular links

Art and design

1c Collect visual information to help develop ideas including using a sketchbook.
2b Apply their experience of processes, including drawing in developing their control of techniques.
3a Compare ideas, methods and approaches in their own and others work and say what they think and feel about them.
4c Know about the roles of artists working in different times.
5d Investigate art in a variety of traditions.

Resources

Each child or group will need a copy of the *Celtic times* book page 42, a copy of worksheet 10, sketch book, paper, pencil, piece of card 22cm by 2cm, scissors, paste or sticky paper.

Starter

Tell the children that the Celts used a style of art known as La Tene after the place where many metal artefacts such as swords were found with distinct designs on them. These designs were used by Celts in other places including Britain. This style of art was mainly used on metal objects where the designs were moulded, hammered or engraved onto the objects. The main features were swirling lines, circles and designed incorporating S's and C's. Tell the children they are going to look at these features of the designs and then use them to make designs in the Celtic style.

Main activities

1. Look at page 42 in the student book and point out the main parts of the shield. Tell them that is was about 70cm long and measure this out to show its size. Say that it was probably not used in battle and was used for ceremonial purposes as the crown jewels are used today in the coronation of a monarch.
2. Issue the worksheet and look at picture A with the children. Point out the use of circles in setting up the major features of the shield. The children could compare this simple illustration with the picture on page 42 and discover other circles in the design.
3. Look at picture B which is a simple representation of the top circle. Point out where S's have been used to set up the design and incorporated with small circles.
4. Move on to picture C which shows the right hand portion of the centre circle of the shield. Point out how a C has been used in the design and circles made inside it connected to lines which glow out of it to make other circles.
5. Tell the children that Celtic art features a device called the eternal knot which does not have a beginning or end. Pictures D and E show how S's can be used to make one.
6. Picture F shows an eternal knot made from S's on a card bracelet.
7. Ask the children to experiment with the design features and make a design for another shield which could be a different shape from the one in the book.
8. When the children have produced their shield designs issue the pieces of card and let them make an eternal knot on one side of them. They may add other embellishments in the Celtic tradition. The children could then cut the card to fit comfortably around the wrist and stick the ends together.

Plenary

The children could display their shields and wear their bracelets as they compare their work.

Outcomes

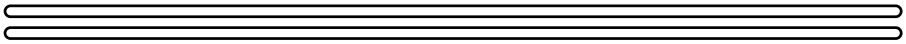
The children can:

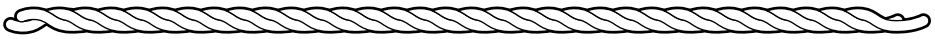
- Recognise some features of Celtic art.
- Use features of Celtic art in their designs.

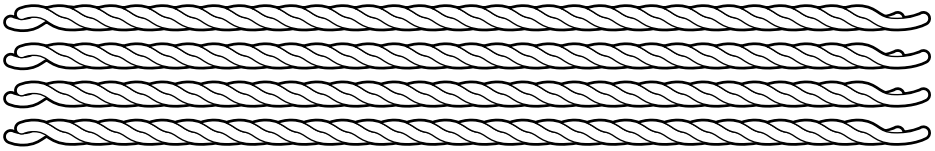
Name:..... Form:.....

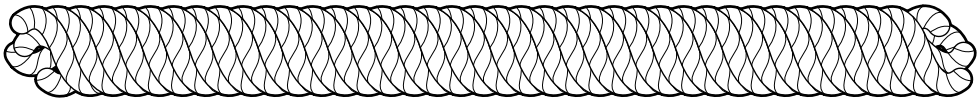
Based on Celtic times student book

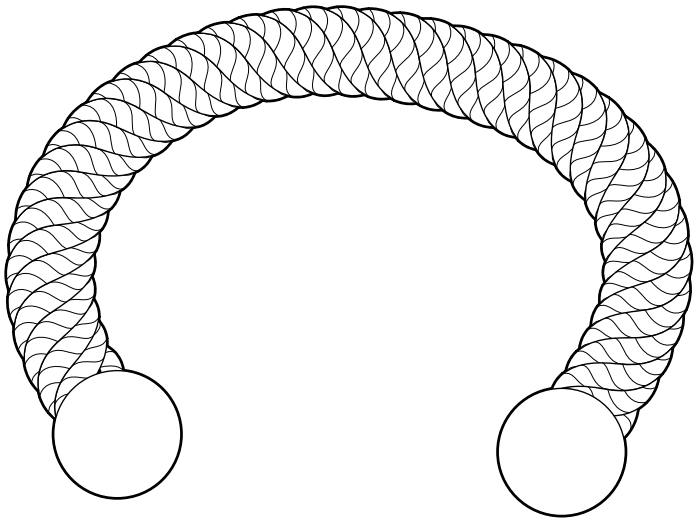
Make a torc

1 

2 

3 

4 

5 

Animal symbols	
Horse	victory in war
Bull	wealth
Dog	loyalty
Dragon	wealth and power
Wild boar	strong and fearless
Serpent	a protector of the Celtic gods
Salmon	wisdom
Eagle	nobility

Make a torc

Objectives

- To learn how a torc was made.
- To learn about animals in Celtic mythology.

Cross-curricular links

Art and design

1c Collect visual information to help develop ideas including using a sketchbook.
2b Apply their experience of processes, including drawing in developing their control of techniques.
3a Compare ideas, methods and approaches in their own and others work and say what they think and feel about them.
4c Know about the roles of artists working in different times.
5d Investigate art in a variety of traditions.

History

2a To learn about the ideas and beliefs of men, women and children in the past.

Resources

Each child or group will need a copy of the studentbook (page 20), a copy of worksheet 11, eight pipe cleaners preferably two pairs of white and two pairs of yellow pipe cleaners (nearer metallic colours), two lumps of Plasticine or modelling clay, access to pictures of a horse, a bull, a dog, a dragon, a wild boar, a snake (serpent), a salmon and an eagle.

Starter

Turn to page 20 in the student book and look at the torc with the children. Ask them to look at how it is made. They should realise that it is cords of twisted wire that have also been twisted together. At the ends of the cords are pieces of metal which have been cast into an attractive shape to cover the wires and make the torc comfortable to wear. The children should realise that torcs were worn around the neck by wealthy Celts. Tell them that they have to imagine they are metal workers and artists who have been commissioned to make torcs for the wealthy.

Main activities

1. Issue worksheet 11 and go through pictures 1 and 2 which deal with putting the pipe cleaners in pairs and twisting them. Move onto pictures 3 and 4 which deal with putting the pairs of pipe cleaners together and twisting them, then look at picture 5 which shows the two lumps of Plasticine in place. Tell the children that they can be shaped before they are attached to the wires.
2. Let the children carry out the stages in pictures 1–4.
3. Tell the children that the Celts had animals as symbols for certain things as the table shows. Ask them to select an animal and look at pictures of it to help them design two animal heads for the torc. The children can experiment with the design by drawing what they think the shape should be, making it and revising it. They may have to be reminded that the shape should not have any prominent points such as ears that stick out which would make it uncomfortable for the wearer.
4. Let the children work on their designs and make the heads which can then simply be pushed into the ends of the pipe cleaners to hold them in place.

Plenary

The children can display their torcs and compare them.

Outcomes

The children:

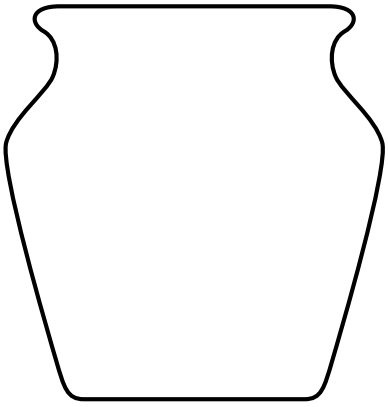
- Can make a model torc.
- Know the main animals in Celtic mythology.

Name:..... Form:.....

Based on Celtic times student book

Make a pot

1



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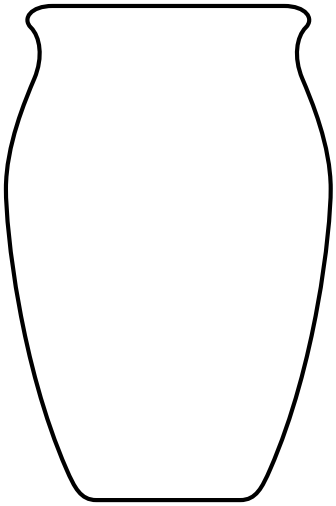

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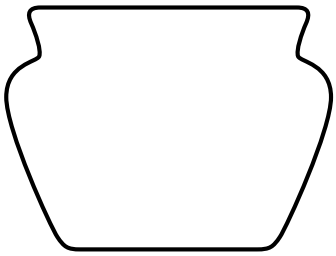
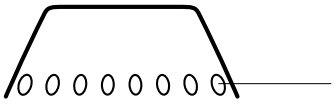
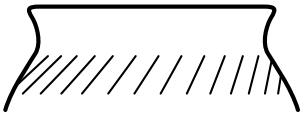


A

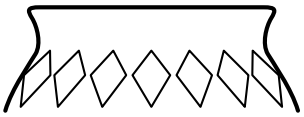


B

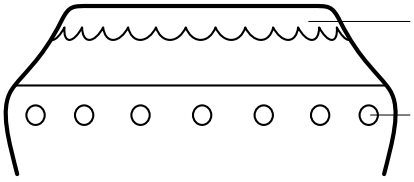
C



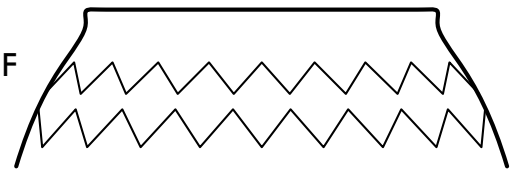
D



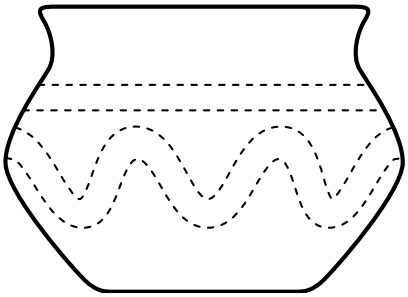
E



F



G



Make a pot

Objectives

- To make a pot using a Bronze and Iron Age design.

Cross-curricular links

Art and design

1c Collect visual information to help develop ideas including using a sketchbook.
2 Apply their experience of processes, including drawing in developing their control of techniques.
3a Compare ideas, methods and approaches in their own and others work and say what they think and feel about them.
4c Know about the roles of artists working in different times.
5d Investigate art in a variety of traditions.

History

2a To learn about the ideas and beliefs of men, women and children in the past.

Resources

Each child or group will need a copy of worksheet 12 (page 60), a lump of self hardening clay about 4–5cm in diameter, an apron each, a pointed piece of wood or plastic (or sharp pencil) for making the patterns, a space to leave the pots for a few days to harden off.

Starter

Tell the children that the Bronze and Iron Age people made pottery to store food in and to store the ashes of their cremated dead. There have been many pottery finds because it does not break down with time and it was widely used. You may like to show the children some pictures of Bronze and Iron Age pottery and tell them that they are going to use clay to make pots. They will have to make them without a wheel but the clay can be left to harden in the air and does not need to be fired in a kiln like the Celts and others (including ourselves) had to do.

Main activities

1. Issue worksheet 12 and let the children look at the three basic sizes of pottery jars. Let them look at the designs and think about the pot they would like to make and the design they would like to use. Let them make a drawing of their pot if it helps them to visualise the project.
2. Give out the lumps of clay and let the children make their pots. They will need to take special care to make the top opening narrower than the middle and give pots 1 and 3 a 'shoulder'. They should also make the base and sides smooth and make the lip even all the way round. When they are poking or scratching the design onto the pot they should make sure that they do not make holes in the pot walls. They should note that in designs A and E extra small lumps of clay are added to the jar.
3. Let the children make their pots.

Plenary

The children can set up a display of pots and compare them. You may like to judge them for smooth surfaces, orderly tops and lips, clear design and lack of holes.

Outcomes

The children can:

- Make a small pottery jar to a Bronze and Iron Age design.

Name:..... Form:.....

Based on Celtic times student book

The Celtic tribes

The Celtic tribes

Objectives

- To know where the different tribes lived in Great Britain.
- To use maps to build up ideas of where Celtic tribes lived and travelled.

Cross-curricular links

History

4a To find out about people from an appropriate range of sources.

Geography

2c Use maps at a range of scales.
3b To know about the location of places.

Resources

Each child or group will need a copy of worksheet 13 and maps showing rivers and counties of Great Britain.

You will need a poster or large map of Great Britain showing upland and lowland regions. You will also need to be able to display the following web sites on a whiteboard.

http://www.harveymaps.co.uk/acatalog/Ridgeway.html

http://www.icknieldwaypath.co.uk/map.php

Starter

Tell the children that the Celts lived in tribes and study pages 24 and 25 in the student book with the children. Point out that the main rivers are shown and that the Celts used them for transporting goods for trade rather like motorways and railways are used today. Tell the children that they are going to find out the names of the rivers and then find out a little more about how this map of the Celts relates to modern day Great Britain.

Main activities

1. Issue worksheet 13 and some maps of the British Isles. Let the children study the maps and write in the names of the rivers.
2. Ask the children the following questions:
   A. Which tribe would use the river we now call the Mersey? (Cornavii)
   B. Which tribes would use the river we now call the Wharf? (Brigantes, Parisii)
   C. Which tribes would use the river we now call the Severn? (Dobunni, Ordovices).
3. Ask the children to find the following counties we have now and say which tribe lived there in the time of the Celts – Cumbria (Brigantes), Norfolk (Iceni), Cornwall (Cornovii), Kent (Cantii), Pembrokeshire (Demetae), Somerset (Durotriges).
4. Ask the children to find the location of their town and say that if it had been a settlement in Celtic times in which tribal area would it have been?
5. Ask the children about places they have been to in Great Britain on holiday and ask them to find them on a map and see the tribal areas they would have had to cross through in Celtic times.

Plenary

Put up a large map of Great Britain showing the hills, mountains and lowland areas. Ask the children to identify tribes that lived in the lowland areas and look for answers about Parisii, Cornavii, Coritani, Iceni, Catuvellauni, Atrebates, Trinovantes, Cantii, Regni and Belgae.

Tell the children that there are some ancient pathways that the Celts probably used and show them the map of the Ridgeway at

http://www.harveymaps.co.uk/acatalog/Ridgeway.html

and the Icknield Way at

http://www.icknieldwaypath.co.uk/map.php

Ask them about the tribes they may expect to meet while travelling along the Ridgeway (Belgae, Atrebates and Catuvellauni) and along the Icknield Way (Catuvellauni and Iceni). Ask them how they would feel as they travelled along the road from what they know about Celtic tribes and look for an answer about being scared!

Outcomes

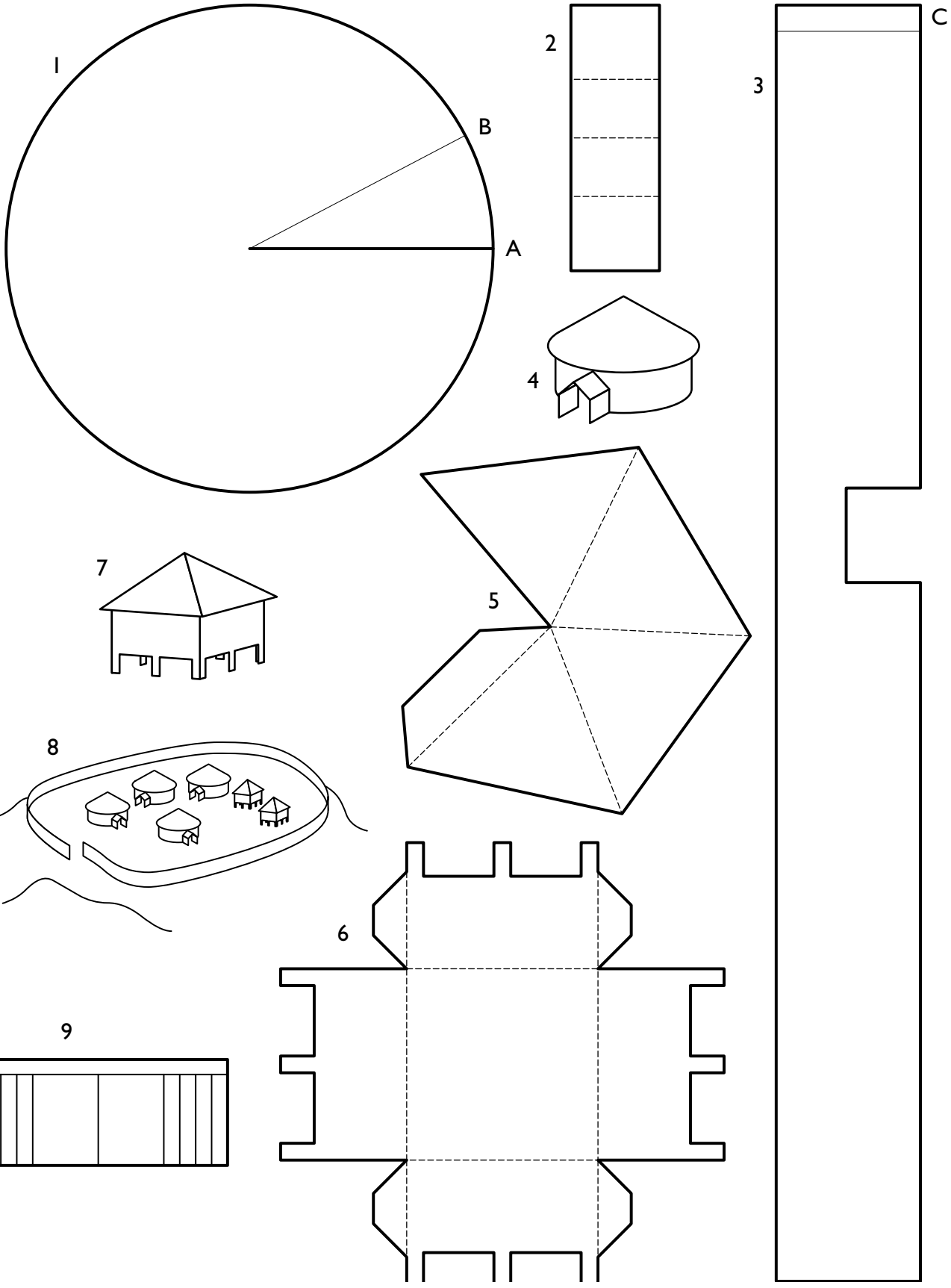
The children:

- Know where the different tribes lived in Great Britain.
- Can use maps to locate places in Great Britain in Celtic times and in the present.

Name:..... Form:.....

Based on Celtic times student book

Make a hillfort



Make a hillfort

Objectives

- To construct a model roundhouse and granary.
- To work with others in the construction of a model hillfort.

Cross-curricular links

History

2a To know about a characteristic of the period and society studied.
2b To identify and describe reasons for historical situations in the period studied.
4a To find out about people from a range of sources.

Design and technology

3a Reflect on progress of their work as they design and make, identifying ways they could improve their products.

Resources

Each child or group will need a copy of worksheet 14 (page 64), scissors and glue.

Each group of children will need a large bath towel (preferably green), about eight books, strips of corrugated cardboard about 3cm wide and 30+cm long. A piece of card, pencil and ruler.

You will need pictures of hillforts.

Starter

Read about hillforts with the children on pages 32–35 of the student book.

Main activities

1. Issue worksheet 14 and tell the children that they are first to make a roundhouse with a porch. Let them cut out 1 and along the diameter then move A over B and stick down. Let them cut out 2 and fold to make a porch. After cutting out 3 and gluing it into a circle at C bring the porch up to the door and put the roof on as picture 4 shows.
2. Tell the children that grain was stored in granaries. Some of the grain was used for food and some was stored for planting in the following year. The granaries were raised off the ground to keep the grain dry and stop it from germinating.
3. Let the children cut out the sides of the granary roof at 5 and use the tabs and glue to stick them together.
4. Let the children carefully cut out the granary at 6. They should take special care to leave the tables and the legs connected to the granary walls. They should then use the tabs and glue to stick the walls of the granary together then place the roof on top as picture 7 shows.
5. Ask the children to work in larger groups to make a model hillfort. They should place some books on the table or floor and cover it with a bath towel. They should make an embankment around the edge of the books. An opening to the outside should be made down part of the 'hill' and part of the towel should be scrunched up in front of it so that attackers could not charge directly at the entrance. The children should use the strips of corrugated cardboard to make a stockade on top of the embankment and design and make some gates using picture 9 to help them.

Plenary

Once the defences are complete the children can then place their houses and granaries inside the fort and take photographs of the fort. Card could be used to make fences for cattle pens. They could look at pictures of the remains of real forts to appreciate their size and could reflect on the amount of work and materials needed to make a real fort. They may like to speculate on what it was like living in a hillfort by imagining their classroom to be a roundhouse and the boundaries of the school grounds the embankment and stockade.

Outcomes

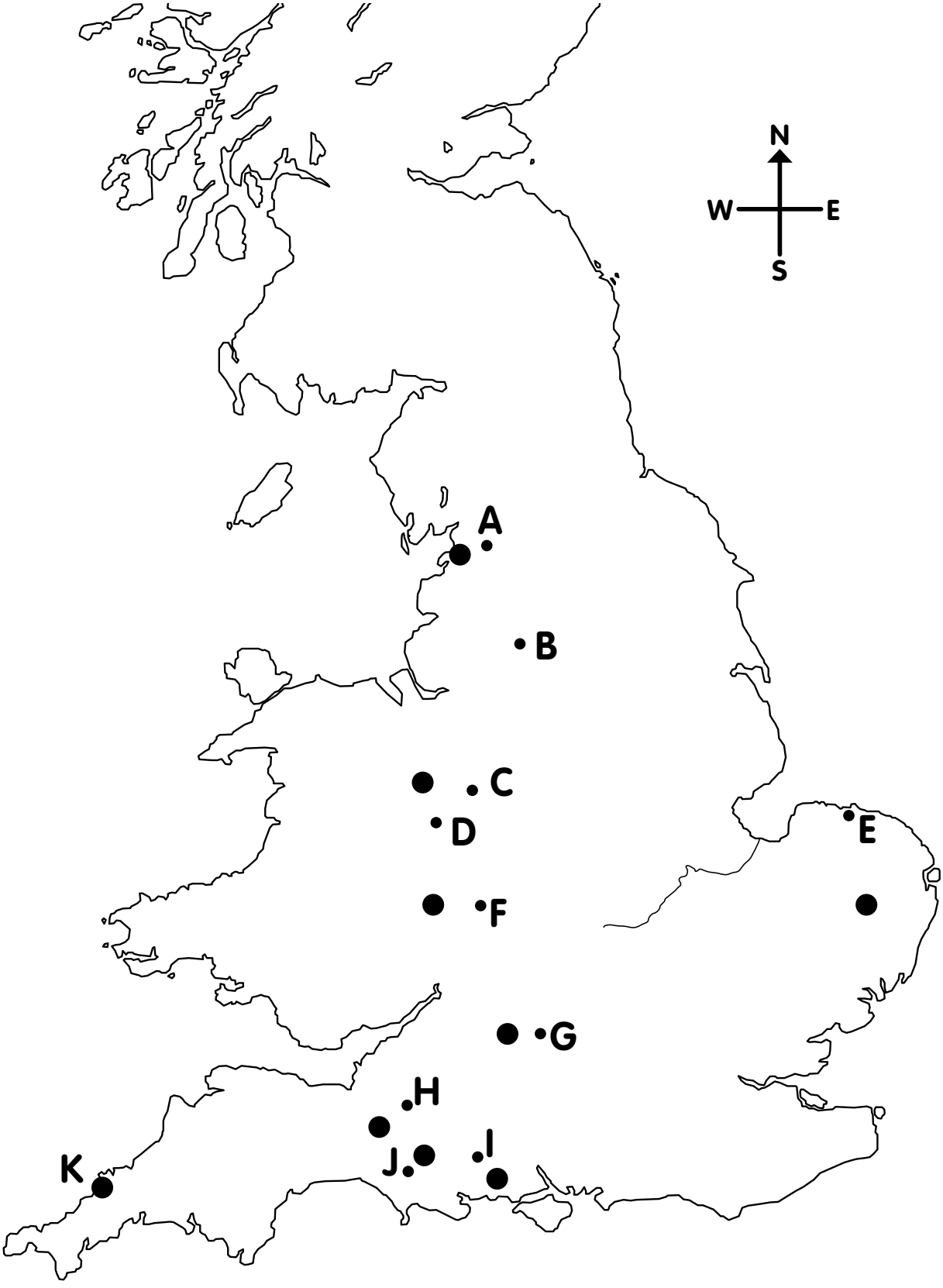
The children can:

- Make model roundhouses and granaries.
- Work together to make a model hillfort.
- Use their imaginations to think what it might be like to live inside a hillfort.

Name:..... Form:.....

Based on Celtic times student book

Map of hillforts



Name:..... Form:.....

Based on Celtic times student book

Hillfort locations

A Ingleborough hillfort
Location: north East of Lancaster
http://www.dales-castles.org.uk/ingleborough.cfm

B Castercliffe hillfort
Location: south east of Lancaster
http://www.brigantesnation.com/SiteResearch/Iron%20Age/Castercliff/Castercliff.htm

C The Wrekin
Location: east of Shrewsbury
For maps and pictures
http://www.wrekinfriends.com/articles/hillFort
For panoramic view from where a hillfort was built.
http://www.bbc.co.uk/shropshire/content/panoramas/wrekin_panorama_360.shtml

D Caer Caradoc hillfort
Location: south of Shrewsbury
http://www.themodernantiquarian.com/site/5016/caer_caradoc.html
A view of a high hill on which the fort was built.

E Warham Camp
Location: north of Norwich
http://www.english-heritage.org.uk/server/show/conMediaFile.3951

F Herefordshire Beacon
Location: east of Hereford
http://www.bbc.co.uk/herefordandworcester/features/360/malverns_20.shtml
For panoramic view from the hillfort

G Uffington Castle
Location: east of Swindon
http://www.berkshirehistory.com/castles/uffington_castle_hillfort.html

H Cadbury Castle
Location: north east of Yeovil
http://www.geocities.com/EnchantedForest/Cottage/4304/arthursrealm/cadbury.html

I Bradbury Rings hillfort
Location: north west of Bournemouth
http://easyweb.easynet.co.uk/aburnham/eng/badbry.htm

J Maiden Castle
Location: south of Dorchester
http://www.maidencastle.com/

K Cliff Castle
Location: Newquay
http://www.cornwall-calling.co.uk/castles/cliff-castle-newquay.htm

Hillfort locations

Objectives

- To learn how to locate hillfort sites using a map and compass directions.
- To use the internet to find out more information about hillforts.

Cross-curricular links

History

41 Find out about people from an appropriate range of sources of information including ICT based resources.

Geography

2c Use maps at a range of scales.

ICT

1a How they can find and use information.
5a Working with a range of information to consider its characteristics and purposes.

English

En 1
1c Choose material that is relevant to the topic and their listeners.
1d Show clear shape and organisation with an introduction and an ending.
1e Speak audibly and clearly using spoken standard English in formal contexts.
2b Ask relevant questions to clarify, extend or follow up ideas.
2e Respond to others appropriately, taking into account what they say.

Resources

This activity specifically looks at a few sites in England but this is only to serve as an example of how locations can be found. You may like to select your own favourite sites from other parts of the British Isles and present them in a similar way using your own versions of worksheets 15A and 15B.

You will need to examine the website of Cockley Cley

http://www.icenivillage.com/images/Postcards%20019.jpg

It shows a gateway reconstruction of this Iron Age settlement with replica heads of enemies mounted on poles (see plenary).

Each child or group will need a copy of worksheets 15A and 15B and a map or a number of maps of England showing major towns.

Starter

Remind the children of their work on making a model hillfort and tell them that they are now going to investigate some real sites.

Main activities

1. Issue worksheets 15A and 15B and the maps. Tell the children that on worksheet 15A the large dots represent the towns or cities they have to find and the small dots represent the locations of the hillforts. You may like to spend some time talking about different parts of the country and guide the children through their maps to locate the towns and cities. The time spent here will depend on their previous experience of maps.
2. Let the children find the location of each hillfort in turn using the city or town reference and then label the hillfort on the map or write its letter.
3. Let the children find out about the hillforts by looking at their web sites. The children could be set tasks to find out about different forts and prepare their information for the plenary.

Plenary

Each child or group could make a presentation or short talk about the fort they have been studying. You may like to remind the children that hillforts were built to protect the tribes of Celts but a tribe may also go and raid the lands of another tribe. If they were successful they returned home with the heads of their enemies and they displayed them over the gateways to their forts. Show them point X on the map and then show them the picture of the gateway at Cockley Cley on the whiteboard.

Outcomes

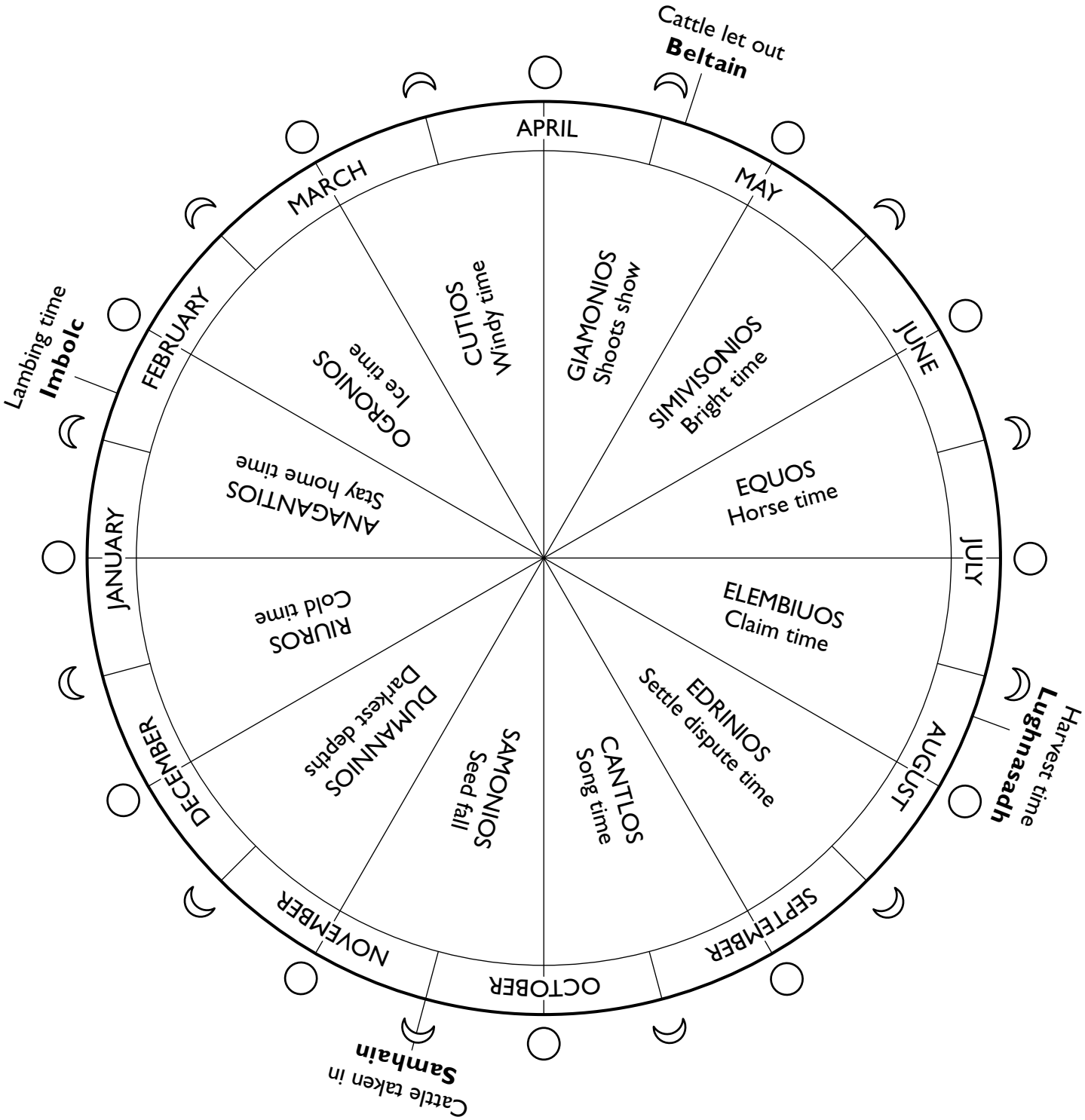
The children can:

- Use maps to find locations of Iron Age sites.
- Use the internet to find information.
- Prepare a presentation and deliver it.

Name:..... Form:.....

Based on Celtic times student book

The wheel of the Celtic Year



16B

Name:..... Form:.....

Based on Celtic times student book

C A

The Celtic Year

Month/time of year	Celtic months	Description
October/November	**Samonios**	Seed-fall
November/December	**Dumannios**	Darkest depths
December/January	**Riuros**	Cold-time
January/February	**Anagantios**	Stay-home time
February/March	**Ogronios**	Ice time
March/April	**Cutios**	Windy time
April/May	**Giamonios**	Shoots-show
May/June	**Simivisonios**	Bright time
June/July	**Equos**	Horse-time
July/August	**Elembiuos**	Claim-time
August/September	**Edrinios**	Settle dispute time
September/October	**Cantlos**	Song-time

Month/time of year	Celtic festivals	Description
Spring	**Beltain**	Cattle let out
Summer	**Lughnasadh**	Harvest time
Autumn	**Samhain**	Cattle taken in
Winter	**Imbolc**	Lambing time

Celtic festivals (i)

Samhain

Samhain means summer's end. At this time cattle are brought inside and sheep are brought down from the high hills, all the crops are gathered in and fuel is gathered for the winter.

The Celts believed that when people died they went to another world and at this time the wall between this world and the other world became so thin that the spirits could pass through and re-enter their homes to warm themselves by the fire. This was a time of merriment and the festival continues today as Halloween.

Imbolc

Imbolc, which occurred about the last day of January, means that ewes are giving milk to their lambs. The Celts believed that this was a time when the world was awakening from the depths of winter and celebrated by making a meal made from lambs' tails. This time was a celebration when women worshipped the Brigid who was the goddess of healing and was believed to help babies to be born.

Beltain

Beltain was celebrated about the 1st of May. The second half of the word means fire but nobody is sure what Bel meant. Some people believe that it may stand for the god Belenus who was a Celtic god of the Sun. At Beltain fires were lit to welcome in the summer. The fires were considered to bring good luck if you jumped through their flames and drove your livestock between them. The embers were taken away to re-light home fires which had been previously put out and the ashes were scattered on the fields to make the crops grow well. A time of merrymaking followed which continues today as maypole dancing and a May Day holiday.

Lughnasadh

This festival on about the 31st of July was in honour of the god Lugh who was a god of skill. The festival began a week before the end of July and continued for about a week afterwards. During this time Lugh was honoured by games of skill which included horse racing. The festival ended with bringing in the last cartload of crops from the field known as harvest home and the corn goddess was captured by the making of a corn dolly which was hung up indoors over winter and put back in the ground when ploughing began in the new year.

Name:..... Form:.....

Based on Celtic times student book

Celtic festivals (ii)

Answer these questions using worksheets 16A, 16B and 16C to help you.

1. Which festival celebrates the beginning of the Celtic year?

✎ .....

2. In which month did this festival occur and what was the translation of the month's name?

✎ .....

3. What do we call the celebrations that occur today at the date of this festival?

✎ .....

4. How did the Celts know when a new month was beginning?

✎ .....

5. When was imbolc and what does it mean?

✎ .....

6. What is the translation of the Celtic name for the month in which Imbolc occurs?

✎ .....

7. Which of our months are in the 'Windy Time' month?

✎ .....

8. In which Celtic month was Beltain celebrated?

✎ .....

9. Which present day activity is associated with Beltain?

✎ .....

10. What is the Celtic name of the second month after Beltain?

✎ .....

11. How long was the festival of Lughnasadh and what did it celebrate?

✎ .....

12. How does the Celtic calendar compare with the one we use today and the festivals that people celebrate? (You may write more on the other side of this sheet.)

✎ .....

The wheel of the Celtic Year and Celtic festivals

Objectives

- To know how the Celts measured time and divided up the year.
- To know about the major events in the Celtic year.

Cross-curricular links

History

2a To know about the characteristic features of a society including ideas, beliefs and attitudes.

English

En2

3a Scan texts to find information.
5g Engage with challenging and demanding subject matter.
8e Texts drawn from a variety of cultures and traditions.

Resources

Each child or group will need worksheets 16A, 16B, 16C and 16D.

Starter

Tell the children that in 1897 in France pieces of bronze were found with inscriptions on them. Archaeologists discovered that the pieces could fit together and when they were all in place they made a bronze sheet 1.5m x 1m in size now known as the Coligny Tablet on which was written the details of the Celtic Calendar. Archaeologists think it was written down by druids as reminder to the Celts because the Romans who had conquered them were trying to make them use their own calendar – the one which we use in a modified form today.

Main activities

1. Issue worksheet 16A and point out how the Celtic months cut across two of the months in our calendar. Tell the children that each Celtic month began on a full moon and the month was divided into two parts – one of fourteen days and one or fourteen of fifteen days. It is from this way of measuring time as fourteen days that we get the term fortnight.
2. Point out that the Celts viewed time as circular rather than as we do as linear. Each day for them began at dusk rather than midnight and their year began with the festival of Samhain in Samonios (October–November) as the year moved into its darkest period.
3. Point out the months in the Celtic year with their translations and the four major Celtic festivals.
4. Issue all the worksheets and let the children answer the questions on worksheet 16D.

Answers

1. Samhain.
2. Samonios, seed fall.
3. Halloween.
4. There was a full moon.
5. About the last day of January or 31st January. Ewes are giving milk to their lambs.
6. Stay home time.
7 March and April.
8. Giamonios.
9. Maypole dancing.
10. Equos.
11. Two weeks, the bringing in of the harvest/the god Lugh (god of skill).
12. Both calendars have twelve months but the names are different. The months of the Celtic calendar cross two of our months. We measure months from the new moon not the full moon but our months do not usually begin when the new moon is first seen. (You may like to check this with a diary.) The festival of Samhain is at the time of our Halloween but other festivals such as Christmas fall at different times to the Celtic festivals. The answer could then feature festivals from the religions of the children in the class.

Plenary

You should go through the answers to the worksheet and let the children discuss their answers to question 12. The children may like to think if they lived in Celtic times what month it would be now. They could predict how the Moon would look and look at the changing shapes of its phases over a few nights to see if it is following the trend of the Celtic calendar. The children may also like to think

The wheel of the Celtic Year and Celtic festivals (cont...)

about what month their birthdays would be in and what would be the next festival in the calendar that they would celebrate.

Outcomes

The children can:

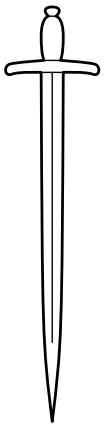
- Identify features of the Celtic calendar.
- Compare the Celtic calendar with the one we use today.

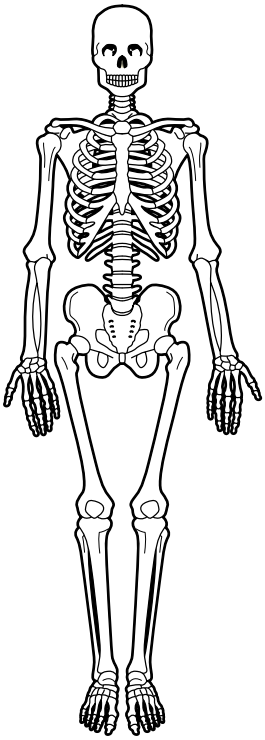
Name:..... Form:.....

Based on Celtic times student book

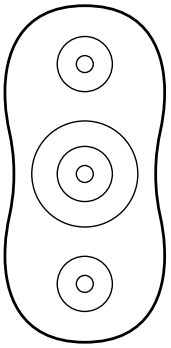
Make a Celtic grave


torc

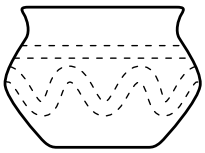

sword

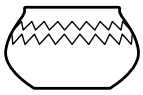



helmet

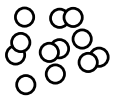

shield

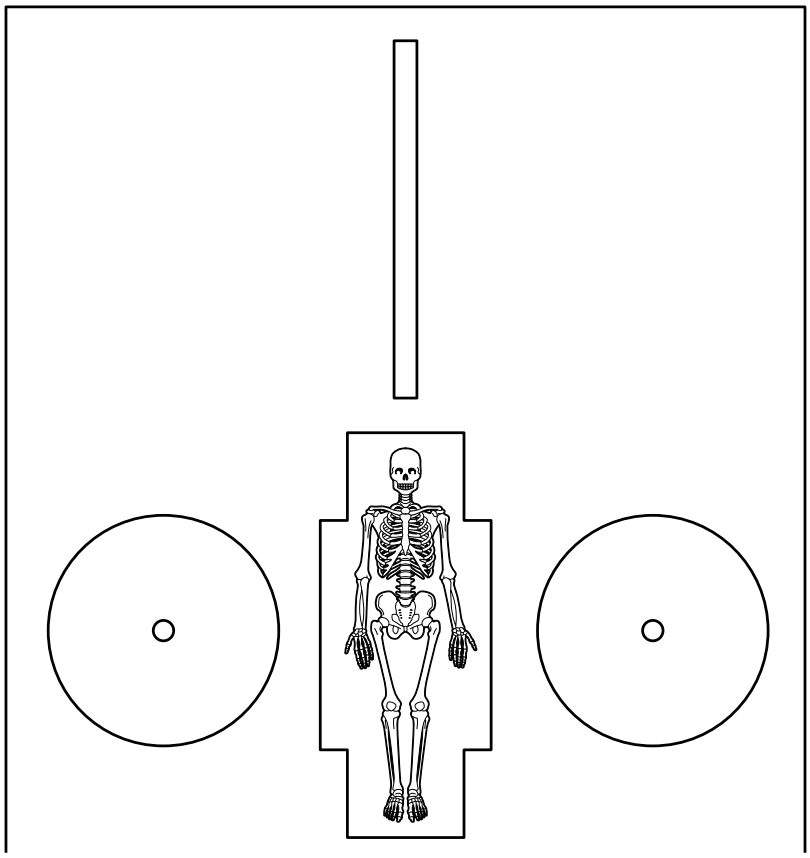

spearhead


cauldron


pottery bowl


statue of a god


coins



Make a Celtic grave

Objectives

- To understand how Celts buried important people when they died.
- To construct a Celtic grave.
- To assess the accuracy of a plan of the grave made when the grave is excavated.

Cross-curricular links

History

2a To learn about ideas and beliefs of men, women and children in the past.

ICT

1b Preparing information for development (taking photographs, storing them on a computer, printing off).

Resources

Each child or group will need a copy of worksheet 17 (page 76) a deep tray of sand standing in a shallow tray into which some sand can be placed, scissors, aluminium foil, a small lump of Plasticine, small brushes and spoons, pencil and paper. They will also need the chariot they made in activities 8A and 8B.

You will need a camera to record each grave as it is set out prior to burial. Alternatively, you could let each child or group use the camera and process the image on a computer.

Starter

Tell the children that the Celts believed that people lived on in another world after they died and when they were buried they were given objects, which we now called grave goods, that were thought to be of help in the other world. The more important and wealthy a person, the more grave goods were buried with them. Some people even had their chariots buried with them. Tell the children that they are going to be Celts burying an important person and then they are going to be archaeologists excavating the grave.

Main activities

1. Issue worksheet 17 and go through it with the children. Tell them that the skeleton represents the body of a wealthy man and around him are the grave goods to be buried with him. Look at the bottom picture and say that his chariot is to be buried, too, and the picture shows how the Celts laid out their chariots in a grave.
2. Let the children cut out and colour in the objects or let them use aluminium foil to make metal models of all the items except the bowl which can be made of Plasticine. The coins could be made by cutting up tiny pieces of foil.
3. Give the children their chariots and let them take them apart. They will need to fold down the front and back of the body to place the skeleton in it. Horses have been found in a few graves. You may like to tell a few groups secretly that the Celts sometimes killed the horses and laid them out in the grave. The children could put them on either side of the shaft.
4. When the children have laid out their graves they should photograph them, then cover them. The graves should be swapped between the groups.
5. Each group should then use brushes and spoons to carefully remove the sand and draw a map of the positions of the items in the grave as they uncover them.

Plenary

Each group should then be given the photograph of the grave they have opened and compare it with their maps. The photographs and maps could be displayed on a wall and the children could decide which group was the most careful 'archaeologists'.

Outcomes

The children:

- Understand how Celts buried important people when they died.
- Can construct a model of a Celtic grave.
- Can assesses their accuracy at excavating the grave and recording the artefacts.

Name:..... Form:.....

Based on Celtic times student book

Story telling: Abarta's mischief (i)

Long ago there lived the Tuatha De Danann. They were descendants of the goddess Dana and were gods and goddesses too. They were skilled in many crafts and magic and knew many things. They had four talismans – magical objects which helped them survive. The first was a stone which screamed when a true king stood on it. The second was a sword that killed with every blow. The third was a spear that always brought victory in battle, and the fourth was a cauldron that was always full of hot nourishing food.

One of the gods was called Abarta and he was full of mischief. When the most powerful band of warriors in the land had a new leader Abarta decided to visit him. The leader was called Finn MacCool. When Abarta met him he offered to serve him and gave him a large grey horse as a present.

The horse was wild and Finn MacCool's warriors had to struggle long and hard before they could get a bridle on its head. Once the bridle was in place a warrior climbed on and kicked the horse's sides but it refused to move. Another warrior jumped on but still the horse did not move. More and more warriors climbed on until there were fourteen piled on the horse's powerful back but it only stood there snorting.

When Abarta climbed on everything changed. The horse broke into a gallop and carried its riders away. There was even a fifteenth warrior who was carried along. He was holding the horse's tail when it started to gallop and he daren't let go of it. The horse galloped off to a magic land full of gods and goddesses and the spirits of the dead who rested there before being born again.

The rest of Finn MacCool's warriors who were left behind climbed on board a magic ship and set off after the horse. Although the horse had long gone Finn MacCool's faithful servant, Foltor, steered a course that brought them to the magic land. They found that Abarta had taken the warriors prisoner but on Foltor's command he released them. All the warriors sailed home but Foltor ordered Abarta to run back home holding the horse's tail. Once this was done Finn MacCool felt that his honour had been satisfied and he made peace with Abarta.

Name:..... Form:.....

Based on Celtic times student book

Story telling: Abarta's mischief (ii)

1. Who were the Tuatha De Danann?

✎ .....

2. What is a talisman?

✎ .....

3. What would happen if a man who was not a true king stood on the first talisman?

✎ .....

4. What are the three other talismans?

✎ .....

5. Who was Abarta?

✎ .....

6. Who was Finn MacCool?

✎ .....

7. Describe Abarta's present.

✎ .....

8. How many travelled with the horse?

✎ .....

9. Who was Foltor and what did he do?

✎ .....

✎ .....

10. Why do you think Finn MacCool felt his honour had been satisfied?

✎ .....

Story telling: Abarta's mischief

Objectives

- To learn about story telling.
- To try and tell part of a story from memory.
- To make up a story and tell it.

Cross-curricular links

History

2a To learn about the ideas, beliefs, attitudes and experiences of men, women and children in the past.
4a To find out about people from an appropriate range of information.

English

En1
1b Gain and maintain interest and response of different audiences.
2a Identify the gist of an account and evaluate what they hear.
4c Use dramatic techniques to explore characters and issues.
8a Reading aloud.
9a Live readings.
En 2
2a Use inference and deduction.
2c Make connections between different parts of the text.
3a Scan texts to find information.
3c Obtain specific information through detailed reading.
En 3
9a To imagine and explore ideas, focusing on creative uses of language and how to interest the reader.

Resources

Each child or group will need a copy of worksheets 18A and 18B. This is a story based on a real Celtic story which has been retold in a style which the children might find quite easy to memorise.

Starter

Tell the children that the Celts did not use writing. They believed that all the knowledge they had should be memorised and passed on by speech. The Celts enjoyed stories and listened to story tellers as they sat round the fire in their home. Tell the children that they are going to read a story that might have been told by a story teller.

Main activities

1. Issue worksheets 18A and 18B and read the story with the children.
2. Let the children do the comprehension exercise. The answers are:
   1. They were gods and goddesses who were the descendants of the goddess Dana.
   2. A magical object which helps people survive.
   3. It would not scream.
   4. A sword, a spear and a cauldron.
   5. A mischievous god who was a descendant of Dana.
   6. The leader of the most powerful band of warriors in the land.
   7. A large grey wild horse with a powerful back.
   8. Sixteen – fourteen warriors and Abarta on its back, one warrior holding the tail.
   9. He was Finn MacCool's faithful servant and he steered the magic ship to the magic land and commanded the release of the warriors and ordered Abarta to travel home holding the horse's tail.
   10. Finn MacCool had had fifteen of his warriors kidnapped and imprisoned by Abarta but he felt that making Abarta run home holding the horse's tail was a suitable punishment for his mischief.
3. Some children could work in a group and memorise parts of the story then retell it in the Plenary.
4. Some children could write their own story which has a hero like Finn MacCool, a mischief maker like Abarta, talismans like the stone, sword, spear and cauldron, a journey, and a suitable punishment for the mischief.

Plenary

The group of children could read the story they have memorised and the others could tell their stories. Everyone could sit in a circle as if they were sat round a fire in the Celtic home.

Outcomes

The children:

- Have learnt about story telling.
- Can tell part of a story from memory.
- Can make up a story and tell it.

Into battle

This activity may take several days to complete.

Objectives

- To realise that making a noise before battle could scare away an enemy and reduce injuries.
- To devise a series of scary sounds and perform them.

Cross-curricular links

Music

1b Play untuned instruments with controlled and rhythmic accuracy.
1c Practice, rehearse and present a performance with an awareness of the audience.

ICT

5b Using ICT tools to capture sounds.

Resources

You will need a means of recording and playing back sounds. Rehearsal space for each group. This could be done at lunch times.

Each group of children will need metal trays (shields), wooden box (side of chariots), sticks or beaters (swords), child's trumpets (horns).

Starter

Tell the children that the Celts were well known and feared for their approach to a battle. They made as much noise as possible to scare the enemy away. This prevented injury as many wounds, which we could recover from today with modern medicine, were fatal.

Main activities

1. Tell the children that they are going to divide into groups of five and six and each group is going to work out a battle chant that is designed to scare the enemy. The emphasis is not on making as much noise as possible but producing the scariest rhythm which can build up to a loud crescendo. The time of the chant is to be 20 seconds (if a particularly creative approach is devised you may like to extend this a little).
2. Show the children the range of equipment they will be given and explain what each one represents. Tell the children that when they have worked out a rhythm they can then add the sounds of the swords on shields, chariot sides and the sound of the horns.
3. Tell the children that when they have worked out what they are going to do they should rehearse it and then it will be recorded. Allow time for rehearsals.
4. When each group is ready their 20 second chant should be recorded. This should be done away from the rest of the class so the group's performance cannot be heard.

Plenary

Let the children listen to each group. Identify each group by a letter only and let the children vote for the scariest chant.

Outcomes

The children can:

- Appreciate the purpose of a battle chant.
- Work together and devise and perform a battle chant.

A day in Celtic times

Objectives

- To review the work in the activities in this *Teacher's Resources.*

Cross-curricular links

History

5C To communicate their knowledge and understanding of history in a variety of ways.

English

En3

9a To imagine and explore feelings and ideas, focusing on creative uses of language and how to interest the reader.

Resources

This will depend on how you wish to structure the activity.

If you wish to have a Celtic day you may like the children to dress as Celtic people and research and bring in a Celtic lunch. They may repeat some of the previous activities such as building houses and coracles and casting axes and swords.

If you wish this to be an opportunity for the children to describe an imaginary day in the life as a Celtic child they could spend the time reviewing their work and selecting information to write about.

Starter

Begin by winding time back thousands of years to the time of the Bronze and Iron Ages, then set the children to the tasks you have selected.

Main activities

These will depend on your choice of approach.

Plenary

The children could read out their work and discuss it or if they have had a Celtic day discuss how life was different from today.

Outcomes

The children:

- Can talk or write confidently about Celtic times.