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| **Lesson Five: Pottery** | |
| No lesson focusing on pottery is ever going to be complete without giving pupils the opportunity to make their own. So while the goal of these plans is to be as accessible as possible, this particular lesson will need a little preparation. Air drying clay is suitable but if you have access to a kiln, fired clay works even better. There is also the opportunity to handle genuine prehistoric pottery which, as a link to the past, will inspire some pupils. | |
| **Curriculum Links - Social Subjects (People, Past Events and Societies)** | |
| Experiences and Outcomes | Benchmarks |
| **I am aware that different types of evidence can help me to find out about the past. SOC 0-01a**  I can make a personal link to the past by exploring items or images connected with important individuals or special events in my life. SOC 0-02a  **I have explored how people lived in the past and have used imaginative play to show how their lives were different from my own and people around me. SOC 0-04a** | * **Identifies at least two different types of evidence which can provide information about the past, for example, pictures, family stories, artefacts.** * Recalls past events from their own life or that of their family, for example learning to ride a bike, a special party. * **Recognises that people in the past lived differently.** * **Uses knowledge of the past to demonstrate a difference between their life today and life in the past. For example, diet, lifestyle, clothing.** |
| **Wider Curricular links** | |
| **Science (Materials):**  Through creative play, I explore different materials and can share my reasoning for selecting materials for different purposes. **SCN 0-15a**  **Expressive Arts (Art & Design):**  I have the freedom to discover and choose ways to create images and objects using a variety of materials. **EXA 0-02a**  I can create a range of visual information through observing and recording from my experiences across the curriculum. **EXA 0-04a**  **Technologies (Exploring Uses of Materials):**  I explore everyday materials in the creation of pictures/models/concepts. **TCH 0-10a** | |

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| **Learning Objectives** |
| I can identify the properties of materials and explain how they can be used to create items. |
| I can create an item using historic techniques. |

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| **Resources and Suggested Reading** |
| **Required Resources - Supplied in the boxes or from the ARCH website** |
| Objects: Beakers, Prehistoric pottery sherds (Box 1)  Information Sheets: Object Sheets: Beaker Pots, Prehistoric Pottery; CT Making Prehistoric Pottery  Other Resources: ARCH Bronze Age Pottery Workshop Video ([link](http://www.archhighland.org.uk/experimental-archaeology.asp)) |
| **Additional Required Resources** |
| Archaeology Soup Pottery Workshop video ([link](https://www.youtube.com/watch?v=5mkhMaWVQ0g))  Modern porcelain objects (plates or mugs), Air drying clay (or fired clay if possible) |
| **Essential Reading - Information sheets supplied in the box or from ARCH website** |
| CT Making Prehistoric Pottery |
| **Suggested Additional Reading - Information sheets supplied in the box or from ARCH website** |
| No additional reading required |

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| **Introduction** | | | **10 minutes** |
| **What Are Ceramics?** (10 minutes) | Resources:  Objects: Beakers (Box 1), modern porcelain objects (plates or mugs) | | |
| * This introduction is designed to assess the pupils’ knowledge of ceramics and compare the qualities of the items. * It will require some plates and mugs brought from home or “borrowed” from the staff room. Remember not to borrow Mr/Mrs (insert name here) who is very picky about their mug and would not approve of it being touched by pupils. | | | |
| As a *think-pair-share* exercise ask the pupils ***What things do you use in your home which you think might be ceramic?***  It may be they do not really know what is meant by ceramic so you may wish to spend a little longer on the next activity.  Borrow some mugs and plates from the staff room or bring some from home if there is not enough. Aim for two per table or small group.  Give the class thirty seconds, in silence, to think of two things they notice about the items. Have them share their answers with a partner. Encourage some pupils share their answers with the class.  Show the class the beakers from Box 1. Explain that these are typical Early Bronze Age beakers and are found in archaeological sites all over Britain, often in grave sites. Ask the class ***What are the differences between these two types of pottery?*** In contrast the pupils should notice that the beakers are rougher and unglazed but they are still hard and potentially fragile. | | | |
| **Main** | | | **40 minutes** |
| **Pottery Sherds** (10 minutes) | Resources: Prehistoric pottery sherds in Box 1 | | |
| * The sherds are genuine artefacts and it is worth explaining to the pupils that they are holding items that are potentially thousands of years old. | | | |
| Ask the class ***What happens if I drop a mug?***It will break because pottery is fragile; therefore after possibly thousands of years in the ground we usually find pottery fragments rather than complete pots.  Share the pottery sherds with the class and explain, again, that these are genuine pottery fragments and were once used anywhere up to 6000 years ago.  Ask the class ***Where do we get milk?*** Follow that up with, ***If we find traces (little bits) of milk in the pots what does that tell us about people in the past?*** They should hopefully answer that it shows they possibly kept cattle for milk as well as meat.  Finally reiterate that from a simple sherd of pottery we can learn lots of different things that teach us how people lived. | | | |
| **Create a pot:** (30 minutes) | | Resources:  Information Sheets: Additional image: Highland Bronze Age Beakers  Other Resources: Air drying clay. Either the ARCH video ([link](http://www.archhighland.org.uk/experimental-archaeology.asp)), or one by Graham Taylor ([link](https://www.youtube.com/watch?v=5mkhMaWVQ0g)) or both | |
| * This is the best bit… but optional! * Air drying clay works well but fired clay is great if you have access to a kiln. * The YouTube videos shared are excellent for explaining how these pots are made. The first (a coil pot) was produced by ARCH - the creator of these loans boxes - and the second by Graham Taylor introduced by Archaeology Soup ([link](https://www.youtube.com/watch?v=5mkhMaWVQ0g)). Filming sessions like these are very difficult especially with managing audio, and while at times it can be difficult to hear, it is worth persevering as the demonstrators are very knowledgeable. | | | |
| You can choose whether to attempt a pinch pot, a coil pot or both as part of this activity. There are two video demonstrations to watch. It is worth watching both to see which you prefer. These are fairly simple pots to make but with an early years class a practical demonstration will be much easier. Therefore use the method you are most comfortable with.  ARCH Workshop (<http://www.archhighland.org.uk/experimental-archaeology.asp>)  Archaeology Soup Workshop (<https://www.youtube.com/watch?v=5mkhMaWVQ0g>)  Whichever method you use, have the pupils create a pinch pot or coil beaker or, if time and resources allow, both based on the demonstration in the videos.  Finally finish the pot with decoration, either by scoring classic geometric patterns into the pot, or if you wish to create something a little more individual to the pupils, try using items of the pupil’s choice gathered from outside - twigs, leaves, pine cones, pebbles, for example - to press patterns into the clay. Some example decoration is on the Additional Image: Highland Bronze Age Beakers sheet. | | | |

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| **Plenary** | | **5 minutes** |
| **Recap** (5 minutes) | Resources: None | |
| * Although simple, a recap is always a useful assessment tool. | | |
| Finally ask the pupils to recap with a partner the things they have learnt about Bronze Age pottery.  Share their thoughts with the rest of the class. Recap that the beaker in the box is the iconic Bronze Age pottery item found by archaeologists due to their prevalence in burials. | | |

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| **Total Lesson Time: 55 minutes** |
| **Links and Further Information** |
| ARCH Bronze Age Pottery Workshop video: [www.archhighland.org.uk/experimental-archaeology.asp](http://www.archhighland.org.uk/experimental-archaeology.asp)  Archaeology Soup Pottery Workshop video: [www.youtube.com/watch?v=5mkhMaWVQ0g](http://www.youtube.com/watch?v=5mkhMaWVQ0g)  Box 1 Object information Sheets: Beakers and Prehistoric Pottery Additional Image Sheets: Highland Bronze Age beakers, Culduthel Cist Burial Gravegoods  There are many illustrations of beaker pots from Scotland on the [SCRAN](http://www.scran.ac.uk) website www.scran.ac.uk. There is currently no easy way to find illustrations of local examples.  Some videos in addition to the ones above that you may find interesting:  [Making a BA Replica beaker](http://www.youtube.com/watch?v=MJgzO9cgPPo) by Graham Taylor (2:41) [www.youtube.com/watch?v=MJgzO9cgPPo](http://www.youtube.com/watch?v=MJgzO9cgPPo)  [Making the Doons Law Beaker](http://www.youtube.com/watch?v=3kCwYQRwFsI) by Graham Taylor (3:12) [www.youtube.com/watch?v=3kCwYQRwFsI](http://www.youtube.com/watch?v=3kCwYQRwFsI)  [Bronze-Age Pottery Workshop Prehistoric Firing](http://www.youtube.com/watch?v=Aa4B43Qs_iQ) by Graham Taylor (0.59) www.youtube.com/watch?v=Aa4B43Qs\_iQ  [Replicating the Scalpsie Bronze-Age Beaker](http://www.youtube.com/watch?v=Bq24E30I1Zw) by Graham Taylor (57:15) www.youtube.com/watch?v=Bq24E30I1Zw  [Going for Bronze – Making a Reconstruction Bronze Age Pot](http://www.youtube.com/watch?v=-zOUlr2bsSg) (14:59) Making and firing of a reconstruction Trevisker ware Bronze Age pot at Powdermills Pottery  [www.youtube.com/watch?v=-zOUlr2bsSg](http://www.youtube.com/watch?v=-zOUlr2bsSg)  [Making a Bronze Age Encrusted Urn](http://www.youtube.com/watch?v=kdXcxaMVYL4) by Graham Taylor (2:35) [www.youtube.com/watch?v=kdXcxaMVYL4](http://www.youtube.com/watch?v=kdXcxaMVYL4) |

This Lesson Plan was written by Dave Peers as part of the Experimental Archaeology: Learning about Craft and Technology in the Past project, funded by Historic Environment Scotland and the Heritage Lottery Fund (now National Lottery Heritage Fund). ©ARCH.