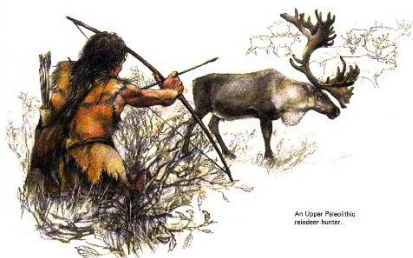


Key Stage 2

Postcards through time, a chronological adventure



Enquiry Title	How has Kents Cavern been used from the Stone Age to today?
Context and Learning aims	<p>This enquiry provides children the chance to investigate what Kents Cavern may have been used for from the Stone Age, which began 2 million years ago and ended 10,000 years ago at the end of the last Ice Age, through to modern day, not just by people but also by the animals that were here long before them. It begins with the children learning about chronology, why it is important and how it is helpful in the understanding of how Kents Cavern has been used throughout time. Using a timeline they work out the chronology of living things being at Kents Cavern. They then learn more about the animals and people that used Kents Cavern by visiting the cave, on the tour they will be told more in depth information about what they have learned and get a first-hand experience of the cave, walking through the passageways that so many people and animals have been using for hundreds of thousands of years. Back at school the children are encouraged to think about the landscape around Kents Cavern and how it may have looked for different people visiting and then design a drawing that can be used on the front of a postcard from each point in time. Finally, using all of the new information they have learned, the children will write out a postcard on the back of their picture from the perspective of a Stone Age person, a Roman, a Victorian excavator and themselves.</p>



Links to
KS2
National
Curriculum
Taken from
the
National
Curriculum
Document

History

- changes in Britain from the Stone Age to the Iron Age including late Neolithic hunter-gatherers
- the Roman Empire

Science

Working Scientifically

- identifying differences, similarities or changes related to simple scientific ideas and processes
- Using straightforward scientific evidence to answer questions or to support their findings.

All Living things

- Recognise that environments can change and that this can sometimes pose dangers to living things.

Evolution and Inheritance

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Art and Design

- produce creative work, exploring their ideas and recording their experiences
- use a range of materials creatively to design and make products

English

Y 3+4 Composition

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Y 5+6 Composition

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere

<p>Learning and teaching activities and curriculum progression</p> <p>Lesson 1 Slides 1-14</p>	<p>Key Question 1: <i>Why is Chronology important in understanding the history of Kents Cavern?</i></p> <p>The activities and information for this topic can be found on our Postcards through time PowerPoint available on the Kents Cavern website. The PowerPoint can be used to introduce all of the information you find in this pack, and also to reveal answers to some of the activities. Some of the activities will require you to print specific resources for the children, these are also available to download from the website.</p> <p>To introduce the Stone Age, start by conducting a quick true or false activity with the class. Slides 3-7 on the PowerPoint show 5 statements, ask the children to decide whether they are true or false and generate discussion as to why they made their choices. Show the answers on the screen slide when you are happy to move on.</p> <p>Kents Cavern is the most important prehistoric cave dwelling in Britain. For around 700,000 years the cave has played host to animals and people using it as more than just a home. Kents Cavern is a prehistoric treasure chest of artefacts that have revealed important information about the history of Britain. Amongst thousands of other things, a 41,000 year old human jawbone with teeth was found in the cave system, providing the oldest evidence of modern Humans ever found in north-western Europe. But why is it important to know the chronology of the artefacts found at Kents Cavern?</p> <p>Introduce the concept of chronology and explain that it means studying when things happened, so when historians put events into chronological order they put them in the order in which they happened. It is important for archaeologists and historians to know how old the artefacts from Kents Cavern are so that we can understand the order of the cave's history. Ask the children 'how would we know what order historical events happened in without chronology?' –we wouldn't. One of the easiest ways of putting things in chronological order is by using a timeline. A timeline can show events in a day, a year or whole centuries.</p> <p>Use slides 10 – 12 to introduce some of the animals whose bones were found in the cave and ask the children to decide if they think each one lived in the cave or outside of the cave.</p>
<p>Resource 1 should be printed.</p>	<p>Using the sets of cards in Resource 1, Talk about the different living things that have lived in/used Kents Cavern throughout time, after introducing them in random order get the children into groups and ask them to work together to put the cards in order of when they think each living thing started living in and around Kents Cavern, starting with the oldest, ending with the newest and get them to talk about their reasons why.</p>
<p>Resource 2 should be printed.</p>	<p>Now you're going to use the fact files in Resource 2 to find out the correct order. Hand them out to some of the children and get them to stand at the front of the class. From left to right, read out the names of the things that are on the fact files. Hopefully they will be jumbled up well and you can ask if they really think that mammoths and hyenas lived in Kents Cavern after the Victorians visited? Or if it was a tourist attraction before Cavemen lived there? After you have been through the different fact files, get the children that aren't holding them up to work together to re-arrange them in chronological order using the dates on the fact files (A list of the correct order is on slide 14). Once this is done, focus on the idea that these animals and people were actually walking around Kents Cavern and the surrounding area up to thousands of years ago,</p>

<p>Lesson 2 Slides 15-23</p> <p>Resource 3 will need to be printed.</p>	<p>maybe they even walked where your playground is today? Explain that you will be going on a visit to Kents Cavern to find out what these animals and people did here. This would be a great place to end your first lesson. On the PowerPoint, this is slide 14 and ends by showing the answers to this activity (Slide 15 begins to explain how Kents Cavern was made). The appropriate information for the second lesson is below.</p> <p>Begin by re-capping some of the previous information about living things at Kents Cavern. This lesson will last longer by using the PowerPoint, it explains the process of how Kents Cavern was formed with some extra information and then gives the answers to the activities below.</p> <p>Before the visit, explain that Kents Cavern, is much older than the Stone Age, the rock itself formed around 385 million years ago by coral and the bones of fish joining together to make one solid mass. After this, it moved on the tectonic plates underneath the crust of the earth to where it is today, and eventually the cave was formed inside by water (slide 16 in the presentation explains this).</p> <p><u>Using resource 3</u>, get the children to decide the chronology of how water formed the cave, putting the pictures in order and then matching the information that goes with it. This could be done as a cut and stick activity in workbooks or you could recreate the pictures on a larger scale to use as a display in the classroom (this activity is introduced on slide 17, with the following slides revealing the answers).</p> <p>This should be the end of your second lesson, and should have prepared you for your visit to Kents Cavern, which should be soon. The last slide for this lesson is 22, just after introducing the next key question and explaining that you will be visiting the caves.</p>
<p>Lesson 3 (Visit to Kents Cavern)</p>	<p>Key question 2: <i>Who used Kents Cavern and for what?</i></p> <p>On your tour of Kents Cavern, you will find out about the animals and people using Kents Cavern for over 700,000 years, but not necessarily in chronological order, so the children will be reminded that although they are finding out about the history of Kents Cavern, it's up to them to remember/ work out which order it was used in. The tour will mention all of the individual fact files in a bit more depth covering the animals that used the cave and surrounding areas as a home, and that even though some of them did not live in there, some of their bones were found here. It will also mention the people that have used Kents Cavern, the different species of caveman that used the cave as a shelter and what they might have done here, such as make stone tools, prepare weapons for hunting and how they would have had to share the cave with some of the prehistoric animals of the time. Some cavemen were here during an Ice Age, a really cold point in time where most of the World was covered in Ice, it meant that living things could pass over the ice to other lands, which is why there are bones of prehistoric people and animals on islands like Britain, as well as on the larger continents around the World. It meant that people and animals had to be extremely adaptable to the cold weather, which is why woolly mammoths and rhino's developed their long coats of hair.</p> <p>They will learn that Roman soldiers visited the cave possibly as a shrine and that Roman coins were found by the face, a natural formation of rock in the cave which is possible that the Romans believed it to be their god of caves 'Mithras'. Victorians used the cave</p>

for excavations, they came in and discovered all of the bones, teeth, tools and other artefacts that let us know about Kents Cavern's massive history, and they worked out the chronology of the artefacts, letting us know what was here first. After the Victorian excavations, the cave was turned briefly into a workshop for bathing huts to be made in, and then it opened to the public for guided visits. Today it is a popular tourist attraction and a hub for educational visits for school groups just like you!

The visit also includes two additional activities. These can be a choice of the following:

- Archaeological Dig – The children spend some time searching in sand boxes for fossils and gemstones, they are encouraged to think about how archaeologists work carefully to excavate things that are millions of years old.
- Ice Age Animal Hunt – new for Easter 2015 - this activity includes the children spending time in our woodland trail, trying to find different animals that lived around Kents Cavern during the Ice Age and matching them to the posts that they are found by.
- Cave Art – The children spend some time in the last chamber of the cave finding out about why Stone Age people might have done cave art. They get a chance to draw their own cave pictures with chalk and charcoal.
- Stone Age trail – the children spend time in our woodland trail finding out a bit more about the life of Stone Age people, including what they ate and how their food was sourced, other types of shelters and how they got their clothes.

Lesson 4
slides 24-
26

By now, the children should understand that Kents Cavern has primarily been used as a home/ shelter for living things throughout time. Get them to think about what makes the perfect house.

Encourage the children to think about their ideal homes and write a couple of descriptive sentences about them. They could also draw a picture of it.

Resource 4
should be
printed.

Use slide 25 to find out the best factors for selling a modern house and see some examples of how estate agents write up the information for different properties using **Resource 4**. Would any of these points have been relevant for Stone Age people? Look at the language used by the estate agents to interest and engage their audience. Get the children to write their own information for Kents Cavern, as if they were Stone Age estate agents trying to persuade other Stone Age people to move in, using similar language as the examples from Bettesworths.



Key Question 3: *What might the area around Kents Cavern have looked like to the different people who used the caves?*

Using the information they have learned about Kents Caverns history, encourage the children to think about what the area around Kents Cavern might have looked like when the Romans and Cavemen were at the cave. Explain that we know what it looked like for the Victorians because of the photographs on slide 28 and you know what it looks like today because you went on a visit and saw for yourselves, but for those struggling to remember, use the postcards on slide 30 to jog their memories.

Explain that there are no photographs or paintings of Kents Cavern done by the Romans or the Cavemen, so we can't be sure what the area looked like, although, we do know about some of the animals that lived during the Stone Age along with the cavemen and we can guess that the Romans may have visited with lots of other soldiers and camped outside.

You can use your imaginations to design the picture on a postcard that the cavemen or the Romans would have been able to send. Once you have drawn your picture, you can use the information you know about the cavemen and Romans at Kents Cavern to write a postcard from their perspective. Remember to write in chronological order, starting with what happened first and ending with the last part of the day, you can make up information like what the weather was like and how you felt but make sure you write about things that are specific to the time, don't write a postcard from a Roman describing the Woolly Mammoths that he saw. Here's some things to think about; Would the cavemen talk about the dangers in the cave? Or maybe about the hunt they did earlier on? Was it a success or are they going hungry tonight? And what about the Romans? Would they mention that they saw Mithras, their god of caves? How did the caves make them feel? Just chose one to begin with and if you finish in time, do a postcard from whichever one you didn't do first. If you finish that in time then write one from the perspective of the Victorian excavators. Were they tired from all of the hard work or were they excited because they made a new discovery that day? Remember to use the information you have found out, use the fact files if you need to remind yourself. For anything you can't be certain of, use your imagination!

The key things the children must understand and use in practice when writing their postcards from their chosen perspective are:

- To write in chronological order starting with information that happened early on and ending with the last events of the day or what might happen tomorrow
- Writing the entries in the first person. Use 'I' 'we' 'us' 'they' etc.
- Making the information simple but interesting, being able to write short, key bits of information about events and how they made you feel, leaving out irrelevant detail.
- Use the past, present and future tenses.
- Use a 'chatty' style of writing, as if you were telling the person you are sending the postcard to face to face.
- Use connectives to keep the events flowing and keep the postcard structured in a chronological way.



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