

Bearwood Primary and Nursery School

Roundhouse Project







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Introduction



At the start of 2015, Bearwood Primary and Nursery School, began thinking about the ways in which they could develop the children's learning experiences: engaging them in real life problems that would develop a passion for not only history but other aspects of the curriculum, such as English and Maths.

Working in conjunction with Poole Museum, we started to think how maths could be incorporated into the history that the school taught.

Whilst doing so, the idea of creating a Roundhouse on the school grounds emerged as a way to engage, stimulate and motivate pupils with their learning. So when September 2015 came, we already had a vision of where we would like to go! With support from a dedicated group of staff, parents and volunteers and the funding from The Heritage Lottery Fund, we were able to turn our vision into reality.

After months of planning, research and form filling, we were able to begin the build - which started May half term 2016. The Roundhouse, that you will see on entering the school field, is a project that the whole school were able to take part in. Every pupil in the school played a part and the learning that took place was astounding.

In this pack you will find lessons that pupils took part in that can be used with other groups of pupils - supporting not only Historical learning objectives, but Maths, Geography, Art, Design Technology and English.

We hope you enjoy learning through Bearwood School Roundhouse, as much as we did, and hope that future generations continue to do so. The Roundhouse, that you will see on entering the school field, is a project that the whole school were able to take part in. Every pupil in the school played a part and the learning that took place was astounding.

Laura Bennett Headteacher Bearwood Primary and Nursery School



Archaeology, Algebra and the Iron Age

2014 saw the introduction of a new primary curriculum. The introduction of prehistory in the history curriculum was great news for us here at Poole Museum, as we have a lot of archaeologists on the team. However, the elephant in the room was the increased focus on standards in maths and English. With such a crowded curriculum focussed towards raising standards in these two subjects how could we realistically expect pushed teachers to develop new and interesting prehistory work?

The answer was fairly simple: look for ways where archaeology can help deliver across these core subjects. And actually, a quick review of the maths curriculum revealed lots of opportunities. There is a lot more content (so much that any realistic aim to cover it has to stretch out into other subjects), but there is also an emphasis on mathematical skills and developing reasoning and problem solving. The curriculum even explicitly mentions practicing maths in real life situations. It also talks about how maths should be taught through discussion



and language and socially. To me, this sounds very much like social constructivism, which is a natural home for archaeological education.

In all honesty, I didn't make these connections on my own. I have been working closely with the staff at Bearwood Primary and Nursery School and their visionary Head Teacher, Laura Bennett. Laura saw the potential for developing maths teaching and learning through an archaeology project, which gave us at Poole Museum, a green light and the support to go ahead. Another fortunate piece in the puzzle is that Bearwood School is located in an area of high archaeological activity, although this is not well known. In the fields adjacent to the school, excavations in the 1980s revealed intensive settlement from the Neolithic until the Roman period, including an Iron Age Roundhouse.

In discussion with school staff we decided to build a Roundhouse on the school field. Many other people have built Roundhouses, including within schools and with children and communities. So we knew we



To me, this sounds very much like social constructivism, which is a natural home for archaeological education.







were doing something achievable. What would be unique about this project was the explicit link to children's maths work.

We started planning early on and involved children from the school on the steering group. Early work included identifying sources of funding and applying for grants. Alongside this, museum staff worked with teachers to explore cross curricular links and how



to bring various maths topics to be covered into the project. The aim was to really inspire the children and give them real life opportunities for problem solving.

Thanks to a grant from the Heritage Lottery Fund we had the money we needed to go ahead. We coppiced some materials ourselves (museum staff, parents and children) and bought other supplies we needed. We built the skeleton of the Roundhouse using manpower from the school staff, children, parents and the community. We employed a thatcher to thatch the roof. Children from the school daubed the walls.

The build was a lot of fun and engaged everyone involved with active problem solving. You can find out more about the build, what we did and how we did it on



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the Poole Museum learning blog [https://poolemuseumlearningteam. wordpress.com/2016/06/09/ building-a-Roundhouse/]. We held a community day to tell people about the project and gather memories of the local area. The school summer fayre was dedicated to the project and provided a showcase for the children to display their work. What is particularly exciting about the project is that it has initiated a sea change in how staff at the school plan and teach. Our research indicates that many schools take a cross-curricular approach to subject delivery, but still teach maths separately. However, what our project has shown is that maths can be delivered in this way and not only The build was a lot of fun and engaged everyone involved with active problem solving. You can find out more about the build, what we did and how we did it on the Poole Museum learning blog.

is it possible, but it helps with coverage and creates an inspiring context for problem solving.

Laura Bennett and myself are really keen to develop the approach and share what we have learned. Please get in contact if you would like to find out more (t.cole@poole.gov.uk).

QR Code Video Links



This is a link to a video that shows the making of the Roundhouse.



This QR code will link you to a video that shows some children explaining the Roundhouse.



Finally this link will show you a video about the learning that the children did during the build.



Life inside a Roundhouse

This workshop is suitable for pupils in Key Stage 2. It lasts for approximately 1 1/2 hours

Objectives Covered through the activity:

History

- To develop an understanding of life for everyday people during the Iron Age.
- To make comparisons between now and then.

Design Technology

- To research and develop design criteria.
- To generate ideas through annotated sketches.

Activity

- Question the children as to what life would be like living in a Roundhouse. Take feedback.
- Share with the children information on what life was actually like in a Roundhouse (see teacher fact sheet if unsure)
- Ask the children to think about what life would be like to live in this one room, eating and sleeping in the same place.
- Ask them to close their eyes and as you describe the things that would be in a Roundhouse, to picture where they think they would put things.
- · Children to complete the activity sheet Planning a Roundhouse.
- Share their examples and reasons why they have placed things so.
- Children to complete activity sheet Comparing homes worksheet.
- What are the biggest differences they notice about life from the era and now. Are there any similarities.
- Back in class children to write a discussion text based on this knowledge.

Resources Required

- Teacher notes on life inside a Roundhouse.
- Copy of plan for each child to create their annotated sketch of inside a Roundhouse.
- Copy of the now and next resource sheet to complete.
- If available artefact box hired from Poole Museum to support the children.
- Pictures of artefacts that would be seen inside a Roundhouse.

Outcomes for the children:

- Children will have an understanding of what life would have been like living in a small contained space.
- They will be able to make comparisons between now and then.
- They will have knowledge of the activities that would happen inside a Roundhouse.
- Children may begin to question why the Roundhouse is round and why they didn't have more than one room. This could then be further developed into a design lesson and expanded explanations.



Planning a Roundhouse

- Based on what you have learned about life in a Roundhouse, draw and annotate a floor plan of a typical Roundhouse and the objects you would find inside.
- Some items you might want to include: front door, plants, fire, benches, beds, oven, cauldron, animal skins, hanging herbs, stools, tables, quern, cups, bowls, drinking horns, hanging meat and fish, weaving loom, clay pots, baskets of food.
- Think about what materials would be used to make certain items when choosing colours.







Round, Round we go again - A Maths problem for year 3/4

This activity will take 2 hours - with approximately 1 hour needed for practical maths.

Objectives Covered through the activity:

<u>Maths</u>

- To measure, compare, add and subtract lengths.
- To solve problems involving multiplication and division, number facts, place value and addition and subtraction. (NB -This is 2 separate objectives but I have combined them)
- To estimate lengths.

Activity

- Explain to the children that they are going to be problem solving.
- Bearwood Roundhouse is about 4 metres across. Another school has asked for help. They want to build a Roundhouse like ours. The problem is that we've lost the sheet with how much wood we used and ordered.
- They would like us to give them a list of materials they need to make the basic structure.
- Can you help me solve how much they need to buy? And the lengths of wood they need?
- What can we do to solve this? What information can we go and get straight from our Roundhouse?
- How are we going to collect this information? Discuss the use of tables to help us.
- Children to work in small groups to solve the problem.
- SEN Give children headings on sheets as a starter How many posts? How many rafters? How many layers of hazel wood wattling? How many rows of purlins were used?
- ARE+ Challenge The school think they would like to make their Roundhouse walls 50cm taller than ours? How much more hazel would they need? How did you solve this?
- EXT Set a price for the wood £5 for 10metres of hazel wood. How much would it cost?
- It costs £10 for a bundle of thatch we needed 65 bundles. How much did it cost? How much more thatch would the larger Roundhouse need?

Resources Required

- Metre sticks, tape measure and string.
- Squared paper/maths books for the children to problem solve on.
- Sheets for SEN to record.
- Picture of the Roundhouse being built as a guide

Information that the children would need to support the solving:

- There is 20 rows of wattling underneath the daub.
- They can count the rafters and purlins from inside t he Roundhouse. Purlins are the horizontal lashings across the rafters.
- There is 11 main posts which are buried 25cms down below the ground. There is a further 10 posts that are hammered into the ground approximately 15cms down.
- Each knot created tying on purlins and rafters - needed 2 metres of rope.

Outcomes for the children:

- Children would have used practical maths in a real life problem solving event.
- They would have used a range of maths skills and applied them to a greater depth.
- Children should be able to explain their outcomes and justify why they believe their findings to be true.
- They should be able to practically estimate and have a good understanding of what measures are.



Round, Round we go again - A Maths Investigation

How many rows of wattling are there?	20	What is the approximate length of each section between the posts?	
How many posts are there?		How tall is each post?	
How many rafters are there?		How long (approx.) do you think they are?	
How many rows of purlins can you count?		Estimate the length of each row of purlins. You must put down an estimate for each row – as they get smaller each time!	
How many knots of rope can you count?		Each knot used 2 metres of rope – how much rope is needed?	
What other measurements might be useful to take to help you solve this problem?			





Round, Round we go again - A Maths Investigation - Answers

How many rows of wattling are there?	20 (24)	What is the approximate length of each section between the posts?	40 – 80cms 60cms approx
How many posts are there?	How many posts 21 are there?		115cms + 25cms underground 1m40cm
How many rafters 22 are there?		How long (approx.) do you think they are?	2m 57cms (not including the bit outside) 3m 20 (including overhang)
How many rows of purlins can you count?	6	Estimate the length of each row of purlins. You must put down an estimate for each row – as they get smaller each time!	1 - 1m20 2 - 3m 3 - 6m 4 - 8m 92cms 5 - 10m 35cms 6 - 11m
How many knots of rope can you count?	96 - 250	Each knot used 2 metres of rope – how much rope is needed?	96 x 2 = 192m 250 x 2 = 500m
What other measurements might be useful to take to help you solve this problem?	Could take the diameter of the circle. You could solve costs. You could work out the daub.		



The Importance of the Sun.

An activity for pupils in Year 3/4, but could be used in UKS2.

This activity takes approximately 1 hour.

Objectives Covered through the activity:

History LI: To be able to understand the importance of the sun for people in the Iron Age period.

Geography LI: To use an 8 point compass.

Maths LI: To use Roman numerals to 12.

DT LI: To use measuring and joining techniques to make a sundial.

Activity

- Explain to the children that our Roundhouse isn't technically correct. Roundhouses were always built to face the south west. Why do you think that was?
- Discuss with the children the importance of the sun to the people in iron age times. Did they have watches? Explain that as the movement of the earth happens, it appears that the sun rises in the east and sets in the west.
- Play NSEW game. (This is where you ask the children to run in the correct direction.) Ask the children to use compasses to find north. On the ground put a red cone for north. Use a different colour cone for each direction. Add in 8 points do this by using white cones. Ensure that you have north as true as you can to help with the children understanding where the sun would be if it was morning etc.
- Explain that as time went by the Romans came up with the idea of a sundial using this theory of where the sun rose and set. They knew that if they place them facing the north they could use this to tell the time.
- Show children roman numerals 1 to 12 as a starter.
- Children to then follow instructions to make their own sundial, putting on the roman numerals. Take them out-side to test.
- EXT Show children the ways that the romans used numerals to make other numbers.
- Give the children some roman numerals to decipher and also to turn from numbers to numerals.
- Ask the children once back in class to write an explanation of the importance of the sun to the settlers.

Resources Required

- 1 yellow, blue, green, red cone
- 4 white cones
- Compasses
- Instructions for making sundial
- Paper, card, scissors, hard board, cutting knife
- Copies of roman numerals

Outcomes for the children:

- The children will be able to explain the importance of the sun to people before watches and clocks were in-vented.
- They should know the points of a compass.
- They will have learnt how to make a sundial and why it must face north.
- The children will have learnt how to use roman numerals and can state the values of them.



Instructions for making a sundial



You will need:

- · A pair of scissors · A print-out of
- A compass
- Some sellotape ٠
- A craft knife



surface and using the craft knife, cut down the line that says 'cut here' (ask an adult to help you).



Using the scissors, carefully cut out the template for the gnomon, the triangle shape.



Once you have done that, fold it along the line.



Place the main sheet on a hard

Now place the gnomon inside the slit of the sundial template. You must make sure the right-angle is at the bottom of the sundial template (see picture).



Now using the sellotape, stick the bottom of the gnonom to the base of the sundial.



The gnomon should stand up by itself, but you may need to secure it with some more sellotape at its base.



Find north with the compass - you'll need to slowly turn in a circle until the pointer points north.



Once you find north, place the sundial on a flat surface and line up the arrow on the top of the sundial so it points north. Make sure the sun is shining!









Roman Numerals to 100

1	1	21	XXI	41	XLI	61	LXI	81	LXXXI	
2	П	22	XXII	42	XLII	62	LXII	82	LXXXII	
3	111	23	XXIII	43	XLIII	63	LXIII	83	LXXXIII	
4	IV	24	XXIV	44	XLIV	64	LXIV	84	LXXXIV	
5	V	25	XXV	45	XLV	65	LXV	85	LXXXV	
6	VI	26	XXVI	46	XLVI	66	LXVI	86	LXXXVI	
7	VII	27	XXVII	47	XLVII	67	LXVII	87	LXXXVII	
8	VIII	28	XXVIII	48	XLVIII	68	LXVIII	88	LXXXVIII	
9	IX	29	XXIX	49	XLIX	69	LXIX	89	LXXXIX	
10	х	30	XXX	50	L	70	LXX	90	XC	
11	XI	31	XXXI	51	LI	71	LXXI	91	XCI	
12	XII	32	XXXII	52	LII	72	LXXII	92	XCII	
13	ХШ	33	XXXIII	53	LIII	73	LXXIII	93	XCIII	
14	XIV	34	XXXIV	54	LIV	74	LXXIV	94	XCIV	
15	XV	35	XXXV	55	LV	75	LXXV	95	XCV	
16	XVI	36	XXXVI	56	LVI	76	LXXVI	96	XCVI	
17	XVII	37	XXXVII	57	LVII	77	LXXVII	97	XCVII	
18	XVIII	38	XXXVIII	58	LVIII	78	LXXVIII	98	XCVIII	
19	XIX	39	XXXIX	59	LIX	79	LXXIX	99	XCIX	
20	XX	40	XL	60	LX	80	LXXX	100	С	



Sequencing the Building of a Roundhouse.

This activity is suitable for children in KS1.

Could be adapted and used with pupils in LKS2. It lasts for 1 and 1/2hours.

Objectives Covered through the activity:

History

- To use evidence to sequence events in chronological order. (This is also a year 1 maths objective)
- To show an understanding of the process they would have gone through to build a Roundhouse and the impact on their lives.

Maths

• To solve problems relating to time.

Activity

- · How long do you think it took to build the Roundhouse?
- Tell the children that it took 2 full days from 9 until 5pm to build the framework. 3 1/2days (9:30 –3:30)or the thatcher to thatch the roof, 2 days to daub it (9:30 –3:00) and 1/2 day (9:30 –12)to Lime wash the building to make it water tight. Remind them that we had up to 10 adults helping on some days!
- How many days did it take? Can you solve that in hours? Children to use whiteboards to solve how long it took.
- Discuss with the children what they think the settlers would have needed to do prior to the building and where they would be sleeping so that the children have a good understanding of how hard it must have been.
- Explain about the need to collect enough wood and source the material. How hard would it be when they would be mostly using flint axes to chop trees down etc. Also if they were building a new home, would they need to leave family behind? Walk back and forward between old and new homes? Children to discuss.
- Explain to the children that you have some images of the building of the Roundhouse. Explain to the children that they are going to work in teams to see if they can sequence the images based on the building process of the Roundhouse.
- Children organise and sequence into a recognisable order discussing how they knew which had come first etc.
- EXT Back in class Children to write a diary of being a person building a new Roundhouse. The diary should show the hardship and the time it took. They should think about how many people are helping to build as it is impossible on their own.

Resources Required

- Laminated pictures of the Roundhouse at its various stages of build.
- Whiteboards to solve the length of time it took to make the Roundhouse.

Outcomes for the children:

- Children will have a secure understanding of the process of building a Roundhouse.
- They will understand that the Roundhouse was time consuming to make and that they would probably be work-ing for at least a week - depending on the help they had.
- The children will have shown that they understand sequencing using chronology.























































Teacher Fact Sheet - Life in a Roundhouse.

Depending on the sizes of the Roundhouse, many families or extended family would live inside a single Roundhouse. A Roundhouse is technically one large room, where all activities would take place.

Making a Roundhouse.

Roundhouses are traditionally built with the doorway facing the south-west. This is believed to be something to do with the path the sun takes, to allow the inhabitants to know it is morning, but also so that the front of the house would receive the most warmth from the sun, when the women would often be outside working - weaving, dying wools etc. The Roundhouse door would have more than likely been an animal skin. but in later Roundhouses, it may have been wooden. Wooden Roundhouse doors would have definitely been decorated with special carvings and paintings to keep evil spirits from entering.

Roundhouses are built with stakes into the ground in a circular fashion, before a flexible wood (often hazel but it could be made from whatever they could find in the local woods) was woven in and out of the main stakes. This is called wattling. The roof would be constructed of a frame of wood, supported and tied together by handmade rope. Walls would be covered in daub a clay mix that traditionally would be made from clay, mud, manure, hav. horse's hair and human hair. This mix would be applied over the walls and allowed to dry in the sun; it would provide adequate warmth and protection from the weather. Often the walls would be covered in a form of lime wash that would seal the walls for greater protection. The roof would be made from reeds and also the traditional thatch we see today.

Inside a Roundhouse.

Most Roundhouses would have a central fire in the middle of the room

for heating and cooking purposes. The fire pit would be created in the middle of a clay vase, imbedded into the floor. This would hopefully stop the ashes and fire from spreading to the rest of the building. It would often have a cauldron suspended over it that would be constantly boiling water, soups, stews etc.

As the time period progressed, the famers and workers became talented craftsman who would have created tools from flints and eventually bronze and iron. They would have used these skills, to create furniture – benches that would double up as beds, stools, low tables, chests made out of wood and leather. They would create many soft furnishings, such as mattresses from hay and feathers, floor coverings from animal skins and blankets also made from animal furs.

Other fabric items would have been made from the women using huge looms to weave the wool they had dyed into beautiful cloths.

Food and Farming.

Food would be gathered from the farm land and the forests around them in willow baskets. They could be made by weaving the Willow reeds, not too dissimilar to the wattling of the Roundhouse, into quite intricate shapes.

They would also make clay pots to store their foods.

Other items that they would need would be wooden plates and bowls, drinking horns (for drinking ale) and wooden hooks to hang their food from. Meat and fish would often be hung from the rafters so that it could be smoked by the ongoing fire, which would help to preserve it. If not they would have barrels which they would store the meat in – once it had been salted.

They would also hang herbs around the Roundhouse, to give the meat and fish hanging flavour and to take away some of the smells from inside. The herbs would be used for medicines too.

A bread oven would on occasion be built inside the Roundhouse, but more often outside. This would have been not to dissimilar to what we now know as a traditional pizza oven.

They would love to feast. Traditionally they ate pork, beef, game, fish, cheese, curds, milk, butter and porridge. They gathered nuts and seeds and grew their own vegetables and grains.

Querns.

Every Roundhouse would have its own quern. A quern was made of two heavy round stones that would be used to grind corn and wheat into flour so that they could make bread.





This activity is suitable for children in LKS2, but could be adapted to suit pupils in UKS2.

It should last approximately 2hours.

Objectives Covered through the activity:

History

• To make connections between the past and the present - looking at the history of our locality.

Geography

• To be able to use OS maps and plans, to make conclusions as to why Bearwood was a suitable place to settle.

English

• To write an explanation as to why an original Roundhouse was built in its location, using paragraphs to structure the writing.

Activity

- Why have we built an Iron Age Roundhouse in the school field at Bearwood?
- Explain to the children that in the field next to the school, there is archaeological evidence that shows there was in fact an Iron Age settlement in Bearwood.
- Show the children the maps which highlight the Roundhouse.
- Why do you think they settled here in Bearwood? What would they need?
- Have a look at OS map of the area. Explain to the children that OS maps are very good as they show the landscapes easier without the buildings.
- Discuss with the children why they think that it was a good place to build a Roundhouse, based on evidence on maps.
- Children write an explanation as to why they feel that the people who built the Iron Age Roundhouse chose to settle where they did.

Resources Required

- Plans of the excavation site for the children to look at and use. -Bearwood Roundhouse and FAQs.
- · OS maps of the area

Outcomes for the children:

- Children will have a clear understanding of why people chose to settle in Bearwood. They will be able to state the things that the settlers need to build a life (Adequate flat land, suitable woodland area for foraging, ac-cess to a river/stream for water)
- They will have learnt to read OS maps and understand some of the symbols.
- They will have experience of looking at historical excavation plans.





Iron Age Clothes and Textiles.

This workshop is suitable for Key stage 2 children learning about Prehistory. 15 pupils max. 1 hour

Learning Outcomes

Pupils will:

- Have an understanding of how archaeologists know about what people wore during the Iron Age
- Imagine how people lived during the Iron Age
- Have an understanding about how to survive using natural resources
- Learn some simple weaving techniques and dyeing processes

Activity

- Question the children 'how long ago was the Iron Age and what did people wear?'
- Share with the children information about how people lived and what they wore. (Refer to the fact sheet provided)
- Question the children 'How do we know what people wore?' (Refer to the fact sheet provided).
- Look at the evidence pictures of bog bodies.
- Question the children 'How were clothes made?' (refer to the fact sheet).
- What does the evidence show (refer to the fact sheet provided).
- Look at the evidence wool, bone tools, small looms, spindle whorls, loom weights.
- Question the children 'How do we make wool into clothes?'
- Give them some wool to turn into thread.
- Children to have a go at spinning, carding and weaving (refer to fact sheet).
- Play the human loom game (refer to the fact sheet)
- Question the children 'How was clothing coloured?'
- Examine a selection of plants and vegetables for dye-have a go (refer to the fact sheet).

Resources required

- Teacher fact sheets
- · Pictures of bog bodies
- Bone tools
- Wool and flax
- Carders
- Wooden drop spindles
- · Loom/loom weights
- Ribbon
- Plants and vegetable
- Dyes





Iron Age Food and Cooking.

This workshop is suitable for Key stage 2 children learning about Prehistory. You will need to prepare a wood fire before the activity starts. 15 pupils max. 1 hour

Learning Outcomes

Pupils will:

- Learn about Iron Age cooking techniques, changes in agriculture, trading and farming.
- Have an understanding of how archaeologists learn about how people used to live, hunt, farm, forage and cook
- Learn how to make Iron Age stew and bread
- Learn about where food comes from

Activity

- Question the children 'how long ago was the Iron Age and how do we find out what life was like so long ago'.
- Share with the children information about how people lived (refer to the fact sheet provided)
- Look at the evidence pictures of bog bodies, bones, seeds, shells, utensil remains.
- What does the evidence show (refer to the fact sheet provided)
- Look at ingredients that would have been available during the Iron Age
- Ask the pupils 'What's missing?'
- Compare and contrast ingredients available today and during the Iron Age
- Show the pupils how to prepare the vegetables and make a basic bread dough
- With guidance children to prepare and cook vegetable stew and bread (see recipes and fact sheets)
- Cook the stew in a pot over the open fire and griddle the bread.

Resources required

- Teacher facts sheets
- · Pictures of bog bodies
- Utensil remains
- Replica cooking vessels, baskets, pots
- Recipe cards and food (see ingredients list)
- Foodstuff for display (see list)
- Evidence- bones, seeds, pottery fragments, shells, dried fish
- Tripod, chain, trivet.
- · Cauldron, griddle
- Fire wood, newspaper, matches
- Buckets of water, soap, paper towels.
- Mixing bowl, wooden spoons, jug,vegetable knives, chopping boards, paper cups, ladle, paper plates





Bearwood Roundhouse Project Summary and FAQs

1. What is a roundhouse?

A roundhouse is a small one roomed building which is round in shape with a conical roof.

2. When were roundhouses built?

Archaeology tells us that roundhouses were built from the Bronze Age (up to 5000 years ago) and into the Iron Age (2000 years ago). Roundhouses are mostly closely associated with the Iron Age.

3. What do roundhouses look like?

We don't know for sure. Our ideas are based on three strands of evidence:

- Archaeological evidence (circular patterns of posts and sometimes a circular ditch when rain ran off the roof).
- Modern examples of buildings that also show the same patterns of post-holes. E.G. African roundhouses. We call this ethnographic analogy.
- Experimental archaeology. E.G. let's build something and see if it leaves the same evidence we see in the archaeological record. We are basically conducting an archaeological experiment with the Bearwood roundhouse.

You can see some pictures showing the archaeological evidence for a roundhouse found in the field adjacent to Bearwood Primary and some examples of other 'experimental' roundhouses at the end of this document.

There are some other things we know about roundhouses

based on the evidence I've just described:

- Roundhouses nearly always face East/South East. We think this is to follow the sun and we call this the sunwise path. This idea is supported by where artefacts are found in and around roundhouses – with daytime/living activities in the southern portion of the house and slightly odd ritual type or sleeping activities in the northern portion.
- Experiments from Butser ancient farm suggest that there is no hole to let smoke escape at the peak of the conical roof. They tried building a house with a vent and it caused the fire from the hearth to be sucked up and burned the house down! I have to say I don't think people had fires indoors in the Iron Age. There is virtually no evidence for indoor hearths, but evidence for hearths outside – but that's a bigger debate.
- The roof of a roundhouse always has a 45 degree pitch, that gives the conical roof structural integrity and allows the rain to run off. Also having a 45 degree pitch makes it very easy to work out how tall the house will be and how long the rafters should be if you know the diameter of the house (in this case 4m). Can you solve this mathematical problem?
- The number of rafters equals the number of wall posts.
- 4. Why we decided to build a Roundhouse at Bearwood?

This was a fantastic learning opportunity to engage children in an active way, to get them to solve mathematical problems (e.g. how tall is the roof), to bring history to life and to celebrate the archaeology of the area (which few people know about).

The roundhouse will stand for at least 30 years and with a bit of regular maintenance will stand











indefinitely. Think of it as an outside classroom space, somewhere to write, somewhere to play, somewhere to tell stories.

5. Who built the Roundhouse at Bearwood?

The community! A team of intrepid volunteers from the PFA coppiced wood to build the skeleton back in January 2016.

More volunteers put the structure together over May half term.

After the half term break, a thatcher put the thatch on and had time to show volunteers how to do it and talk to the children. The walls were daubed by groups of children, from Nursery through to Year 6.

6. How was the Roundhouse paid for?

A grant from the Heritage Lottery Fund (HLF) paid for the majority of the project (c. £8500). There was a commitment within this funding for Bearwood Primary to raise £300 through community events – such as the summer fayre and cake sales.



Roundhouse being built in North Dorset.









Outcomes for children

By doing this project, all children had a hands on experience, that developed their understanding of the Iron Age period. It gave them a real purpose to their learning and the engagement of the pupils was fantastic. The following images show a selection of just some of the outstanding work that was produced by each year group.

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Maths Problem Solving

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Maths Problem Solving









Dear Freend.

I am reist having my supper aster. what for me was a very exausting day of building, our first oundhous am having, chucken, bread and a rug of water hal's a relief after my day

We arrived here this morning and had a quick snack before getting to work and building our first roundhouse along with many more This was hard

I was worned that it might sall down for amoment but when we got stated and gathered all the wood we could and camed them out and built the posts and roos skellon Secondly, we brought smaller logs back to build the wall we tied it co with rome we made some netter the week wall is called wall? Thurdly, we worven straw into the roos, and smally we more some water, clay and gravel together to make the oriter wall this is called dorbe propess.

At last Finnished And this sugger is doing me good!

Yours surcerely, Lewis Brewer



Maths Problem Solving There are so from the dian that is an ALM XIOO ARESON 3.5 Direct & & Same Soil laren Back D on - To & Come La Brow d'S'E Willow 2

Wednesday 13" July 2016

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Dear diary.

By millie

Today was good, we've just moved grown our old village and now we've almost pinisted halding our roundiness in moved to Bearwood because it has rures and lakes, a seath and saids we reade our doub out of hay , the clay from the clay pit and mud Today , I made a priaried who also is new to the village and the helped us make our round. house. In Bearand, where is late of space in our village we have a but in the middle that all the children play in. it's mally one. Hy writer has pound a privad as well his come is deless. For diver, we had some cut my neighbour crught Engine welcomed us and they invited us in celebrate round the cit. Our roundhouse here is a let more congress than our old one IE's bugger, warmer and I have more non-where I sheep. Tomorrow, dad told me and my booser are going surviving with him and ofter that he said me and my broker reads to go priving bearies. The orded por concorrow as will as the next couple of your living have Good right

have written diary entries as if



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Notes					



Risk Assessment for Bearwood Primary and Nursery School Iron Age Replica Round House and activities relating.

Probability ratings:

Severity ratings:

- 1. Improbable: unlikely to occur.
- 2. Possible: may occur.
- 3. Probable: likely to occur.
- 4. Certain: common/frequent.
- 1. Minimal risk: no injury.
- 2. Moderate risk: cuts/bruises etc.
- 3. High risk: broken bones/burns etc.
- 4. Major risk: death/disability

Area/Activity	Potential Hazard	Probability	Severity	Control measures to be taken	Additional measures required	Time/Date action to be taken
Iron Age Round House	Trips and Slips	2	2	Clear instructions and information given before entering	Children reminded to stay still or seated during sessions.	During session in round house
Iron Age round House – fire pit outside of the building.	Burns and smoke inhalation	2	3	Clear instructions and information given before nearing the fire pit.	Children reminded to stay seated and below smoke line, not to step near or over fire. Have buckets of water and fire blanket on hand Staff to be trained before activity Fire to be extinguished after activity ceases.	During sessions near round house.
Iron Age Round House	Exposed beams and wattling – potential for splinters, knocks to head, edges of thatch catching eyes.	2	2	Clear instructions given about staying clear from the edge of the round house. Teachers to expect children to walk to minimise potential.	Children not allowed near building outside of taught sessions. Area chained/ roped off when not in use. Parents reminded about expectation to keep children away whilst entering school – via website and newsletters.	Iron Age Round House
Iron Age Round House	Deterioration of Round House structure meaning it loses structural integrity and may collapse	3	4	Make regular visual inspections of the Round House before activities and particularly after a long period of no use or bad weather.	Make minor repairs to daub and thatch in a timely manner. Undertake a more thorough inspection at the end of winter (knocking beams to check for rot)	Before activities; after bad weather; at the end of winter
Iron Age Round House - Porch	Banging head on entering the round house.	2	2	Reminder for adults and children to duck while entering the building. Only one child at a time to enter through the doorway.	Adult to go inside first, whilst another adult directs children in.	During visit to Roundhouse.





Area/Activity	Potential Hazard	Probability	Severity	Control measures to be taken	Additional measures required	Time/Date action to be taken
Uneven ground around the round house	Trips and Slips	2	2	Reminder to children to walk around the area and carefully place footing – especially near the daub pit.	Clear expectations of behaviour whilst working around the Roundhouse.	During activities around the round house – this may not be linked to going in the Roundhouse.
Use of Bread oven	Burns, smoke inhalation	2	3	Clear instructions given as to where is appropriate to sit and about staying away whilst fire lit.	Children to remain seated and await direction from adult. Adult to put items to cook inside the bread oven.	When using bread oven.
Handling objects	Cuts from sharp edges on old objects	1	2	Clear instructions given by teachers/ museum staff on what and how to handle any relating artefacts.	Reminders during session. First aid available at all times – via school office of TLA's.	During session
Craft Activities linked to Iron Age - making rope, weaving, dying wool.	Cuts from scissors, glue allergy, reaction to dyes used.	1	1	Supervised activity	Children asked to work in specified area	During session
Wattling	Splinters, wood snapping back on children	2	2	Small groups at a time to take part. Supervised at all times. Expert guidance given.	Stakes to weave between already in place. Thinnest pieces of hazel available used. Straight cut edges.	During sessions
Daubing	Allergic reaction to mix, rubbing clay into eyes, breathing in dust.	2	2	Children spoken to before undertaking of the activity. Initial clay and water to be completed before children help with the mix to minimise the risk of children inhaling dust from the clay.	Bowls of water available to rinse hands immediately. First aid available. Face masks to be worn by adults during initial mix.	During sessions
Decorating walls of the Roundhouse	Allergic reaction to natural dyes. Splashing dyes into eyes.	1	1	Adults to have assured they have updated allergy list.	Bowls of water and soap to be available to rinse hands. First aid available via TLAs and school office.	During sessions





Bearwood Primary & Nursery School www.bearwood.poole.sch.uk

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