

Self-Led Resource Pack

KS2

Curriculum Link

How to use the pack

- This resource pack is designed to support a school visit to the museum and enable pupils to respond to the exhibits and have fun at the same time.
- There are 7 activity stations in the museum, you will find numbers on the wall to indicate which activity area you are in.
- Activity stations 1-3 are on the first floor.
- Activity stations 4-6 are on the second floor.
- Activity station 7 can be found on both the ground and first floors (please pick your preferred gallery area based on the exhibitions on display at the time of your visit).
- If you are bringing a whole class (34 max) the class **must** be split into small groups of 6-7 across all the activity stations you wish to use. All groups must be accompanied by a teacher/adult helper at all times.
- Make sure you have printed the activity sheets off in advance of your visit. The museum **will not** be able to provide these during your visit.

The pack contains activities which are linked to the KS2 curriculum. The pack is designed to be used flexibly so that teachers pick activity stations which are most relevant or interesting for the pupils.

History: a local history study

Find activity stations: 1, 2, 3 & 4

History: changes in Britain from the Stone Age to the Iron Age

Find activity station: 4

History: Britain's settlement by Anglo-Saxons

Find activity station: 5

History: achievements of the earliest civilizations

Find activity station: 6

Science: everyday materials

Find activity station: 5

Art: increasing awareness of different kinds of art, craft and design

Find activity station: 7

Tips during your visit

- Familiarise yourself with the self-led pack before exploring displays.
- Allow pupils a little time to explore the activity station display cases before reading out the questions. Try to get pupils to stay in the area and complete activities before moving on. (We recommend 10 minutes per station.)
- If you have any questions or queries during your visit do speak to staff or volunteers at the reception desk who should be able to help.

After your visit

- If pupils have not finished the worksheets these can be completed back at school.
- Talk to pupils about what they saw at the museum – what was their favourite object or display case and why?



First Floor Museum

Activity 1: Making a Museum

Curators work in museums. They decide what objects the museum collects and what goes in to the museum displays. They keep records of all the details about the objects and use this information to write the labels which are seen in the museum itself.

Encourage the pupils to look at the displays and pick one object which interests them.

Questions

- What does your object tell us about the past and the person who owned it?
- Is your object displayed on its own or with other objects?
- If it's part of a group of objects why has the curator displayed them together?
- Do you think it's a good object to have in a museum? Why?

Activity

Complete the **Artefact Label** activity sheet. **(One sheet per pupil)**

Activity 2: I Spy – Old and New Homes



Find the area of the museum which looks like a 1950s home. Support the pupils in looking around this area of the museum and exploring the displays.

(When you reach the area of the museum showing the Victorian living room you could ask the pupils to compare the 1950s and Victorian homes.)

Questions

- Do you recognise all the objects in the displays?
- Can you see anything you have in your own home?
- Are there objects missing which you use every day at home?
- Why might this be?
- Would you like to live in this house? Why/why not?

Activity

Complete the **I Spy - Old and New Homes** activity sheet. **(One sheet per pupil)**

Activity 3: Our Town in the Past

Basingstoke is one of the largest towns in Hampshire, but it has changed a lot over time. It expanded rapidly from a small market town following World War Two to accommodate the London overspill.



Activity 1

Hand out the **Basingstoke Then and Now** activity sheets. **(Located in the clear tray on the wall)**

Encourage pupils to spend some time looking at the two photographs of the town and have a go at answering the prompt questions.

Activity 2

Find the A3 activity tray which holds laminated copies of old maps. Basingstoke grew a lot after the Second World War to make space for people who needed to live near to London.

In small groups of 2-3 ask pupils to compare the two maps and talk about the following:

- Which map is the oldest?
- What differences can you spot between the two maps?
- How has Basingstoke changed over time?
- Why was Basingstoke seen as a good place to develop after the Second World War (hints below)

Did you know?

The museum is named after George Willis, a local clock maker who collected historical objects in his spare time and was the museum's first curator.

What features might make Basingstoke a suitable town for this? (Hint: distance from London, railway line, room for expansion, roads, room for industry, price of land, facilities.)

Second Floor Archaeology Gallery

Activity 4: Stone Age to Iron Age Timeline



These display cases contain objects from thousands of years ago in the Stone Age, Bronze Age and Iron Age. The people who lived in these times did not own much and had few materials to use to make things.

Encourage the pupils to spend some time looking at the cases and the objects inside.

Activity

1. Find the tray of laminated images and hand out one pack per 3-4 pupils. Give the pupils some time to look through the images and then explore them together through the display cases and the questions below. 2. Next using the display case as guidance, put the objects into a timeline from Stone to Bronze to Iron Age.

Questions

- Do you know what all the objects are?
- What materials are they made from?
- What materials are missing that we might use today?
- Which case does each object come from?
- Who do you think used these objects?
(Hint: --men/women/children/farmers/hunters etc.)
- What do the objects tell us about the people using them?

Did you know?

There have been people living in this area for over 5000 years.

Stone Age



Bronze Age



Iron Age



Activity 5: Saxon Burials

The Saxons believed in many gods and buried their dead in burial mounds with important objects to take to the afterlife. Lots of the Saxon objects we find in museums today have come from original graves discovered during archaeological digs.

Encourage pupils to look at the type of objects which can be found in the Saxon cases.

Did you know?

Some of the objects came from the late Iron Age Viabes burial on the edge of Basingstoke. The mound contained 2 women, multiple animals and many beautiful objects.

Questions

- What objects do you think Saxon people would have been buried with?
- Do you think men and women would be buried with different things?
- What objects would we find if we dug up a grave today?
- Why would some materials not have survived from the Iron Age?

Activity

Complete the **Grave Goods** activity sheet. **(One sheet per pupil)**



Artist's interpretation of the Viabes Burial. (Mike Codd)

Activity 6: Egyptians

The Egyptians were an ancient civilisation who were considered to have been very advanced for their time.

Activity

Read out the statements below to the pupils and match them to the objects in the Egyptian case.

1. The Egyptians burned oil in these to light up their homes.
2. Made from plant leaves, this was used to keep records.
3. Buried with the dead, these were believed to become slaves in the afterlife.
4. Used by the Egyptians to keep their hair tidy.
5. Used to store perfumed oils which Egyptians used to stop their hair smelling too bad!
6. Worn by both men and women, and showed wealth and status.
7. Worn by Egyptians for good luck. Many were symbols of Egyptian Gods such as Kephri the God of the sun. (Hint: he was often shown as a scarab beetle.)

Did you know?

George Willis received Egyptian artefacts for his museum from tourists who visited the graves being dug up in Egypt.

Questions

What materials can you see in this display case?

How are these objects similar to or different from those in the other archaeology cases?

What kind of people do you think used these objects? (Hint: rich/poor, men/women, etc.)



Ground Floor or First Floor Art Gallery

This can be done in either the downstairs or upstairs art gallery area. Before your visit, we recommend you contact the museum to find out what will be on display at the time of your visit so you can choose the most appropriate gallery to use.

Section 7: Gallery Conversations

The two art gallery areas contain a changing programme of exhibitions of different types from paintings to photographs to sculptures.

Give the pupils time to explore the exhibition. Below are some activities which can be used to encourage this. Alternatively it is a great opportunity to develop sketchbook work.

Did you know?

There is a wedding cake in the museum which is 119 years old!

Activities

1. Stand in front of a piece of art. Look for 10 seconds. Then face away from the artwork and draw the picture from memory.
2. Draw a pattern based on the shapes found in your chosen piece of art work.
3. In turns say the first word your piece of art makes you think of.
4. Everyone stand in front of their favourite piece of art and then their least favourite piece of art. Explain why you like/don't like it in one sentence.
5. Choose one piece of art which is the opposite to yours in some way and explain to the group why they are different. (Hint: one in dark colours when yours is in bright colours.)



Gallery 1st floor



Sainsbury Gallery