

## Subject: History – Prehistory

### Brochs

**Cross-curricular links:** Art; Imaginative writing

Key Learning Objectives	Pupil Activities	Resources	Assessment for learning
<p>To appreciate that preservation varies</p> <p>To reason from archaeological evidence</p>	<ol style="list-style-type: none"> <li>1. Encourage pupils to: imagine what the pile of rocks could have been.</li> <li>2. Estimate how high the walls would have been (surviving height actually 2 m).</li> <li>3. Height about 9 m</li> <li>4. Ask why the builders would want to go to the top of the <b>broch</b>.</li> <li>5. Mousa is 13 m high</li> <li>6. Empty in the middle – what could it have been used for?</li> <li>7. Encourage discussion about the use of the openings and ledge.</li> <li>8 –9. Imagine wooden additions that would go with the stone to make furniture and wall partitions.</li> </ol>	<p>PowerPoint (numbers relate to the slides)</p>	<p>I understand that some sites are better preserved than others.</p> <p>I can answer questions using evidence.</p>
<p><b>Art</b></p>	<p>Draw the inside of a <b>broch</b> when it was in use based on Slide 9 (remember wooden elements),</p> <p><b>or</b></p> <p>make a model of a <b>broch</b> using plasticine – ideally using small pellets of plasticine so an idea of the difficulty of building the walls can be obtained.</p>		
<p><b>Imaginative writing</b></p> <p>To use knowledge to structure a story</p>	<p>Use the information you have gathered about <b>brochs</b> to write a story about a girl or boy who lived there. Describe what happened when the <b>broch</b> was attacked by enemies. Most <b>brochs</b> are close to the sea.</p>		<p>I can use my knowledge to make up a good story.</p>

