Iron and Fire
Teacher's Handbook

Using historical sources in the classroom to bring the Iron Age alive today

Claire Heeley

Cadw

Contents

Introduction	3
Progress Step 1	
Using primary sources to begin questioning	4
Using secondary sources to answer questions	6
Drawing conclusions	9
Presenting findings	10
Progress Step 2	
Using primary sources to begin questioning	12
Using secondary sources to answer questions	14
Drawing conclusions	16
Presenting findings	17
Progress Step 3	
Using primary sources to begin questioning	18
Using secondary sources to answer questions	20
Drawing conclusions	23
Presenting findings	24
Teacher's Glossary	29

Welcome to the beginning of your journey into learning about the Iron Age Celts. This handbook has been written to use primary and secondary historical sources - ones that originated at the time being studied (primary sources) and ones which have been created or provided on the basis of those primary sources and are therefore one step removed from the original time and place (secondary sources).

All the tasks have an emphasis on developing oracy and communication skills in various contexts such as peer to peer, individual to class, small group negotiation, and presentation to an audience. These skills are noted as part of the Teacher Handbook using icons, but can also be seen in more detail at a glance on the curriculum progress spreadsheet, which can be found from the homepage for this group of resources.

Wherever possible, the handbook tasks have been written to be flexible enough to enable you to work with groups of all sizes, and to enable learners to work independently too. While you may want to print some elements of the linked resources, this handbook has been written so that every element of the work can be accessed online, and the only things you would need to provide are standard items of classroom equipment. There is no time requirement or recommendation for any of these tasks as this flexibility is part of your choice as a practitioner. However it is important to note that this is not intended to fit into 4 hour long sessions, and will take considerably longer than 4 hours to cover completely.

The 3 Progress Steps have also been written so that a whole school could work on the tasks simultaneously. However, as there are very different outcomes for each Step there would be very different presentations at the end, so everyone in the school would be able to enjoy experiencing these presentations, even if they themselves had completed the investigation tasks at another level.

There are also other resources available to help you reach this subject, including glossaries for learners and adults, and classroom Welsh phrases for learners and adults with subject specific and classroom vocabulary.

I hope that you enjoy your time of discovery along with your learners, and that it enables you to get the most out of your time with them while also assisting you in fulfilling the requirements of the New National Curriculum for Wales.

Progress Step 1

Using primary sources to begin questioning

Present pictures of Llyn Cerrig Bach finds without any introduction in groups or to the whole class. Discuss the pictures in the group, encouraging the learners to look carefully at the pictures and use adjectives to caption their observations e.g. broken, messy, old. As a group or class, use their observations as a basis to create Who - What - When - Where - Why - How questions to ask about the objects in the pictures and record these as appropriate e.g. PostIts / Padlet / whiteboards / books / audio or video recordings.

If your group is struggling with finding questions, try posing some yourself such as:

- What could these be pictures of?
- What things are the same in each picture?
- Why have the objects been kept?
- What is special about the objects?
- Why aren't the objects shiny?
- Where might the objects have come from?

Review these questions with the class and ask whether anyone has any ideas of answers. Annotate possible answers with the questions to keep the information linked.

Can any of the questions be answered from within the group? Some learners may have seen these or similar finds, have visited related sites, or have an interest in the subject and be a class 'expert' already.

Using the discussion that has happened, ask the learners to draw a possible conclusion as to what the objects might be. This could be done in groups or as a whole class depending on the cohort and their needs. At the end of the discussion are there any clearly unanswered questions or concepts about the pictures? Make sure these are made obvious to your learners as this will be the basis of their investigation, and remember to refer back to them throughout the work to see if and when answers are found. You may wish to incorporate these into a display or working wall depending on your cohort and classroom space. Do the same with answers that have already been given, as these may need to change as you learn more. This often happens with historical finds - the more evidence appears, the more context is found in which to place a find, and therefore the more accurate the conclusions become.

Read the Llyn Cerrig Bach comic. This can be done as a guided[1] read for those who are able to read with support, but could also be done as a modelled read for those who can't yet read.

Does this comic answer any of the questions that are still unanswered? Does it alter the learners' opinion of any of the answers you've already come up with?

Continue to question the source:

- Was this comic written at the same time as the finds were being used?
- How do we know that?
- Does that mean that it is more/less likely to be completely accurate?
- Is this a reliable source?
- Where does this leave you and the learners as far as questions and answers go?

Remember to keep reviewing the questions that were raised at the beginning. It is important to refer back to the original source and the information you have gathered regularly to check that you are still looking for the right information, and that you know where you need to go next. It also helps you to see the things where you're confident that you're right as this helps you build up the layers of your understanding of the sources.

[1]Guided reading uses the reading skills that the learners have and puts them into the context of reading this comic, whereas modelled reading uses the comic and the illustrations as its basis, and discusses the information communicated in the illustrations first, then develops this by having the adult speaking the text while the learners follow via the illustrations.

Using secondary sources to answer questions

So far we have mainly used primary sources - the pictures (evidence which has come directly from the original event) and one secondary source - the comic (evidence which has been interpreted by someone, usually at a different time period, but based directly on the primary source). Now we are going to start looking more at secondary sources, but first it's important to recap what we have learned so far.

Look at the pictures of the finds that you saw at the beginning of this journey. You now know that they are Iron Age artefacts, but for the majority of learners this won't mean much as far as its place in history goes.

The concept of history as a time continuum will be very difficult for some learners to grasp as they only truly understand the existence of the present. However they may be aware of historical events, such as the existence of dinosaurs or their grandparents being children. To begin to establish an awareness of time there is definite benefit to creating a timeline that uses relative object placement[2] at its heart. To make the timeline relevant it is important to use historical events that are familiar to the learners. If they know that someone landed on the moon, then include that. If they've never heard of the Romans, don't include that. The challenge for you as a practitioner in this context is to decide what is and is not relevant. To establish this you could use pre-prepared historical timelines which illustrate specific historical events, then choose from these with your learners which are relevant to them. You may choose to ask the learners for historical events to include. This becomes more important if there have been significant local historical episodes such as a centenary celebration for a school, a factory or pit opening/closing or an invention, achievement or tragedy that is marked locally.

Once you have created your timeline, place the Iron Age within this context. Remember that some historical events were relatively short, whereas others lasted for thousands of years, and find a way to show span as well as order such as lengths of ribbon or paper to denote duration.

[2]In simple terms relative object placement in this context means that events that happened a long time ago are much further away than those which happened in recent history.

Once the learners are aware of / comfortable / happy with the concept of history going back a long way, and that the Iron Age was a very long time ago, but also lasted a long time, then it's time to look back at the artefacts again.

Remind the learners of the difference between primary sources and secondary sources, and that not every source is totally accurate. It's a bit like telling your version of something that happened on the playground, then that person telling your story to someone else - it isn't always as you saw it happen, and the more times the story gets passed on, the less accurate it is. Recap the learners thoughts about the artefacts they've seen so far, and ask the learners to begin to think about what these artefacts can tell us:

- about life in the Iron Age
- about the people who lived there at the time

Discuss how we can come to conclusions based on the artefacts. Were there swords as part of the artefacts? Why might they have been needed? Who might have used them? Who might have made them? Therefore, based on the answer to these questions, what can you say about life in the Iron Age and the people who lived there?

Create a collection of statements based on the conclusions drawn from looking at these artefacts. As with the questions, these can be recorded in any way that works for your learners.

Once these conclusions have been explored, discuss what we can't tell from these artefacts. Can we see the houses they lived in? Can we see where their houses were built? Can we see their clothing? Can we see their food?
In short, although we have a lot of information so far, we don't have enough to build up a picture of life in the Iron Age or to answer the remaining questions that we still have, and so we need to look at other sources.

Now it's time to begin looking at the secondary sources for information. There are 4 fact sheets, differentiated three ways, each of which looks at Iron Age history, but each in a slightly different way.

Bones and Stones looks at the time classified as 'prehistory', which is the time before the Romans settled in Britain.
Wales History Map shows where in Wales there are pre-historic sites, and the type of sites they are.
Llanmelin Wood Hillfort tells the story of the excavation of a hillfort.
Hillforts: Above and Below explains how the land tells us what's hidden under the surface and the clues to look for.

For the majority of learners at this Progress Step, they will be accessing the PS1 sheet, probably with assistance. Don't underestimate the relevance of the pictures and illustrations on the sheet, both as support for the words, but also as information in their own right. Here are some suggestions on how to scaffold this process and to provide differentiation:

	One focus point	2-3 focus points	4+ focus points
PS1 reading sources	Fact finding from sources with targeted information	Retrieving several facts from sources with targeted information	Retrieving multiple facts from sources with targeted information
PS2 reading sources	Fact finding from sources containing some irrelevant details	Retrieving several facts from sources containing some irrelevant details	Retrieving multiple facts from sources containing some irrelevant details
PS3 reading sources	Fact finding from sources containing many irrelevant details	Retrieving several facts from sources containing many irrelevant details	Retrieving multiple facts from sources containing many irrelevant details

Once these sources have been interrogated, the information that has been collected can be collated. This lends itself to small-scale presentation work, with each group bringing the information they have found to another group or to the class, and the collective findings then being viewed as one whole. This is also the beginning of public speaking, even if it is just one word that is spoken audibly to that audience.

From this, you can then pose the question 'what new information do we now have?' From that point, you are then led on to ask 'what information is still missing?'

Make a list of what gaps there are in their understanding about the Iron Age Celts. Discuss what could be done now to fill in those gaps, because they have now looked at all the evidence available. What do they think that other historians before them might have done to fill in the gaps?

Introduce the concept of an informed guess. This is where guesses are made on the basis of reliable and accurate evidence to bridge the gaps between the evidence. For example there are horse bits that were found at Llyn Cerrig Bach, so we can guess that they had horses. There were scythe blades, but no handles, so we can guess that the handles were made out of something like wood that has rotten away over time, and that the scythes were used for cutting crops that had long stalks, such as wheat, oats or barley.

Drawing conclusions

Throughout the previous sessions, the learners have collected an awful lot of information about the Iron Age Celts. Now is the time to bring this together! How you do this depends on your learners and what works for you, but here are some suggestions:

- An illustrated class mind map of information
- A class padlet board to show the information
- Individual work such as spider diagrams or illustrations
- A collaborative information wall where everyone contributes pieces of written or drawn information to a giant visible space

Based on this collection of information, pose the following questions for the learners to consider:

- Who lived in the Iron Age?
- What did they do?
- What was life like on a daily basis?
- When did they live in history?
- Where did they choose to live?
- Why did they choose to live there?
- What did they live in?
- Who did they live with?
- What did they do with their days?
- How did they get what they needed?

Ask the learners to formulate answers to one or more of these questions based on the evidence they have found through their historical investigations. They may not have complete answers to the questions, but the combination of accurate and reliable information from the primary and secondary sources and their own opinions should allow them to formulate plausible answers. Your learners will now have a lot of information, and so it's now time to do something with that information.

Presenting findings

When historians have found out something, they don't keep the information to themselves. They want to share the information with other people. The same goes for your learners. They now have a wealth of information about the Iron Age Celts and it's time for them to share that information.

As yet, learners at this stage of their education journey haven't had much experience of how to present findings, and because of this we are going to use the skills they do have to scaffold the new concepts of sharing information to an audience. Learners will almost certainly be familiar with role play, small world play and telling stories, and it is these familiar skills that are going to be combined to create their presentation.

The objective is to create an Iron Age Celts village in the style of small world play. This can utilise whatever you have in your classroom already, such as Lego, Playmobil, Brio, Tuff Trays, and outside play areas, but will also need them to create some elements such as people and buildings. While some of these may be able to be repurposed from existing objects, Celtic clothing and buildings is not something that is usually found in modern play items! Here are some suggestions for how to create items for your Iron Age Celtic village:

- Make characters out of wooden pegs. Paint or draw faces, hair, even blue woad war paint! Clothe them with scraps of fabric or paper.
- Create animals from pipe cleaners. This is especially good for sheep.
- Create animals from play dough or similar play clay. This is better for smaller heavier animals such as pigs.
- Make round houses using cardboard. Corrugated card can be used for texture, especially for wooden walls. Decorate them with paint, or get creative with straw and twigs.
- Create the landscape using scrunched up paper and paper tape. This can then be coloured with paint or by glueing coloured paper onto the mounds. Why not add in a stream? Or some rocks? Is there anything else that might be in the landscape that is needed? Encourage your learners to think about a safe place to put their village so that they could see any enemies coming easily.
- Make trees using several pipe cleaners twisted together to form trunks, then glue paper balls on the ends of the branches as leaves. Or leave them bare and claim it's winter.
- Does your village need a hall? Make a bigger version of the houses where lots of your 'people' can fit in at once.
- Fire was very important at this point in time for all sorts of things like cooking and melting iron. Use small twigs to create a little firepit and coloured paper to make the flames.
- What about a boundary fence? This could be made by cutting lots of straws to the same length and sticking them together using paper strips or paper tape to make a giant fence.

The process of creating the model village will in itself encourage discussion, collaboration and probably a fair amount of negotiation. However all the various communication so far has been at a peer to peer or child to teacher level, and moreover to others who also understand the subject being discussed. The next step will take your learners into communication with people outside of the peer and supporting adult group.

Once the village has been created, assign roles to the learners to explain to others. This may be in small groups or as individuals, depending on your cohort and their needs and abilities. Each role will be responsible for explaining about an area or person within the village. They will need to be able to tell the story of that aspect of Iron Age Celtic life and hopefully answer some simple questions. This can be prepared in various ways, depending on how you have organised your learners, but it is important that they are able to communicate their information orally and as independently as possible.

When this step is secure it's time to introduce an audience. Depending on your school and your learners this may be another class from within the school who are brought in to your 'exhibition' for your 'experts' to give them a tour of the village and its people. It may be appropriate to open the opportunity to parents and guardians, the school governors or even to the local area depending on the community links that you have available at your disposal.

Your learners can then tell the story of the people in their village, their jobs, their family, why they were important, why the village was built where it was, how it was built, by whom it was built, the dynamics of the people within the village, the changes that have happened since the village was built and the threats to the village. They can tell stories of the religious rituals, the natural year including sewing, growing and harvest, how the seasons impact on them, how they keep track of the days using the position of the sun and the months using the phases of the moon. And in doing this they can communicate that they are now experts in their field of Iron Age Celtic village life.

Using primary sources to begin questioning

Present pictures of Llyn Cerrig Bach findings without any introduction (in groups or to the whole class). Ask learners to think of Who - What - When - Where - Why - How questions to ask about the objects in the pictures - write on PostIts / Padlet / whiteboards / books / audio recordings when writing isn't possible.

If your group is struggling with finding questions, try posing some yourself such as:

- What could they be?
- What connects them?
- Why have they been kept?
- What is special about them?
- Why aren't they shiny?
- Where might they have come from?

Share these questions with the class and ask whether anyone has any ideas of answers. Annotate possible answers on or with the questions to keep the information linked.

Can any of the questions be answered from within the group? Some learners may have seen these or similar finds, have visited related sites, or have an interest in the subject and be a class 'expert' already.

Using the discussion that has happened, ask the learners to draw a possible conclusion as to what the objects might be.

Do they still have any unanswered questions about the pictures? Make sure these are clear, and refer back to them throughout the work to see if and when answers are found. Do the same with answers that have already been given, as these may need to change as you learn more. This often happens with historical finds - the more evidence appears, the more context is found in which to place a find, and therefore the more accurate the conclusions become.

Read the Llyn Cerrig Bach comic, either in groups or individually, or as a class, as is appropriate for your learners. Does this comic answer any of the questions that are still unanswered? Does it alter your opinion of any of the answers you've already come up with?

Continue to question the source:

- Was this comic written at the same time as the finds were being used?
- How do we know that?
- Does that mean that it is more/less likely to be completely accurate?
- Which bits of the comic are most likely to be completely accurate? Some of the content was created through direct accounts of those who found the objects, and therefore it is a documentation of a primary source (the person who found the artefacts) and is almost certainly completely accurate on those details.
- Is this a reliable source?

Where does this leave you as far as questions and answers go? It is important to refer back to the original source and the information you have gathered regularly to check that you are still looking for the right information, and that you know where you need to go next. It also helps you to see the things where you're confident that you're right as this helps you build up the layers of your understanding of the sources.

Using secondary sources to answer questions

So far we have mainly used primary sources - the pictures (evidence which has come directly from the original event) and one secondary source - the comic (evidence which has been interpreted by someone, usually at a different time period, but based directly on the primary source). Now we are going to start looking more at secondary sources, but first it's always good to recap what we know so far.

Look at the pictures of the finds that you saw at the beginning of this journey. You now know that they are Iron Age artefacts, but for the majority of learners this won't mean much as far as its place in history goes.
To place the Iron Age in its context in history, there are various options that can be considered, depending on your cohort and their prior knowledge:

- Write known times in history on post its or padlet timeline to create a class timeline, then add in the Iron Age to this already known framework.
- Use commercial pre-prepared resources of your own finding to print a timeline.
- Use this Cadw timeline as an outline to the time periods that we can see in Wales.

Once the learners are happy with when the Iron Age came within history, it's time to look back at the artefacts again. Remind the learners of the difference between primary sources and secondary sources, and ask them to identify which of the two sources they've seen so far is the most accurate and why. Recap their thoughts about the artefacts they've seen so far, and ask the learners to begin to think about what these artefacts can tell us:

- about life in the Iron Age
- about the people who lived there at the time

Discuss how we can come to conclusions based on the artefacts. Were there swords as part of the artefacts? Why were they needed? Who would have used them? Who would have made them? How would they have made them? Therefore, based on the answer to these questions, what can you say about life in the Iron Age and the people who lived there?

Create a collection of statements based on the conclusions drawn from looking at these artefacts. Once these conclusions have been explored, discuss what we can't tell from these artefacts. Can we see the houses they lived in? Can we see their clothing? Can we see their food?

In short, although we have a lot of information so far, we don't have enough to build up a picture of life in the Iron Age or to answer the remaining questions that we still have, and so we need to look at other sources.

Now it's time to begin looking at the secondary sources for information. There are 4 fact sheets, differentiated three ways, each of which looks at Iron Age history, but each in a slightly different way.

Bones and Stones looks at the time classified as 'prehistory', which is the time before the Romans settled in Britain.
Wales History Map shows where in Wales there are pre-historic sites, and the type of sites they are.
Llanmelin Wood Hillfort tells the story of the excavation of a hillfort.
Hillforts: Above and Below explains how the land tells us what's hidden under the surface and the clues to look for.

This is a perfect opportunity for your learners to use skimming and scanning reading skills to look for interesting and relevant information. However, your learners may need some help in knowing what counts as either interesting or relevant! Don't underestimate the relevance of the pictures and illustrations on the sheet, both as support for the words, but also as information in their own right. Here are some suggestions on how to scaffold this process and to provide differentiation:

	One focus point	2-3 focus points	4+ focus points
PS1 reading sources	Fact finding from sources with targeted information	Retrieving several facts from sources with targeted information	Retrieving multiple facts from sources with targeted information
PS2 reading sources	Fact finding from sources containing some irrelevant details	Retrieving several facts from sources containing some irrelevant details	Retrieving multiple facts from sources containing some irrelevant details
PS3 reading sources	Fact finding from sources containing many irrelevant details	Retrieving several facts from sources containing many irrelevant details	Retrieving multiple facts from sources containing many irrelevant details

Once these sources have been interrogated, the information that has been collected can be collated. This lends itself to small-scale presentation work, with each group bringing the information they have found to another group or to the class, and the collective findings then being viewed as one whole. From this, you can then pose the question 'what new information do we now have?' From that point, you are then led on to ask 'what information is still missing?'

Make a list of what gaps there are in their understanding about the Iron Age Celts. Discuss what could be done now to fill in those gaps, because they have now looked at all the evidence available. What do they think that other historians before them might have done to fill in the gaps?

Introduce the concept of an informed guess. This is where guesses are made on the basis of reliable and accurate evidence to bridge the gaps between the evidence. For example there are horse bits that were found at Llyn Cerrig Bach, so we can guess that they had horses. There were scythe blades, but no handles, so we can guess that the handles were made out of something like wood that has rotten away over time, and that the scythes were used for cutting crops that had long stalks, such as wheat, oats or barley.

Drawing conclusions

Throughout the previous sessions, the learners have collected an awful lot of information about the Iron Age Celts. Now is the time to bring this together! How you do this depends on your learners and what works for you, but here are some suggestions:

- A class mind map of information
- A class padlet board to show the information
- Individual work such as spider diagrams or illustrations
- A collaborative information wall where everyone contributes pieces of written or drawn information to a giant visible space

Based on this collection of information, pose the following questions for the learners to consider:

- Who lived in the Iron Age?
- What did they do?
- What was life like on a daily basis?
- When did they live in history?
- Where did they choose to live?
- Why did they choose to live there?
- What did they live in?
- Who did they live with?
- What did they do with their days?
- How did they get what they needed?

Ask the learners to formulate answers to one or more of these questions based on the evidence they have found through their historical investigations. They may not have complete answers to the questions, but the combination of accurate and reliable information from the primary and secondary sources and their own opinions should allow them to formulate plausible answers. Your learners will now have a lot of information, and so it's now time to do something with that information.

Presenting findings

When historians have found out something, they don't keep the information to themselves. They want to share the information with other people. The same goes for your learners. They now have a wealth of information about the Iron Age Celts and it's time for them to share that information.

Your learners are going to create a book for younger children to tell them about the lives of the Iron Age Celts. The book must be factual and based on the information they've seen already because this is the information they now have that they can present.

It must be illustrated because younger learners can't read big pieces of text, so the pictures have to do some of the work. For this to happen best, the learners will need to consider what information would be better shown in a picture form. They will also need to decide what needs to be written that is difficult to explain without words. They may need to consider whether they need different types of pictures, like illustrations, maps or diagrams.

This is a collaborative piece, but the size of these groups can be determined by your learners, and doesn't need to be the same size throughout the cohort. Working collaboratively means that there is a need for real life communication skills within the group to be able to create something between them which is cohesive. They will also need to divide the work among the group, and they need to recognise that division is not always equal. They will need to collaborate on the strengths of the individuals within the group and then work with these strengths to create the best book they can. If you wish, you could extend the working model further and set up a class publishing company, with responsibility hierarchy and job descriptions, applications and interviews.

Throughout the process of creating the book, the learners will need to consider their audience and make sure that their book is suitable for younger children. In doing this, their writing must be clear both in presentation and in meaning. This creates possibilities of digitally producing the book, either as a printed item or as an e-book. Younger readers probably won't have the same technical vocabulary as your learners, and so there might need to be some form of explanation of some words, and they will need to find a way of doing this that is appropriate for their audience.

Finally, your learners should present a completed copy of their book to another class of younger learners to look at and read. This will require a different set of communication skills again, as they will need to arrange suitable times and locations to do this by communicating with the relevant adults in another class, then present the book to the younger learners, again communicating with a different audience to explain the purpose of the book.

Using primary sources to begin questioning

Present pictures of Llyn Cerrig Bach findings without any introductions (in groups or to the whole class).
Ask learners to think of Who - What - When - Where - Why - How questions to ask about the objects in the pictures - write on PostIts / Padlet / whiteboards / books / audio recordings when writing isn't possible.

If your group is struggling with finding questions, try posing some yourself such as:

- What could they be?
- What connects them?
- Why have they been kept?
- What is special about them?
- Why aren't they shiny?
- Where might they have come from?

Share the collective questions with the class and ask whether, based on the images alone, anyone has any ideas of possible and plausible answers. Annotate these possible answers, making sure that the questions and answers remain linked for future reference.

You may have learners who have already seen these or something similar within your group, have visited related sites, or have an interest in the subject and be a class 'expert' already. Are they able to add any more detail to the discussion and possible answers already considered?

Using the discussion that has happened, ask the learners to draw a possible conclusion as to what the objects might be, labelling each picture of a find with as much information as they can at this stage. It doesn't matter how accurate these conclusions are at this stage, or whether there is more than one possible plausible conclusion.

You will probably find that there will be an uneven distribution of ideas, with some finds being identified quite easily, and others having nothing offered as to their purpose. This is perfectly acceptable and to be expected, as it shows that not everything is straightforward, and some investigative processes take more than one step.

Once the labelling has been completed as far as is possible, check to see if there are any unanswered questions about the pictures. Make sure these are clear, and refer back to them throughout the remainder of the investigation to see if and when answers are found. Do the same with answers that have already been given, as these may need to change as you learn more. This often happens with historical finds - the more evidence appears, the more context is found in which to place a find, and therefore the more accurate the conclusions become.

Read the Llyn Cerrig Bach comic, either in groups or individually. Does this comic answer any of the questions that are currently still unanswered? Does it alter your opinion of any of the conclusions you've already reached?

Continue to question the source, especially its reliability:

- Was this comic written at the same time as the finds were being used? How do we know?
- Does that mean that the comic is more/less likely to be completely accurate?
- Which bits of the comic are most likely to be completely accurate? (Some of the content was created through direct accounts of those who found the objects, and therefore it is a documentation of a primary source and is almost certainly completely accurate on those details.)
- Is this source likely to be biased?
- Is this therefore a reliable source?

Where does this leave you as far as questions and answers go? It is important to refer back to the original source and the information you have gathered regularly to check that you are still looking for the right information, and that you know where you need to go next. It also helps you to see the things where you're confident that you're right as this helps you build up the layers of your understanding of the sources.

Using secondary sources to answer questions

So far we have mainly used primary sources - the pictures (evidence which has come directly from the original event) and one secondary source - the comic (evidence which has been interpreted by someone, usually at a different time period, but based directly on the primary source). Now we are going to start looking more at secondary sources, but first it's always good to recap what we have found out so far.

Look at the pictures of the finds that you saw at the beginning of this journey. You now know that they are Iron Age artefacts, but for the majority of learners this may not mean much as far as its place in history goes.

To place the Iron Age in its context in history, there are various options that can be considered, depending on your cohort, their prior knowledge and the time available to you:

- Write known times in history on post its or padlet timeline to create a class timeline, then add in the Iron Age to this already known framework.
- Use pre-prepared resources of your own finding to print a timeline.
- Use this Cadw timeline as an outline to the time periods that we can see in Wales

Once the learners are happy with when the Iron Age came within history, it's time to look back at the artefacts again. Remind the learners of the difference between primary sources and secondary sources, and ask them to identify which of the two sources they've seen so far is likely to be the most accurate and why.

Recap their thoughts about the artefacts they've seen so far, and ask the learners to begin to think about what these artefacts can tell us:

- about life in the Iron Age
- about the people who lived there at the time

Discuss how we can come to conclusions based on the artefacts. Were there swords as part of the artefacts? Why might they have been needed? Who would have used them? How many of these sword-using people do they think there would have been and why? Who would have made them? How were they made? How many of the makers would there have been and why? Therefore, based on the answer to these questions, what can you say about life in the Iron Age and the people who lived there?

Create a collection of statements based on the conclusions drawn from looking at these artefacts and the subsequent discussions.
Once these conclusions have been explored, discuss what we can't work out immediately from these artefacts. Can we see the houses they lived in? Can we see their clothing? Can we see their food?

In short, although we have a lot of information so far, we don't have enough to build up a complete picture of life in the Iron Age or to answer the remaining questions that we still have, and so we need to look at other sources.

If your learners are familiar with the concept of flow charts, this is a good opportunity to use them in an enquiry context, beginning with a question at the top, and going through a series of processes, including verifying the validity of each possible conclusion, before reaching a final conclusion, and so creating an algorithm.

Now it's time to begin looking at the secondary sources for information. There are 4 fact sheets, differentiated three ways, each of which looks at Iron Age history, but each in a slightly different way.

Bones and Stones looks at the time classified as 'prehistory', which is the time before the Romans settled in Britain.
Wales History Map shows where in Wales there are pre-historic sites, and the type of sites they are.
Llanmelin Wood Hillfort tells the story of the excavation of a hillfort.
Hillforts: Above and Below explains how the land tells us what's hidden under the surface and the clues to look for.

This is a perfect opportunity for your learners to use skimming and scanning reading skills to look for interesting and relevant information. However, your learners may need some help in knowing what counts as either interesting or relevant! Don't underestimate the relevance of the pictures and illustrations on the sheet, both as support for the words, but also as information in their own right. Whether your learners all read each source or the work is divided and the results shared is up to you, but here are some suggestions on how to scaffold this process and to provide differentiation:

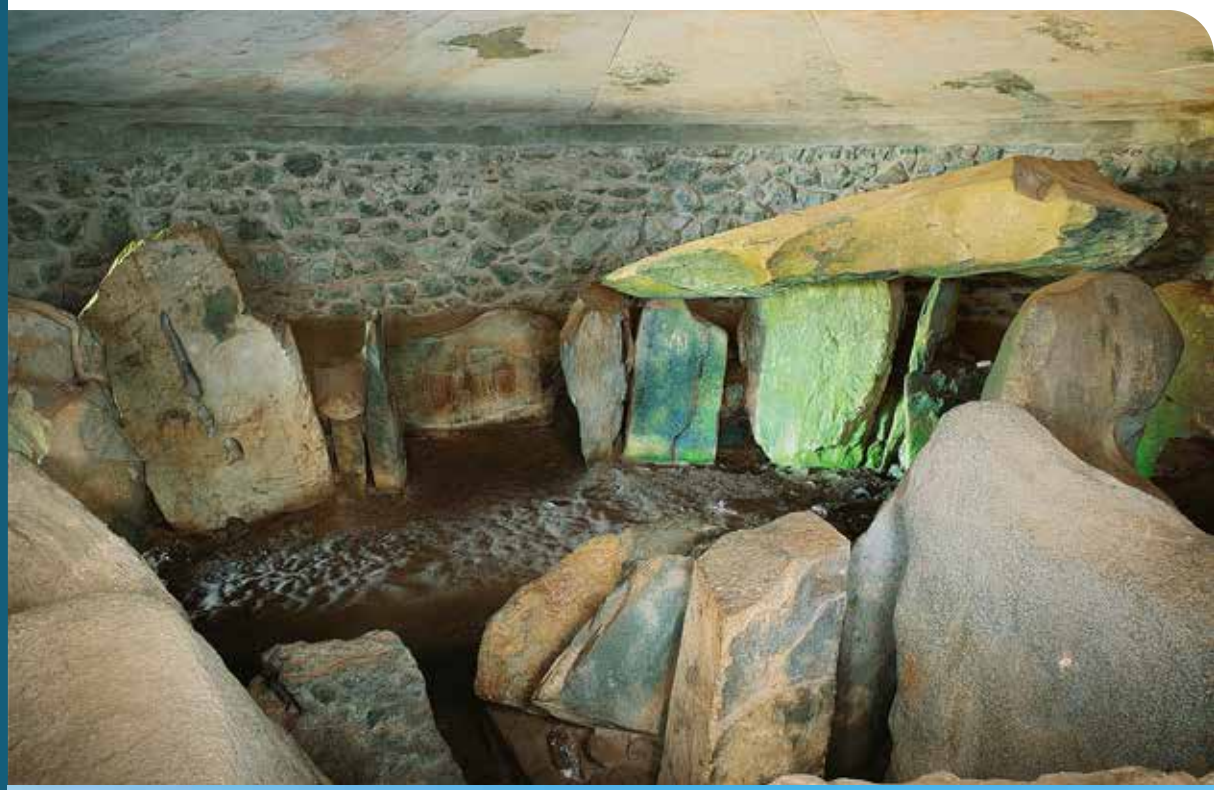
	One focus point	2-3 focus points	4+ focus points
PS1 reading sources	Fact finding from sources with targeted information	Retrieving several facts from sources with targeted information	Retrieving multiple facts from sources with targeted information
PS2 reading sources	Fact finding from sources containing some irrelevant details	Retrieving several facts from sources containing some irrelevant details	Retrieving multiple facts from sources containing some irrelevant details
PS3 reading sources	Fact finding from sources containing many irrelevant details	Retrieving several facts from sources containing many irrelevant details	Retrieving multiple facts from sources containing many irrelevant details

Once these sources have been interrogated, the information that has been collected can be collated. This lends itself to small-scale presentation work, with each group bringing the information they have found to another group or to the class, and the collective findings then being viewed as one whole. Even if every learner has had the opportunity to read every source, there is still a place for feedback as different people will pick up different points, and therefore it becomes important for the learners to weigh the value of each comment as it is presented, to see whether it need to become part of what shapes the final conclusion or not.

From this, you can then pose the question 'what new information do we now have?' From that point, you are then led on to ask 'what information is still missing?' This directs the learners back to their original and secondary questions and the need to obtain information to create as full a picture as possible of Iron Age Celtic life.

Make a list of what gaps there are in their understanding about the Iron Age Celts. There may not be many, but there will still be some areas of factual evidence that aren't available through the sources that have been studied. Discuss what could be done now to fill in those gaps, because they have now looked at all the evidence available. What do they think that other historians before them might have done to fill in the gaps?

Introduce the concept of an informed guess. This is where guesses are made on the basis of reliable and accurate evidence to bridge the gaps between the evidence. For example there are horse bits that were found at Llyn Cerrig Bach, so we can guess that they had horses. There were scythe blades, but no handles, so we can guess that the handles were made out of something like wood that has rotten away over time, and that the scythes were used for cutting crops that had long stalks, such as wheat, oats or barley. This process could be shown through formal flow diagrams if appropriate.



Drawing conclusions

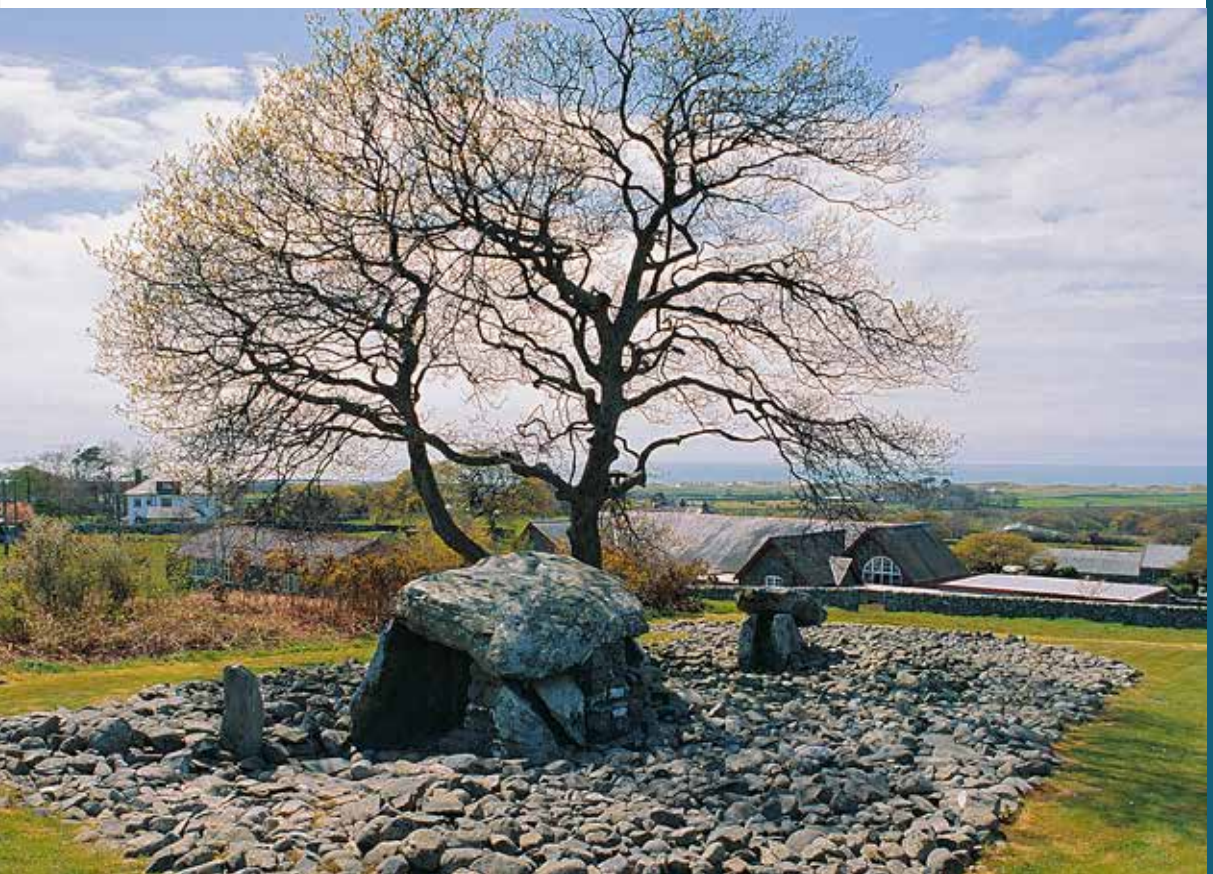
Throughout the previous sessions, the learners have collected an enormous amount of information about the Iron Age Celts. Now is the time to bring this together! How you do this depends on your learners and what works for you, but here are some suggestions:

- A class mind map of information
- A class padlet board to show the information
- Individual work such as spider diagrams or illustrations
- A collaborative information wall where everyone contributes pieces of written or drawn information to a giant visible space

Based on this collection of information, pose the following questions for the learners to consider:

- Who lived in the Iron Age?
- What did they do?
- What was life like on a daily basis?
- When did they live in history?
- Where did they choose to live?
- Why did they choose to live there?
- What did they live in?
- Who did they live with?
- What did they do with their days?
- How did they get what they needed?

Ask the learners to formulate answers to one or more of these questions based on the evidence they have found through their historical investigations. They may not have complete answers to the questions, but the combination of accurate and reliable information from the primary and secondary sources and their own opinions should allow them to formulate plausible answers. Your learners will now have a lot of information, and so it's now time to do something with that information.



Presenting findings

When historians have found out something, they don't keep the information to themselves. They want to share the information with other people. The same goes for your learners. They now have a wealth of information about the Iron Age Celts and it's time for them to share that information.

Based on what they have learned, and their own individual interests and strengths, your learner's concluding task is to create a presentation of their findings on the Iron Age Celts. It could be a speech or a PowerPoint type presentation, but it could also be something like a short film or podcast. The audience must also be considered, and therefore what information needs to be included, and how much detail and explanation you need to put in. This will also affect the register of the language needed - formal, informal or somewhere in between.

Below are some ideas on how the findings could be presented, and some of the considerations needed when creating such a presentation.

Presentation type	Audience	Language register	Skills needed	Considerations
Speech	Years 5 and 6	Semi formal	Big voice Big space	How can you engage the listener enough to hook them?
	Adults e.g. parents	Formal	Big voice Big space	How can you engage the listener enough to hook them?
Speech illustrated by a PowerPoint presentation	Years 5 and 6	Semi formal	IT skills to create presentation Big voice Big space	Is there suitable technology to show your presentation clearly?
	Adults e.g. parents	Formal	IT skills to create presentation Big voice Big space	Is there suitable technology to show your presentation clearly?
PowerPoint presentation with narration	Younger than Year 5	Semi formal	IT skills to create presentation Interesting storytelling voice Able to record your voice clearly	How would you share your presentation? How can you engage the listener enough to hook them?
	Years 5 and 6	Semi formal	IT skills to create presentation Interesting storytelling voice Able to record your voice clearly	How would you share your presentation? How can you engage the listener enough to hook them?

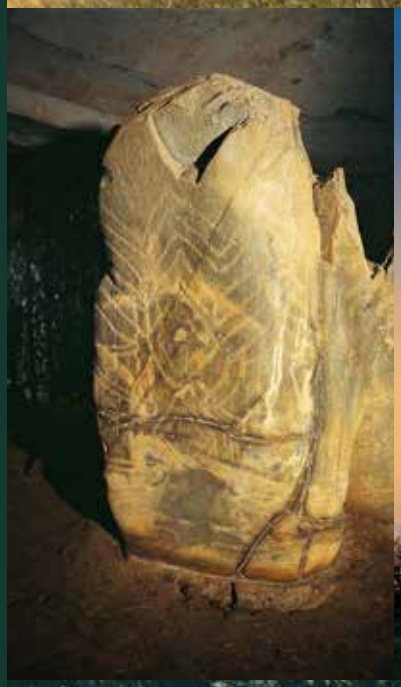
Presentation type	Audience	Language register	Skills needed	Considerations
PowerPoint presentation with narration	Adults e.g. parents	Formal	IT skills to create presentation Interesting storytelling voice Able to record your voice clearly	How would you share your presentation? How can you engage the listener enough to hook them?
Short film	Younger than Year 5	Semi formal	IT skills to record and edit the film Locations/props to create film Interesting storytelling voice if the film is narrated	How would you share your film? Can you complete a good enough quality piece of work in the timeframe you have for you to be happy with it?
	Years 5 and 6	Semi formal	IT skills to record and edit the film Locations/props to create film Interesting storytelling voice if the film is narrated	How would you share your film? Can you complete a good enough quality piece of work in the timeframe you have for you to be happy with it?
	Adults e.g. parents	Formal	IT skills to record and edit the film Locations/props to create film Interesting storytelling voice if the film is narrated	How would you share your film? Can you complete a good enough quality piece of work in the timeframe you have for you to be happy with it?

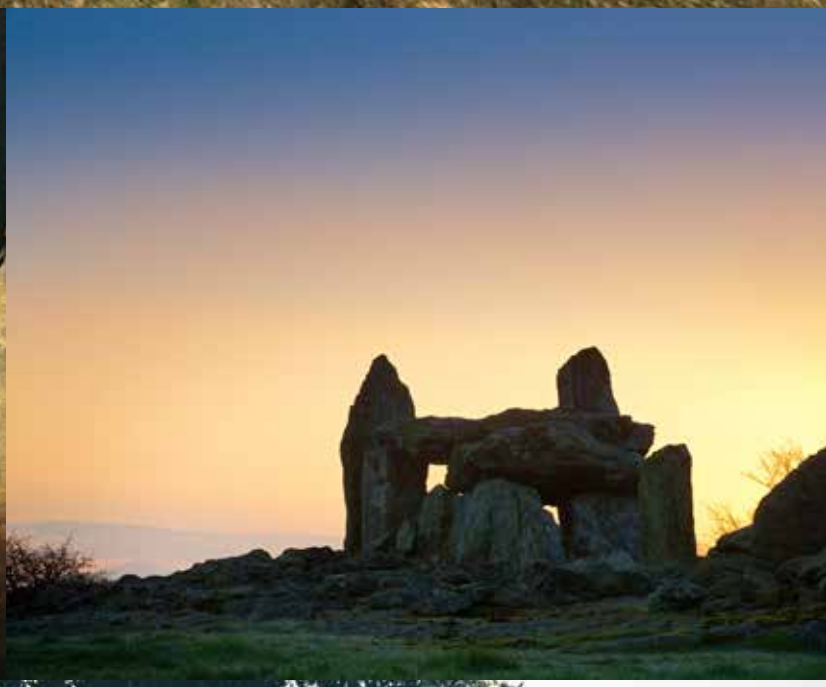
Presentation type	Audience	Language register	Skills needed	Considerations
Podcast	Year 5 and above (children)	Semi formal	IT skills needed to record and edit a podcast Very clear speaking voice Good quality audio recording equipment Good locations for recording Interesting storytelling voices Enough people to contribute to the voices in the podcast	How would you share your podcast? Can you complete a good enough quality piece of work in the timeframe you have for you to be happy with it?
	Adults	Formal	IT skills needed to record and edit a podcast Very clear speaking voice Good quality audio recording equipment Good locations for recording Interesting storytelling voices Enough people to contribute to the voices in the podcast	How would you share your podcast? Can you complete a good enough quality piece of work in the timeframe you have for you to be happy with it?

As the teacher, your role now is to support the learners in their creation of their presentation. You will need to remind them that they have the information they need, and while you may be needed to guide them towards a decision as to which way to present their findings, it should be their choice in the end. The final medium could be a whole class choice, or done in groups, with multiple media being used across the whole cohort. You could even create a broadcasting company for the purpose of this task, with job adverts and interviews!

Obviously, with the different options of presentation, there are slightly different weightings in the outcomes of skills coverage for this part of the work, especially when it comes to LLC. Learners who stand in front of a live audience and speak directly to them are using different skills to those who narrate a film. However the important consideration here is that the communication skills are being used appropriately for the context in which they are needed. Every learner will be using peer to peer skills to work in teams to interact within a small group, so some skills will by necessity be generic.

This final presentation work offers an opportunity for learners to use more than one language within their presentation. For example, film makers may want to include subtitles in a second language, or include a screen in screen to enable BSL to be used simultaneously. Others may want to include an explanation of some terms in another language as part of their presentation. Again, this can play to the strengths and demographics within the groups.





Teachers Glossary

Accurate	something which is correct in its information to the finest detail
Artefact	an object which has been found at an historic location, often one which has been hidden for a long time
Bias	information which has been written from one point of view and therefore may not be wholly accurate or reliable
Collated	bringing together information in an organised way
Conclusion	coming to a decision based on the information you have been given
Evidence	information that can be used to build up a bigger picture
Finds	artefacts that have been hidden for a long time and which were then found
Interrogate	asking lots of questions to someone or about something to find out about it
Investigation	the process of looking into information to find an answer to a question
Iron Age	a period of time in history from around 800 BC to when the Romans arrived in Britain
Opinion	your thoughts and views on something
Primary source	a source which comes from the time in history to which it refers e.g. a find or artefact, a building, a carving
Question [a source]	to use a source to find out information about something else by reading/looking/touching etc it to help reach or develop conclusions
Reliable	information you know to be true because you know from where it has come
Secondary source	a source based on a primary source e.g. a reproduction of an artefact, an artist's impression of something, a story written down years after the event
Site	a location of historical significance or importance
Source	evidence about something

Cadw