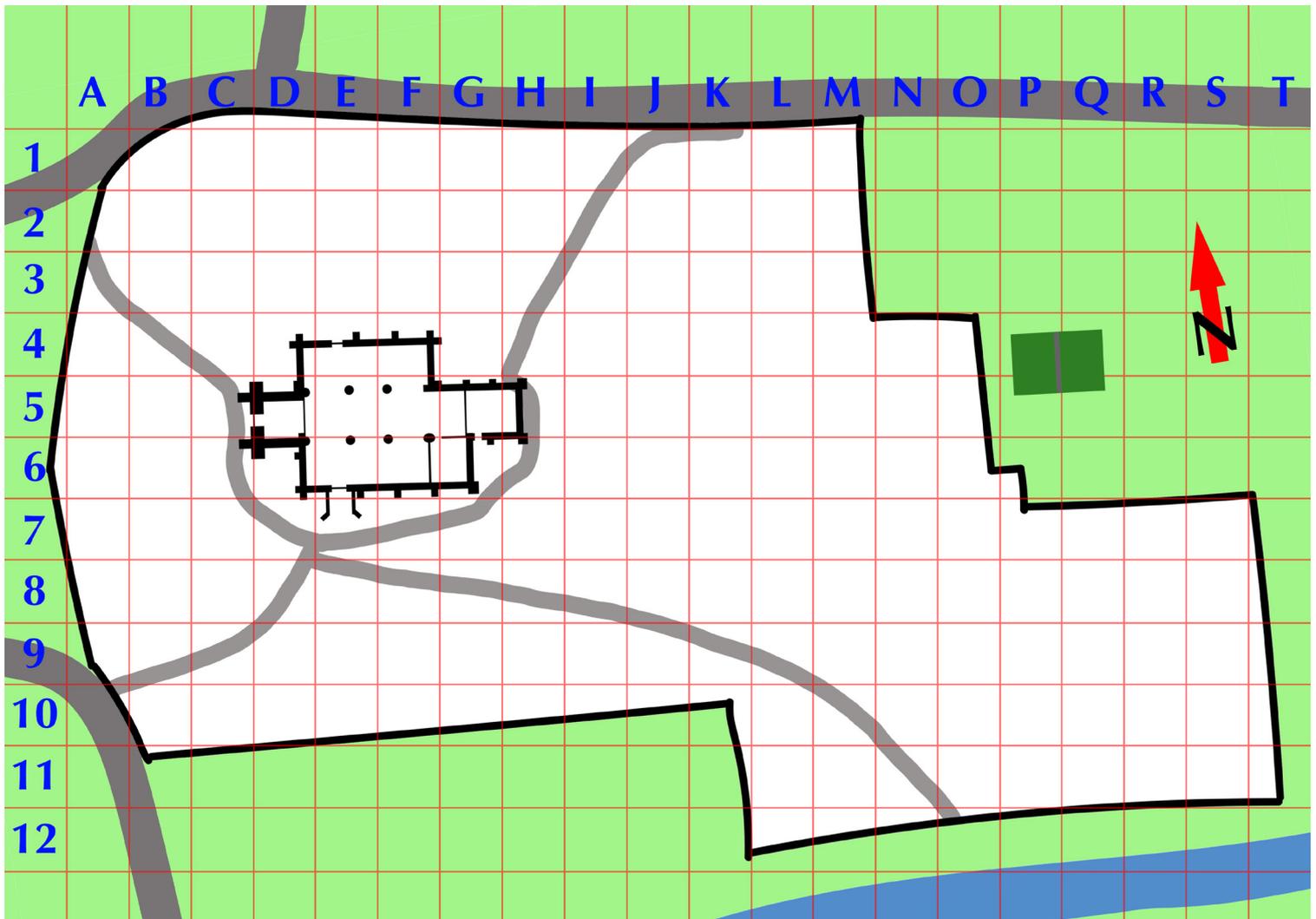


HEADSTONE RECORDING

- Choose a grave that appeals to you or you find interesting
- Plot it on the map below. Be as accurate as you can.
- Copy the inscription onto the recording sheet.
- Draw the shape of the gravestone.
- Take a photograph.
- Draw any symbols or shapes you see on the gravestone.



Gravestone Record Sheet

Sketch / Photograph

Symbols / Shapes and what they mean

Inscription(s)

How old was this person?

Teacher's Notes

Aims:

1. Create a school record of all the graves in the graveyard.
2. To be able to plot a grave site on a grid using co-ordinates.
3. Sketch the shape and detail of a gravestone.
4. Sketch the shape and detail of gravestone symbols and signs.

Target group(s):

Key Stage Two

Resources:

- Individual plan sheets.
- Recording sheets.
- Pencils / pens.
- iPad / camera.
- Large map in school.
- Folder for completed sheets and small plans.
- Paper for rubbing.
- Large wax crayons for rubbing.

Activity outline:

1. Hand out the plans and recording sheets.
2. Outline the task.
3. Emphasise that the children should avoid recording the same gravestone so should spread out.
4. The object is quantity and not quality.
5. All text, signs and symbols need to be recorded.
6. Children with duplicate initials should use their middle initial too.
7. If you wish you can ask the children to make a rubbing of the gravestone (this is not essential and is at your discretion).
8. Go to the graveyard and record gravestones.
9. Internet research to find meaning of any shapes and symbols.

Follow-up work:

1. Create a spreadsheet to record details of all the graves.
2. What dates did they see? The oldest, the newest.
3. Did they find any interesting inscriptions?
4. What different shaped gravestones did they record?
5. Did they find any names that are familiar to them?
6. Did they find any interesting shapes and symbols?
7. What do they know about the funeral service?

National Curriculum

English:

Maths:

Year 4 - describe positions on a 2-D grid as coordinates in the first quadrant

History:

Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)

A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Geography:

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

RE:

4.6 The Church inc. The Church Year

The wider Church

Art:

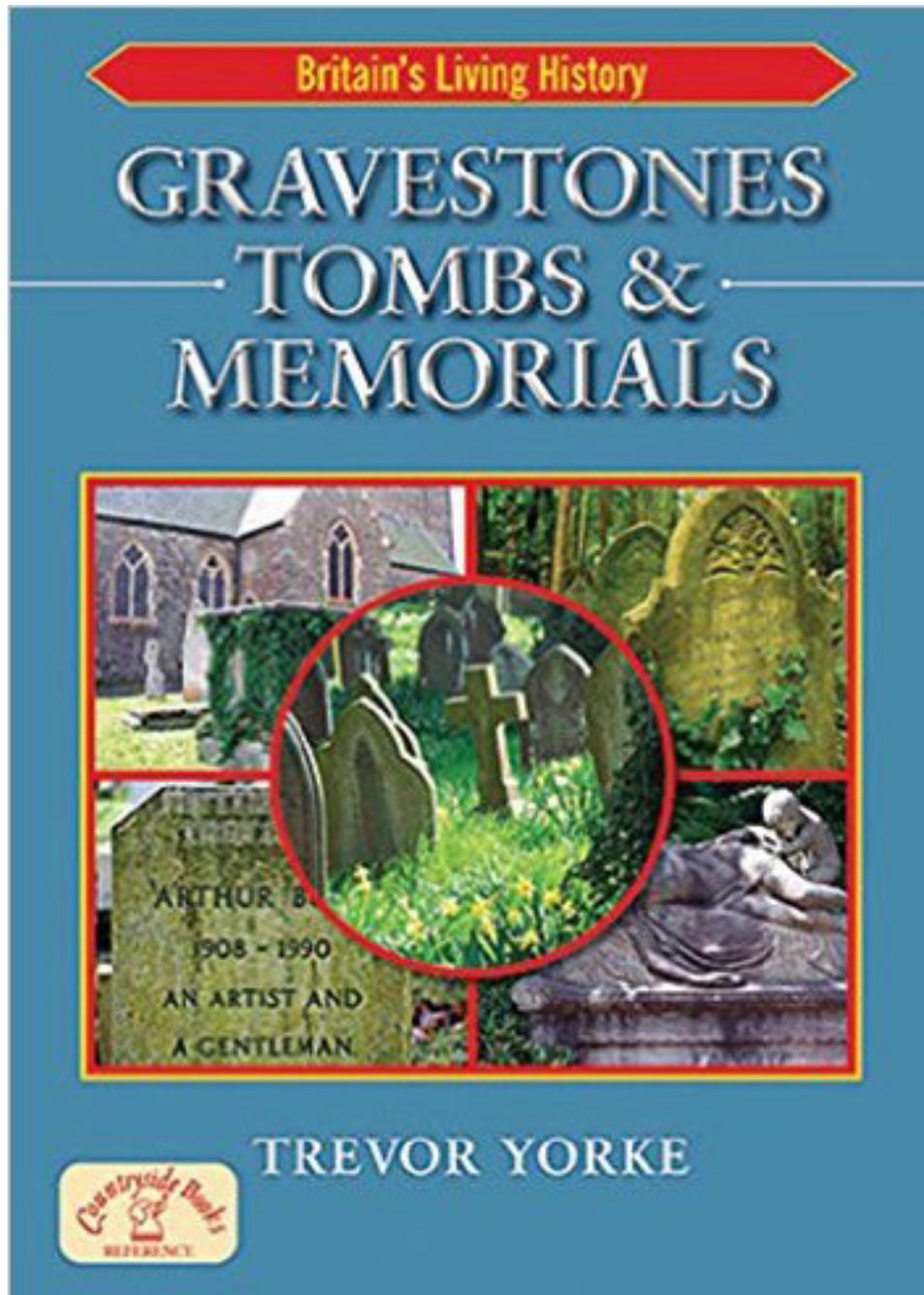
to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Computing:

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Suggested Reading



ISBN-10: 1846742021

ISBN-13: 978-1846742026