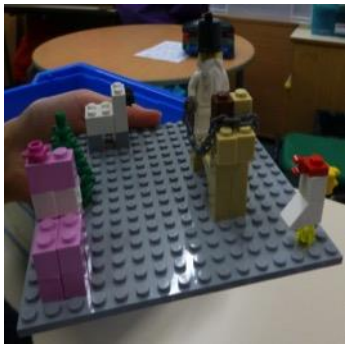
Dobcroft Archaeologists' week of archaeology

A team of Year 5 pupils are spending 22-26 October training to be archaeologists. The young archaeologists are being trained by Dr Fitzjohn, from the University of Liverpool, as part of an Arts and Humanities Research Council funded project (https://www.liverpool.ac.uk/archaeology-classics-and-egyptology/research/projects/grand-designs/)

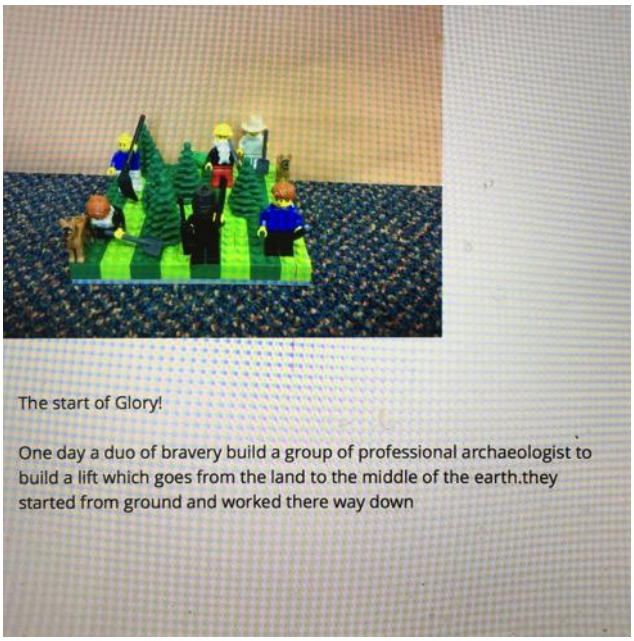


Practicing to how to make farm animals in LEGO

The Dobcroft Archaeologists

Day 1

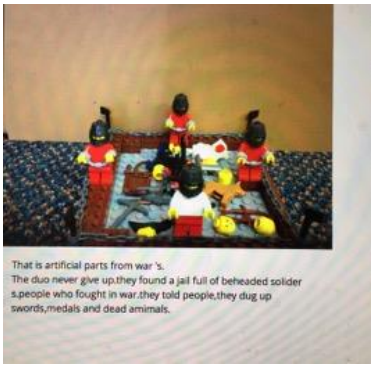
The young archaeologists learnt about the process and methods of archaeological work. They used their knowledge of archaeology to create collaborative stories that they illustrated with LEGO. Here are some examples:



The start of Glory!

One day a duo of bravery build a group of professional archaeologist to build a lift which goes from the land to the middle of the earth.they started from ground and worked there way down

The JEWEl Kingdom
They worked for months until they finally got to the first level.it was pure rock.they started finding jewels,dimonds and other valuables.they build a castle of jewels for humans to see.eventually,they.made it

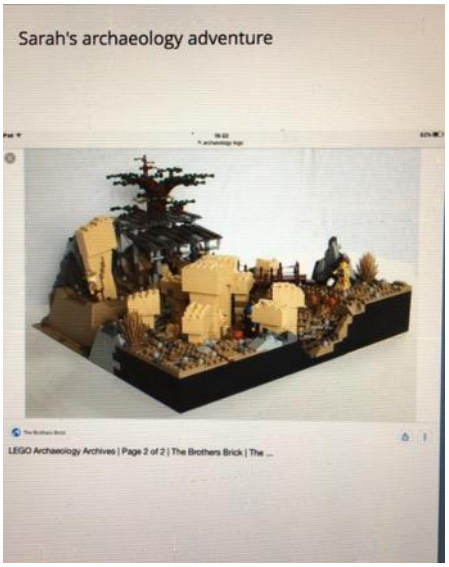


That is artificial parts from war 's.
The duo never give up.they found a jail full of beheaded solider s,people who fought in war.they told people,they dug up swords,medals and dead amimals.

The pit of fire

Finally,they got to the middle of the earth.they build rides that go under lava,hotels so people can stay there,gift shops and houses.they were the richest people in the world.they were called Ali and Adam or also known as the glory survivors

THE END



Sarah's archaeology adventure

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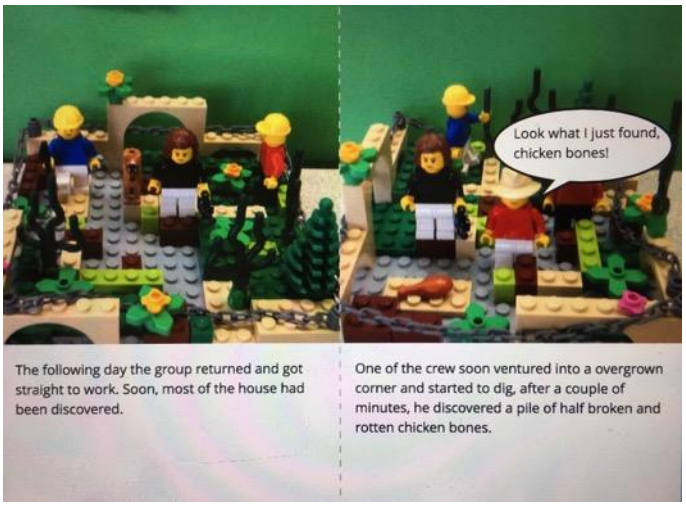


The following day the group returned and got straight to work. Soon, most of the house had been discovered.

One of the crew soon ventured into a overgrown corner and started to dig, after a couple of minutes, he discovered a pile of half broken and rotten chicken bones.

Sarah and her crew of architects are excited because they've have just discovered an ancient site.

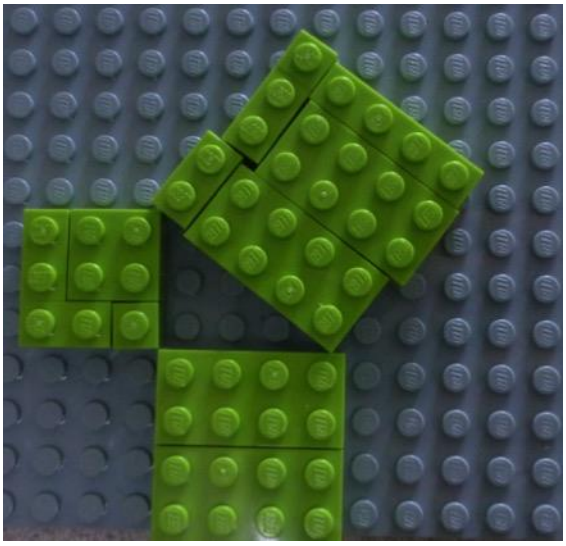
Several hours later, the team had made good progress, even though everyone was tired and aching.

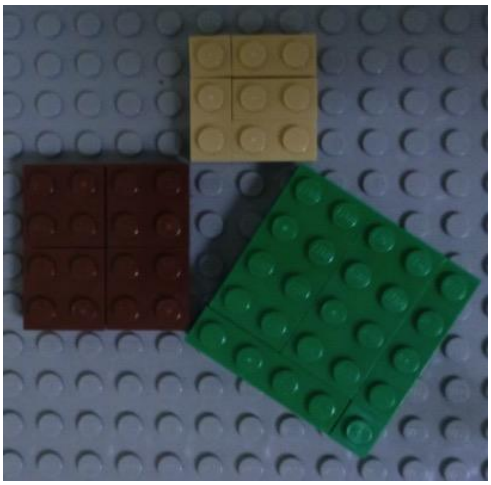
Now they go visit schools and give talks in front of classes, occasionally with their mascot, the archaeologist witch!!!

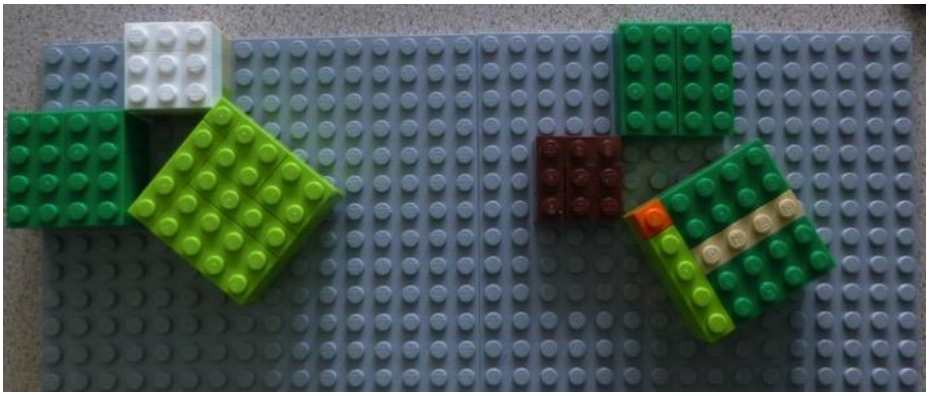
Day 2

Today the young archaeologists worked in groups outside. In the morning, they worked together to make archaeological scale drawings of part of the school. This required them to use maths (scale, measuring) and design skills. They also calculated the perimeter and area of the football pitch on the playground.

After break, the archaeologists learnt about Pythagoras and right-angled triangles with LEGO. Here are some examples of the LEGO calculations that they made to conceptualise how to calculate area and the hypotenuse of a right-angled triangle.





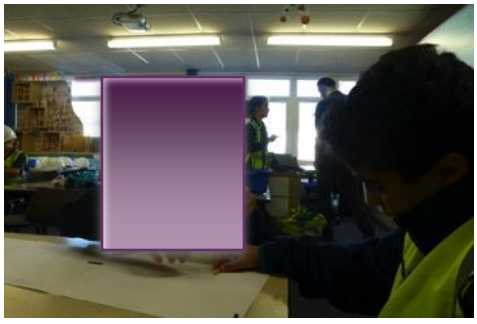


Creating a grid for an archaeological site

In the afternoon, the archaeologists applied their knowledge of Pythagoras, and archaeology to make 3x4m grids to help them to record accurately the location of archaeological artefacts that had been found in the playground.

Day 3: Archaeological timelines and Greek archaeology

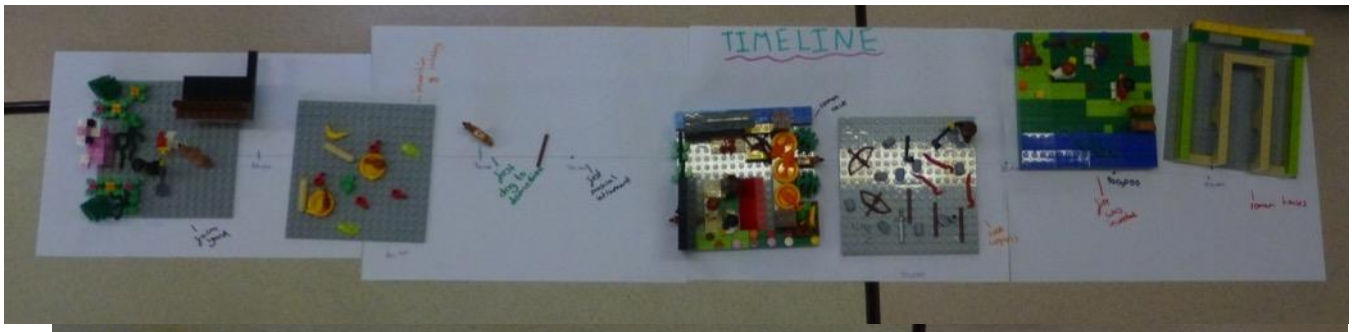
In the morning, the archaeologists learnt about time, human history and archaeological evidence. They created a time line of important events in human history that can be identified from archaeological evidence. They had to choose the technological changes of human history up to the present day, and to use their maths skills as well as creativity to represent 100,000 years of human history in 1m with LEGO people and props.

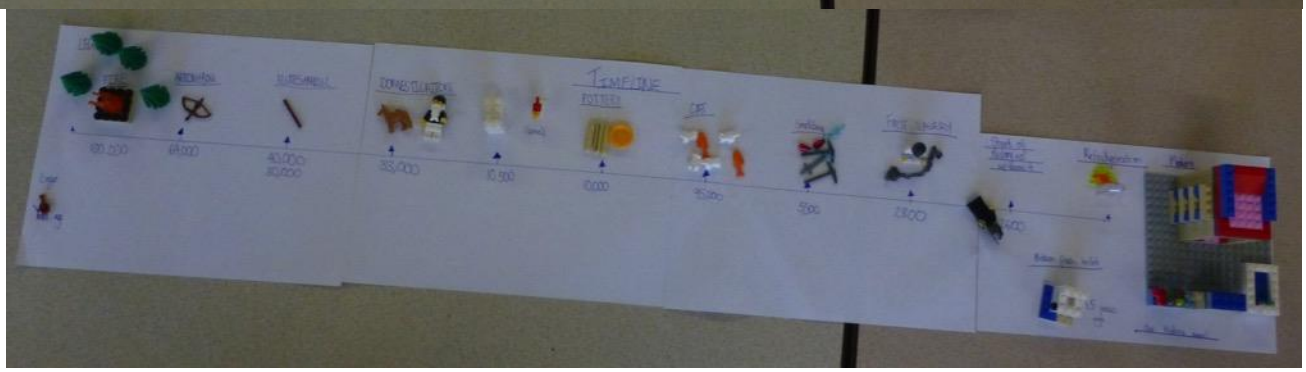


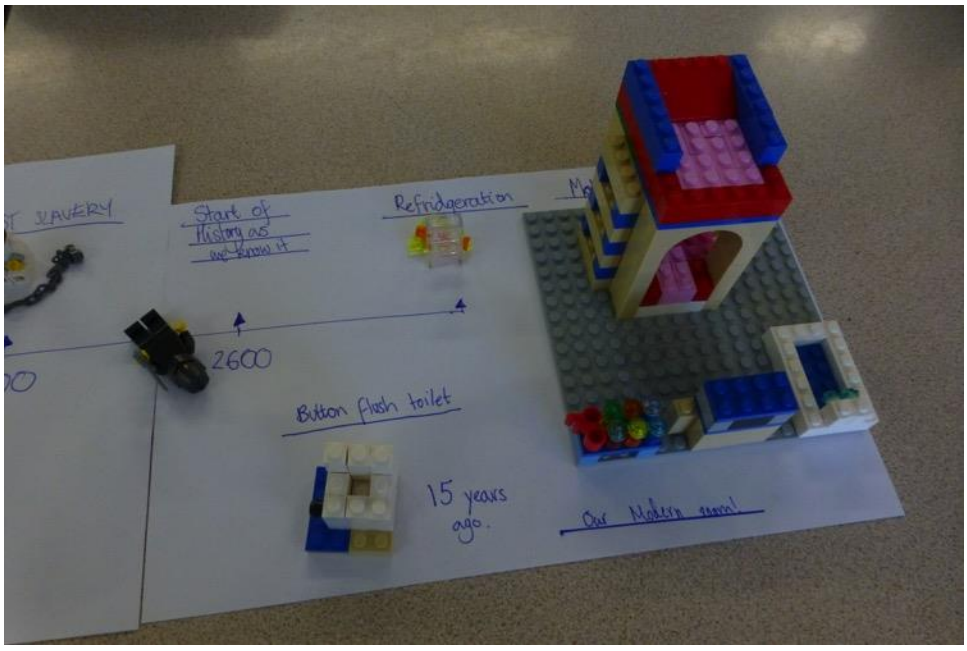
Josh's prehistoric cave dwelling

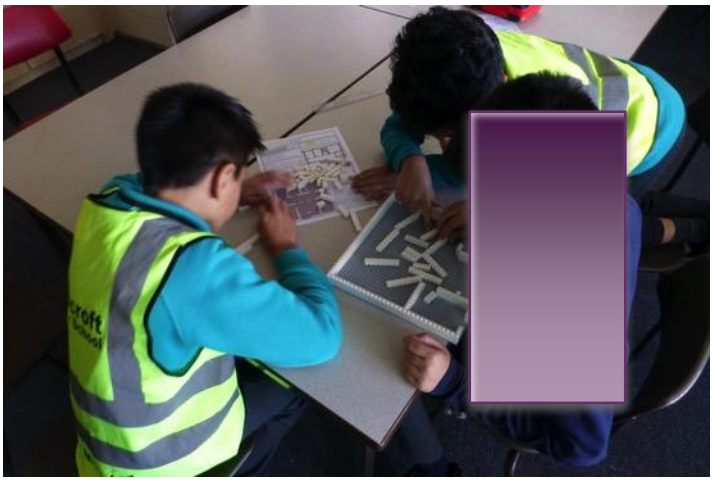
Adam and Yahya's model of the first mosque.

A few of the timelines:









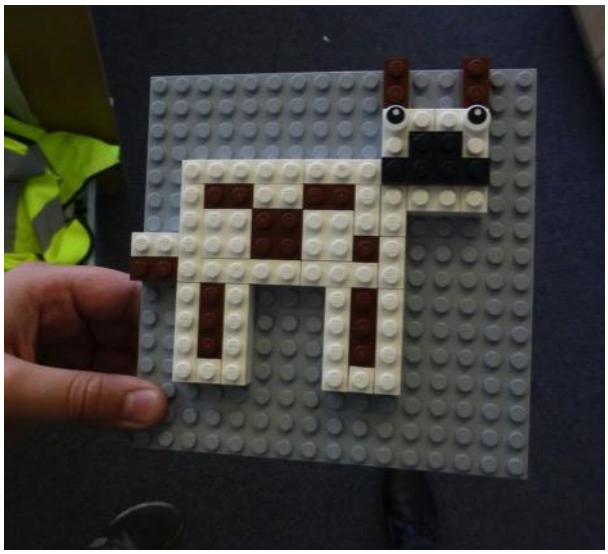
Daily life in Ancient Greece

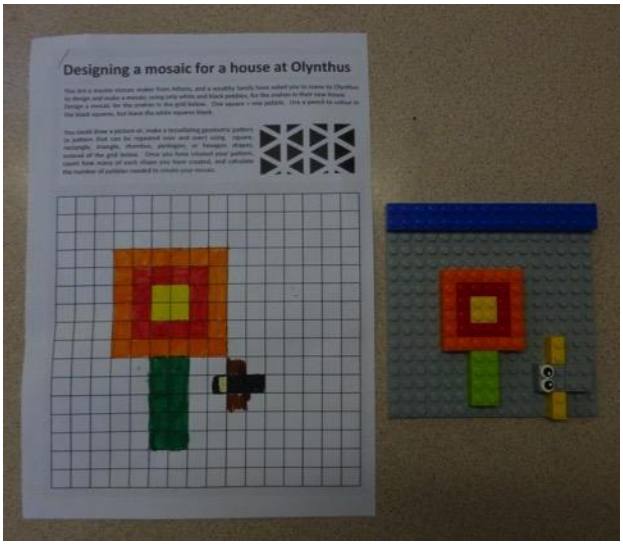
Building houses with LEGO

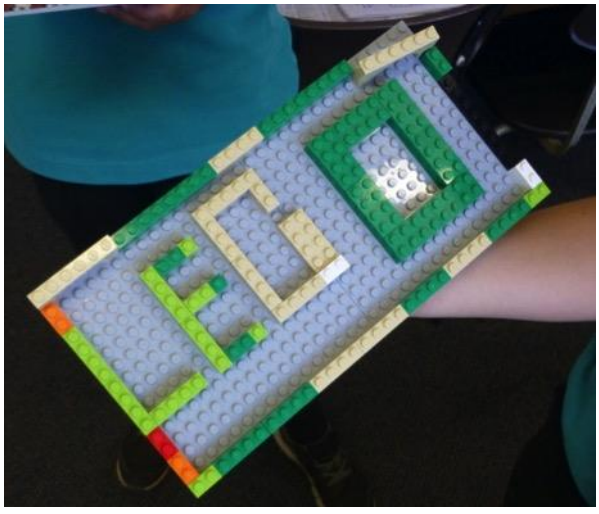
In the afternoon, the archaeologists learnt about Greek architecture and houses. They used LEGO to build scale models of houses and applied their knowledge of archaeological evidence to interpret excavation data from a Greek city called Olynthos. They had to show good skills of reading comprehension and excellent understanding of the archaeology to work out how rooms were used in different houses.

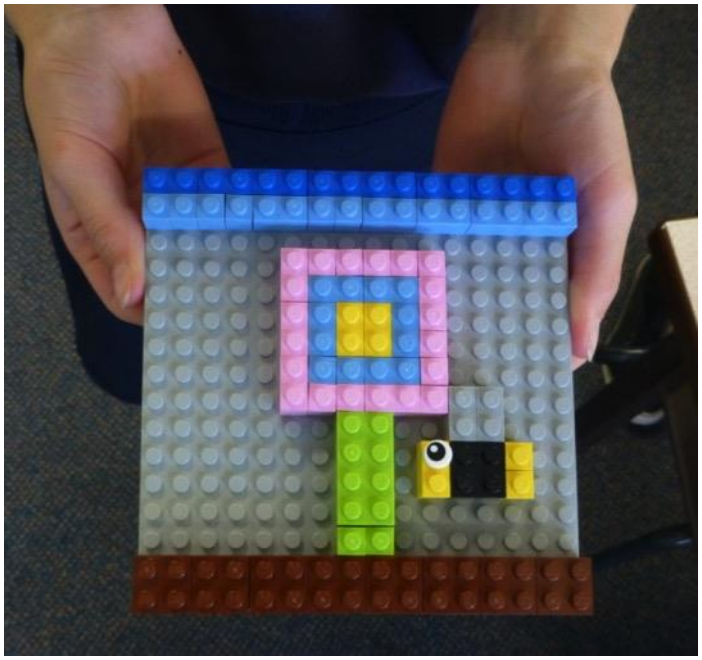
DAY 4: Mosaic making

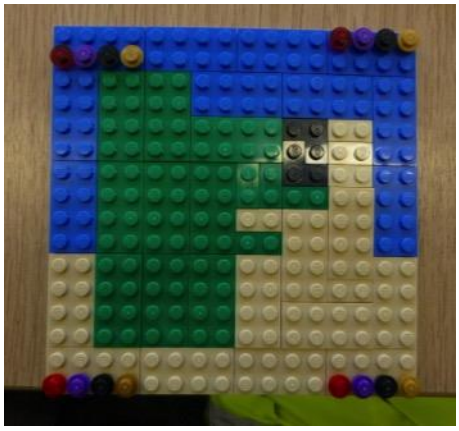
Thursday was filled with art and imagination. The archaeologists learnt how mosaics were made in Ancient Greece, and increased their awareness of different kinds of art, craft and design. They were able to improve their mastery of art and design techniques by conceptualising designs for mosaics, using 2-D geometric shapes. They developed draft designs before creating a mosaic with LEGO. Here are some of their creative expressions:

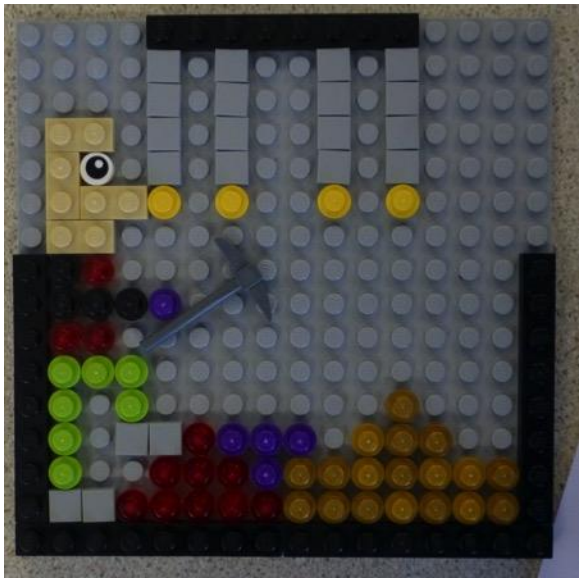


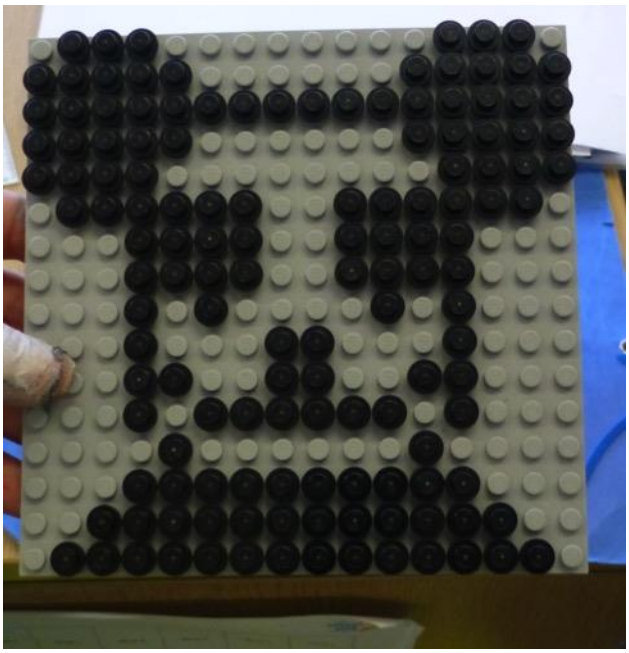












Day 5: Stop-motion animation

On the final day, the young archaeologists developed their film-making and IT skills. They spent a day making a stop-motion animation. In the morning, they learnt techniques of animation and filming. Then it was time to create their first movie entitled *Accident in the Andron*. The movie was about two Greek children from Classical Greece.