# National Curriculum: Prehistory Units

## Subject: History – Prehistory

### Brochs

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

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| To appreciate that preservation varies | 1. Encourage pupils to: imagine what the pile of rocks could have been.  
2. Estimate how high the walls would have been (surviving height actually 2 m).  
3. Height about 9 m  
4. Ask why the builders would want to go to the top of the broch.  
5. Mousa is 13 m high  
6. Empty in the middle – what could it have been used for?  
7. Encourage discussion about the use of the openings and ledge.  
8 – 9. Imagine wooden additions that would go with the stone to make furniture and wall partitions. | PowerPoint (numbers relate to the slides) | I understand that some sites are better preserved than others. |
| To reason from archaeological evidence | | | I can answer questions using evidence. |
| **Art** | Draw the inside of a broch when it was in use based on Slide 9 (remember wooden elements),  
or make a model of a broch using plasticine – ideally using small pellets of plasticine so an idea of the difficulty of building the walls can be obtained. | | |
| **Imaginative writing**  
To use knowledge to structure a story | Use the information you have gathered about brochs to write a story about a girl or boy who lived there. Describe what happened when the broch was attacked by enemies. Most brochs are close to the sea. | | I can use my knowledge to make up a good story. |