

# DISCOVER THE IRON AGE

IN THE NORTH DEVON COAST AREAS OF OUTSTANDING NATURAL BEAUTY



## SCHOOL RESOURCES

## Acknowledgements

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For further information please visit:

[www.northdevon-aonb.org.uk/coastalheritage/](http://www.northdevon-aonb.org.uk/coastalheritage/)

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# DISCOVER THE IRON AGE SCHOOL RESOURCES

## CONTENTS

Introduction.....	4	Resource 1: Body template.....	22
How to use this resource.....	5	Resource 2: Time capsule information cards.....	23
Outdoor learning opportunities.....	6	Resource 3: Archaeologists excavating at Clovelly Dykes.....	27
Curriculum links.....	8	Resource 4: Archaeologist's toolbox information cards.....	28
When and what was the Iron Age?.....	10	Resource 5: Artefact record.....	31
Activity 1: Timeline - how long ago was the Iron Age?.....	12	Resource 6: Aerial photographs of hillforts.....	32
Activity 2: Enter the Iron Age.....	14	Resource 7: Reconstruction drawing template.....	37
Activity 3: How do archaeologists find out about the Iron Age?...	16	Resource 8: Build an Iron Age roundhouse.....	38
Activity 4: Hillforts, why were they built?.....	18	Resource 9: Decorated Iron Age objects.....	39
Activity 5: Inspired by the Iron Age.....	20	Resource 10: Mirror and shield template.....	40
		Resource 11: Make an Iron Age coil pot.....	42
		Resource 12: Create woven fabric inspired by the Iron Age.....	43
		Map pack: Hillfort location maps.....	45

# INTRODUCTION

Discover the Iron Age in the North Devon Coast Areas of Outstanding Natural Beauty (AONB) with this interactive education resource designed for primary school aged children.

Along the coastline of North Devon, the remains of hillforts can be seen in the landscape. These hillforts were built over 2000 years ago by people who lived during the Iron Age. They would have been impressive structures and very important places for the people who built them.

This education pack explores the hillforts of the North Devon Coast AONB and enables teachers to inspire pupils about the Iron Age through enquiry based and creative activities. The resources will invite pupils to use archaeological techniques to investigate this period in history and reveal what we know about the people who built the hillforts.

## **This resource aims to:**

- Inspire pupils and teachers to engage with the Iron Age in the North Devon Coast AONB.
- Bring the Iron Age to life using objects and interactive activities in the classroom and outside.
- Encourage enquiry based learning to discover what life was like in the Iron Age.
- Facilitate the exploration of the local historic landscape with particular focus on the hillforts found along the North Devon coastline.



*View of the top of Hillsborough Promontory Hillfort with Ifracombe in the background.*

# HOW TO USE THIS RESOURCE

The activity ideas set out in this resource are designed to be used in conjunction with two handling boxes, 'Enter the Iron Age - time capsule' and 'Reveal the Iron Age - archaeologist's toolbox'.

## ENTER THE IRON AGE – TIME CAPSULE

The time capsule is a collection of reproductions of items which would have been used by a person during the Iron Age. It allows pupils to explore and handle the clothes they wore and the items they used.



## REVEAL THE IRON AGE – ARCHAEOLOGIST'S TOOLBOX

The archaeologist's toolbox gives an insight into how archaeologists find out about the Iron Age. It contains tools that archaeologists use and provides examples of some of the Iron Age artefacts that archaeologists find during excavations.



The resources are available to borrow from the North Devon Coast AONB office in Barnstaple. A duplicate loan box is also available from the National Trust office in Brownsham, near Hartland. For further details on booking the resources, visit: [www.northdevon-aonb.org.uk/coastalheritage/iron-age-learning](http://www.northdevon-aonb.org.uk/coastalheritage/iron-age-learning) or contact AONB staff via the details inside the front cover.

The suggested activities provide ideas for the ways in which both the time capsule and the archaeologist's toolbox can be used. The activities are classroom based, or can be adapted to use on a visit to a local Iron Age hillfort.

It is intended that the activities are used as inspiration for how to use the resource boxes. They can be changed and adapted to suit the age and interests of the pupils and used as stand-alone sessions or combined to create a sequence of lessons.



*The 'Enter the Iron Age - time capsule' and 'Reveal the Iron Age - archaeologist's toolbox' contain sharp items. The objects are not toys and children should be supervised at all times.*

# OUTDOOR LEARNING OPPORTUNITIES

Visiting a local Iron Age site can inspire and engage pupils. Walking where Iron Age people walked, and exploring the places they created, provides a connection to the past and brings the prehistoric period to life.

Within the North Devon Coast AONB there are five sites which are thought to be either Iron Age hillforts or Iron Age promontory forts (see page 7). In the past, these sites would have been important impressive structures. Today, the only visible clues of these ancient monuments are large circular earth banks which enclose areas of land.

Four of these sites are accessible to the public: Windbury Hillfort, Hillsborough Promontory Fort, Embury Beacon, and Buck's Mills Earthworks.

Some of these places are challenging to access and due to their cliff edge location, visitors must be cautious and children supervised closely. Windbury Hillfort and Hillsborough Promontory Fort have car parks near by and are the easiest sites to walk to.

Clovelly Dykes, one of the most impressive hillforts in all of Devon, is on private land. However, schools may request a visit to the site by contacting the tenant farmers, Steve and Helen Goaman, via email: [helen.goaman@btinternet.com](mailto:helen.goaman@btinternet.com) A roadside drop off/pick up point is located opposite the entrance to Clovelly Dykes. See the site map (page 49) for details.

All the sites are scheduled monuments and are protected by law from damage. When visiting, please do not remove any material from the sites and leave them as you found them.

*View of Embury Beacon. The pink area highlights the remains of the Iron Age hillfort.*

If you are unable to visit an Iron Age site, you can explore the hillforts of the North Devon Coasts AONB using an interactive 3D model available at:

<https://sketchfab.com/aerial-cam/collections/the-hillforts-of-the-north-devon-coast-aonb>

Or watch aerial 'drone' footage of the hillforts here:

<https://www.youtube.com/channel/UCV9bpw6wR76KXwH34r4mvpA/>



### Clovelly Dykes Hillfort

- Clovelly Dykes is a hillfort built on a raised level area in the landscape. Rings of large banks enclosing a central area still survive today.
- The site is on private land managed by the tenant farmers, Steve and Helen Goaman. Schools may request a visit to the site via email: [helen.goaman@btinternet.com](mailto:helen.goaman@btinternet.com)

#### For further information visit:

[www.northdevon-aonb.org.uk/coastalheritage/iron-age/clovelly](http://www.northdevon-aonb.org.uk/coastalheritage/iron-age/clovelly)

### Buck's Mills Earthworks

- At the top of the cliff above Buck's Mills village are the remains of a prehistoric monument, probably Iron Age in date. The site provides views over the village and the North Devon coast.
- The site is accessible to the public via the South West Coast Path and is owned by the National Trust.

#### For further information visit:

[www.northdevon-aonb.org.uk/coastalheritage/iron-age/bucks-mills](http://www.northdevon-aonb.org.uk/coastalheritage/iron-age/bucks-mills)

### Hillsborough Promontory Fort

- Hillsborough is the largest Iron Age cliff edge fort in the southwest. From the top there are extensive views over Ilfracombe and its harbour.
- The site is accessible to the public and there is a carpark at the bottom of the hill.

#### For further information visit:

[www.northdevon-aonb.org.uk/coastalheritage/iron-age/hillsborough](http://www.northdevon-aonb.org.uk/coastalheritage/iron-age/hillsborough)

### Windbury Hillfort

- Windbury Hillfort is an Iron Age cliff edge fort. Its full size is uncertain as much of it has slumped into the sea.
- The site is accessible to the public via the South West Coast Path and is owned by the National Trust.

#### For further information visit:

[www.northdevon-aonb.org.uk/coastalheritage/iron-age/windbury](http://www.northdevon-aonb.org.uk/coastalheritage/iron-age/windbury)

### Embury Beacon

- Embury Beacon is an Iron Age hillfort perched on the edge of the cliff. Most of the hillfort has already eroded into the sea with only a small section remaining.
- The site is accessible to the public via the South West Coast Path and is owned by the National Trust.

#### For further information visit:

[www.northdevon-aonb.org.uk/coastalheritage/iron-age/embury](http://www.northdevon-aonb.org.uk/coastalheritage/iron-age/embury)

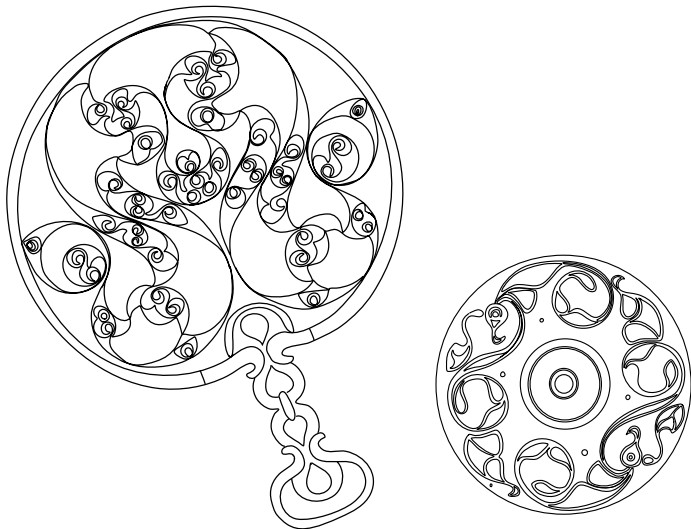


For more detailed location maps see the Map Pack p 45

# CURRICULUM LINKS

The focus of the learning is linked to the National Curriculum, History programme of study. Due to the cross-curricular nature of archaeological enquiry, there is potential to make links to other areas of the curriculum including: English, Maths, Science, Art and Design and Geography.

The activities described will be most suitable for Key Stage 2 (KS2) pupils but may be adapted for those in Key Stage 1 (KS1) .



	Activity	Curriculum links	Outcomes
1	How long ago was the Iron Age?	History: develop a chronologically secure knowledge and understanding of British, local and world history.	Children will be able to: explain how long ago the Iron Age was and why timelines are an important tool for understanding the past.
2	Enter the Iron Age: what was life like in the Iron Age?	History: construct informed responses that involve thoughtful selection and organisation of relevant historical information.	Children will be able to: draw a picture of what we think a person in the Iron Age might have looked like and describe some of the items they would have used.
3	How do archaeologists find out about the past?	History: understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.	Children will be able to: explain how archaeologists find out about the past and how artefacts are used as a source of information about the Iron Age.
4	Hillforts: why were they built?	History: regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	Children will be able to: describe what a hillfort would have looked like; explain why people think they were built and what they could have been used for.
5	Inspired by the Iron Age	Art and design: improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Children will be able to: create their own art work, inspired by Iron Age patterns and images, using a range of different materials.





# WHEN AND WHAT WAS THE IRON AGE?

The Iron Age begins in about 800 BC and ends with the Roman invasion in AD 43.

The name, Iron Age, comes from the discovery and use of the new iron working technology. Widespread use of iron artefacts, however, did not occur until after about 500 – 400 BC.

Iron was harder than bronze and meant blades stayed sharper for longer.

Hillforts were built during the Iron Age. They were fortified enclosed areas built of earth and timber. Hillforts were normally located on hilltops or cliff edges with good views of the surrounding areas. They had large banks (ramparts) made from soil dug from an outer ditch. The entrances to hillforts were often elaborate and well defended.

People lived in roundhouses. Large, circular, one roomed buildings with a thatched roof and walls made of wood and mud.

Families would be part of a tribe who controlled an area of land. People living in North Devon would have been part of a tribe called the Dumnonii.

Iron ore was smelted in furnaces to extract the iron. The iron was then heated and hammered on an anvil. This is smithing.

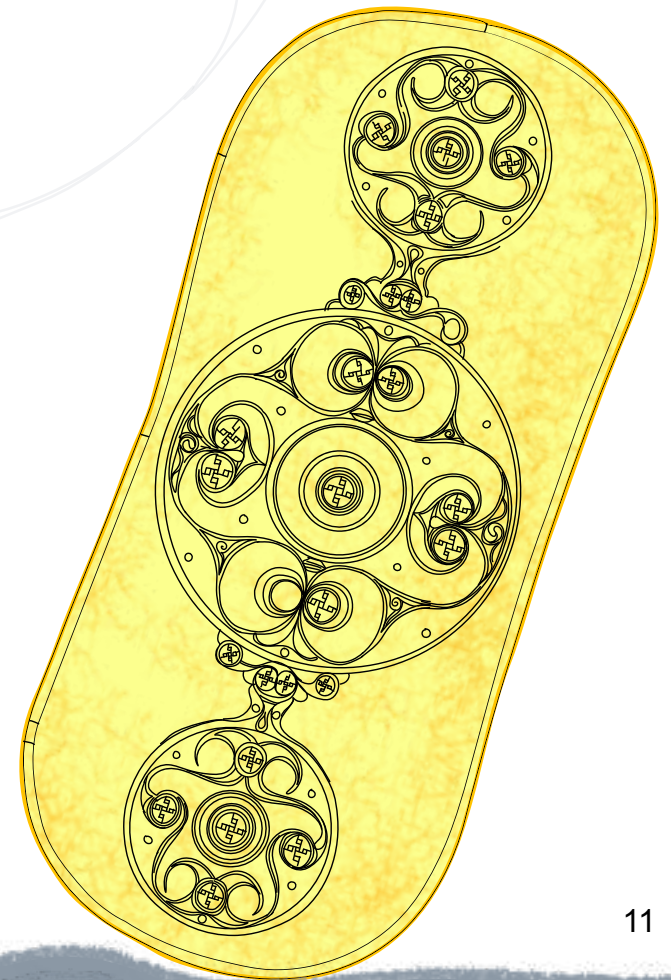


Everyday Iron Age objects were made from the materials that could be found locally including stone, clay, leather, bone, iron. Other material would have been imported from other areas of Britain and Europe.

Iron Age people traded with their neighbours and further afield with other people in Continental Europe.

From about 450 BC people began to decorate objects in a new style known as 'Celtic' or 'La Tene' art. Designs were often of abstract flowing patterns and entwined plant motifs. Many of the objects from the Iron Age are decorated with elaborate and ornate patterns made up of swirls, circles and stylised animals.

The people who lived in the Iron Age did not write anything down. What we know about them comes from information the Romans wrote about them and the evidence archaeologists discover in the ground.



## TIMELINE – HOW LONG AGO WAS THE IRON AGE?

### AIM

To develop a chronologically secure understanding of when the Iron Age occurred in Britain by constructing a class timeline.

### SUCCESS CRITERIA

I can explain how long ago the Iron Age was and why timelines are important for understanding the past.

### RESOURCES

- Reveal the Iron Age - archaeologist's toolbox.
- Enter the Iron Age - time capsule.

### NOTES

This activity is best undertaken outside due to the length of the timeline.

### LEARNING SEQUENCE

Show the pupils one of the pottery vessels from the Enter the Iron Age time capsule. Ask the children how long ago people used pottery like this?

Explain that pots like these were used by Iron Age people between about 800 BC and approximately AD 43.

Ask the children how long ago was that? What has happened in Britain since then? What could we use to help us show how far back in time the Iron Age was?

Explain that archaeologists use **timelines** to record different events in chronological order. Timelines can show lots of different things and be made in many different ways.

Show the children the archaeologist's toolbox and ask them to suggest what could be used to make a timeline. Take out the 30 metre tape and show that when it is unwound, it could be used as a timeline, with each centimetre representing one year.

### Time-machine

Ask the children to step into an imaginary time-machine. When the children spin round, the time machine will take them back in time.

Ask the pupils to spin round and travel back to last Christmas. What can they see? Show on the tape-measure timeline that last Christmas is about 1cm back on the tape. Get the children to spin round and travel back to a previous birthday. What can they remember? Show how far back on the timeline that is.

Travel back in time to an event that they cannot remember. For example, the day they were born. Mark that on the timeline (e.g. if the children are 10 years old, move 10 cm along the tape measure). Travel back to the start of the millennium (move 20 cm along the tape measure).

Keep travelling backwards through time. Stop at different events that the children have already learnt about such as World War Two, the Great Fire of London etc. Ask the children what they can see when they 'arrive' in each period. What are the people wearing? What does it look like? This is a useful way to assess the children's knowledge of different time periods. Keep showing how far back in time this is on the tape measure.

Write the historic events on post-it notes and paper clip the events to the tape measure or ask children to hold them on the tape as it unwinds to make it clearer for the children to see the different events.

Ask children to suggest other historic events to add to the timeline.

Keep unwinding until the tape measure is 20 metres long (equivalent to 2000 years ago). This is approximately when the Romans arrived in Britain and marks the end of the Iron Age period. Unwind the tape measure to 28 metres (equivalent to 2800 years ago). This is roughly the start of the Iron Age. The Iron Age is between about 800 BC and AD 43.

Highlight that the Iron Age lasted over 800 years and represents a huge amount of time. Photograph the tape with children stretched along its length as a record of the timeline.

## EXTENSION ACTIVITIES

Children create and design their own timeline. This could be using string, strips of paper or a spiral shape. Encourage the children to think about the events they think should be included on their timeline. What do they think is important?

Make a giant timeline across the length of a school field or playing ground. Make flags or markers to show different periods in time.

## USEFUL WEBLINKS

Historic England's interactive prehistory timeline.

<https://heritage.candle.digital/prehistory/#iron>

English Heritage's story of England timeline.

[www.english-heritage.org.uk/learn/story-of-england/](http://www.english-heritage.org.uk/learn/story-of-england/)



## ENTER THE IRON AGE

### AIM

To be able to construct an informed drawing of a person in the Iron Age through thoughtful selection and organisation of relevant historical information.

### SUCCESS CRITERIA

I can draw a picture of what we think a person in the Iron Age might have looked like and describe some of the items they would have used.

### RESOURCES

- Enter the Iron Age time capsule
- Resource 1: Body template
- Resource 2: Time capsule information cards

### NOTES

This activity could be adapted to use on a field trip to an Iron Age hillfort. The time capsule could be revealed to the class at the hillfort and the children could discuss what the different items tell us about the Iron Age.

### LEARNING SEQUENCE

#### What was life like in the Iron Age?

Show the pupils the Enter the Iron Age time capsule. Explain that inside the capsule are some of the items an Iron Age person who lived in North Devon would have worn and used.

Ask the pupils to suggest what they think might be in the time capsule. What do they think will not be in the time capsule? (Think about modern items that we know they did not have in the past, electronic devices, plastic etc.) What type of clothes do they think they wore in the Iron Age?

Before opening the time capsule, ask the pupils to spend a few minutes drawing a quick picture of what they think an Iron Age person would have looked like and the items they may have had. Use resource 1 body template to support the drawing.

The pictures provide an opportunity for children to show what they know (or do not know) about the Iron Age. Pupils will redraw these pictures at the end of the session.

Slowly begin to open the time capsule and reveal what is inside. As a class, explore each item in turn and discuss what it is made from and what it is used for. Allow children to try on the clothes and handle the different objects. Use resource 2 time capsule information cards to support this activity.



Alternatively, split the class into groups and give each group an item from the time capsule in a cotton bag or under a cloth. Ask the children to gently feel the object and guess what they think it is. Then ask the children to reveal the objects and see if they were right.

Ask the children to try to work out what the item is made from and what it was used for. Give the pupils the artefact information card to see if they were correct.

Once the class has fully explored the time capsule. Ask the pupils to go back to their original drawing of an Iron Age person. Based on the contents of the time capsule, what would they change?

Asked the children to draw another picture to show what they think the person who owned the items in the time capsule looked like. Are they male or female? Young or old?

Annotate their drawing explaining why they have drawn the person the way they have. What is based on evidence from the time capsule? What assumptions have they had to make?

## EXTENSION ACTIVITIES

Ask the children to think about the different materials that the items in the time capsule are made from. Pose the question: if the time capsule had been buried in the ground, which of the items would rot away? Which would survive?

Ask the class to create their own time capsule. What would they include? List the similarities and differences between the Iron Age time capsule and their time capsule.



## USEFUL WEBLINKS

BBC film about life in the Iron Age.

<https://www.youtube.com/watch?v=fP13qn6Bbc>

Film about what life was like for Iron Age people who lived at Danebury Hillfort.

<https://www.youtube.com/watch?v=Uu9bLT9l9fI>



## HOW DO ARCHAEOLOGISTS FIND OUT ABOUT THE PAST?

### AIM

To understand how our knowledge of the past is constructed from a range of sources by examining the role of archaeologists and exploring what artefacts can tell us about the past.

### SUCCESS CRITERIA

I can explain how archaeologists find out about the past and how artefacts are used as a source of information about the Iron Age.

### RESOURCES

- Reveal the Iron Age - archaeologist's toolbox.
- Resource 3: Archaeologists excavating at Clovelly Dykes
- Resource 4: Toolbox artefact information cards
- Resource 5: Artefact record sheet

### NOTES

The archaeological artefacts used in this session could be buried in sand trays. Children could be archaeologists and excavate them using the trowels and brushes from the tool box.

### LEARNING SEQUENCE

What is an archaeologist? Explain that archaeologists find out about the past using a range of different techniques and sources.

Open up the archaeologist's toolbox and lay out the contents. All of the objects are used by archaeologists to find out about the past and show the pictures of archaeologists excavating at Clovelly Dykes (resource 3).

Show the class the different objects. Ask the children to brainstorm why they think they are useful to archaeologists.

Focus on the artefacts in the finds bag. Explain that these have been found by archaeologists in the ground. They are all types of artefacts that archaeologists would expect to find when excavating in a location where Iron Age people lived. The artefacts provide a direct link to the people who lived in the Iron Age and are one of the sources archaeologists use to find out about the past.





## How do archaeologists use artefacts to find out about the Iron Age?

Split the class into small groups and give each group an artefact. Place the artefact in the centre of a large piece of paper. Give each group three different coloured pens.

Ask each group to write down as much about the artefact as they can. What is it made from? Colour? Size? Decoration? Broken or complete? What do they think it is? What was it used for?

Each group to briefly feedback what they think each artefact is (this will be easier for some artefacts than others).

In a different coloured pen, children write down any questions they have about the artefact.

Give out an information card about each artefact (resource 4). Were the children correct? Does the information answer any of the questions the children asked? What else would they like to know about the artefact.

In a different coloured pen, ask the children to write down what the object tells them about the Iron Age period. For example, the broken decorated pot shows: *people could make pots, they made them by hand using clay, they fired the pottery in bonfires, they decorated their pots etc.*

Each group to feedback to the class about their artefact. Does everyone agree with each groups interpretation of what the artefacts tell us about the Iron Age? Could there be a different interpretation? Could the artefacts be used for something different?

## EXTENSION ACTIVITIES

Complete the artefact record sheet (resource 5).

Draw a reconstruction image showing what the artefact would have looked like in the Iron Age. Use the reconstruction drawing to create a museum interpretation board about the artefact. Include information about what it is, how it was made and what it was used for.

### USEFUL WEBLINKS

Council for British Archaeology website has lots of information and pictures about archaeology.

<https://new.archaeologyuk.org>

Young Archaeologists' Club session resources and ideas page has a range of archaeology themed activities.

<https://www.youtube.com/watch?v=Uu9bLT9I9fI>



## HILLFORTS – WHY WERE THEY BUILT?

### AIM

To be able to address and sometimes devise historically valid questions about the role and significance of hillforts in the Iron Age and explain what they would include in a reconstruction drawing of a hillfort and why.

### SUCCESS CRITERIA

I can describe what a hillfort would have looked like and explain why people think they were built and what they could have been used for.

### RESOURCES

- Resource 6: Aerial photographs of hillforts
- Resource 7: Reconstruction drawing template
- Resource 8: Build an Iron Age roundhouse

### LEARNING SEQUENCE

Explain to the class that people during the Iron Age built large structures called hillforts. The hillfort had ramparts (ditches and banks) which enclosed an area of land. Remains of these ramparts can still be seen in the landscape today. Promontory forts, such as Hillsborough Promontory Fort near Ilfracombe, are a type of Iron Age hillfort which are located on a cliff edge and enclose a headland.

Show the class the aerial photographs of hillforts and highlight the ramparts and where they are located in the landscape. See resource 6 for aerial photographs of the hillforts and see page 7 for further information about the hillforts and their locations.

Ask the children to come up with questions about the hillforts. Explore what they would like to find out?

Identify a couple of key questions such as: **what were the hillforts used for? What did they look like?**

Ask the children to investigate the answers to their questions. Provide the children with a selection of online resources and books about the Iron Age.

Explain that use of hillforts in the Iron Age is still debated. Were the hillforts in the North Devon Coast AONB used to defend the area, for food storage, for farming, as a status symbol to show how important a person was or a mix of all of the above? Or any other ideas? Discuss their ideas.

Explore the location of the hillforts. Why are there hillforts on cliffs? Is their location next to the sea important?

## Children to create their own reconstruction drawing of a hillfort.

Use the template of Clovelly Dykes hillfort (resource 7) and ask the children to draw what they think was taking place inside the hillfort during the Iron Age. Will they include roundhouses, granary stores, animal pens, people weaving, people fighting? Refer back to the research they have already done and look at other reconstruction drawings.

Alternatively, the children could trace off the shape of the hillforts from the aerial photographs (resource 6). For Embury Beacon and Windbury hillfort they will need to guess how big the hillfort was as they have been partially eroded into the sea.

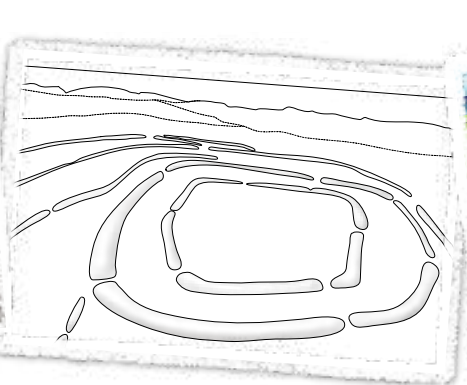
Once the children have finished their drawings, ask them to explain what they have included and why. Compare their reconstruction pictures with each other. Are they similar or very different? What further research would they need to do to make their reconstruction drawing more accurate?

## EXTENSION ACTIVITIES

Make a model of a hillfort using paper mache, play dough or soil. Use sticks to make a fence around the edge and build mini roundhouses to go inside using resource 8.



*Aerial photograph of Clovelly Dykes*



*Reconstruction drawing template*



*Example of a reconstruction drawing*

## USEFUL WEBLINKS

Drone footage of 'Clovelly Dykes, from above' on the AONB You Tube channel.

<https://www.youtube.com/channel/UCV9bpw6wR76KXwH34r4mvpA>

BBC film about Maiden Castle hillfort in Dorset.

<https://www.youtube.com/watch?v=kxIbczNR9a8>

Reconstruction images of Iron Age hillforts.

<https://historicensland.org.uk/services-skills/education/images-by-theme/stone-age-to-iron-age-part-3-the-iron-age>

Film about what life was like for Iron Age people who lived at Danebury Hillfort.

<https://www.youtube.com/watch?v=Uu9bLT9I9fI>

General information can be found at:

<https://www.dkfindout.com/uk/history/iron-age/hill-forts/>

## INSPIRED BY THE IRON AGE

### AIM

To design and create an original art work made from a range of different materials and inspired by the shapes and patterns used in the Iron Age.

### SUCCESS CRITERIA

I can look at patterns and shapes used in the Iron Age and use this as inspiration to create my own art work. I can choose to use a range of materials to create my art work.

### RESOURCES

- Resource 9: Decorated iron age objects
- Resource 10: Mirror and shield template
- Resource 11: Make an iron age coil pot
- Resource 12: Create woven fabric inspired by the Iron Age

### LEARNING SEQUENCE

Explain to the children that many Iron Age settlements provide evidence of people taking part in a range of craft and industrial processes. Activities such as weaving, pot making, wood and metal working were very common in the Iron Age.

Many of the items made during the Iron Age were decorated with elaborate curving designs. They were often abstract designs using circles and spirals and inspired by nature.

Share the patterns shown on resource 9 and the decorated pottery, beads and coins from the 'Enter the Iron Age - time capsule'.

Ask the children what they can see in the shapes. What does it remind them of? Why do they think people spent time and energy in the Iron Age decorating different objects? What do they tell us about people in the Iron Age? Why were many of the objects decorated in a similar style?

Allow the pupils to explore the patterns and share what they think about them.

### Create a piece of Iron Age artwork

Explain to the children that they are going to produce a piece of artwork inspired by the Iron Age patterns.

As Iron Age people were inspired by the nature that surrounded them, take the class outside to look at the shapes and patterns they can see in nature. To encourage observation, challenge the children to a colour and shape hunt. Ask the children to find natural objects that are red, orange, yellow, green, blue, oval, pointed, circular etc. It could be a leaf, the back of a beetle, the shape of a stone, patterns on a flower, the spirals on a snail shell, the detail seen in a seed head etc.

Once the children have spent time exploring an outdoor space ask the children to create their own piece of art work. This can be done in a variety of ways depending on the resources that are available.

The children could collect (or be given) a selection of natural objects such as stone, leaves and sticks to arrange in Iron Age inspired patterns.

If there is a playground space, children could use charcoal or chalk and draw circles and spirals to create an Iron Age picture. The children could work together linking up their patterns to create one large image.

Using charcoal, paint or markers, children could decorate natural objects such as stones, leaves or sticks with Iron Age inspired patterns.

Alternatively, if working inside, pupils could use the mirror and shield templates (resources 10) and design their own decoration for the objects.

## EXTENSION ACTIVITIES

Explore the Iron Age through other craft activities such as pottery and weaving. Resource 11 demonstrates how to make an Iron Age inspired coil pot and resource 12 shows how to make a cardboard loom and weave a sample of cloth.

### USEFUL WEBLINKS

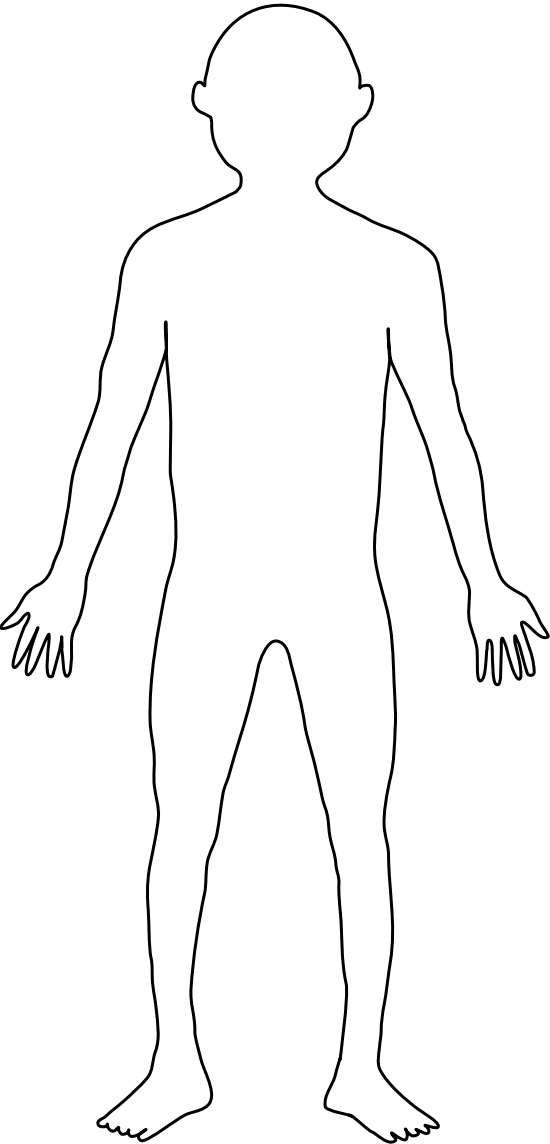
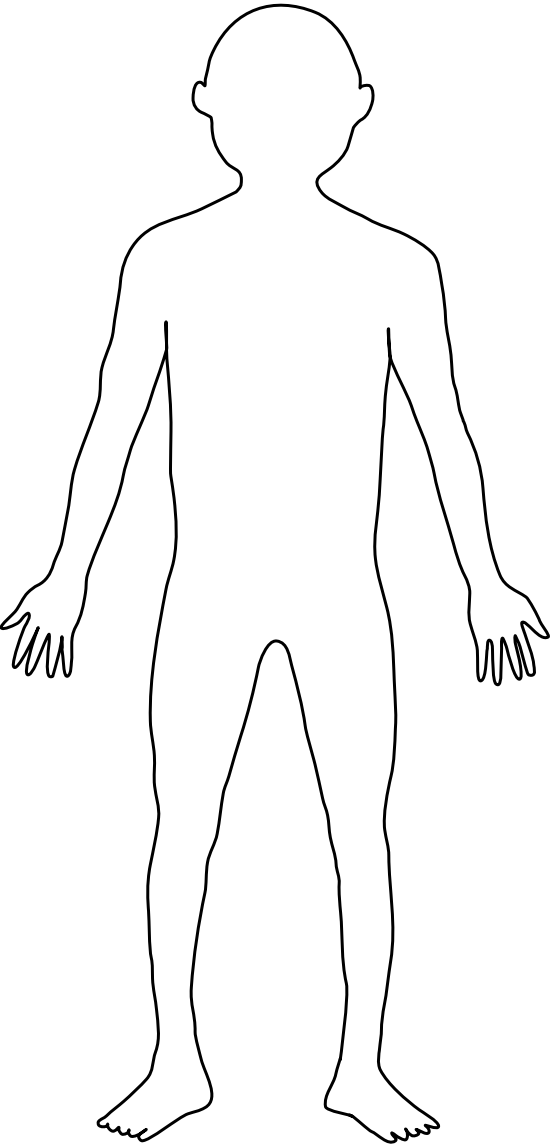
Celtic life in Iron Age Britain

<https://artsandculture.google.com/exhibit/celtic-life-in-iron-age-britain-the-british-museum/CAKSz1O9u3piJg?hl=en>

British Museum Iron Age resources

<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/classroom-resource-people-iron-age-britain>





## TIME CAPSULE INFORMATION CARDS

### Leather pouch



This pouch is made from leather and it would have been used to hold small items. Leather is a flexible but hardwearing material which is made from animal skin. It was probably used in the Iron Age for horse harnesses, footwear, scabbards, shields, vessels, bags and clothing.

Leather does not survive in ordinary soil conditions, but it is very likely to have been used by people all over Britain during the Iron Age.

### Tunic



The clothes people wore in the Iron Age were made from wool and dyed with natural dyes from plants and berries.

Few clothes have survived from Iron Age Britain but the evidence of what they looked like comes from pieces of material preserved in water logged ground and from texts that the Romans wrote about people in Britain.

### Spindle and whorl



During the Iron Age, wool was spun into yarn using a weight called a whorl. This was threaded onto a wooden rod called a spindle. The weight helped to keep the spindle rotating to make yarn.

The spun wool was then woven to make fabric.

## TIME CAPSULE INFORMATION CARDS

### Pottery vessel



This is a type of pot that archaeologists call 'south-west decorated ware'. It would have been made by hand, using coils of clay, then fired in a bonfire. Pottery found by archaeologists often has soot on the outside, showing that it was used for cooking.

Pottery like this has been discovered at Embury Beacon and plain late Iron Age pottery has been found at Clovelly Dykes.

### Wooden spoon



Wooden spoons in the Iron Age would have been carved from a single piece of wood.

We know people used wooden spoons in the Iron Age as archaeologists found a small ladle during excavations at the Glastonbury Lake Village. It is extremely rare to find them as the wood only survives if the ground is waterlogged.

### Wooden bowl



People in the late Iron Age made wooden bowls using a lathe or carved them by hand.

Wooden bowls were probably common in the past. Archaeologists, however, do not find them very often because they do not survive in ordinary soil conditions. None have been found in North Devon but there are examples from the waterlogged site at Glastonbury Lake Village in Somerset.



## TIME CAPSULE INFORMATION CARDS

### Shears



It is likely that these shears would have been used in the Iron Age to shear sheep. The fleece would have then been combed and spun to make yarn.

These shears were invented in the late Iron Age. Before that, Iron Age people would have used a sharp knife to shear sheep.

### Bone needle



During the Iron Age, people would have carved animal bones to make useful objects such as this bone needle.

Bone needles were made in different sizes and used for sewing the woven fabric and leather to make clothes and other items.

Bone needles have been found in Britain but none in North Devon. This is due to the acid soil conditions which means animal bone does not survive well.

### Brooch



Brooches would have been worn regularly in the Iron Age as fasteners for cloaks and other items of clothing. This brooch is called a La Tene brooch and is made from Iron. Other brooches were often made from bronze.

Iron Age brooches have been found in excavations in places such as Twin Yeo, near Newton Abbot and from Mount Batten near Plymouth.

## TIME CAPSULE INFORMATION CARDS

### Coins



These are early forms of coins which are called 'staters'. The earliest coins in Britain were made from gold and were imported from France from around 150BC. A bit later coins started to be made in Britain by the local tribes. They were cast in moulds, then struck with a die to make a pattern.

The local Iron Age tribe, the Dumnonii, did not make coins, however, a few coins from other tribes have been found in Devon.

### Glass beads



These beads were made from glass. It is likely that Iron Age people used beads to make necklaces or charms or they were sewn into clothing.

The patterned bead is called Tor Garrow type after the place it was first found in Cornwall.

Beads were also made from colourful stone such as jet, amber and sandstone.

# ARCHAEOLOGISTS EXCAVATING AT CLOVELLY DYKES



*Top left: archaeologists carefully troweling and looking for evidence of the Iron Age in the ground.*



*Top right: a half excavated 'post hole' (a hole in which a wooden post would have stood).*



*Bottom left: an archaeologist recording the archaeological features they have excavated.*



*Bottom right: archaeologists carefully recording everything they have found.*

# ARCHAEOLOGIST'S TOOLBOX INFORMATION CARDS

## Pottery sherd



Archaeologists often find pieces of broken pottery they call sherds. A piece of rim, handle or another distinctive fragment may show what sort of pot the sherd came from. Archaeologists look at the type of clay, the colour, thickness, whether there is a glaze and how it was fired. These can all give clues to work out how old it is.

Iron Age pottery has been found on several sites in North Devon.

## Animal bone



Archaeologists often find pieces of animal bone. The shape and size of the bone can tell you which animal it came from. This means we know what sort of animals people kept and ate in the past. Animal bones and antlers were also used to make things like spindle whorls, combs and needles.

The soils in North Devon are naturally acidic which means the bones decompose completely and do not often survive.

## Iron slag



Archaeologists call these lumps slag. They are evidence that people made iron in the past. To do this they collected iron-rich rocks called ore. They were heated in a pit furnace in the ground. Eventually the metal would separate from the rock. Slag was the by-product of this process, which is called smelting.

A piece of iron slag was found at Tews Lane, near Barnstaple. Evidence for Iron Age iron smelting is not very common.

# ARCHAEOLOGIST'S TOOLBOX INFORMATION CARDS

## Iron object



This object is a corroded lump of iron. We can tell it is made from iron by checking if it responds to a magnet. Archaeologists x-ray objects like this to see inside the corrosion and work out what the object was.

An iron object was found in a late Iron Age enclosure ditch at Tews Lane, near Barnstaple. This was a broken iron rod but archaeologists are not sure what it came from.

## Charred grain and hazelnut shells



These are pieces of burnt grain and hazel nuts. Archaeologists sometimes find grains, seeds and nuts on excavations. These can survive if they have been slightly burnt. They are very small but may be found when soil from archaeological sites is sieved. These 'ecofacts' can tell us about what people grew and ate in the past.

Charred grains were found from the Iron Age at a site in Parracombe.

## Spindle whorl



This object is a spindle whorl made from clay. It was used to spin wool into yarn. It has a hole because it was threaded onto a wooden rod called a spindle. The weight of the whorl helped to keep the spindle rotating, to make yarn. Iron Age spindle whorls were made from other materials too.

Two shale spindle whorls were discovered at Embury Beacon hill fort and a stone example was found near Barnstaple.

# ARCHAEOLOGIST'S TOOLBOX INFORMATION CARDS

## Glass beads



These objects are glass beads. The patterned beads are made from blue and red glass and this type of bead was first found at Garrow Tor in Cornwall. Some beads found by archaeologists in Britain were made by local tribes whilst other types were imported from Europe.

During the Iron Age, glass was mainly used to make beads and it is rare to find any other objects made of glass.

## Coins



These coins were called staters and were used in the late Iron Age.

The Dumnonii, the tribe that lived in North Devon did not make their own coin but coins from other parts of Britain and Europe have occasionally been found in Devon.

# ARTEFACT RECORD

Carefully draw the front and back of the artefact.

What was the artefact made from? Please circle

Pottery   Stone   Metal   Bone   Leather   Other

What colour is the object?

.....

Is there any decoration or distinctive marks on the artefact?  
Please describe

.....

Is the artefact complete or broken?

.....

What was the artefact used for?

.....

What can we learn about the past from this artefact?



*Aerial photograph of Windbury Hillfort*





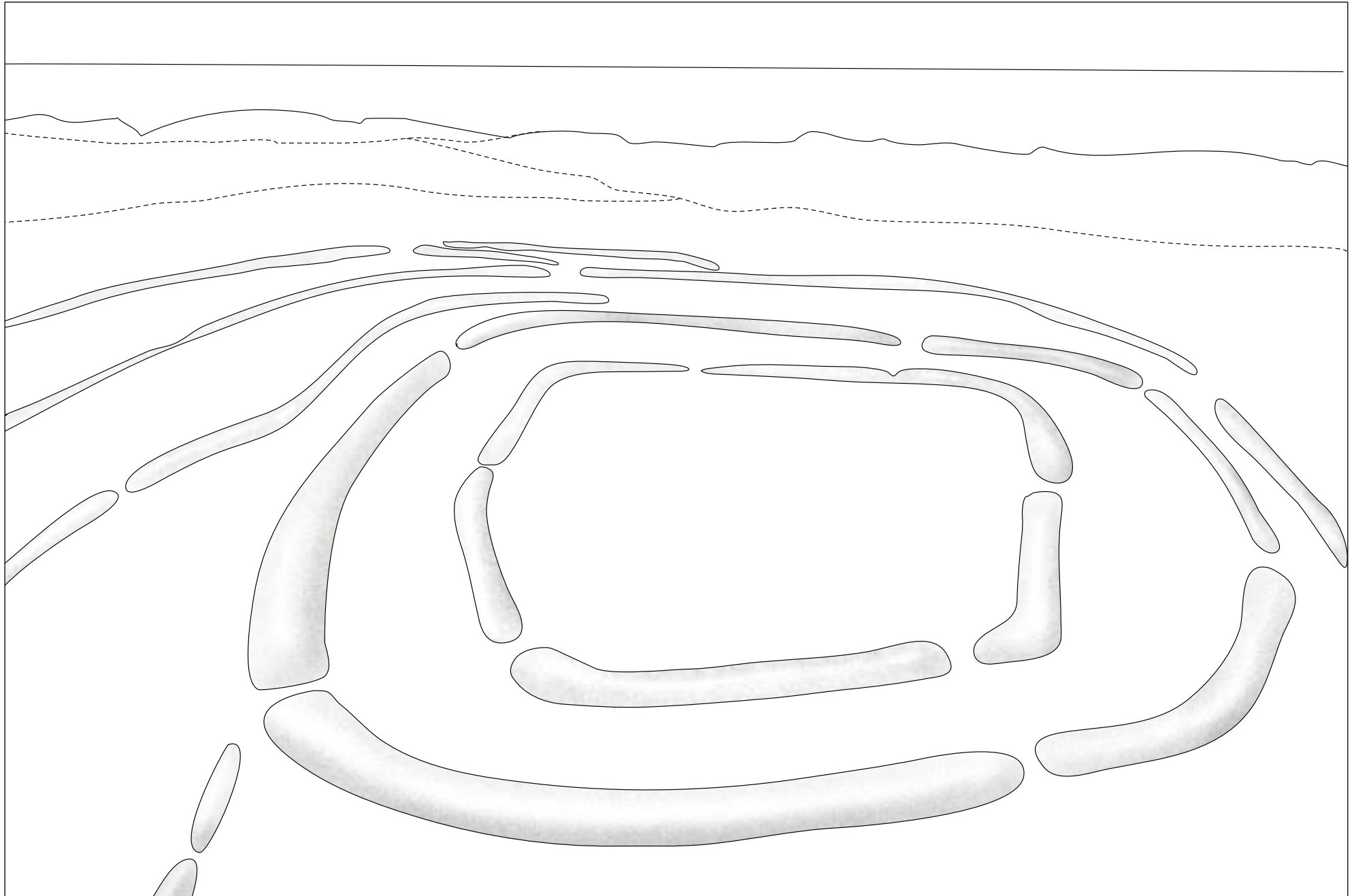
*Aerial photograph of Clovelly Dykes Hillfort*





*Aerial photograph of Hillsborough Promontory fort*



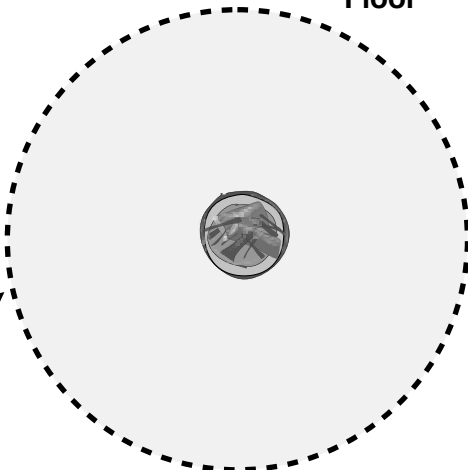


# BUILD AN IRON AGE ROUNDHOUSE

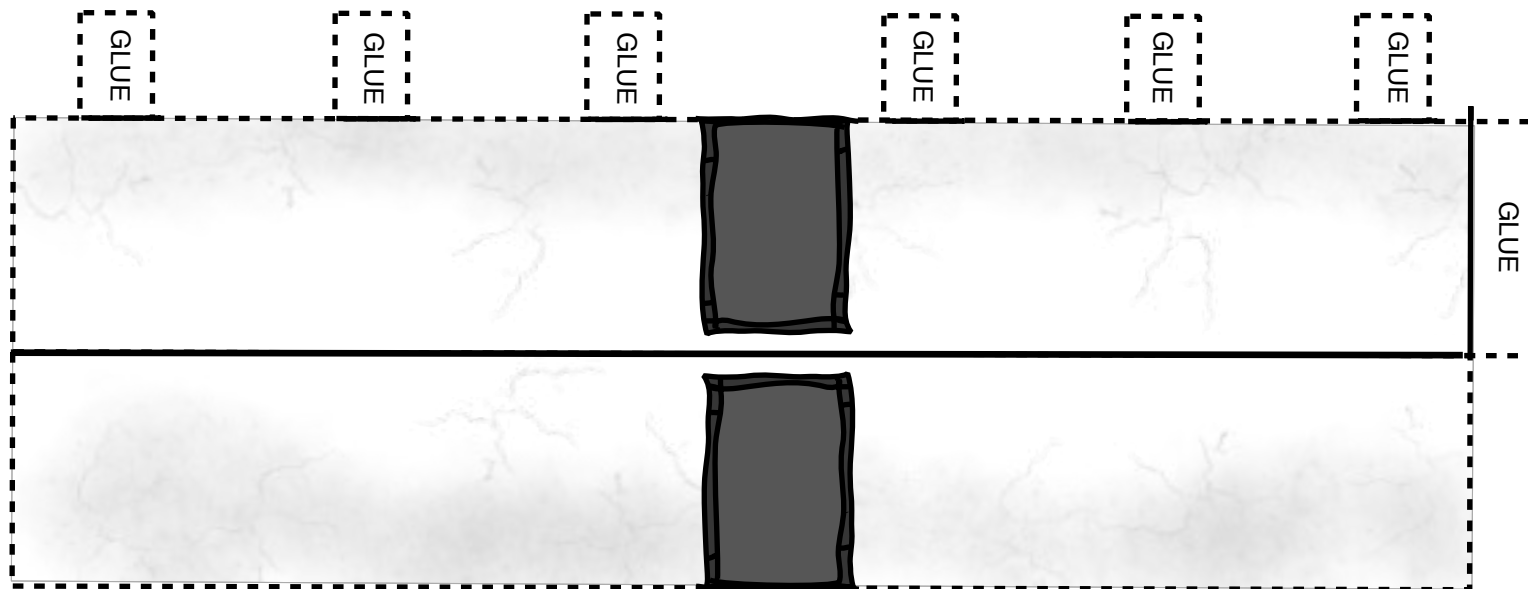
Cut out the dashed lines and fold the solid black lines to make a mini roundhouse.  
 What else could you create to put inside the round house?



Floor

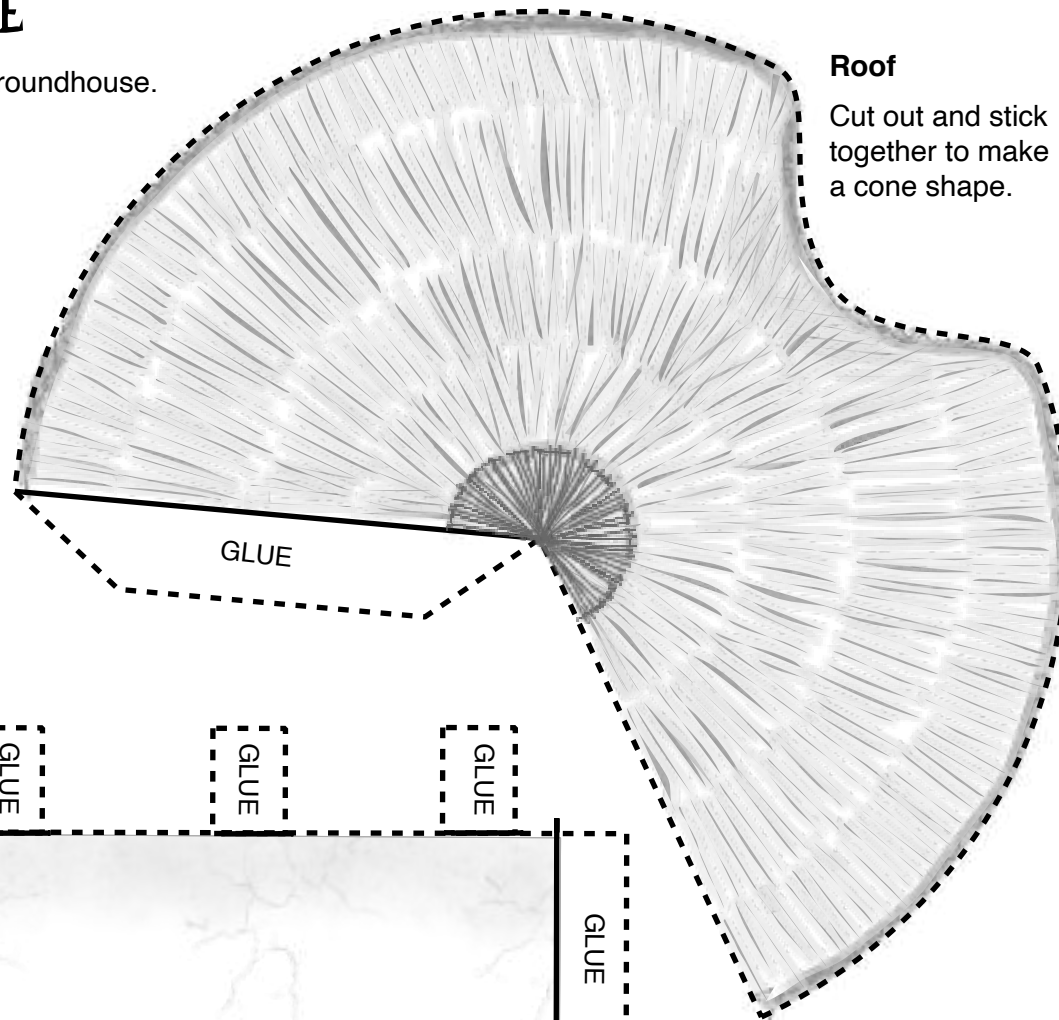


Attach the walls to the floor using the tabs.



Roof

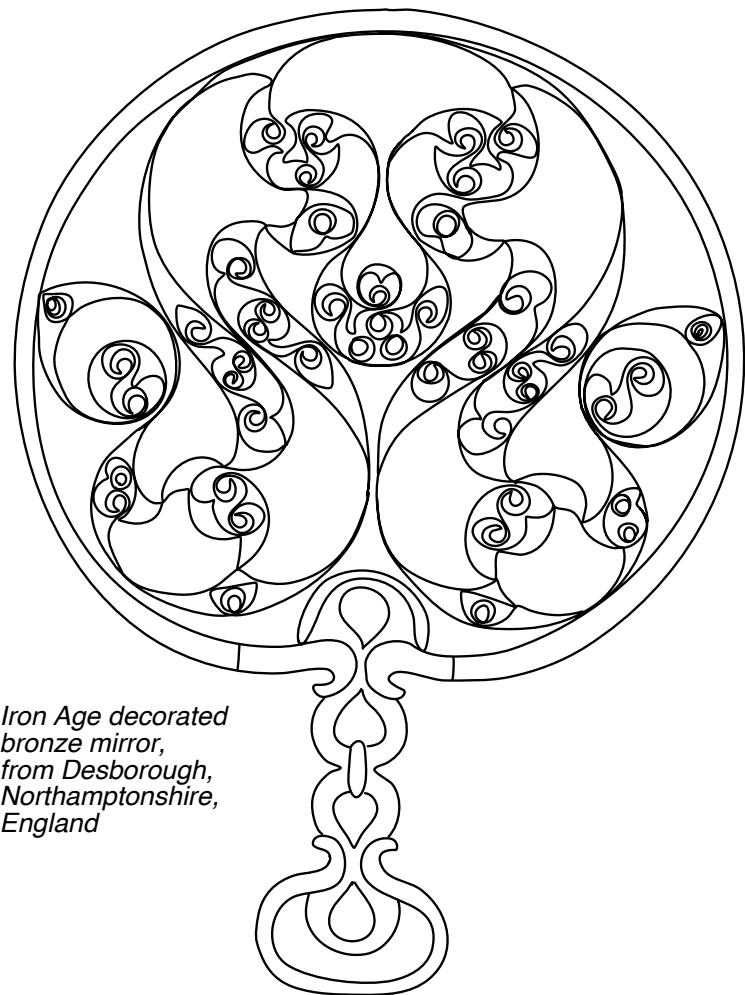
Cut out and stick together to make a cone shape.



Wall

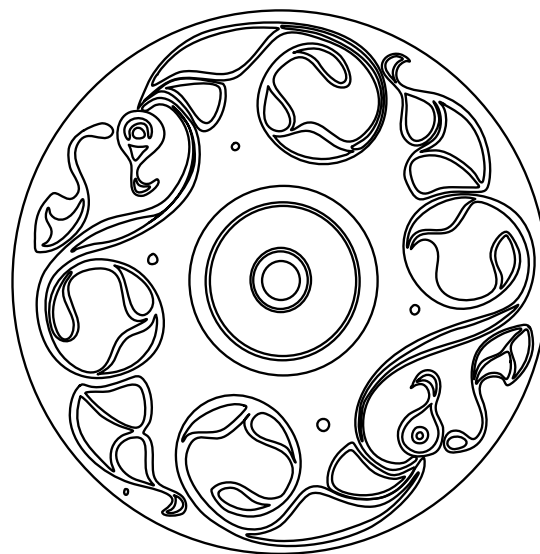
Cut out the wall and fold along the centre black line. Curve paper and stick to make a cylinder.

# DECORATED IRON AGE OBJECTS

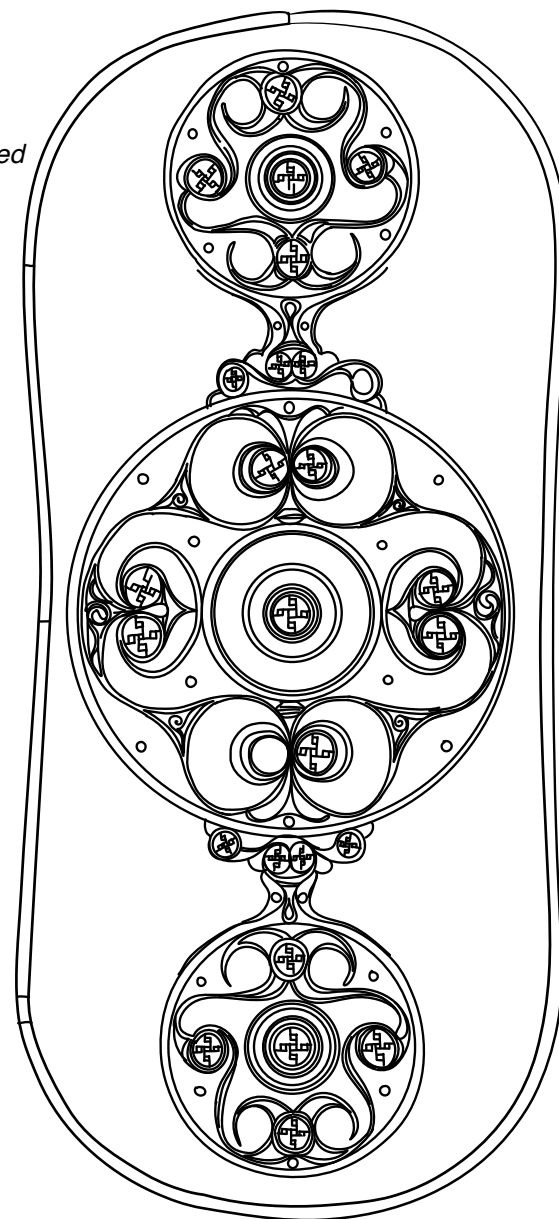


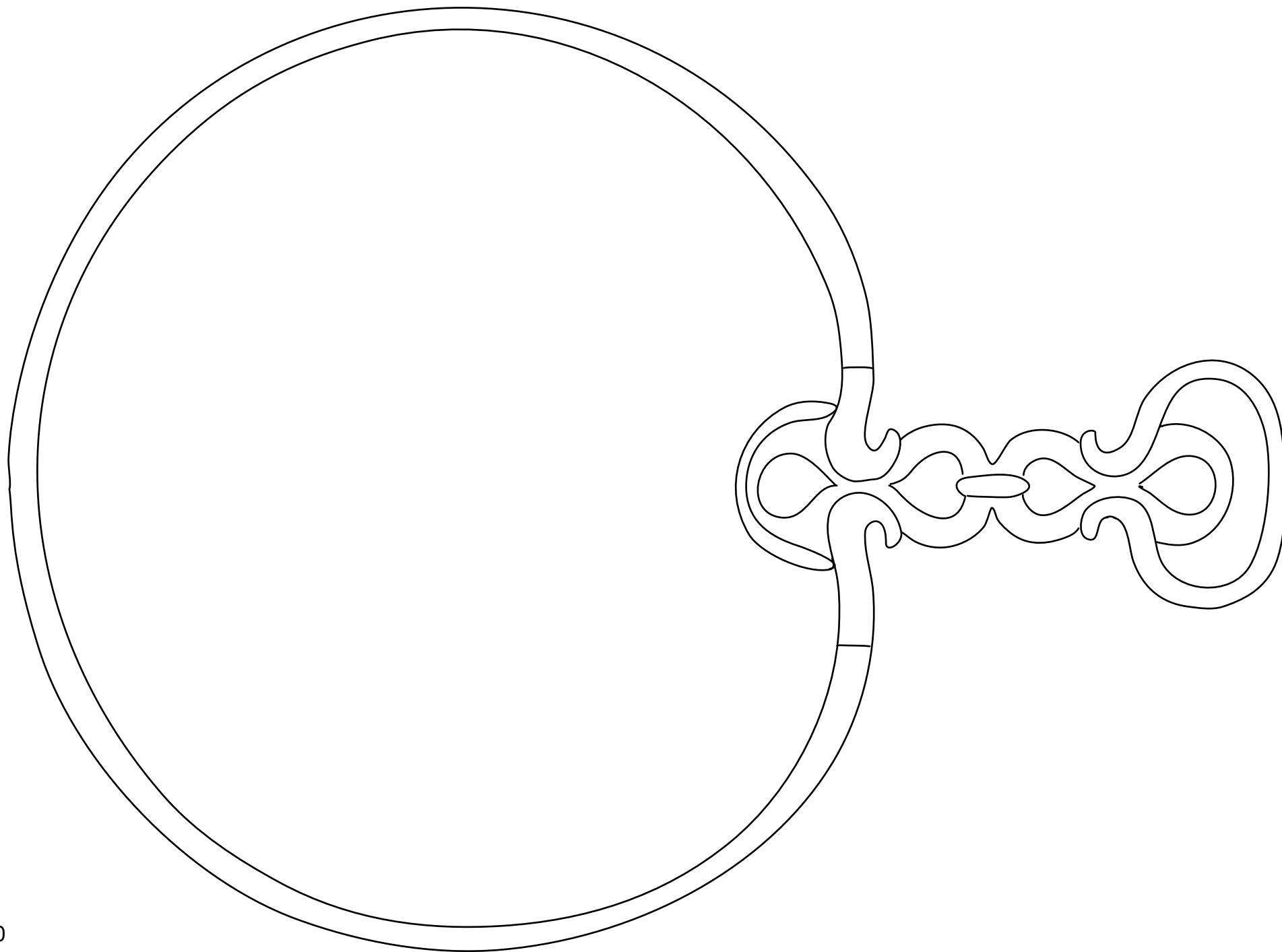
*Iron Age decorated bronze mirror, from Desborough, Northamptonshire, England*

*Battersea Shield  
A decorated Bronze sheet which would have originally covered a wooden shield.*

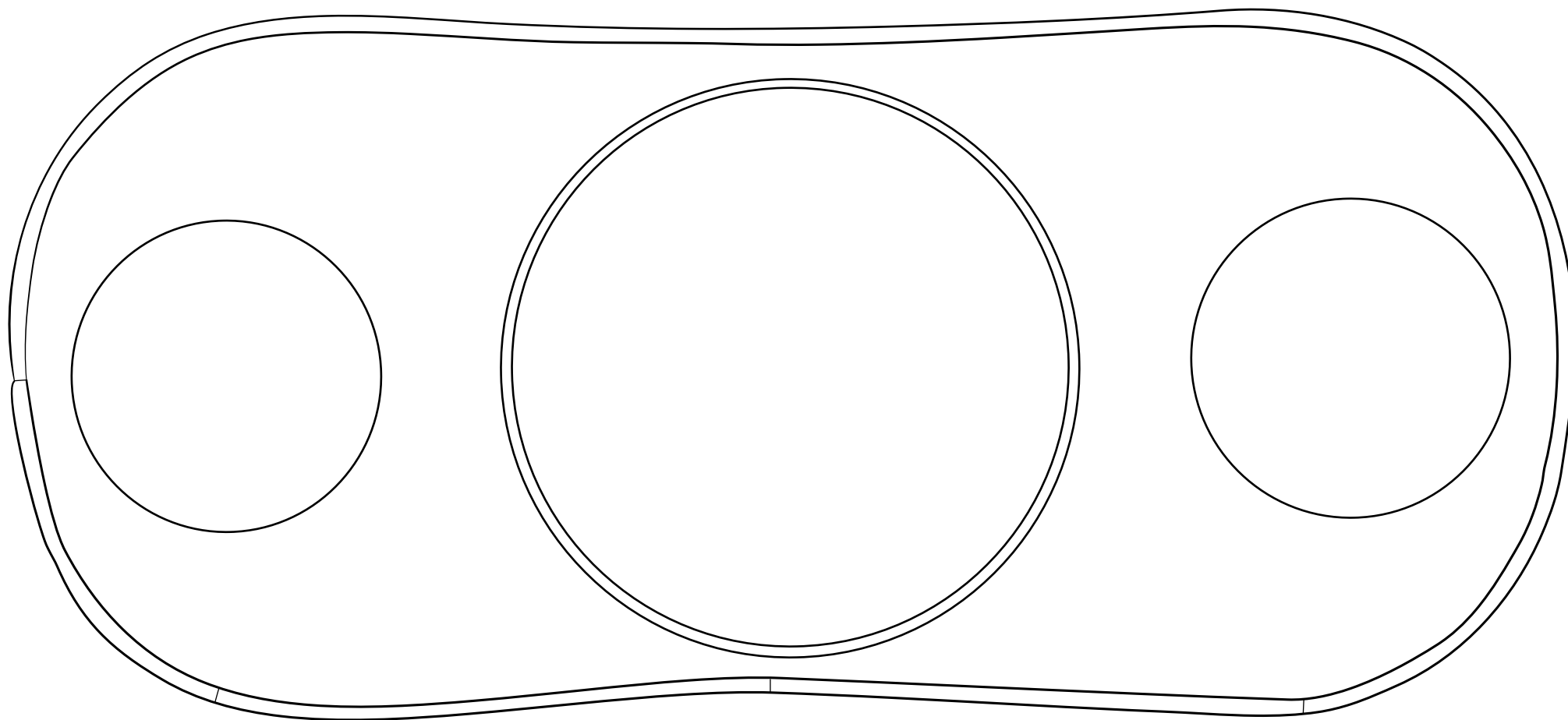


*Wandsworth Shield  
An Iron Age shield boss decorated with two birds and outstretched wings.*









# MAKE AN IRON AGE COIL POT



Archaeologists often find pots made from clay on Iron Age sites. The pots were mainly used for cooking and storing food. They were made by hand using coils of clay and patterns were sometimes scrapped into the sides to decorate the pots.

Recreate an Iron Age pot using air drying clay, water, a pebble for smoothing the sides and a sharp stick.



1. To make the base of the pot, roll a piece of clay the size of a plum into a ball.



2. Using the palm of your hand, press down on the clay to make a circle.



3. For the side of the pot, roll out a long cylindrical 'coil' of clay.



4. Score the base of the pot and the clay coil. Moisten with water.



5. Wrap the clay coil round the edge of the pot base. Score the top of the coil again, moisten with water and add another coil on top.



6. Keep adding clay coils on top of each other, smoothing the edges of the coils together with your thumb as you go.



7. Once the pot is the size you would like, carefully finish smoothing. Leave for an hour (or less depending on how wet the clay is) to become 'leather' dry.



8. Finish smoothing the pot using a pebble. Incise decoration using a pointed stick.

## CREATE WOVEN FABRIC INSPIRED BY THE IRON AGE

During the Iron Age, people would have woven fabric to make their own clothes. Archaeologists very rarely find any Iron Age textiles, but they often excavate the tools that would have been used to weave the fabric, such as loom weights and bone combs.

Have a go at weaving a sample of fabric using cardboard, wool, a lollipop stick, sellotape and scissors.



1. Using any size piece of cardboard, cut out small triangles at regular intervals on opposite sides to make a loom.



2. Loop yarn over the ends of the loom to create the warp thread which runs up and down.



3. Tape down the loose end on the back of the cardboard.



4. Attached an long length of yarn to a lollipop stick using sellotape and weave under and over the warp thread.



5. Continue weaving until the fabric is the size you would like.



6. Cut off the ends of the warp thread to remove the fabric from the loom.



7. Tie the warp threads together to secure the ends.



8. Experiment with colours to create different patterns.



# HILLFORT LOCATION MAPS

NORTH DEVON COAST AREAS OF OUTSTANDING NATURAL BEAUTY



# MAP PACK

## CONTENTS

Map 1: Hillsborough Promontory Hillfort.....	47
Map 2: Windbury Head Hillfort.....	48
Map 3: Embury Beacon.....	49
Map 4: Clovelly Dykes Hillfort.....	50
Map 5: Buck's Mills Earthworks.....	51

Maps produced by the North Devon Coast AONB team.



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# EMBURY BEACON

Grid reference: SS216194  
Nearest postcode: EX39 6HG



19

18

Follow Coast Path N for 1 mile (steep section here)

Parking at Welcombe Mouth

Broadbench Cove

Embury Beach

Embury Beacon

Hillfort entrance

Newthorne Beach

Shag Rock

Knaps Longpeak

Knap head

Chisel Ridge

Foxhold

Chiselridge Beach

The Hermitage

Strawberry Water

Welcombe

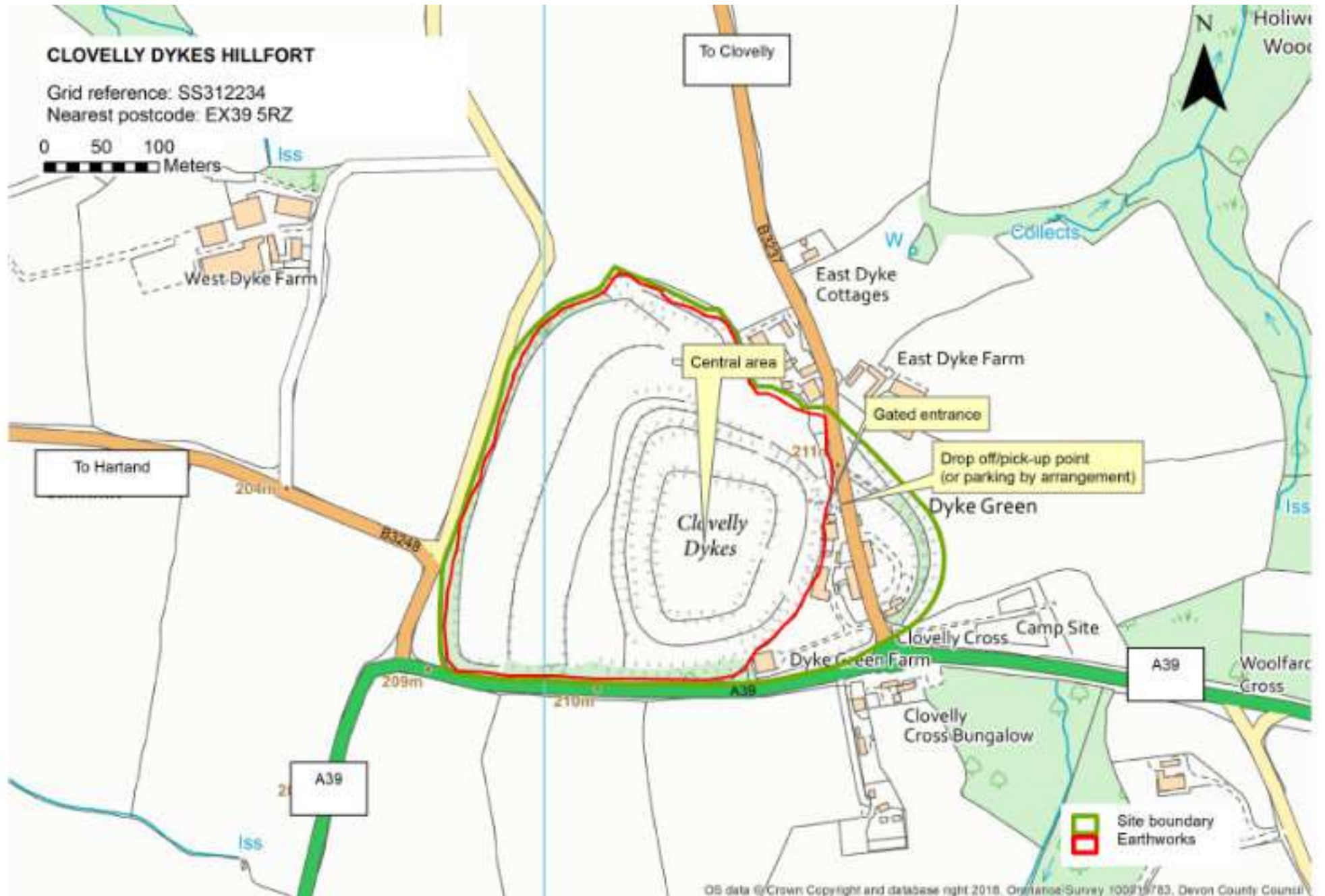
St Nectan's Well

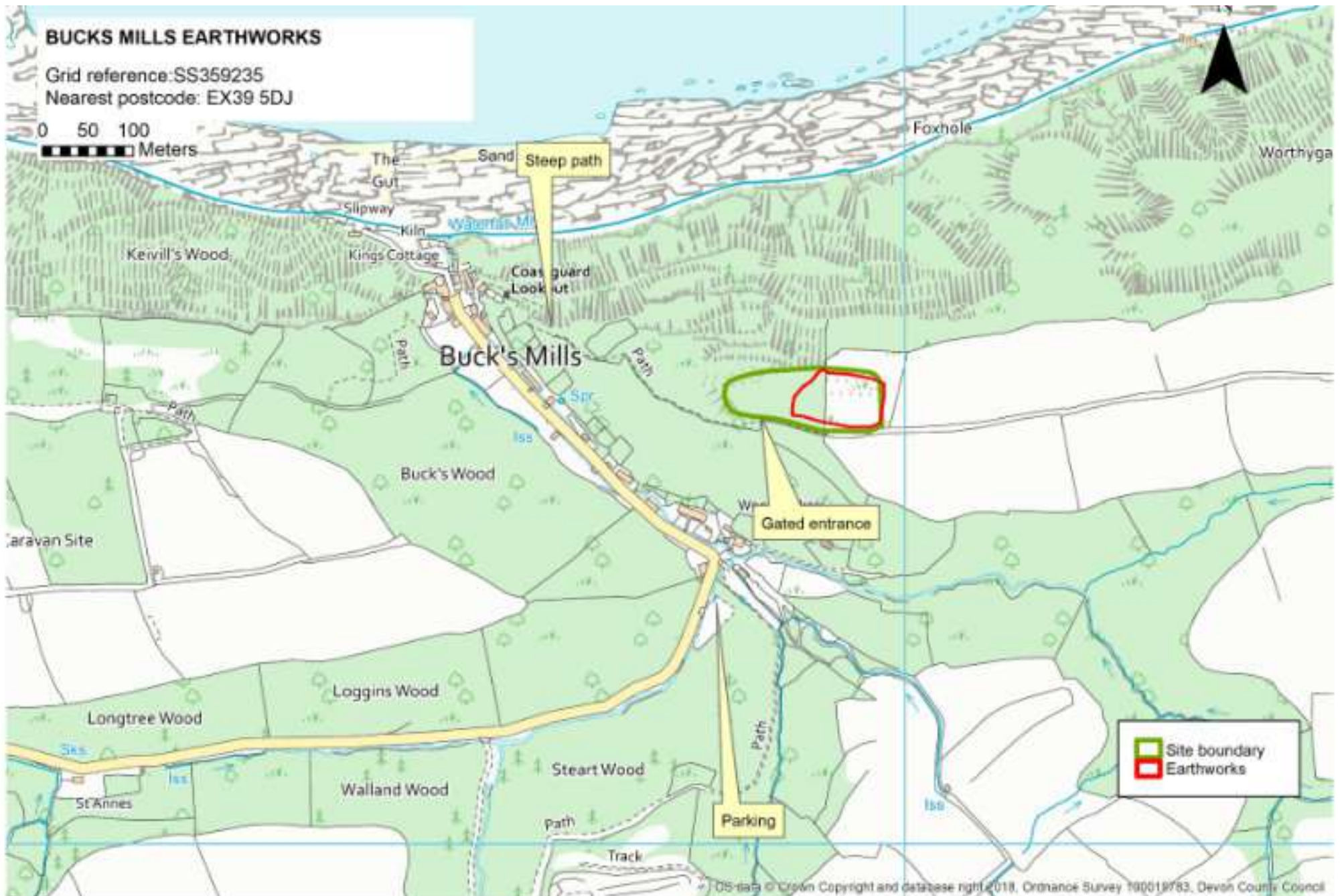
## Legend

- ▲ Caution- cliff edge
- ▭ Site boundary
- ▭ Earthworks

thefc

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May 2020  
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