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# Keystone Heritage

LEARNING RESOURCES



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Education Resources | Class Workshops | Online Workshops | History Films

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## CONTACT US

Telephone: 07746711799 or Telephone: 07549143630

Email: [keystoneheritage.info@gmail.com](mailto:keystoneheritage.info@gmail.com)



[www.keystoneheritage.org.uk](http://www.keystoneheritage.org.uk)

# Keystone Heritage

## ABOUT US

Keystone Heritage's mission is all about championing heritage and bringing history to life both in Wales and the UK. Our workshops, resources and projects inspire people of all ages.

We use artefacts, buildings and real stories to explore and investigate thousands of years of history. We will encourage you to discover and explore the past yourself, becoming history detectives and to have pride and ownership of your own heritage and cynefin.

This portfolio shares some of our digital work and volunteer projects. We have worked with organisations such as Cadw, the Canal and River Trust and the Victoria Museum and Gallery in Liverpool.

We have also created bespoke films and have created and led volunteer projects making films, resources and podcasts.



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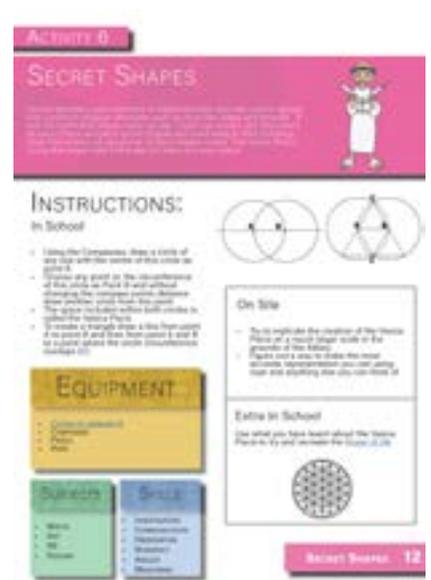
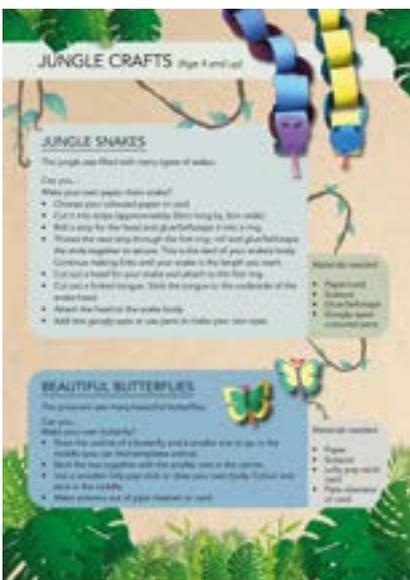
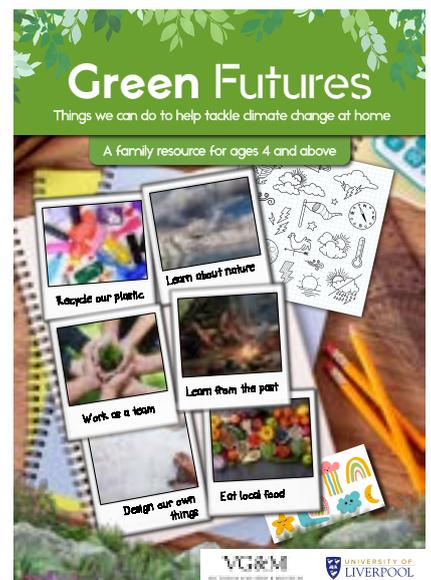
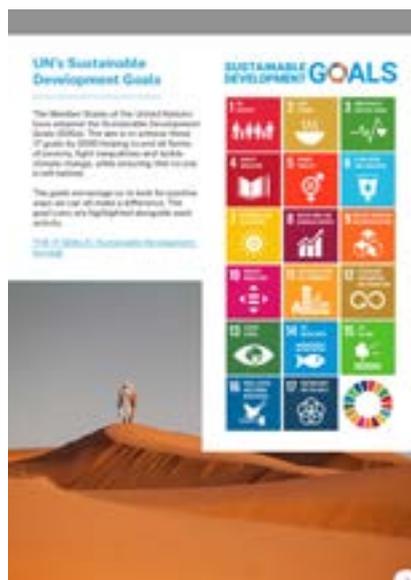
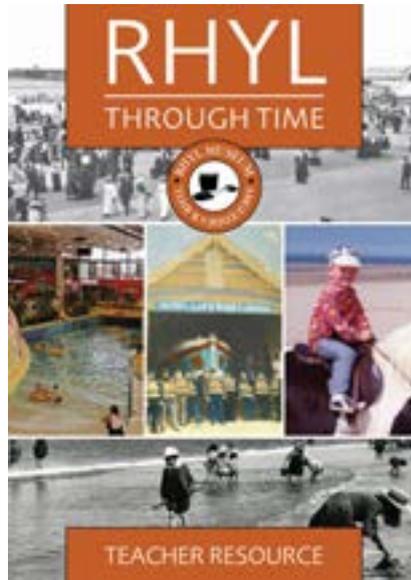
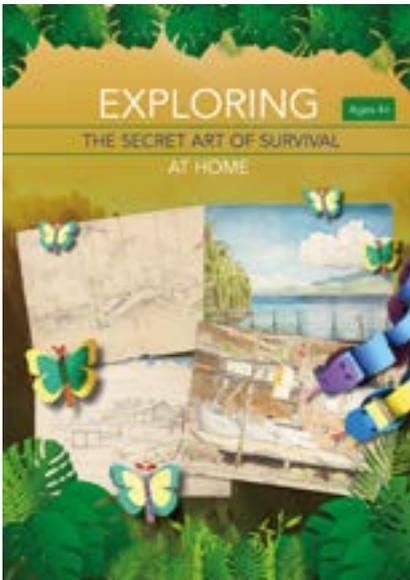
# Keystone Heritage

DESIGN AND CONTENT EXAMPLES



# Keystone Heritage

## RESOURCE EXAMPLES



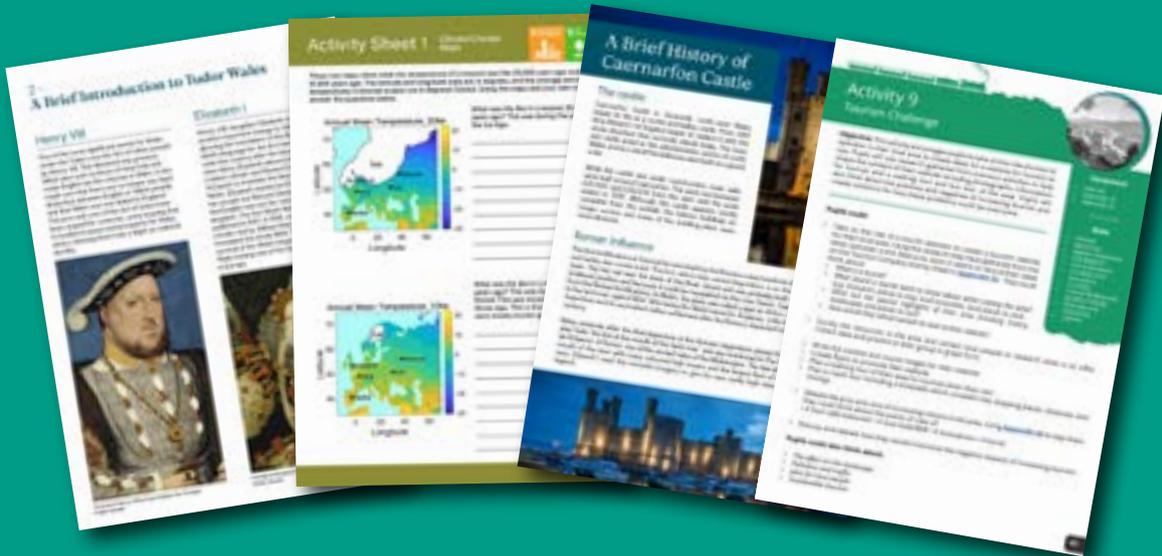




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# Keystone Heritage

RESOURCES FOR TEACHERS



# Resource Examples

RHONDDA CYNON TAF LIBRARY SERVICE: OUR HISTORY, OUR HERITAGE



## Activity 2

### Prehistoric Rhondda Cynon Taf

**Objective:** This activity encourages pupils to investigate prehistoric Rhondda Cynon Taf and the Beaker People. The Beaker folk were thought to be a group of migrants from central Europe who arrived in Britain around 4,400 years ago and brought with them new customs, burial practices and unique pottery. Pupils will present their findings to class and have the opportunity to use artistic skills.

#### Pupils could:

- Investigate the prehistoric links within their local area and wider Rhondda Cynon Taf using the ancient monuments list in [Appendix 3](#) as a starting point.
- Use the research they find to create an individual, group or class PowerPoint, collage or presentation based on what they find most interesting. Pupils could think about:
  - *What are the key points in Rhondda Cynon Taf's prehistory?*
  - *What do they find most interesting?*
  - *How will they agree as a group which are the most important/interesting facts?*
  - *What do they think makes their local area special?*
  - *Was RCT similar to the rest of Wales (or the UK) at that time?*
  - *What else would they like to find out about?*
- Make a clay pot and decorate using images inspired by Beaker People pots using the information and instructions in [Appendix 4](#).
- Build their own Bronze Age miniature burial mound using the instructions in [Appendix 5](#).
- Reflect on the strengths and weaknesses of their approaches to help them develop their investigation and creative skills for future work.

#### Equipment

- Internet
- Books
- A Brief Introduction to RCT
- RCT Timeline
- Appendix 3
- Appendix 4
- Appendix 5
- PowerPoint/collage materials

#### Skills

- Literacy
- Investigation
- Communication
- Digital competence
- Curiosity
- Creativity and innovation
- Critical thinking and problem-solving
- Personal effectiveness
- Planning and organising
- Cynefin

PPf17/005 - Bronze Age Tomb on Pontypridd Common



# Resource Examples

RHONDDA CYNON TAF LIBRARY SERVICE: OUR HISTORY, OUR HERITAGE



## Section 2 Industry Through Time

These activities allow pupils to explore the industry in Rhondda Cynon Taf through time. They encourage pupils to develop their investigation and enquiry skills. They will take on the role of different workers as well as comparing the lives of rich and poor children, many who worked in these industries. The activities will also encourage investigation into being an industrialist and the debate around strikes and their impact on different people. The activities support group work and communication and offer an opportunity to reflect and evaluate their own process, strengths and weaknesses.

### Activity Suggestions

- Activity 4: Jobs Through Time
- Activity 5: Comparing Children’s Lives in Industrial RCT
- Activity 6: Becoming an Industrialist

### Curriculum Links

The activities all help support Progression Steps 1 to 3 within the below Areas of Learning and Statements of What Matters.

Activity	Area of Learning	Statements of What Matters
<ul style="list-style-type: none"><li>• Activity 4: Jobs Through Time</li><li>• Activity 5: Comparing Children’s Lives in Industrial RCT</li><li>• Activity 6: Becoming an Industrialist</li></ul>	Humanities	<p>Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.</p> <p>Events and human experiences are complex, and are perceived, interpreted and represented in different ways.</p> <p>Human societies are complex and diverse, and shaped by human actions and beliefs.</p>

# Resource Examples

RHONDDA CYNON TAF LIBRARY SERVICE: OUR HISTORY, OUR HERITAGE



## Activity 8

### RCT Map and Population Exploration



**Objective:** This activity encourages pupils to compare old and new maps of the area to investigate the changes over time as well as what has stayed the same. Pupils will also be encouraged to investigate the changes in population in RCT through time and the impact this has had on the local area including the Welsh language, jobs, population growth, housing and expansion of businesses.

#### Pupils could:

- Use the old and new maps in [Appendix 28](#) to compare the similarities and differences in some of the areas in Rhondda Cynon Taf.
- Use the National Library of Scotland link (<https://maps.nls.uk/>) to find their own area and compare an old map with a modern map. ([Appendix 29](#) has instructions on how to do this). Pupils could use the table in [Appendix 30](#) to record their findings.
- Use the information in [Appendix 31](#) to investigate the movement in population to RCT and map where people have come from.
- Discuss in groups and record the contributions people have made when moving to the area as well as the impact on the Welsh language, jobs, shops and housing.

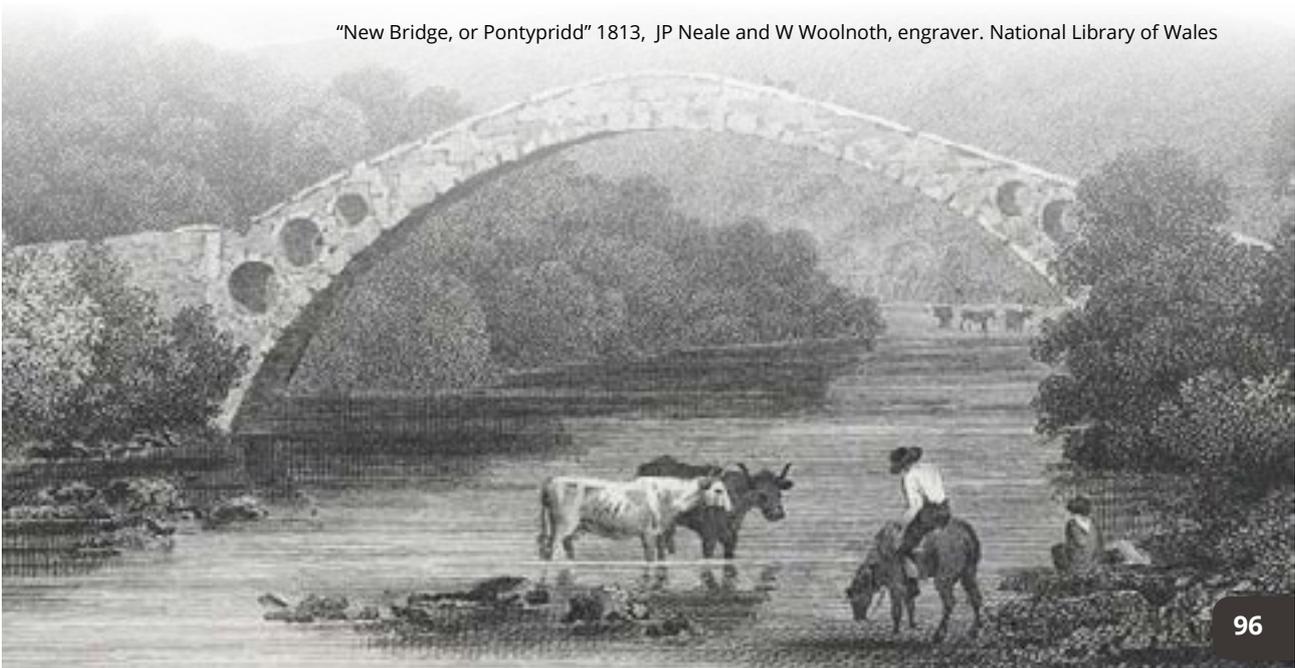
#### Equipment

- Internet
- Books
- Appendix 28
- Appendix 29
- Appendix 30
- Appendix 31

#### Skills

- Literacy
- Numeracy
- Digital competence
- Investigation
- Communication
- Curiosity
- Critical thinking and problem-solving
- Personal effectiveness
- Cynefin

"New Bridge, or Pontypridd" 1813, JP Neale and W Woolnoth, engraver. National Library of Wales



# Resource Examples

RHONDDA CYNON TAF LIBRARY SERVICE: OUR HISTORY, OUR HERITAGE

## Appendix 36

## Heart Rate Experiment Activity Sheet

Your heart is a pump that circulates blood around your body. The heart rate is the number of times your heart beats per minute (bpm). Your heart rate can be measured by taking your pulse, which is the little thump you can feel on your wrist and your neck each time your heart beats as it pushes blood through your arteries.

**Do you think exercise will make your heart beat faster or slower?**

### Equipment Needed

- Pencils • Stopwatches/timers • Suitable clothing and footwear for exercise
- Clipboards • Heart Rate Experiment Activity Sheet



### Instructions

You will need to work with a partner. You are going to measure your heart rate before and after exercise, or your Nos Galan race designed in Activity 10.

- Check you can both find your own pulse - your teacher can help you to do this.
- Measure your resting heart rate by taking your pulse while sitting down. Using the timer, ask your partner to take your pulse for 15 seconds. Multiply the result by 4 to get your heart rate and record it. Now do the same for your partner.
- Now it is time to carry out the race. Set a timer so you know how long you took to finish the race.
- As soon as you finish the race, take your pulse again for 15 seconds with help from your partner. Multiply the result by 4 to get your heart rate and record it on the sheet. Once they have also finished, help your partner to take their pulse and record it.
- Compare the results. Was your heart rate quicker or slower after the race? If you took part in different races that took different amounts of time, compare your heart rates for these races also. What do the results show?

Name	Heart Rate before exercise (beats/minute)	Heart Rate after exercise (beats/minute)	Time taken to complete exercise

From my results I can see:

.....  
.....

I conclude that:

.....  
.....

# Resource Examples

VICTORIA GALLERY & MUSEUM: GREEN FUTURES TEACHING RESOURCE

## Activity 3 Nature Explorers

3 GOOD HEALTH AND WELL-BEING



15 LIFE ON LAND



The University of Liverpool has undertaken research into the types of plants that existed thousands of years ago on the campus at Abercromby Square.

### Ask pupils to:

- Use Activity Sheet 6 to find out more about the research at Abercromby Square and study some of the plants that were in the area (below) during the last 15,000 years.
- Explore their own outside spaces and sketch some of the plants they find.
- Spend time in nature and use some of the ideas in Activity Sheet 7.
- Think about how nature can help towards the 5 ways to wellbeing: take notice, be active, give, keep learning and connect.

Plants growing in Abercromby Square over the past 15,000 years



### Equipment

- Paper
- Pencils
- Colouring pens/pencils
- Activity Sheet 6
- Activity Sheet 7

### Skills

- Reading
- Investigation
- Creativity
- Mindfulness

### Curriculum Links

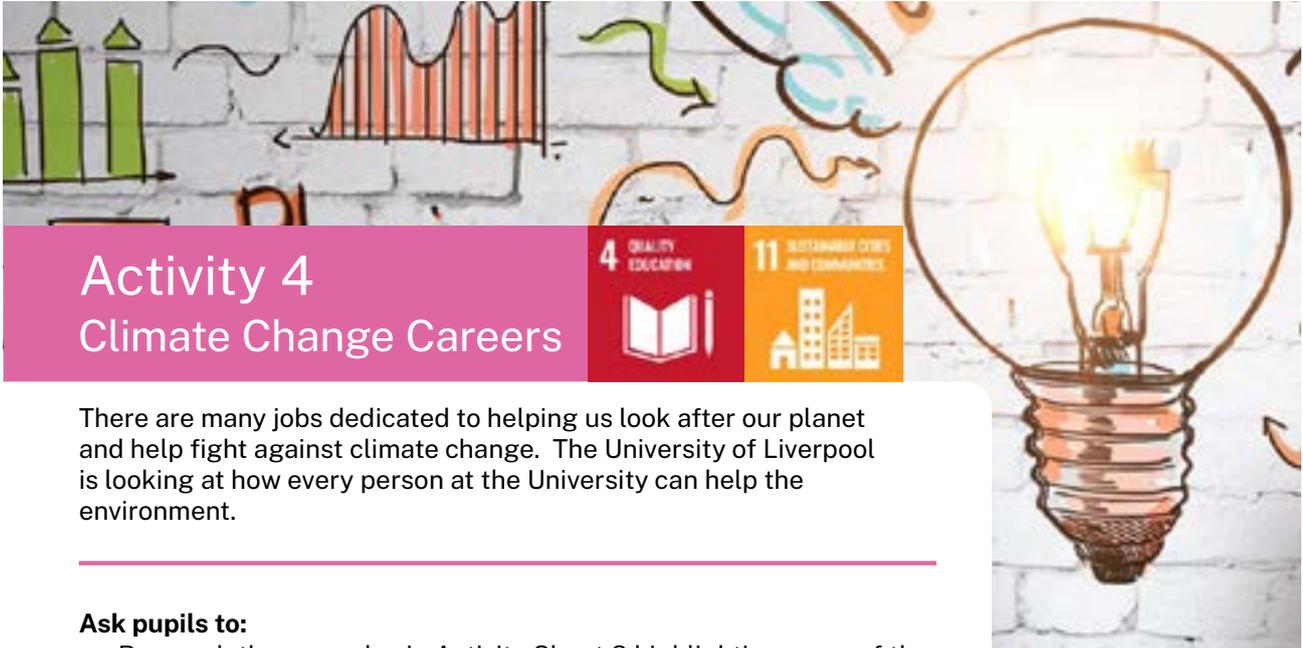
- History
- Science
- Citizenship
- Art and Design

### Online Links

- Derbyshire County Council - [5 ways to wellbeing for young people](#)
- BBC Children in Need - [Wellbeing hub](#)

# Resource Examples

VICTORIA GALLERY & MUSEUM: GREEN FUTURES TEACHING RESOURCE



## Activity 4 Climate Change Careers



There are many jobs dedicated to helping us look after our planet and help fight against climate change. The University of Liverpool is looking at how every person at the University can help the environment.

### Ask pupils to:

- Research the examples in Activity Sheet 8 highlighting some of the different careers.
- Think about different jobs, such as teachers, jobs in their family, and what they could do to help climate change.
- Use their research to create role-play cards and interview each other using Activity Sheet 9.
- Create a list of questions to send to local people and organisations about how their role is helping to look after the planet.

### Equipment

- Paper
- Pencils
- The Internet
- Activity Sheet 8
- Activity Sheet 9

### Skills

- Reading
- Writing
- Investigation
- Oracy
- Performance

### Curriculum Links

- Science
- English
- Citizenship
- Art and Design
- Design and Technology
- PSHE

### Online Links

- [University of Liverpool - Youth, Education and Skills](#)



# Resource Examples

VICTORIA GALLERY & MUSEUM: GREEN FUTURES TEACHING RESOURCE

## Activity Sheet 7 Mindfulness Activities



### Balloon Breathing



#### Step 1:

Place your hands on your belly. Breathe in slowly through your nose to fill your lungs all the way to the top. As you do, feel your belly, abdomen and chest expanding out like a big balloon.

#### Step 2:

Now breathe out slowly through your mouth and blow all the air back out of your lungs. Let your belly sink down flat, as if deflating like an imaginary balloon.

Repeat the whole exercise 5 times.

### Watch the Clouds

Sit or lie down on the ground. Breathe in and out as you watch the clouds move through the sky. What shape are the clouds? Do they look like anything else?

### Leaf Tracing

Pick a leaf. Trace the outline of the leaf with your eyes as slowly as you can. Move from one edge of the leaf, all the way around and back to where you started. This exercise is an excellent way to slow down your thoughts.

### Hug a Tree



Find a tree you would like to hug. Carefully lean your head against the trunk and wrap your arms around the tree. Is it moving with the wind? Is it making any sounds? What does it smell like?

### Notice your Senses

Take a moment and use your senses to explore the world around you. When you are done, write or draw the things that you could smell, hear, see and feel.



VISION



TOUCH



HEARING



SMELL



# Resource Examples

VICTORIA GALLERY & MUSEUM: GREEN FUTURES TEACHING RESOURCE

## Activity Sheet 8

Role Descriptions



### Recycling Operative

They work in a recycling plant managing and processing recyclable materials. They sort and separate recyclable materials and dispose of non-recyclable waste. They have to work as a team and be physically fit to lift materials. They have to be organised and know about health and safety. They help create a more sustainable environment by recycling materials rather than creating more waste. Using recycled materials means that less energy is used to create new materials which helps fight climate change.



### Sustainable Transport Planner

They create improvements to transport that have less environmental impact and are less wasteful. They create ideas for cycling, walking and air quality projects. They use their skills to help plan and design public spaces, road systems and buildings around greener types of transport. They have to be a good planner and understand planning law. Improving air quality by reducing petrol cars on the roads helps fight climate change.



### Wind Farm Control Engineer

They work on an offshore windfarm and look after the electricity production. They communicate with workers from the national electricity system, the National Grid. They can switch the wind farms on and off depending on when more or less electricity is needed from the wind farm. They also work in a control room and look after a computer system that controls the wind turbines. They work out at sea for days at a time. They have to know about electrical systems and know about how the National Grid works. Wind turbines are a renewable source of energy and so the Wind Farm Control Engineer helps to reduce the impact energy production has on climate change.



### Urban Garden Project Officer

They help to run garden projects for local people to grow vegetables and help the area be more self-sufficient. They run educational workshops about growing food and events such as craft making to bring local people together and help improve people's health and wellbeing. They promote ideas like composting food waste to make gas. Green spaces in towns and cities help reduce air pollution and improve the health of local people. As well as growing vegetables, spending time in gardens is good for people's health, which is also good for the environment and battling climate change.



# Resource Examples

CADW: TUDOR RESOURCE

## 4– Tudor Medicine

### Activity 3: Tudor Medicine Investigators



Courtesy of Norton Priory

#### Objective:

This activity encourages pupils to use their enquiry and investigation skills to find out more about medicine in the Tudor period. This includes researching the types of people the Tudors could visit and the importance of plants and herbs used in healing people.

#### Pupils could:

- Research Tudor medicine and the different options Tudor people had if they were sick, using Appendix 4 as a starting point. These would have included the physician, the apothecary, the barber surgeon, the wise woman and the plague doctor.
- Research the different types of cures from the Tudor period, list as many as they can find and if they think they worked. How are these similar and different to today?
- Create role-play cards based on these people and interview each other using Appendix 5.
- Research the different types of plants people might have used when treating illnesses and what they were used for using Appendix 6 as a starting point.

#### Skills

- Investigation
- Reading
- Writing
- Communication
- Oracy
- Digital Competence
- Creativity and Innovation

#### Equipment

- The Internet
- Pencils
- Colouring pencils/pens
- Appendix 4
- Appendix 5
- Appendix 6

#### Areas of Learning

- Humanities
- Language, Literacy and Communication
- Expressive Arts



The Tudors In Wales 12

# Resource Examples

CADW: TUDOR RESOURCE

## Appendix 4 Tudor Medicine

### Tudor Medicine

Medicine had not advanced very much by the Tudor period and most people relied on herbal medicines to heal them. If you were poor you could only afford to visit your local wise woman in the village. Herbs such as lavender and marjoram were recommended to treat a headache, chamomile to help ease a stomach ache, and feverfew to help with colds and high-temperatures. Most Tudor women would know how to make 'simples', herbal remedies.

The Tudors believed in the ancient Greek theory of the four humours, which was based on the four elements of fire, earth, water and air. These corresponded with elements or "humours" in the body; blood, black bile, phlegm and yellow bile. If one of these was out of balance then it meant that the person had too much or too little of that humour and they would become ill. Bleeding was a common treatment if it was believed that the patient had too much blood.

There were different medical services on offer although there was no National Health Service so who you visited depended on how much money you had. If you were rich you would have a Tudor physician visit you, however what your treatment was could depend on what star sign you were and the colour of your urine.

The Tudor world was rife with plague and contagious diseases such as dysentery and influenza. The most feared was the sweating sickness, a mysterious illness that could kill within 24 hours. Tudor people believed the plague was spread by bad smells and so strong smelling flowers were carried around as a way to ward off the illness. Plague doctors stuffed herbs into their plague masks to protect them.

Medicine did start to advance in the Tudor period with anatomists producing accurate diagrams of the muscles and books were written about children's medicine and the circulation of blood.

As most of those treating illnesses relied in some way on herbs, what was planted in the garden was important and was seen as a Tudor person's medicine chest. Those who lived in a town would visit an apothecary for their herbs but those lucky enough to have space for a garden would plant specific herbs they knew would help them if they were sick.



Copper engraving of a plague doctor  
Public Domain

# Resource Examples

CADW: TUDOR RESOURCE

## Appendix 6 Examples of Plants for Healing

- **Feverfew** - 'Fever chaser' cures headaches, vertigo, catarrh and melancholy.
- **Woundwort** - Dries up cuts. Made into poultices with grease and applied to open wounds.
- **Ground Ivy** - Heals sore eyes, ulcers and stomach pains.
- **Rosemary** - Helps sore throats, bad breath, bad dreams, bad memory and anxiety.
- **Meadowsweet** - Cures malaria and fevers.
- **Comfrey** - Used for bruises, wounds, settling diarrhoea and knitting broken bones.
- **Dandelion** - Helping with bladder infections.
- **Borage** - Helps as a herbal treatment of skin disorders.
- **Fennel** - Used as an antidote to poisonous mushrooms and the bites of mad dogs and snakes, for lung and stomach disorders, jaundice and gout.
- **Yarrow** - Used for treating injured soldiers. Generally used to stop bleeding.



Feverfew



Borage



Yarrow

# Resource Examples

CADW: CYNEFIN RESOURCE

4

## Activity 6: Mining Research



### Objective:

This activity encourages pupils to use the skills they have developed in section 1 to research, investigate, ask questions and compare changes through time linked to the history of mining. Pupils will be encouraged to focus on their local area as well as wider Wales. They will explore the lives of children and their role within mining history. They will also think about the positives and negatives of mining and discuss its impact today.

### Pupils could:

- Use the skills they have learnt in Section 1 to investigate the history of mining in their area and Wales. They could use the information in the brief history section and the map to help them. The class could be split into groups (Iron Age and Roman miners, medieval miners, 18th and 19th century miners, miners today). They could investigate the different types of resources that were being mined.
- Use the images of miners through time in Appendix 11 and their research to create a display or collage about their chosen time period/s and highlight how mining has changed over time.
- Use Appendix 12 to investigate mines in their local area and fill in the table. They could use the National Library of Scotland maps link to compare their own area today with the past.
- Use their research to create an individual, group or class PowerPoint, collage or presentation based on what they have found most interesting.
- Take part in a discussion: What impact did the invention of mining have on Wales? What were the pros and cons?

### Pupils could think about:

- *Landscape and habitat changes*
- *Health and wellbeing of the population*
- *Impact today on the climate*

- Links:
  - [National Library of Scotland Maps](#)

### Skills

- Investigation
- Literacy
- Communication
- Oracy
- Curiosity
- Creativity and Innovation
- Critical Thinking and Problem-Solving
- Personal Effectiveness
- Planning and Organising
- Digital Competence

### Equipment

- Brief history of Mining
- Map of mines
- Appendix 11
- Appendix 12
- Scottish Library Map Instructions

### Areas of Learning

- Humanities
- Language, Literacy and Communication

# Resource Examples

CADW: CYNEFIN RESOURCE

## Appendix 5 Farmers Through Time



Hunter Gatherer

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Stone Age Farmer

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Iron Age Farmer

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# Resource Examples

## RHYL MUSEUM: RHYL WALKING TOUR

### 2. VICTORIAN PIER

- Turn left down the Parade and walk past the White Rose Shopping Centre and cross the road at the traffic lights.
- There are two sets of traffic lights and a bus lane.
- Walk past the Seaquarium and head down to the sea front.
  - Look out at the sea.



#### PIER FACT

The Pier was built in 1867 and bands would perform there. Steamers would land at the Pier to take people to Liverpool. The Grand Pavilion, designed for music and entertainment shows, was built at the entrance to the Pier in 1891 but burnt down ten years later. The Pier was demolished in 1972.



#### Show A3 Posters:

- Pictures of the Pier and Victorian Rhyl (2 and 3)
- Picture of Pier entertainment playbills (4)

#### Ask the children:

- To imagine the Pier
- What kind of entertainment might be on the Pier?
- To re-enact some of the types of entertainment shown on the playbills (4)

5



The Pier during the Victorian Era



Playbills from The Grand Pavilion

6

### 3. VICTORIAN LIFEBOAT

- Walk up the walkway behind you (with the red railings)
- Climb the stairs and stand on the viewing platform
  - From here you can view the lifeboat station
- If you have time you can walk down to the lifeboat station this takes you near to the sea when the tide is in



#### LIFEBOAT FACT

Rhyl's first lifeboat was established in 1852 by the Shipwrecked Fishermen and Mariners' Society. The R.N.L.I. took over in 1854 and as tourism increased a second lifeboat station was established in 1878. This station operated until 1899 and two years after a new main boathouse was built. The "Caroline Richardson" lifeboat, 1897-1939 was the 3rd in Rhyl and last of the tubular lifeboats (known as the "banana boat"). The boat had great stability, but meant the crew was easily soaked.



#### Show A3 Poster:

- Picture of Victorian lifeboat (5)

#### Ask the children:

- Why is it important to have lifeboats?

Rhyl  
Lifeboats

Contact: 01745 344040

7



The Rhyl lifeboat station in Victorian times



Launching the Lifeboat

8



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# Keystone Heritage

## RESOURCES FOR FAMILIES



# Resource Examples

VICTORIA GALLERY & MUSEUM: GREEN FUTURES FAMILY RESOURCE

## Climate Change Careers

### Careers

With it being more and more important to look after the planet there are lots of jobs dedicated to doing this. However, we can all make a difference...even in a small way.

### Can you...

- Think about ways you can help save energy in your house? You could make someone in your family responsible for turning the lights off or making sure windows and doors are closed in the winter to save heat.
- Look at what you can 'reduce, reuse and recycle' in your home? You could make recycled art work out of the materials, reuse something you are about to throw away or help to sort the recycling materials for bin day!
- Think about where you could walk or cycle instead of going in the car?
- Create posters inspired by your new climate change jobs?



**Biodiversity Officer**



**Marine Protected Area Officer**



**Recycling Operative**



**Sustainable Transport Planner**



**Sustainability Officer**



**University Researcher**

### Materials Needed

- Paper
- Colouring pens

### Fact

We can all make small differences in our every day lives but for some their whole job is based around tackling climate change. Researchers at the University of Liverpool are developing new ideas all the time from solar panelled toilets to investigating our landscapes to battling pollution in cities.



# Resource Examples

VICTORIA GALLERY & MUSEUM: GREEN FUTURES FAMILY RESOURCE

## Mindfulness

### Being Outside

Spending time outside and in nature is very important to our well-being and health.

#### Can you...

- Sit or lie down on the ground and watch the clouds? Breathe in and out as you watch the clouds move through the sky. What shape are the clouds? Do they look like anything else?
- Pick a leaf and trace its outline with your eyes as slowly as you can? Move from one edge of the leaf, all the way around and back to where you started. This exercise is an excellent way to slow down your thoughts.
- Find a tree you would like to hug? Carefully lean your head against the trunk and wrap your arms around the tree. Is it moving with the wind? Is it making any sounds? What does it smell like?
- Take a moment and use your senses to explore the world around you? When you are done, write or draw the things that you could smell, hear, see and feel.
  - What could you smell?
  - What could you hear?
  - What could you see?
  - What could you feel?

### Materials Needed

- Paper
- Pencils

#### Fact



Spending time in nature helps reduce stress, makes us happier and is good for our mental health. It also helps us appreciate all the amazing plants, insects and animals that help make our world special and allows us to connect with nature.

# Resource Examples

VICTORIA GALLERY & MUSEUM: GREEN FUTURES FAMILY RESOURCE

## Exploring The Stone Age

### Cave Art

As new animals appeared and others disappeared due to the temperature rise, humans adapted stone tools to use for hunting and cutting up different animals to eat. In the Stone Age people created art by painting on cave walls. They drew the animals they hunted.

### Can you...

Make your own cave art? You can even crumple up paper to make it look like the bumps on a cave wall.



### Materials Needed

- Coloured sugar paper or brown paper
- Crayons or chalk
- Pictures of cave art to inspire you



### Fact

Stone Age people used natural materials to create their art. They would use charcoal from burnt wood and red ochre from clay.

# Resource Examples

VICTORIA GALLERY & MUSEUM: GREEN FUTURES FAMILY RESOURCE

## Nature Explorers

### Biodiversity Bug Hunts

Biodiversity is the variety of plant and animal life in the world which work together to maintain balance and support life. We rely on biodiversity for food, energy, medicine, fresh water, pest control, breaking down waste and many other things. Without biodiversity, the planet would not have what it needs to survive.

The main reasons for biodiversity loss are changes in land and sea use; pollution; species over-exploitation such as over-fishing; invasive species arriving due to temperature rises; and climate change.

#### Can you...

- Go into your garden or into a green space and count the number of different plants, insects and animals that you can see?
- Draw a plant, insect or animal? *What does it look like? What colour is it? How does it help our environment?*
- Think about what you could do to help biodiversity? You could plant a seed, plant a flower which bees like or put out seeds for birds.

#### Materials Needed

- Paper
- Pencils
- Colouring pens
- Seeds/plants - *optional*

#### Fact

Research into Abercromby Square on the University of Liverpool campus has shown how the landscape has changed over time. The temperature changed and over thousands of years it has been covered in ice, covered in forests with different types of trees and it was a large lake with lots of different aquatic plants.



# Resource Examples

BUCKLEY MUSEUM: BUCKLEY FAMILY RESOURCE

## BUCKLEY MUSEUM MYSTERY OBJECTS

Buckley Museum tells the story of Buckley focusing on its important pottery and brick industries and the people they employed. The museum has a wide variety of pottery on display from the Bronze Age through to today, in varying shapes and sizes.

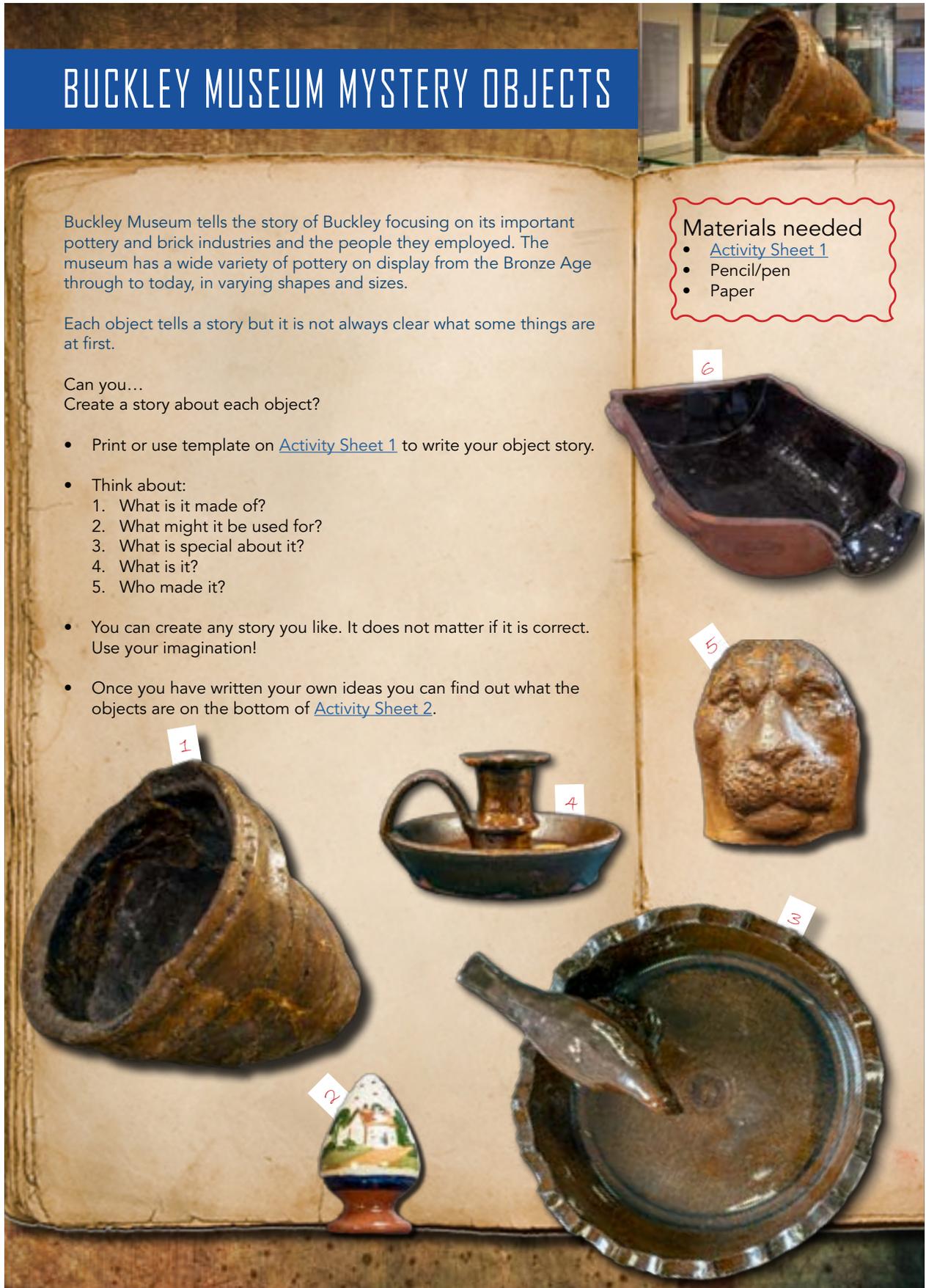
Each object tells a story but it is not always clear what some things are at first.

Can you...  
Create a story about each object?

- Print or use template on [Activity Sheet 1](#) to write your object story.
- Think about:
  1. What is it made of?
  2. What might it be used for?
  3. What is special about it?
  4. What is it?
  5. Who made it?
- You can create any story you like. It does not matter if it is correct. Use your imagination!
- Once you have written your own ideas you can find out what the objects are on the bottom of [Activity Sheet 2](#).

### Materials needed

- [Activity Sheet 1](#)
- Pencil/pen
- Paper



# Resource Examples

MOLD MUSEUM: MOLD FAMILY RESOURCE

## HISTORIC HORSE AND CART

In the Victorian times people travelled by horse and cart. Goods sold in shops were also transported via a horse and cart. You would see a mixture of these going up and down Mold High Street.

Can you...  
Make your own horse and cart?

- Print out [Activity Sheet 9](#).
- Cut out (if you have printed on paper use as templates, draw round the shapes onto card and cut out).
- Decorate your horse and cart.
- Glue your two horse bodies together leaving the legs (This helps your horse stand).
- Fold your cart along the lines including the tabs.
- Glue the tabs and fit the bottom of the cart onto them.
- Stick on the four wheels.
- Attach the two reins from the front of the horse to the cart.

### Materials needed

- [Activity Sheet 9](#)
- Pencil
- Coloured pencils /pencils
- Scissors
- Glue



Fold your cart along the lines including the tabs.

Glue the tabs and fit the bottom of the cart onto them



Ray Davies Collection, David Rowe



Ray Davies Collection, David Rowe

# Family Home Craft Example

VICTORIA GALLERY & MUSEUM: FEPOW FAMILY RESOURCE

## JUNGLE CRAFTS (Age 4 and up)

### JUNGLE SNAKES

The jungle was filled with many types of snakes.

Can you...

Make your own paper chain snake?

- Choose your coloured paper or card.
- Cut it into strips (approximately 20cm long by 3cm wide).
- Roll a strip for the head and glue/Sellotape it into a ring.
- Thread the next strip through the first ring, roll and glue/Sellotape the ends together to secure. This is the start of your snake's body. Continue making links until your snake is the length you want.
- Cut out a head for your snake and attach to the first ring.
- Cut out a forked tongue. Stick the tongue to the underside of the snake head.
- Attach the head to the snake body.
- Add two googly eyes or use pens to make your own eyes.

#### Materials needed

- Paper/card
- Scissors
- Glue/Sellotape
- Googly eyes/coloured pens

### BEAUTIFUL BUTTERFLIES

The prisoners saw many beautiful butterflies.

Can you...

Make your own butterfly?

- Draw the outline of a butterfly and a smaller one to go in the middle (you can find templates online).
- Stick the two together with the smaller one in the centre.
- Use a wooden lolly pop stick or draw your own body. Colour and stick in the middle.
- Make antenna out of pipe cleaners or card.

#### Materials needed

- Paper
- Scissors
- Lolly pop stick/card
- Pipe cleaners/or card

# Board Game Examples

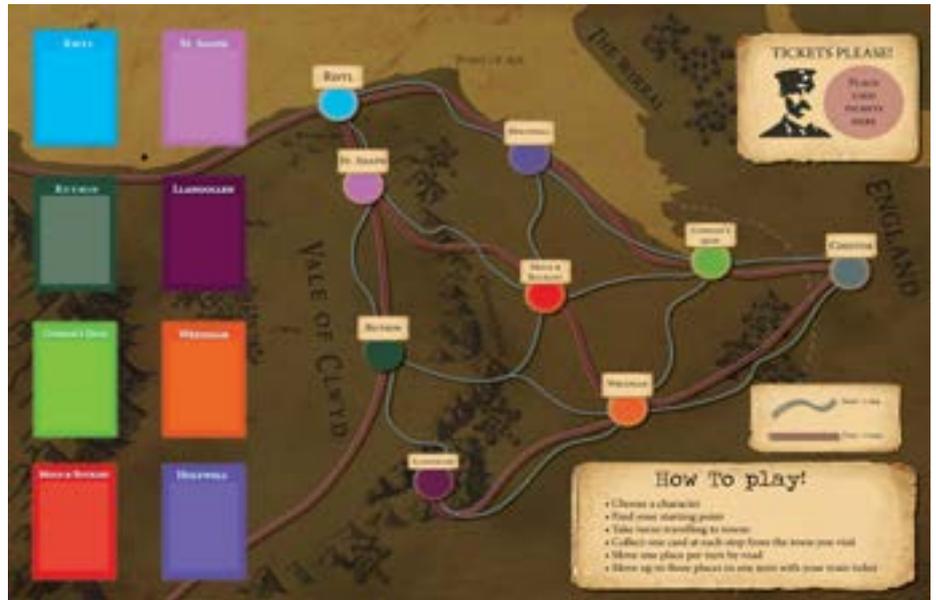
## VICTORIAN BOARD GAME AND CARDS

**CONNAH'S QUAY - MODERN MARVEL**



### Steel Works

*Known originally as John Summers and Co Shotton Steel works was a major iron and steel manufacturer. The steel was used to make boilers.*



**TICKETS PLEASE!**  
Place your money here

**How To play!**

- Choose a character
- Find your starting point
- Take turns travelling to towns
- Collect one card at each stop from the area you visit
- Show one glass per town to visit
- Show up to three places in one turn with your train token

**LLANGOLLEN - LOCAL PEOPLE**



### The Ladies Of Llangollen

*The "Ladies of Llangollen", Eleanor Butler and Sarah Ponsonby, were two upper-class Irish women whose relationship scandalized and fascinated their contemporaries.*

**RHYL - ENTERTAINMENT**



### Donkey Rides

*Children are allowed to ride donkeys on a sandy beach for a fee in summer months. Typically, the donkeys used to have their names on their harnesses so they could be identified by children and parents alike.*

**ST. ASAPH - MODERN MARVEL**



### Steam Train

*A steam train is a type of railway locomotive that produces its pulling power through a steam engine. These locomotives are powered by burning combustible material – usually coal, wood, or oil – to produce steam in a boiler.*

**WREXHAM - TRINKET**



### Combs

*Before the beer and coal industry took over the town, Wrexham was a small market town which was well known for its leather industry. Why not pick up a comb made from the horns from cattle to take home?*

**RUTHIN - HISTORIC SITE**



### Nant Clwyd Y Dre

*The oldest timber house in Wales built in 1435. Ruthin was a centre for weaving at this time and the house belonged to a Welsh weaver. It is now a museum.*

**CONNAH'S QUAY - LOCAL PEOPLE**



### Fisherman

*Connah's Quay was known for its docks, shipbuilding and fishing trade. The fishermen in Connah's Quay would sell their fish in barrows around the neighbouring streets.*

# Education Films

CADW: POD'S PILGRIMAGE

Pod's Pilgrimage



WATCH NOW

Pod's Pilgrimage



# Online Session Film Examples

GODS AND GODDESSES & ROMAN SOLDIER

## GODS AND GODDESSES



## ROMAN SOLDIER



# Educational Films

EXAMPLES



# Educational Films

## EXAMPLES



# Working with Volunteers

## EXAMPLES





[www.keystoneheritage.org.uk](http://www.keystoneheritage.org.uk)

# Keystone Heritage

## **CONTACT US**

Telephone: 07746711799 or Telephone: 07549143630

Email: [keystoneheritage.info@gmail.com](mailto:keystoneheritage.info@gmail.com)

DESIGN BY WILLIAM EVERS-SWINDELL