EXPLORING THE PRESELIS

SUPPORT MATERIALS

If you need further support on specific aspects of outdoor learning these materials can enhance the engaging experiences you are providing. They can support you as you design, plan and implement your curriculum. Outdoor learning is a great way to develop learners' integral skills (creativity and innovation, critical thinking and problem-solving, personal effectiveness, planning and organising). You will want to focus on why learning matters and ensure you are meeting your learners' needs.
These materials show a path that could be taken through the activity. This is not meant to be prescriptive. You should adapt your approach depending on your learners' needs and interests and your local area.

OVERVIEW

Learners find out about the Preselis in terms of some of their history and the Golden Road. They create a living timeline and represent this in two dimensions. Further exploration of the Preselis' history leads them to start to draft a 2D timeline for the Preselis. They research to find out about how the Preselis were impacted by the Bronze and Iron Ages. Learners discover how Stonehenge is linked to the Preselis and other events such as King Arthur's death, the Liberator bomber crash, the Battle for Preseli, etc. all of which they use in their timeline.

CURRICULUM FOR WALES

Areas explored:

- Expressive Arts
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy

Activity also incorporates aspects of cross-curricular skills outlined in the LNF and DCF.

RESOURCES

Internet enabled device and internet access.
Access to Find out what every symbol means on an OS Explorer map - OS GetOutside.
Means of measuring, e.g. rulers, metre rulers, sports measuring tape, pedometer.
Means of labelling points and showing a timeline outside, e.g. chalk, string, sticks, etc.
Although not essential, taking learners to the Preselis to view these historic artefacts and monuments will only enhance learning.

DOING THE ACTIVITY

- Most tasks require learners to work in pairs or groups.
- Encourage learners to share their ideas, and through open questioning, explain and justify their ideas when possible. Focus questions have been suggested to guide learners through the tasks.
- To access the scale in Google maps, click on 'View larger map'.
- When taking learners outdoors, it is essential that the Countryside Code is adhered to and any relevant risk assessments have been carried out with risks mitigated.

TASK 1

WHAT DO WE KNOW ABOUT THE PRESELIS?

Explain to learners that this task should help them to find out more about the Preselis in terms of some of their history and the Golden Road.

Screen 3

This screen gives information about the location of the Preselis. Ask learners to discuss the questions posed, then to sketch the landscape they think they would find in the Preselis.

Focus questions

- What do you know about the Preselis? How do you know these things?
- How old do you think the mountains are? Why do you think that?
- What features might there be in this landscape? Why?

Screen 4

Explain to learners that the Preselis are rich in history and prehistoric sites including burial cairns dating back to the Bronze Age and Iron Age hill forts. The hilltop of Foel Drygarn has Bronze Age remains of stone ramparts, banks and ditches that circle the crest adding to the surrounding landscape of natural cliffs and crags.

Screen 5

This screen introduces the Golden Road, an ancient, 8-mile (13km) track that winds along the top of the Preselis. Ask learners to look at the OS map of the area and find their school. Then, decide whether they would need to travel North, East, South or West to reach the Preselis from school.

Screen 6

Ask learners to click on the relevant tab to find directions to the start of a 'Golden Road walk' from their school. Then, to trace the directions on the OS map.

Screen 7

This screen tells of the dispute between archaeologists as to the importance of the Golden Road, which dates back approximately 5,000 years to the Neolithic period. Invite learners to look at the OS map of the Golden Road and discuss the questions posed.

Focus questions

- How high is the Golden Road? How do you know?
- Why might people have wanted to avoid travelling through forests? Why might the terrain have been dangerous?

Screen 8

Invite learners to use the maps and discuss the questions posed. Whilst using the Google Map, you will need to 'View larger map' to see the map scale.

Focus questions

- How do you think gold would have been transported from the Wicklow mountains in Ireland to the Golden Road? Why do you think that?
- Find Wessex on the old map. How far is it to Wessex from the Golden Road? How can you estimate the distance?
- How do you think gold would have been taken to Wessex from the Golden Road? Why do you think that?

TASK 2

HOW DO WE CREATE A TIMELINE?

Explain to learners that in this task they will find out how to create a living timeline and represent this in two dimensions. They will further explore the Golden Road and its history, so that they can start to draft a 2D timeline for the Preselis.

Screen 3

Ask learners to discuss the questions posed.

Focus questions

- What is a timeline? How do you know?
- How do you create a timeline? Why do you think that?
- What steps do you need to take? Why?
- How do you decide what date to start and end the timeline with? Why?
- How long does a timeline need to be? Why?
- How do you decide on what scale to use? Why do you think that?

Screen 4

Explain to learners that they are going to make a 'living timeline' in the school grounds that shows one member of the group's time in school. Before they make their timeline, ask small groups of learners to discuss the questions posed.

Focus questions

- How many years does your timeline need to show? How do you know?
- When will the timeline start? Why?
- When will the timeline end? Why?
- What scale will you use for the timeline? Why?
- How will you measure out your scale?
- How will you mark out your timeline?
- What are the main events you need to show on the timeline? Why have you chosen these?
- How will you work out where to put them on the timeline? Why do it like that?
- How will you show the main events on your timeline? Why do it like that?

Screen 5

Once learners have planned, ask them to go outside and create their timeline.

Screen 6

Invite learners to reflect on the task by discussing the questions posed.

Focus questions

- What were the issues when creating your living timeline?
- How did you overcome these issues?
- If you could make your timeline again, what would you do to improve it?

Screen 7

Inform learners that they are going to make a two-dimensional (2D) version of their living timeline showing one member of the group's time in school. Then, to discuss the questions posed.

Focus questions

- How long was the living timeline? How long can the 2D version be? How do you know?
- How will you adapt the living timeline to make a 2D version?
- What scale will you use for the 2D timeline? Why?
- What are the main issues when creating the 2D timeline? How will you solve these issues? Why do it like that?
- What are the advantages and disadvantages of the 2D timeline? Why?

Screen 8

Ask learners to access and read the 'Criteria for creating a timeline' document and follow its advice to create their timeline.

Screen 9

Invite learners to share their timeline with another group, asking them to consider:

- How well does the 2D timeline fit with the advice in the document?
- How could the 2D timeline be improved? Why would these things improve it?

The 'Criteria for creating a timeline' document can be accessed again from this screen.

Screen 10

Explain to learners that, as we saw earlier, the Golden Road is an ancient track, following a route that is said to date back to the Neolithic period, 5,000 years ago.

Invite learners to visit the webpage Walking on the Golden Road and read about walking on the Golden Road. Then, to discuss the questions posed.

Focus questions

- Which natural landmarks are discussed?
- Which human made landmarks are discussed?
- What myths and legends are mentioned?
- What historical Ages are mentioned? When were these Ages?

Screen 11

Inform learners that throughout the rest of this activity, they will collect information about the history of the Preselis. They will use this information to create a timeline for the Preselis.

Focus questions

- How many years does your timeline need to show? How do you know?
- What scale will you use for the timeline? Why?
- Your timeline is likely to have long time periods without any activity – how will you show this?

TASK 3

WHAT HISTORICAL PERIODS CAN WE ADD TO OUR TIMELINE?

Explain to learners that this task will help them to understand how the Bronze and Iron Ages impacted on the Preselis.

Screen 3

Explain to learners that as a group, they are going to search on the internet to find out about either the Bronze Age or the Iron Age period in history and what evidence of this age can be found in the Preselis. They will then report their findings to the rest of the class in a one-minute presentation.

Screen 4

Ask learners, in their groups, to decide how they will carry out an internet search to find out about either the Bronze Age or the Iron Age period in history and what evidence of this age can be found in the Preselis. Try to ensure that half the groups look at each period.

Remind them that to carry out internet searches they need to consider:

Before researching...

- How will you carry out this research? Why?
- What search terms could you use? Which are the best? Why?
- What type of sites will be the best to look at? Why?

When assessing information/data...

- How do you know the information/data is reliable? How could you find out?
- Could the information/data be biased? Why do you think that?

Screen 5

Ask learners to use the QuADS grid provided to plan and carry out their search.

Screen 6

Invite learners to look at the information they have gathered from the internet search and, in their group, to consider the questions posed.

Focus questions

- What are the key pieces of information? Why do you think that?
- What could you leave out? Why?
- How will you present this information? Why?
- How will you make sure your presentation is only one-minute long?

Screen 7

Invite learners to present the information they have gathered to the class. Ask the audience to jot down any interesting points about the two periods that could be used in their own timeline.

Screen 8

Ask learners to add the information the class has gathered about the Bronze and Iron Ages to their draft timeline and to discuss the questions posed.

Focus questions

- Where on your draft timeline should this information be added? Why?
- How will you summarise the information?
- Think about how well your timeline is working in terms of its size and scale. Do you need to amend your draft timeline, if so, how?

TASK 4

HOW IS STONEHENGE CONNECTED TO THE PRESELIS?

Explain to learners that they will find out about the links between the Preselis and Stonehenge to add events to their timeline.

Screen 3

This screen gives some information about Stonehenge, and some questions for learners to consider:

- What is Stonehenge?
- Why was it built?
- How did it work?
- What did all those different kinds of stone mean to people back then?

Screen 4

Learners are told that the Preselis were the source of many of the bluestones used in constructing Stonehenge. Ask learners to use the map to:

- locate the Preselis and Stonehenge
- work out the distance between the two places
- consider which route you might use to move the stones between the two sites.

You will need to 'View larger map' to see the map scale.

Screen 5

Ask learners to use the map and discuss the questions posed.

Focus questions

- Where are the Preselis on the map? How do you know?
- Where is Stonehenge on the map? How did you find it? Why do it like that?
- What is the distance between the two sites? Why do you think that?
- What would be the best route to use to move the stones from the Preselis to Stonehenge? Why?
- What problems might there be with this route? How could these be solved?

You will need to 'View larger map' to see the map scale.

Screen 6

This screen allows learners to access a news article about a team who recreated the moving of a 3-tonne bluestone from the Preseli Hills to the Stonehenge site in 2000.

Ask learners to access and read: Mammoth Stonehenge trek starts.

Explain to learners that over the years many questions have been asked about how the stones were moved and which route was used.

Invite learners to carry out an internet search to find answers to the questions posed and report their findings to the class.

Focus questions

- What have you found out about how the stones were moved? Where did you find this information? How reliable is the information? How do you know?
- Along which route were the stones moved? Why do you think that?

Screen 7

Explain to learners that it has been accepted that many of the bluestones used to construct Stonehenge came from the Preselis. However, recent evidence suggests that Stonehenge may have first stood on a hillside near the Pembrokeshire coast, at a site called Waun Mawn.

Ask learners to follow the link to read the research article. Then, ask learners to discuss the questions posed.

Focus questions

- What other information can you find in the article?
- How reliable is the information in the article? Why do you think that?
- How conclusive is the evidence? Why?
- What other evidence can you find? Where?
- Does this back up the article? Why do you think that?

Screen 8

Invite learners to add the information they have gathered about Stonehenge to their draft timeline. Ask them to discuss the questions posed.

Focus questions

- Where on your draft timeline should this information be added? Why?
- How will you summarise the information?
- Think about how well your timeline is working in terms of its size and scale. Do you need to amend your draft timeline, if so, how?

TASK 5

WHAT OTHER EVENTS CAN WE ADD TO OUR TIMELINE?

Explain to learners that they will find out about other events in the Preselis that they can add to their timeline.

Screen 3

This screen says that Foel Cwmcerwyn is the highest point in the Preselis at 536 metres and nearby is Carn Bica which presides over Bedd Arthur (the grave of Arthur). However, it is one of many sites in the British Isles to be claimed by local folklore as the burial place of King Arthur.

Screen 4

Invite learners to carry out research to investigate the life and death of King Arthur. Ask them to discuss the questions posed.

Focus questions

- Did King Arthur exist? Why do you think that? What evidence did you find? How reliable was the evidence?
- What did he do to make him famous?
- What stories about King Arthur did you find?
- How did King Arthur die? How do you know? When and where did this happen?
- Where is his grave? Why do you think that?

Screen 5

Explain to learners that the Mabinogion, story of Culhwch and Olwen, tells of a brave warrior's quest to find his beautiful bride on the wild and rugged Preselis. Probably written around 1100, it also involves King Arthur battling Twrch Trwyth, a fabulous, enchanted wild boar from Ireland, in the valley below Foel Cwmcerwyn.

Invite learners to follow the link to read about the story and watch a short video: Preseli Hills - Pembrokeshire Coast National Park (about two and a half minutes). Ask them to discuss the questions posed.

Focus questions

- Who are the main characters in the story? Why do you think that?
- What are the main features of this story? How do you know?
- Do you think this is a true story or a myth or a legend? Why?

Screen 6

Invite learners to add the information they have gathered about King Arthur and other characters and events to their draft timeline. Ask them to discuss the questions posed about their draft timeline.

Focus questions

- Where on your draft timeline should this information be added? Why?
- How will you summarise the information?
- Think about how well your timeline is working in terms of its size and scale. Do you need to amend your draft timeline, if so, how?

Screen 7

Explain to learners that a World War II aeroplane came down in the Preselis, during a night flight on the 19th of September 1944. Ask them to discuss the questions posed.

Focus questions

- Why do you think this site is commemorated?
- Who might visit this site? Why do you think that?
- What would you expect to see written on the plaque? Why?

Screen 8

Explain to learners that the crash site of the Liberator bomber is difficult to find. The walk to the crash site starts west of the village of Mynachlog-ddu, which can be located using this information.

- Landranger Map 145: Map ref. 12 30
- Grid Ref SN 127 308
- Post Code SA66 7SN

Ask learners to look at an OS map and locate the village of Mynachlog-ddu.

Screen 9

Invite learners to use the map and discuss the questions posed.

Focus questions

- How would you get to the village of Mynachlog-ddu from other places in the Pembrokeshire Coast National Park...
  - Tenby
  - St David's
  - Newport?
- What direction will you need to travel? How do you know?
- Which roads would you use? Why?

Then, invite learners to write a set of directions for one of these routes and compare with other pairs in the class.

Screen 10

Invite learners to add the information they have gathered about the WW II crash site to their draft timeline. Ask them to discuss the questions posed about their draft timeline.

Focus questions

- Where on your draft timeline should this information be added? Why?
- How will you summarise the information?
- Think about how well your timeline is working in terms of its size and scale. Do you need to amend your draft timeline, if so, how?

Screen 11

This screen gives details about the War Office declaring its intention to evict more than 200 farmers from their homes in 1946 and turn the Preselis into a permanent military training area. Ask learners to discuss the questions posed.

Focus questions

- What do you think was meant by 'we nurture souls in these areas'? Why do you think that?

Screen 12

Here there is information about Waldo Williams, who was one of Wales' leading Welsh language poets of the 20th Century. One of his most famous poems, 'Preseli' was composed in 1946 in a direct response to the threat of designating the Preselis as a permanent military training ground.

Invite learners to follow the link to listen to the poem: Preseli by Waldo Williams (just over 2 minutes). Ask them to discuss the questions posed.

Focus questions

- What do you think the 'beast' is in the last line of the poem? Why do you think that?
- Where on the timeline should this information and that of the battle be added? Why?
- How will you summarise the information?

Then, to add the information they have gathered to their draft timeline.

Screen 13

Ask each group to look back at the document 'Criteria for creating a timeline' they used in Task 2 and discuss...

- How well does our timeline meet each of these criteria?
- How could we amend our timeline so that it meets these criteria better?
- How well does our timeline work in terms of its size and scale? Do you need to amend it, if so, how?
- How could we make our timeline more interesting?

Then, ask them to finalise their timeline.