JQ
JEWELLERY
QUARTER
CEMETERIES
PROJECT

Gravestone Detectives Workshop

Curriculum Links

Work with an expert guide to help the Jewellery Quarter cemeteries project produce our catalogue of the gravestones. Help us record the names, dates, shapes and symbols. Learn about the materials and techniques used to make the stones and what they meant to people in the past. How have people from different times in the past used stone monuments?

Look at historic maps and aerial photographs to understand to get an understanding of the layout and how the cemeteries relate to the Jewellery Quarter and Birmingham as a whole. Use a map to navigate to key cemetery features, find your location and record your gravestone on a plan of the cemetery.

With worksheets adapted for each age group. Giving children the chance to be a real part of the ongoing project.

Curriculum Links for this session:

Key Stage 1	- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
Key Stage 1 Year 1	- naming the letters of the alphabet in order - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' - count, read and write numbers to 100 in numerals - read and write numbers from 1 to 20 in numerals and words - compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] - measure and begin to record the following: lengths and heights - recognise and use language relating to dates, including days of the week, weeks, months and years - recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
Key Stage 1 Year 2	- compare and order numbers from 0 up to 100 - read and write numbers to at least 100 in numerals and in words - choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) - compare and sort common 2-D and 3-D shapes and everyday objects - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Key Stage 2	- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Key Stage 2 Year 3	- Year 3 and 4 word list includes spelling of February (will appear on gravestones) - know the number of seconds in a minute and the number of days in each month, year and leap year - compare durations of events [for example to calculate the time taken by particular events or tasks] -measure the perimeter of simple 2-D shapes - compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment. Pupils might work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them
Key Stage 2 Year 4	- Year 3 and 4 word list includes spelling of February (will appear on gravestones) - read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. - Convert between different units of measure [for example, kilometre to metre; hour to minute] measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres - solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days
Key Stage 2 Year 5	- Year 5 and 6 word list includes spelling of cemetery - read Roman numerals to 1000 (M) and recognise years written in Roman numerals. - convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) - understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints - measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
Key Stage 2 Year 6	- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places - convert between miles and kilometres - recognise that shapes with the same areas can have different perimeters and vice versa

Key Stage 3	- human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources - understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems - interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs - use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.