



What's going on this week?

Plans to dig a road tunnel, near the ancient monument site of Stonehenge in Salisbury, have been approved by the Transport Secretary, Grant Shapps. A two-mile tunnel out of sight of the monument will be built even though it went against the recommendations of planning officials. It is estimated that the tunnel will cost £1.7 billion to create.

Main question:

Should a tunnel be allowed to be built near Stonehenge?

Listen, think, share

- Look at this week's poster. Talk about what we can see. Does anyone know where this is? It is Stonehenge in Salisbury, a famous ancient monument. It is in the news because a tunnel has just been given permission to be built close to it and some people are very unhappy about the decision.
- Read through the information found on the assembly resource. What are your thoughts on the tunnel? Do you think it should be allowed to be built? Do you agree that the benefits of it outweigh the negatives?
- The decision was made by the Transport Secretary, Grant Shapps, who is not local to the area. Do you think the decisions should have been made as a group?
- Over 1 million people visit Stonehenge every year, are you surprised it receives so many visitors? Why do you think they choose to visit?
- Watch this week's useful video, which shows how Stonehenge was created. Was it constructed how you imagined it to have been?
- Why do you think that monuments that look similar to Stonehenge aren't constructed in modern times? Would you like them to be?
- Do you know if there are any ancient monuments near to where you live? Have you visited them before?

Reflection

There are many ancient monuments all around the world. People will often travel far and wide to learn about their history and to see and experience them for themselves.



KS1 Focus

Question:

What is an ancient monument?

Listen, think, share

- Write 'ancient monument' on the board. Have you heard either of these words before? Do you know what ancient means?
- Explain that an ancient monument is an old building, structure or site that is thought to be important. It is looked after and preserved by an official agency. Sometimes, people can pay to visit the ancient monument, which is one way money can be made to help look after it.
- Look at resource 1, which shares some examples of ancient monuments found in the UK. Have you ever heard of any of these before? Have you visited any of them? Would you like to visit any of them? Why?
- What do you think is similar about the ancient monuments found on resource 1? What is different? Do you have any questions about them?
- Think about your local area. Are there any ancient monuments? What are they like? Have you ever visited them? Do you have to pay to visit?
- Discuss some of the reasons why we might have ancient monuments e.g. to remember the past, to learn about the past, to enjoy something created or made in a different way to how it would be now.
- Ancient monuments can be found all over the world. Have you ever heard of the Egyptian Pyramids or the Great Wall of China?

Reflection

Ancient monuments are old buildings, structures or sites that are looked after and preserved. They can be found all over the UK and the world and can help us learn about and from the past.



KS2 Focus

Question:

What is a World Heritage Site?

Listen, think, share

- Have you heard of a 'World Heritage Site'? Do you know what one is?
- Explain that a World Heritage Site is a cultural or natural landmark, which has been recognised by the United Nations Educational, Scientific and Cultural Organization (UNESCO).
- Look at resource 2, which shares more information about World Heritage Sites. Do you think having World Heritage Sites is a good idea? Why?
- There are currently 32 World Heritage Sites in the UK. Is this more or less than you thought there would be? Do you know of any near you or have you ever visited one before?
- Are there any sites, buildings or structures that are not World Heritage Sites but you feel should be? What are they, what is their value to humanity and why do you think they should be protected and preserved?
- Write 'cultural' 'natural' and 'mixed' on the board. World Heritage Sites are organised into one of these three categories. Can you place the World Heritage Sites found on resource 2 into one of these categories? Can you add any other World Heritage Sites you know of to each of these categories?

Reflection

A World Heritage Site is recognised by UNESCO as having value to all humanity. They are legally protected and preserved by an international treaty.



Picture News

KS2 Follow-up Ideas

Option 1: Ask the children to read and research to find out more about a World Heritage Site. Think about:

- Where is it?
- How old is it?
- What does it look like?
- Is it cultural, natural or mixed?
- Why was it built/how was it made?
- Why is it a World Heritage Site?

Use the information to create a non-fiction piece of writing such as a fact file or a non-chronological report.

Option 2: The tallest stones at Stonehenge are approximately 9m.

- What is this in cm?
- Can you find out how tall you are?
- Can you record this in m and in cm?
- How much taller is the tallest stone than you?

Ask the children to record the heights of four other members of the class.

- Order them from shortest to tallest.
- What is the difference between the shortest and tallest person?
- What is the total height of all five people together?
- Is this taller than the stone or not? By how much?



Picture News

KS1 Follow-up Ideas

Option 1: Remind the children that this week's story involves building a tunnel for cars to travel through.

- Have you ever been through a tunnel?
- Can you describe the tunnel?

Make a collection of vocabulary on the board such as dark, long, mysterious, gloomy, damp, hard, cold. Ask the children to imagine they were going into a tunnel.

Think about:

- Where does the tunnel go to?
- How will you travel through it?
- Why are you going through it?

Use pictures, words and sentences to describe going through a tunnel.

Option 2: Ask the children to make a model of an ancient monument. It could be Stonehenge, one that can be found in the local area or it might be from somewhere else in the world!

Plan and design it first. Think about:

- What materials will you use?
- How will you join your materials?
- Will you decorate it?

Once the models are complete, give children time to share with others in the class and evaluate.



Picture News

This Week's Useful Websites

[This week's news story](#)

www.bbc.co.uk/news/uk-england-wiltshire-54919205

This Week's Useful Videos

[How was Stonehenge created?](#)

www.youtube.com/watch?v=iyOCfYd1hWg

This Week's Virtual Assembly

www.picture-news.co.uk/discuss

This Week's Useful Vocabulary

Ancient – belonging to the distant past and no longer in existence.

Approved – officially agreed or accepted.

Construct – build or make something.

Monument – a building, structure or site that is of historical importance or interest.

Outweigh – if something outweighs something else it has greater importance, benefit or significance.

Recommendations – suggestions, proposals or advice on what is the best thing to do.