

# The Temples of Hagar Qim

## Workbook for Year 6



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**Welcome Students!** My name is Patrimonito!

My name is derived from the Spanish language and it means guardian of the heritage. As you can see my name is very similar to a word we find in the Maltese language; Patrimony. The word patrimony means those treasures or important places which we inherited from our forefathers. I am the mascot of the educational program called UNESCO.

UNESCO is an organisation which looks after very important places. These places are declared to be World Heritage sites.



Today we will be visiting the Temples of Ħaġar Qim, which are found close to Qrendi. These are examples of World Heritage. You should feel very proud! This also means that you have to look after these temples because they are not yours only but are everybody's heritage! Are you ready for this adventure in the Temples of Ħaġar Qim?

**Name and surname:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Date:** \_\_\_\_\_



## The First Part: The Visitors Centre



Before we visit the temples, it is good for us to know why these sites are important. The remains of the temples are a clear indication of the abilities which the people of Prehistoric times possessed. They did not use machinery or sophisticated tools to build them. It is good to know that the Maltese temples were not influenced by any other buildings external to our shores. In fact these temples are unique! Apart from this they are amongst the oldest sites which exist in the world. They were built almost a thousand years before the Pyramids of Egypt!

Now enter into the first part and commence your voyage into Prehistory.

Before you start answering the questions, go to the section which is being indicated. Look for large signs.

### Find the section 'the landscape'

1. On this large sign you should see many places. Find the Temples of Ħaġar Qim. Name another two places we find close to these temples. Write a sentence about them.  
**Clue: Lift the small signs for more information.**

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### Find the section 'the discovery'

2. In this part you should see a photo of a painting by Ġian Frangisk Abela. Abela used to live at the time of the Knights. He was a scholar of Maltese History. He was the first person to mention the temples in his writings. **Find the photo which is showing us a painting by Ġian Frangisk Abela.**



3. **Continue.** Ġian Frangisk Abela used to think that these temples were built by \_\_\_\_\_



4. Nowadays the Temples of Ħaġar Qim are listed as World Heritage Sites of UNESCO. What value does this have?. **Clue: Look at the last panel you find in this part.**

Find the section '**Resources**'

### Stop and Think!



The objects the prehistoric people used were not always made from materials we find in Malta. Some of these objects were made from material which comes from Sicily, The surrounding islands and from Italy.

5. Why do you think that they used to bring these resources from abroad?

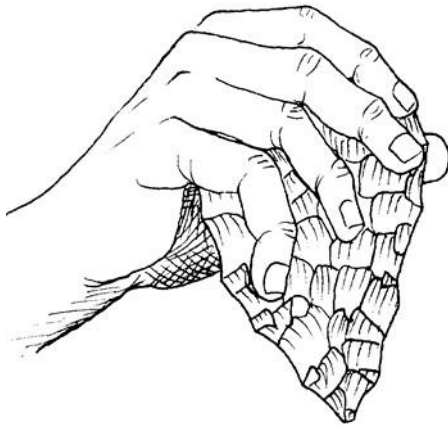
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6. You are going to see a showcase with materials which they used to make a number of objects. Write the name of three resources and where the people of the time of the temples brought these from.

Resource	Where did the people of the time of the temples get them from?



### Stop and think!



Two different types of stone were used in the building and decoration of the temples. The strongest stone was used to provide strength and structure whilst the softer stone was used to sculpt symbols on them. This means that the people of those times already recognised different qualities of stone.

7. Find two blocks of stone, one of **limestone** and the other of **lower coralline limestone**. Now answer these questions.

a) Which stone is the strongest?

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b) Which type of stone would you have chosen to sculpt a statue from? Why?

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c) Which type of stone would you have chosen to grind wheat? Why?

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### Find the section 'Architecture'



8. Look at the painting on the wall. Name two activities which took place during the building of the temples.

a) \_\_\_\_\_

b) \_\_\_\_\_



Compare the drawing on the wall to the photo you see here.

This photo is showing us a construction site of today.



9. Name two things we find nowadays at a construction site and which we would definitely not have found at the time of the building of the temples.



**The first one is given as an example.**

a) Metal tools

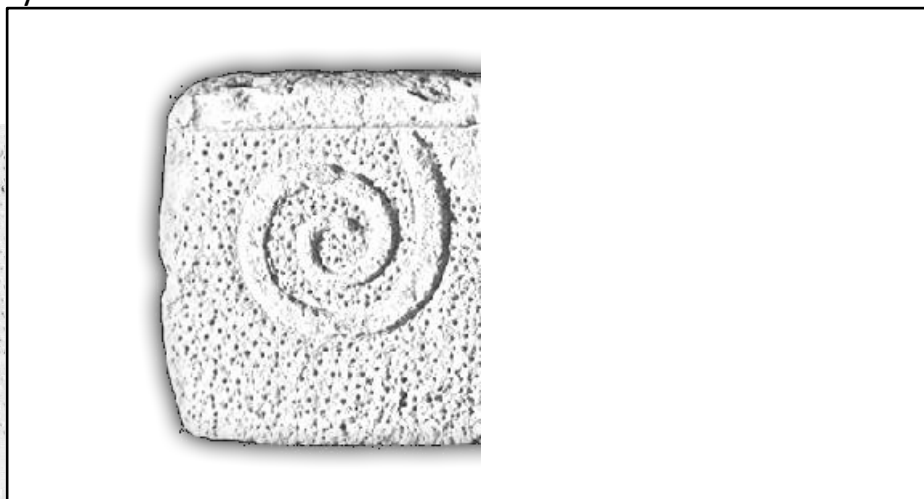
b) \_\_\_\_\_

c) \_\_\_\_\_

10. Look for a model such as the one you are shown in this drawing. Make the model work. Which stone moves with the greatest ease?

\_\_\_\_\_

11. In one of the showcases you should see a stone with decoration on it. Continue this drawing.



12. a. What was this decoration called? \_\_\_\_\_

b. We often see this decoration on the walls of the temples and on the pottery found.  
Do you think that this decoration had some special meaning? What use could it have had?

\_\_\_\_\_

\_\_\_\_\_

### Stop and prove!

Now enter through the temple entrance. Such entrances used to be worked from one block of stone. We used to find other entrances worked from three blocks of stone: two standing and one lying across them. Such entrances are called '**trilithon**', a word derived from the Greek language which means 'three stones'.



### Find the section 'Skills and Beliefs'

13. Look for the statue you are seeing in this photo.

14. Go near the sign with the title: '**Human Figure**'.

a) Write where this was found?

\_\_\_\_\_

b) What material is it made from?

\_\_\_\_\_

c) What is missing in this statue?

\_\_\_\_\_



This sign shows us that a number of these statues have their neck worked in such a way that heads worked purposely could fit on them. Why do you think they did this?

\_\_\_\_\_

\_\_\_\_\_



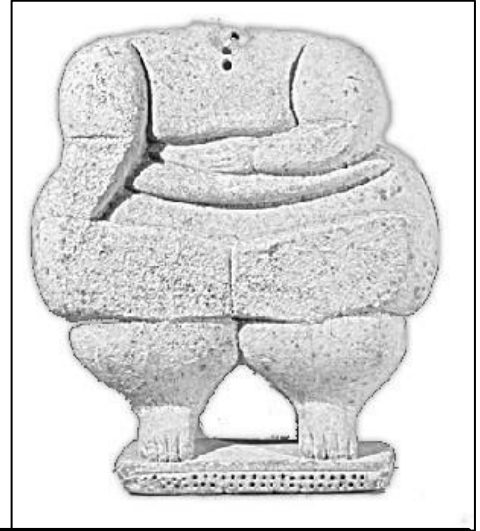


15. On this sign you should also see a standing figure. This was worked in clay and is depicting a woman. How is this figurine referred to and where was it found?

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16. These figures were often referred to as '**Goddesses**', however it is not clear what many of them are depicting. Compare the figure mentioned in the previous question to the one you can see on the side.

a. **Mark one.** This statue is showing a (man / woman).

b. Give a reason for your reply.

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## Find the section 'Astronomy'

17. Many of these temples face the South, meaning the side where the sun rises. The Archaeologists think that these temples were built purposely like this.

Why do you think they built them in this way, meaning facing the rising sun?

**Clue: Look for a sign labelled 'Mnajdra and the sun'.**




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**Stop and think!**

A number of temples are built facing the movement of the sun, the moon and the stars. When one considers the primitive tools these people owned and the precision of the calculations necessary in order to build a structure which marks the astronomic movements, we can appreciate more the intelligence and abilities these people possessed.

**18. Look for the model of the Imnajdra temple.** Press the middle button. The light shows the direction of the sunrise on the day of the **Equinox**. The **Equinox** takes place twice a year, in March and in September, on these days the day and the night are of the same length.

a) Where do the first rays of the sun pass from?

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b) What do the first rays of the sun fall on?

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**19. Now find the model of the Ħaġar Qim Temple.** Press the button.

a) Through what do the first rays of the sun pass during the **solstice**?

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b) What do these rays of light fall on?

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Have you ever noticed that on the Euro coins we can see an engraving of the altar found in the Imnajdra temple? This design was chosen by the Maltese people in 2006. We started using these coins in 2008 when, the Euro became the official currency of Malta.



## The Second Part: The Hagar Qim Temple



Students now walk towards the Hagar Qim Temple. You should soon see the walls of the temples. Such enormous walls! We call these temples **megalithic** because they were built from very huge stones. Keep in mind that these temples started to be built more than 5,600 years ago! Note how the largest megalithic stones were placed in the bottom layer. This used to provide a good foundation for the rest of the temple.

Keep on walking till you find the entrances to the temples. Note that you can enter Hagar Qim through a front entrance (letter A on the plan) and you exit from another opening at the back (letter B on the plan). In many other megalithic temples we do not find this. Now look carefully at the facade of the temples.

**Prior to entering the temples answer these questions.**

1. When did the temples of Hagar Qim began to be built? **Mark one.**

☐

5,600 years ago

☐

100 years ago

☐

2000 years ago

2. Below you should see a plan of the Hagar Qim Temples. The plan is showing us how the temples are viewed from the air. The temple had a number of rooms called '**apsidi**'. What form do the largest number of rooms which you are seeing in the Hagar Qim Temple have?

☐

square

☐

circular

☐

long

3. The external walls (marked by the letter C) are different to the walls of the rooms (marked by the letter D).

a) What is the difference you are noticing between them?

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b) Why do you think they built them in this way?

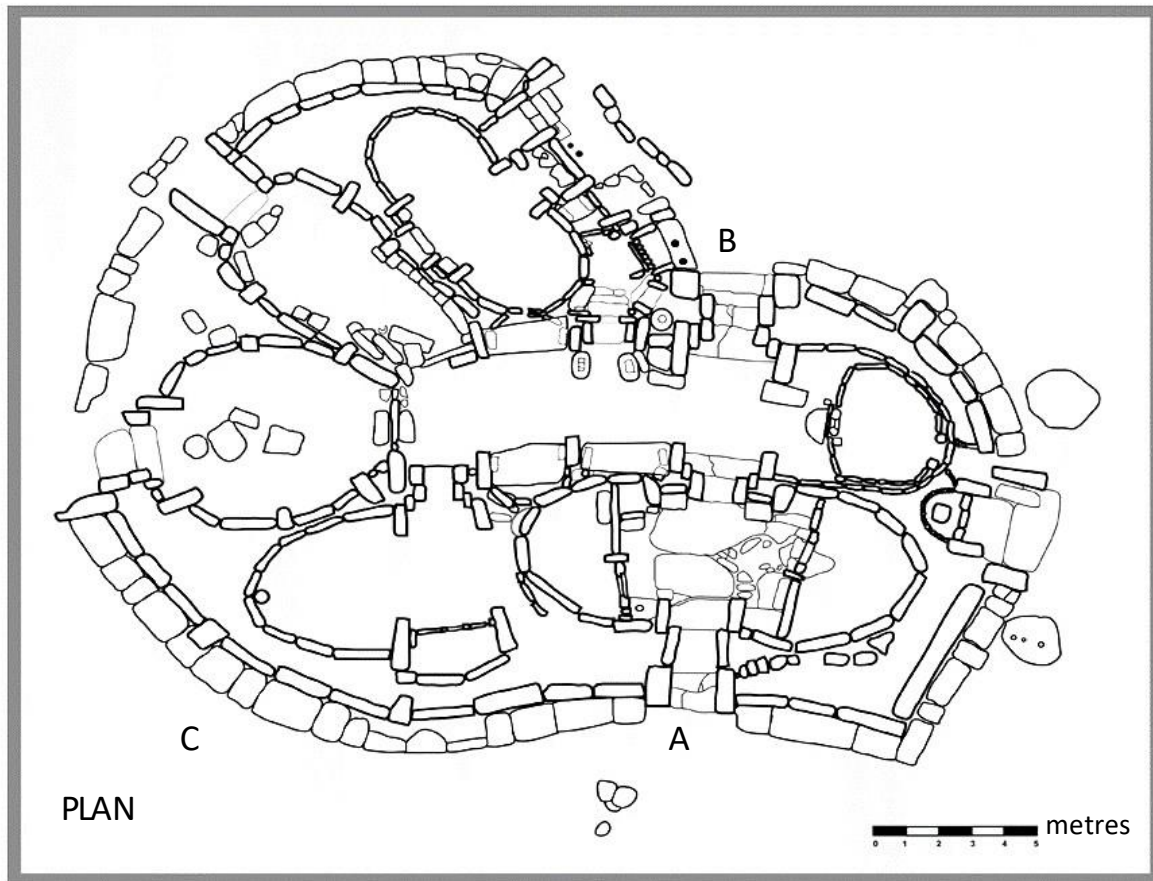
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## THE ĦAĠAR QIM TEMPLES



### In front of the Temple

4. Look at the entrance to the Temples of Ħaġar Qim. Now in your hands to draw the parts of the façade which are missing.



5. Why do you think that the megalithic stones at the bottom where larger than those at the top?

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6. Note that the façade is built around a circular courtyard. What use could this courtyard have had?

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7. What do you find most striking in the façade of the Hagar Qim Temples?

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### Now enter the Hagar Qim Temples

8. Look for this altar worked in stone. This is a replica, meaning a copy.

- a) What do you think there is engraved on the front of the altar?

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- b) Where do you think the original altar is to be found?

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- c) What does this altar teach us about the skills the prehistoric people had?

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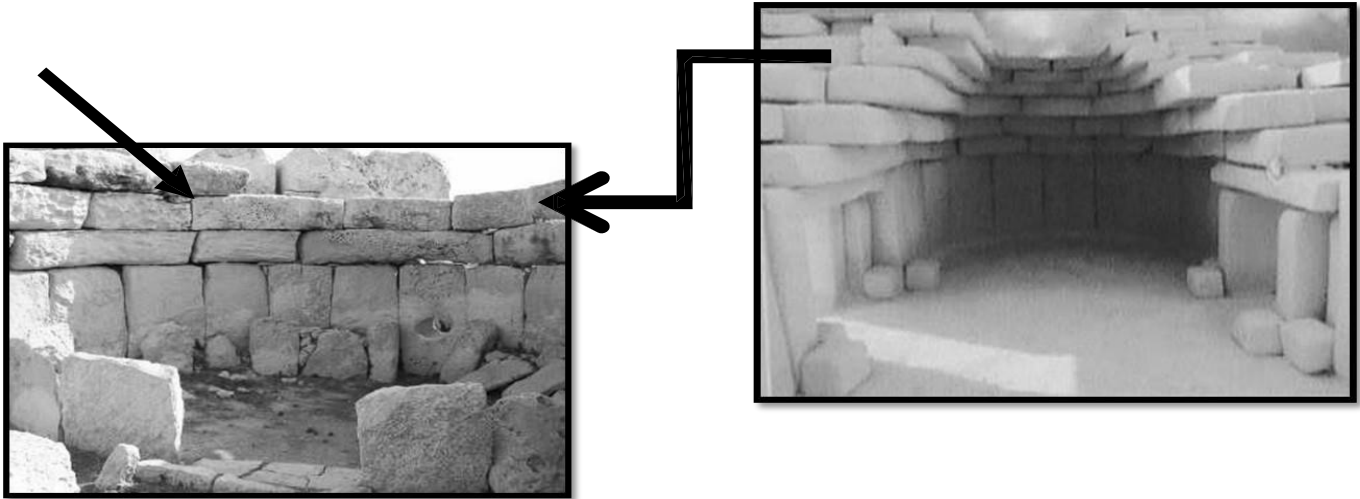
9. Look at the apside on the right. Here you should see an entrance made from a single stone. This entrance used to lead to a smaller room. Who do you think had permission to enter this part of the temple?

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10. Pass through the passage which leads to the back of the temple. Look well at the two following pictures.



- a) The first picture is a photo of one of the rooms on the right hand side of the passage. Now look closely at the top of the picture. What do you notice on the stone at the very top?  
\_\_\_\_\_
- b) Now look at the second picture. This is showing us a model of how the temple could have been on the inside. This model shows us that probably; the apsid of the temples (had no roof / had a roof). **Mark one.**

11. Now look to the left. At the back you should see stairs. Under it a number of statues were found.

- a) How many of this type of statue did we find? \_\_\_\_\_
- b) Where are these statues today? \_\_\_\_\_

12. Now exit from the back and look up at the facade.  
What do you think that those stones are?



\_\_\_\_\_  
\_\_\_\_\_

13. Walk to the right. Find the stone which you can see in the picture.

How tall do you think this stone is? **Mark one.**

☐

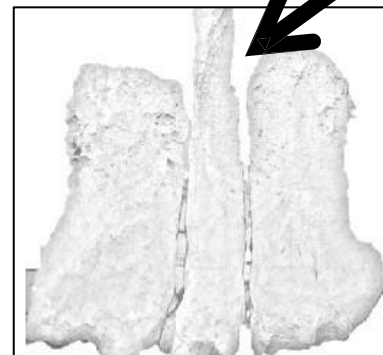
a meter

☐

5 metres

☐

10 metres



14. Keep on going round the outside of the temples and you should see the biggest Megalith to be found in the Temples of Hagar Qim.

a) Measure and write the length, width and weight of this megalith.

**Length:** \_\_\_\_\_

**Width:** \_\_\_\_\_

**Weight:** \_\_\_\_\_

b) Calculate the '**area**' of this megalith. \_\_\_\_\_

c) If a ton is equivalent to 1,000 kilos. How many kilos does this stone weigh?

\_\_\_\_\_

### Stop and think

Keep in mind that a small car weighs around six tons. This shows us that these people had a great skill to cut and carry such enormous stones.



15. The building of the temples used to take a long time to be completed. Here you have things which used to be prepared prior to finishing all the work. Place them in order one after the other by marking from number 1 and ending with number 5.


☐

Decorating the temple on the inside.

☐

Cutting the stone from the quarries.

☐

Putting the stones in place.

☐

Carrying the stones to the site where the temple was to be built.

☐

Roofing the temple.



16. Find the entrance once again and walk to the left. Look for a sign which is showing us a drawing of how the temples looked before they were **excavated**. What difference can you see today?

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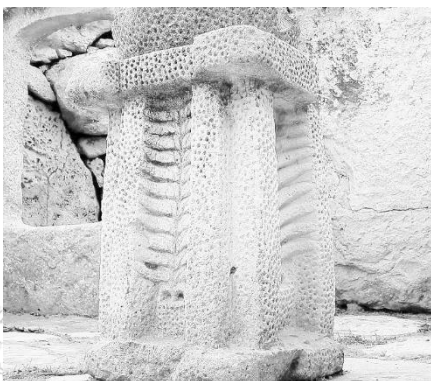


Now that you are at the end of this *fieldwork*, you can go back to the Centre of Interpretation. I am certain that this fieldwork was a great help to discover more about the Temples of Ħaġar Qim. We encourage you to make another visit in order to see the Temple of Imnajdra. This temple is found around half a kilometre away from Ħaġar Qim. I am waiting for you to visit and continue exploring the Megalithic Temples of Malta.

Below you should find the links to the videos which you can see about Ħaġar Qim and Imnajdra. I hope we meet again at some other Maltese Heritage site.

**Regards students ,  
Your friend ,  
Patrimonito!**

### THE END OF THE PRACTICAL RESEARCH



## The Third Part: Useful Information

### Extract from the Circular DCM 01 2/2016 of the 11th January 2016

Regarding the practical research (*fieldwork*):

1. In Ħaġar Qim up to 55 persons can enter together (including teachers and LSAs).
  2. Sessions are held between 9.00am and 11.00 am or between 10:30 am and 12:30 pm. Two groups maximum are accepted in one day.
  3. During the visit all regulations given by *Heritage Malta* should be respected. These regulations can be found on the website: [www.heritagemalta.org](http://www.heritagemalta.org).
  4. As this practical research forms part of the official assessment of end of year, this section has to be carried out by the class teachers and **at no time** must the students ask for help from the employees of *Heritage Malta* who will be present at the site.
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### Extract from the publication: *Social Studies Primary – a handbook*

For the year ending assessment, teachers of Years 4,5 and 6 can choose to work on one of these: the second *fieldwork* (or) project.

The notes for the second *fieldwork* may be downloaded to be printed from the website of Social Studies of the Department. The *fieldwork* will be assessed by the teachers from a maximum of 20 marks. The given mark will form part of the annual report which is sent to parents by post.

**The *fieldwork* should be assessed according to these criteria:**

	The marks:	From:	
A	The participation and ability to follow instructions	5	
B	The observation, identification and recording	5	
C	The interpretation of collected information	5	
D	The final presentation of the whole document	5	
<b>TOTAL</b>		<b>20</b>	



Thank you for your participation ...  
GOODBYE!!  
Heritage Malta

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