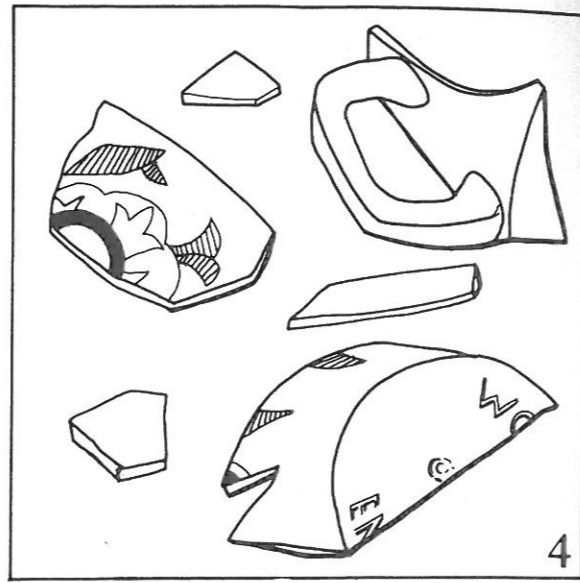


2 Put the cup into a strong plastic bag. Experience shows that two food bags are usually necessary because it is at this point that you have to hit the cup to produce your remnants. One volunteer from the class will love this part!



4 This exercise can be developed with the rest of the fragments. Drawings could be made of the pieces to help work out the original object. Some of the pieces which make up the body of the cup will be difficult to fit in. You could do a follow-up exercise using fragments of a piece of crockery the children haven't seen before.

This exercise will start them thinking about evidence and how we might approach it. 'The small piece left of that cup' can be used on site to remind them that they are looking at, for example, only part of the keep of a castle. What remains on the ground will usually give them enough clues to work out what was once there. When this image is constructed in their minds (perhaps with the help of drawings) it can be peopled from the evidence of documents.

In further issues of REMNANTS we will be offering you practical and simple ways of helping your children understand the physical remains that form part of the evidence for the past.

Mike Corbishley

## En route

En route will be a regular feature in REMNANTS and is especially written by teachers who have used one of our less-visited monuments. The first is about Haughmond Abbey in Shropshire by Patricia Brittain, the head of St Andrew's CoE School, Nesscliffe and is called ...

### GET THE ABBEY HABIT

In 1985, during the Easter holidays, I attended the annual week-long course run by English Heritage and the Department of Education and called 'Learning from the Past'. This was both interesting and stimulating. I chose the monasteries group which, as it turned out, was the least popular option. Perhaps this says a lot about how most educationalists regard these monuments.

I had two reasons for choosing this particular option. Very early on in my career I had accompanied another teacher on a visit where we spent 10 minutes in an abbey, whisked round because there wasn't much there, and the rest of the day wading through nettles by the river. I felt cheated! Some time later I used the same



Haughmond Abbey.

abbey for work in school with my own pupils and saw the wide-ranging opportunities which visits to such monuments can give. There are abbey remains in most parts of our country but I feel that they are greatly undervalued as an educational resource.

During the autumn of 1985 following the course, I used Haughmond Abbey, near Shrewsbury, as a stimulus for a whole term's work with my class of 8/9/10 year olds. The children have a wide age and maturity span with equally wide and varied experiences, as my school serves an army camp as well as a village community.

Working from a central theme like 'Abbeys', allows all areas of the curriculum to be covered and skills can be taught or developed in a natural way. Taking into account what most children had already experienced, my aims for the term's work were —  
 — to examine and 'people the past'  
 — to provide direct experience in interpreting the history of a building  
 — to examine and compare structures and values in society.

Several visits were essential. Haughmond Abbey is only 20 minutes by car from school and, as visits are free by arrangement, each child visited the abbey twice in a small group and once more to take part in a whole class drama event.

In our preparation for the initial visit we looked at blank plans of the abbey, discussing where we thought the church would have been, since working this out was to be one of the children's first tasks on site — and at Haughmond it is not at all obvious. Much work was to be done on site and each child was equipped with a clip board and sketch book. I also took large sheets of paper, drawing materials and a camera.

On this visit the children made sketches of the different parts of the abbey, numbering each sketch so that it could be marked by a corresponding number on their plan. In this way there was no need to name the buildings before their functions were

understood. Detailed observation was required for these drawings as they were to be developed into various forms of art work back in school. This close attention led to questions about the techniques of building, the different types of stone, the arrangement of rooms, the statues and so on, which meant that the children had to suggest possible answers for later research and verification.

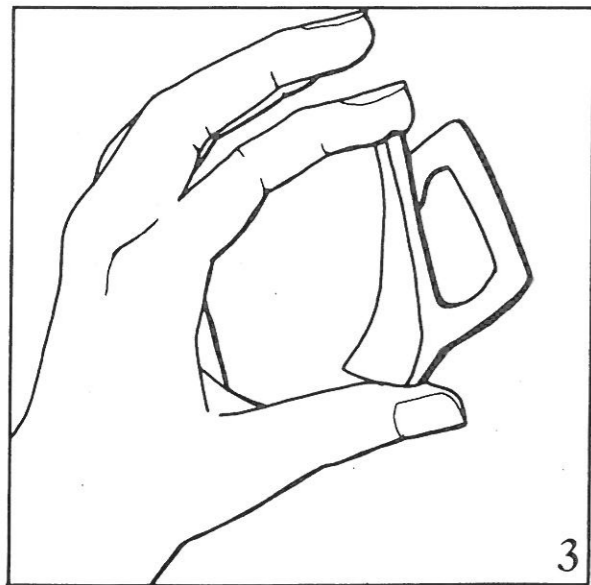
The second visit had more specific aims, sometimes set by the children themselves. Mathematical work on elevations was done by one group who measured walls and took height readings using clinometers or estimation, according to their ability. Another group wanted to find evidence of the drains on site, to plot their findings on the plan and write about them.

Others did more detailed work on the statues and took it in turns to go alone to a chosen place in the abbey to listen to taped plainsong and write.

The follow up work in school took many forms. We carried out investigations into building techniques, the use of pulleys and the strength of rocks.

The 8/9 year olds made different arrangements of pulley wheels to lift a piece of stone, borrowed with special permission from the abbey's stone store. They used one wheel first and then two or more, to find out whether there was any advantage. They worked in groups of four, small enough for each member to have a vital practical part but large enough to provide the opportunity for exploratory talk. The children were encouraged to find solutions and express their ideas in their own way through a demonstration to the class, a piece of writing or a diagram.

The 10 year olds made a study of rock strength, by dropping weights down a tube on to different types of rock to see which shattered first. Their findings were compared with the evidence of weathering in the abbey. Surprisingly, they found that the strongest rock in the test was the one most prone to weathering, as sandstone crumbles rather than shatters. They tested this by soaking and freezing the rock and saw it crumble as it thawed.

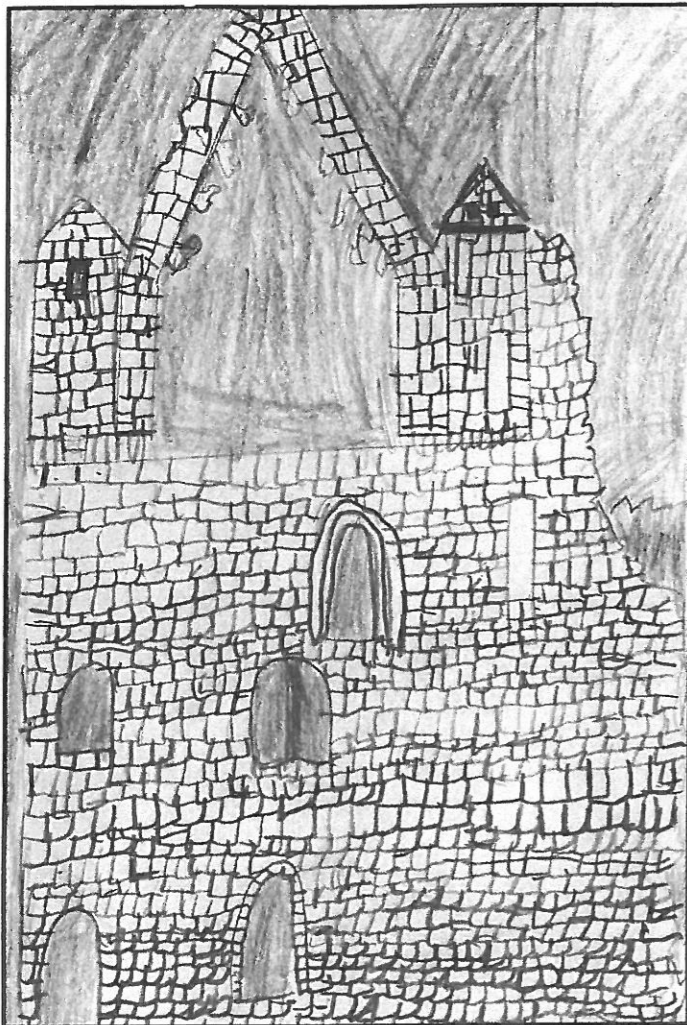


3 Select one recognisable fragment such as the handle and discard the rest. Now ask the children to work out what the object was from the remnant in front of them. Ask questions which lead them to come to an *interpretation* of this piece of evidence. You cannot be absolutely sure, from say a piece of the rim, that the original whole object was a tea cup. It may have been a small bowl or mug.

#### A note for those on our mailing list.

REMNANTS will be published twice each academic year and will be sent free to schools in the autumn and summer terms. You should also be able to find one on display in your local teachers' centre. If you would like copies of REMNANTS sent personally to you, you may take out a year's subscription of £2.00. Write, or send the enclosed form, to Andrew Cridford at our London address.





David, 8 years old, following the second visit.

Our vicar became involved in the work as he had spent some time in a monastery himself. He was able to provide some insight into the reasons for becoming a monk. We talked and wrote about being alone, being lonely and what is important in life. Through further discussion, we covered areas such as noise, pollution, silence, living in a community, the need for rules, trust, self-discipline and self-awareness as well as the saints' lives and other important festivals.

I took into school a transcript we had studied on the English Heritage course of 'The Book of Observances according to the Rule of Saint Augustine' as used at the Priory of Barnwell in Cambridgeshire. We found the job descriptions of the canons amusing and very revealing. One girl noted that if the almoner helped beggars only because 'they might be Jesus in disguise' then perhaps he was doing it for the wrong reasons. The idea of monks applying for a 'Bleeding Licence' in a Chapter Meeting, was both incredible and amusing. Details like these helped make our drama morning at the abbey a success.

Drains

Ferns growing like a maze  
 Red eyes watching me  
 Slime up the wall  
 Insects crawling on the floor  
 Misty shaped walls

Tim, 10 years old, following the second visit.

This event was one of the highlights of our term's work for the whole class, and was supported by our county English Adviser, Area Primary Adviser and the English Heritage Regional Education Officer following up the course. We had the help of another teacher and parents, who tape-recorded and filmed the children on video. Each child took on the role of a canon with a particular job, a novice learning about the abbey or a Commissioner from Henry VIII come to decide the fate of the Abbey. Each canon was stationed in an appropriate part of the abbey and at the signal of a bell a novice and a commissioner visited and interviewed each canon in turn. The morning was punctuated at frequent intervals with processions and church services led by the vicar. Later, when we read the sparse facts about the dissolution at Haughmond they made more sense, and children got some insight into what it must have been like to live as a monk.

All the work for the term came from or related to our visits to the abbey; from the children presenting music and drama in assembly and at church, to binding their writing into individual books at the end of term. It was worthwhile and lively — abbeys are not just ruins they are foundations.

Patricia Brittain

## Making history

In the past few years, BBC Schools television has been producing history programmes designed for lower secondary students. Units which have already been broadcast include *The Middle Ages* (with documentary or dramatised programmes about the Peasants' Revolt, the Castle, the Town, the Church and the Trades) and *The Tudors* (with programmes about Tudor exploration and colonisation, a Great House, the Reformation, the parish and the poor, and the problems posed to Elizabeth by the actions of Mary, Queen of Scots).

These two units will be repeated in Spring 1987, and followed in the Summer Term by five programmes on Local Studies. The producer, Jill Sheppard, had been having consultative meetings with teachers, and as a result the programmes will examine the kinds of research which students could undertake into families, streets, a workshop, the church as community centre, and the rural landscape.

Teachers consulted felt quite strongly that, if possible, the programmes should try to feature students at work. So if anybody reading this knows that their school has done some really exciting research on any of these topics, and would be prepared to let Jill film there, please could they get in touch with her urgently!

Write to: Jill Sheppard,  
 Room 602,  
 BBC School Television,  
 Villiers House,  
 The Broadway,  
 Ealing, W5 2PA

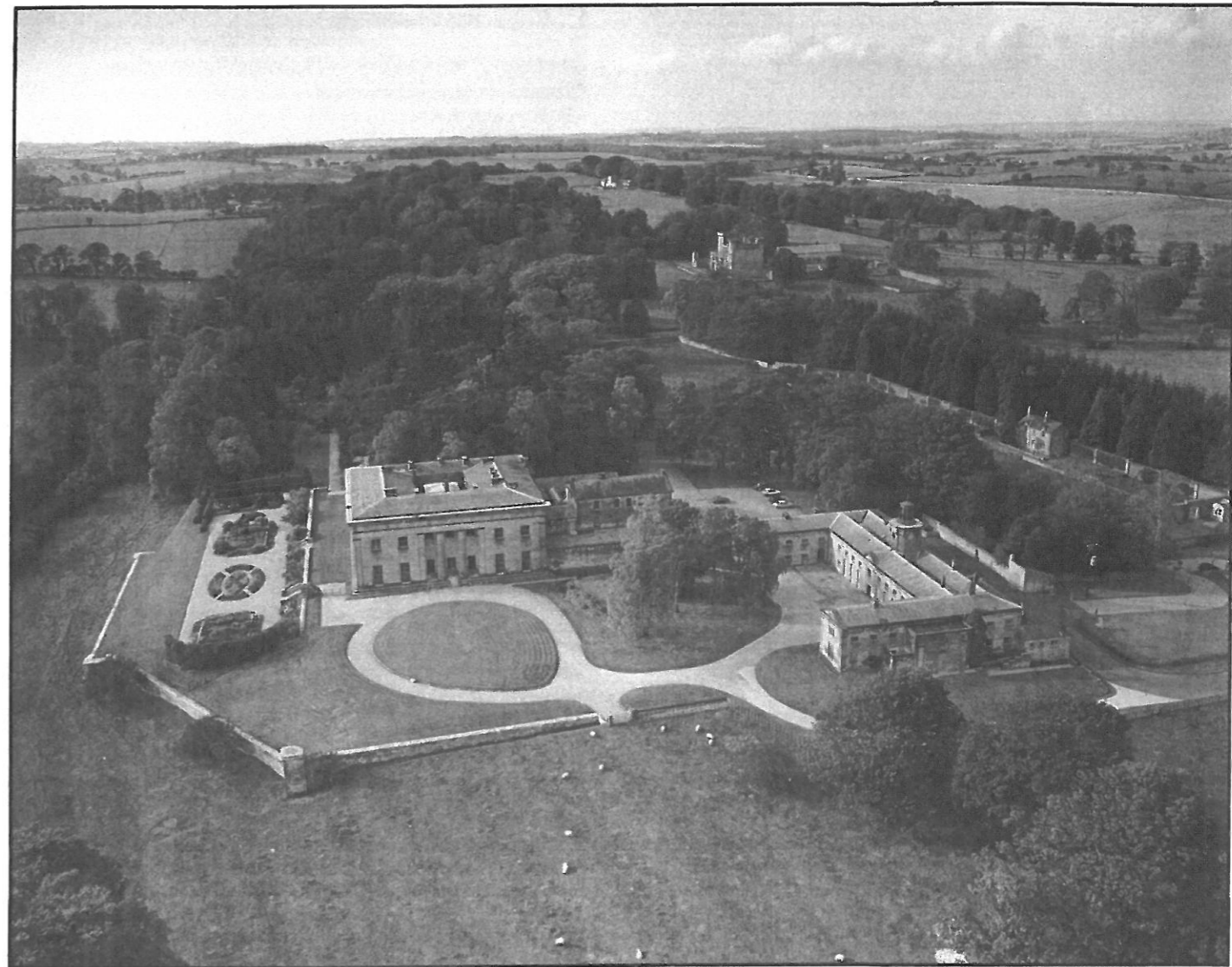
or phone: 01-991 8058.

In addition to these new programmes in the lower secondary area, The BBC is launching a new history series for top juniors this coming autumn entitled *Now and Then*. The series has been planned to run alongside a well-established geography series for the same age group 'Near and Far', and allow all kinds of cross-curriculum links to be made.

*Buildings and Builders* focusses on building materials which have predominated in three very different periods of time, that of our time, *concrete*; that of the industrial revolution of the nineteenth century — *brick*; and stretching back into earliest times, that of the slowly changing 'traditional' society for whom an indispensable material both for building and many other important uses was *wood*.

A secondary unit of programmes will look at the changing landscapes of the London Docks and the Welsh coalfields.

## A green thought in a green shade



Belsay Hall, Northumberland.

"Ancient Monuments" and "Historic Buildings" are phrases which sometimes worry me. When you think of the thousands of 9-year-old budding technocrats, tapping away on their home computers, their copies of *Wind in the Willows* gathering dust on the shelf, you might despair and think that promoting the past as interesting or as an appeal to the imagination is a lost hope.

Not really. The other day I was at Belsay in Northumberland, walking from the Historic Building to the Ancient Monument: the hall to the castle. It was spring, a late and welcome one. The guidebook told me that the stone for the building of the hall was hewn from the quarries I was walking through. It told me when, and who, and where, and what — but not why.

150 years ago, this place was a scar, a fresh quarry with rubble lying about, spoiling the view from the new hall. The owner (it doesn't matter who he was, really) had a vision of a wild, romantic garden, full of exotic Asian trees, cliffs festooned with fern and moss, running water and some surprises. He turned the quarries into one of the most magical gardens in England.

It is a place full of hidden boxes; when you are in one, you can't see the other. Here you are in a double square of yew with roses and lavender; there you are in a walled winter garden with heather. A door in the wall (dangerous things!) leads you from geometry to wild woodland with twisting paths among wild

flowers. Suddenly, you are enclosed by 50' cliffs, and at your feet frogs are leaping into pools. Round the corner, a secret, rock-hewn path and, at last, green fields and the towers of Belsay Castle are before you.

The experience of walking through Belsay's quarry gardens has little to do with archaeology or history. It has more to do with *Alice in Wonderland*: it is magical and weird. Take kids there before adolescence darkens the eye. The stories that can be set in that honeycomb of special places are legion, and their response to the strangeness will have something of their dreams in it. And poetry too: places like Belsay, and Audley End in Essex, appeal to the contemplative side of children, to the creative in them.

Anyone who doubts this should see the poems which kids wrote at Byland Abbey for Steve Gibson, our seconded teacher. There is no need, like Mr Gradgrind, to concentrate on Facts; nor, like his latter-day counterpart, on "skill centred transactional learning". Youngsters, the lucky ones, respond to oddity. It provokes their imagination, it might even gently frighten them. The quiet one, who gets the computer telling her she's wrong, may simply find "the green thought in a green shade" and pen her poem. The boisterous one, like Dylan in the *Magic Roundabout*, may stop in his tracks, cliffs around and above him, frogs at his feet and say, "Man, this is something completely different".

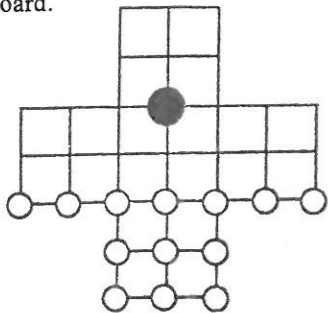
Jim Lang



# Games for the classroom

## Number 1 — Fox and Geese

This game, which originated in Iceland, was known in England in the fifteenth century. Pupils could be asked to measure out and draw their own board.



### RULES.

1. The thirteen geese are placed on the board as shown in the illustration. The fox may be placed on any vacant point.
2. The geese win if they can stop fox from moving. The fox wins if he can take sufficient geese to stop them from immobilising him.
3. The fox and geese move in any direction along a line to the next point.
4. The fox may take a goose by making a short leap over it to the vacant point beyond. If the fox can make a series of short leaps then more than one goose may be taken. These games are removed from the board.
5. Geese cannot jump over the fox but they aim to force him into a corner where he cannot move.

Gail Durbin

# Competition

## SUPER SITES ...

is a new competition designed to interest children in historic buildings by introducing them to major historic buildings in London which they may not have known of, and to encourage use of the tremendous educational opportunities they offer. The competition will run in the autumn term 1986 with the closing date of 28th November.

Entries from schools will be to produce *either* a wallchart *or* a game based on first-hand observation of at least one of the following buildings:

The Banqueting House, Whitehall; Chiswick House; Eltham Palace; Ham House; The Jewel Tower, Westminster; Kensington Palace; Kenwood House; Kew Palace; Marble Hill House; Osterley Park House; Ranger's House; Syon House.

There will be prizes of books and guides for the school library, English Heritage membership for teachers and a celebration tea at the Banqueting House for the winners.

Full details and educational material will be sent out for the beginning of the autumn term to schools in London and nearby. If you work further afield but would like information please write to the address below. The competition is being organised by the Department of the Environment with English Heritage, the Victoria and Albert Museum and Syon House participating. It is supported by the National Trust and the Heritage Education Trust.

Department of the Environment  
Information Directorate  
Room P1/172B  
2 Marsham Street  
London SW1P 3EB  
01-212 5056

# Footnotes

## Courses for teachers

### Wroxeter Roman City — Training Excavation

The annual training excavation on the *basilica* of the Roman city will take place this year from 17 to 29 August. The excavation is organised by the University of Birmingham Department of Extra Mural Studies and English Heritage. Applications from practising teachers will be welcomed as special sessions on the educational use of an excavation, a monument and an historic environment will be arranged. A few places are still available — contact

Mrs Judith Burl  
Department of Extramural Studies  
University of Birmingham  
PO Box 363  
Birmingham B15 2TT  
021-472 1301 Ext. 2188

### Osborne House for Home Economic's Teachers

A course for teachers will be organised by Pippa Henry and Gail Durbin at Osborne House on the Isle of Wight in the autumn term. For details (when available) contact:

Gail Durbin  
Education Officer  
Department of the Environment  
Room C11/10  
2 Marsham Street  
London SW1P 3EB  
01-212 3358

### Archaeology in Britain

English Heritage Education Service in conjunction with the British Museum Education Service is organising a series of courses to coincide with the Archaeology in Britain exhibition in the British Museum.

Avebury Study Centre 13 September  
Grimes Graves 27 September  
London 11 October  
Birmingham 18 October

For details apply to:  
British Museum Education Service  
Great Russell Street  
London WC1B 3DG  
01-636 1555 Ext. 511

### Hampton Court — Tudor Music and Dance

Tudor Music on 16th and 17th (repeat) October 1986 run by Michael and Alison Bagenal.  
Tudor Dance on 22nd January 1987 run by the London Early Dance Group. For details (when available) contact:

Bill Addison  
Education Service  
Room C11/07  
Department of the Environment  
2 Marsham Street  
London SW1P 3EB  
01-212 0613

## On-site facilities

### Seconded teachers

This year English Heritage has been working closely with two local authorities so that teachers can be seconded to work on our monuments. In Wiltshire, Chris Spring, Deputy Head of Redlynch CE Primary School, was seconded by his county authority to spend a year at *Avebury* prehistoric site. He is promoting the use of the new purpose-built Study Centre, now

attracting many school groups as well as producing a pack of resources on Avebury and its neighbouring monuments.

Chris has an archaeological background and in his visit to local schools he integrates that approach with other disciplines. He helps teachers with the preparation of their visit and the follow-up too. He has also made valuable contributions to inservice courses held in the Study Centre.

From the beginning of September 1986, the seconded teacher will be Lawrence Coupland, at present Head of History at Corsham Comprehensive School. Their services are free to visiting educational groups, as is the use of the Study Centre. To make contact and discuss your needs please telephone 06723250. In addition to the monuments in and around Avebury there are two museums on site, the Alexander Keiller Archaeological Museum and the Wiltshire Folk Life Society Museum.

In North Yorkshire, Steve Gibson has been at *Byland Abbey*, hitherto an undervisited monument. The prototype of the resource pack is already available through North Yorkshire LEA, and, like Chris Spring, Steve spends much time in the schools feeding in the children's work to the pack. He has won the goodwill of local farmers so that schools can now visit the granges and fish-ponds of the abbey.

Steve's musical gifts have added to the success of 'Living History' sessions on the site, complete with medieval instruments. He too has participated in inservice courses at York and throughout the country.

During the academic year 1986-87 the *Oxfordshire* LEA are seconding a teacher who will be part-funded by English Heritage, to assist with heritage education and prepare teaching materials on local sites. These will specially include Minster Lovell Hall and North Leigh Roman Villa. The teacher is Pat Emery, at present Humanities Co-ordinator at Summertown Middle School, Oxford. After September she may be contacted on 0865 774668.

### New sites in Northumberland

Two splendid and impressive castles are opening this summer in Northumberland.

*Prudhoe* lies hidden from the busy A695 by the Tyne on the way to Hexham. It has had a lot of restoration work in recent years and now houses an exhibition on castles. It lies very close to Tyneside schools, and is a useful centre from which to explore the area, which has many Saxon churches, a Roman town at Corbridge and Hadrian's Wall. Next year Prudhoe will have a resource centre on Northumberland castles.

*Aydon Castle* is even more hidden: three miles north of Corbridge and a mile from the village of Aydon. Look out for the new brown signposts. Aydon is really a fortified medieval farmstead. It has hall, solar, kitchen and stable, all roofed and complete. Nothing from the 20th century is visible and the setting is beautiful.

It opens in July with a school from Cramlington indulging in a Living History day. The children will be in authentic 14th-century costume, and try medieval crafts and games. Aydon will be a centre for Living History events.

### Tilbury Fort

You will find Tilbury Fort in Essex a fine example of a 17th-century coastal fort with outer earthworks, immense protective walls of brick and interior buildings (including a prison cell, chapel and ammunition stores). It is also a quiet haven in a landscape dominated by the tall cranes of Tilbury Docks.

The Education Room there is equipped with tape measures, compasses, slide projector and clipboards with plans of the fort printed on them. Courses for teachers are held there every term to develop different aspects of teaching with this site. The custodians will share their comprehensive knowledge of their fort with you. Find out from them how to make your visit to this site more rewarding.



### Grimes Graves

This neolithic flint mine near Brandon in Norfolk offers a spectacular insight into the prehistoric period. The experience of climbing down into a mine of this period is unique in this country. We are also proud of the extra service we are able to offer school parties. You may arrange for a demonstration of flint knapping with our custodian John Lord. He is well-known among archaeologists and in museums as an expert knapper. He has made a large handling collection of flint and antler tools for schools to handle on site. Write to him to arrange a demonstration:

John Lord  
Grimes Graves Cottages  
Lyndford  
Mundford  
nr Thetford  
Norfolk  
Tel: 0842 810656

### Deal Castle

A small display of visual aids on Deal Castle, prepared by teachers on the Canterbury English Heritage/DES Short Course in April is now held by Mr R C Matthews, the Warden of the ILEA Residential Study Centre at Ripple Down House, Dover Road, Ringwould, Deal. He is prepared for teachers to contact him to make arrangements to see them and to discuss approaches to the castle. Telephone 0304 364 854.

### Maiden Castle

The excavations which began here last year will continue this summer between mid June and the end of September under the direction of Neil Sharples — information boards in the car park and on site. A visit to the Dorset County Museum in Dorchester is recommended as useful preparation or follow-up; for bookings contact the schools officer at the museum, tel: 0305 62735. No prior booking is necessary at the monument.

### Holiday Events at Royal Palaces

During the week of 18th August 1986 holiday events for young people will be held at Hampton Court Palace and Kensington Palace. There will be quizzes, talks and a variety of craft activities. For a copy of the programme contact:

Bill Addison  
Education Service  
Room C11/10  
Department of the Environment  
2 Marsham Street  
London SW1P 3EB