



English Heritage

Greeted by 20th century technology.



English Heritage

Now in the year 1590 they are welcomed by Sir Christopher and Lady Hatton.



English Heritage

In the work groups some found making-up fun...



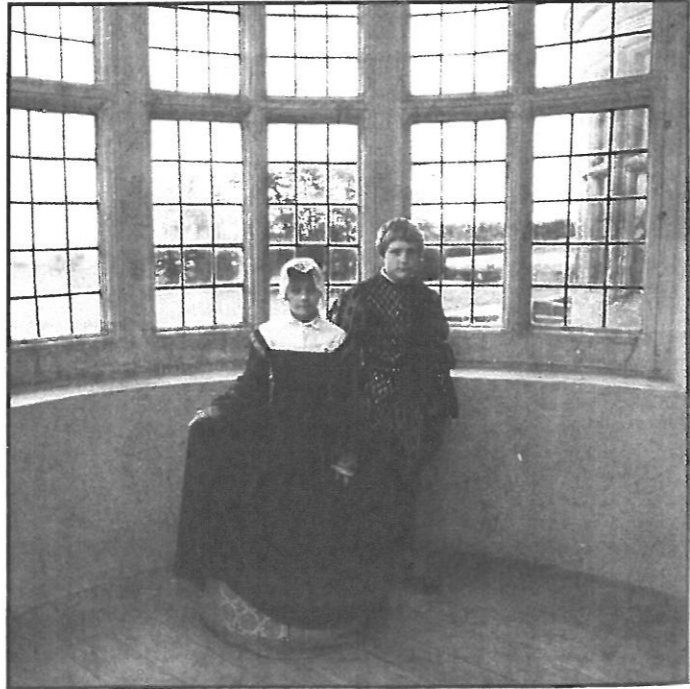
English Heritage

... or learning to write with a quill pen



English Heritage

or playing indoor games...



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while these two changed into finery.



English Heritage

Then it was lunchtime for Sir Christopher and Lady Hatton



English Heritage

... and for all their guests.



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After lunch the children entertained their hosts, with juggling.



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... or dancing



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Then it was back to the 20th century again

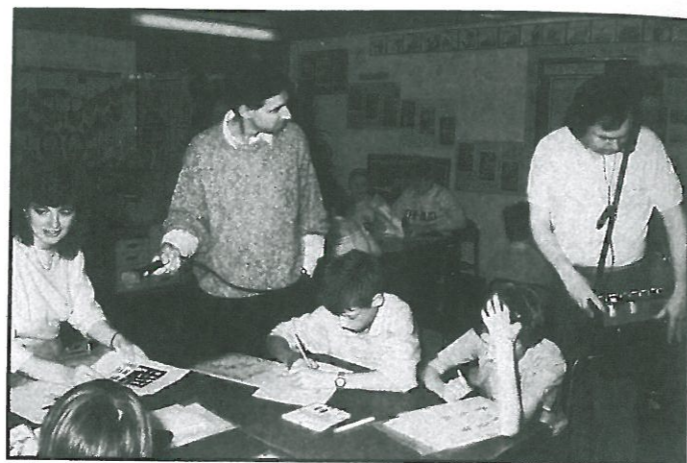
... and to continued work in school and an exhibition in Northampton's 'Teachers' Centre.



Mike Corbishley

First the children got to know the place and the setting for the day. Then they went into workgroups — each group of children going to two of the seven offered. The work groups were dancing, indoor games, clothes and make-up, writing with quill pens, making miniatures, hygiene, and herbs for cooking. After a 16th century meal each school gave a performance — music, dancing, recitations, for example — as a thank you to their hosts. The day ended all too soon as the children needed busing home.

Before long each school had an edited video record of the day to continue the project through the term and to parents' evenings.



English History

Both Judith and I and the teachers were beginning to assess the project.

Question: Did you enjoy the day?  
 Answer: Yes definitely because there's so much activity but most of it I'd never done before, had new stuff for dinner never heard of pea soup before, the person who was teaching me prepared me for it and mentioned it — never heard of stuff called pea soup.  
 Question: What was your favourite activity?  
 Answer: Pomander activity. I enjoyed doing that because I told the helper I'd made pomanders before.  
 Question: Remember the day?  
 Answer: Can't forget it.

The next stage was to make a fuller film which outlined the project for teachers in special needs schools. You can send for it on free loan from our Ruislip address — it's called *The Past Replayed* — and is available on VHS or Betamax format. The project ended, officially, with an exhibition in the Teachers' Centre in Northampton in the autumn term 1987. Of course it hasn't really stopped there. Some of the schools are going on to a similar project at Holdenby House this autumn, while others have found the project a good lead-in to work on the Armada.

Mike Corbishley  
 Regional Education Officer

*Note: Kirby Hall is 4m E of Corby — it's still in a secluded hollow. The house is open every day from Easter but is closed on some days in the winter. To check telephone 0536 203230 or 0223 358911.*

## Games for the classroom

### Number 5 — Roman Knucklebones

Knucklebones is a game that stretches back to the times of Classical Greece. There are many variants and this article concentrates on the gambling games played by the Romans.

The game is played with the knucklebones or ankle-bones of sheep. The ancient Greeks used these bones for prophesying the future but gradually a game developed. This game became popular with the Romans who bet on the outcome.

Knucklebones fall on one of four faces, each of which looks different. The Romans gave a name and a value to each of the faces.

Dog (flat face)	1 point
Vulcan (concave face)	3 points
Eagle (convex face)	4 points
Caesar (twisted face)	6 points

When four bones are thrown together they produce different combinations which were given special names as well.

We know the game was played widely from archaeological evidence and the many references in literature, but we are no longer sure of the rules. The firm Abydos manufactured a plastic set and these were the rules they suggested.

### The Rules

- Three or more people play and the first person to reach 100 points wins.
- The players take it in turns to throw the bones and add up the face value of their bones, eg. A Dog, a Vulcan and two Caesars would give a total of 16 points.
- Extra points are gained for the following combinations:-
  - Four different faces (1, 3, 4, 6)
  - Four Vulcans, four Eagles or four Caesars (3, 3, 3, 3, 4, 4, 4, 4, 6, 6, 6, 6)
  - Three faces the same of any type
  - Two pairs of any type
  - Four flat faces (1, 1, 1, 1) 'a Dog'
  - Outright winner
  - 20 additional points or a 'Nasty Caesar'
  - 10 additional points or a 'Nasty Caesar'
  - 5 additional points
  - Out of the game
- A player who throws four identical faces which are not a Dog has the choice of either taking the 20 points or of declaring 'Nasty Caesar'. The player on the left who throws three faces the same can similarly choose between taking the bonus points or going 'Nasty Caesar' and subtracting 10 points from the score of the player on the left.
  - Ambitious teachers might consider negotiating with their local butcher or abattoir for a set of these bones.

## Organising visits for the physically handicapped



The Royal Armouries

Children and the replica set of crown jewels at the Tower of London.

Have you ever been unable to gain access to a historic building or site or found that the glass display cabinets inside are too high for you to look in? These are just two of the problems facing my classes of physically handicapped youngsters (aged 11-16), when we consider going on school visits to historic sites. Obviously, the problems are not insurmountable and with good planning most of them can be avoided.

Like all history teachers, I am fully aware of the importance of getting pupils out of the classroom to historic buildings and sites and of giving them, where possible, some "hands on" experience of source material. The added bonus for me in my situation is that many of my pupils do not get out very often and so any visit has an extra novelty and is received with added enthusiasm.

As with any school trip, a preliminary visit to the proposed site is essential, and when you are considering taking a group of disabled pupils there are certain points which you have to consider.

1. ACCESS — even two or three stairs can put paid to the idea of including electric wheelchairs in the group. Lifts have to be big enough to take two or three wheelchairs at once or else your trip can take twice as long as you anticipated and pupils get bored with waiting around. It also helps if the lifts take you to a gallery and not, as in one case we found, leave you stranded between two flights of stairs.

2. TOILETS — Obviously easy access is essential. We have found disabled people's toilets which a wheelchair bound person cannot enter on their own.

3. PARKING FACILITIES — for minibuses, though not absolutely essential, are very useful and make life much easier.

4. BOOKING — it also helps if one can book a visit at a time when not too many other visitors are about since we have found that groups of wheelchairs and queues or crowds do not always mix. Not only do many members of the public not realise that wheelchair bound people are low down and cannot see over other people's heads but also a group of wheelchairs manoeuvring through an exhibition inevitably slows down the rate of progress of the people behind. Many sites and buildings now make special arrangements for disabled people and seem to be increasingly aware of the needs of the disabled population. However, I have often been assured on the telephone that there is wheelchair access to a site and "no problem about bringing wheelchairs along", only to find on my preliminary visit that access is limited

and although one wheelchair might be alright, eight wheelchairs all in one place is a different matter.

Our school is based in Kingston-Upon-Thames and we have taken groups to a variety of sites within easy reach by minibus. Those that I have found especially successful have been sites that have been able to offer films, talks and "hands-on" experience of items as well as tours of exhibitions etc.

Some of our most enjoyable and rewarding visits have been to: TOWER OF LONDON

We visited the Tower of London last summer term and although access to the buildings is very limited, the pupils enjoyed the sense of atmosphere. The excellent education department with their replica set of crown jewels was a great "hit" since wheelchairs cannot gain access to see the real jewels. The pupils really enjoyed being able to try on various crowns and getting a close up look at them. They also had a talk on the various types of armour used through the ages and were allowed to try on examples including different helmets. This was certainly a memorable experience and one I hope to repeat with a different group this year.

NATIONAL ARMY MUSEUM, CHELSEA

Another popular place with the pupils is the National Army Museum where again pupils can handle museum items at leisure in the lecture hall.

HAMPTON COURT PALACE

The palace with its extensive grounds, large rooms, and easy lift access has been an ideal summer site to visit, especially as the maze is big enough for wheelchairs to get around!

We have successfully visited other sites such as the Museum of London and the Imperial War museum and I am always looking at new places to go: for example, next term I have arranged a visit for two groups to go to the Weald and Downland Open Air Museum at Chichester.

On the whole, I have found most people to be only too willing to help when I have approached them concerning a proposed visit. I firmly believe that it is only by taking pupils who have physical disabilities out to various sites that we can alert the people in charge of historical sites to the needs of disabled people. Of course, the age and nature of many sites means that it is not possible to cater for wheelchairs but improvements could and should be made where possible.

Denise James, Class Teacher & History Teacher at Bedelsford School for Physically Handicapped Pupils.