To play The Layer Game, you need: Tracking Paper, Pencil and a Good Observer.

Window

Blocked New Window Wall

To enter the secret passageway, you must pass through the blocked window. Look for a guide to the left of the window. In the right corner, you will find the secret key. Use the key to unlock the window and enter the hidden passage way.

Did You Know?

1. The secret key is hidden in the wall.
2. The hidden passage leads to a treasure chamber.
3. Pay attention to the details in the window.

Sponge

Cement

JAM

Sponge

ING SIGMAR

The Layer Game
**The Living Churchyard**

The Living Churchyard: Video £15.00; Moryn Parker et al., DIY Information Pack, £5.00, Obtainable from Arthur Rank Centre, Church & Conservation Project, National Agricultural Centre, Stoneleigh, CV8 2LZ.

According to the leaflet which lies just inside the folder of the DIY Pack, this project is intended to arouse interest in the value of churchyards, chapels and cemeteries for nature conservation. You may by this time be distracted by the message from HRH The Prince of Wales which appears on the inside flap of the folder. But keep going with the leaflet. It continues: "The audio-visual aids will stimulate churches, parish groups and managers of burial grounds of all kinds to explore the scope for enhancing wildlife and its habitats. The DIY Information Pack shows how to plan surveys and management and how to carry out tasks on the ground, as well as providing for help and advice."

What else does the pack contain? Its core lies in a series of six rather slim booklets in A4 format. The first gives an introduction to the project and to Anglican diocesan administration. Legal considerations are lightly sketched. Number two introduces churchyard habitats and explains how nature conservation surveys of churchyards and churchyards may be undertaken. The three copies of a recommended recording form are provided. The third booklet focuses on techniques of churchyard management, while the fourth considers resources: equipment, money, safety, training, and insurance. The pack also contains a further leaflet which gives information on the Nature Conservancy Council grant scheme, together with an application form. Booklet five concentrates on the themes of 'Liking people know', and 'Education'. Number six provides an address list of relevant organizations, a bibliography, and the names of suppliers of equipment, native seeds, plants and trees. A separate independent sheet is entitled "Bats in Churchyards". All documentation is quite well laid out and easy to use. Practical advice is given on a step-by-step basis. The section on education is fair on ideas (the cross-curriculum potential) between sciences and humanities is noted), but generalised in approach. The pack as a whole seems not to have been produced with the needs of schools specifically in mind. For school purposes the Churchyard Code on p.4 of booklet 5 should be strengthened as regards safety: not only should children not play or climb on tombstones, they should keep clear of cracks and crevices by certain types of plant and insect. Incompetent repointing is one of the most widespread causes of archaeological damage to churches, just as the uprooting and destruction of gravestones to facilitate motor mowing is a cause both of ecological and archaeological damage. Bats provide a further illustration of ways in which concerns of natural historians and archaeologists converge: interference with church roofs, towers and bell frames may also impinge on bat roosts, sometimes with serious consequences both for archaeological evidence and for the bats.

The essential message, therefore, is that in the field of conservation we are all in this together. Or at least we should be. And the realization that we should be must begin in the classroom. Yet it is just this sense of integration that is missing from the pack and is insufficiently emphasized in the video. Lists of addresses (in the case of English Heritage accompanied by no further information as to what or what does) are no substitute for a proactive approach to conservation which seeks to enhance and conserve the environment as it is, that is a product of both natural and human action. So, while extending a warm welcome to The Living Churchyard, it is necessary to express regret that an opportunity has been missed. This is no criticism of its progenitors, for the gospel of total conservation is hardly more strongly represented in publications of the CBA or English Heritage than it is here. On the other hand, bodies like the CBA and the National Trust have become increasingly involved in the promotion of links between archaeology and nature conservation. The same can also be said for English Heritage: for example, in the case of development of habitats provided by large masonry ruins, or in the criteria which have been developed for the Monuments Protection Programme. Perhaps it is time for these initiatives to be brought to a focus, to provide a point of contact between different branches of the conservation movement, and to ensure that positive initiatives such as The Living Churchyard can achieve their full potential.

Richard Morris,
Research Officer,
Council for British Archaeology, York.
Hautebois

‘Hautebois’ musicians are currently performing for schools at English Heritage properties around the country, playing instruments of different periods to give children an authentic feel of the past.

‘Congratulations!’ I found myself saying to Rick and Helen Heavisides as they completed their first performance at Kirkham House in Paighton — one of English Heritage’s smaller monuments. ‘You’ve just covered the whole of the National Curriculum on Sound.’

Aimpoint Target 14 (Science) states that pupils should develop their knowledge and understanding of the properties, transmission, and absorption of Sound. This isn’t at all easy to achieve, even though our lives are filled with sound. Much of it is produced electronically; approached in the abstract, it is very hard for teachers to explain.

Yet here were Rick and Helen describing to an audience of eleven year olds exactly how sound is created, and then going on to demonstrate how it can be controlled — and all this without a single wire or switch in sight.

Children are encouraged to try the instruments for themselves.

And what sound! The children were amazed at the volume it is possible to produce simply by blowing, plucking, or striking medieval instruments. The two musicians in front of them might have been a whole orchestra. As you may already have realised, I am something of a fan of Early Music: its re-discovery and re-creation by skilled performers like Rick and Helen, seems to be one of the great archaeological achievements of the last fifty years. Together with the art of the time, there is no more authentic route into a feeling for the past, and no more convincing proof that it was, indeed, a different place. So why take today’s children on a journey there! The usual argument (with which I agree) is that it is impossible to understand the present without a knowledge of the past. Just as each one of us personally has an identity built up from childhood, societies and cultures cannot be described or even understood, without reference to their origins: the past is simply tomorrow, viewed from the day after.

However, it was not consciousness of the chain of events linking me to the Middle Ages, which made listening to Rick and Helen a special experience. It was the opportunity the Hautebois provided to experience for the very first time to exercise that special kind of freedom which adds of the reem ‘Nuncita’ series on television will recognise. Imagination gives you the chance to live other lives besides your own — something which I believe to be an essential part of growing up.

Of course, the world of children’s literature is filled with such ‘escapism’. What is essential, as C.S. Lewis understood very well, is that you should come back to the present strengthened, and better able to understand what is happening to you. This is the importance of myth and much history. With their music, Rick and Helen were conveying a truth far more valuable than any invention.

Children are discerning in these matters; they could see the skill and

To the editor, Dear Remnants,
As a History teacher I was pleased to read last month your contribution to the debate over the Interim Report of the History Working Group.

The construction of the National Curriculum in History is a vitally important matter for all History teachers, yet many of us have felt practically excluded from the process. Consultation so far appears to have been minimal and has left many teachers feeling powerless and insignificant. If ‘Remnants’ can act as an arena for expressing some of our concerns, fears and desires, you will be providing History teachers a valuable service.

Your article on the National Curriculum has voiced many opinions of which, I hope, the History Working Group is taking note. Among these points which you raised I was particularly pleased that you—

1. Welcomed the acceptance of the need to make field visits, to handle objects and to use empathy.
2. Called for this to be stated more specifically in both the Programmes of Study and in the Attainment Targets.
3. Stressed that investigative learning is appropriate for students of every key stage and across the whole range of abilities.
4. Called for the opportunity to study a School Designed Theme at Key Stage 4.

The Secretary of State’s comments to the HJW’s suggested an attainment target based specifically on memory of historical facts. It is refreshing to read in contrast an emphasis in your arguments for the need for investigation.

SITI’s based on aspects of local history and on fieldwork in historical sites would encourage a young person’s developing understanding of the skills required for informed discovery and for critical investigation.

History teachers do have a responsibility to develop in their students an awareness of national tradition, but this heritage should not be received passively as a fixed body of knowledge but as an inheritance to explore, to add to, rediscover and renew. I have been baffled by criticisms of the Interim Report made in some quarters as somehow flawed by ‘Anglocentrism’. The Report’s proposed History Programme of Study is galvanised by incoherence rather than by any obvious narrow preoccupation with the history of our country. Your suggested School Designed Themes for Key Stage 4 could be very exciting, particularly ‘The Politics of Conservation’ and ‘The Changing Use of Historic Buildings’. SITI’s like these would allow the possibility of addressing the fluid relationship between past and present, allow scope for judgements as well as investigation and allow for a deepening understanding of change through historic periods. These SITI’s could also lead to creative cross-curricular work with Design, Environmental Issues and Economic Awareness.

I look forward to reading further articles in ‘Remnants’ on the National Curriculum and I hope that English Heritage will make a vigorous intervention in the approaching debate over the recommendations of the Final Report.

Yours Sincerely,
Geoffrey Littlesjohns
Head of History
Head Leys Community College
Shepshed, Leicester.

National Curriculum Update

The National Curriculum continues to occupy our minds in the English Heritage Education Service. In the last issue of Remnants we published our report on the Interim History Report. This issue it is the turn of Geography...

We were very pleased to hear from several readers of Remnants that they welcomed our comments on the National Curriculum History Working Group’s Interim Report. Not everyone agreed with our optimistic viewpoint, it is true, but we publish a letter from a Head of History which we have received.

Below are our comments to the Geography Working Group’s Interim Report which was published at the end of last year.

National Curriculum Geography Working Group Interim Report

We were extremely impressed by the amount of hard work that the Geography Working Group have obviously put into their task and, in general, we applaud and support the Interim Report.

As the report is charged with the statutory protection and conservation of the historic environment our main concern is that the report miss a number of opportunities to relate its ideas explicitly to supporting good practice or to other areas of the curriculum (despite the Working Group’s commitment, at para 2.7, to the role of geography within cross-curricular studies). While we welcome the overall ethos of the document, for example, para 5.9 and Attainment Target 7, we feel that there could be a stronger explicit commitment to passing on an interest in, and respect for, the historic environment.

In particular, we would like to have seen a stronger awareness of, and linking to, the Interim Report of the History Working Group as we feel that the two subjects are—quite correctly—closely related in the minds of HMI teachers and the relevance and influence of the past on the present, while being the main area of study for history, has a critical impact on the geographical study of the world at local, regional, and international levels. We cannot see, especially at the primary level, how the National Curriculum can be delivered neatly packed in different waterfront subject topics. We applaud the Working Group’s constructive comments on how one geographical study can contribute to more than one Attainment Target but would have liked to have seen, at least in theory, a firmer commitment to how such combination may work on a cross-curricular level e.g. parts of AT1/AT2/AT3/AT4/AT5/AT6/AT7/ AT8/AT9/AT10/L1/L2/L3/L4/L5/L6/L7/L8/L9/L10/L11/L12.

Above all, we are pleased by the emphasis given in the report to the idea that interest in the historic environment should be attached to engaging subjects and topics, that is, that geography should be taught in a way that is not only ‘good’ for itself, but because it is important in a larger cultural context.

Mike Corbinsley, Head of Education, English Heritage.