

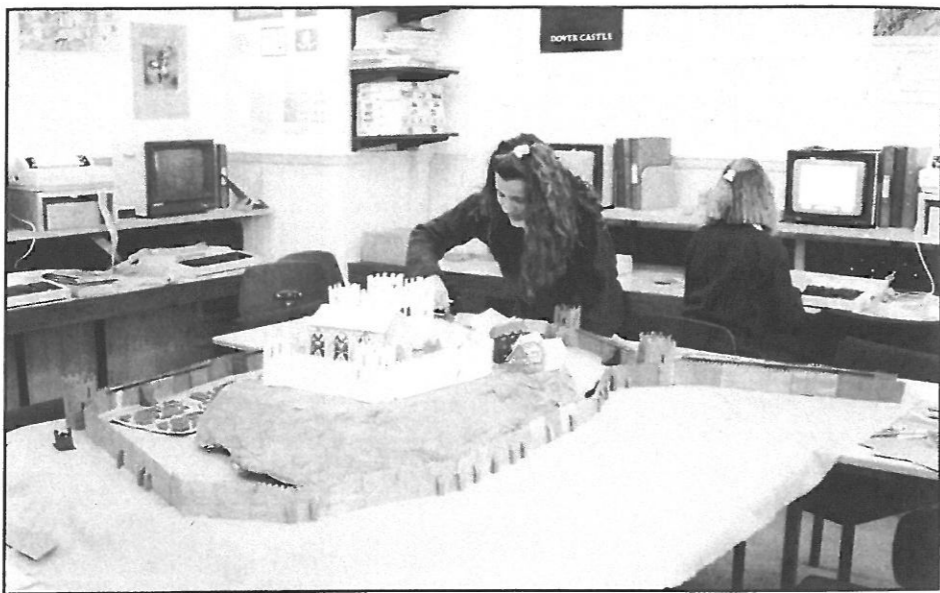
this topic because of Campus' project then we could hardly wait. The fact that 'Hands on History' was also supported by English Heritage who provided a range of factual information to all the schools participating in the project was a bonus. This information included an English Heritage map of 350 sites, a Guide to English Heritage properties, fact sheets and much more.

It is not difficult to see why it was so hard to resist it? As I said earlier when we looked through the material from Campus it became obvious that the best way to start was to visit a castle. So on Wednesday April 26th we all embarked on our way to Bodiam Castle in East Sussex. If you know this castle you will realise what a great start this visit would be (if you don't know it then try to get there — it is worth the effort). It sits in a natural river valley with woods here and there. It is surrounded by a wonderful moat, full of enormous carp (goldfish). It has survived really well and contains all the features that a good castle should have. The children really enjoyed going across the drawbridge, climbing up the towers, looking down the well, peering through the arrow slits and trying to imagine what life was like in 1350. They took lots of photos of what different parts of the castle looked like because what they wanted to do when they got back to school was to design Bodiam on the computer. This would be as a warm-up exercise prior to getting the clues to create the Campus Castle. This was one aspect of the project that appealed so much. The children had to log-on to Campus 2000 and read (download) the 'clues' that they found there. If they used the facts and all the books they had in the classroom they could discover the castles that Campus was describing. Then they had to design it using Data Design's software. To find a really new, interesting way to get the children to use an on-line system in IT was a great idea. The fact that it was a sort of quiz was even better. This was the sort of clue we received:

**Clue 17**

*'The castle remained intact until the Civil War period, when it was used by both Royalists and Parliamentarians, though it saw no sustained action. Sometime after 1656, the north wall of the keep was demolished on orders from the Government to make the castle unusable for warlike purposes. This happened to many castles at this time, and after being destroyed their materials were often used to build local houses, or a new house for the Lord: Leicester's Gateway continued to be inhabited. About this time the mere was emptied, and the sluices damaged.'*

The children were able to identify the castle after the third or fourth clue — it was Kenilworth. So they were able to start their design straight away. But just look at the clue above again and see all the work that we could produce. Firstly there is this part:  
*'The castle remained intact until the Civil War period, when it was used by both Royalists and Parliamentarians, though it saw no sustained action.'*



As the clues come in the children of Richmond Park School gradually build up their castle.



The children immediately began to ask about The Civil War. Who were the Royalists and Parliamentarians? At this point we had to decide if that was where we wanted the project to go. Campus had given us the opportunity.

Then there were these bits:  
*'Sometime after 1656, the north wall of the keep was demolished. About this time the mere was emptied, and the sluices damaged.'*  
One of the best things to emerge from the project was the way the children enjoyed the new language that they encountered. To find out what the Keep was — not to mention the mere and the sluices — was a contest that went beyond the clues. Every clue seemed to contain another gem. The teacher decided to give the children even more practice in discovering the words by writing passages into 'Developing Tray' that contained them. The children's favourite word was 'crenellations' — although portcullis came close. This was just another way that IT became an integral part of Castles.

The children did a great deal of work in science — for instance on movement. One of the questions was — 'How did people

move huge blocks of stone that many years ago?'

This became a question of how to move these huge blocks without engines etc. The design of a block and tackle, rollers and even the knots in the ropes, were all worthy of attention. Creating some of these items in miniature to test them out, became an interesting exercise too. In fact, there was no end to the work that emerged.

At the end we sent a small fraction of the work we had collected together as the project folder to see if we could secure a prize. We didn't really mind if we won or not because thanks to Campus and DataDesign the castles are really a part of the classroom. And are in our History syllabus forever — and our science and our CDT and our ...!

David Marshall  
Headteacher,  
Rocks Park Primary School,  
Uckfield, East Sussex.  
(This article appears by kind permission of Lisa Hughes, Editor, Educational Computing — where it first appeared).



**The Winners**

Rocks Park didn't win a major prize — although being involved sounds as though it was enough! The winners who were presented with their prizes at Kenilworth Castle on Thursday 1st November were:

- Richmond Park School, Strathclyde — Overall Winners (above)
- Prestatyn High School, Clywd — Best Model Castle (Secondary)
- West White Middle School, Isle of Wight — Best Model Castle (Primary)
- Rosebury School, Surrey — Best Portfolio (Secondary)
- Pool C of E Middle School, W. Yorks — Best Portfolio (Primary)
- Pewsey Vale School, Wiltshire — First to identify Castle (Secondary)
- Creunant Primary School — First to identify Castle (Primary)



**Campus 2000** is an electronic network for education run jointly by British Telecom and The Times, providing sophisticated electronic mail facilities, databases and noticeboards and access to the Prestel information service. Schools connect their classroom microcomputers to the main computer through telephone lines to access and exchange information.

For further details contact:  
Campus 2000  
PO Box 7  
214 Grays Inn Road  
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# Archaeology in the curriculum

Local projects using archaeological sites can help curriculum study at almost any level, as these examples from Northamptonshire show.

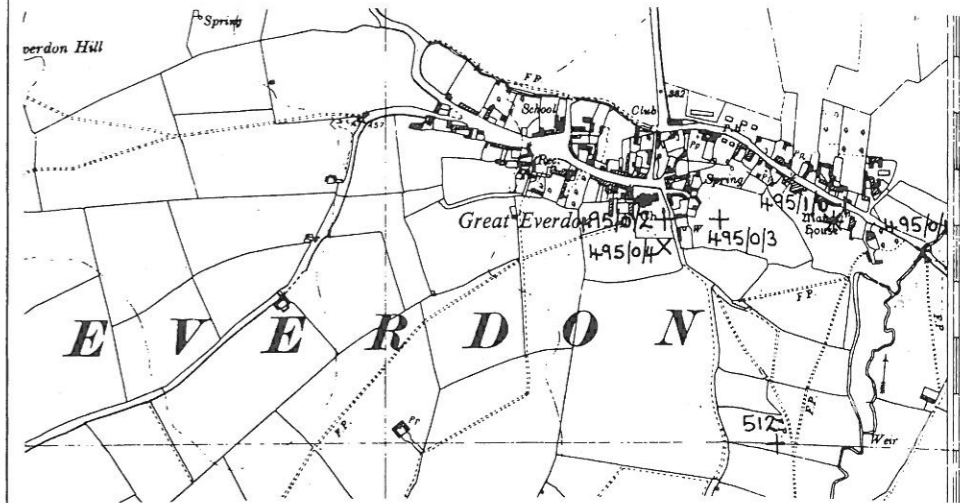
In the last issue of Remnants we showed how Sites and Monuments Records contain essential information about local archaeology. In Northamptonshire, the Archaeology Unit has been encouraging teachers to make use of this under-used source. In so doing, teachers have been discovering the SMR's versatility as a tool, and its relevance to a wide range of subjects and age groups.

**The SMR and mapwork**

At Everdon Field Studies Centre, recently, a group of Infants and Juniors from Naseby Primary School were developing mapwork skills, and I was asked to help. Using our Sites and Monuments Record, I selected an area around the Field Centre, obtained the corresponding print-out and relevant aerial photographs (about thirty in all), and made a copy of our SMR map, showing Everdon. Armed with these, I joined the children, who had just returned

from a walk around the village. We simply spread the aerial photographs around on a large table, for the younger children to study. Soon they began recognising, with delight, the very lanes, trees and houses where they had just been walking, (and discovering what the top-view of a sheep looks like!) They began to realise that some of the photos were almost the same, showing the same features, but perhaps from a different angle, or at a different time of year.

The older children were provided with copies of our SMR map (based on the 6in. OS map), as well as the photographs. They had to try to identify on the map exactly where the photographs were taken from. Not as easy as it sounds when you remember that most of the photos were taken at oblique angles, and did not, obligingly, all face North! At this stage detective work really took a grip, as the children found that sometimes features



ABOVE: Extract from SMR map showing the area around Everdon Field Studies Centre.

BELOW: Aerial view of Everdon area corresponding to SMR map.



appeared on a photo but were absent from the map. Likewise some details (such as cattle sheds) could be seen on some photos, but not on others. It all began to make sense when they realised that the photographs were taken over a period of some 20 years, and that the map itself was not completely up to date — but they had in their hands the raw material for compiling a chronological survey of recent change in the village!

Only at this stage did I introduce the archaeological data. The pupils had been puzzled over the numbers written onto the map. So we used the print-out to follow up what has actually been discovered around Everdon. Learning to handle the data was a useful exercise in Information Technology, and the children realised that there was still a great deal more to find out about the past of the area.

### The SMR and local roots

Naseby and Everdon lie in the heart of rural Northamptonshire, where children can see the evidence of past landscapes all around them. But what of schools in built-up, urban areas? Must these pupils travel afield to find a sense of the past? Here, the SMR can play a key role in giving children an awareness that their own landscape, perhaps a fairly homogeneous housing development, has its own, unique story, its own roots, stretching back into prehistory. Three examples, from lower schools in greater Northampton, illustrate this.

Pupils from Booth Lane Lower School were combining work for History Study Unit 2 (Romans, Saxons and Vikings) with a Local Study. One pupil came up with a story that someone on her estate (built in the 1930s) had once dug up a Roman pavement in their garden. A contemporary newspaper cutting, and four photographs taken at the time of this discovery were found, together with verbal reports that people were 'always finding bits of Roman pottery at the quarry'. This generated a desire to know more, so the teacher approached the SMR Officer, who provided her with a copy of the SMR map. Comparing it with a modern street map of the area, they realised that several other finds of Roman material had been made in streets where they lived. Thus, what had begun, for the children, as hearsay and local gossip, had turned into a mini research project, their findings confirmed by the SMR. This gave them, in a very immediate way, a sense of the present's continuity with the past.

### The SMR: A way into prehistory

The Blackthorn area is part of a large housing development to the east of Northampton, built about 20 years ago; yet, to the children of Blackthorn Lower School the familiar landscape of houses and streets has been there from time immemorial. They have known it all their lives, how could it ever 'not' have been? Year Four pupils undertook a unit of work on the Local Environment. This was designed as a cross-curricular activity, to

# So Romans Lived At Buttocks Booth!

## Romantic Find of "Model Villa"



TREASURES found on the site include the hone, or sharpening stone, on left, pierced for hanging up, and, on right, a silver coin—a siliqua of Mediolanum, bearing the head of Honorius (A.D. 393—423). The inscription is: "D.N. Honorius P.F. Aug. virtus Romanorum M.D.P.S."

RESTRAIN your envy, ye archaeologists of town and county, of Mr. A. Grimbley, who while digging in his garden at "Jessamine," Booth Rise, Kettering Road, Northampton, has discovered the remains of a Roman villa, complete with tessellated pavement, implements, coins, etc., right outside his own backdoor!

Mr. Grimbley now has the opportunity of enjoying the daily thrill, IN HIS OWN GARDEN, of gradually uncovering this rich romantic link with the dim past, and then perhaps of gradually reconstructing what remains of the villa to its original state, thus to form one of the archaeological treasures of the county preserved ON ITS ORIGINAL SITE!

For the time being, however, Mr. Grimbley has had the find covered in again, as he desires to use the land for growing vegetables. Soon after Mr. Grimbley discovered the treasure that lay beneath his land, he got into touch with the Borough Librarian and Curator (Mr. Reginald W. Brown) who, at once, set about investigations with characteristic keenness.

He found that the remains, which are about two and a half feet below the surface, are those of a Roman domestic building of some importance. There is an outer wall two and a half feet in thickness and a tessellated pavement, the

MR. R. W. BROWN engaged in piecing together a part of the decorated tessellated pavement found two and a half feet below the surface.

centre of which consists of one inch cube square of white stones surrounded by a decorated border of a conventional leaf design.

The border is made up of white, blue and red tesserae about half an inch square embedded on two and a half inches of cement. This is a new find, but Mr. Brown has been "watching" the district since the discovery, a year or so ago, on the opposite side of the road, of a few fragments of Roman pottery.

### Previously Uncovered

It does not, of course, necessarily follow that the finding of fragments of pottery indicates a site of Roman occupation, but being in the vicinity of a residence and a farm both called "Thorpe" lends credence to the possibility of something more important turning up, since similar remains have been discovered at Thorpe, near Peterborough, and at Apethorpe, and a Roman coin of Antonia was found at Thorpe Achurch. Thorpe means a hamlet or farm.

"We dug several trial holes on the site," related Mr. Brown to the "Independent" yesterday, "and we were soon rewarded by evidence proving that the pavement extended several yards across the garden east and west, and about ten feet north and south."

"Obviously the pavement had been uncovered before, and happily by someone who thought it worth preserving, because it had

(Continued on opposite page, column 1).



MRS. GRIMBLEY holds up the find, a pavement, in her garden, which she has recently discovered.

RIGHT: Extract from Northampton Independent, July 1 1938 (—Buttock's Booth is now renamed as Boothville!)

meet attainment targets in Science (AT 1, 3, 5), Maths (AT 5, 12, 13, 8), Language (AT 3, 2, 4), History (AT 1, 2, 3), Geography (AT 1, 2, 7) and Technology.

### Blackthorn Lower School Unit of Work Year Four The Local Environment Topic Web

**Science...** Compare and contrast local human habitations. Clean streets, littered streets, for example. Note and report on observations. Make a sensory walk, note things seen, smelt, heard, tasted or touched. Chart the findings. Compare and contrast Blackthorn and Great Billing. Complete worksheets on similarities and differences.

**Maths...** Note odd, even patterns of house numbers. Chart or graph house types in area and in G. Billing. Compare figures and compile data. Use map and grid references. Measure distances from school to local amenities. Make and use a number game to get from home to school.

**Language...** Learn and write full home address. Learn town, area, street and house number to differentiate between people. Research reasons for post codes. List amenities in Blackthorn. Describe them and report on what is needed. Read maps to locate places to visit. Describe your journey to school. Write report on visits to Blackthorn and G. Billing. Describe Iron Age Farms and the possible lifestyle of the inhabitants.

**Geography...** Use maps. Fill in blank street maps. Put in symbols on maps and draw keys to explain. Draw map of school and use each others maps to find locations. Visit to Blackthorn and G. Billing, compare and contrast notes and worksheets.

**History...** Research Iron Age Farm Settlement. Listen to talk from Rachel Shaw, archaeology department. Report on Rachel Shaw visit. Study and draw artefacts. Study maps and aerial maps of Blackthorn area.

**C.D.T....** Make a getting to school game. Design and make a new play area for your estate. Make an Iron Age hut to go onto a model of an Iron Age Settlement.

**Art and Craft...** Sketch item on way home from school. Sketch borrowed artefacts. Make books and design covers. Draw keys and symbols for maps.

### Attainment targets covered:

- Science... 1, 3, 5.
- Maths... 5, 12, 13, 8.
- Language... 3, 2, 4, 1.
- History... 1, 2, 3.
- Geography... 1, 2, 7.

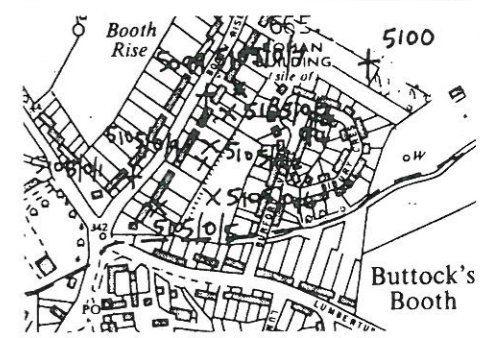
An archaeological 'edge' was given to this work by the SMR. Pupils studied maps and aerial photographs of their area, and soon found out that before the estate had

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been built, Blackthorn was just fields, part of a farm. But SMR data also showed that the area had been settled in the Iron Age, and that an Iron Age farm had been excavated before the houses were built. This led pupils to an 'Iron Age theme', finding out about daily life, and building a model of an Iron Age settlement. At this point I visited the school to talk to the children about what the archaeologists had found at Blackthorn, how they had located and recorded what they found, and how we might interpret their findings. The SMR provides a bibliography for every site so it was easy to locate the excavation report. We looked at slides, plans, and I brought in a range of typical 'ordinary' finds (in this case, mainly bones and pottery, other finds being shown on slides) for them to work with. They spent time sorting, discussing and drawing these objects.

The Iron Age also featured in work done by pupils at East Hunsbury Lower School. This is a brand new school, serving an area that skirts Hunsbury hill fort. The entire school was planning to spend an afternoon there, doing field work for science and environmental studies, and simple archaeological surveying of the earthworks, (which meets attainment targets in Maths). I was asked to give a very simple introduction to the site. I found a selection of aerial slides from the SMR showing Hunsbury hill fort as it was

BELOW: Fieldwork at Hunsbury Hill Fort



years ago, part of an agricultural landscape, and as it is today, an urban park, surrounded by houses. Many of the children, although they play on and around the earthworks, had no idea that they were built by people in the past, and no concept of their overall shape. Therefore, the simple exercise of looking at the oval defences from the air gave them, in every sense, a new perspective on something familiar, and an incentive to get out there and find out more!

### The SMR and decision-making

The Sites and Monuments Record can be equally relevant to work taking place in secondary schools. As was explained in the last issue of 'Remnants', one of the primary functions of the SMR is to provide information against which planning applications can be evaluated. Responsible decision-making, especially as it affects the environment, is an area of increasing

concern to pupils and teachers, and is relevant to the Geography National Curriculum. In Northamptonshire, the construction of the A1-M1 link road provides schools in the road's vicinity with a ready-made case-study, one which may affect them directly. Provided with the data from the SMR, the location and nature of sites potentially affected, how would they recommend the road be routed? What priority would they give to conservation as opposed to development? How would they weigh up all the different and sometimes conflicting factors in what can be a difficult balancing act? This is an area yet to be fully developed, but with clear potential.

#### The SMR: a historical source

The Sites and Monuments Record is a significant tool within local research, one that historians and History students should be aware of. A typical session was run with 'A' level students at Sponne School, Towcester, where we considered in broad terms the role of an Archaeology Unit, and looked in detail at the SMR. Paper 2 of the 'A' level History Alternative Syllabus 673 (AEB) requires that students look in some depth at the nature of evidence. Exposure to the quantity, and nature, of the material recorded in the SMR proved especially valuable, according to their teacher, in 'weaning the students away from the idea that all historical evidence is written'. It also gave them a much more positive picture of archaeology as a discipline in its own right.

#### The SMR: and the curriculum

There are still many gaps, many areas still waiting to be explored, but what these examples show is that the SMR can enhance local awareness, without the need for a visit to a 'site' elsewhere. The SMR material itself can supplement and illustrate work in other areas, including Information Technology and Geography. And it offers archaeology, the historic landscape, and prehistory, which is sadly neglected in the History National Curriculum, a way in through local studies. Almost invariably, when presented with SMR material for their area, teachers are surprised at the density of archaeology on their doorstep, and they start to take it seriously. This is an important first step in the raising of general archaeological awareness amongst the teaching community, which must be to the good of archaeology.

Thank you to the following teachers for helping in the preparation of this article: Maureen Evans, Naseby Primary School Mrs J Bateman, Booth Lower School, Northampton Liz Marston, Blackthorn Lower School, Northampton Mrs Stanton, East Hunsbury Lower School, Northampton David Smith, Sponne School, Towcester

Rachel Shaw  
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Northamptonshire Archaeology Unit

**Northamptonshire Archaeology Unit** has produced a 'User's Guide to the SMR', which is available on request, and runs regular courses for teachers, introducing them to the SMR and its teaching potential. Its Education programme is supported by

Northamptonshire Education Authority and English Heritage. For further information contact: Northamptonshire Archaeology Unit Bolton House, Wootton Hall Park, Mere Way, Northampton, NN4 9BE Tel 0604-700493

## A present from the present

Time capsules are deliberate messages parcelled up and addressed to the future — a fascinating and imaginative idea for study.

Ephemera are the trivia of everyday life which will become documents of social history in the future, neglected oddments often consigned to the litter bin but reflections of the way we live, from tickets and wrappers to newspapers and leaflets of any kind.

Time capsules deserve more than passing interest from historians and archaeologists. Not only do almost all time

capsules contain ephemera, but many are created precisely to preserve things which their compilers think orthodox history disregards. These messages are, of course, normally meant to be found before they rot away or become unintelligible, but not before they will be thought really historical and worthwhile.

In practice, neither outcome is guaranteed. Most capsule compilers give

BELOW: The Westinghouse capsule, 1938 — it was designed to remain buried for 5000 years



little thought to either preservation techniques or what is likely to fascinate (or otherwise be available to) future finders. Sadly, the steady decay of thousands of well intentioned time capsules might matter more if their contents were not so uninspiring.

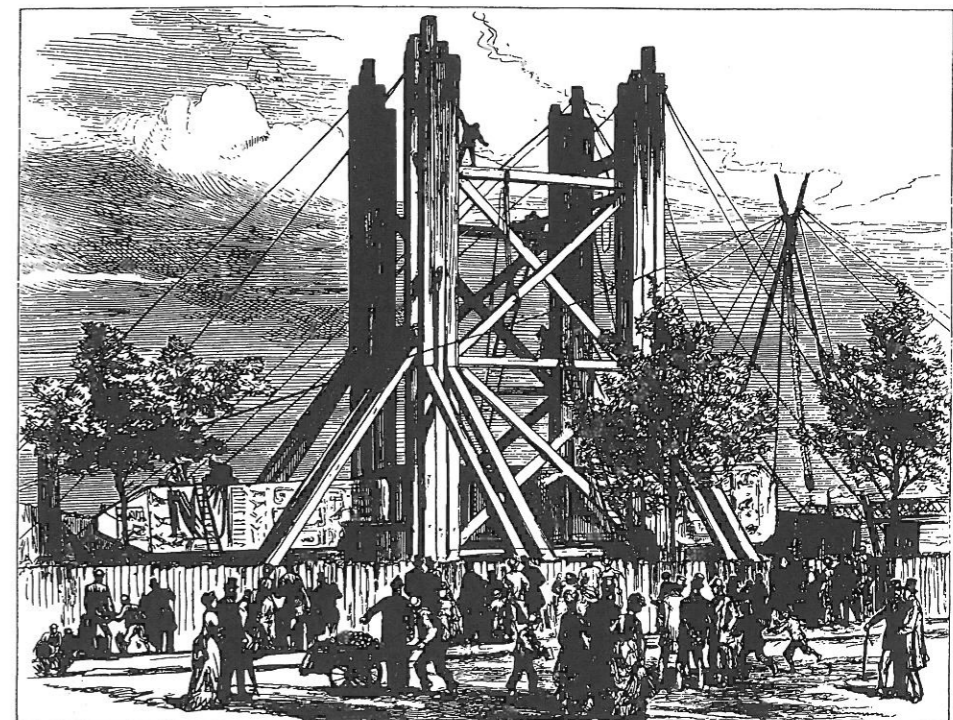
We know that ephemeral material, which was never meant for an archive, may be a more reliable witness of social life than other more self-conscious records. In this respect, the time capsule is rather ambivalent. Even if little of the container or its contents survive, what remains will still have the distinction of being meant to tell the future something. As examples of how the historical record can be doctored, time capsules are not just an extension of the collector's habit; they also add a new dimension to the whole business. We send a message about something to the future, and the future receives information not only about that something, but also about how we saw it.

How do the best-known capsules compare with other kinds of archives, less well-organised (but still intentional) time capsules, and 'capsules' that got formed by accident?

The modern time capsule tradition began with a university and a commercial company. Inspiration for a 'Crypt of Civilization' struck the President of Oglethorpe University in Atlanta in 1935, but it wasn't completed till 1940. Seizing the uncopyrighted idea, the Westinghouse Corporation not only coined the term 'time-capsule' for their torpedo-like container, using state-of-the-art technology, and giving it high profile publicity (the New York World's Fair was its burial site), but also managed to seal the capsule as early as 1938.

It is above all sealing and burying (or making inaccessible) that marks out even the most modest time capsule as a special sort of archive. Over the past half-century, dozens of major capsules have been interred around the world, and these have influenced thousands of less ambitious examples. It is sometimes forgotten, however, that the ancestry of this kind of activity goes back much earlier than the 1930's. The modern tradition of trying to cram as much as possible into a capsule, or to rescue the individual from the generalisations of history, only just precedes the Second World War; but in the nineteenth century Britain and North America (at least) were obsessed with putting things in containers and depositing them under buildings or monuments.

Almost always, coins and newspapers were included. This was rooted in the earlier practice of burying loose coins or medals with foundations stones. If the best known example of a nineteenth-century time capsule is that beneath Cleopatra's Needle on the Victoria Embankment in London, this is not only because it was associated with a particularly well-publicised exercise but also because it contained rather more than the conventional newspapers and coins. Certainly today (and perhaps the same was true for the last century as well), thousands of capsules are buried by small organisations, and many more by



Cleopatra's Needle — here horizontally poised prior to implantation, was itself viewed as a form of time capsule (it dates from about 1450BC). However it has generally been better known for the items buried beneath it than for its own sake. Illustrated London News, 1878.

individuals and informal groups, for every well-publicised example in the Westinghouse or Cleopatra's Needle league. The term 'time capsule', meanwhile, has been broadened to refer to any enclosed aggregate of objects or information which gives unexpected insight into a former way of life, even if no-one ever intended it to do so.

What sort of things do the different types of genuine (that is, deliberate) time capsule contain, and how do they differ from 'accidental' time capsules? A few representative examples should make this clear.

#### Cleopatra's Needle 1878

Most time capsules deposited in the nineteenth century contained little more than a newspaper and coins. The capsule deposited beneath Cleopatra's Needle on the Victoria Embankment in London, however, was more ambitious than most. One incentive may have been that the dramatic story of bringing the Needle to London from Egypt was already famous; but another may have been that burying something for the future appropriately evoked what most people regarded as an ancient Egyptian practice.

Besides the routine newspapers and coins, the capsule contained other two-dimensional material and artefacts. Printed items included a portrait of Queen Victoria; photographs of several even more attractive women; editions of the Bible in different languages; Bradshaw's railway guide; and a map of London. The objects included a foot rule; a shilling razor; a hydraulic jack; a child's feeding bottle; children's toys; a box of cigars; a packet of hairpins; and examples of men's and women's clothes of 1817 fashion. The latter are of interest not only because they represented something 'frivolous' in an otherwise technocratic age, but also because they gave posterity evidence of

what was already history at the time of the capsule was buried. Perhaps it was only this historical distance from their own time which allowed the capsule's compilers to take such a subject seriously enough to pass it on to the future.

#### Westinghouse 1938

The Westinghouse capsule was a slim tube with interior measurements only six feet nine inches long by six and a half inches diameter. Space was at a premium. The basic idea was to load as much information as possible into the capsule, so the contents were mainly in the form of microfilm text rather than objects. Along with textile and material samples (about 75), a few small 'articles of common use' were included (about 35), such as: a can-opener, a watch (described in the company's Story of the Time Capsule as 'a small wrist watch for women'); a toothbrush; a bactericidal Sterilamp (made by Westinghouse); four items to do with smoking ('pertaining principally to the...personal habits of men'); and, representing games, a baseball, a deck of cards, a golf ball, a golf tee, and poker chips. Also included were select messages (4), electrical items (2), seeds (12 kinds), one copy each of the Bible and the Book of Record of the Time Capsule, and equipment for reading microfilm and viewing newsreel footage.

The scope of the microfilm text was enormous and varied, covering aids to translation (5), details of 'where we live and work' (16) 'our arts and entertainment' (53), 'how information is disseminated among us' (62), and much more encyclopaedic information on education (3), religion and philosophy (3), science and technology (9), physical and human geography (8), medicine (8), and industry (110, including 16 concerning Westinghouse directly). Besides data on the capsule itself, its contents and makers, there was finally a 15-minute newsreel film