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 (actual) 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 Bolsover Castle in East Surrey. 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 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 a model on the computer. This would be in 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 was set no sustained action. Sometimes after 1656, the north wall of the keep was demolished on orders from the Government to make the castle unsuitable for castle purposes. This happened to many castles at this time, and after being destroyed the materials were often used to build local houses, or a new house for the Lord. Leicester’s Gateway continue to be inhabited. About this time the mere was emptied, and the sluices dammed up.

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 work above again and you will see 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 was set no sustained action.

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 hints:
‘Sometimes after 1656, the north wall of the keep was demolished. About this time the mere was emptied, and the sluices dammed up.’

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 connector 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 ‘catastrophisation’ – although porcillions 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 may 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 kind of ropes, were all worked out. 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 lost but because it came from Campus and DataDesign the castles are really a part of the classroom. And art in our History syllabus forever – and our science and our CDIT and our XI.

David Marshall
Headteacher
Rocks Park Primary School,
Oakfield, East Sussex

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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)
- Prestayn High School, Clwyd
  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)
- Peasey Vale School, Wiltshire
  First to identify Castle (Secondary)
- Crement Primary School
  First to identify Castle (Primary)

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 paper 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 photograph around on a large table, for the younger children to study. Soon they began recognising, 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 begin 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 (listed on the 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 photo of Everdon area corresponding to SMR map.
So Romans Lived
At Buttocks Booth!

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

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

Science. Compare and contrast local human habitation. Clean areas, littered streets, for example. Note and report on activity. Maps, scenery, walls, note things seen, smell, heart, tasted or touched. Chart the findings. Compare Blackchurch and Great Billing. Complete worksheets on similarities and differences.

Maths. Note odd, even patterns of house numbers. Chart or graph house types in area. Compare figures and compile data. Use maps and graphs. Measure distances between 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 Blackchurch. Describe the town and report on what is needed. Read maps to locate places to visit. Describe your journey to school. Write report on visits to Blackchurch 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 maps of school area, the village, and local places. Find locations. Visit to Blackchurch and G. Billing, compare and contrast notes and worksheets.


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 of an Iron Age Settlement.

Art and Craft. Sketch item on your home base of school. Sketch borrowed artifacts. Make badges and design covers. Draw keys and symbols for maps.

Atainment targets covered: Science: 1, 3, 11, Maths: 5, 12, 13, 8, Language: 3, 2, 4, 1, History: 1, 2, Geography: 1, 2, 7.

An archaeological ‘edge’ was given to this work by the SMR. Pupils studied maps and photographs of the area and soon found out that before the estate had been built, Blackchurch 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 Blackchurch, 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 was also featured in work done by pupils at East Hunsbury Lower School. This was a new school, serving an area that skims 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. (One attainment target 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 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 go out there and find out more!

The SMR decision-making —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 ‘Romans!’, 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 between different cultures and landscapes. The archaeological ‘edge’ was given to this work by the SMR. Pupils studied maps and photographs of the area and soon found out that before the estate had been built, Blackchurch 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 Blackchurch, 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.

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concern to pupils and teachers, and is relevant to the Geography National Curriculum. In Northamptonshire, the construction of the A1 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 archaeologists should be aware of. A typical session was run with 10 level students at Stony Stratford School, Towcester, where we considered in depth the role of an Archaeology Unit, and looked in detail at the SMR. Paper 2 of the A level History Alternative Synoptic Syllabus (673 A) 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 Bartram, Booth Lower School, Northampton; Liz Marshon, Blackthorn Lower School, Northampton; Mrs Stanton, East Hunsbury Lower School, Northampton; David Smith, Stony Stratford School, Towcester.

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A present from the present
Time capsules are deliberate messages put down and addressed to the future — a fascinating and imaginative idea for study.

Ephemera are the trivia of everyday life which will become the concerns of social history in the future, neglected oddments consigned to the bin. The 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 historians disregard. These messages, of course, normally meant to be found before they rot away or become unidentifiable, but not before they will be thought really historical and worthwhile.

In practice, neither outcome is guaranteed. Most capsule compilers give no indication of individual and groups involved, for every well publicised example in the Westenhousage or Cleopatra's Needle league, the time capsules that have, meanwhile, has been broadened to refer to any enclosed aggregate of objects or information which gives unenlightened 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 1978
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 regard as an ancient Egyptian practice.

Besides the routine newspapers and coins, the capsule contained other two-dimensional items, including a small personal letter.

Printed items included a portrait of Queen Victoria; photographs of several more even attractive women; editions of the Bible in different languages; Braddock's railway guide; and a map of London. The letter included a foot rule; a shilling razor; a hydraulic jack; a child's feeding bottle; children's toys; a box of cigarettes; a ticket of hairpins; and examples of men's and women's clothes of 1870 fashions. The latter are of interest not only because they represented something 'friovelus' in an otherwise technocratic age, but also because they give postery 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 both led the capsule's compilers to take such a subject seriously enough to pass it on to the future.

Westenhousage 1938
The Westenhousage capsule was a slim tube with internal measurements only six feet nine inches long by six and a half inches diameter. Space was at a premium. The basic idea was to lead as much information as possible into the capsule, so the contents were mainly in the form of microfilm text rather than objects. Along with textual and material samples (about 15), 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 stail wrist watch for women', a toothbrush, a bacteriological Sterilamp (made by Westenhousage); four items to do with smoking ('pertaining principally to the personal habits of men'), 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 teased footage.

The scope of the microfilm text was enormous and翌覆, covering aids to the 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 the arts (4), science and technology (9), physical and photographic sciences (2), and the printing industry (110, including 16 concerning Westenhousage directly). Besides data on the capsule itself, its contents and makers, there was finally a 15-minute newsfilm film.