

appears she was usually a member of one of the nursing units. Occasionally a memorial depicts the part played by women on the Home Front, but more commonly women are seen as the main 'consumers', of memorials, a mother who had lost several sons was often asked to preside at unveiling ceremonies.

Is the place of death for each individual listed? The geographical extent of the 'World' Wars can be deduced from this type of information. Similarly the inclusion of civilian dead on Second World War memorials reveal how much more those at home were directly affected during this conflict.

Can the same surnames be found on the memorial? Were these members of the family? Can you find out anything else about them, where they lived, occupation, age etc? Does the memorial list all those who served? What proportion of those who served never returned? Try and imagine the impact this must have had. Are the names familiar and do any relatives still live in the area? This is obviously less likely in mobile urban populations.

Location

Memorials tend to be sited at prominent locations, on village greens, in parks, and the entrances of buildings or at sacred locations such as the parish church. Some communities have two war memorials and the reasons can be disagreement between different sections of the community particularly over religious belief or a reflection of the need to commemorate on a highly personal level, ie 'The lads from this club'. Is there one in the chapel and one in the church? Is there one in the railway station or local factory?

Documentation

Most memorials were funded by public donations. Subscription lists often provide details of who lived where and their economic position. The local gentry donating larger sums and the majority contributing shilling subscriptions. Was the site given by a local landowner? Where was the memorial made, locally or ordered from London?

If your school has a memorial are there any records, in the school magazine for



Imperial War Museum

Memorial at Rawtenstall, Lancs. Sculptured by L. F. Roslyn, unveiled 29 June 1929.

example? How old were the pupils, or masters, commemorated?

Are there any photographs or postcards of the unveiling or dedication ceremony? Can you identify particular types of people; the bereaved relatives, ex-servicemen, the mayor? Is the site the same? Has the road been widened? Have the same trees grown? New buildings put up?

Local newspaper reports of unveiling ceremonies usually provide a great amount of detail, with transcriptions of speeches and descriptions of the entire event.

Function and Type

The type of memorial should be considered. How was the decision about the type of memorial made; public meetings, a competition, a committee? Why do you think they chose a cross, or a figure of a soldier, or a lych gate. Sometimes memorials were intended to benefit the community or ex-servicemen, village halls, clinics and so on. School playing fields were also popular. Do you think this is a good idea? At the time some people were concerned that the purpose of the memorial, to remember the dead, might be overlooked or forgotten.

What do you think the function of a memorial is? To act as a reminder? To

provide a focus of grief? To indicate the efforts and achievements of people at particular times? To thank God? Do the inscriptions indicate what one should feel, think, remember? Does the material or treatment convey anything; for example, granite and other durable materials were chosen so that a memorial would last for many years. Does your local memorial show signs of deterioration? Has it been repaired recently?

Monuments in General

Many of the same questions apply to monuments of all types. People put up monuments to events or individuals people feel should be remembered, or that governments or the church felt should be remembered. It is important to find out who was behind the scheme.

Nowadays visits by members of the Royal Family are often marked by a tree in some communities. Similarly memorials, of all types, indicate what people felt was important to them at different times. Has a memorial been erected near you lately? What or who does it commemorate? Who organised it and why? Does it convey pride, thankfulness, sadness ...?

Portrait statues were also popular; Queen Victoria, local worthies. What does their expression or the way they are sitting or standing tell you about them? Nowadays we know what leading figures and celebrities look like, and what they have achieved, thanks to photographs and television. Is there less need for this type of monument now?

Who or what would you build a monument to? What would it be like? Would it have an inscription? Who would have to agree before it was built? What other problems would there be? How would you raise money?

Try and compile a list of things which are monuments or memorials a) in your vicinity b) in the world, ie Taj Mahal, Parthenon friezes, Cleopatra's Needle.

Catherine Moriarty,
Research Officer,
Imperial War Museum, London

LEFT: A relief panel from the memorial at Dartford. Designed by Arthur Walker.

How you can help

War Memorials

The number and variety of war memorials throughout the country has never been

examined on a national scale. The National Inventory of War Memorials was established in 1989 to compile a nationwide register of all types from all periods. The project is organised by the

Imperial War Museum and the Royal Commission on the Historical Monuments of England, and its success depends on the help of volunteers. Several thousand local memorials have now been recorded and the co-ordinator is anxious that memorials in schools are not overlooked. In 1927 C F Kernot published *British Public Schools War Memorials*. This book is a useful source but those in other schools must not be overlooked. Any details about memorials in your school would be an invaluable contribution. Please include:

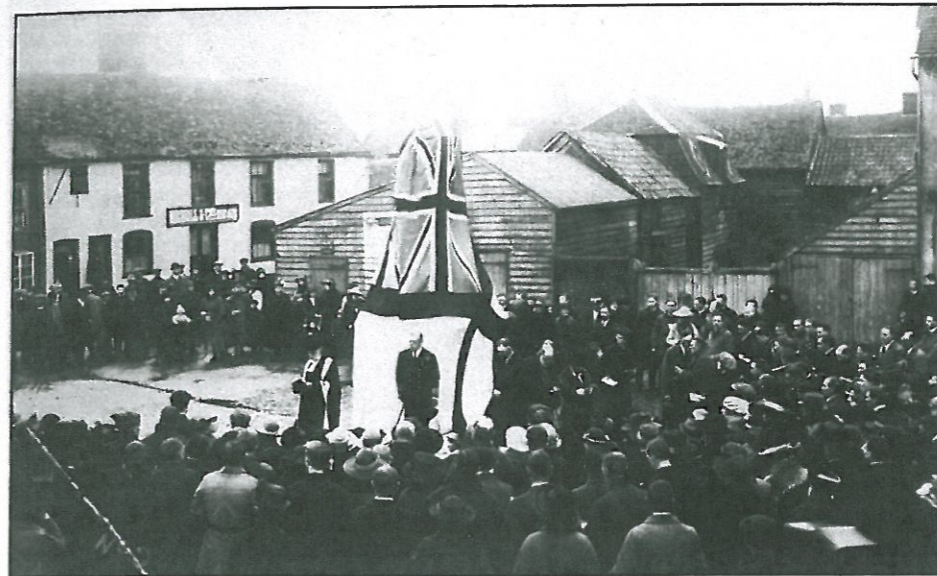
1. The memorial's precise location.
2. A copy of the inscriptions or a photograph if possible. Please include the names listed.
3. The type of memorial, a cross, a plaque etc. and the materials from which it is made.
4. Any background details; the builder, who financed it, date of unveiling.
5. Supporting documentation such as copies of newspaper reports of the unveiling ceremony programme.

Please send to:

Catherine Moriarty, National Inventory of War Memorials, Lambeth Road, London SE1 6HZ. Telephone: 071-416 5353.

Public monuments

The Public Monuments and Sculpture Association was set up earlier this year to draw attention to the variety of British monuments, to campaign for their preservation, and to record information about them. Although a recording project is yet to be fully established any details, in the same format as that listed above, would help the PMSA's long term aims. Please send to the above address.



Mike Corbishley

ABOVE: The dedication ceremony for the war memorial in the Essex village of Great Oakley held on 31 January 1920.

BELOW: The Great Oakley war memorial in the 1930s.

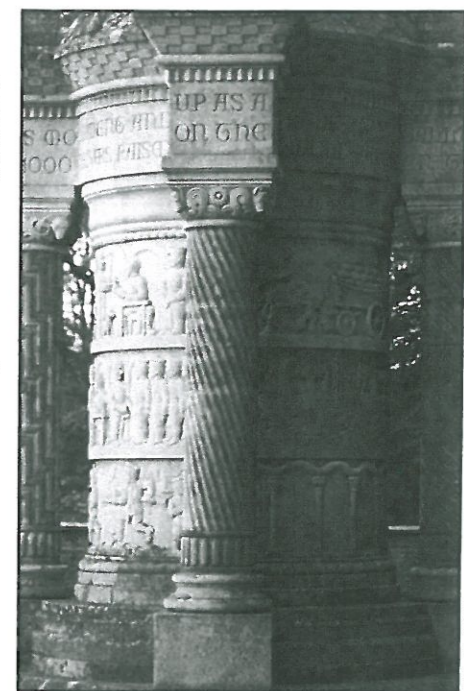


Mike Corbishley

BELOW: Great Oakley war memorial. Photograph taken in May 1991. The memorial now forms the focus for a conservation area in the village.



Mike Corbishley



Mike Corbishley

First World War memorial in Sledmere village, near Driffield, North Yorkshire. This memorial was put up by the estate owner, Sir Tatton Sykes for both the men at the front and the workers back at home.

Boscobel - a house with secrets

Using a historic site as the basis for a project can integrate work for many other Curriculum subjects such as Maths, Science and English along with History and Geography.

'The year is 1651. You are Charles II. The Battle of Worcester has just been lost and you are on the run from Cromwell's Roundheads. You have arrived at Boscobel House and must decide on an escape plan.'

This is just one of the many problems that faced two classes of forty Year 6 pupils at the beginning of a term's study of Boscobel House, an English Heritage site in East Shropshire.

Boscobel, built in 1630 as a hunting lodge, is situated three miles north of the village of Albrighton. Following Charles II's hapless attempt to regain the throne of England from the austere rule of



Albrighton County Junior School

Sketching features from the house.

Cromwell, he fled from Worcester, scene of his defeat, and sought shelter at Boscobel. The ensuing manhunt which scoured the area failed to discover Charles hiding in the upper branches of a nearby oak tree and later, in the yet more uncomfortable confines of an attic priest hole.

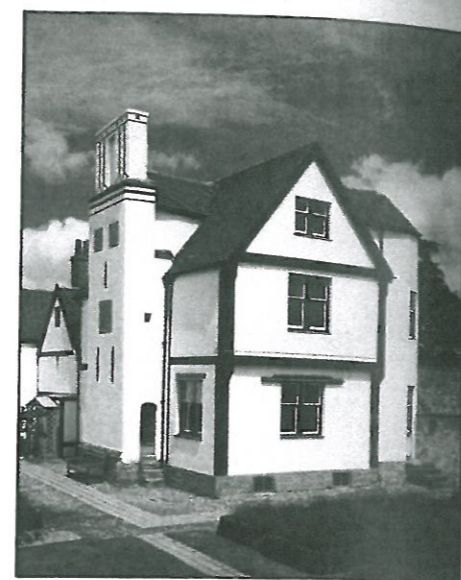
For staff at Albrighton County Junior School, the convenient local position coupled with the added potential for further visits with small groups, made Boscobel House an obvious starting point for a study incorporating the Civil War years of the Stuart period. Yet Boscobel is much more than 'a convenient site'.

The staff at Albrighton feel a strong commitment to cross-curricular study based upon first hand experience, and Boscobel provides an excellent starting point for a history study based on the recently published National Curriculum units. Rich though it undoubtedly is as a historical source we wanted to use the house to incorporate all the Curriculum subjects in a broader study. A preliminary visit to the site revealed a host of possibilities for work in all areas of the Curriculum. A brain-storming session gave rise to a flow chart of starting points, and in order to maintain both breadth and depth, certain aspects of the house were identified as areas for specific interest. Under general headings these were: Hiding places; Construction materials; and Food and water. Using these main headings plans were made for the children's visit to the site.

Following a detailed and informative guide around the house by the English Heritage custodian, the children worked in groups in and around the building. A fine exposed section of wattle and daub, a cleverly disguised 'bolt' door and two well constructed priest holes provided plenty of scope for 'design and make' activities back in the classroom. Getting their hands into a mixture of manure, mud and straw



Albrighton County Junior School



English Heritage Photo Library

certainly brought the reality of building techniques vividly home to the children. As Katie, one of the wattle and daubers observed, 'It was quite an experience to stick my hands in cow dung . . . although building it didn't take nearly as long as I thought it would.' The disused water pump proved to be the starting point for the children's own theories about air and water pressure, and led to a variety of experiments and design activities. The children were similarly curious about methods of lighting which culminated in a series of experiments with candles and oil lamps.



Albrighton County Junior School

Measuring the Priest Hole.

Mathematical work centred mainly around measurement which led neatly on to the study of scale, as children performed clinometer work and drew scale plans of the house and area. The priest holes proved to be the ideal starting point for investigations into volume. The different Civil War battle sites and the route taken by Cromwell's troops as they tracked the fleeing Charles provided plenty of scope for mapwork as children identified sites and traced routes. This variety of study stimulated further insight into the way people lived during this turbulent period.

Following lunch in the Education Centre, the children were split into groups, and each was presented with a problem to solve. Each task involved gathering historical evidence on site. It also required them to exercise considerable empathy with characters from the Civil War period and drew heavily upon their creative skills.

LEFT: Strength testing different daubs.

Information gathered at Boscobel then formed the basis for further development back at school. The enthusiasm generated by these tasks was reflected in the quality of the work that was produced.

A three course meal, cooked entirely to the original Stuart recipes, was a very rewarding highlight for the children of the 'cook' group and also for the teachers to whom it was served. English Heritage staff were impressed with the children's own guide books. A group called 'designers' produced screenprinting designs onto clothing and sold individual garments for school funds.

Generating cross-curricular work from the visit to Boscobel House posed no problems and there was definitely no shortage of enthusiasm from the children. Did these however relate to the requirements of the National Curriculum? Referring back to our planning and the Attainment Targets we had intended to cover, we felt that we had certainly done justice to our aims. *Science AT 15, Light and electromagnetic radiation* had been dealt with very thoroughly through the investigation of lighting techniques while work arising from the study of the old water pump had demonstrated a very acceptable and practical grasp of *Forces*



Albrighton County Junior School

Artwork from Boscobel designs.

(Science AT 10). Work with volume, area, measurement and scale had covered a wealth of requirements from the majority of Maths Attainment Targets, most notably *Measures and Shape and Space*. The discussion, reading and writing that formed an integral part of all work ensured that the language Attainment Targets were accommodated. However these core subject documents have been with use for some time now and staff are becoming increasingly more practised at incorporating the requirements when planning a theme. How then did Boscobel House score with the very recent statutory orders in History and Geography? A

careful look through the Geography document confirmed that we were on the right track with our emphasis on map skills, while the History requirements appear to have firmly established the Stuart period on the agenda of the primary curriculum. Boscobel, it seems, is a winner. As Chloe, Laura and Hanna commented afterwards, 'It made us look at the house from a different perspective. It felt as though we were really there . . . I really enjoyed the work we did because it was our own thought. We approached the work in a fun but hard way.' We couldn't agree more.

Tony Hulme and Martin Pye
Albrighton County Junior School,
Shropshire

Boscobel House, Shropshire is 8m NW of Wolverhampton on an unclassified road between the A41 and A5. OS Map 127; ref. SJ837083. To book free educational visits, use of the Education Centre, or to check opening times tel. 0902-765105.

Stories as starting points for history

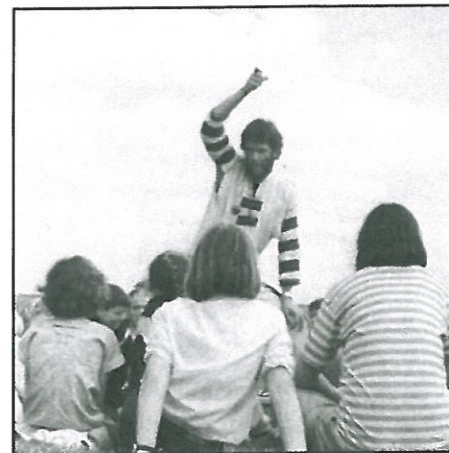
Storytelling can be a powerful way to engage the interest of young children in history, especially at Key Stage 1. Teachers in Gloucestershire have explored some of the possibilities using prehistoric sites as a basis. English Heritage is also using sites this summer for storytelling events with schools in the South West.

Using Long Barrows in Key Stage 1

One of my responsibilities as a seconded teacher for English Heritage within Gloucestershire LEA is to increase awareness of the potential of the historic environment as a resource for the National Curriculum. "Learning from the Past - Infants and History" was a recent one day INSET course devised by Margaret Wright, the authority's advisory teacher for history, in which I contributed to a session designed to explore the potential of story telling as a starting point for Infant topic work. I chose the subject of long barrows because part of my brief from English Heritage is to prepare materials on the five barrows in the county which lie within guardianship. As long barrows do not appear explicitly in any National Curriculum subject, I have begun to explore the different ways in which they could be used, and a story telling exercise presented a further opportunity with potential.

The three parts to the exercise are printed below.

Firstly, the introduction and the data given to the teachers; (Ascott-under-Wychwood does lie just over the county boundary, in Oxfordshire), secondly a story based upon this written by Avriel



Peter Stone

Meiklejon and Anne Webber of Lakeside Infants and St. Mary's Prestbury respectively, both from Cheltenham; and thirdly, Margaret Wright's general model suggesting uses for stories in the Infant years.

The Long Barrow: Historical data for storytelling

Archaeology has provided some evidence for the use of long barrows, linking their burial function to a possible function as a focus for community. An excavation at

Ascott-under-Wychwood in the early 1970s provided a good example of the sequence of burial.

- Body laid out in an unknown location until flesh had rotted.
- Bones arranged and rearranged until bleached in the sun.
- Long, flat and irregular bones broken by bending into small fragments of 1cm upwards.
- Some, only, of the fragments together with whole bones, e.g. skulls, carried to the long barrow.
- These bones placed irregularly in one of the internal burial chambers, probably removing some bones and certainly disturbing others.

Only an imaginative reconstruction can help us understand this sequence. Centre a story around Stages (d) and (e).

Other relevant points: The long barrow was built c 3000 BC and used for several centuries before being carefully sealed. Only 47 separate bodies could be identified, evenly matched between male and female, but only 6 children. Each internal chamber probably had an unknown significance. The horn end of the barrow seems to have been most important and it faced East.

The Long Barrow

'The boy knew no child was ever allowed to witness the burial ceremony, but he was his father's eldest son and one day, some time in the long future, what was happening to his father would be happening to him. He just *had* to be there, but he musn't be seen.

Already from a distance he could see

