agrees 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 War’ can be deducted 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 names be found on the memorial? Were these members of the
family? Can you find 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
communities.

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 gave where and their
economic position. The local gentry
donating larger sums and the majority
contributing smaller 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

Memorial at Racconiclani, Lac, Sculpted by J. F. Rowl. 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 transcripts 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?
Who do you think they chose a cross, or a figure of a soldier, or a 6th 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 monument was 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 ...
Portraiture 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 Tiki Mahal,
Parthenon friezes, Cleopatra’s Needle.

Catherine Moriarity,
Research Officer,
Imperial War Museum, London

1927. A relief panel from the memorial at Daventry. 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 1986 to compile a
nationwide register of all types from all
times. The project is organised by the
Imperial War Museum and the Royal Committee on the Historical Memorials 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 Kerstov 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, the date of unveiling.
5. Supporting documentation such as
copies of newspaper reports of the
unveiling ceremony programme.

Please send to:Catherine Moriarity, National Inventory of
War Memorials, Lambeth Road, London
SE1 6HZ. Telephone: 071-416 5333.

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 the list above,
would help the PMSA’s long term aims.
Please send to the above address.
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 usurpers of

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 empty, blatant 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; Food and water. Using these main headings plans were made for the children's visit to the site.

Following a detailed and informative guided tour around the house by the English Heritage custodian, the children worked in groups in and around the building. A fine expanse of water and walk, 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 minaret, mud and straw certainly brought the reality of building techniques home to the children. As Katie, one of the wattle and daub experts, 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.

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 soon 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 LIA 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 in Cheltenham. Margaret Wright, the authority's advisory teacher for history, in which I contributed to a session designed to examine the potential of story telling as a starting point for Infant topic work. I gave the subject of long barrows because part of my brief from English Heritage is to prepare materials for use on the 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 these 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. (Accott-under-Wychwood does lie just over the county boundary, at Oxfordshire, so we were given a story based upon this written by Avril Meiklejohn and Anne Webber of Lakeside Infants and St. Mary's Prebendary 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 story telling: Archaelogy 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 produced a good example of the sequence of burial.

(a) Body laid out in an unknown location into a wooden coffin.
(b) Bones arranged and rearranged into burial chamber
(c) Long, flat and irregular bones broken by bending into small fragments of soil
(d) Some, only, of the fragments together with whole bones, e.g. skulls, carried up long barrow.
(e) These bones placed irregularly in one of the internal burial chambers, probably removing some bones and certainly disturbing others.

Only an imaginative reconstruction could help us understand this sequence. Centre a story around Skaterig and its barrow.

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.

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Stories as starting points for history

Key Stage 1

**STORY LINE**

A young boy watches the mysterious ceremony of his father becoming leader. It takes place about 3000 years ago.

**THE LONG BARROW**

BY AVREL MEIKLEJON AND ANNE WEBBER

**AT 2**

In small groups retell the story from the points of view of: the boy, the father, the priestesses, a grown up in the crowd.

**AT 3**

Talk about the different versions and why they are different.

**AT 1**

Development of vocabulary: a long time ago, site, long barrow.

Talk about whether the story is true. Talk about whether it could have happened.

Although the course was not directly related to Key Stage 1, the experience gained from it has shown there will be clear possibilities for using archaeologically sites, and features such as long barrows, as bases for National Curriculum topic work. I would be delighted to hear of any similar work being undertaken in other areas.

David Aldred, Nucleus Curriculum Centre, Nucleus, Gloucester, GL1 3QN.

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**Storytelling at historic sites**

In the beginning was the word . . . and ever since people have been telling stories. For thousands of years it was through stories that knowledge was passed on; it was the storyteller who was chief teacher and entertainer. Not surprisingly 'story thinking' is deeply ingrained in our minds. As a way of grasping reality it predicates the written word and rational thought and by many millennia. No wonder children respond so positively to the presence of a living storyteller.

Last year the power of storytelling was used to bring alive historic sites in the south-west of England. From 1 Penwithar, a well preserved Romano-Cornish village near Penzance, to Tintagel, a medieval castle at Land's End; from the giant Iron Age hall-fort at Maiden Castle in Dorset, to

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**RESOURCES**

English Heritage Education Service

EDUCATIONAL CATALOGUE 1991

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- EDUCATION ON SITE
- DISCOVERY PACKS
- GENERAL BOOKS
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Our new catalogue contains a wide range of materials all specially produced to help teachers planning work programmes, whether for Key Stages in the National Curriculum, for GCSE, or above. All our resources aim to stimulate use of the historic environment and sites as essential sources in teaching history and many other subjects.