'dissolves' the children are turned into their rosy age equivalents who defended the fort and the Roman soldiers who wormed it.
Suitability: Key Stages 2 & 3 lessons; 1987

Product code: XT 10504

The Master Builders - the construction of a great church

Medieval technology, engineering, and design are among the topics introduced in this video, which explores the building of a great church, Beverley Minster and illustrates how by looking at its fabric today we can illuminate the methods and organisation of the people who built it.
Suitability: GCSE; 6th form general studies; teacher training; adult education

Product code: XT 13090

God's Acre: Nature Conservation in the Churchyard

In the past churchyards were used for all sorts of activities apart from burials. In this century practical management issues have led to the creation of clean, open, green lawns. Only in the last twenty years has their full importance for nature conservation been realised. Churchyards are often the only place where traditional meadow plants such as ladies' bedstraw and meadow saxifrage can still flourish. They are also havens for wildlife - barn owls, starlings, slow worms and many types of insect. This video looks at various management techniques for the nature conservation of a churchyard.
Suitability: Churchyard management groups; GCSE; 6th form general studies; teacher training; adult education

Product code: XT 10571

Chaplains - The Buildings of Nonconformity

This video investigates the many churches built by nonconformist worship since the passing of the Toleration Act in 1689 and asks what the archaeology of remaining buildings tell us about their relationship to the human and industrial landscapes of villages and towns.
Suitability: GCSE; 6th form general studies; teacher training; adult education

Product code: XT 10213

Your Church: A threshold to history

Your church: a guide to what you can observe and interpret from an ordinary parish church. Four specialists talk about different approaches to exploring a graveyard, recording the fabric of a building with hi-tech, excavating beneath a church and using landscape history.
Suitability: GCSE; 6th form general studies; teacher training; adult education

Product code: XT 10337

Looking at a Churchyard: An overview

This video introduces and explores the links between them and suggests how the local graveyard may be used as an outdoor classroom.
Suitability: 6th form general studies; teacher training; adult education

Product code: XT 13100

Suited to Key Stages 2 & 3

Product code: XT 13090

See also Handbook for Teachers

Stott Park Bobbin Mill - How a bobbin was made

This video gives an idea of the variety of opportunities which pupils may gain from the Ayrshire Circles offer. Children are shown investigating the sites under the guidance of a teacher and using the purpose built Education Centre with its handling collection and displays.
Suitability: Key Stages 2 & 3

Product code: XT 13095

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English Heritage 1993 Catalogue

The Mosaic - Experimental Archaeology

Bushfield School elected to produce a life-size replica of one of the incomplete mosaics on site. The first purpose was to work as experimental archaeologists by exploring the most effective means of laying out patterns using tesserae.

The first requirement was to produce clay tesserae in large quantities. How many would be needed to cover an area measuring 2.16m x 1.87m? Would the tesserae be reduced in size by drying the firing, and if so, by how much? What proportion of the total number would each colour constitute? How many bags of clay would be needed? How long would it take?

This stage of the study was the research into how the tesserae would be fired. Children worked one hour shifts challenging themselves to produce a target number of pieces set by an expert at the end of the session. Quality control exercised by visitors who commented on how the mosaic could be divided into workable sections. Children studied the plans and offered suggestions.

The cyan paint was used to identify the line and rotational symmetry and to discuss tessellation shapes. The sketch was scaled up and plywood shapes cut out to form the whole of our mosaic in this way. Why could the mosaic be divided into workable sections? Children studied the plans and offered suggestions.

The education service endeavours to offer a discount to bookshops and educational institutions purchasing items for resale, subject to minimum order value of £15. We offer a 25% discount on all orders for single items and a 35% discount on orders for more than one item.

The Education Service aims to provide teachers with a useful guide to possible use of the resource of the historic environment. Educational groups can make free visits to all English Heritage Historic Properties. If you have any request for information please contact us at:

English Heritage Education Service, Keyston House, 429 Oxford Street, London W1R 2HD.

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The Story of the Site

Working in groups of their own choice, children wrote their interpretations over several sessions. At times discussion became quite heated. Once finalised, the stories were retold to the rest of the class. A composite version was then prepared from all the stories, children selecting the ideas they liked best from each group. The dramatist became a story-teller, visiting each class to relate in the oral tradition the tale of the decline of the Bankcroft Villas.

The Performance

For the six weeks leading up to the performance the children worked with the community artists, teachers and the author to rehearse the play, produce costumes, props and scenery to present their story and bring the site to life. Others produced 'green' artwork to enhance the site and evoke the lives of people who lived, worked, worshipped and died there.

Thankfully, the Celtic and Roman gods were appeased and the afternoon and evening of the performance were hot and sunny. The dramatic fire show finale went off with the right balance of excitement and control to thrill the large audience.

Postscript 1993

The excitement of an event with children is always wonderful - but was it worthwhile? Did it have any long-term value? Certainly the children’s pride in their own achievement was reinforced by the media coverage they received at the time, both locally and nationally. The importance of the project was that rather than buying-in an ‘off-the-shelf’ performance group the project would have longer term benefits if it was produced by the children of the local community. By providing them with the skills of the interpreter they would be able to see the familiar park in a new light. Did it work? I asked one of the teachers directly involved in the project, Mary Sinclair, Deputy Head at Bushfield School to give me her assessment after three years.