

Preparation

The next step was to contact the County Building Surveyor to locate all the pipes and cables in the area we hoped to dig, so we could avoid them. The site we had picked was free of these hazards and in the event proved ideal because it had an upright feature close by - the school boundary wall. It was also shaded by a tree in the hottest part of the day. We sent for some English Heritage videos and the Archaeological Poster Games, and the teacher information book on the Battle Abbey excavation. I then produced an overall plan of activities throughout the school which we then modified as we went along. As support/special needs teacher I have no class so did much of the work with Year 1 and 2 during my times with the classes. I was very conscious of the need not to overload the already crowded curriculum because the Archaeology project was in addition to the current class topics and SATS.

Opening the Campaign

We decided that the two Year 2 classes would visit the Battle Abbey Site, Class 1 twice and Class 2 once. Both classes studied the Abbey background, but the emphasis for Class 2 was on the Abbey and 'monking' as they called it, while Class 1 looked more at the buildings, materials and site, and set challenges for Class 2.

The two Year 1 classes would work on our own site, as would the Reception classes. The approach here would be mainly practical, using speaking and listening skills, some of our five senses (not taste!) and most of the recording by photographs.

The two Year 2 classes also worked on the school site, measuring out and setting up the grids, and mapping the surface. Later the children also did some trowelling etc. We were helped here by Roy Calthorpe, the teacher on site for the duration of the project at Battle.

To introduce the subject to Years 1 and 2 we used the Longmans Sense of History book *Under the Ground*. The Reception class listened to the 'Little Pete' story 'Little Pete and the Steamroller' and part of the *Under the Ground* book. We used the English Heritage Poster Games and found the Dustbin Game very effective for Year 1 and the Layer Game for Year 2. We adapted the Skeleton Game into a time capsule approach to make it less macabre!

Into Battle

The two Year 2 teachers and myself went to the preliminary meeting for teachers, held at Battle Abbey. The meeting was very valuable in showing us all the possibilities and what would be available to schools during the project.

The planning for the visits had to be flexible: Plan A for dry weather and Plan B for wet! In the event it was

definitely Plan B on our first visit - the day the pre-Wimbledon tennis tournament at Eastbourne was flooded out! The second visit was dry so we were able to complete the schedule of activities. The final visit, by the class visiting only once, was also fine and all activities went according to plan.

For all visits the classes were split into groups of six or eight with two adults per group plus myself and Roy Calthorpe. We found that some of the activities required more time than others, so additional activities which I'd planned in reserve came in at those times. The children visited the exhibition, mixed colours to match the shades of stones, did wall rubbings, observational drawings of pottery shards, measured walls, doors and keys, looked for layers, gargoyles, made drawings of site activities and wall features, decorated tiles in the fashion of the monks, made gargoyles and the second class visited the Abbey ruins. Some of the children also helped wash finds with the adult archaeologists, and were fascinated to see that the professionals used old tooth brushes, as we had in school.

The Final Stages

All the various aspects of the archaeological project were drawn



ABOVE: Year 2 pupils making a preliminary investigation of their site in the school grounds.

BELOW: The east wall of the courthouse, showing the different phases of building.



together in an exhibition at school with hands-on activities such as opportunities to try calligraphy and the use of jointed mirrors to reflect tiles.

Site discipline and the various practical skills were enthusiastically received by all the children. Interest was such that the children brought in items found in their own gardens. The activities generated a tremendous amount of discussion and vocabulary work in children of all ages. It could be summed up in the question asked by a Reception class child 'When are we going to see Mrs Harrison's hole again?'

One problem we found was the lack of suitable books for KS1 children, both for them to use and for us. Much of what we found had to be modified and adapted. However, the difficulties were overcome and the project was ideal for achieving a large number of National Curriculum Attainment Targets.

Gail Harrison
Roselands Infants School, Eastbourne

A free leaflet detailing the Battle Abbey Archaeological Project has been produced by English Heritage. As well as containing a number of site specific activities it also gives useful background on the work of archaeologists and ideas for pre-visit and follow-up work which could be applied at other sites. If you would like a copy please contact:
Jennie Fordham
Regional Education Officer
English Heritage
Historic Properties South East
1 High Street
Tonbridge
Kent
TN9 1SG.

Maths

Measuring
Weighing finds
Co-ordinates
Mapping

Science

Investigating skills
Classifying
Erosions, decay & weathering
Use of magnets
Recording & drawing conclusions
Soil & rocks
Effect of dry or wet weather

Geography

Type of soil
Use of compass mapping & co-ordinates
Materials
Human geography:
Who is here now?
Who was here?

AT SCHOOL



Art

Observational drawings
Colour matching
Texture
Paintings & drawings of activities

English

Observational writing
Lists
Creative writing:
stories
poems
Speaking & listening skills

R.E.

Social behaviour at dig site
Need for rules, co-operation
Appreciation of other activities
What is precious?

History

Any previous knowledge of site?
Contrast finds with new items
Time line
Looking for clues - Dustbin game
Feeling back descriptions
Time capsule

Maths

Measuring finds
Patterns in tiles
Measuring and contrasting
school with classroom on site
Temperature
Time spent on journey

Science

AT1 Investigating skills
Level 2 on materials
Classifying
Safety needs of site
Differences and similarities
AT2 Classifying
Level 2 Decay and erosion
Plant in walls - conditions for life
Herbs
AT3 Observe and compare materials
Level 2 Effect of weathering
Shape, colour, texture
AT4 Use magnets to classify material

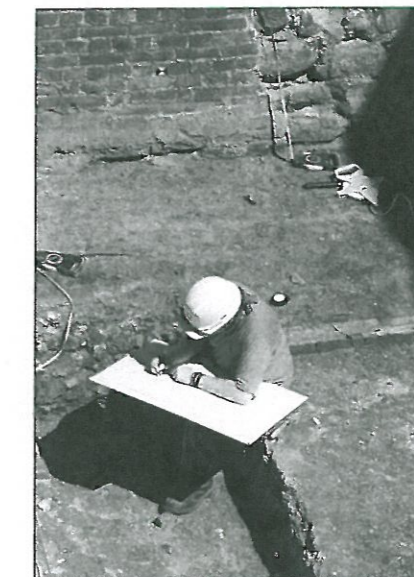
Geography

AT1 Position and maps
Plans of building
Social geography - people's jobs
AT2 Materials
Journey to site, eg Pevensey
Marsh once a shallow sea
AT4 Human geography
AT5 Environmental geography

AT BATTLE ABBEY

Music

Listening to plainsong
contrast with own songs
noises on site e.g wind doors rain



Art

Observational drawings
Colour matching rubbings,
illuminated letters, seals, gargoyles,
displaying work

English

Recording activities
Postcard home
Poems
Stories
Lists
Thank you cards
Communication - challenge for other
class quiz
Observational writing

Technology

Writing materials
Tile making
Gargoyle making
Producing displays of work

RE

Abbeys, Monks - multicultural links
Pilgrimages and special
Saints who founded orders eg St
Frances
Thank you cards - appreciation and
others
Appreciation of worth - work of
builders, skills
Appreciation of beauty
Discussion of feelings eg scared
going upstairs, dark corners

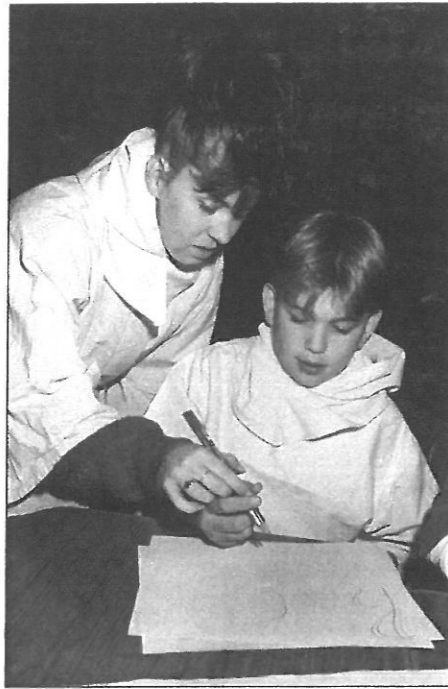
History

Background to site AT1 Levels
1, 2 and 3
AT2 Levels 1, 2 and 3
Contrast e.g windows
Time line of artefacts
Old skills etc tile making,
calligraphy
Herbs for medicine
AT3 Levels 1, 2 and 3

Learning maths from the Romans in Wales

We are pleased to offer Remnants readers this special report on the recent educational developments at Cadw sites by our colleagues across the border in Wales.

Teaching maths in a Roman amphitheatre may seem an unlikely scenario but it epitomises the new flexible approach to heritage in education being adopted by the Welsh Historic Monuments agency, Cadw. A recently published resource pack on the Roman site at Caerleon near Newport, Gwent is aimed at using the town's ancient ruins as a basis for lessons in no fewer than nine National Curriculum subjects. There is considerable potential for using Roman numerals, military divisions and measurements as a means of holding the interest of primary school children in the fundamentals of mathematics. Using the same principle, the resource pack, produced by Cadw and the National Museum of Wales, also applies the lessons of the built heritage to the teaching of language, technology, art, and social and environmental studies, to name but a few. This initiative is the latest in a series of innovations from Cadw's education department who are pursuing vigorously a policy of making historic monuments come alive for youngsters. This year alone 6,000 Welsh school children will get a taste of life in centuries gone by with the aid of professional actors touring many historic sites in Wales. Not only will children live the life of monks in a medieval abbey or soldiers attacking or defending a castle but the exercise will lead to follow-up activity lasting months and yielding solid educational benefit. As one primary school



Education event at Neath Abbey.

teacher from Neath said, after her class participated in one such project at Neath Abbey: 'A few hours here is worth a month in the classroom because the children really live the experience'. Similar interactive programmes for schools are planned by Cadw for Caernarfon Castle in November, Castell Coch near Cardiff in December, the Welsh Slate Centre at Llanberis, Gwynedd in February and at Blaenavon Ironworks in March. All are being provided by the North Wales based Heritage Theatre Company, which has special expertise in using historic drama for education. This process of broadening the use of Wales's ancient monuments in teaching the curriculum, is being given added impetus by the opening of dedicated education rooms at key

sites. One already exists at Castell Coch, the Marquess of Bute's Fantasy Castle, and another is about to open at Caernarfon Castle. Facilities include artefacts and other resources to help schools use the rooms as an effective place for learning. Part of the idea is that such rooms will enable teachers get the most from the site even without the assistance of actors. Cadw recognises that, despite the invaluable role played by the Heritage Theatre Company, only a limited number of children can benefit from their services in any given year. Looking to the longer term Cadw is working with teacher training colleges in Wales to ensure that the next generation of educationalists is prepared adequately to take full advantage of what historic sites have to offer. The aim is to continue developing resource material so that the links to the National Curriculum can be maintained and expanded. As part of its policy of encouraging greater educational use of historic sites, Cadw offers free admission for pre-booked school groups. Most major sites have comprehensive guide books and easy to follow interpretive exhibitions. In certain cases special attractions have been developed such as the waxwork Civil War exhibition at Chepstow Castle, and the medieval warfare display at Caerphilly Castle which includes four full-sized working siege engine replicas. Follow-up activity after site visits is the key to the success of Cadw's strategy and the organisation is working closely with schools and colleges to develop project work which will drive home the lessons learned.

Michael Goode
Cadw Education Department

The Caerleon Educational Resource Pack is reviewed on page 10.

For further information about Cadw's Education Service please contact:
Rhian Watcyn-Jones or Michael Goode
Education Office
Cadw
Brunel House
2 Fitzalan Road
Cardiff
CF2 1UY
Tel: 0222-465511
Fax: 0222-450859

Education event at the Welsh Slate Centre

1086 and All That - A Teacher's Delight!

A special set of the county editions of the Domesday Book is being made available at a special price to schools from the official facsimile publishers at the invitation of the Keeper of Public Records.

Take thirty-one 8 to 9 year olds - nice as pie, eager and willing but not particularly advantaged in background or intelligence (and more than a bit mixed in both). Put before them an exact colour facsimile of the Domesday Book entry for their area - what do they make of it?

'Ere - they can't spell Chichester properly'. So we write on the board 'Cicestren' and then they notice Paghham is 'Pageham'. They suddenly find endless names - all 'wrongly' spelt. We put them all on the board, patiently because the children are getting used to letter forms. Then a switch - 'I expect nobody here knows about Roman numbers' - deeply insulted, the children demonstrate they know a good deal, and I do a little mild correction en route, without of course telling anybody that they 'got it wrong'. The children are quick to see Roman numerals in their text, and soon we are able to transcribe these, with me helping with the Latin words to which the numerals referred. Cries of delight at finding 'porci' meaning pigs. 'Easy, in't it?' says one confident soul. Soon they are on to much more complicated stuff. I had told them that the archbishop held the land and they hunted for him diligently. Eventually one child declared she had found 'archi' but the rest was not at all like 'bishop'. We worked on it and produced 'archiepisopus' and worked out that 'episcopus' must mean 'bishop'. There was some low comedy about a cat but we will omit that...

Soon these children were working confidently on a raw medieval manuscript - Latin, shorthand, no



Susan Morris

Working on the Domesday Project.

problem. We looked at William the Conqueror after the battle of Hastings facing all the problems of rewarding his assistants without over-rewarding them of course and then coping with ruling a foreign land about which he knew nothing - least of all its language and geography. In the second drama session we looked at a king twenty years on, hardly able to recall what had been granted all those years ago, suspicious that not all was well, anxious to know. We had a lot of fun with bad baron Fines who was a real crook, and quite clever at covering his traces, though I say it myself.

What the children were working on was a great national record, something usually reserved for high ranking scholars. But they could use it, clearly, and there was the opportunity. Editions Alecto, a firm specialising in high quality facsimiles for collectors had produced the Domesday Survey for the Public Record Office, with a lot of ancillary material, and now there was to be a special schools edition. But the price (£225) would still be too high, even with a generous grant from the publishers.

So we planned a fundraising event. We commissioned four Domesday Book songs from John Puddick. He has a fine racy style which appeals to children greatly and the songs carry the information particularly well. We were soon practising, and what looked first like an assembly was clearly becoming grand opera. We added to it a meal - the children

cooked medieval food and soon the school's freezer was crammed with a veritable banquet. They collected jokes to tell on the occasion, learned to juggle, to tumble and we put them into costume. By this stage we had a huge occasion with the mayor and the local M.P. gracing the event.

It went over splendidly, and of course we made our money - Domesday Book was ours, indeed ours, because the parents who came to the banquet and filled the children's socks with cash were as fascinated as their children - it is a possession for the whole school.

So, is it finished? Not by a long chalk. I did a similar Domesday project in Midhurst Intermediate school three years ago - we used the Domesday Book with some older children - four classes of them. Tony Hopkins, the History teacher there has used it twice over again and is going strong - it gets better every year, and they use more if it - in different ways. They had a blind girl using the materials this year - she did splendidly. A lot of work went into making raised pictures for her, but it was very rewarding. She did especially well on the fieldwork, asking her assistant relevant questions about the landscape in front of her and making deductions about where the fields and mills must have been in medieval times.

Medieval Realms and Local History has never looked better, so why not give Domesday Book a go? Further information about this special edition of the Domesday Book for your county, a teaching plan and a pamphlet on how to raise the money (songs included - a wonderful Christmas show) can be obtained from:
Nuffield Primary History Project
The Dome, Upper Bognor Road
Bognor Regis,
West Sussex PO21 1HR

Professor John Fines
Nuffield Primary History Project

Learning on Journeys

There is a great deal to do in preparing any school visit but there are also plenty of learning opportunities on the journey itself which could sharpen pupils' observation skills and turn to good effect their natural curiosity.

Asked to write an account of a visit to an historic site or museum, for example, it is not unusual for pupils to focus on the journey, even paying it more attention than their ultimate



People's Museums

destination. For some pupils the journey has an enormous impact, possibly because it is the first time that they have travelled on a particular form of transport be it a coach, train, tube or ferry. For others the route is new, with many images to assimilate. Why not simply leave pupils to enjoy the experience of the journey? After all much of their time and attention at their destination will be focused on particular lines of enquiry linked to the curriculum.

The suggestions which follow are not intended to detract from pupils' freedom to enjoy the journey. They are designed to occupy relatively short

Evacuees project, Bere Regis First School, Wareham, Dorset.

pupils' responses to the various investigations are pooled, they should add interest and insights to the overall visit.

One aim of the visit might be to help pupils recognise and understand how people's lives have changed over a period of time, perhaps contrasting life in a Tudor house or a Victorian community reconstructed in an open air museum with their own lives. On the journey pupils could each look out for an example to illustrate one of the following themes:

Language

In how many different ways is written language used? (Road signs, place names, advertisements, direction signs, types of buildings, etc).

Follow Up: How might travelling be difficult if you could not read? Until the last century most people could not read. How did they cope on journeys if they could not read?

Numbers

In how many different ways do we use numbers? (To identify houses, vehicles, roads, speed limits; to give distances, prices, floor space to let, telephone numbers, etc).

Follow Up: Why do we need to make so much use of numbers? Did the people you are studying use numbers in any ways which are similar?

Electricity

How many uses of electricity can you see? (Lamppost, traffic lights, shop signs, house lights, railway signals, etc)

Follow Up: What problems would you have on the journey if the power supply failed? What problems did people in Tudor or Victorian times have when they travelled before the introduction of electricity? Would they have problems in travelling which you don't face today?

Materials

How many different types of building materials can you see? (Concrete, bricks, glass, stone, metal, wood, plastic, slates, etc).

Follow Up: What building materials were used at the site you visited? What skills would be needed to make/extract and use those materials? What skills are needed to make and use present day building materials?

Another aim of the visit might be to look at the variety of land use between school and the destination. One primary school group which travelled on a coach took a laptop computer with them. During the journey each pupil took it in turns to key in one sentence describing whatever they were passing at the time. By the journey's end the class had the first draft of an account ready. Without a laptop computer, a sheet of paper could be passed round to make a similar record. Alternatively a chart could be completed:



School trip to Shugborough, Staffordshire.

In what order on the journey were the following seen?

Houses
Blocks of flats
Farm land
Waste land
Shops
Industrial estate
Garages
Cafes
Public buildings (e.g. town hall, museum, places of worship)
Docks
Harbour/marina
Offices
Parks
Car parks
Places of entertainment (e.g. cinema, theatre, bingo hall)

Pupils could be given a simplified map of their journey and, in turn, mark on it particular features of the environment they are passing. Follow up could include editing written accounts, annotating maps, or cutting pictures from duplicated sheets or magazines of the types of buildings seen and sticking them on a linear route map in the order seen on the journey. Pupils might also discuss changes in land use along the route of their journey. Which of the features might have been there 10, 50, 100, 500 years ago?

Journeys could also be used to



Poolle Museums

develop visual and aesthetic awareness. What colours can the pupils see in the natural and built environment? (Can pupils identify different shades of greens, reds, and blues for example?) If the school has a camera, can pupils take a series of photographs as a record of different shapes in the built and natural environment? Each pupil could remember one thing seen on the journey which makes the environment pleasant and one thing which they believe spoils it. Each pupil could try to remember one building seen on the journey. How much can they recall about its shape, size, colour, and any decoration? Follow up could include mixing paint to match the colours seen on the journey and painting scenes and buildings seen from the coach/train window. Pupils could make grids as a record of features which improve or spoil the environment along the route of their journey.

Pupils could look at the interior of the vehicle in which they are travelling. One class which visited a museum for a session on life during the Second World War travelled there in a restored coach from the period. Few school visits will be able to give pupils such first hand experience of travelling in a vehicle where the decor, size and very motion of the bus is in keeping with the period they are studying.

However in a modern vehicle pupils could think about what features make it comfortable and the number of passengers who can be carried. How does this contrast with the vehicles available to the original inhabitants of the house/ site they are visiting?

Finally, on arrival at their destination, weather permitting, pupils could pause at the entrance to the site or building. What is the entrance like now? How easy is it to gain entry? How different would it have been in the period being studied?

There is a great deal to do in preparing any school visit, but it would be worthwhile to think about the learning opportunities on the journey. A selection of one or two of the suggested activities could sharpen pupils' observation skills and help them to begin to understand some of the changes that have taken place since the period they are studying. Subsequent written accounts might refer to the journey as a source of evidence for contrasts between now and the past, rather than simply describing when the bus left school, with whom the pupils sat, and whether or not someone was ill on the journey.

Hazel Moffat
HMI

Children from Bere Regis First School in Wareham, Dorset, taking part in an Evacuees project travelled in a 1937 coach as part of a cross-curricular project.

the georgian townhouse

form & function

Dana Arnold

education secretary, the georgian group

GEORGIAN is the term used to describe the period covering the reigns of the first four Georges, 1714-1830, with the decades after the turn of the eighteenth century also being known as the Regency period. But architectural fashion does not always respond to changes of monarch. Many of the new building regulations passed after the Great Fire of London of 1666 had a considerable influence on the buildings of the early Georgian period, nor did building pause or change dramatically on the death of George IV. Moreover, the short reign of his successor William IV ensured the continuation of many Georgian building traditions into the early Victorian period. With these more flexible boundaries, the term Georgian Architecture is a useful

way of referring to the architecture of the eighteenth and early nineteenth centuries. But just as the term suggests dynastic continuity it also implies stylistic uniformity. Yet this was a period of great change.

Foreign trade and the beginnings of the industrial revolution, encouraged by a period of peace in the first half of the eighteenth century, increased the nation's wealth and spread it across a greater number of the population. This was followed by the economic hardship and political defeat of the American War of Independence and the equally financially draining Napoleonic Wars. But throughout the period towns and cities increased in size and demand for housing grew.

By placing the Georgian townhouse in its historical context the different factors which influenced the development of its form and function are revealed.

an introductory guide for teachers including ideas about how to use the ordinary georgian house in the study of many subjects across all levels of the national curriculum.

