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, to the class visiting only once, was also fine and all activities were 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 rubbing, 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 the professionals used old toothbrushes, as we had in school.

The Final Stages
All the various aspects of the archaeological project were drawn together in an exhibition at school with hands-on activities such as opportunities to try calligraphy and the use of jointed mirrors to reflect this.

Site discipline and the various practical skills were enthusiastically received by all the children. Interest was such that the children bought 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
Rosslands Infant School, Eastbourne

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Mathe

Measuring
Weighing
Most

Science

Investigating skills
Classification
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?

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At Battle Abbey

Music

Listening to plainsong
Contrast with own songs
Notes on site: eg wind, doves, rain

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

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At School

English

Observational writing
Lists
Creative writing
Stories
Poems

R.E.

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

History

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

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Maths

Recording activities
Postcard home
Writing materials
Stories
Lists

Technology

Tile making
Gargoyles making
Producing displays of work

RE

Abbeys, monsks - multicultural links
Pilgrimages and special
Saints who founded orders eg St Francis
Thank you cards - appreciation and gratitude
 Appreciation of work - work of builders, skills
Appreciation of beauty
Discussion of feelings eg scared going up stairs, dark corners

History

Background to site AT1 Levels 1, 2 and 3
AT2 Levels 1, 2 and 3
Contrast eg windows
Time line of artefacts
Old skills etc tile making, calligraphy

Art

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

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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 to the school boundary wall. It was also shaded by a tree in the hottest part of the day. We sent for some guidebook 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 through the school which we then modified as we went along. As support/special needs teacher I have no class to do 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 ‘monkiness’ 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, and 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 Peas story Little Pere and the Steameroller and of the Under the Ground book. We used the English Heritage Poster Guides and found the Drubbin game very effective for Year 1 and the Layer Game for Year 2. We adapted the Skeleton 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 dry.
Learning 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 education, 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 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 to cause the children really live the experience.” Similar interactive programmes for schools are planned by Cadw for Caerleon Castle in November, Castell Coch near Cardiff in December, the Welsh Slate Centre at Llanberis, Gwyneved in February and at Blaenavon Ironworks in March. All 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 Caerphilly Castle. Facilities include artefacts and other resources to help teachers use the rooms as an effective place for learning. Part of the idea is that such rooms will enable teachers to take the talks from the site even without the assistance of actors. Cadw believes 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.

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 link between 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 pupil teacher 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 woad civil war exhibition 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 to ensure high quality project work which will drive home the lessons learned.

Michael Goode
Cadw Education Department

The Caerleon Educational Resource Pack is reviewed on page 10.

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 to 90 year-olds - nice as pie, eighths and thirds particularly advantaged in background or intelligence (and more than a bit misled in general terms) - before them an exact face simile of the Domesday Book entry for their area - what do they make of it! ‘Ere they can’t spell Chichester properly!’ So when on the board ‘Cestrem’ and then they notice Pagham is ‘Pagham’. They suddenly find endless names - all wrong after spell. We put all them on the board, patiently explaining that all general terms led 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 in Roman numerals. Course telling anybody that they ‘get it wrong’. The children apparently know Roman numerals in their text, and soon we are able to transcribe these, with the help with my medieval war words to which the numerals referred. Crises of delight at finding ‘porc’ meaning pig, ‘East’ at ‘a’ says one confident soul. Soon they are on to much more complicated sums such as ‘372’ that the architect held the land and they hunted for him diligently. Eventually one child declared the word ‘arch’ but the rest was not as all like bishop. We worked it out and produced ‘archbishop’. And worked out that ‘episcopus’ must mean ‘bishop’. We looked up the word ‘comedy’ about a cat but we will omit that… Soon these children were working confidently on a raw medieval manuscript - Latin, shorthand, no 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 great occasion with the mayor and the local MP the event.

It went over splendidly, and of course we made 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, it is 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 Draper, the History teacher there had it 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 people went into making skits 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 them, especially about where the fields and mills must have been located.

Medieval Realms and Local History has never looked better, so why not give your school a go at this? Further information about this special edition of the Domesday Book for your country, and a free guide to 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 Finis
Nuffield Primary History Project

Learning on Journeys

There is a great deal to do in preparing any school trip but there are also plenty of learning opportunities on the journey itself which could challenge 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, an example, it is not unusual for pupils to focus on the journey, even paying it more attention than their ultimate 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 and turn 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 periods. For further information about Cadw’s Education Service please contact:

Rhiann Watcyn-Jones or Michael Goode
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28 Brecon Road
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CF10 3YX
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Fax: 0222 450859

For more information about Nuffield Primary History Project, please contact:

Professor John Finis
Nuffield Primary History Project

Exeteras project, Beres Reis First School, Wotton, Dorset.
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 curating pictures from duplicated sheets of 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 1660, 50, 100, 200 years ago?

Journeys could also be used to develop visual and aesthetic awareness. What colours can the pupils see in the natural and built environment? (Can pupils identify different shades of greys, reds, and blues for example?) If the school has a camera, can pupils take 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 could try to remember one building seen on the journey. How much can they recall about its shape, site, colour, and any decoration? Follow up could include matching 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 traveling. Which building was visited? What sort of vehicles and buildings draw the eye? What were their transports like in the period they are studying? In a museum? How familiar are the pupils with the vehicles available to the original inhabitants of the house/site they are visiting? By noting down their destination, weather permitting, pupils could pause at the entrance to the site or building. What is the entrance like now? How 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 a 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 what the bus left school, with whom the pupils sat, and whether or not someone was ill on the journey.

Hazel Moffat
HMI

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.