

Back in school you will want to follow-up in order to reinforce the skills, ideas and information acquired during the visit.

**Activity sheets**

If you provided an activity sheet go over it and get the pupils to use the information gathered for further work and research.

**Written work**

Devise a way of making the pupils concentrate on the unique features of the site rather than allowing them to write a straight account of the day of the 'who-I-sat-next-to-on-the-coach' variety. Trying to see the site through the eyes of characters in the past is a valuable approach, for example a prehistoric Briton visiting Stonehenge, or Thomas Cubitt showing Queen Victoria round her new home at Osborne. The work could be tape-recorded and played to the class. Information could be presented in a variety of ways:

- an official report about Charles II at Boscobel House
- a sanitary inspector's report about conditions at one of the forts on Hadrian's Wall
- a newspaper article about Queen Elizabeth I visiting Kenilworth castle.
- a guide for visually-impaired people written or tape-recorded.

**Display**

Make a display of written work, maps, drawings and photographs to tell other classes about your visit. Develop a classroom museum or exhibition. Make sure that you classify and label the collection. Do let your local museum know about any objects your class may have brought in. Use measured drawings to make accurate scale models or make costumed figures. Lego can be useful to show how things were constructed.

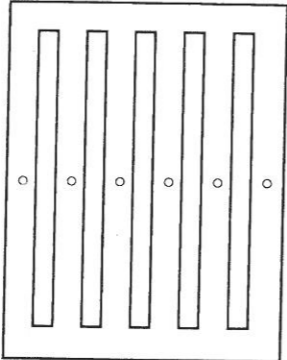
*Follow-up work based on a visit to Dover Castle, building a scale model of the Roman pharos.*

**ACTIVITY - WEAVING**

Large upright looms were used for weaving cloth in Roman times. A considerable amount of labour and skill is required to build one of these looms; however it may be possible to incorporate this into a technology project. Drawings showing upright looms are included in 'Textiles' by J.P. Wild (see Resources).

A simpler approach might be to make a decorative braid. To do this the Romans used a simple heddle. The drawing here is based on a heddle found at the Roman fort of South Shields, near Hadrian's Wall. This heddle, if traced onto and cut out of cardboard (cut out six holes and five slots), can be used for weaving a band with 11 warp threads. These bands were used to decorate other woven textiles, but could also be used, for example, for headbands or belts.

Tie the 11 threads (about 90cm long) to a convenient fixed point (like



This drawing is based on a heddle found at South Shields Roman fort. It can be copied onto card and used for braid weaving.

the heddle. Now tie the loose ends of the threads to a belt or band round your waist.

Starting from the end tied to the desk, weave five or six rows of weft going under one warp thread and over the next. This should have stabilised the weave and you can now use the heddle to speed up the weaving.

Lean back gently to tauten the warp threads. Now lift the heddle to create a gap (the shed) between alternate warp threads and push the weft through the shed. Now push the heddle down to create the opposite shed and again push the weft through. Continue weaving in this way and use a stick or pencil to push the weft threads up against each other.

the leg of a desk). Using a variety of colours of warp threads will give an attractive end result. Thread alternate threads through the slots and holes of

**Technology**

Why not experiment with some crafts of the period? Spinning, dyeing, weaving, making candles and grinding grain can all be tried. As well as being a popular activity cooking can open up many interesting avenues of investigations.

**Art activities**

Make a frieze or collage, create life size models or print fabric or paper using designs observed on site. The translation of a site sketch into a finished work

*From Lullingstone Roman Villa, A Handbook for Teachers, English Heritage.*

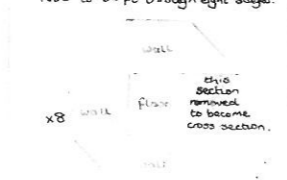
of art might involve polystyrene prints or linocuts, prints taken from pictures scratched into printing ink on a smooth surface (monoprints), or string prints, paintings using wax-resist and mixed media, coloured pencil, or pastel drawings, rubbings of a textured picture made from corrugated card, string, cloth, etc.

**Making The Model**

Step by Step to the end  
Susie Merrick

**STEP ONE:**

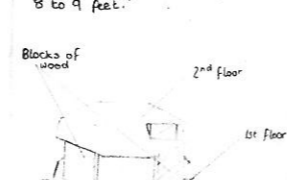
“The structure is octagonal with walls of diminishing thickness it rose to 80 ft through eight stages.”



I cut out eight octagonal pieces of hardboard, one side cut out to provide a 'cross section'. Each piece was smaller than the last to give it its final telescopic outline.

**STEP TWO:**

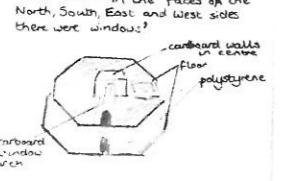
“The lowest storey is nearly 18 feet high, the others vary from 8 to 9 feet.”



I cut out four blocks of wood per stage, onto which I nailed each floor until the structure was eight storeys high.

**STEP THREE:**

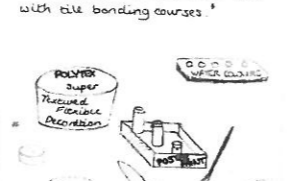
“Each stage had a vertical face set back about a foot from the one below in the faces of the North, South, East and West sides there were windows.”



I made 3 window arches for each storey out of cardboard, and fitted polystyrene walls on eight sides of the octagonal stages. In the centre, around the central chamber, I put cardboard walls.

**STEP FOUR:**


“The structure was built of flint rubble, faced with tufa ashlar and with tile banding courses.”



I painted the model using textured paint coloured with poster paint, and water colour for the door and window arches. The model was then finished using a sponge dipped in black paint and wax crayons.

**STEP FIVE:**

“The Pharos stands on the summit of the hill, inside a Severn earthwork.”



I used sawdust to create a grass effect on the base board, I painted this green and the path white to represent chalk.

Susan Merrick



*A polystyrene print of Dover Castle*

**Drama, dance and music**

The class could write and act out a play on events at the site. Alternatively they could be asked to role play, for example a flint miner and a metal worker in discussion or a conversation between a Roman soldier and a local person. They could learn dance and songs of the appropriate period.

**Audio-visual work**

Using slides bought at the site or their own photographs pupils could prepare a tape-slide sequence presentation or if the equipment is available, a video presentation.

**Documents**

Pupils could examine the primary sources using them for evidence-based deductions or studies in empathy.

**Questions to ask about documents**

- When was it written?
- How do we know - is it dated or does the account refer to an event which allows us to approximately date the document?
- Who was it written by? Is the document signed? Is it a personal item such as a letter or is it an official, perhaps anonymous document?
- Why was it written? Was the purpose of the piece of writing to record an event, to present a point of view or opinion, or to persuade? Analysis of the vocabulary used can often help to reveal the author's intentions.
- Are there inconsistencies, or gaps, in the document? Comparison with other accounts, or with visual or oral sources may reveal discrepancies or omissions. Discussion is fruitful, especially if pupils are encouraged to consider the writer's possible purpose. How can differing accounts be checked and verified?

**Evaluation**

Once your work is complete take time to assess its effectiveness. If the pupils enjoyed themselves that is good but could the visit have achieved more? Go back to the aims you identified when you planned your visit.

- How far have you achieved them?
- What got in the way? Organisational problems? How was your timing?
- Were problems created by the nature of the work?
- Were you too ambitious or could you have given the pupils more to get their teeth into?
- How would you adapt your approach on another occasion?

*From an information booklet for teachers about the English Heritage excavation project.*

On the east side of the gatehouse is a long range of building of two stories built by Sir Anthony Browne, and in it were kept the courts of the manor. It takes the place of a monastic building which also show some Norman work in the outer walls. Brakspear 1937

The eastern wing is 70 feet long, and the eastern end with its buttresses and towers appears to be of the same age as the centre; but the walls of both fronts were rebuilt by Lord Montague when he obtained the act for changing the market day. The ground floor was appropriated for the market, and that above for a court hall, for which purposes they were used till the roof fell in on 28th of September, 1794. These walls are of the Elizabethan stile, the windows are square divided into six lights by mullions and a transom. The doorways have plain semicircle arches, whilst those of the fire places are of the Tudor form. It cannot now be ascertained what this wing was previously used for. Vidler 1841

The eastern wing of the Gateway is nearly twice the length of the other measuring 70 feet, while the latter does not exceed 37 feet. Only the farther part is of the same date, as both fronts are believed to have been rebuilt by Lord Montague in 1566, when he obtained the Act of Parliament for changing the weekly market from Sunday to Thursday. The ground floor was the Market house; the room above it the Court Hall; and both confirmed in use till the roof probably long neglected - fell in during a great storm on September 28th, 1764. Powlett 1877

*Documents describing the Courthouse building at Battle Abbey.*

We produce a very wide range of resource material offering practical teaching ideas including books, videos, posters, slide packs and computer software. They all suggest teaching strategies for using the historic environment, examples of which have been shown in this booklet.

**Education on Site**

These books suggest educational strategies for teachers to use the historic environment as part of programmes of study across many curriculum subjects. Each is packed with practical exercises and ideas to aid understanding for pupils at all Key Stages.

**Books currently available in this series include:**

- Geography and the Historic Environment
- Maths and the Historic Environment
- Science and the Historic Environment
- Learning from Objects
- Living History
- Storytelling at Historic Sites
- Using Abbeys
- Using Castles
- Using Historic Houses
- Using Listed Buildings
- Using Portraits
- Using School Buildings

**Handbooks for Teachers**

We have produced Handbooks for Teachers for over 30 of our Historic Properties to help teachers plan a visit.

Historical background is combined with a variety of possible study approaches, documentary sources, and photocopyable activity sheets for classroom and on-site work, together with practical information about the site. The activities and ideas in all these books can be adapted for different Key Stages in the National Curriculum.



**Videos**

Our wide range of videos introduces approaches to using the historic environment, encouraging investigative learning approaches by looking at the physical evidence of the past. Many can be linked to visits to historic sites, either as part of preparation or follow-up. Over forty titles are available and they can all be borrowed by teachers on two weeks free loan.

**Teaching on Site**

This series of videos relates the use of the historic environment specifically to National Curriculum Programmes of

Study and Attainment Targets in different subjects.

The titles available include:

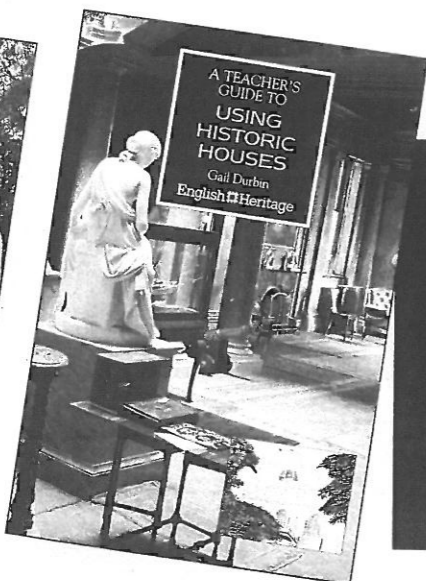
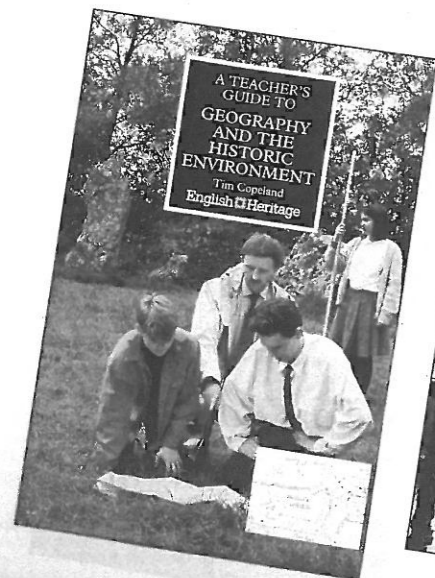
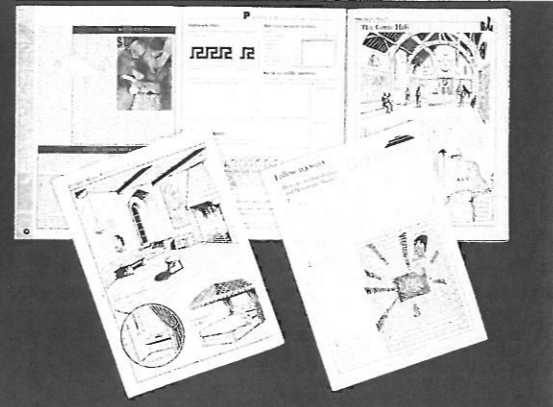
- The Key Stage 1 Curriculum
- History and Geography
- Maths, Science and Technology
- Art, Music, English and Drama
- Doorstep Discovery: working on a local history study

**Remnants**

Our free journal, **Remnants** is published three times a year and is sent to schools through local education authorities or by a direct mailing list on request to others working in education. It contains articles with practical ideas for classroom and on-site projects using the historic environment, reviews and news from our Education Service including details of forthcoming courses and new resources.

**Resources**

Full details of all the above and all our other teaching resources are contained in our free **Resources** catalogue, published annually, with regular updates through the year. To obtain a free copy see **How to Find Out More** on the back page of this booklet.



Among the Historic Properties managed by English Heritage are most of those places which feature as landmarks in England's history - from prehistoric and Roman sites to medieval castles, great abbeys, historic houses, agricultural and industrial monuments. At many properties there is normally a charge for public entry. However educational group visits to all English Heritage Historic Properties are absolutely free provided you book in advance.

You can also make a free exploratory visit to a property to plan your group visit when our site custodians can offer you information and help. Our properties are spread throughout the country from Hadrian's Wall to Cornwall and Kent, so there's bound to be one within visiting range of your school. Often in spectacular settings, the physical presence of historic sites can be intensely stimulating to pupils and teachers alike.

**How to book a free educational group visit**

Free admission is granted to education groups on the following conditions:

- the teachers in charge of the group should fill in a booking form and send it to the English Heritage office in whose Region the property stands, to arrive at least 14 days before the proposed visit.
- the office will confirm your visit and send you any information about the site and arrange a specific time for you to use the Education Centre, if you wish to use one.

Our **Free Educational Visits** booklet contains full details of how to book a free visit along with a complete list of all English Heritage properties and a booking form. To obtain your copy see **How to Find Out More** section on the back page of this booklet.

**Regional Education Officers**

Our Education Service includes Regional Education Officers who are all ex-teachers with considerable experience in schools, teacher training, archaeology and museums. They are sensitive to teachers' needs and can offer professional help and advice

to plan your work. To contact them or if you have any educational query about English Heritage Historic Properties in the counties below please contact:

**SOUTH WEST**

Regional Education Officer  
Peter Stone  
English Heritage, Historic Properties  
South West, 7/8 King Street, Bristol  
BS1 4EQ.  
Tel. 0272-750700  
Avon, Berkshire, Cornwall, Devon,  
Dorset, Gloucestershire,  
Isles of Scilly, Oxfordshire, Somerset,  
Wiltshire.

**SOUTH EAST**

Regional Education Officer  
Jennie Fordham  
English Heritage, Historic Properties  
South East, 1 High Street,  
Tonbridge, Kent TN9 1SG.  
Tel. 0732-778000  
Greater London, Hampshire, Isle of  
Wight, Kent, Surrey, East  
and West Sussex.

**MIDLANDS**

Regional Educational Officer  
Liz Hollinshead  
English Heritage, Historic Properties  
Midlands, Hazelrigg House,  
33 Marefair, Northampton NN1 1SR.  
Tel. 0604-730320  
Bedfordshire, Buckinghamshire,  
Cambridgeshire, Derbyshire, Essex,  
Hereford and Worcester, Hertfordshire,  
Leicestershire, Lincolnshire, Norfolk,  
Northamptonshire, Nottinghamshire,  
Shropshire, Staffordshire, Suffolk,  
Warwickshire, West Midlands.

**NORTH**

Regional Education Officer  
Ross Jellicoe  
English Heritage, Historic Properties  
North, Bessie Surtees House,  
41-44 Sandhill,  
Newcastle upon Tyne NE1 3JF.  
Tel. 091-261 1585  
Cheshire, Cleveland, Cumbria,  
Durham, Greater Manchester,  
Humberside, Lancashire, Merseyside,  
Northumberland, North Yorkshire,  
South Yorkshire, Tyne and Wear,  
West Yorkshire.



**Courses and events**

Our Education Officers arrange and teach a variety of courses for teachers often in association with Local Education Authorities, the Department for Education, or museum services. At some sites each year we arrange special educational events often with the involvement of experts, such as musicians and storytellers, for visiting educational groups.

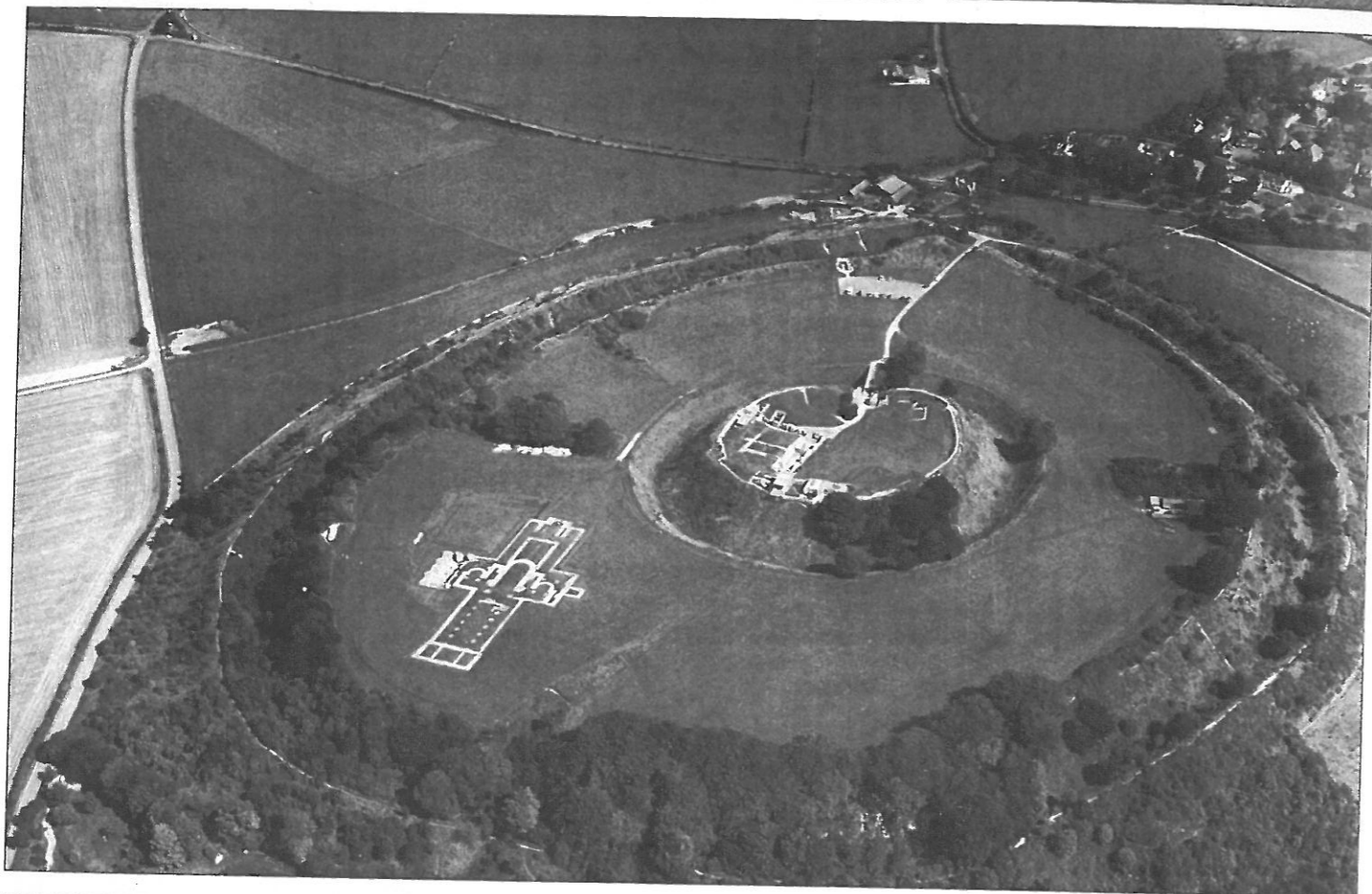
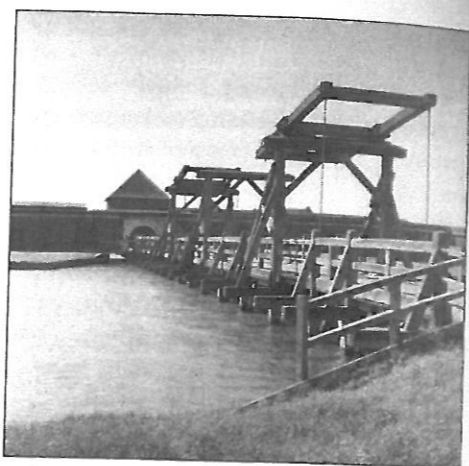
**PLANNING A SITE VISIT?**

Send off for your **free loan copy** of our introductory video, **Learning from the Past**  
Write to  
English Heritage  
P.O. Box 229  
Northampton NN6 9RY



This video introduces all the work of our Education Service, our support material and suggests how free educational visits to our sites can link into a wide range of subject work. We recommend that any teacher planning Programmes of Study or a visit to borrows this on free loan.  
In-service training; Initial teacher training; all Key Stages.  
11 minutes, 1991.

BACK COVER: CLOCKWISE FROM TOP: Castlerigg Stone Circle, Cumbria; Truman's Brewery, Brick Lane, London (Grade II listed); Tilbury Fort, Essex; Old Sarum, Wiltshire; No.1 Poultry, City of London; Queen Street Mill, Burnley.

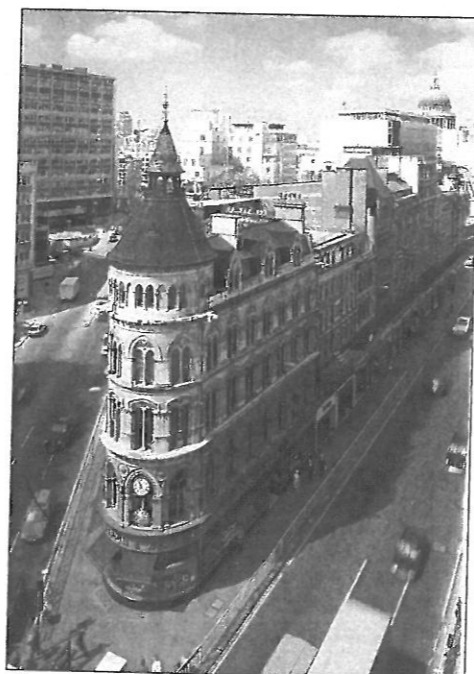


### HOW TO FIND OUT MORE

If you would like further information about the help our Education Service can offer, a free copy of our **Resources** catalogue and **Free Educational Visits** booklet write to us at

**English Heritage  
Education Service  
Keysign House  
429 Oxford Street  
London  
W1R 2HD  
Tel. 071-973 3442/3  
Fax 071-973 3430**

**English Heritage**



**English Heritage**

# Resources Educational Catalogue Update



### EDUCATION ON SITE

These books suggest educational strategies for teachers to use the historic environment as part of programmes of study across many curriculum subjects. Each is packed with practical exercises and ideas to aid understanding for children at all Key Stages.

**A TEACHER'S  
GUIDE TO  
USING  
CASTLES**  
Tim Copeland  
English Heritage

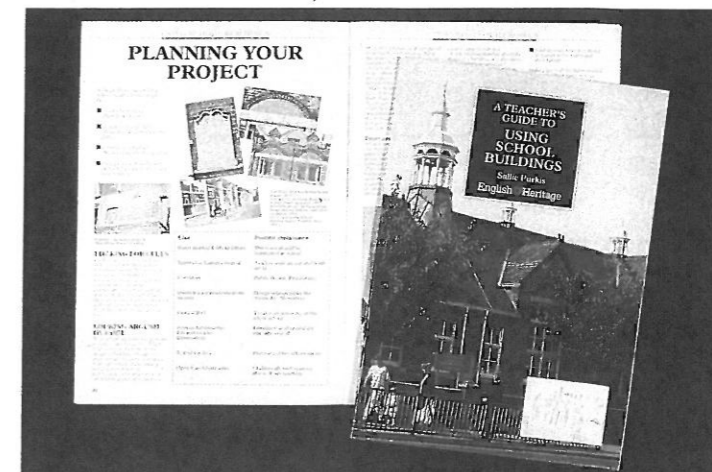


NEW

### A Teacher's Guide to Using Castles

Tim Copeland

No two medieval castles are the same but most share common characteristics. All incorporate defensive features but many were never subjected to attack, and functioned throughout their existence as places of residence and busy administrative centres. This book looks at castles built in England between the eleventh and fifteenth centuries with the aim of helping teachers gain confidence in using them with their pupils. There are case studies exploring particular aspects of how castles



worked, ideas for activities on site and how a visit can satisfy the demands of the National Curriculum. 36 pages, A4, 1993 ISBN 1-85074-327-4 £5.95  
**Product code** XP 10084

NEW

### A Teacher's Guide to Using School Buildings

Sallie Purkis

Every year schools all over the country research the history of their own schools. This book will help teachers make the best use of the rich variety of resources, from documents to the buildings themselves. It contains case studies from schools that have completed their investigations, and shows how your own school can form the starting point for a wider project on nineteenth and twentieth century Britain. Each section of the book focuses on a particular line of enquiry - the history of the school buildings, documentary and oral evidence, photographs and objects. 36 pages, A4, 1993 ISBN 1-85074-379-7 £5.95  
**Product code** XP 11510

### HANDBOOKS FOR TEACHERS

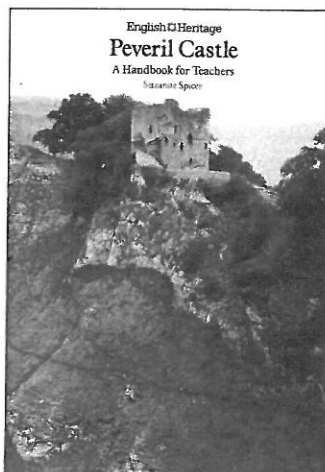
These books are intended to help teachers planning a site visit. Historical background is combined with a variety of possible study approaches, documentary sources, and photocopiable activity sheets for classroom and on-site work, together with practical information about the site. The activities and ideas in all these books can be adapted for different Key Stages in the National Curriculum.

NEW

### Peveril Castle

Suzanne Spicer

Peveril Castle in Derbyshire stands high on a ridge surrounded by precipitous slopes which provide the most spectacular of natural defences, and it was one of the first castles to be constructed in stone. The keep, traces of domestic accommodation and some of the curtain walls remain, providing a straightforward,



easy-to-understand layout of a typical small castle. 36 pages, A4, 1993 ISBN 1-85074-313-4 £3.95  
**Product code** XN 10223



NEW

### St Briavels Castle

Robin Clutterbuck

The castle of St Briavels, now a Youth Hostel, stands high above the River Wye looking west towards the Black Mountains and Wales. It is an important example of the evolution of castle architecture, as well as an illustration of the civil and military importance of castles in the Middle Ages. 36 pages, A4, 1994 ISBN 1-85074-320-7 £2.95  
**Product code** XN 10083