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-saw-next-to-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 her new home at Osborne. The work could be tape-recorded and played to the class. In this way description 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 cornet figures. Lego can be useful to show how things were constructed.

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 approximate 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 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.
**RESOURCES**

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 curricular 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

**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 and English
- Doodad 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.

**FREE EDUCATIONAL VISITS**

Among the Historic Properties managed by English Heritage are many of those places which feature as landmarks in England’s history - from prehistoric and Roman sites to medieval castles, great abbey, historic houses, gardens, parks 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 educational 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 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 sections 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 education enquiry 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 Education Officer
Liz Hollinshead
English Heritage, Historic Properties Midlands, Haselrigg House, 33 Marefair, Northampton NN1 1SR.
Tel. 0604-730320

**NORTH**
Regional Education Officer
Ross Jellicoe
English Heritage, Historic Properties North, Besse Suesses 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 borrow this on free loan.

In-service training, Initial teacher training, all Key Stages.

11 minutes, 1991.
These books suggest educational strategies for teachers to use in 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 School Buildings Sally Parks

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 you can expand your own school's story. The book is for use on site.

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.

Handbooks for Teachers

These books are intended to help teachers planning a 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.