

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 Geography and the Historic Environment**  
Tim Copeland

This book aims to help teachers understand the places that we live in by investigating how they were used in the past and how that past has influenced the present. It explores individual sites and local landscapes and demonstrates how a range of geographical skills may be developed through working with the historic environment.  
36 pages, A4, 1993  
ISBN 1-85074-332-0  
£5.95  
Product code: XP 10314

**NEW**

**A teacher's guide to History through Role Play**  
John Fairclough

Role play can take many forms - from one teacher wearing a special hat in the classroom to the whole school working in costume at an historic site. This book looks at some of the ways teachers can use role play to support learning about history. It includes case studies from different periods and types of historic site.  
36 pages, A4, 1994  
ISBN 1-85074-333-9  
£5.95  
Product code XP 10495  
See also Videos

**A teacher's guide to Learning from Objects**  
Gail Durbin, Susan Morris and Sue Wilkinson

This book is for teachers who want to encourage children to learn from physical things. It suggests a method of analysing objects and a range of classroom games to help develop the skills that are necessary for fieldwork

at sites or museums.  
36 pages, A4, 1990  
ISBN 1-85074-259-6  
£5.95  
Product code: XP 13435  
See also Videos

**A teacher's guide to Maths and the Historic Environment**  
Tim Copeland

This book explores the unique problem-solving aspects of mathematical processes when applied to the historic environment. It will help teachers prepare to get the maximum from a visit to an historic site or building.  
36 pages, A4, 1992  
ISBN 1-85074-329-0  
£5.95  
Product code: XP 11490  
See also Videos

**A teacher's guide to Science and the Historic Environment**  
Jane Pownall and Nick Hutson

This book explores the links between history and science, and will help teachers spot new opportunities to bring science alive. There are sections on earth science and human influences on the environment; structures and forces; food and cooking through the ages; science from clothing; light in the home; museum classification and artefact preservation.  
36 pages, A4, 1992  
ISBN 1-85074-331-2  
£5.95  
Product code: XP 11491  
See also Videos

**A teacher's guide to Storytelling at Historic Sites**  
Eric Maddern

This book explores the kind of stories which may have been told at historic sites in Britain from the time of the hunter-gatherers through to the seventeenth century. It suggests ways to bring these historic sites alive by recreating the oral traditions of our ancestors.  
36 pages, A4, 1992  
ISBN 1-85074-378-9  
£5.95  
Product code: XP 10077  
See also Audio

**Special Offer**  
Order the Storytelling book and cassette pack together for the special price of £13.50, a saving of 15% on the individual prices. Product code: XP 10076



**A teacher's guide to Using Abbeys**  
Cynthia Cooksey

This book aims to give teachers all the background information they need when using abbey sites, including strategies which will enable children to understand both the physical remains and the nature of the lives that were lived there.  
36 pages, A4, 1992  
ISBN 1-85074-328-2  
£5.95  
Product code: XP 11511  
See also Videos

**NEW**

**A teacher's guide to Using Castles**  
Tim Copeland

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, such as building a castle; ideas for activities on site; a look at castles now and the issues of conservation and tourism, 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  
See also Videos and Posters

**A teacher's guide to Using Historic Houses**  
Gail Durbin

Historic houses come in many guises. The book covers houses from the medieval period onwards, looking not exclusively at grander country houses but also at empty and ruined buildings and the more common furnished house.  
36 pages, A4, 1993  
ISBN 1-85074-390-8  
£5.95  
Product code: XP 10085

**A teacher's guide to Using Listed Buildings**  
Crispin Keith

About 500,000 historic buildings in England are protected through listing.

This book explains what listing is, and how teachers can make the best educational use of listed buildings. It looks at the issues raised by conservation and the conflicts of interest which it engenders.  
36 pages, A4, 1991  
ISBN 1-85074-297-9  
£5.95  
Product code: XP 11492

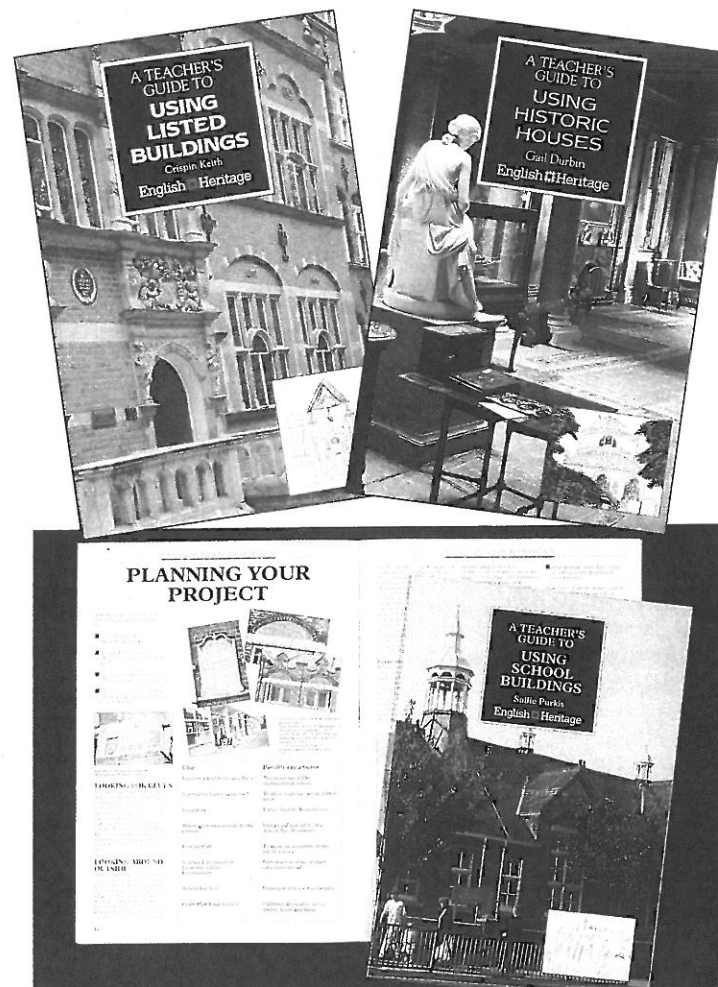
**A teacher's guide to Using Portraits**  
Susan Morris

Portraits are the gossip columns, newswatches, party political broadcasts and family albums of the past. They are found in every country house and museum and this book aims to help teachers decode some of the messages they contain.  
48 pages, A4, 1989  
ISBN 1-85074-231-6  
£5.95  
Product code: XP 13058  
See also Slide Packs

**NEW**

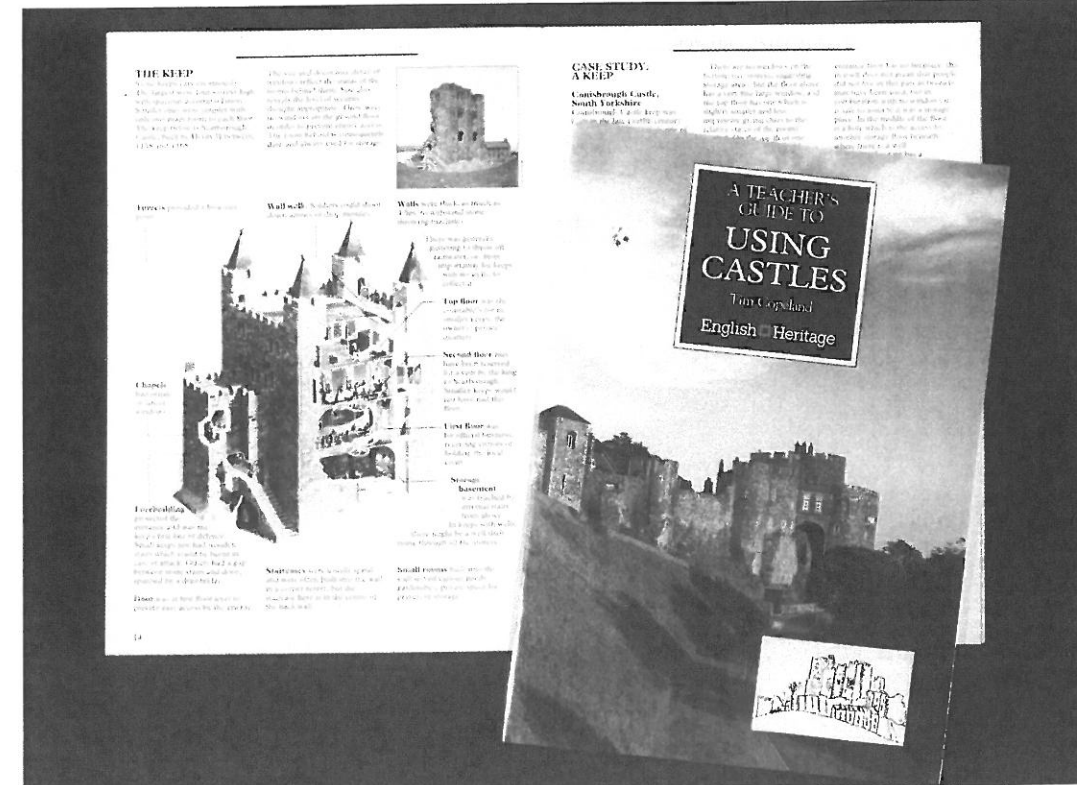
**A teacher's guide to Using School Buildings**  
Sallie Purkis

Every year schools all over the country research the history of their own schools. This book suggests many activities and ideas for teachers to use the physical evi-



dence of schools and their associated objects to integrate this resource into the school curriculum. Each section of the book focuses on a particular line of enquiry - the history of school build-

ings, documentary and oral evidence, photographs and objects.  
36 pages, A4, 1993  
ISBN 1-85074-379-7  
£5.95  
Product code XP 11510





**Walmer Castle: a country residence**

As this castle is still furnished, your pupil's work may focus on the uses of different rooms as shown by the furnishings and decoration. A comparison may be made between the Duke of Wellington's room, and the rooms used by Queen Victoria on her visits. The Wellington Museum, housed at Walmer Castle, provides the opportunity to look at artefacts as a source for studying Wellington's career.

Jennie Fordham  
Regional Education Officer South East and London  
English Heritage

Deal Castle is in the town SW of the town centre. OS map 179; ref TR 378521. Walmer Castle is on the coast south of Walmer. OS map 179; ref TR 378501. For details of opening hours and free educational visits tel. 0304-225229.

**A teacher's handbook to Deal and Walmer Castles**, £3.95, is available from English Heritage.

Go to the Duke of Wellington's room upstairs.

Write three words in each box to describe the Duke's furniture (bed, armchair, wash-stand, table and fireplace).

**FIREPLACE**

**WASH-STAND**

**TABLE**

**BED**

**ARMCHAIR**

An activity based on the Duke of Wellington's room, Walmer, from our teacher's handbook.

**Using Historic Houses**

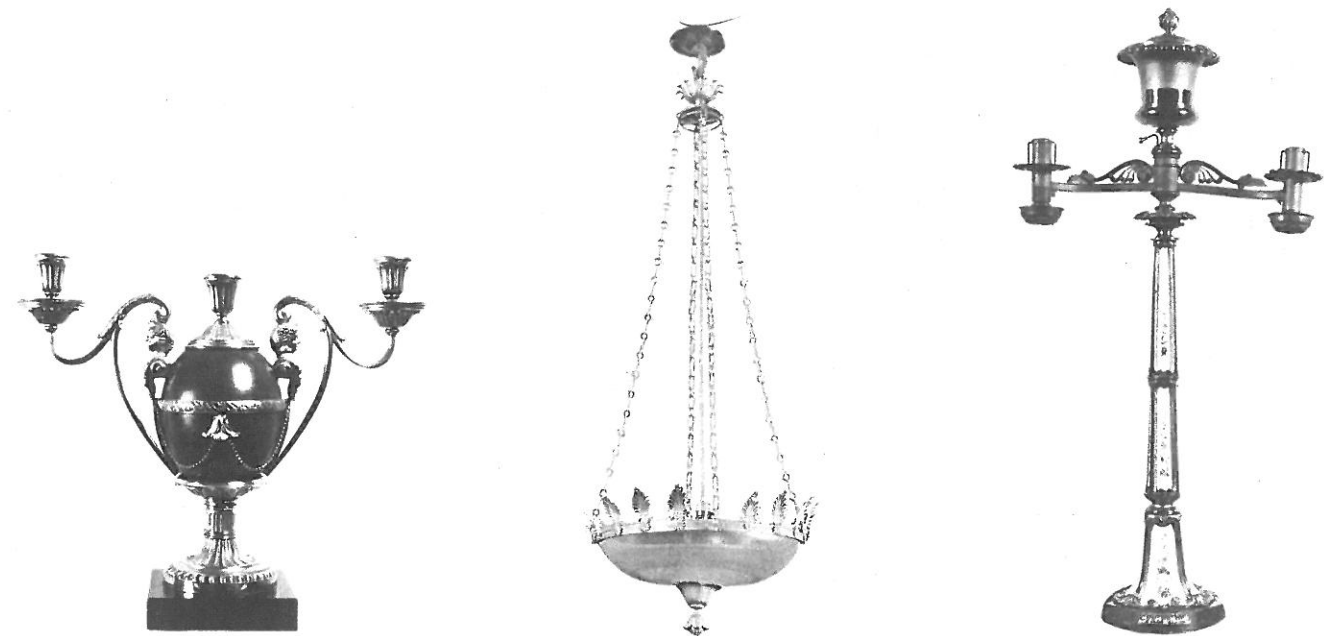
On first consideration, furnished historic houses seem to be the most glamorous and informative of places to visit - all that readily accessible domestic detail, the lush furnishing, the human dimension. But sometimes the very abundance makes it hard to focus on one line of study and it is possible to get back on the coach with a group of

pupils who have had a wonderful day out but who may not have fulfilled your curriculum needs.

One way to get round this is to give individuals or pairs of pupils a single definite line of investigation to follow. For example, they could record the different types of lighting or heating to show technological development, or sketch wall or floor coverings, chairs, ceilings or doors to show changing stylistic influences. It can sometimes be more fun to put the work into a role

play context, for instance, you could suggest that Laura Ashley wants material for this season's catalogue featuring a new range influenced by Victorian or Georgian styles.

If the house you visit cannot cope with people lingering for long in one room, try a simple variation of the above exercise. Even the plainest houses generally have decorative work around doors, ceilings or furniture. Ask pupils to look out for patterns: they need to identify the basic shape first, and then record how it is



Three different types of lighting from Audley End House, Essex: a candelabrum, a hanging oil lamp and a colza lamp, which burns cabbage oil.

**DOCTOR CARROT guards your Health**

**DIG FOR VICTORY**

**WOMEN! Farmers can't grow all year**

English Heritage  
**Appetite for Change**  
Food and Cooking in Twentieth Century Britain  
Gill Corbishley

**ENGLISH HERITAGE Resources 1994**  
Practical materials for teachers to use the historic environment for any subject

**A teacher's guide to SCIENCE AND THE HISTORIC ENVIRONMENT**  
Jane Pownall • Nick Hanson

**Life at the castles: The Gun.**

**A teacher's handbook to THE CASTLES OF PENDENNIS AND ST MAWES**  
Rosemary Cooper

**HISTORY THROUGH ROLE PLAY?**  
John Fourcroy

**Building an Abbey**  
Medieval technology at Reval's Abbey

**LOOKING AT CASTLES**

**BUILDING A CASTLE**

**ATTACKING A CASTLE**

**LIVING IN A CASTLE**

**DEFENDING A CASTLE**

**THE CASTLE KEEP**

**A poster pack for LOOKING AT CASTLES**  
ENGLISH HERITAGE

All about castles in six A3-size posters

English Heritage



### Eye-witness evidence

Visits to the schools by various guest speakers featured widely as part of the schools investigations, as did mock planning meetings (in one case, with the Council Planning Officer as Chairperson) and letter writing to a variety of possible sources of information. The types of evidence collected were varied and included eye-witness accounts as well as apparent evidence which was later refuted after further investigation.

Schools were also keen to canvass local opinion about their feelings about the chosen building or site and how 'special' they felt it was. This proved interesting, highly reportable and quite controversial in some cases.

### Putting pen to paper

The reporters then had the difficult task of putting pen to paper and writing their articles - drafting, re-drafting, proof reading and editing. Each school was encouraged to sub-edit their own work and design a page layout before sending their chosen work to the gathering point at the Western Morning News in Plymouth.

This was the building which became a hub of activity for the three weeks prior to publication. A team of twelve year 7 pupils from Ivybridge

*BELOW: Jocelyn Stevens, Chairman of English Heritage with the editing team.*

What's Inside?		
Interviews	Page 2	Raleigh House, Dunster Castle - Page 10
Mount Charles Chapel	Page 3	Cornish Churches, St Eval - Page 11
Devon Farms	Page 4	Cornish Schools - Page 12
Minions	Page 5	Market House - Page 13
Peirce Tower	Page 6	Tyacke Hotel - Page 14
Crickhamp Mill	Page 7	Tide Gallery, WSN - Page 15
Brunel, The GWR	Page 8/9	Windows - Page 16

*The finished schools' newspaper.*

Community College had been asked to be the sub-editing team. They had the unenviable task of creating the layout and design of 'Changing Places'; deciding which material sent in from the schools to use; editing it and learning to use Quark Express, a highly sophisticated desk-top publishing programme used by professional sub-editors all over the country - and all in under two weeks! Not only did they do an outstanding job, they also beat the deadline.

The pages had been output and proof read, the negatives and plates made and the press was ready to roll. The 10th of March arrived and the launch of the first ever English Heritage/Northcliffe NIE schools' newspaper - all 16 pages, with four in full colour. Over 100 people came to the launch, including representatives from most of the schools, the LEAs, Northcliffe Newspapers, English Heritage. Jocelyn Stevens, Chairman of English Heritage, came to help the editing team take the first supplement off the press, with the thought in all the minds of those watching that this newspaper was about to be distributed to over 260,000 homes in the South West - an exciting end to a truly exciting project!

Jenny Barnicoat  
Newspapers-in-Education Co-ordinator  
English Heritage

A teacher's guide to producing a school newspaper on a heritage theme will be published by English Heritage in association with Northcliffe Newspapers in Autumn 1994. If you would like a free copy of the **Changing Places** supplement please write to us at: English Heritage, Education Service, 429 Oxford Street, London W1R 2HD.

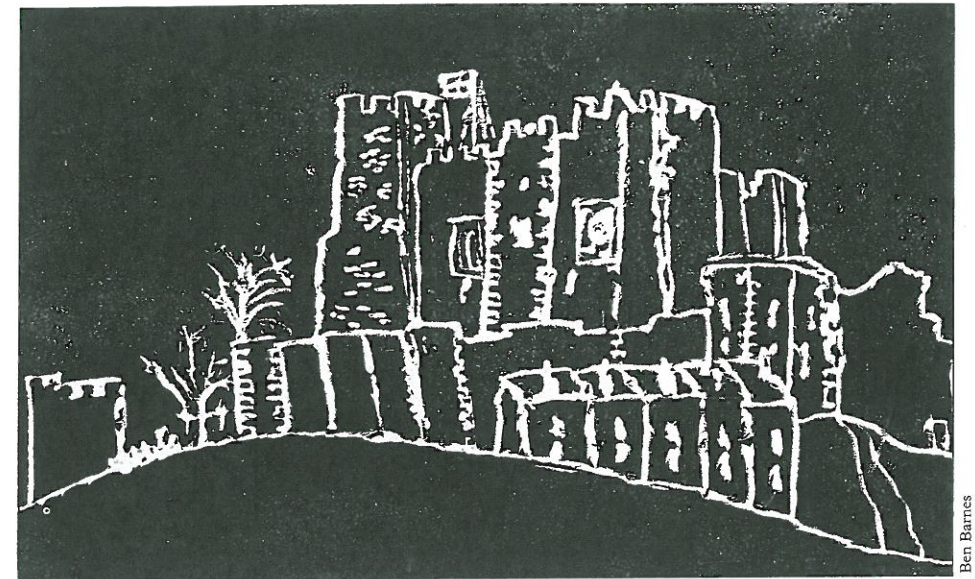
## Using Tudor and Stuart Sites

English Heritage manages over 350 historic sites to which educational groups can make free visits. These range from prehistoric and Roman sites to medieval castles and abbeys, historic houses and industrial monuments. In the following articles we offer some stimulating ideas for their study based on some of our Tudor and Stuart sites around the country.

### Designs on Castles

The idea of a medieval castle, with its strong stone keep into which a lord and his household could withdraw in times of siege, is deeply ingrained in our minds. Films and traditional stories have all played their part in developing these images.

If you were to ask your pupils to draw or describe a castle, the chances are that they would produce a description or drawing very much like the one above. However, castle design developed over time and, if you are studying the Tudor period, you could consider visiting a castle built and developed during the sixteenth century. Two examples are Deal and Walmer in Kent - built by Henry VIII as part of his coastal defences against possible invasion by France. Walmer was adapted in the eighteenth century when it became the country residence



*A polystyrene print of Dover Castle*

of the Lords Warden of the Cinque Ports. The castle had several famous occupants during the eighteenth and nineteenth centuries, notably William Pitt and the Duke of Wellington. Queen Victoria visited the castle twice. As these two castles were built for different purposes than the traditional concentric medieval castle would have been, you could base your pupils' activities around the design of the castles.

#### Deal Castle: the semi-circular bastion

Using string, metre sticks and directional compasses, pupils can be asked to take accurate measurements of parts of the castle such as the bastions or the central keep.

More independent measuring tasks can also be set. The radii of the outer bastions are different - ask pupils to find out why. Are the gunners' rooms attached to the keep really semi-circular as they appear to be?

As follow-up work, the measurements could be used to draw an accurate plan, or to make a scale model of the castle. On the plan pupils could mark possible positions for placing cannon, and could measure the scaled down distance a Tudor cannon ball would cover (approximately 1,000 metres).

How effective was the design of Deal Castle for giving cover over a wide area?

*BELOW: Aerial view of Deal Castle. BELOW RIGHT: Plan of ground floor, Deal Castle*

