**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
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Product code: XP 10314

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**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
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See also Videos

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**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
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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**

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

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
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Product code: XP 11151
See also Videos

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**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 castles; ideas for activities on sites; 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

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**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 empires 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 1-85074-379-7
£5.95
Product code: XP 10085

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**A teacher's guide to Using Listed Buildings**
Sallie Parkes

Every year schools all over the country research the history of their own buildings. This book suggests many activities and ideas for teachers to use the physical evidence 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 buildings, documentary and oral evidence, photographs and objects.

36 pages, A4, 1993
ISBN 1-85074-379-7
£5.95
Product code: XP 11510

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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...
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" is 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 was to be presented from the schools to use, editing it and learning to use Quark Express, a highly sophisticated desktop-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.

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.

If you were to ask your pupils to draw 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 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 have your pupils' activities around the design of the castles.

Deid 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.

"An aerial view of Deal Castle. Below right: Plan of ground floor, Deal Castle."

Below: vol. Cuenca Newsletter