Have you read your National Curriculum history document?

Don’t groan! As you probably already know, it contains a great deal which is familiar to all. In this issue of Heritage Learning two education experts present case studies of different types of site for Key Stage 2 work.

Hazel Moffat has devised a teaching scheme for Brodbrook Hall – an ideal focus for Study Unit 3a. Brodbrook, a superb Victorian country house in South Yorkshire was handed over to English Heritage in 1980. Since then we have spent £3.9 million on a four-year programme to stabilise the fabric of the house. It began with a survey and an inventory of the more than 17,000 items in the Hall. These were removed and catalogued while structural work was completed. The aim is to conserve Brodbrook as it was founded. The house, with its original furniture, paintings, carpets and wall coverings, is open to the public for the first time from 6 July.

Up to the end of the summer term, we have a special scheme for local schools to make study visits to Brodbrook. A free eight-page booklet for teachers gives the Hall’s history and suggests some learning opportunities. Details of how to get your copy and book a free visit are on pages 6 and 7. By the beginning of the autumn term our Education Centre at Brodbrook will be ready for use, complete with handling collections and replica documents.

Our second Key Stage 2 article concerns the Romans. English Heritage can offer schools a unique opportunity to see the ‘real thing’: the Roman villa at Lullingstone or Hadrian’s Wall; the Emperor Claudius’s landing place at Richborough or the extensive public buildings and defences of one of Roman Britain’s principal cities, Wroxeter. Iain Watson, whose English Heritage teacher’s handbook for Hadrian’s Wall is available soon, suggests some teaching strategies for Study Unit 1.

English Heritage is not just about famous sites open to the public, though we did welcome half a million educational visitors this year on our free visits scheme. English Heritage is the country’s leading authority on historic conservation. We are responsible for advice and grant-giving on a wide range of buildings and sites, from historic pubs to conservation areas. In 1994 English Heritage was given responsibility for the repair and restoration of the Albert Memorial. A full survey of the memorial in 1986 showed significant corrosion between the ironwork core and the leadwork cladding to the spire. A £14 million restoration scheme has now begun. The visitor centre at the memorial is open and we have published a free tour for school groups which looks at a number of monuments and buildings connected with Prince Albert and Queen Victoria. Details of how to get your free copy are on page 15.

We were pleased to meet many of the teachers who visit our sites and use our resource material at the Education Show in Birmingham in March. We were especially glad to introduce our service to PGCSE students but were amazed to discover some who had never heard of us! If you are a teacher trainer reading this (or have a colleague who is) please contact us – our address is on the left. We can put you and your students on our free mailing list and tell you about our free visits scheme. One of our education staff would be happy to come to talk to your students, free of charge, about our work and about strategies for using the historic environment in a range of National Curriculum subjects. We look forward to hearing from you.

Mike Corbridge
Head of Education

Victorians at home

A new resource for pupils

Charles Sabine Thelussom, whose family originally came from Switzerland, inherited a substantial 19th-century house at Brodbrook, near Doncaster in South Yorkshire, in 1859. He promptly demolished it and built the present Hall between 1861 and 1864. Although three subsequent generations of the family have made some changes, Brodbrook Hall remains essentially a fine example of how a wealthy Victorian family lived in the second half of the 19th century.

The Hall provides an outstanding resource for the National Curriculum, for example, for two History Study Units at Key Stage 2: Study Unit 5a – Victorian Britain, in particular life at home and leisure for different levels of society and Study Unit 5c – Local History, an aspect of the local community that illustrated developments taught in the study units, for example, life in the country house.

The family who lived at Brodbrook Hall

The family portraits give some idea of the appearance of the members of the household, their status and how their clothes compare with previous generations. Pupils could investigate two lines of enquiry:

- In how many ways does the portrait of Georgina (hanging to the right of the sideboard in the dining room) differ from that of her mother, Sarah Theobald (in the Library) and her husband’s grandmother (the

The Thelussom family tree, below, Pamela Williams gifted Brodbrook to English Heritage in 1980
Victorian Tastes
The Hall reveals the tastes or preferences of Charles and Georgiana Thelwall. These could have been determined in part by what they liked, what they felt was fashionable, what would impress others and what they could afford. Because the style of the building and many of its contents was chosen in the 1860s, a clear idea of tastes at that time emerges. To satisfy tastes involves decision-making. Ask pupils to choose a piece of furniture and work out how many decisions could have been made by the family when selecting it, or give them a list of decisions and ask them to find evidence of the outcome of those decisions. Here is an example of the types of choices made in selecting seats for the dining room and billiard room:
- shape of back
- shape of sitting area
- shape of arms, if any
- shape of legs
- type of material (wood, cane, fabric, leather, metal)
- amount and location of upholstery
- type of decoration (carving, turning, painting, inlay, needlework)
- colours
- how easy it was to move
- space for one or more than one person

Another activity might be to ask pupils to stand in one place, for example, a hall or drawing room, look in one direction and note all the design features they can see on the ceiling, walls or floor. How well do all the decorative features complement each other? How was space, light and colour used to create an impression of opulence? Which aspects of the Thelwalls' tastes do pupils like and dislike?

Leisure
There are many clues as to how the family spent its leisure time. Pupils could be allocated different rooms and then combine their evidence on a class grid. The grid, opposite, shows one way of recording findings. Pupils could note that evidence no longer exists of the family's love of music -- originally there was a grand piano and an organ. We have no evidence of the topics of conversation. However, pupils could speculate about them. For example, how would the topics connected with national and international events change from the late 1860s to the 1890s after Peter inherited the Hall and estate? A check of some key events could be made in reference books.

Servants' life
When the family moved into their new home they had 15 indoor servants. Pupils could work out why so many servants were necessary. Just as the rooms have been surveyed for the family's leisure interests, so they may check for clues about the work they entailed. Pupils could find:
- In every room with a fireplace there would be a daily routine, except in the summer, of replenishing coal supplied and emptying the ashes.
- There would also have been daily routines of dusting and polishing, raising and lowering the shutters.
- Another daily task was taking water for washing to all the bedrooms. The house originally had only one bathroom and the family and guests would have been given fresh water at least twice a day. Stinks for disposing of waste water can be seen at each end of the upstairs corridor.
- What work for servants would the family's leisure interests have entailed?
- One of the main tasks would have been preparing and serving food. The original kitchen survives with all its equipment. Pupils could look for evidence of the servants' work here: preparing vegetables, baking, cooking meat and fish.
- How were the servants' bedrooms furnished?

Full-length painting in the dining room? Look at hair style, dress, jewellery of the people mentioned:
- How do the portraits of the men in the family indicate their interests and wealth? Look at clothing, possessions, background.

Halls

<table>
<thead>
<tr>
<th>ROOM</th>
<th>EVIDENCE</th>
<th>LEISURE INTEREST</th>
<th>FAMILY/INDIVIDUALS (to be added after research)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Halls</td>
<td>Sculpture</td>
<td>Collecting</td>
<td>Charles Satine</td>
</tr>
<tr>
<td></td>
<td>Sculpture</td>
<td>Looking</td>
<td>Many</td>
</tr>
<tr>
<td></td>
<td>Ornamental</td>
<td>Conversation</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td>seats</td>
<td>Yachting</td>
<td>Many</td>
</tr>
<tr>
<td></td>
<td>Cannons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morning room</td>
<td>Paintings</td>
<td>Painting</td>
<td>Aline</td>
</tr>
<tr>
<td></td>
<td>Paintings</td>
<td>Pet dogs</td>
<td>Many</td>
</tr>
<tr>
<td></td>
<td>Desk</td>
<td>Writing</td>
<td>Many</td>
</tr>
<tr>
<td>Dining room</td>
<td>Svo of table</td>
<td>Dining with guests</td>
<td>All adults Charles Satine</td>
</tr>
<tr>
<td></td>
<td>Paintings</td>
<td>Collecting</td>
<td></td>
</tr>
<tr>
<td>Drawing room</td>
<td>Paintings</td>
<td>Collecting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Card tables</td>
<td>Collecting</td>
<td></td>
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<tr>
<td></td>
<td>Photographs</td>
<td>Collecting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seats</td>
<td>Collecting</td>
<td></td>
</tr>
<tr>
<td>Billiard room</td>
<td>Billiard</td>
<td>Billiards</td>
<td>Mainly men</td>
</tr>
<tr>
<td></td>
<td>table</td>
<td>Smoking</td>
<td>Mainly men</td>
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<tr>
<td></td>
<td>Veniления</td>
<td>Horse racing</td>
<td>Mainly men</td>
</tr>
<tr>
<td></td>
<td>Paintings</td>
<td>Yachting</td>
<td>Mainly men</td>
</tr>
<tr>
<td>Library</td>
<td>Books</td>
<td>Reading for leisure and study</td>
<td>Mainly men</td>
</tr>
<tr>
<td>Leathe room</td>
<td>Croquet set</td>
<td>Croquet</td>
<td>Many</td>
</tr>
</tbody>
</table>
Murder in the Billiard Room

Pleading together clues about life in the past from the remains of a building is a common archaeological technique. Murder in the Billiard Room is a variation on this type of activity which allows pupils to look at a site after a fictional crime has been committed. This is a motivating activity that you might like to give as an introduction to working with ruined or empty houses. Pupils are introduced to the concept of evidence and are encouraged to examine the building closely. They practice using a plan and find out about the layout of the house.

This version of the activity took place at the 18th-century run, Appuldurcombe House, on the Isle of Wight. A body was found in the Billiard Room. Pupils worked in small groups and were given a large brown envelope. This contained a ground plan of the house, a list of witnesses, instructions, a chart for recording their findings, and a small envelope which contained five cards - one for each of the witnesses - printed with sections from the witnesses' statements. The pupils took on the role of the police, checking out the truth of the statements by careful observation of the building. At the end of each round pupils returned to the teacher to collect the next envelope of statements.

There were four rounds.

This type of activity works well because it is couched in the form of a game that everyone understands. Various adaptations are possible. You can make the activity more complicated by allowing each suspect one incorrect statement. You could even set the event at a specific date, any reference to parts of the building put up after that date would be excluded.

You can give the instructions below to your pupils:

A body has been found in the billiard room. There are five suspects (everyone else in the house at that time has been ruled out). You are a detective. Your job is to find out which of the suspects is lying by looking for clues and evidence. Is there evidence against more than one person? Who are you going to take in for further questioning? The local chief inspector likes there to be proof of four lies before anyone is asked to help with an enquiry.

These are the suspects and where they say they were at the time of the murder:

John Blake: Owner
Octavia Blake: Owner's wife
Annie Reynolds: Maid
Pauline Prince: Guest
Sebastian Pogey: Porter

What to do
You have a plan of the building. Mark on it the place where the body was found and the place where each of the witnesses say they were at the time of the murder. You also have a chart on which to make notes of your suspicions. In the envelope there are extracts from the suspects' statements. Decide whether they are telling the truth and record your findings. When you have completed that round collect the next envelope from your teacher. There are four rounds.

Good sleuthing!

EVIDENCE CHART - TRUE OR FALSE

<table>
<thead>
<tr>
<th>NAME</th>
<th>ROUND 1</th>
<th>ROUND 2</th>
<th>ROUND 3</th>
<th>ROUND 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Blake</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Octavia Blake</td>
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<tr>
<td>Sebastian Pogey</td>
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<tr>
<td>Annie Reynolds</td>
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</tr>
<tr>
<td>Pauline Prince</td>
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</table>
Bringing the Romans to life

There was once a time when most schoolchildren’s view of the Romans was summed up by the rhyme:
Latin is a language as dead as dead can be
First it killed the Romans and now it’s killing me.
‘Romans, Anglo-Saxons and Vikings’ in the new curriculum replaces the ‘Invaders and Settlers’ unit in the old curriculum. Most historians and archaeologists, certainly, welcome the change in emphasis. ‘Invaders and Settlers’ tends to exclude the native population which was affected to varying degrees by the different ‘invaders’. The knowledge content of this study unit is also reduced, allowing the teacher to concentrate on either Romans, Anglo-Saxons or Vikings. If you choose the Romans you will find not only a range of excellent classroom resources (including books and videos) but many interesting sites with good educational facilities.

Roman Britain
Part of the attraction of studying Roman Britain is that, though the period is chronologically remote, it can convey a sense of immediacy because the history of England and Wales was significantly affected by the Roman conquest, and, without journeying too far, you can see Roman remains.
Further, there are many aspects of Roman life which are relatively easy to compare with modern life. The