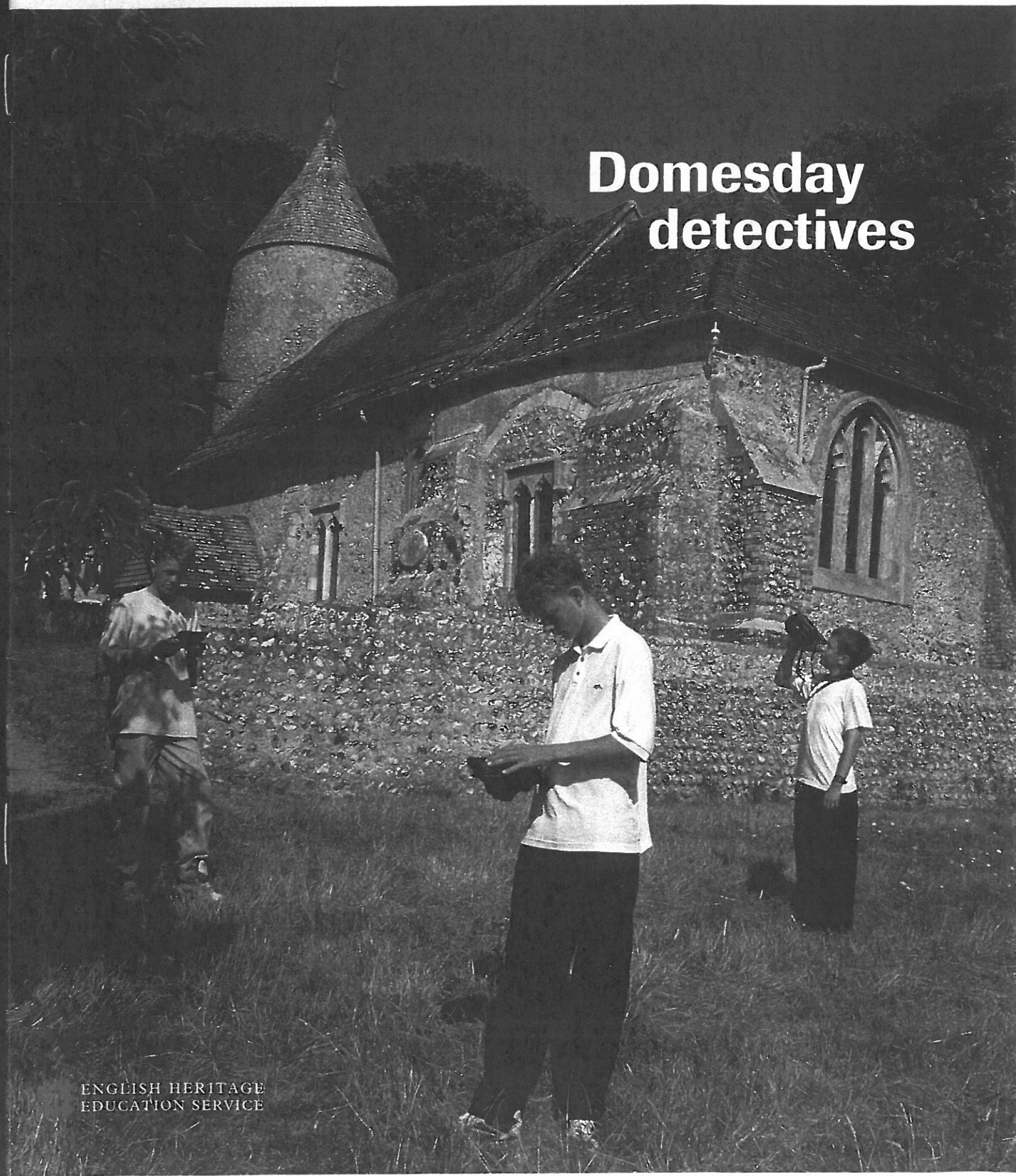


# Heritage

October 1995 Issue 4

LEARNING

## Domesday detectives



ENGLISH HERITAGE  
EDUCATION SERVICE

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**In these times** of funding (or lack of it) for supply cover for 'visits' and the problems facing teachers and governing bodies over safety in coaches, perhaps it is sensible to think about the school environment and its surrounding streets for local studies. We in English Heritage have always encouraged this, partly because we are the national organisation which is responsible for the long-term conservation of the historic environment, and partly because, as teachers, we know that it is a resource which can be used effectively to deliver some of the Study Units and also the Key Elements. If you haven't got a copy of our free 'Using the Historic Environment' booklet, please write, fax or ring our Education office.

This issue of *Heritage Learning* is devoted almost solely to using the local historic environment. Tideway School, East Sussex did a local history study of a nearby village, Southease, using modern information technology. Their starting point was the Domesday Book. Pupils were encouraged to study this documentary source and then to find out what evidence survives today – in other words, Key Element 4 Historical enquiry '...find out about aspects of the past, from a range of sources of information...'

In a different part of England, Rob David of Lancaster University has been working on a local project with funding from English Heritage. 'Making history tactile' looks at three different historic sites. One was the church in Frizington; Margaret Wiltshire, the head, wanted children to find out about their parish church (which few of them had visited) and increase their awareness of the needs of visually impaired people. This local project was a great success and Margaret feels that it has helped her pupils, and the community itself, feel a pride in this ex-mining village which she acknowledges 'has a very low self-esteem'.

Sallie Purkis, in her article on pages 6-8 also shows how there are historical resources within easy walking distance of a primary school in Cambridge. 'Studying local memorials to unlock the past' has been adapted from her book, 'A teacher's guide to Using Memorials' in our *Education on Site* series. We hope it will inspire you to find as many memorials as she did! If you do take up the idea, we'd like to hear from you.

In 'Archaeology round-up' we report on three projects our Education Service has been organising. We had a teacher at Boxgrove during the excavations; at Colchester we are funding a full-time Education Officer to develop the education potential of the Borough's Gosbecks Archaeological Park; and Ashley Mainland has been working with school groups (and children during the holidays) on the site at West Heslerton, North Yorkshire.

Finally, we are very proud to have worked with the BBC on two videos for teachers to be broadcast this autumn. Both look at ways in which schools can use historic sites for teaching at Key Stage 2. One is on Hadrian's Wall and Carlisle Castle; the other challenged schools in Ipswich to investigate their environments. The pupils looked at the evidence contained in houses and streets, some of which was only 20 years old. The video is called 'In your own backyard' and we hope you like it. We would appreciate any comments you have, either on the programmes or on the teacher's booklet, written by two education officers from our service.

Mike Corbishley  
Head of Education



# Domesday detectives

**Pupils in East Sussex have been studying a local village, linking computer applications and site visits in their Medieval Realms history work. Jim Fanning, their teacher, explains the aims of the project**

You will find the village of Southease about seven miles to the north of Newhaven in East Sussex. It lies in a valley within walking distance of the River Ouse. I first visited the village and its churchyard in August 1994, when it was busy with visitors. Perhaps this is not surprising – it has more than 1,000 years of history on view and a copy of a charter on the church wall records its existence in the 10th century. It is even listed in the Domesday Book.

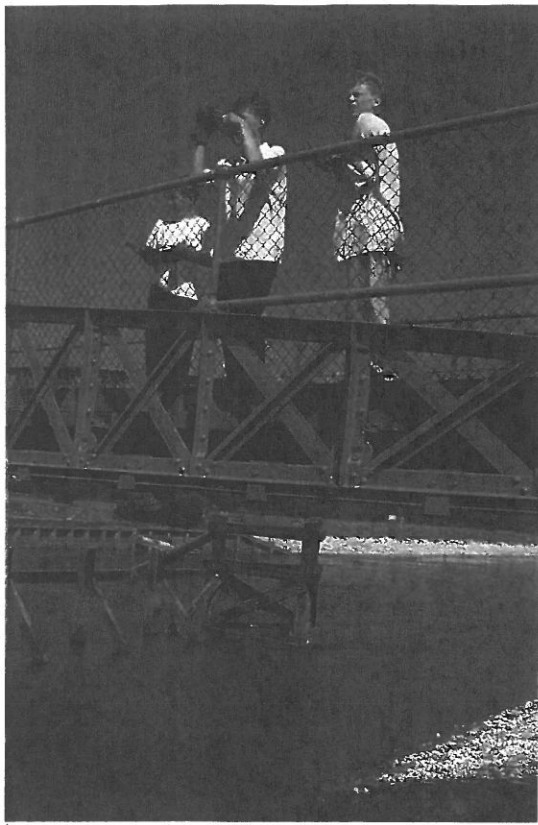
I started to think about the various ways in which pupils could become involved with Southease. The most obvious idea was to arrange a field-study visit for Year 7 pupils, who were at that point engaged in Key Stage 3 Medieval Realms. So, the 30 pupils in class 7B2 embarked on a morning's visit to Southease after appropriate preparation in school. The children were divided into two groups and explored the church and churchyard. They discovered and recorded information, sketched a design from one of the stained glass windows and copied the faint outlines of wall paintings. The morning proved a very useful exercise and the pupils were all very enthusiastic, asking plenty of questions. Back in the classroom, the children related textbook material to the visit and produced some interesting reports on their work as 'historical detectives'.

### Computer applications

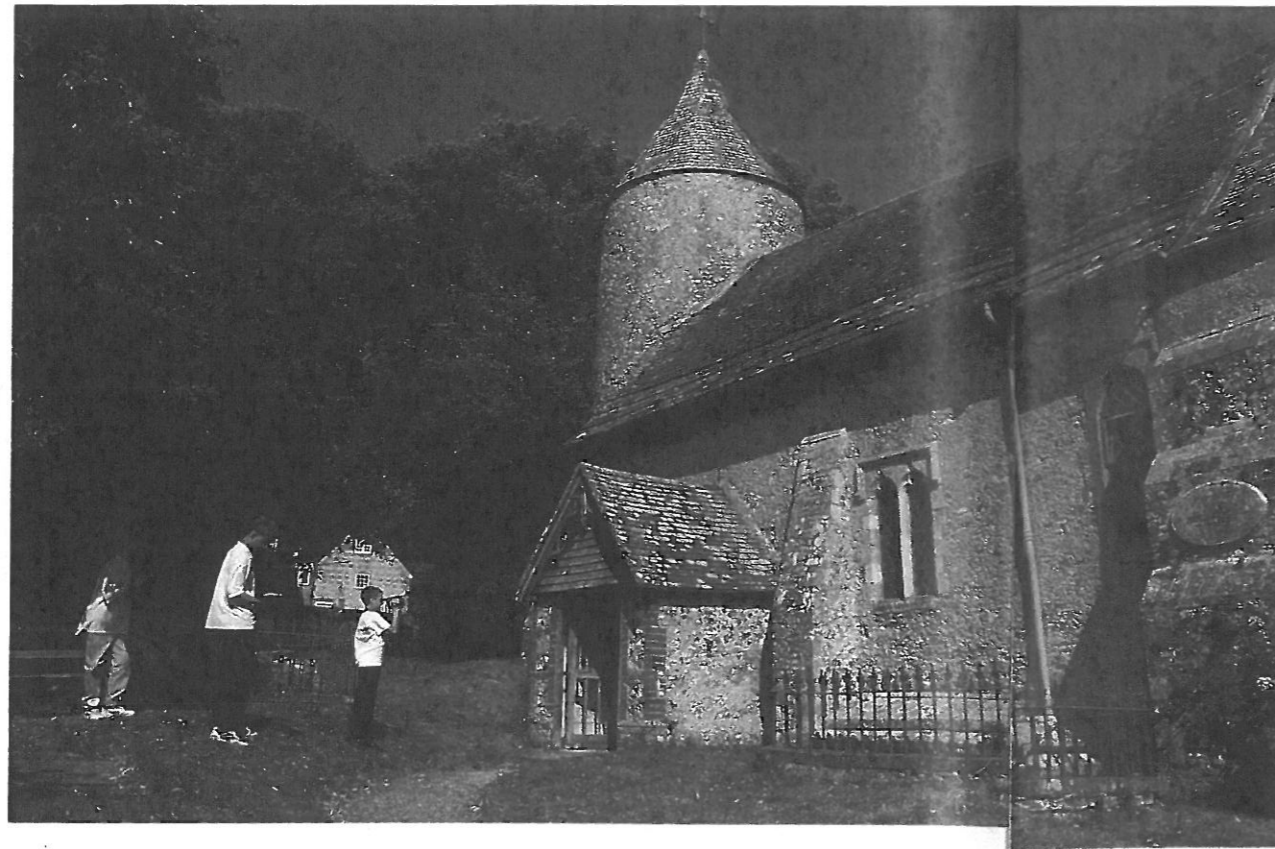
I decided to think about new ways to involve pupils in a historical study of the village on return visits – hence the 'Southease Domesday Project'. I wanted this to involve working in much smaller groups, focusing on a specific historical period and offering pupils something special or different to capture their interest. My aim was therefore to explore ways in which computer applications can be used in the study of a Domesday village. The objectives were to identify an existing settlement (Southease); to prepare and present a study of that settlement in 1995 (geography, population, employment) using computer applications; to prepare a presentation of the site in the year 1086 with reference to the Domesday survey, and identify other sources that can be used (local history texts, museum visits).

The following hardware would be used: Archimedes 3010, Z88 and PSION computers; an HCC Video Digitiser; a Canon Ion still camera; video cameras and tape recorder. Software would include !Edit (wordprocessor); !Paint and !Draw (graphics); !Genesis (multi-media authoring); !Topographer (map maker); !AMFBase (shareware database and graph designer) and !Powerbase (shareware database). Other, inexpensive software packages such as the IMAGERY

**In the churchyard at Southease. Pupils from Tideway School, Newhaven used the latest technology to produce their own !Genesis guide to the village with material they collected on their one-day visit**



**View from the bridge: pupils from Year 9 spent more than two hours exploring the site. The children had to gather as much information as possible; they photographed and videoed the church and also inspected the gravestones**



**Images recorded on camera and on video were then digitised and altered on computer screen**

art package, from an *Acorn User* magazine disc, would also be used. The project timetable was:  
**June 7** Hands-on experience of software and hardware.  
**June 14** Site visit  
**June 21/28** Create a presentation  
**July 5** Second site visit, with particular reference to the church.  
**July 12/19** Create a presentation

Using the Domesday record, text and video material collected, pupils would create a map of the site with !Topographer; design a computer 'book' guide using !Genesis; and write up a description of the visit on the wordprocessor. After permission had been given by the headteacher, equipment was borrowed from the computer department and the library and resource areas were raided. The next step was how to interest the pupils, as all the sessions were to be outside normal school hours. The project was described to a Year 7, 8 and 9 class, and a letter was circulated to parents. The result was a volunteer force of nine!

#### Recording the information

The first session, using the hardware and software, involved taking photographs of each other with the Canon Ion, digitising the images and altering them on the computer screen. The pupils saw the application that this could have, and began creating a pupil 'who's-who' with !Genesis. The second session saw Year 9 pupils armed with Psion, Z88, video camera and video still camera exploring the site.

Observations about the character and buildings of the area were recorded on the Psion and Z88, including details of gravestones. Among Ashley's comments were that 'one of the bus shelters looked like an air raid shelter we saw in a video in class' and that there was a pill box in a back garden.

A variety of images were recorded on the cameras. We also walked across the bridge over the River Ouse. Up river you can just make out the outline of Lewes Castle in the distance. Mount Caburn is visible, there

was a temporary castle erected there after the Conquest. Opposite the bridge, the line of the South Downs Way can be seen coming down Itford Hill, and downstream, the cranes in the port at Newhaven stand out on the skyline. Looking back to the village, it is easy to see that the church sits on ground higher than that leading across to the river. Andrew said that it was easy to see how this area might have been flooded or wet and marshy in the past.

#### Using documentary records

We read through what the Anglo-Saxon Chronicle said about the Domesday survey and pupils soon understood that Domesday was a tax record – the king wanted to know how much land and property there was and the revenues he could collect from it. His commissioners went out into the shires and took evidence on oath 'from the sheriff; from all the barons and their Frenchman, and from the whole Hundred, the priests, the reeves and six villagers from each village'. In some shires, William sent out a second set of commissioners to check that the first ones were doing a proper and truthful job. The commissioners had to find out:

- the name of the place
- who held it before 1066, and who held it now
- how many hides
- how many ploughs belonged to the lordship and how many belonged to the men
- how many villagers, cottagers and slaves; how many free men and Freemen
- how much woodland, meadow and pasture
- how many mills and fishponds
- how much has been added and taken away
- what the total value was or is
- how much each free man or Freeman had or has

All the figures were recorded three times for the place: as it was before 1066, as it was in 1066 and as it was at the time of the Domesday Survey in 1086.

This is the Domesday entry covering Southease: 'In Holmestrow Hundred... the Abbot of St Peter's of

*Winchester holds Southease. It was always in the monastery's lands. Before 1066 it answered for 28 hides; now for 27 hides. Land for 28 ploughs. In lordship one plough. 46 villagers with four smallholders have 21 ploughs. A church; meadow, 130 acres. In Lewes 10 burgesses at 52d. From the villagers 38,500 herrings; for porpoises four; for the villagers' fines nine; three packloads of peas. Total value before 1066 and later £20, now assessed at as much; it pays £28.'*

Reading the record for the village prompted a number of questions:

- what was meant by the Abbey of St Peter's holding Southease?
- what was a hide?
- what was .d.?
- why are so many herrings mentioned?

#### Creating a presentation

The next few sessions resulted in an impressive 3-D map of the area using material from the visit, the Ordnance Survey map and the !Topographer programme. The text files from the Psion and Z88 were downloaded on to the Archimedes and the video material digitised to create a 'computer guide book' to the area. There was an interesting debate about which images to keep. The photograph of the two bus shelters, one of which might have been a Second World War Anderson Shelter, was kept because 'what's the point of having a bus stop here, when most of the houses in the village have big cars? I bet you it's only tourists and walkers that use it.' There was also a lively discussion on the ways that the !Paint files could be altered to show the village in the past – 'but that's not real history sir! How is somebody in the future going to know whether the files we change are original or not?'

#### Extending the project

The project is still running and will now be completed in the autumn term. Many pupils who had not been interested in the project originally now want to take part after seeing the first presentation. Pupils now have

plans to enter Domesday data on to database and make comparisons with other settlements in the valley. This might result in graph work to show and compare the population of each village, or the number of slaves in the valley, or the hides of land each village possessed.

We plan to manipulate !Paint files of the village to show the site in 1086. For instance, the church did not possess a tower in 1086, but it did have a larger chancel and a north and south aisle. Using a modern image of the church building, it is possible to change it, to 'reconstruct' an image of the church in Domesday times. We will also visit other areas that might provide information on life in a village such as Southease, like the castle museum in Lewes or the Weald and Downland Open Air Museum.

Although the project is only in its early stages, the benefits of such work are clear: it shows that small group work after school can produce excellent results. Once under way, enthusiasm for the project spread. Pupils would now like to take part in similar projects and they soon realised the scope of the project was far wider than at first thought. There were inter-departmental benefits. The Art and Design Department was interested in our use of the Canon Ion and intends to purchase one for school use. There are plans to sell the !Genesis guide to the church alongside the official guide. Details of the project and software have been circulated to local junior schools; interesting contacts are developing and parental enthusiasm for the project has been expressed. Finally, pupils have been able to enter details of their involvement in their records of achievement.

Other projects are currently being developed on the back of this project and a !Genesis guide to Battle Abbey has already been prepared. If you would like copies of the computer files that were generated in our Southease project, please send an SAE along with four discs to me at the school. #

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Memorials can be found in every community. They are important social documents and primary historical sources, whether of individuals and families, or of significant events in local or national history. *Sallie Purkis reports*

# Studying local memorials to unlock the past

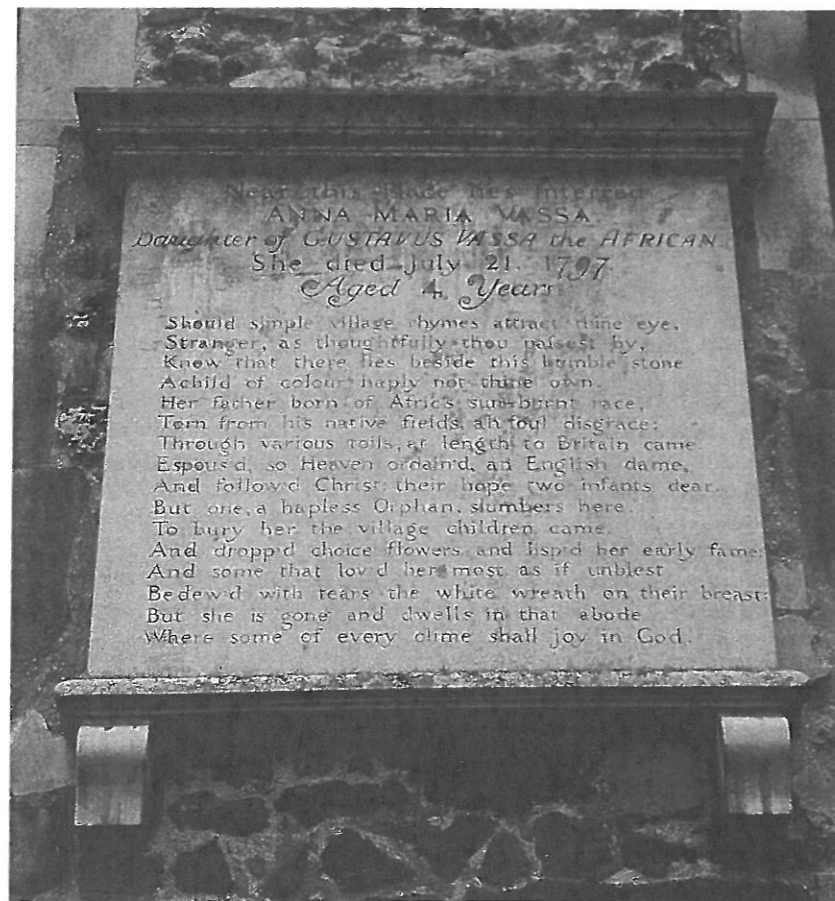
Memorials are mementoes of individuals, groups or events, made retrospectively by the living. There is a long and rich British tradition for commemoration that extends through the private and public spheres, with monuments recording achievement and disaster in the lives of families, the locality and the nation. Most monuments can be found in public areas, in streets, parks, churchyards and cemeteries but personal memorials of a more domestic kind come in the form of needlework, pottery, prints and jewellery. Some of these have found their way into museum collections and your local museum is a good place to look for such tributes.

Memorials are social documents. Family graves provide information about individuals, their family connections, their lifespan – sometimes even their occupations, achievements in life and circumstances of their death. Public memorials celebrate the lives of the famous or record significant events in the history of the locality or the nation. They are all primary historical sources which provide information and which reflect the opinions and values of the people who erected them.

Memorials are important not only for what they tell us about death but also for what they reveal about life at particular times in the past. They give us clues about taste and fashion, about communal values, about the distribution of wealth and about the status of individuals. They send out messages about the feelings of people who lived before us, emotional responses expressing pride, sorrow, guilt, hope and love.

Every memorial, whether a grave in a country churchyard, a war memorial in a town square, a Blue Plaque on a house, a public statue or an obituary in a newspaper can be the beginning of an exciting and original investigation. The study of memorials will raise issues and provoke discussion about the value of having memorials at all, the form they take and the virtues they commemorate – a debate that will become increasingly relevant as we approach the celebration of the Millennium in the year 2000 and the ways in which it will be marked.

A study of memorials need not concentrate on the most famous, or the grandest, or those which involve travel for your class. All the memorials shown here are within walking distance of one primary school in Cambridge, but similar examples can no doubt be found in your own area.



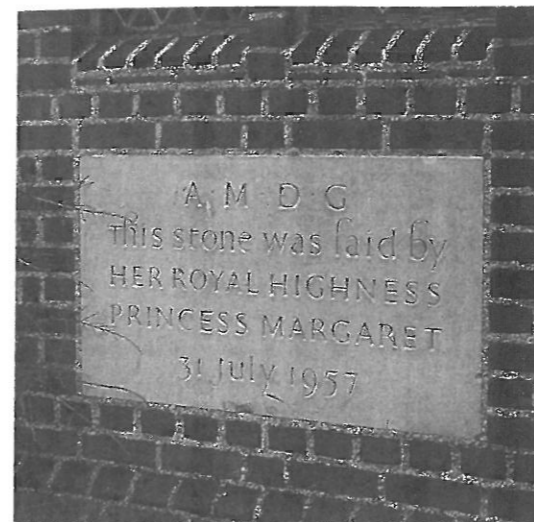
## At the parish church

The churchyard at the parish church has examples of gravestones from the 18th century onwards but on an outside wall is an unusual dedication. Extension work on slavery could be carried out by:

- using the inscription to write an account of the life of Anna Maria and her parents
- investigating what happened to Africans

who became slaves in the 18th century

- finding out about the people who worked to make slavery illegal
- finding out about Anna Maria's father, who wrote his life story using both his African name Olaudah Equiano and his European name Gustavus Vassa



## Building foundation stone

This foundation stone of a modern church was laid by Princess Margaret. Pupils might:

- record information on stone by rubbing or drawing
- make notes of architectural details and style of the church
- note similarities and

differences with an older church in the locality

- find newspaper account and photograph of event at Local Studies Library
- ask local people for reminiscences about the occasion
- use notes, drawings and other evidence to produce an information sheet for visitors to the church



## Pub sign

This modern pub was named after the first overland crossing of Antarctica by Sir Vivian Fuchs' expedition on snow tractors. Ideas for follow-up might be to:

- describe the vehicle on the pub sign and its location
- find out why the pub was given that name by asking the publican and local people
- look at old photos displayed inside the pub
- use reference books to find out more about snow tractors and Vivian Fuchs' expedition in 1956
- visit the local museum where a snow tractor is displayed



## War Memorial

This war memorial is in the churchyard near the entrance to the church. Pupils could be asked several questions:

- when was it erected?
- when were new names added?
- how many local people died in the First World War?
- how many died in the Second World War?
- can they recognise any local names?
- are there any families who suffered losses in both wars?
- how does the memorial make them feel?

## Date plaques on houses

There were several names and dates on houses in the locality. Pupils could:

- use the dates on the houses to draw a diagram or map to show the chronology of buildings in a chosen area

- check out the streets and terraces on an Ordnance Survey map drawn about same time
- use the street directories or census returns to find out who lived in the houses when they were first built



## Dog trough

The full inscription of this dog trough is: '1934 In memory of Tony, a dog who gave him friendship and happiness during his Cambridge years. This trough is erected by His Royal Highness Prince Chula of Siam.'

This unusual memorial might prompt several pieces of work such as

- where was Siam?
- what is it called today?
- try to find out how many dogs use the trough today by doing a local survey



## Street names

Many streets on a post-war housing estate near the school were named after generals of the Second World War:

- use the catalogue at the Local Studies Library to find out how streets get their names
- find out more about Second World War leaders commemorated in street names