Domesday detectives
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 long encouraged teachers to use the latest information technology to record their findings.

6 Studying local memorials to unlock the past
Memorials are important historical documents and are crucial to our understanding of the past. They can be found in all areas of the country and are an excellent starting point for studying local history.

8 Making history tangible
Field studies to Sissinghurst Castle, Framlingham Church and Furness Abbey have involved pupils in creating resources that help children with visual impairments appreciate history.

12 Archaeology round-up
The Education Service has recently been involved with three major projects: Gosbecks Archaeological Park (right); the Early Anglo-Saxon village at West Horlton and the Bosgrove excavation in Sussex.

13 Investigating history with BBC Education
English Heritage and the BBC have come together to produce two programmes which will be broadcast in October.

16 Noticeboard
Our regular round-up of news and resources for teachers.

16 Streetwise
Class from the past for pupils to investigate in the streets near school.

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 2 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 fair 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 in their own classroom. To me, this was the Domesday Project. I wanted this to involve working with a smaller group, 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 (SOUTHSEA) to prepare and present a study of that settlement in 1995 (geography, population, employment) using computer applications, and 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 tests, museum visits).

The following hardware would be used: Archimedes 3010, 288 and PSION computers; an HSS Video Digitiser; a Canon GS5 still camera; video cameras and tape recorder. Software would include IEdit (wordprocessor); Paint and Draw (graphics); Genie (multimedia authoring); Typewriter (map maker); AMBFlex (shareware database and graphic designer) and Powerbase (shareware database). Other, inexpensive software packages such as the IMAGERY...
art package, from an Acorn User magazine disc, would also be used.

The project timetable was:
July 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 12/15 Create a presentation.

Using the Domesday record, text and video material collected, pupils would create a map of the site with Topogapher, design a computer 'book' guide using iGenesis, 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 used.

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 2, 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, took 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 iGenesis. The second session saw Year 9 pupils armed with Pion, Z88, video camera and video still camera exploring the site.

Observations about the character and buildings of the area were recorded on the Pion 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 Iord Hill, and downstream, the caves 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 Freemen, and from the whole Hundred, the priest, the reeve, 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 man
- how many villagers, cottagers and slaves
- how much woodland, meadow and pasture
- how many mills and fisheries
- how much had been added and taken away
- what the total value was or is
- how much each free man or Freemen had or had not
- 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 1066.

This is the Domesday entry covering Southseate: 'In Ebbestanes Hundred... the Abbey of St Peter's of Winchester holds Southseate. 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 burgages at 52d. From the villagers 38,908 herring for purposes four; for the villagers' fines nine, three packloads of peas. Total value before 1066 and later £20, now assessed as so 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 Southseate?
- what was a hide?
- what was a plough?
- why are so many hervings 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 Topogapher programme. The text files from the Pion and Z88 were downloaded to our Archimedes and the video material digitised to create a 'computer guide book' to the area. There was an interesting debate about what 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 huge cars? I bet you it's only tourists and walkers that use it.' There was also a lively discussion on the ways that the Pintat files could be altered to show the village in the past - but that's not real history - '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 sheets 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 Pintat files of the village to show the site in 1066. For instance, the church did not possess a tower in 1066, 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 Southseate, 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 involved in our use of the Canon Ion and intends to purchase one for school use. There are plans to sell the iGenesis 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 iGenesis guide to Battle Abbey has already been prepared. If you would like copies of the computer files that were generated in our Southseate project, please send an SAE along with four discs to me at the school.

Jim Hanning, History Department, Tidesway School, Southdowns Way, Newhaven, East Sussex, BN9 9LJ. Tel 01273 517601, fax 01273 511182.
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 churchyard, a war memorial in a town square, a Blue Plaque on a house, a public statue or an obelisk 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.

Building foundation stones
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

Pub sign
This modern pub was named after the first overland journey to 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:
• where was it erected?
• 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 some time before the use of street directories or census returns to find out who lived in the houses when they were first built

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 Okudah Equiano and his European name Gustav Vass

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 got their names
• find out more about Second World War leaders commemorated in street names

Dog trough
The full inscription of this trough is ‘1904 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