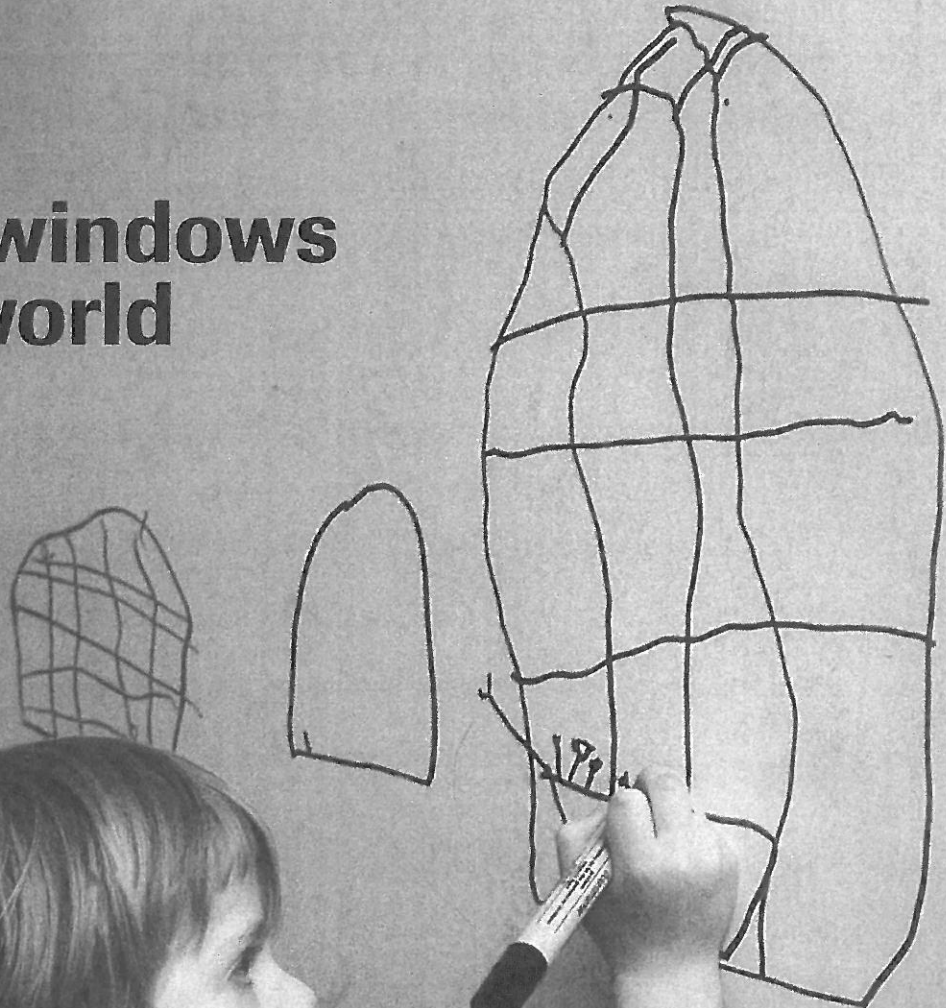


Heritage

March 1996 Issue 5

LEARNING

**Opening windows
on their world**



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Catalogue and
Events Diary**

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Editor: Mike Corbishley Assistant editor: Ken Glen Consultant editors: Peter Brookston and Xenia Taliotis Art editor: Yuriko Kishida Produced by Redwood Publishing, 12-26 Lexington Street, London W1R 4HQ. Printed by St Ives (Andover) on environmentally-friendly paper. Colour reproduction by Vision Reproduction Ltd. Text copyright is of individual contributors. All photographs are © English Heritage unless stated otherwise. © English Heritage 1996 ISSN 1355-7572

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For 11 years English Heritage has been providing a resource for teachers – through the expertise of its staff and through its publications. We have given ourselves a wide brief – encouraging good curriculum use of the historic environment, but mainly we have concentrated our efforts on National Curriculum areas with perhaps more resources devoted to Key Stages 2 and 3.

Now we are widening our work. The most important development this year is the appointment of a member of staff to cover further and adult education. Peter Stone is very experienced in this area and has transferred from his previous job as South West Education Officer. In his place, we are pleased to welcome Susan Gay who previously taught at Toynbee School, Eastleigh and who has recently completed her MA in landscape archaeology at the University of Bristol. We have also been joined by David Walmsley, as Education Officer for our North region. David formerly taught art and history at Coulby Newham School, Cleveland.

In this issue of *Heritage Learning* you will find a wide range of articles and information which reflect the work and concerns of English Heritage Education Service. Two of our Education Officers, Liz Hollinshead and Jennie Fordham, have been investigating 'Houses and Homes' for Key Stage 1 pupils. Students and tutors concerned with leisure and tourism courses, especially at GNVQ level, will be interested in our video *I am a tourist!* On page 13 you will find information about our first resource for further education. As we have only just started work on further and adult education, we would like to hear from tutors and teachers in this area. What would you like us to do for you? How can we best develop materials and services to address your needs? Please write and let me know – English Heritage Education Service is here to help you. We are also proud to announce the launch of a special initiative 'Windows on the Past', a membership scheme for teachers which will offer unlimited planning visits to our sites for up to four members of staff as well as a host of extra benefits. You can read about this on the back page and we hope many of you will take up the offer. Mike Corbishley
Head of Education

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A topic on houses provides an ideal opportunity for cross-curricular work with young children, introducing such concepts as time and shape.

Liz Hollinshead and Jennie Fordham suggest some approaches

Building blocks of learning

Above: pupils from St George the Martyr CE Primary School investigating local houses. Valuable lessons can be learnt from actually visiting a site and pointing out the difference in architecture between one period and another

Even young children know a lot about houses and members of a KS1 class will have different experiences of housing – some may live in terraced houses, others in high-rise flats or low-rise maisonettes, some in something more unusual. Children from different ethnic backgrounds might have experiences of different housing – designed to cope with different climates and other ways of life – while all pupils will be aware that all houses are designed to shelter and protect, and all will have some kind of door. These differences and similarities can be explored in class discussion. A topic on houses is also easily accessible to parents, who can be encouraged to participate to varying degrees.

Starting with the familiar

It makes good sense to use a story which children are familiar with as a starting point. Relating the story of the *Three Little Pigs* will bring a group together, and asking questions at the end will make them think about what houses are for. The little pigs were using their home for protection against the wolf – why was brick better for this than straw or twigs? The function of different features can be teased out of the children by asking ‘what would it be like if our houses had no roofs, or windows, or doors?’ ‘What do these features do?’

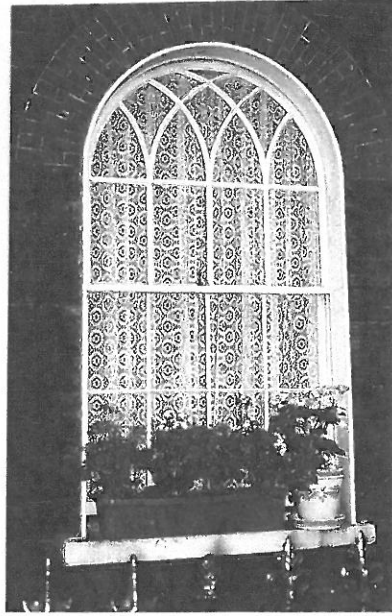
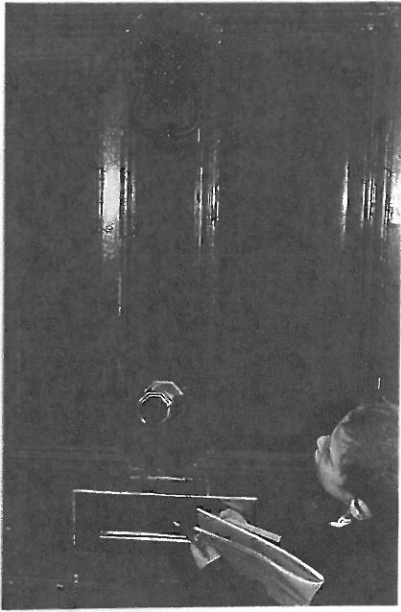
To follow this up, straw and twigs and bricks could be brought in, so that the children can feel the textures

and weights, and see for themselves which would be better for building walls.

Providing there are enough materials, closely-supervised groups could build a small wall. The children would then see how building with and manipulating different materials varies. They could leave little piles of bricks, twigs and straw outside for a few days to see which lasts longest when exposed to the weather. The point is made if the twigs and straw have blown away. Again this can be followed by questions: ‘Do we always use brick for walls?’ ‘What is the common factor in walling materials?’ Even the answer that ‘you cannot blow it down’ shows that the concept of solidity and strength has been grasped.

This idea can be reinforced by using the tale of *Hansel and Gretel* as a reference point. Ask the children ‘what would happen to the gingerbread house in the woods, if there was a terrific rainstorm? You can show the class what would happen by letting each child dunk a ginger nut in a cup of water.

Once the principles of solidity and strength have been established as key factors in choosing building materials, walls could be looked at in more detail. Rubbings of interior and exterior walls at school could be made. If these were mounted in the classroom the class could be asked to guess where they are from and what the wall is made of. Simple words could be added, like wall, hard, or red.



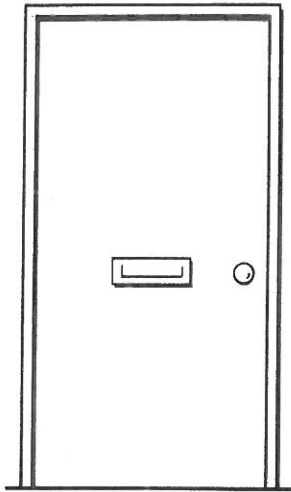
Above: encouraging children to draw what they see will help them take more notice of the historic environment

Moving outside

Taking small groups out for a walk to look for different types of building material can work well if the children are given a simple task such as looking for a wall made of brick. This leads naturally to noticing and discussing walls that are made from other materials; from there, you can highlight other differences in house design. If the locality is full of apparently identical houses, ask the children to look very carefully to see where the differences lie. This may only be in door colour, number of windows, or even just the number of the house on the front door, but it is a good lesson in slowing down and looking closely.

Counting and comparing

Each child could be given an outline of a door and asked to fill it in with the colour of their own door. Outlines are easy to provide – just a row of rectangles with a door knob which can be photocopied and cut out. You can even use the one shown here if you enlarge it. When finished these can be mounted on the wall in bar-chart form, giving the opportunity for some counting and comparing work. If there is a computer in your school with a simple data presentation programme, your class could print out the results.



Organising a visit

Taking children to a historic house or site which was used as a home may seem a huge undertaking. The first rule is not to be too ambitious: there will be lots of questions which will need to be answered, but it's best to keep a tight focus. In a furnished house it may be easiest to home in on a feature such as the lighting. If one example, say a chandelier is selected, you can encourage the class to come up with words to describe it. What does it compare to in size – a football, a desk, themselves? In shape? How is it similar to their own lighting fixtures at home? What differences are there? This should lead to a discussion on power, and the differences between electricity and candle power. Back in school the children can make models and collages of what they have seen. Encourage them to use silver foil scrunpled into balls, pasta shells and glitter, string, Plasticine, Lego and chunks of wood and ask them to think about which materials are appropriate for model or collage-making and which aren't.

Building up skills

In unfurnished houses or at ruined sites, ask the children to compare window and door shapes to ones in their own homes. How many different ones can they find? If a camera is available, photographs of the different shapes can be taken and used with pictures of modern equivalents in a sorting exercise back at school. Point out the difference in size between rooms in old buildings and rooms in modern houses. This can be used as a stepping stone in helping them to understand that people lived differently in the past.

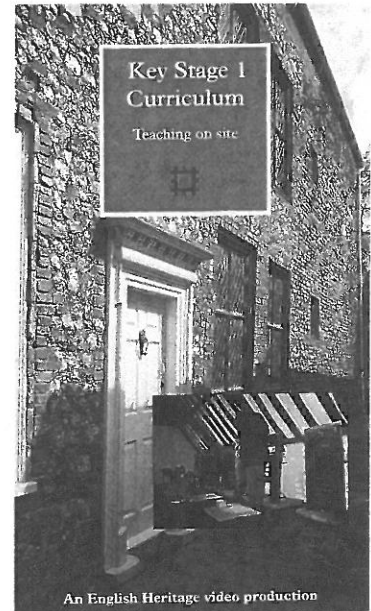
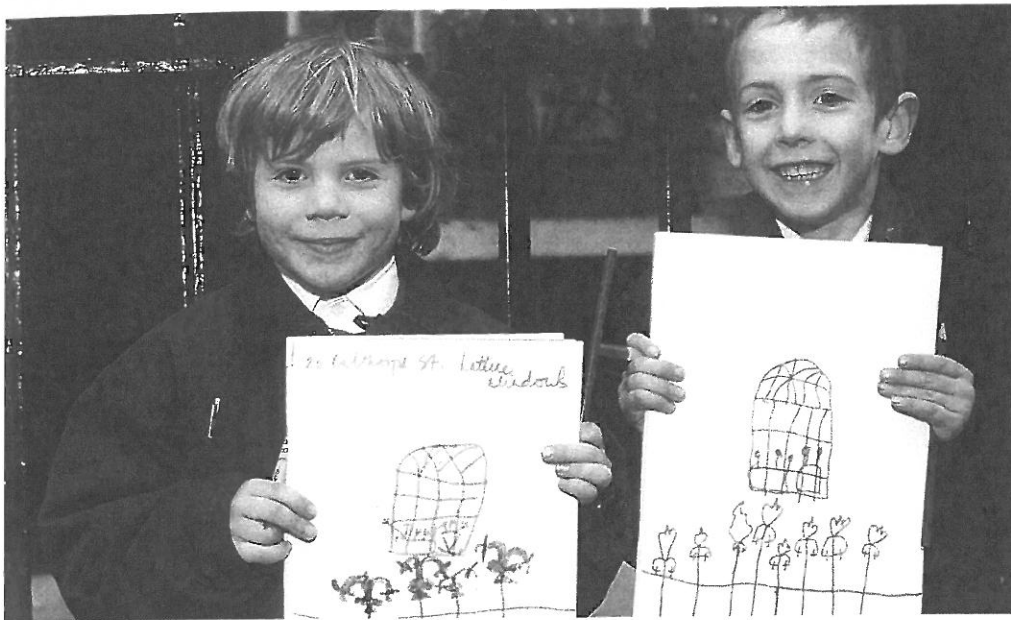
A visit encourages children to look closely and remember what they see and also prompts them to ask questions. Because they want to know the answers and they are in unfamiliar surroundings the chances are that they will listen more carefully. They will be bombarded with new vocabulary, new visual experiences and probably new textures as well. They'll come into contact with new faces – custodians, guides, other visitors, thus widening their social awareness and their understanding of the different types of behaviour that are appropriate in different social situations.

Making a visit

You will need to visit the site yourself to see what it offers and decide what you want to do. One of the first

Illustrations: Kim Woolley, Mick Richardson





considerations should be the length of journey from your base; too long a journey and the visit will be unproductive as the children will be over-tired and excited. Check if there are places you want to avoid, perhaps because they are too crowded or are in some way unsuitable for small children. If you explain to the custodian what you want to do they will be able to help with this. Remember to check where the lavatories are, how far away the car park is and if there is anywhere to eat lunch – if that is what you want. Also, if it is an outdoor site, find out if there is any shelter if it rains.

Adult helpers can make or break a visit: make sure you have enough and that they know what to do and who to contact in an emergency. A meeting beforehand will pay dividends: you can tell them what you want the children to do on site, and how they can help in achieving this. Remind them that the children should work out the answers for themselves – helpers sometimes do the work for the children instead of pointing them in the right direction to find out things for themselves. You should also remind them on site of when and where you need to meet up at the end of the visit. If possible, have sufficient adult helpers to allow a key leader to move between individual groups of children to ensure that the aims of the visit are being

met. Cost is always a constraint when planning to take children out of the classroom. Educational visits to all English Heritage sites are free of charge, provided these are booked in advance.

Liz Hollinshead, Education Officer, Midlands, English Heritage

Jennie Fordham, Education Officer, South East and London, English Heritage

For a free copy of the booklets *Free Educational Visits*, listing all English Heritage sites, and *Using the Historic Environment*, which is full of practical project ideas, please write to our usual address or telephone 0171 973 3442. A video, *The Key Stage 1 Curriculum*, shows the preparation, on-site and follow-up stages of a project on houses with a Year 2 class who visit a historic merchants' house. Price £11.95 including postage or on two weeks' free loan, from English Heritage, PO Box 229, Northampton, NN6 9RY. Please quote product code XT11513. We would like to thank *Nursery World* magazine for permission to reproduce this article, where an extended version first appeared in November 1995. For more information on this weekly publication which is full of useful project ideas, please ring 0171 278 7441.

Above right: this video from English Heritage gives useful ideas on how to prepare for a project on houses



Pupils put their local priory on the map

Each year English Heritage sponsors prizes as part of the Historical Association's Young Historian Scheme. This year the first prize was won by pupils from Bearpark Primary School, in County Durham, who studied a ruined priory in their own community and considered its potential development as a tourist attraction, as their teachers report

Our school Historical and Geographical Society, commonly referred to as HAGS, is open to pupils from Years 5 and 6, and meets after school with the help of teachers and the Special Needs Assistant. HAGS began six years ago when we felt that National Curriculum history was putting a stranglehold on our history teaching – thankfully, due to changes in the curriculum, we no longer feel so constrained.

Beaurepaire Priory was the subject of a major recent project. Though it doesn't belong to English Heritage, it is an old building, is accessible, and has played a very important part in our community. We felt that it has much to offer present and future generations in Bearpark – the village name itself is a corruption of Beaurepaire, meaning 'beautiful retreat'. The site was originally a hunting lodge and chapel for the priors of Durham Cathedral. The centuries, marauding Scots, vengeful bishops and the Reformation, have all taken their toll and it has fallen into disrepair. However, after a dig in the 1980s by Peter Clack it was concluded that few, if any, sites in the northern region possess so many facets of relevance to medieval archaeology as Beaurepaire. Largely ignored by our own community and rarely visited by tourists, the site was ripe for development – but what could we do about it?

Research and development

We began by visiting other sites recommended which were particularly suitable for children. Our pupils researched the history of these sites, taking photos, making notes and viewing them critically, saying what was good about them but also how they thought they could be improved. The children then produced guide books for children for the seven sites visited, sent some to the Tourist Board and performed a musical rap in our community centre to publicise their work. The children applied their research skills and knowledge gained to Beaurepaire, coming up with a plan to develop the site as a new theme park for the North East to rival Fountains Abbey and Beamish Museum.

The project touched upon all National Curriculum subjects over the year and culminated in a drama, containing many historical facts relating to the site, in which the children supposedly found a Russian icon buried in a latrine trench on the site, auctioned it at Sotheby's as treasure trove and used the proceeds from the sale to develop the site as outlined in their project.

Fiction or non-fiction

When we learned of the Millenium Fund we wondered if we could turn any of the fiction into reality. The

Pupils and teachers from Bearpark Primary School, winner of the 1995 English Heritage Young Historian prize



Photographs: Winning Photographers: Bearpark Primary School



children wrote to Mr Dorrell, Secretary of State for National Heritage at the time, and sent him details of the proposal asking if there was anything in the pot for Bearpark. They received details of how to apply for a grant and have just begun to put out feelers to Durham County Council to ask if they would help establish and support a small museum in our local community centre to contain Beaufrepaire artefacts, currently stored in a museum in Durham City. In the meantime they continue to research the priory and have re-named their project 'Beaufrepaire for

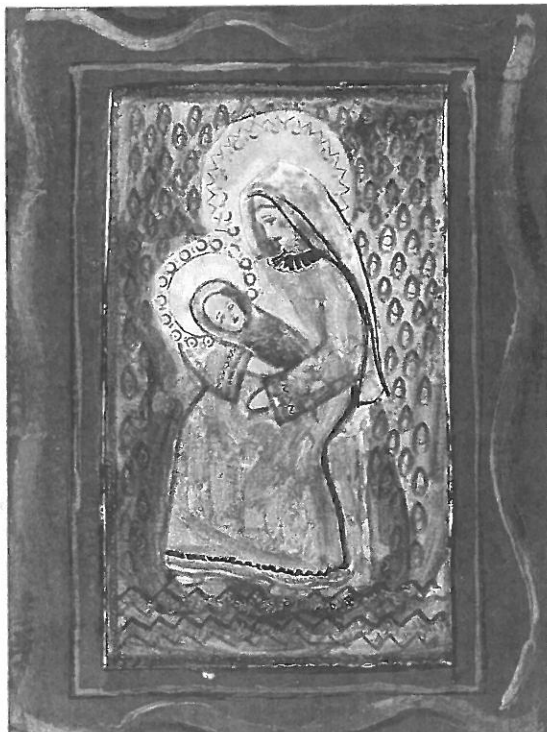
Bearpark'. This year the children are studying the actual building of the priory using the 'Post Excavation Assessment Project Final Report' by Peter Clack, the last archaeologist to work on the site, as the starting point for their work. Please keep your fingers crossed for us.

Jane Bradley, Susan Duggan and Pat Webb, Bearpark Primary School, County Durham

Highly Commended prizes this year were awarded to Shildon CP School where Year 2 children studied Durham Cathedral, and to St Teresa's RC Primary School where pupils made a local history study of Darlington Central Railway Station. Congratulations to all involved.

Young Historian prizes will be sponsored again by English Heritage in 1996, so if you are planning a free school visit to an English Heritage site why not enter the resulting work for an award? The Historical Association's Young Historian Scheme aims to support good work in school, to reward it and disseminate it. This year there will be up to three English Heritage prizes, awarded to groups (age 5-16) for work arising either from a visit to one of over 400 English Heritage properties, or based on a study of historic buildings in the locality of the school. The work may relate to any National Curriculum subject or be cross-curricular. The winning institutions will receive a trophy, a certificate and publications/videos from English Heritage to the value of £250. The competition is open to all schools and educational bodies in England, limited to one entry per institution a year. The closing date for acceptance of submissions will be 5 July 1996. For further details of the prizes, please write to: Emeritus Professor GR Batho, Young Historian Prizes, School of Education, University of Durham, Leazes Road, Durham, DH1 1TA.

Above: performing the play at Beaufrepaire. The monks, having been burnt out of their priory church, hand over their gold and silverplate to the marauding Scots
Left: this 'Russian icon' was painted in the authentic manner of the period, mixing water paints with egg yolks to give the colours greater depth



YOU CAN	LAYOUT	TRANSLATION
<p>decode</p>	<p>Dedication to the Underworld Gods.</p>	<p>DIS · MANIBVS · To the gods of the ghosts</p>
<p>ROMAN TOMBSTONES</p>	<p>Dead person's name, or 1st and 2nd names (LIST A) (Only Roman citizens had 3 names).</p>	<p>MARCVS · FAVONIVS · Marcus Favonius Facilis.</p>
<p>Most Tombstones follow a set pattern, but there are many variations, omissions and additions, so:— THE WORKING EXAMPLE HERE IS A COMBINATION OF SEVERAL STONES.</p>	<p>Whose son he was.</p>	<p>MARCI · FILIVS · Marcus' son.</p>
<p>N.B.</p> <ol style="list-style-type: none"> 1. If this pattern doesn't fit your stone, perhaps you are looking at an altar instead! 2. Many words in the inscription are abbreviated, so the rest of the word is shown here in small writing after the inscribed letters. 3. Words are often squashed together or spill over from one line to the next, so the Romans separated them with dots or small triangles. 	<p>His voting-tribe (LIST B) and his 3rd name.</p>	<p>POLLIA · FACILIS · in the Pollian tribe (Facilis)</p>
	<p>His birthplace (LIST B) and his/her status, profession or army rank. (LIST C)</p>	<p>POLLEN·TIA · > from Pollentia, a Centurion</p>
	<p>The number and name of his Legion or cavalry regiment. (LIST D)</p>	<p>LEG·IONS · XX·V · VALERIAE · VICTRICIS · of the 20th Legion Courageous and Victorious</p>
	<p>His/her age. (LIST E)</p>	<p>VIXIT · AN·NOS · XLII · He lived for 42 years.</p>
	<p>Number of years' army service. (LIST E)</p>	<p>STIP·ENDIORVM · XVIII · 19 years of paid service.</p>
	<p>Who had the tombstone made. (LIST F)</p>	<p>HERES · FACIENDVM · CVRAVIT · The heir had this made.</p>
	<p>He/she lies here.</p>	<p>HIC · SITVS · EST · Here he lies.</p>

Making a little La

In response to our article *Bringing the Romans to Life*, in *Heritage Learning* (Issue 3), E a practical way to study the Roman past, even if pupils

It is perfectly possible to study and enjoy our Roman heritage without knowing a word of the language that the Romans used. Indeed most pupils working on the Romans at school will be doing just that. With current economic restraints biting hard in education, not to mention the pressures on teacher time, it would be ostrich-like in the extreme to suggest that all pupils should learn Latin to understand Roman Britain. However, a little Latin goes a long way when it comes to interpreting evidence. A site visit and the chance to see or handle original Roman artefacts ('Miss, did the Romans really use this oil lamp once?') is more valuable than many hours of classroom teaching. But what is to happen when the pupils come across some Latin on, for instance, coins, tombstones, statue-bases or pottery? Naturally the teacher can interpret the inscriptions for them, or they may be explained in the guide book or on interpretation panels. But if pupils can begin to make sense of inscriptions themselves by 'cracking the code', they will gain a real sense of satisfaction and add value to their history studies.

Unravelling Roman writing

This is possible with help from an excellent, easy-to-use leaflet, *You can decode Roman tombstones*, by Anne Thomas of Malvern Girls' College and available free from English Heritage. Most tombstones follow a set pattern, although there are many variations, omissions and additions. The leaflet covers common examples such as the extracts shown here. For further study, a one-hour video, *Roman Writing Unravelling*, and accompanying teacher's handbook with photocopiable worksheets, both produced by Anne Thomas, would

be invaluable (see end of article for more details).

Preliminary work before a site visit might go something like this: divide the class into groups of four, giving each pupil a copy of the leaflet, and a photograph or photocopy of an altar or tombstone to work on. Each group must report back and anything the children do not understand should be discussed by the whole class. Further activities might include pupils giving a short talk about an inscription they enjoyed translating or writing a dialogue illustrating what it was like to live in Britain under the Romans. Pupils might also make a copy of an inscription on paper, card or even stone.

Decoding Rufus Sita

An example from the City Museum in Bristol shows the benefits of studying tombstones. This splendid, very clear tombstone found in Gloucester shows Sita, a cavalryman, trampling down his unfortunate enemy. Translated, the inscription shows that he was in the 6th Thracian cohort, from Bulgaria, spent 22 years in the army and died aged 40, presumably somewhere near Gloucester. His heirs set up the tombstone in accordance with his will (*ex testamento*). From this one inscription, many lines of discussions could follow; for instance, what was a cohort and what can we learn about conditions in the Roman army and life expectancy? In geography lessons, you could help pupils find Bulgaria and work out how far it is from Gloucester. Have them look at a map of the Roman Empire and trace Sita's journey to Britain, discussing Roman transport and roads. Locate a Roman road near your school and take your class for a walk along