

Three attacks on Camber Castle

Camber Castle is a remote and atmospheric site near the medieval town of Rye in East Sussex. *Jennie Fordham* shows how three schools used the site for different approaches to castle study

interesting to see how a session at Camber Castle was approached by teachers of three different age groups, and to see how well the work done by the pupils fitted in to the curriculum at all stages.

An extract from an essay written by one of the pupils illustrates this and conveys how special the children found the castle. 'Camber Castle does have a certain atmospheric quality which has been lost through commercial development of other castles... The visitor feels almost privileged to see the castle in its state of ruin and has an acute sense of stumbling across a castle which has not been touched or disturbed since its abandonment in the 17th century. This is a real excitement for many interested people... and there is a great danger that this castle will be unintentionally spoiled if it is expected to live up to the demands of the general public and their individual needs...' (Kerry French, Helenswood School).

Three different approaches

Though pupils of St Thomas' CE Aided Primary School can see Camber Castle from their school, it is still relatively unfamiliar to them and to their parents.

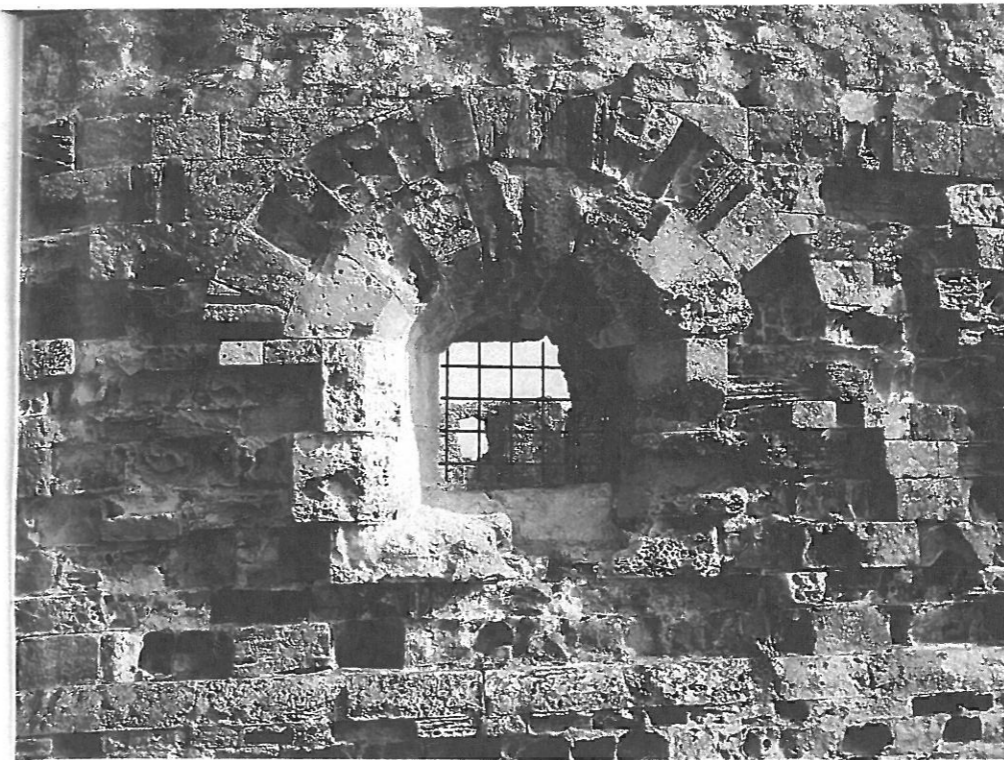
The school decided to take 32 pupils and eight adults. A cross-curricular approach was taken, and the class was divided into smaller groups. The site was an ideal place to develop English skills. The pupils had a chance to talk and write about the atmosphere of the castle, and to make comparisons with any other local castles they had visited. Most children had visited at least two other castles, but they had this one to themselves, and this made a real impact both on them and their writing.

The symmetrical plan of the castle gave ample scope for measuring angles, lines, circumferences and radii, while some pupils studied the extent of the weathering of the walls and looked at the variety of building materials. The site and position of the castle led naturally to studies of coastal erosion, and as the area around the castle is a site of special scientific interest it provided the opportunity to look at various – and sometimes rare – wild flowers and insects.

To study the Tudors, the group looked at life in the castle on a practical scale – looking at the kitchens and gunports brings home the domestic and military aspects of castle life.

Key Stage 3 pupils from Thomas Peacocke School visited the castle as part of a specific history topic on castle development. Once back at school they used the information they had collected on their site visits to build a range of models showing changes in castle design. Sixth formers from Helenswood School were following the AEB 'Alternative' History A level syllabus. This has a paper which deals with different types of evidence, including buildings, so their teacher jumped at the chance of using Camber Castle as one of their resources.

Photographs: Jennie Fordham, Jo Kirkham



Opposite: pupils from Thomas Peacocke School start to explore Camber Castle. Above left: weathering at the castle. Above right: models made by pupils

After their visit the students were asked to write an extended essay on how useful they found the site as a piece of historical evidence. This provided them with a good, detailed example to refer to in their examination. This would hopefully help them avoid falling into the trap which, according to examiners, so many students fall into – namely that of having too many ideas backed up by too little practical experience.

Telling the students that the coastline has changed does not have the same impact as taking them to the site itself. Letting the pupils see the ruined castle in the distance, as they walk across the fields towards it, can have a profound effect on them, particularly as the

castle seems to stand in the middle of nowhere.

The syllabus also deals with general heritage issues. The students were full of ideas for the interpretation and development of the castle, and showed a good understanding of the possible conflicts involved.

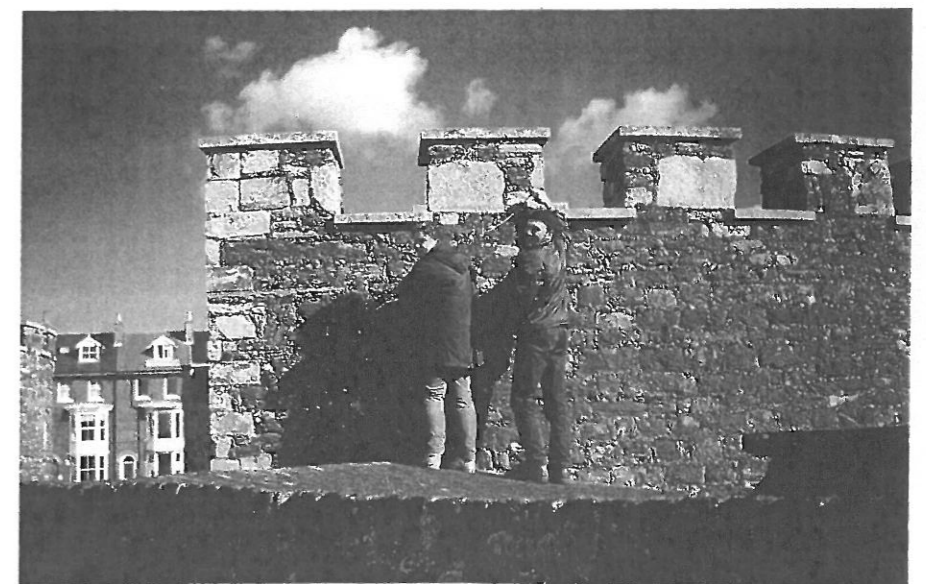
I would like to thank Laurie Bowman from St Thomas's CE Aided Primary School and Marilyn Lacey from Helenswood School for providing material for this article. Schools interested in future Education Weeks at Camber Castle should contact the South East Regional Office, 01732 778000.

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

A model assignment in teacher training

English Heritage sites can play an important role in training courses for teachers. *Jennie Fordham* reports on a project at two Kent castles linking maths and history

The National Curriculum for history requires that pupils at all Key Stages are taught how to find out about the past from a variety of sources, including buildings and sites. Yet we sometimes expect newly qualified teachers to 'pick up' knowledge and ideas about how to get the most out of historic sites in an ad hoc way once they have started teaching. With the best support in the world, this is not an ideal time to reflect and be creative about opportunities. Far better to build into a course for training teachers an element about using the historic environment as a basis for teaching in a variety of subjects. The students' experiences and discussions can then be built on in a practical way on teaching practice or in the first teaching post. Earlier this year, a small group of training teachers from Brussels spent a week's residential course in Kent, working on Dover and Deal Castles. The students were from the Erasmus College, Brussels (the equivalent of a College of Higher Education) and were studying maths and English. The English Heritage teacher's guide



Below: getting to grips with Deal Castle



Top left: one of the finished models. Top right: students building a model of the pharos in the Education Centre. Above: the pharos today

Maths and the Historic Environment encouraged the tutors, led by Mr Ron Langenus, to think about using an historic site to deliver the aims and skills of subjects other than history. Part of the course in maths was the requirement for one week of project work. This was traditionally carried out inside the college, so a field trip was a completely new idea, and one which motivated and intrigued the students.

Planning

The 13 maths and English students were involved in the planning process from the start, six months before the visit. This in itself was valuable, as it encouraged them to think about all the practicalities involved, as well as the reasons why they were going. Funding was an important consideration, as the costs to students needed to be kept as low as possible. Money was raised by various methods, including holding an antique and junk market, giving lectures and donations from an ex-students' club. The students themselves contributed a small amount.

Meanwhile both tutors made the essential preliminary visits to the sites. Dover Castle was chosen as the base for the week's work, as the Education Centre was necessary for the activities that were being planned. The Centre contained measuring equipment for use out on site, both at Dover and Deal. There were teachers' handbooks for both castles, which provided an excellent planning resource. The tutors also had to identify a place to stay. This was not easy on a tight budget, and the accommodation needed to be close enough to both Dover and Deal to minimise travelling time. A work room was also rented in the local library for evening study. Back in Brussels, preparation continued. Mr Langenus prepared a brochure for his maths students giving background information on the castles and on model making. Practice tasks in building geometric models were given, but the students were not told exactly what they would be building when they reached Dover – this was kept as a surprise.

Measuring and modelling

The first part of the maths project focused on the Roman pharos, the oldest surviving building at Dover. Information was gathered about its history, using the guidebook, the teachers' handbook and other



reference books available in the Education Centre. The students were then sent, (in driving rain) to take accurate measurements of the ruined pharos. The next task was to build a scale model of the pharos as it was when it was complete. To follow this up, the students were asked to write a booklet on its history and to explain how the measuring was done, how the model was built and the relevance to the Belgian National Curriculum, especially maths for 12–16 year olds. It was interesting to see how two groups of students tackled the tasks, using different materials, different scales, and various model-making techniques. This had been preparation for the major task – making a scale model of Deal Castle. The students were given a site plan and had to make their own decisions about how to measure it. A major feature of Deal Castle is its apparent symmetry and this presented various mathematical problems to work out. The students worked on this collaboratively, suggesting solutions and trying them out before moving on to the next problem. The tutors did not interfere, preferring the students to learn from their mistakes.

Back in college

After their return to Brussels, the students finished their written work and began building their model of Deal Castle. This took longer than expected, but the results were very impressive. An evaluation meeting was held soon after the group returned and the outcome was very positive. All the participants agreed that working in a practical situation had helped in their understanding of mathematical principles and broadened their approach to the teaching of maths. Their motivation increased and it was hoped that this would be shared with their future pupils.

At English Heritage we are delighted that student teachers are being encouraged to use the historic environment as a basis for their future teaching. We welcome such groups from colleges or universities on free visits and are happy to discuss specific needs.

For advice, please contact the Education Officer in your region (see contents page). For further details of free educational visits to Dover and Deal Castles ring 01304 225229.

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

Photographer: Mandy Kingsbury

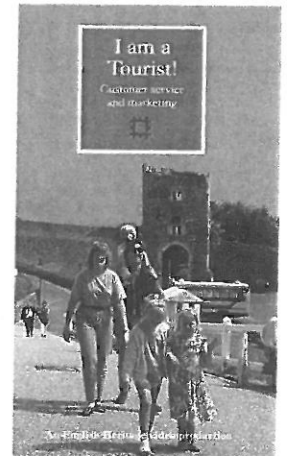
Calling all tourists!

Teachers and students on GNVQ or GCSE courses in Leisure, Travel and Tourism will find investigation of English Heritage sites especially rewarding. All are tourist attractions, some of international significance, like Stonehenge and Hadrian's Wall. Group site visits can bring into sharp focus for students the real problems and issues surrounding visitor management and marketing of heritage sites. As part of our Education Service we are pleased to offer free entry to our sites for pre-booked groups. We are now beginning to produce support material for both tutors and students directly aimed to fulfil course requirements.

Our new 26-minute video, *I am a tourist!*, presented by well-known TV comic Steve Punt, is a case study of Dover Castle, a major heritage attraction which welcomes over 300,000 visitors a year. It takes a highly entertaining and informative 'behind-the-scenes' look at two aspects of the leisure and tourism industry: customer care and marketing. The video shows how English Heritage, as a government-sponsored organisation caring for more than 400 historic sites, meets the needs of its many visitors and markets itself as a leading influence in the heritage industry, starting with the headquarters Customer Services department and the site custodians, who deal with visitors face-to-face. It then looks at promoting the work of English Heritage and its sites through marketing strategies, covering the importance of market research and targeting, the role of an advertising agency and public relations activity.

Copies are available, price £11.95 including postage, from English Heritage, PO Box 229, Northampton, NN6 9RY. Please quote product code XT 10835.

For full ordering details, see the back page of the 1996–97 *Resources* catalogue in the centre of this magazine. We have also produced a *Tourism Fact Pack* in response to increasing demand from students. This contains up-to-date facts and figures on the work of English Heritage and background information on our policies and marketing work. The pack also includes samples of current promotional literature (updated at regular intervals). We hope that the information given will answer most general student questions about our work. If you would like a free pack please contact Customer Services at our usual address, or ring 0171 973 3434.



The latest video from English Heritage stars Steve Punt (left) and is a case study of Dover Castle. It takes an entertaining look at customer care and marketing – two aspects of the tourism industry



Activities not lectures!

'An inspiration to go back with new ideas and fresh vision... A genuine sense of purpose throughout for all involved' – these were some of the comments after the 1995 South West History Conference.

This year's annual South West History Conference, held in association with English Heritage, will be in Exmouth, Devon, on 8–9 July 1996, at Plymouth University's Faculty of Arts & Education, Rolle Campus. The conference aims to give teachers from all over the country many practical ideas for high quality teaching and learning in the classroom.

There will be no boring lectures; instead 40 or so activity sessions will be held giving lively and imaginative ideas for you to try. All teachers should find the sessions useful, irrespective of the age-group they teach. The conference will offer a flexible menu of activities so you can design a programme that suits you best. Workshop sessions will be led by practising teachers, advisers, authors and enthusiasts from all over the South West and beyond. At the time of going to press John Fines, Colin Shephard, Chris Culpin, Paul Noble, Christine Counsell, Sean Lang, Tony McAleavy, John Cooper (from the National Portrait Gallery), had all been booked, along with Mike Corbishley and all the Education Officers from English Heritage. There will be a large Resources Exhibition, and all English Heritage publications will be on sale at a special 25 per cent discount.

Photographer: Suffolk Films

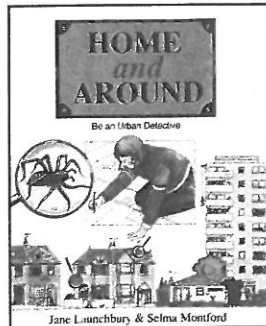
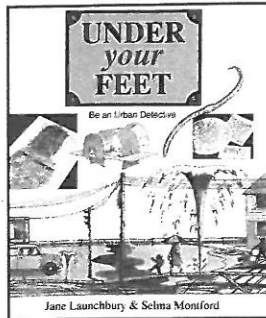
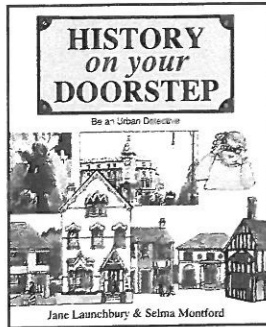


The fees for the conference are as follows: all LEA schools and colleges, £50 one day, £90 both days. Other schools and colleges, £63 one day, £113 both days. Dinner and overnight accommodation are available in comfortable, local, seaside hotels for about £30 per person.

For a full programme and a booking form please telephone Chris Taylor, Devon Adviser for History, on 01392 382011 or fax 01392 382079.

No boring lectures – but lively activity sessions are guaranteed instead

REVIEWS



History on your doorstep
ISBN 1-85429-050-9
Home and around ISBN 1-85429-051-7;
Under your feet ISBN 1-85429-052-5
Jane Launchbury & Selma Montford, Young Library Ltd 1995 £3.99 each

These three books are part of the series of six *Be an Urban Detective* books, now published in paperback. They are obviously written by people who know what they are talking about (Selma Montford is director of the Lewis Cohen Urban Studies Centre in Brighton), and are a mixture of fact and ideas for things to do. They address the reader directly, which gives a lively feel, and are guides for children's leisure time, although there is a lot in these books which can be usefully brought into classroom teaching.

Each book gives good, practical advice on how to find out about the topic. This ranges from step-by-step guides, through finding documentary information and talking to people, to just looking at everyday objects to see what they are actually for. I particularly liked the chapter in *Home and Around*, which looks at all the wires and tubes which enter our houses. The associated activity later in the book, which shows how to find and turn off the external stop-cock in case of burst pipes, is also excellent.

History on Your Doorstep covers fairly well-trodden ground but the other books introduce some unusual information, such as the illustrated list in *Home and Around* of some of the other inhabitants of our homes – houseflies, fleas, mites and worse! Similarly a drawing of a street in *Under Your Feet* shows all the service pipes above ground and brings into sharp focus just how much there is hidden from view under the surface.

There is only one difficulty, and that is to find who the books are aimed at. The square shape of the books and the bold, benign figures, who appear periodically, indicate KS1 readers, but this is contradicted by the language level which is 12 years and upwards. The assumed sophistication and knowledge of the readers covers a confusingly wide spread, too: I am not sure that the child who understands 'Can you see an old five amp power socket?' will enjoy being jollied: 'Let's find some buried treasure!' That said, these books contain lots of useful information, and some sparkling ideas on getting children interested in finding out things for themselves. Certainly worth adding to the library shelves.

Liz Hollinshead, Education Officer, Midlands, English Heritage

Archaeology - an introduction
(3rd edition, fully revised) by
Kevin Greene, Batsford 1995
ISBN 0-7134-7636-2 £17.99

When I taught archaeology to sixth-formers and adult education groups, the first edition of this book was invaluable. This new edition, which has been extensively revised, will become a classic 'textbook' for the same group of students. Kevin Greene, a lecturer in archaeology at the University of Newcastle-upon-Tyne, writes clearly and to the point and leads the reader through the complexities of the subject with ease.

The book takes a logical approach to the subject, making it a very useable reference work. It starts with 'The Idea of the Past', which plots the history and development of

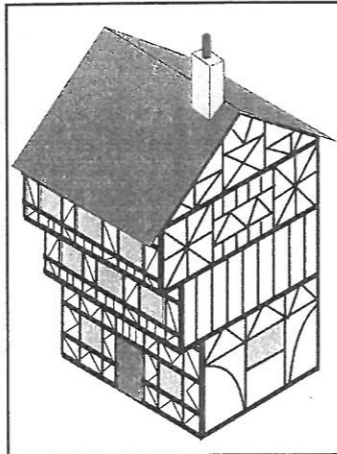
archaeology, and then goes on to the standard areas of fieldwork, excavation, dating and scientific techniques. There are numerous illustrations from both classic sites and from sites and landscapes recently researched. The drawings and plans are beautifully clear and will prove enormously useful to teachers and students alike.

The last chapter in the book, 'Making Sense of the Past', deals with some of the concerns of the archaeologist today. There are sections on Stonehenge and the Green movement, for example, but this chapter's strength is in sections such as gender, indigenous peoples and the antiquities trade.

The many references in the book to other authors are excellent. The 'Guide to Further Reading' is sensibly set out – as is the bibliography – and the references contain the publisher's name. Thank goodness one author/publisher has thought about the reader who might want to trace a book!

In his preface, Kevin Greene says 'I have tried to provide a readable and informative book suitable for just about any interested reader from mid-teens upwards'. I agree, but is it suitable for teachers of National Curriculum history? Yes. Here is a text which is not full of archaeological jargon. You will find it useful background reading for some of the Key Elements, such as interpretations of history and historical enquiry. If you only buy one book on archaeological techniques, buy this one.

Mike Corbishley, Head of Education, English Heritage



Tudor Architecture
Brian Johnson, JB Johnson
1995 £9.50

This is an excellent little pack that is crammed full of useful and practical ideas for using a study of Tudor town buildings across the curriculum.

It will be immediately relevant at Key Stage 2 but should not be overlooked by Key Stage 3 teachers. Using an historical resource common throughout the country that is clearly appropriate to a number of National Curriculum history study units as its raw material, the pack focuses on many of the National Curriculum requirements for technology. It also overtly champions a cross-curricular approach – for example, by incorporating areas of National Curriculum mathematics and science.

The pack consists of a series of activity sheets including *Design a Tudor House*, *Will it fall over* and *Card and frame construction*. These are all supported by very practical, sheet-specific teacher's notes and background sheets on the Tudors (the least useful of all) and on timber framed houses. An extremely useful pack and well recommended at the price – which includes permission to photocopy within your school.

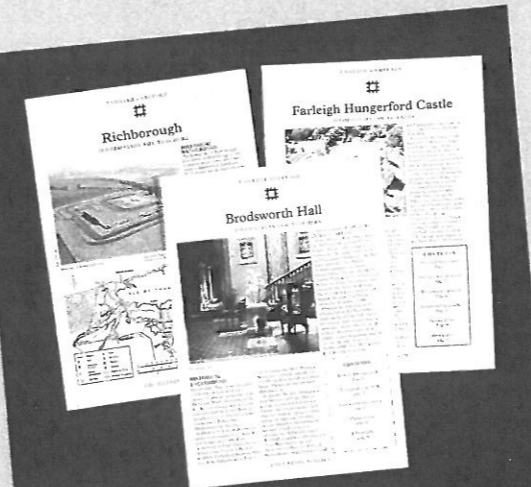
Available from Brian Johnson, Technology Support, Tolvereen, Hea Road, Heamoor, Penzance, Cornwall TR18 3HA.

Peter Stone, Education Officer, Further and Adult Education, English Heritage

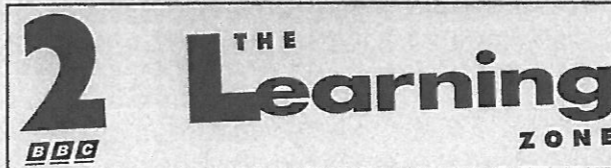
SEE US AT
THE EDUCATION SHOW
 7-9 MARCH 1996 N.E.C. BIRMINGHAM

Please come and visit us at this year's Education Show at the NEC Birmingham, 7-9 March. Our stand will be SJ1 in the School Journeys Centre. We will be featuring the new Windows on the Past membership scheme (see back page) and showing all the latest resources from our new Resources catalogue. There will also be opportunities to meet our Education Officers and find out how they can help you with advice and INSET.

Teachers of children with moderate or severe learning difficulties can use historic houses to help their classes. There will be a course at Kenwood House on Monday 11 March, 1pm-4pm, investigating ways of encouraging pupils to relate to this kind of environment. This will include work on the contents in the house. Numbers are limited to 25, so if you would like to book a free place please contact Penny Turner immediately on 01732 778033.



Free eight page teacher's information leaflets are now available for the following sites to help plan visits: Brodsworth Hall, South Yorkshire; Eltham Palace, South London; Richborough Castle and Roman Amphitheatre, Kent; Restormel Castle, Cornwall and Farleigh Hungerford Castle, Somerset. For free copies ring 0171 973 3442 or any of our regional booking offices (see contents page).



BBC Focus is broadcasting a number of English Heritage videos as part of the early morning 'Learning Zone'. On BBC2 each Wednesday morning in March (6th, 13th, 20th, 27th), from 5.00am-5.30am you will be able to see *The construction of a great church*, which looks at the sophisticated technology, engineering and design skills behind the building of a cathedral. We hope that more of our videos will be broadcast later this year. Look out for details in future issues of *Heritage Learning*.

NOTICEBOARD

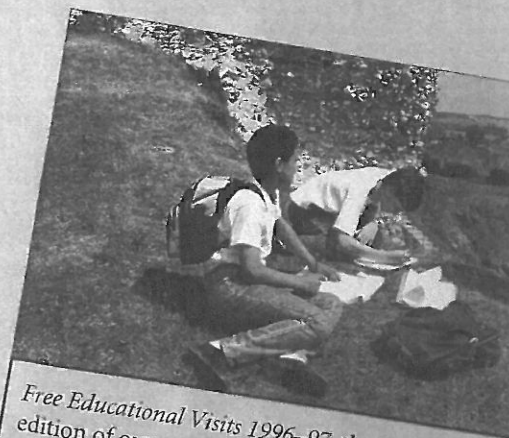
Braille maps, suitable for young people with visual impairments, are now available at Lullingstone Roman Villa, Kent. The maps are produced by Dorton College Resource Centre.



Included with this issue is the 1996 English Heritage *Special Events Diary*. At our sites there will be an exciting selection of historical displays, re-enactments, music and drama. Many are relevant to National Curriculum Study Units especially for history at Key Stages 2 and 3. Schools are most welcome and parties can get a group discount on entry prices. For more details see the diary or ring our Special Events Unit on 0171 973 3396.

Pupils visiting 30 of our most popular sites on pre-booked educational group visits will receive a voucher entitling them to one free return visit at a weekend, when accompanied by a fee-paying adult. The site custodian will issue group leaders with the appropriate number of vouchers and we would be grateful if teachers could give them out to everyone in the party. Further details can be obtained from our regional offices when you book a visit.

Brodsworth Hall, the Victorian time-capsule featured in Heritage Learning 3, has proved very popular with schools. We are now developing a two-room education centre which will offer interactive replica objects, photographs, a model of the hall, documents and IT. For details on free educational visits, 1996 opening hours, educational facilities and free eight-page booklets on the house and its gardens, telephone 01302 722598.



Free Educational Visits 1996-97, the latest edition of our comprehensive teacher's guide to all English Heritage sites, will be available at the beginning of April. This illustrated booklet tells you all you need to know about choosing a site and booking a visit and includes a booking form. If you would like a copy simply ring us on 0171 973 3442 or write to our usual address.

