



ENGLISH HERITAGE
EDUCATION

TEACHERS' KIT

Lindisfarne Priory

This kit will help teachers plan a visit to Lindisfarne Priory. Explore the story of early Christianity, find out what life was like as a monk and discover the natural world of Holy Island. Use these resources before, during and after your visit to help students get the most out of their learning.

KS1-2

KS3

KS4+

SEND



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Step into England's story

WELCOME

This Teachers' Kit for Lindisfarne Priory has been designed for teachers and group leaders to support a free self-led visit to the site. It includes a variety of materials suited to teaching a wide range of subjects and key stages, with practical information, activities for use on-site and ideas to support follow-up learning.

We know that each class and study group is different, so we have collated our resources into one kit allowing you to decide which materials are best suited to your needs. Please use the contents page, which has been colour-coded to help you easily locate what you need, and view individual sections. All of our activities have clear guidance on the intended use for study so you can adapt them for your desired learning outcomes.

You can find more practical information about your booked visit to Lindisfarne Priory on your Education Visit Permit, and on the Lindisfarne Priory **Schools page**.

We hope you enjoy your visit and find this Teachers' Kit useful. If you have any queries please don't hesitate to get in touch with a member of our team either via bookeducation@english-heritage.org.uk or on 0370 333 0606.

English Heritage Learning Team

ICON KEY

The icons below will help you quickly identify the types of activities and information presented.

						
						
HANDS ON	LOOK	LISTEN	SCIENCE	SMELL	WRITE	READ
						
CUT OUT	CHALLENGE	DID YOU KNOW?	MAP	QUOTE	EXAMINE	ART

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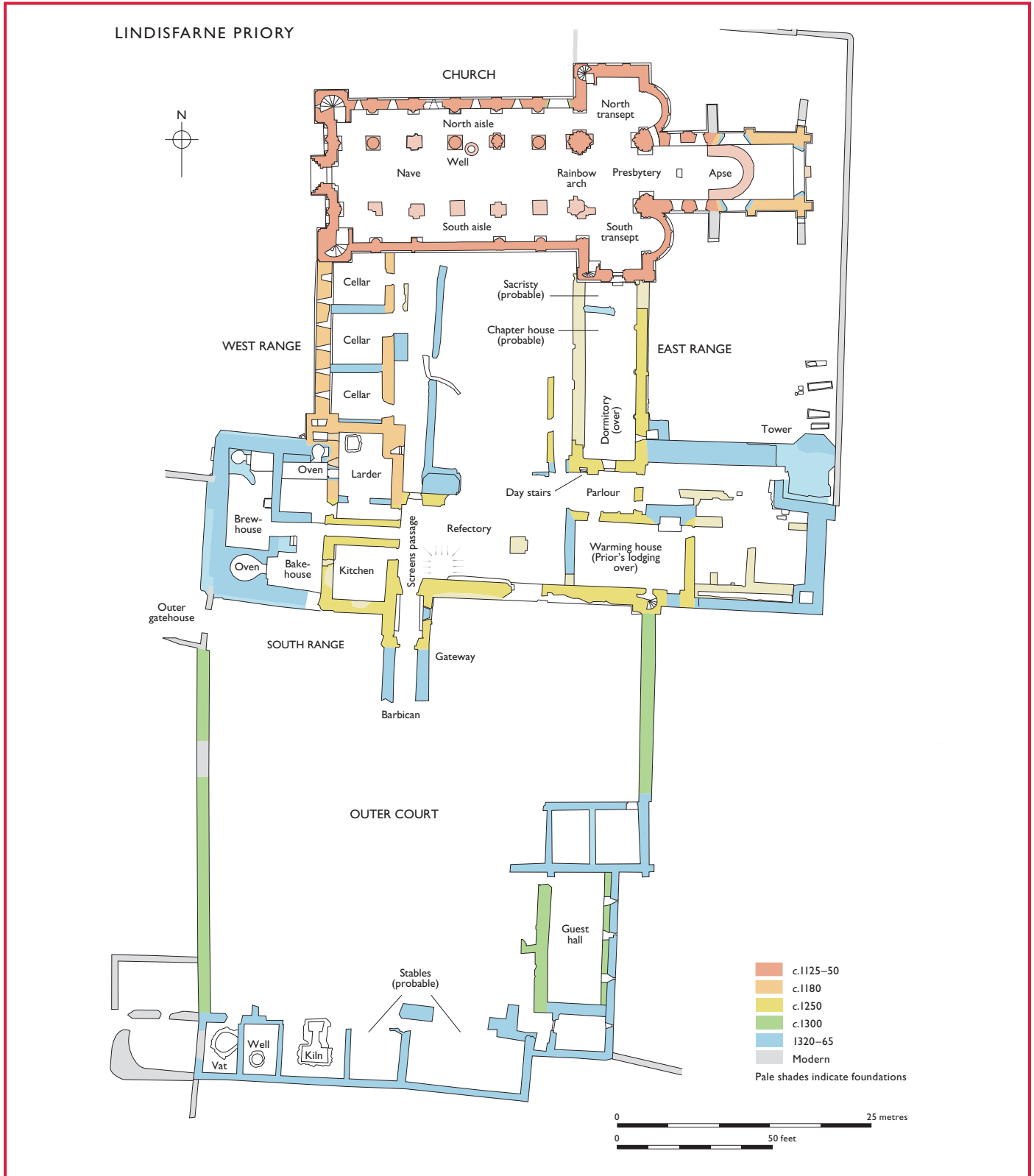


PRE-VISIT

Information and activities you can use in the classroom before your visit.

LINDISFARNE PRIORY

SITE PLAN



HISTORICAL INFORMATION

DISCOVER THE STORY OF
LINDISFARNE PRIORY

Below is a short history of Lindisfarne Priory. Use this information to learn how the site has changed over time. You'll find the definitions of the key words in the Glossary.

ANGLO-SAXON NORTHUMBRIA

When the last Roman soldiers left Britain in AD c.410, the country fractured into a series of small kingdoms led by **pagan warlords**. Some of these warlords relied on **mercenary** soldiers to defend their territory. Many of these soldiers were people that we now call the Anglo-Saxons. They came to England from northern Europe and many settled here and even went on to conquer some of the kingdoms.

There were seven main kingdoms: Northumbria, Mercia, Anglia, Wessex, Essex, Sussex and Kent.



A map showing Bernicia and Deira, the two Anglo-Saxon kingdoms that were joined together to form Northumbria in the 7th century. In the public domain via Wikimedia Commons Images.

EARLY CHRISTIANITY

The first Christian king of Northumbria was Edwin. He came to the throne in 616 by defeating the previous king, Aethelfrith, in battle. Edwin married Aethelburgha, a Christian princess from Kent, and was baptised by her **chaplain**, Paulinus, in 627. Edwin was killed in battle in 633. Aethelfrith's eldest son, Eanfrith also died, so in 634 Aethelfrith's younger son, Oswald came to the throne. The **accession** of Oswald made Northumbria and Lindisfarne even more crucial in the development of early **Christianity**. It was Oswald's father, King Aethelfrith, who had been killed in battle in 616. Oswald and his mother were **exiled** to the island of Iona, a Christian settlement since 563. They sought **refuge** with the **monks** on the island. It was here that Oswald **converted** to Christianity. When he later became king of Northumbria, he set about promoting Christianity.

LINDISFARNE MONASTERY

In 635 Oswald invited Aidan, a monk from Iona, to establish a monastery on Lindisfarne, also known as Holy Island. Oswald was based at Bamburgh Castle, just 6 miles down the coast. The monastery was a visible and constant reminder of his Christian faith. This also gave the monks political support, which helped their community to grow in wealth and status. Although the first timber buildings are not visible at Lindisfarne Priory today, many objects from this period are in the museum.

The monks at Lindisfarne helped to spread Christianity across Northumbria and beyond.

By the second half of the 7th century, most ruling families across England had converted to Christianity and Lindisfarne had become an important cultural centre. Today it may seem like the island is quite remote, but in the 7th century it was well connected, especially as it was easier to travel by boat than over land. This allowed the monks to communicate and trade across the sea.



Sculpture of St Aidan. Bede described Aidan as generous and devoted. He said he always walked rather than riding a horse when travelling.



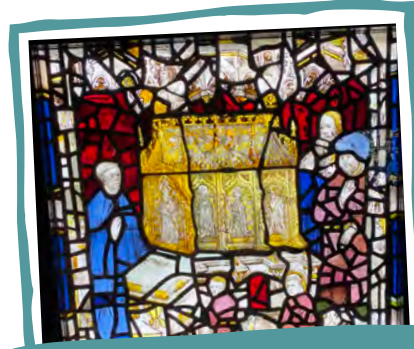
An artist's reconstruction of the interior of the Anglo-Saxon church on Holy Island AD c.652. The church was constructed of oak and had a thatched roof.

CHRISTIAN CONNECTIONS

Christian missionaries came to England from both Rome and Ireland. Although they followed the same faith, they had developed different traditions such as how they calculated the date for Easter. The monks at Lindisfarne Priory followed Irish traditions until the **Synod** of Whitby in 664. This was a meeting of leading churchmen, including Bishop Colman. He was Bishop of Lindisfarne and came from Iona. He was committed to Irish traditions. However, the synod brought Northumbria into line with Roman practices. Bishop Colman was unhappy with this decision and returned to Iona.

ST CUTHBERT

St Cuthbert became the most important saint in northern England in the Middle Ages. He came to Lindisfarne sometime in the 670s as its **prior**. He was a great **preacher**, carried out **missionary work** and was said to have performed many **miracles**. Cuthbert also tried to bring Lindisfarne Priory into line with Roman practices. However, not everyone accepted this. So Cuthbert decided to retreat as a **hermit**.



A stained-glass window in York Minster showing the life and miracles of St Cuthbert. St Cuthbert predicts an eagle will provide food during a long journey. Charc2018, CC BY-SA 4.0 via Wikimedia Commons

ST CUTHBERT RETREATS

His first **hermitage** was on St Cuthbert's Island, which is visible across the water from the **heugh**. Later he retreated to the more remote island of Inner Farne. On Inner Farne he lived in a basic hut made of timber and thatch surrounded by a turf-and-stone enclosure. He later added a guesthouse for visitors.



An eider duck with its distinctive black and white colouring. Magnus Hagdorn CC BY 3.0 via Wikimedia Commons

At first he relied on food supplied from the monks at Lindisfarne Priory but he also grew some of his own crops. It was during this period of seclusion that Cuthbert is said to have cared for the birds, especially the eider duck, which is still known as 'Cuddy's duck' (Cuthbert's duck) today. His concern for nature has a lasting legacy on Holy Island, where a variety of bird species can be spotted today.

ST CUTHBERT'S DEATH AND LEGACY

In 685 Cuthbert was made a bishop and returned to active duties, but not for long. He returned to Inner Farne as a hermit and died in 687. Once his body was returned to Holy Island, it became a place of **pilgrimage**. He was recognised as a **saint** and when monks opened his **tomb** in 698, his body was **incorrupt**. This reinforced how holy St Cuthbert was. The monks created a **shrine** and the numbers of pilgrims grew. This made Lindisfarne monastery increasingly wealthy and powerful. It secured its reputation as an important Christian centre and St Cuthbert's symbolic role uniting Roman and Irish traditions.

LINDISFARNE GOSPELS

The Lindisfarne Gospels were made at the priory in the 8th century. The rich decoration was meant to **mesmerise** and impress the reader. The monks used gold to illuminate the illustrations and a bright blue ink made from a precious Indian stone called **lapis lazuli**. The images of the four **evangelists** are in a Mediterranean style and the **carpet pages** include Irish and possibly even **Coptic** decorative features. Precious books like the Lindisfarne Gospels were not available for everyone to look at. But you can take a closer look at them online. Search for the 'Lindisfarne Gospels' on the British Library website.



A page from the Lindisfarne Gospels showing St Mark writing his gospel and with his symbol, the lion, in the background. The strong blue colour was made from a precious Indian stone called lapis lazuli and was very expensive.

VIKING ATTACK

Many monasteries were vulnerable to attack by the **Vikings** because they were on the coast, lacked fortifications and contained valuable objects. In 793 Lindisfarne Priory was one of the first to be raided. The **scholar** Alcuin described the priory as 'a place more sacred than any in Britain'. It was a shock that St Cuthbert's resting place could be attacked but Alcuin suggested God allowed it to happen because the monks were **sinful**. The worrying weather conditions and famine before the raid were seen as warnings from God. Alcuin warned of 'great suffering' to come. Viking raids increased in the 9th century, and by 870 they had even conquered several Anglo-Saxon kingdoms.



An illustration from the 'Life of St Edmund' showing Danes travelling to Britain in longships. Unknown author, public domain via Wikimedia Commons

MOVING HOUSE

Following further Viking attacks along the coast, the monks at Lindisfarne decided to abandon the monastery and retreat inland, eventually moving permanently off the island. They spent seven years wandering with Cuthbert's coffin, **relics** and the Lindisfarne Gospels. They initially settled at Chester-le-Street where they built a church in the middle of what was formerly a Roman fort. However, in 995 Cuthbert's relics were moved to Durham. Today you can visit his shrine in Durham Cathedral, see his coffin and many of the precious objects he was buried with.



A map showing Norham, Chester-le-Street and Durham, three of the locations the monks visited during their years of wandering.



An artist's impression of the west front of the priory church at Lindisfarne as it might have looked in c.1150.

REFOUNDATION OF THE PRIORY

In 1069–70 monks from Durham returned to Holy Island to escape the **Harrying of the North**. This was when William the Conqueror used soldiers to stop people rebelling against his rule. We think they didn't stay for long. The priory might not have been occupied again until 1122, when the records show that a monk called Edward from Durham Cathedral lived on-site.

By 1172, a community of monks had settled once again on Holy Island. The church you can see today was completed by 1150. Unusually, the church and St Cuthbert's **cenotaph** were built before any of the domestic buildings. The monks' stone living quarters were not completed until much later, so they probably lived in timber buildings to begin with.

LIFE IN THE MEDIEVAL PRIORY

By the 13th century it is thought that as many as ten monks were based at Lindisfarne Priory at any one time. They would not have spent their whole career there because it was a **cell** of Durham Cathedral. This meant they were based at Durham but they were sent to Lindisfarne Priory for short periods of time. This maintained the connection between Lindisfarne and Durham.

In this period, the monks lived in stone buildings and had adequate food provided for them. Although they probably lived in better conditions than many ordinary people, they did not live in luxury. However, in the 14th century, the buildings were improved to make living conditions more comfortable. Three new rooms with ovens were added in the 1360s, suggesting they had servants to cook for them. A pit lined with lead has also been found, which may have been to keep food cool. An account from the late 14th century describes the great hall where the monks, prior and guests would eat. It says they had four tables, long benches, red cushions, candlesticks, silver plate, basins, **ewers**, an iron poker, and a tapestry on the wall.



An artist's reconstruction of Lindisfarne Priory in the later Middle Ages. This is an aerial view from the south-west.

BORDER WARFARE

In the 14th century the priory was **fortified**. This included the addition of **battlements**, **arrow loops** and a defended entrance, all of which can still be seen today. These fortifications were added to protect the monks during a period of warfare between England and Scotland. Edward I (r.1272–1307) invaded Scotland in 1296. The Scottish campaign continued into the 1340s under both Edward II and Edward III. This led to a period of instability, border warfare and poverty for the region. It not only left the priory vulnerable to attack, but also hit its income from **tithes**, which fell, and never recovered. This perhaps partly explains why there were only four monks living there by 1344.

In 1385 the monks wrote to King Richard II (r.1377–99) to ask if they could dismantle their fortifications. They were expensive to maintain and the monks feared it made them more of a target. However, later inventories show they still had stores containing armour, weapons and gunpowder.

DISSOLUTION OF THE MONASTERIES

The **Reformation** during Henry VIII's (r.1509–1547) reign resulted in England breaking away from Roman Catholicism. Religious houses like Lindisfarne Priory were **dissolved**. The monks either retired or returned to Durham Cathedral and the servants from the priory lost their jobs too.

In 1539, St Cuthbert's shrine in Durham Cathedral was also attacked.

During this attack, they found St Cuthbert's body was still intact which was taken by people at the time as

evidence that he was holy. Maybe this made Henry VIII think again about what to do next. He'd already faced resistance to the Reformation in the north and St Cuthbert was a popular local saint. Perhaps this is why St Cuthbert was reburied and integrated into the new Church in England.



An artist's reconstruction of the interior of the late medieval priory church.

ROMANTIC RUINS

In the 18th century the priory was largely still intact. It was visited by **antiquarians** and artists. By the 1820s, though, the central tower had collapsed, and the west front fell down in the 1850s.

Both were repaired and reconstructed. An investigation in the 1880s exposed the foundations, allowing a site plan to be drawn up. By 1913 the site was under the guardianship of the Office of Works, which

later became English Heritage.



An engraving made in 1728 showing the south view of Lindisfarne Priory by Samuel and Nathaniel Buck. The castle is visible in the background.

GLOSSARY

TRICKY TERMS AND
WHAT THEY MEAN

Below is a list of words you might come across while exploring Lindisfarne Priory. Use this Glossary to find out what they mean.

accession – the acquisition of the throne, becoming king or queen

antiquarian – a old-fashioned term for someone who studies the past through literature, antiques, objects and buildings

arrow loops – a narrow opening in a wall through which someone can fire arrows

battlements – a protective wall around the top of a building, with regularly spaced holes through which someone can keep watch or fire arrows

Bible – the holy book for Christians

carpet page – a full page of decoration in an illuminated manuscript

cell – a community of monks living together in one monastery

cenotaph – a monument in memory of someone who has died

chaplain – a priest who works in a chapel that is located in a particular place or within a particular institution such as a hospital, palace, school or branch of the military

Christianity – the religion based on the teachings of Jesus Christ

convert – the process of changing from one religion to another

Coptic – an Egyptian form of Christianity

dissolve – the act of shutting down religious houses such as Lindisfarne Priory



Arrow loops at the top of the West Front of Lindisfarne Priory church.

evangelist – a person who tries to convert someone to Christianity. In the Bible there are four evangelists who are said to have written four of the books known as the gospels. They are St Matthew, St Mark, St Luke and St John.

ewer – a large jug with a wide mouth

exile – the act of sending someone out of their country as a punishment

fortified – the adding of defences to an existing building, such as high, blank walls, look-out posts, a surrounding moat or ditch, a strongly made gateway, battlements or arrow loops

gospel – the teachings of Christ. The word is especially used to refer to the four books in the Bible that describe the life and death of Jesus that were written by the four evangelists, St Matthew, St Mark, St Luke and St John.

harrying of the north – a period of time when William the Conqueror used soldiers in the north of England to stop people rebelling against his rule

hermit – a person who lives alone and apart from the rest of society in an attempt to get closer to God

hermitage – the place that a hermit lives in

heugh – a steep cliff such as the one to the south of Lindisfarne Priory. It is pronounced 'heuwf'.



The view south from the priory church at Lindisfarne. The raised ground that can be seen in the background is part of the heugh.

incorrupt – a body that has not decomposed

lapis lazuli – a precious stone that was crushed into a powder to make a bright blue ink

mercenary – a professional soldier who is hired to fight and doesn't permanently belong to a particular army

mesmerise – capture someone's attention, so much so that they cannot think about anything else



An illustration from Bede's 'Life of St Cuthbert'. St Cuthbert predicted that God would feed them and an eagle appeared with a fish, which they then shared. By permission from the British Library

miracle

– an event with positive outcomes that seems to be impossible. In the medieval period miracles were believed to be a sign of God's favour. People could get God's

favour by praying to a saint who lived in heaven with God and could ask for God's favour on the person's behalf.

missionary – a person that people sent out into the world to convert others to Christianity

missionary work – the act of converting people to Christianity or promoting the Christian religion

monk – a member of a religious community of men. They live in communities set apart from the rest of society. They follow a daily routine, including regular prayers, and take vows or make promises for living and behaving in certain ways, such as remaining unmarried.

nun – a member of a religious community of women, who follow a way of life that is devoted to religion

pagan – a person who believes in more than one God

pilgrimage – a journey to a holy place or a location where holy objects are. The journey might be long and difficult. It is done as an act of religious devotion by the pilgrim.

pope – the bishop of Rome and head of the Catholic Church

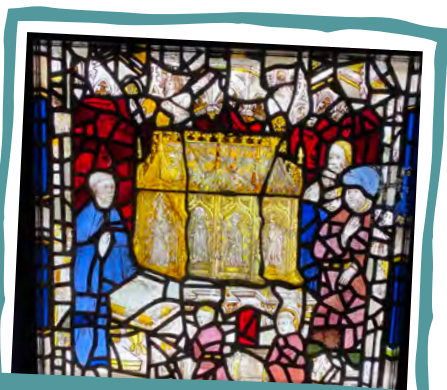
preacher – a person who gives religious speeches

prior – a person in charge of a religious community such as a group of monks or nuns

Reformation – a period of time during Henry VIII's (r.1509–1547) when England broke away from the Roman Catholic Church

refuge – a place of safety for someone escaping danger

relics – the remains of someone holy or an object that was linked to someone holy in the past. St Cuthbert's remains are an example of relics that have been the focus of pilgrimage since the 8th century. People focus on the relics when they are praying. By venerating or showing respect to the relics, people believe their prayers are more likely to be heard by the saint. The saint may then talk to God on their behalf.



A stained-glass window at York Minster that shows St Cuthbert's relics. Charc2018, CC BY-SA 4.0 via Wikimedia Commons

replicate – the act of copying something exactly

reeve – a person whose job it is to manage an estate or property on behalf of its owners

saint – a person who is recognised as being particularly holy. The head of the Catholic Church, the pope, must formally approve saints in a process called canonisation.

scholar – a highly educated person, someone who has studied a subject to a high level

shrine – a place that is set aside for prayers because it is thought to be a particularly holy or special place. It might be dedicated to a particular saint or even contain their relics.



This set of fossilised bones are known as Cuddy's beads, named after St Cuthbert. Pilgrims to his shrine at Lindisfarne Priory probably got beads like these as souvenirs. You can see them in the museum.

sinful – a person or their actions that are morally wrong or go against religious teachings

synod – a meeting of the clergy (the people who worked for the church such as priests, bishops, monks and nuns)

tithes – a tenth of someone's earnings or produce that is paid once a year to the church as a tax

tomb – a large grave where a person is buried. It is often built of stone and can be above or below the ground.

tonsure – the way that monks shave their heads

Vikings – the name given to Scandinavians who came to Britain at first to trade, then to raid, and finally to settle between the 8th and 11th centuries

ANGLO-SAXONS, VIKINGS & BRITONS

AD 410

The Romans leave Britain. Britain fragments into smaller kingdoms, many of which are ruled by Anglo-Saxon warlords.

AD 563

A monastery is founded by St Columba on the island of Iona off the Irish coast.

AD 634

Oswald (r.634–42) comes to the throne of Northumbria.

AD 664

The Synod of Whitby brings Northumbrian Christianity in line with Rome rather than Ireland.

AD 400

AD 600



5TH–6TH
CENTURIES

AD 635

Oswald invites Aidan, a monk from the island of Iona, to establish a monastery on Lindisfarne.

AD 670s

A monk called Cuthbert joins the monastery on Lindisfarne.

AD 685

Cuthbert becomes a bishop.

AD 687

Cuthbert dies and is buried in the church.

AD 698

Cuthbert's tomb is opened. The monks find his body has not decayed. Cuthbert is declared a saint.

7TH
CENTURY



AD 715

Monks on Iona are now in line with Roman Christian practices.

AD 789

Three ships of Vikings land on the coast of Wessex. The West Saxon king's reeve is killed.



AD 700

AD 700

The Lindisfarne Gospels are made.

AD 793

Lindisfarne is raided by Vikings on 8 June.



**8TH
CENTURY**

AD 800

By this date all ruling families are Christian.

AD 870

The northern, midland and eastern Anglo-Saxon kingdoms are beginning to be conquered by Vikings from Denmark.

AD 800

AD 830s

Lindisfarne monks retreat inland to Norham. They wander for seven years before settling at Chester-le-Street.

AD 875

The monks decide to permanently leave Lindisfarne.

AD 995

Cuthbert's relics are moved to Durham.

**9-10TH
CENTURIES**

MEDIEVAL BRITAIN
1066–c.1500

NORMANS
1066–1154

PLANTAGENETS
1154–1485

1066

William the Conqueror is victorious at the Battle of Hastings. The Norman Conquest of England begins.

1069–70

William the Conqueror's armies attempt to suppress northern resistance to the Norman Conquest. This is known as the 'Harrying of the North'.

1086

Domesday Book is completed.

1087

William dies. His son, William Rufus, is crowned King William II.

1000

1069–70

Monks from Durham return to Lindisfarne to escape the 'Harrying of the North', bringing St Cuthbert's relics with them.

1093

The cathedral at Durham is completed and becomes the permanent home for St Cuthbert's relics.



11TH
CENTURY

1154

Henry II is crowned king of England.

1174

Scottish King William 'the Lion' is defeated and captured by the English at the Battle of Alnwick.

1100

1122

A monk from Durham called Edward is at Lindisfarne.

c.1125–50

The priory church is built containing a cenotaph to mark where Cuthbert had originally been buried.

c.1150–1200

Living quarters for monks are built in stone.

1172

A community of monks is re-established at Lindisfarne.

12TH
CENTURY

1215

King John signs Magna Carta at Runnymede. Soon afterwards the barons revolt against the king, aligning with Alexander, King of Scotland, and Prince Louis of France, to try to remove King John.

1216

King John dies. His son, Henry III, is crowned at nine years old.

1237

The Treaty of York means that the Scots abandon their rule of northern England. The Anglo-Scottish border line is drawn.

1200

1296

Edward I (r.1272–1307) invades Scotland, plunging Lindisfarne into the war zone on the border between England and Scotland.



13TH
CENTURY

1307

Edward I dies and his son, Edward II, becomes king.

1314

The English are defeated by the Scots at the Battle of Bannockburn.

1327

Edward II is forced to give up his crown. His son, Edward III, becomes king.

1348

The Black Death.

1377

Richard II is crowned king.

1300

c.1320–40

Battlements and arrow loops are added to the priory.

1385

The monks on Lindisfarne petition Richard II to dismantle their fortifications.

14TH
CENTURY

TUDORS

1485–1603

STUARTS

1603–1714

1534

The Act of Supremacy recognises King Henry VIII (r.1509–47) as head of the church in England. Pope Clement excommunicates Henry.

1536–1540

The dissolution of the monasteries. Henry VIII closes England's religious houses. This includes monasteries, priories, abbeys, nunneries and friaries.



1642–51

The English Civil War. Sir Hugh Cholmeley supports the Parliamentarians at the start of the war, but switches to the Royalist side in 1643, in support of King Charles I.

1649

Execution of Charles I (r.1625–49).

1660

Restoration of Charles II (r.1660–85).

1500

1600

1537

Lindisfarne Priory is one of the first religious houses suppressed as part of the dissolution of the monasteries.

c.1613

Lead from the roof of the priory buildings is removed.

1542–45

Earth and timber defences are added to the harbour, east of the priory.

1752

The Lindisfarne Gospels become part of the core collection in the newly opened British Museum.



1780

The church is now a ruin. It is a tourist attraction for antiquarians and artists.

16TH
CENTURY

17–18TH
CENTURIES

GEORGIANS
1714–1837

VICTORIANS
1837–1901

MODERN DAY

1830–37

Reign of William IV.

1837–1901

Reign of Queen Victoria.



1910–36

Reign of George V.

20 January 1936–11 December 1936

Reign of Edward VIII. Edward abdicates the throne.

1936–52

Reign of George VI.

1952–2022

Reign of Queen Elizabeth II.



1800

1900

c.1820

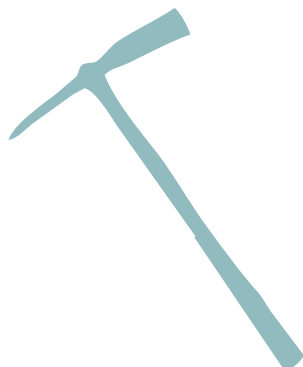
The central tower and south aisle collapse.

c.1850

The west front collapses and is rebuilt by the Crown.

1887–89

Local landowner Sir William Crossman excavates the monastic buildings.



19TH
CENTURY

1913

The priory passes to the guardianship of the Office of Works.

1984

Properties under the guardianship of the Office of Works, including Lindisfarne Priory, are transferred to the guardianship of the newly established English Heritage.

1978

Cuthbert's original oak coffin is conserved, revealing it was carved from one tree.

20TH–21ST
CENTURIES

LINDISFARNE PRIORY TIMELINE

SELF-LED ACTIVITY

WHY BUILD HERE?



Recommended for

KS2 and KS3 (History, Geography)

Learning objectives

- Understand the reasons for building a religious house on Holy Island.
- Understand the significance of Lindisfarne as a strategic location and its relationship to 'the desert' in the Bible.
- Assess the strengths and weaknesses of building a religious house on Holy Island.

Time to complete

Approx. 60 minutes



A refuge box next to the causeway leading out from the mainland to Lindisfarne. © Historic England

SUMMARY

Travelling to Holy Island today may give us the impression that it is cut off and remote. In this activity, students explore the ways in which Holy Island was perhaps not so remote. They think through the reasons why it was chosen as a location for a religious house and weigh up both the strengths and weaknesses of this location.

Teachers of KS3 may wish to set this as a more independent task, without the sorting activity on pages 26–27. Teachers of KS2 students may need to introduce some of the geographical terms first.

SUGGESTED APPROACH

To help students understand the geography of Holy Island we suggest you start by examining a map as a class. You could:

1. get Google Maps up on a class projector screen
2. use 'map view' to locate Holy Island
3. switch to 'satellite' view
4. use the accompanying Teachers' Notes on pages 23–24 to identify the key features and prompt discussion.

Follow up this activity by dividing your class into groups or pairs to discuss the pros and cons of building a religious house on Holy Island. Get students to sort the cards on page 27 into the correct boxes in the table on page 26. You could provide students with a laptop or tablet so that they can refer to the map while completing the task.

MORE LEARNING IDEAS

Create a model of the island to demonstrate its geographical features. Students could use modelling materials such as papier-mâché or take their learning outdoors to use natural resources such as sticks and stones.

WHY BUILD HERE?

TEACHERS' NOTES

FEATURE	DID YOU KNOW?	CHALLENGE
THE CAUSEWAY	Zoom in to make out the refuge boxes that are part of the Pilgrim's Way. They are there for anyone who gets stranded when the tide comes in.	Find out the tide times for Lindisfarne over the next week. Work out the journey time from your school to Holy Island. Write down when you would need to leave school to be able to cross the causeway at low tide.
SAND DUNES	You can see these along the northern shore of the island and particularly along The Snook. They were probably not there until at least the 15th century and first appear on a map in 1610. Frequent and intense storms led to dune systems developing in a number of locations along the North Sea coast. Today some of them are 24 metres high. There are also 11 species of orchids in the dune system including Lindisfarne Helleborine, which is only found on Holy Island.	Search for an image of the Lindisfarne Helleborine and have a go at sketching it. Find out the names of the other species of orchid found on Lindisfarne.
TREES	There aren't many on the island today. Archaeologists can carry out pollen analysis to work out what plants existed at particular times. Data suggests that deforestation started in the Anglo-Saxon period – when the first timber monastery was built; and intensified between 1270 and 1395 – when the priory was at its height. Before this, alder, hazel, birch and willow could be found on the island.	Search the A–Z tree guide on the Woodland Trust website to find out an interesting fact about each of these species of tree: alder, hazel, birch and willow.
MUDFLATS	These are particularly important for a number of bird species as they are rich in plant and animal life. Large flocks of birds come here for the winter. Some start arriving as early as September: for example, light-bellied brent geese. The Nature Trail on page 34 of this kit shows some of the species you can find on the island.	Search the RSPB website for the 'brent goose' to see images and hear its call. Write a sentence to describe its call.

HARBOUR	Get students to think about the location of the harbour, which direction it is facing and where you could travel to from this location by boat. Zoom out to get a better sense of Lindisfarne's relationship with the rest of the British Isles and mainland Europe.	Locate Scandinavia. The raiders that attacked Lindisfarne in 793 were from somewhere in Scandinavia. Work out the approximate distance they had to travel to reach Holy Island.
LINDISFARNE PRIORY	Look at how much is left of the building and consider its location in relation to the other features already discussed. Ask students about how sheltered or exposed the priory is, how close it is to the settlement on the island, and the harbour, and what this might mean for the monks in terms of supplies and communications.	Look up the weather on Holy Island today using the Met Office website. Find out what the temperature is, which direction the wind is coming from and its speed. Think about the location of the priory and what the conditions might be like today.
THE HEUGH	This piece of raised land to the south of the priory forms a natural barrier from the sea. From the top you can see St Cuthbert's Island, Inner Farne and Bamburgh Castle. As travel by sea was much more common, and much easier than travel over land, these other locations would seem much closer than they might today. This emphasises how well connected Lindisfarne was.	This is also where defences were added in the 16th and 17th centuries. Discuss why this spot might have been chosen for the defences.
ST CUTHBERT'S HERMITAGES	St Cuthbert's Island and Inner Farne. St Cuthbert's Island was where St Cuthbert first retreated. Zoom in to get a sense of the size of it. His second hermitage was on Inner Farne. This was where he was said to have cared for the birds. The eider duck can still be seen around Holy Island today and it is still known as Cuddy's duck (St Cuthbert's duck).	Search for 'eider duck' on the RSPB website to look at images and hear its call. Describe its call in one sentence.
BAMBURGH CASTLE	You will need to zoom out to see this as it is on the coast of the mainland, 6 miles south. This was where the kings of Northumbria lived. The castle can be seen from Lindisfarne. From the castle you can see Lindisfarne, St Cuthbert's Island and Inner Farne.	King Oswald (who lived at Bamburgh) invited St Aidan to establish the first monastery on Lindisfarne in 635. Think about why Oswald might want the monastery so close to his castle, and why it might be advantageous for the monks to be so close to the king.
IONA	Do a new search to find Iona. This was the island that Oswald was exiled to, after his father was killed in battle, and before he was old enough to claim the throne for himself. He and his mother lived in the monastery and it was during this time that Oswald converted to Christianity. It was where he met Aidan, who he later invited to establish the monastery on Lindisfarne.	Use Google Maps to find out how long it would take to walk from the island of Iona to Lindisfarne. Add in some stops for food and sleep to calculate how long the journey might take.

PROS AND CONS OF BUILDING ON HOLY ISLAND

LINDISFARNE PRIORY IS NEAR A HARBOUR WITH INTERNATIONAL TRADING LINKS

- Pro: the priory is well connected to other Christians – they can communicate, exchange ideas and books – and this helps the priory to become an important cultural centre.
- Con: harbours and coastal towns later become vulnerable to Viking raids.

LINDISFARNE PRIORY BECOMES AN IMPORTANT CENTRE FOR CHRISTIANITY

- Pro: it strengthens Christianity, which was still a fairly new religion.
- Con: it becomes famous and so ends up being a target as the Vikings know it is wealthy and undefended.

LINDISFARNE IS EXPOSED TO THE SEA, WIND AND RAIN

- Pro: it results in harsh living conditions for the monks, which allows them to replicate some of the hardships Jesus suffered while he was in the desert for forty days and nights.
- Con: it suffers from wind erosion.

LINDISFARNE IS VISIBLE FROM THE MAINLAND

- Pro: this cements the connection between Lindisfarne and the king at Bamburgh Castle, resulting in political support and wealth.
- Con: this means it is also visible from the sea, and so later becomes vulnerable to Viking attacks.

WHY BUILD HERE?



Sort the eight cards on page 27 into this pros and cons table. Put one card in each box.

Lindisfarne Priory...	This is good because...	This is bad because...
... is near a harbour with international trading links.		
... becomes an important centre for Christianity.		
... is exposed to the sea, wind and rain.		
... is visible from the mainland.		

WHY BUILD HERE?



Cut out these cards to use in the sorting activity on page 26.

The priory is well connected to other Christians – they can communicate, exchange ideas and books – and this helps the priory to become an important cultural centre.

Harbour towns are vulnerable to Viking raids.

It helps to strengthen Christianity, which is still a fairly new religion.

It results in harsh living conditions. This allows the monks to **replicate** the hardships Jesus suffered during his forty days and nights in the desert. Some monks don't enjoy this and ask to return to Durham Cathedral.

It becomes famous and so ends up being a target as the Vikings know it is wealthy and undefended.

This cements the connection between Lindisfarne and the king at Bamburgh Castle. This results in political support and wealth.

Wind erosion can be seen on what is left of the building today.

This means it is also visible from the sea, and so later becomes vulnerable to Viking attacks.

SELF-LED ACTIVITY

HOW SIGNIFICANT WAS ST CUTHBERT?



Recommended for

KS2, KS3 and KS4+
(History, RE)

Learning objectives

- Know who St Cuthbert was.
- Assess how significant St Cuthbert was.
- Know what pilgrimages are and why people might go on a pilgrimage, particularly to Lindisfarne and along the St Cuthbert's Way.

Time to complete

Approx. 60 minutes



An image from the 'Life of St Cuthbert' made in Durham in around 1180. It shows the opening of St Cuthbert's tomb and the discovery that his body was still intact. By permission of the British Library.

SUMMARY

There is a memorial dedicated to St Cuthbert at Lindisfarne Priory and people continue to make religious pilgrimages to the site. He was one of the most important saints in the early English church, inspiring others to care for nature and to live a holy life.

In this activity students carry out their own enquiry about St Cuthbert and assess how significant they think he was. They are challenged to come up with their own definition of significance and to design their own questions to help structure their investigation. You know your groups best, and you may need to adapt the level of support you provide for your students.

MAIN ACTIVITY

It is suggested you start the activity by considering the definition of significance. You could focus on a familiar person first, such as a historical figure your class have already studied, the head teacher of your school, or a famous person. Students could use Christine Counsell's 5Rs to help them understand and weigh up significance (see the Teachers' Notes on page 29).

Once students are confident with the definition of significance, use Source 1 on page 56 to start evaluating St Cuthbert. Encourage students to pay close attention to the provenance of the source. Then students can design their own questions about the life of St Cuthbert to help them evaluate his significance. Students can use the historical information on pages 6–12 and the sources on pages 56–60 to investigate answers to their questions. This will allow them to reach a final judgement on his significance.

MORE LEARNING IDEAS

Students could write a structured answer to the title question, using the 5Rs to divide it into paragraphs and reach an overall judgement.

HOW SIGNIFICANT WAS ST CUTHBERT?

TEACHERS' NOTES

CHRISTINE COUNSELL'S 5RS

- Remarkable – at the time or today – have they done something very different from other people?
- Remembered – at any time by a group or groups – has this person been talked about in the news? Or commemorated somehow? It could be interesting to think about how they have been remembered too, and whether this differs depending on who is doing the remembering.
- Resonant – people make analogies with their story, or it connects with people's experiences, beliefs or situations across time and place – has this person done something that we can connect with today?
- Resulting in change – has this person caused things to be done differently? Or changed people's minds about something?
- Revealing – of some other aspect of the past – has this person's life or actions highlighted something about the time they lived in? Are they typical of something?

You know your group best and you may wish to adapt these definitions and prompt questions, to suit your class. Younger students may need more support to understand them, whereas older students may be able to define significance more independently.

SAMPLE QUESTIONS USING THE 5RS

- What did St Cuthbert do that could be considered remarkable? How unusual was St Cuthbert and does this make him remarkable?
- How is St Cuthbert remembered today? How has St Cuthbert been viewed over time?
- How does the story of St Cuthbert relate to us today? What are the similarities and differences between St Cuthbert's life and ours today?
- What changed as a result of St Cuthbert? How did Christian religious practices change as a result of St Cuthbert?
- What does the story of St Cuthbert tell us about the development of early Christianity in Northumbria? How far does St Cuthbert reflect people's beliefs or religious practices at the time?

RECOMMENDED ONLINE RESOURCES:

Students may wish to use additional sources for their enquiry, especially KS3–4+ students. Here is a selection of some useful resources freely accessible online.

The English Heritage podcast episode 105 'Saints, gospels and vicious Viking raids: the story of Lindisfarne' is also useful.

The BBC's 'In Our Time' podcast has a couple of relevant episodes that KS4+ students might find useful. Both can be found by searching the BBC website or BBC Sounds for:

- 'Saint Cuthbert'
- 'Lindisfarne Gospels'



An illustration from the 'Life of St Edmund' showing Danes travelling to Britain in longships. Unknown author, public domain via Wikimedia Commons



A carpet page from the Lindisfarne Gospels. By permission of the British Library

Find the 'Medieval Manuscripts' section of the British Library's blog site. Here there are a number of useful posts that might be most appropriate for KS3–4+ students. Search for:

- 'A Menagerie of Miracles: The Illustrated Life of St Cuthbert'



AT THE PRIORY AND MUSEUM

Activities for students to do at Lindisfarne Priory to help them get the most out of their learning.

SELF-LED ACTIVITY

SENSORY TRAIL



Recommended for

KSI-2 and SEND (History)

Learning objectives

- Connect with nature at Lindisfarne Priory through touch, smell, sight and sound.
- Develop well-being through sensory experiences.
- Apply sensory observation skills across the island of Lindisfarne.

Time to complete

45–60 minutes



This activity suggests things around the priory to touch, see, hear and smell.



Moss growing on the stonework at Lindisfarne Priory.

SUMMARY

This trail has been inspired by St Cuthbert's love of nature and the time he spent as a hermit. During his time as a hermit, St Cuthbert also spent a lot of time in contemplation. So this sensory trail encourages students to engage with the natural environment and the sensory experience of being at Lindisfarne Priory. It is intended to create a sense of well-being, a connection with nature and a chance to reflect on feelings.

USING THE TRAIL

Please print the trail (on page 33) to help students connect with nature at Lindisfarne Priory through sensory activities.

Lindisfarne Priory is a small site and has an overriding sense of calm to it, but if any member of your group feels overwhelmed or overstimulated by the sensory input, the outer court has benches in an open grassy space that you can use to reduce student anxiety.

Although this is a sensory trail, please remind the group not to touch anything unless invited to. You can go at the pace and in the order that best suits your group's needs.

A second nature trail around Holy Island is also provided on page 34. It may not be suitable for all students because of rough ground and exposure to the weather. Start the trail at the Window on the Wild Lindisfarne building. Follow the path to the harbour and the castle. The ground is flat but may be rough in places. It is exposed to the weather. A longer circular walk may be suitable for some groups. A leaflet made by Natural England gives more information and a map for a 3-mile walk. Search online for 'National Nature Reserve Holy Island'.

MORE LEARNING IDEAS

You could extend your students' learning further using the Nature Trail sheet on page 34. It provides some ideas of the species you can find across Holy Island. You can also download the poem in the museum using a QR code if you want to listen to it away from the priory site.

You can **look** and **sniff**, but don't lick or pick! This keeps you safe and protects the site.

When St Cuthbert left Lindisfarne Priory to live as a hermit, he spent a lot of time thinking and praying. He also loved to look after nature. Use your senses to explore Lindisfarne Priory, connect with nature and reflect on how this makes you feel.

STONEWORK



The priory church is made of pink sandstone. It is different to the grey stone of the domestic buildings. **Touch** the stonework to find out how each one feels.

MOSS



This plant can be found in damp corners and crevices. **Look** closely to see its tiny leaves. **Touch** it to discover whether it is wet or dry, hard or soft.

OUTER COURT



Go to the outer court. The weather conditions will affect how you experience this grassy area. **Reflect** on how it feels today, and how it would feel in different weather conditions.

ENGLISH HERITAGE
EDUCATION

LINDISFARNE PRIORY

SENSORY TRAIL

KSI-2

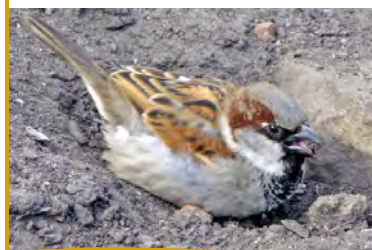
SEND

THE SEA



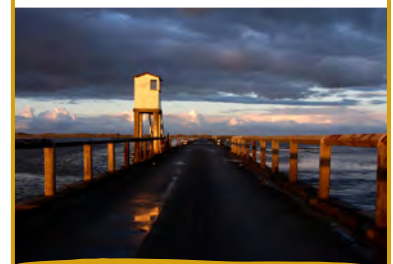
Find a location in the priory where you can see the sea. **Take** in a deep breath to explore whether you can smell the sea, or taste the salt on the air. Now close your eyes and **listen**. On some days you can hear the waves.

SPARROW



Lindisfarne Priory is visited by garden birds, especially in quiet moments. **Find** somewhere comfortable to stand or sit quietly. **Listen** for the cheep, cheep, cheep of a sparrow.

POETIC INSPIRATION

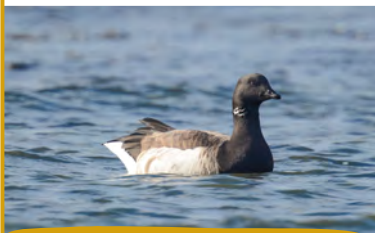


Find the listening post in the museum. **Listen** to the poem. It was inspired by the journey across the causeway and nature around the island. **Think** about how the poem makes you feel.

You can **look** and **sniff**, but don't lick or pick! This keeps you safe and protects the site.

When St Cuthbert left Lindisfarne Priory to live as a hermit, he spent a lot of time thinking and praying. He also loved to look after nature. Use your senses to explore Holy Island, connect with nature and reflect on how this makes you feel.

LIGHT-BELLIED BRENT
GEESE



In the winter these rare birds feed on eelgrass that grows on the intertidal mudflats.

CURLEW



This bird can be found wading on the shoreline, using its distinctive long beak to search for food. Its high-pitched call sounds like a series of fast squeaky barks, and some longer notes that rise up.

SKYLARKS



Go onto the grass in summer and listen out for these birds. Their song sounds quite complicated to sing. It rises and falls and includes lots of trilling and rapidly repeating notes.



ENGLISH HERITAGE
EDUCATION

HOLY ISLAND

NATURE TRAIL

KSI-2

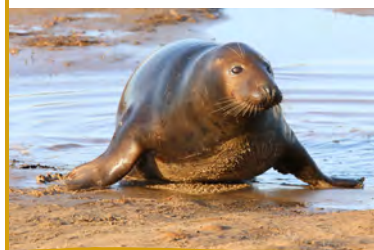
SEND

ARCTIC TERN



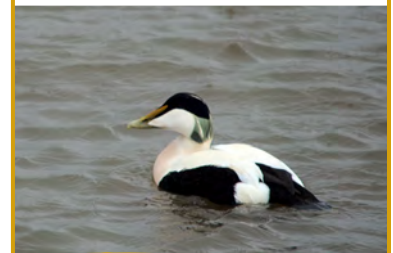
Listen out for the screeching call of an Arctic tern. It starts on a higher note and drops to a longer, lower note. You might find them doing a spot of fishing off the north coast of the island.

GREY SEAL



As many as 1,000 grey seals have been spotted on the sandbanks around Lindisfarne. The best time of year to see them is in spring or summer.

CUDDY'S DUCK



The eider duck is also known as Cuddy's duck (St Cuthbert's duck) as he is said to have cared for them. Listen out for their call. It sounds a bit like they are saying 'oooh, oooh, oooh'.

SELF-LED ACTIVITY

TOP THINGS TO SEE

   **KS1-2** **KS3**

Recommended for

KS1-2, KS3 (History)

Learning objectives

- Be able to spot key architectural features at Lindisfarne Priory.
- Understand how the buildings have changed over time.

Time to complete

Approx. 40 minutes



The rainbow arch is one of the architectural features students will spot on this trail.

SUMMARY

The Priory church at Lindisfarne dates from the early 12th century. To start with, monks lived in wooden buildings, but over time these were replaced with buildings made from stone. In this trail students spot key architectural features and track how the buildings changed over time. It helps them understand what the priory looked like in the past and to make sense of the ruins that still stand today.

SUGGESTED APPROACH

The activity trail is on pages 36–42. Teachers of KS1 students may wish to print off and photocopy the ticksheet on page 41. Guide your students around the site while they tick off each thing they spot.

For KS2-3, print off and photocopy the activity trail on pages 36-40 and the plan on page 42. KS2-3 students may prefer to direct their own learning in small groups, supervised by an adult, using the full trail activity on pages 36–40 and the site plan on page 42 to help them find their way.

SMALL SPACES

A few of the places to find on this trail include narrow spaces such as the pilgrim's passageway and night stairs. Although, this is unlikely to cause a problem, please ensure pathways remain accessible to other visitors that might be on site at the same time.

MORE LEARNING IDEAS

Students could explore religious architecture further by visiting a local church and sketching its key features. How does it compare to the architecture at Lindisfarne Priory?

TOP THINGS TO SEE

EXPLORE THE AMAZING ARCHITECTURE OF LINDISFARNE PRIORY

See if you can find all of these things and complete each challenge.

Can't find your way? Use the plan on page 42 to help.



1 WIND EROSION

Just before you enter the priory, look carefully at the stonework on the exterior of the west front. Find the effects of wind erosion on the soft sandstone by spotting a column that looks much thinner than the others. Identify which way the wind has been blowing to cause this damage.

WHERE IS IT? Exterior of the west front



DID YOU FIND IT?

DID YOU KNOW?



Arrow loops were added to the west front during the 14th century, when England was at war with Scotland. These are unusual for a religious building and are more commonly found on castles.

CHALLENGE TIME!



Walk through the doorway then look back up at the interior of the west front. Find the five small arches. This is where there was once a passageway.



2 COLUMN BASE

Turn round to face into the nave of the priory church. Find the remains of stone square bases where columns once stood.

WHERE IS IT?

On the grass in the nave of the church

DID YOU FIND IT?

DID YOU KNOW?

?

These columns are small-scale replicas of the columns in Durham Cathedral. This was a visual reminder of the connection to Durham.

CHALLENGE TIME!



Find the column with a herringbone pattern (zig zags) carved into it. Each column was decorated with a repeating pattern.

3 RAINBOW ARCH

From the column with the herringbone pattern, turn right and look up. The high arch you can see was once part of a vaulted ceiling. This arch would have had another rib crossing over it to form an X shape on the ceiling.

WHERE IS IT? Towards the east end of the nave of the church

DID YOU FIND IT?

DID YOU KNOW?

?

The rainbow arch is the only surviving part of a tower that collapsed in the late 18th century.



CHALLENGE TIME!



Find the doorways on either side of the rainbow arch. They appear to lead to nowhere but actually there would have been walkways known as galleries up there.



4 PILGRIM'S PASSAGEWAY

Find the narrow walkway in the north transept that leads round to the presbytery. This was where a cenotaph to St Cuthbert stood. It was probably the location of his burial in the original wooden Anglo-Saxon church.

WHERE IS IT?

Connecting the north transept to the presbytery

DID YOU FIND IT?

DID YOU KNOW?



It is a bit of a mystery why this was added into the priory church in the late 12th century, but one explanation is to ease congestion for pilgrims visiting St Cuthbert's cenotaph.

CHALLENGE TIME!



Close your eyes and take a moment to **stand** still and **listen**. Focus on the sounds you can hear and **reflect** on how you feel in the surroundings of the priory church.

5 NIGHT STAIRS

As you go back into the nave of the church, you will see some stairs on your left-hand side. These stairs were altered in the 13th century to allow monks to come down from their dormitory at night into the church to pray. Benedictine monks prayed eight times a day. They spent mealtimes in silence and were expected to live humbly and simply.

WHERE IS IT? On the south side of the nave

DID YOU FIND IT?

DID YOU KNOW?



The church was built between 1125 and 1150. Unusually, the monastic buildings were added afterwards. This suggests that at first the monks lived in wooden buildings.

CHALLENGE TIME!



Spot the difference between the stonework inside the church and the stonework in the monastic buildings.

Hint: They are made of different stone.





6 PRIOR'S LODGINGS

As you go further into the monastic buildings, look across to the east range to find a tall chimney stack and fireplace.

WHERE IS IT?
In the east range

DID YOU
FIND IT?

DID YOU KNOW?



This was a later addition in the 14th century and was the only room on-site where a fire was allowed to be lit (apart from for cooking). The prior stayed in rooms above this.

CHALLENGE TIME!



Imagine living here in all weathers. **List** five adjectives to describe the conditions. What impact might a new fireplace have?

7 REFECTORY/GREAT HALL

Find the low walls next to the prior's lodgings. This was the refectory where monks ate in silence while listening to readings from the Bible.

WHERE IS IT?
Between the kitchen and the prior's lodgings

DID YOU
FIND IT?

DID YOU KNOW?



By the 14th century the refectory was more like the great hall of a castle. The prior, monks and guests were served food while seated on long benches with red cushions.



CHALLENGE TIME!



Can you stay silent like the monks did during mealtimes in the refectory? **Compete** with a partner to see who can stay silent the longest.



8 DOMESTIC BUILDINGS

The domestic buildings running along the west range included cellars, a bakehouse and a larder. **Explore** these domestic buildings and find the large oven.

WHERE IS IT?

The west range

DID YOU FIND IT?

DID YOU KNOW?



You can see some of the objects they used in the domestic buildings in the museum. Look out for the Scarborough ware jug that might have been used to serve the monks drinks.

CHALLENGE TIME!



Imagine the sights, smells and sounds you would experience in the late 14th century in the:

- kitchen
- larder
- bakehouse
- cellar.
- brewhouse

9 DEFENDED ENTRANCE

Follow the path that leads to the outer court. Find evidence of a portcullis. This was a strong metal gate with points at the bottom designed to block an entrance. It could be lowered into place through grooves on either side of the doorway. This was part of a series of defences that were added to the priory site in the early to mid 14th century.

WHERE IS IT? Between the outer court and the refectory



DID YOU FIND IT?

DID YOU KNOW?



King Edward I invaded Scotland in 1296, making Lindisfarne vulnerable to attack as it is so close to the Scottish border. Defences like the portcullis were added to protect the monks.

CHALLENGE TIME!



Spot more defensive architecture by looking out for battlements and arrow loops. These were all added in the 14th century.



ENGLISH HERITAGE
EDUCATION

KSI-2

TOP THINGS TO SEE

EXPLORE THE AMAZING
ARCHITECTURE OF
LINDISFARNE PRIORY

See if you can find all these things.
Tick each one off as you find it.



1 WIND EROSION



Small arches on the interior



2 COLUMN BASE



Herringbone patterns
on the columns



3 RAINBOW ARCH



Galleries



4 PILGRIM'S PASSAGEWAY



St Cuthbert's cenotaph



5 NIGHT STAIRS



Pink sandstone
Grey stonework



6 PRIOR'S LODGINGS



Fireplace



7 REFECTORY/ GREAT HALL



8 DOMESTIC BUILDINGS



Large oven



9 DEFENDED ENTRANCE



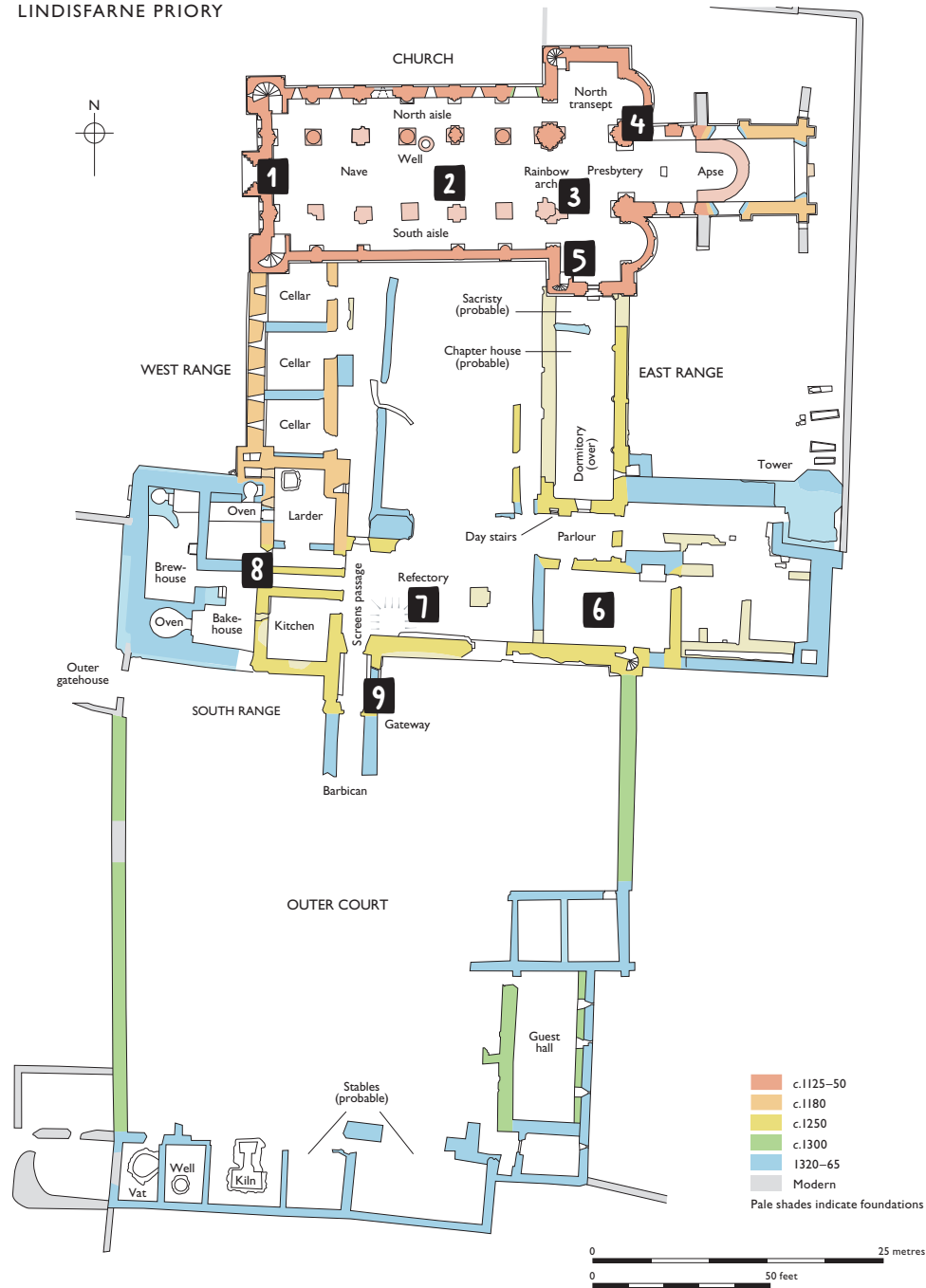
Battlements Arrow loops



LINDISFARNE PRIORY TOP THINGS TO SEE MAP



LINDISFARNE PRIORY



KEY

- | | | |
|-----------------------|-------------------------------|---------------------------------|
| 1 WIND EROSION | 4 PILGRIM'S PASSAGEWAY | 7 REFECTORY / GREAT HALL |
| 2 COLUMN BASE | 5 NIGHT STAIRS | 8 OVEN |
| 3 RAINBOW ARCH | 6 PRIOR'S LODGINGS | 9 DEFENDED ENTRANCE |

SELF-LED ACTIVITY

ANGLO-SAXON ART TRAIL



Recommended for

KS2 and KS3 (History, Art)

Learning objectives

- Know what decorative features and motifs were used in Anglo-Saxon art.
- Understand how nature inspired art in the Anglo-Saxon period.
- Develop close looking and drawing skills.

Time to complete

30 minutes



A stone found at Lindisfarne Priory that was once part of an Anglo-Saxon high cross shaft that might have originally several metres tall. You can see it on display in the museum at Lindisfarne Priory.

SUMMARY

This trail is completed in the museum. Print the trail (on page 44–45) as an A4 or A3, double-sided, resource and fold along the dotted lines to make it more practical for students to work from. Photocopy enough trails for your class.

To get the most out of this resource students will need a pencil, paper and a clipboard.

ACTIVITY	WHERE?
1. ZOOMORPHIC DESIGN	CROSS SHAFTS ON DISPLAY IN THE MUSEUM
2. CARPET PAGE FROM LINDISFARNE GOSPELS	ON THE TRAIL HANDOUT ON PAGE 44
3. NAME STONES	NAME STONES ON DISPLAY IN THE MUSEUM
4. MODERN INSPIRATION	OLIVIA LOMENECH GILL'S ARTWORK ON DISPLAY IN THE MUSEUM
5. OVER TO YOU	OUTER COURT OF LINDISFARNE PRIORY

To adapt this trail for KS4, you could spend some time before your visit exploring Anglo-Saxon art by looking at other manuscripts and metalwork. You could find out more about the meaning behind the art.

MORE LEARNING IDEAS

Students could develop their sketches into a more detailed piece of artwork, choosing a medium other than pencil to work with. You could use the British Library's digital copy of the Lindisfarne Gospels that is freely available online as inspiration. Share your artwork with us on Twitter @EHEducation.

ANGLO-SAXON ART TRAIL

DISCOVER THE DECORATIVE
FEATURES USED IN ANGLO-
SAXON ART.

KS2

KS3

You will need: a pencil, paper and a clipboard

1 ZOOMORPHIC DESIGN

GET INSPIRED

Zoomorphic designs include real and imagined animals: for example, ribbon animals which have elongated bodies that twist around and create complicated ribbon-like patterns. **Find** examples on the cross shafts.



HAVE A GO

Pick one ribbon animal, **examine** it closely and draw it.

2 LINDISFARNE GOSPELS

GET INSPIRED

Examine the carpet page on the back of this page. It was made here at the priory in c.700 in honour of St Cuthbert.

• animals	• grid layout
• a cross	• repetition of pattern
• interlacing designs	• a flower

HAVE A GO

Spot each of the features above in the carpet page. **Identify** which features are similar to the cross shafts and which ones are different.

3 NAME STONES



GET INSPIRED

Find the name stones on display in the museum. These memorial stones were made in the 7th and 8th centuries to ensure the souls of the dead would get to heaven.

HAVE A GO

Examine the name stones and the accompanying labels carefully. **Explain** what the decoration and writing on the stones might tell us about the people who had them made, and the people they memorialise.

4 MODERN INSPIRATION



GET INSPIRED

Examine Olivia Lomenech Gill's artwork in the museum. It is inspired by Anglo-Saxon artwork, the story of Lindisfarne Priory and the atmosphere of the island.

HAVE A GO

Can you **spot** these features of Anglo-Saxon art in Olivia Lomenech Gill's artwork?

- a cross
- a circle
- repetition of pattern
- an animal.

5 OVER TO YOU

GET INSPIRED

Go outside to the priory. **Choose** a plant, animal or insect that you can see on-site. **Examine** your chosen plant, animal or insect carefully, thinking about its colour, shape, texture and movement.



HAVE A GO

Design a carpet page. **Include** a decorative feature similar to those listed in box 2, and inspired by your chosen plant, animal or insect.



A carpet page from the Lindisfarne Gospels.

SELF-LED ACTIVITY

VIKING RAID!



Recommended for

KS3-4 (History)

Learning objectives

- Know what impact the Viking raid had.
- Make inferences from primary sources and artefacts.

Time to complete

45–60 minutes



The Raider Stone is on display in the museum. Students get to examine this object in detail in this activity.

SUMMARY

In 793 the Vikings raided Holy Island. The monastery was a target because of its location and wealth. After the raid, the monks decided to leave the island and take St Cuthbert's remains with them. The ruins you can see today are from the later priory building. In this activity students go round the museum examining objects. They use source analysis skills to understand the raid and assess its impact

It is recommended that you split your class into smaller groups as the museum is limited on space. The other group of students could complete the Top Things to See activity on pages 35–39, or use our Handling Kit, which must be booked in advance.

FOLLOWING THE TRAIL

Print off and photocopy enough copies of the activity on pages 53–54 for your group. You may wish to do this on A3 paper and then fold along the dotted lines to make it more manageable when on site.

Some students may wish to guide their own learning around the museum. Other students may need more support. The Teachers' Notes on pages 47–52 provide possible answers students might give to the questions on the trail. The notes also provide additional information about the objects and suggestions of how to encourage discussions.


To get the most out of this resource, each student will need: a pen or pencil and a notebook or lined paper. We also recommend you use the historical information, glossary and pre-visit activities before visiting Lindisfarne Priory.

MORE LEARNING IDEAS

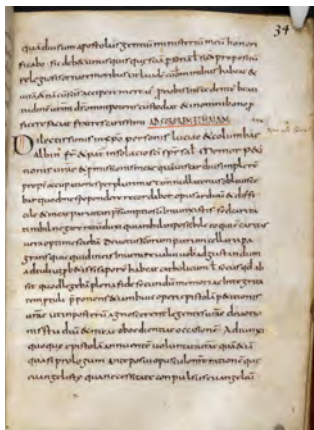
Search the English Heritage website for the *Kids Rule!* quiz 'Could you survive a Viking raid?' to test your class's survival skills.

VIKING RAID!

TEACHERS' NOTES

SOURCE OR ARTEFACT	TEACHERS' NOTES
<p data-bbox="124 571 347 638">I. ANGLO-SAXON NAME STONES</p>  <p data-bbox="124 1189 507 1243">An example of one of the Anglo-Saxon name stones on display in the museum.</p>	<p data-bbox="571 571 1390 750">Start at the name stones in the museum. Get students to use the labels and interpretation panels to find out what they are, why they were made, what makes them special. This will help them to understand more about Anglo-Saxon Lindisfarne at the time of the raid.</p> <p data-bbox="571 779 869 813">POSSIBLE ANSWERS</p> <p data-bbox="571 824 842 857">Answers may include:</p> <ul data-bbox="571 887 1390 1272" style="list-style-type: none"> • They were memorial stones • They were made to help the souls of the dead get into heaven • They are special because it is rare to see ordinary Anglo-Saxon women in the historical record • They demonstrate that local people were literate (and in more than one language) • They show sophisticated decoration such as interlacing designs similar to the cross shafts and the Lindisfarne Gospels <p data-bbox="571 1294 742 1328">HAVE A GO</p> <p data-bbox="571 1339 1353 1373">Ask students what this tells us about Lindisfarne in this period.</p> <p data-bbox="571 1384 842 1417">Answers may include:</p> <ul data-bbox="571 1440 1444 1776" style="list-style-type: none"> • Christianity was embedded in the local population – people followed the faith and wanted to ensure their loved ones went to heaven, so they made the stones for them • That there were artistic skills on the island or nearby to decorate the stones • It was an important site of learning and culture, open to artistic influences shown in the designs on the stones but also developing a style that is quite distinctive to Lindisfarne.

2. ALCUIN'S LETTER



A page taken from one of Alcuin's letters that are now held for safekeeping at the British Library.

Get students to read Alcuin's account of the Viking raid. Students should:

- highlight / underline key words in the text
- focus on language and tone of voice to make inferences about the impact of the raid

This will help them to understand more about Anglo-Saxon Lindisfarne at the time of the raid.

3. ST CUTHBERT



An image from the 'Life of St Cuthbert' made in Durham in around 1180. It shows the opening of St Cuthbert's tomb and the discovery that his body was still intact. By permission of the British Library.

Next students should examine the image on their trails and read the caption underneath it.

ANALYSING ART

They should think about how the artist conveys emotions with their piece. You could get students to consider the following:

- The facial expressions
- The position and stance of the monks' bodies
- The choice of materials. Make students aware that this example is cast in bronze but the original piece was made of wood and discuss how the two materials might have a different effect
- The choice of subject matter. You may need to provide additional context, depending on how much your students have already learnt. You may need to explain that it represents the seven years that the monks spent wandering around northern England. They took St Cuthbert's remains and relics with them. They had fled Lindisfarne Priory as they no longer felt safe there. This may raise questions about migration today.

4. RAIDER STONE



The Raider Stone is on display in the museum. Students get to examine this object in detail in this activity.

Tell students to examine the Raider Stone carefully, picking out any key features they can see and discussing what the features might mean.

THINGS TO SPOT

On one side they will see:

- a sun
- a crescent moon
- a cross
- people praying
- hands pointing to the cross on either side.

Explain to students that one side is thought to show the Day of Judgement (Doomsday):

The Book of Revelation in the Bible says that on the Day of Judgement the sun and moon will be dimmed and the stars will fall from the sky. Seven angels will sound trumpets, and then Christ will come to admit good people into heaven, whereas the bad will stay on earth and be consumed by fire.

On the other side they will see seven men from left to right:

- an unarmed man touching the head of the man in front (we don't know what this means)
- three men with raised swords
- two men with axes
- an unarmed leader at the front.

They are all dressed in tunics that fall just above the knee. It is thought this depicts Viking raiders and that it was made in the first quarter of the 9th century to commemorate the raid in 793. Some people think it was meant as a reminder that Christ will judge whether you get into heaven. Others think it was a warning not to view every battle as a sign of the last judgement.

Get students to infer from this how the person who made this stone might have felt about the raid on Lindisfarne and its impact.

HAVE A GO

Get your students to discuss how far the Raider Stone and Alcuin's letter differ in their response to the Viking raid on Lindisfarne. Ask them to support their points with evidence from the letter and the stone.

5. SPEARHEAD



A viking spearhead found on Holy Island and on loan to the museum from The Crossman Trust.

Students should next examine the Viking spearhead carefully.

INDEPENDENT ANALYSIS

Get them to spend a few minutes noting down words to describe it. Ask them to provide feedback and discuss their choices of words.

Answers may include:

- It was a violent attack, or an attack where the raiders were willing to use violence / the threat of violence to get what they wanted
- This would have been shocking as it was being directed at an unarmed religious house and community.

HAVE A GO

Ask students to assess the impact of the raid. Encourage them to support their answers with evidence from the objects and sources when explaining their answers.

6. GAMING PIECE



A glass gaming piece found on Holy Island and on loan to the museum from The Crossman Trust.

Spend a few minutes examining the gaming piece carefully.

ENCOURAGING DISCUSSION

Ask students to describe the shape, colour and texture. Ask them to imagine how it might feel to hold in their hand.

You could prompt them by asking whether it would be heavy or light, cold or warm to touch, smooth, rough or bumpy.

Explain that it was a gaming piece from a Scandinavian game called 'Tafl'. Ask students how it might have got here. Discuss some of the options:

- The raiders brought it with them
- It got here before the raid, through trade
- It was made here.

Discuss what this might tell us about Viking culture and how connected Lindisfarne was. Answers may include:

- The Vikings were skilled craftspeople
- They valued beautiful objects enough to bring them with them when they travelled
- They had developed games and enjoyed playing them, which might suggest they enjoyed competition between friends
- They expected to be here long enough (or perhaps the journey to be long enough) to have spare time

6. GAMING PIECE (cont)

- They expected their trip to be boring enough to need entertainment in the form of games
- If it was traded, it might suggest that there was peaceful contact with the Vikings. It could suggest that they produced goods that were valued by people in England at the time
- It could demonstrate integration of Scandinavian people and culture in the local area or the adoption of Scandinavian culture by local people.

You could develop this further back in the classroom using the 'Create your own Viking board game!' activity on the English Heritage website.

HAVE A GO

Get students to think about how this one small object might challenge or modify their impression of the Vikings.

7. SPOT THE SEA



A view from the Priory across the harbour. Lindisfarne Castle can be seen in the background.

Now take your students out to the priory site. Get students to find a position where they can see the harbour. They will need to look across the east range. Discuss how the Vikings could use their senses to navigate across the sea. Encourage students to use their senses to discuss the weather conditions, sights, sounds and smells on site today.

IMPORTANCE OF LOCATION

Point out how close they are to the sea. Get students to think about the reality of an attack on this location by discussing:

- how well defended the location is
- how good their visibility is
- how much warning they would have of an attack.

8. DRAW YOUR VIEW

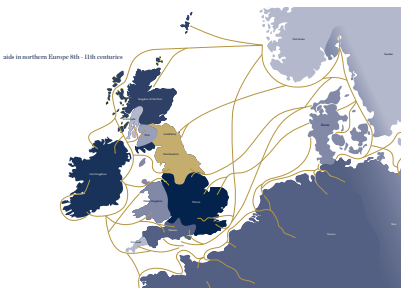


To get the view in the image the artist probably had to be standing on the heugh, just outside the Priory site.

HAVE A GO

Encourage students to spread out across the site when they are drawing a view.

9. TRACKING THE VIKINGS



When discussing the map, students may notice:

- the geographical spread of the raids
- the locations of raids were all accessible by boat
- Lindisfarne was one of many raids (remind them it was the first).

10. ST CUTHBERT'S MONUMENT



TIME TO REFLECT

Explain that the church they are standing in is built on what we believe to be the same spot as the original building. This monument is where we think the shrine to St Cuthbert was. This was all removed after the raid. Link back to previous learning about St Cuthbert and get students to spend a moment quietly contemplating how the space feels today. You could ask them to think about the parts of St Cuthbert's story that they feel resonates most for them.

11. OVER TO YOU

HAVE A GO

Ask students to consider the ways in which the story of the Viking Raid is still relevant to us today.

This could bring up some emotional responses and difficult discussion points about war, the need to provide people with refuge and migration. You know your students best and how to talk about these issues with your group. You may wish to prepare your students for this before their visit and set ground rules about the language and tone of voice to use when discussing these kinds of issues.

VIKING RAID!

EXPLORE THE IMPACT
OF THE VIKING RAID ON
LINDISFARNE PRIORY IN 793

You will need: a pencil, paper and a clipboard

3 ST CUTHBERT

GET INSPIRED

Examine the image of a bronze cast of Fenwick Lawson's 'The Journey'. It was originally carved from seven elm trees. It shows six monks carrying St Cuthbert's coffin after the raid on Holy Island.



HAVE A GO

Explain how modern art like this can help us understand the impact of the Viking raid on Holy Island. Does it suggest that the raid is still having an impact today?

1 ANGLO-SAXON NAMESTONES

GET INSPIRED

Find the name stones in the museum. **Note down** what they are, why they were made and what makes them special.



HAVE A GO

Discuss what the name stones tell us about Lindisfarne in the Anglo-Saxon period.

CLUE: **Think** about the language used on the stones, the names of the people, and the way the stones have been decorated.

4 RAIDER STONE



GET INSPIRED

Examine both sides of the Raider Stone carefully. **Pick out** the key features and **discuss** what they might mean.

HAVE A GO

List the ways in which the Raider Stone and Alcuin's letter are similar in their response to the Viking raid on Lindisfarne. In what ways are they different?

2 ALCUIN'S LETTER

GET INSPIRED

Read this source.

'When I was with you, the closeness of your love would give me great joy. In contrast, now that I am away from you, the distress of your suffering fills me daily with deep grief, when heathens desecrated God's sanctuaries, and poured the blood of saints within the compass of the altar, destroyed the house of our hope, trampled the bodies of saints in God's temple like animal dung in the street'

'What security is there for the churches of Britain if St Cuthbert with so great a throng of saints will not defend his own? Either this is the beginning of greater grief or the sins of those who live there have brought it upon themselves.'

Letters between Henrietta Howard and her friend John Gay.

HAVE A GO

Highlight/underline key words in the text that show how the raid has been portrayed.

5 SPEARHEAD

GET INSPIRED

Examine the spearhead carefully. **Write** down five words to describe it.



HAVE A GO

Based on the evidence you have looked at so far, **explain** what impact the Viking raid had on Lindisfarne. Can you **give** a reason why?

6 GAMING PIECE

GET INSPIRED

This gaming piece was probably used during a game of Tafl. This involved one player capturing a piece called the king and the other helping the king to escape. **Examine** the gaming piece carefully. **Describe** its:

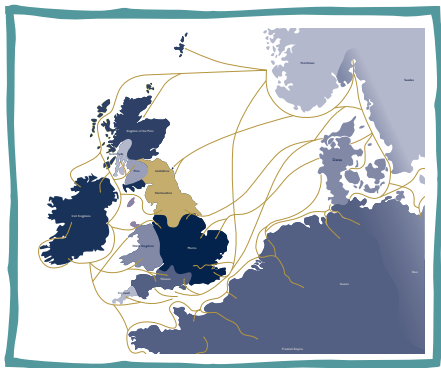
- shape
- texture
- colour
- weight.



HAVE A GO

Explain how the gaming piece might challenge or modify our view of the Vikings simply as raiders.

9 TRACKING THE VIKINGS



GET INSPIRED
Examine the map carefully. A larger version of this map can be seen in the museum.

HAVE A GO

Discuss what we can learn from the map about the raid on Holy Island.

7 SPOT THE SEA

GET INSPIRED

Stand in a position on the priory site where you can see the sea. The Vikings navigated their way across the sea using the sun and stars as well as their senses to assess the colour of the sea, the strength and direction of the wind, the smell of land and the sound of birds.



HAVE A GO

Use your senses to spot the sights, sounds and smells on-site today.

10 ST CUTHBERT'S MONUMENT



GET INSPIRED
Before you go to St Cuthbert's monument, remember that this is a place of commemoration and pilgrimage, so make sure you **go** quietly and respectfully.

HAVE A GO

Stand quietly next to St Cuthbert's monument. **Describe** how the space feels today.

8 DRAW YOUR VIEW

GET INSPIRED

Examine the engraving of Lindisfarne Priory and the castle. Can you identify where the artist might have been positioned to get this view?



HAVE A GO

Find a spot with a view to draw and sketch it.

11 OVER TO YOU

GET INSPIRED

Find a spot on the priory site where you can comfortably spend a few minutes reflecting on your visit.



HAVE A GO

Explain how the story of the Viking raid continues to be relevant today. **Use** the sources, artefacts and your experience of visiting the site today to support your answer.



POST-VISIT

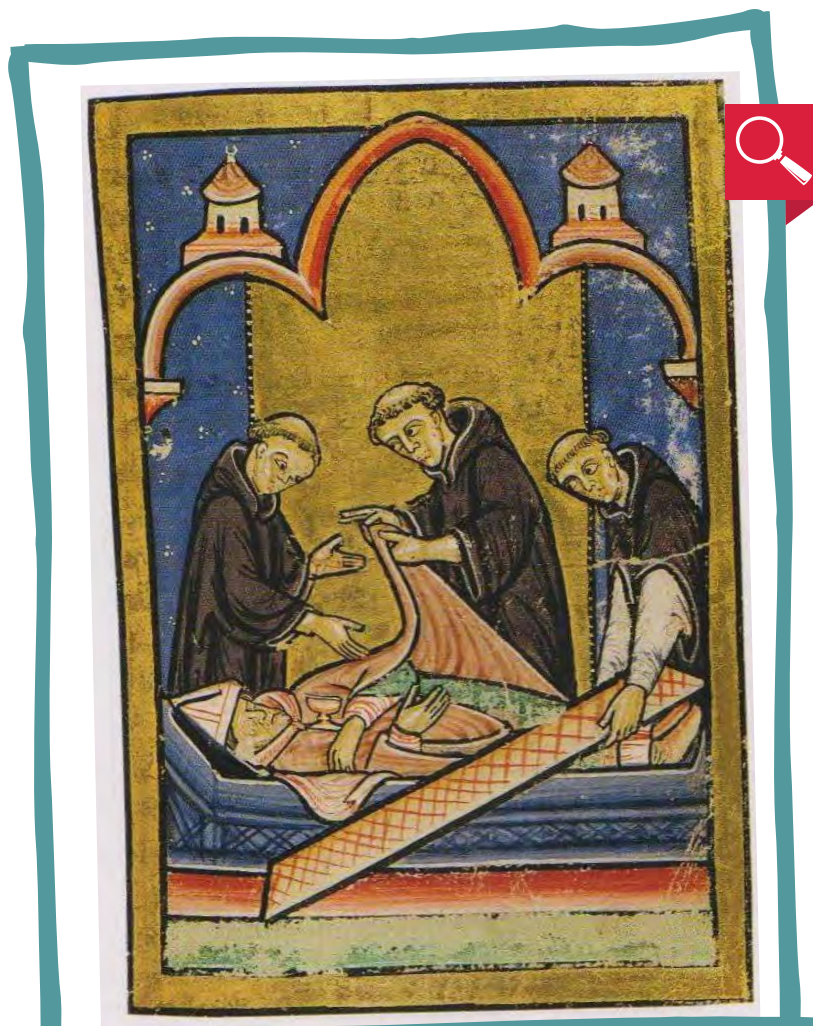
Information and activities to help you extend your students' learning back in the classroom.

SOURCES

PEER INTO THE PAST

A historical source is something that tells us about life in the past, such as a document, a picture or an object. It may be a primary source, from the time, or a secondary source, created later. Our experts have chosen these sources to help you learn about Lindisfarne Priory's history.

SOURCE 1



An image from the 'Life of St Cuthbert' made in Durham in around 1180. It shows the opening of St Cuthbert's tomb and the discovery that his body was still intact. St Cuthbert is shown dressed in the kinds of clothes a bishop in the 12th century might have worn, rather than the clothes we might expect in the Anglo-Saxon period.

SOURCE 2

‘When I was with you, the closeness of your love would give me great joy. In contrast, now that I am away from you, the distress of your suffering fills me daily with deep grief, when heathens desecrated God’s sanctuaries, and poured the blood of saints within the compass of the altar, destroyed the house of our hope, trampled the bodies of saints in God’s temple like animal dung in the street.’



‘What security is there for the churches of Britain if St Cuthbert with so great a throng of saints will not defend his own? Either this is the beginning of greater grief or the sins of those who live there have brought it upon themselves.’

Extracts from Alcuin’s letter to Higbald, Bishop of Lindisfarne. Alcuin had been a monk in York, and was a well-known scholar and teacher. He was an adviser to the Frankish King Charlemagne and teacher to the royal children.

SOURCE 3

‘This year came dreadful fore-warnings over the land of the Northumbrians, terrifying the people most woefully: these were immense sheets of light rushing through the air, and whirlwinds, and fiery dragons flying across the firmament. These tremendous tokens were soon followed by a great famine: and not long after, on the sixth day before the ides of January in the same year, the harrowing inroads of heathen men made lamentable havoc in the church of God in Holy-Island, by rapine and slaughter.’



An extract from the Anglo-Saxon Chronicle for the year 793. The Anglo-Saxon Chronicle is a national record of events that was originally put together in around 890. It lists major events in chronological order. It was later added to by scribes in the 1100s.

SOURCE 4

The nave of the priory church at Lindisfarne drawn in ink in 1778 by S.H. Grimm. This shows the southern wall of the nave (no longer standing) and the interior of the west front. Notice the decoration carved into the columns and the arrow loops later added to the building during the period of border warfare in the early 14th century.



SOURCE 5

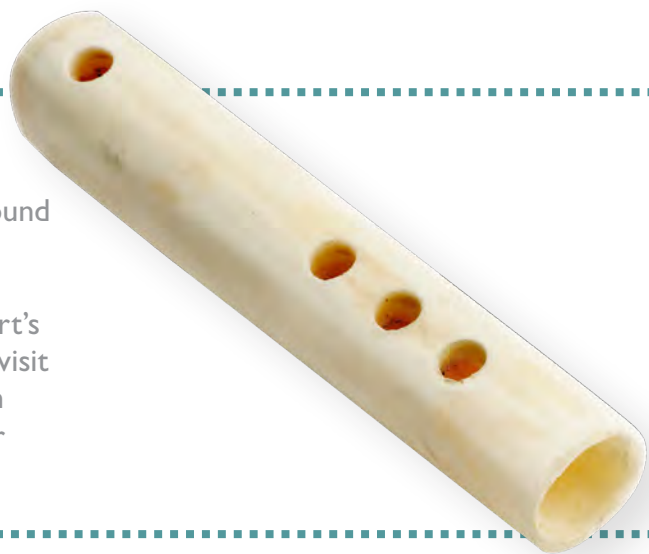


On the way to Holy Island by Myra Hughes, made between 1892 and 1918. This etching shows the route to Holy Island at low tide. A wooden refuge box can be seen in the foreground and posts marking the route. © Trustees of the British Museum

SOURCE 6

BONE FLUTE

This replica bone flute is similar to one found at Lindisfarne Priory. Pilgrims are known to have played music while travelling and perhaps at holy places such as St Cuthbert's shrine. They travelled great distances to visit St Cuthbert's shrine and usually did so on foot. You can handle a replica flute in our bookable handling collection.



SOURCE 7

NAME STONES

A selection of name stones that are on display in the museum at Lindisfarne Priory. Each one was made for an individual who had died sometime from the mid-7th to mid-8th centuries. The name stone at the top left of this image has the name of a man, or possibly two men, and it was originally painted. The stone in the bottom right-hand corner commemorates a woman called Osgyth. Her name is written in capital letters and also in runes. It may have been decorated with a jewel in the centre. Many of these designs appear to have been inspired by the Lindisfarne Gospels, an example of which you can see in Source 8.



SOURCE 8



An example of a carpet page taken from the Lindisfarne Gospels. You can explore this amazing book made at Lindisfarne Priory in more detail on the British Library's website. © The British Library

SELF-LED ACTIVITY

YOUR NAME IN STONE



KS2

Recommended for

KS2 (History, Art)

Learning objectives

- Know what runic writing is.
- Use the runic alphabet to write their name.
- Design a name stone based on artistic styles viewed in the museum.

Time to complete

Approx. 60 minutes



An example of a namestone on display in the museum at Lindisfarne Priory.

SUMMARY

Name stones were used by early Christians as grave markers. They are often decorated with carved patterns, crosses and some may have been painted or decorated with precious stones. The names carved into them are sometimes written in runes. In this activity students will discover how to write their name in runes and get creative by designing their own name stone.

MAIN ACTIVITY

Print and photocopy enough activity sheets (on pages 61–63) for your class. Start by examining the images on p61. Students can use this as inspiration for their own name stone designs. Support students to discuss the decorative features on the stones, such as crosses, interlacing designs and writing.

The activity sheet on page 63 has a runic alphabet which students can use to work out their names in runes.

Then they can use the template to design their own name stone, add some runic writing and decorative features.

MORE LEARNING IDEAS

Once students have a name stone design on paper, they could try incising (cutting) their design into clay. As pigments have been found on some of the name stones at Lindisfarne Priory, students could add colour to their designs.

YOUR NAME IN STONE



People during the Anglo-Saxon period made grave markers that we call name stones. **Examine** the image below of five name stones found on Holy Island.



A selection of name stones that are on display in the museum at Lindisfarne Priory. Each one was made for an individual who died sometime between the mid-7th and mid-8th centuries. The name stone at the top left of this image has the name of a man, or possibly two men, and it was originally painted. The stone in the bottom right-hand corner commemorates a woman called Osgyth. Her name is written in capital letters and also in runes. It may have been decorated with a jewel in the centre.

1 Spot these features on the name stones:

- crosses
- writing
- borders.

2 Examine the image of a carpet page taken from the Lindisfarne Gospels made at the priory in around 700 AD. Can you spot any decorations in the carpet page that are similar to the name stones?



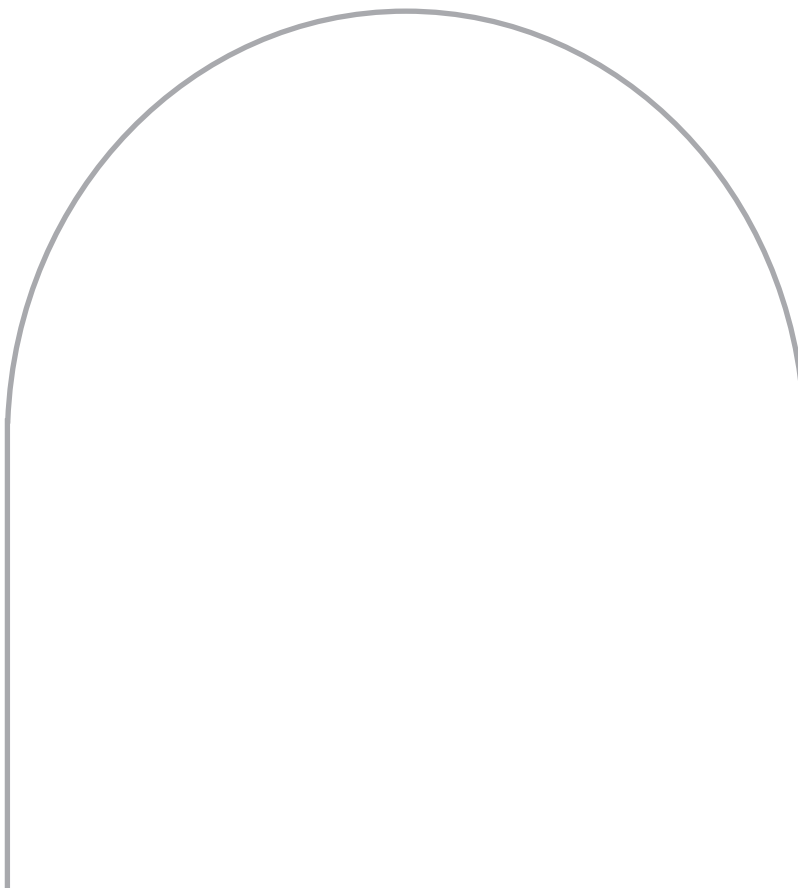
An example of a carpet page taken from the Lindisfarne Gospels. You can explore this amazing book made at Lindisfarne Priory in more detail on the British Library's website. © The British Library

3 Some of the name stones are written in a different alphabet to the one we use today, known as runes. **Write** your name in runes using the alphabet below to help you.

You may notice some of our alphabet is missing. Z uses the same rune as X. V uses the same rune as U. The letter Q is made by using the runes for C and W.



4 Design your own name stone in this template. **Write** your name in runes and add decoration.



SELF-LED ACTIVITY

ANGLO-SAXON ILLUMINATED
LETTERING

KS2

KS3

Recommended for

KS2 and KS3 (History, Art)

Learning objectives

- Know what illuminated lettering is.
- Know what decorative features were used by Anglo-Saxon monks on Lindisfarne to decorate their manuscripts.
- Create an illuminated letter inspired by the Lindisfarne Gospels.

Time to complete

Approx. 60 minutes

**SUMMARY**

In this activity students will be inspired by the beautiful decoration in the Lindisfarne Gospels made by monks living at Lindisfarne Priory. They will explore some of the digitised pages and then create their own illuminated letter.

SUGGESTED APPROACH

1. Research

Start by showing your students the digital copy of the Lindisfarne Gospels. Go to the British Library website and search for 'Lindisfarne Gospels' to find it.

There are 21 pages to look at online and the Teachers' Notes on page 65 make some suggestions of what to look for.

Next students should sketch some of the features in the Gospels first. They could also mix paints to develop a matching colour palette (red, pink, yellow, pale green and bright blue).

2. Design

When designing their letters, they should plan out their design in pencil first. Doing this on squared paper can improve accuracy.

3. Final letter

When creating their final illuminated letter, they may like to use parchment paper, fine line black pens, gold pens to highlight their letter, and paints.

MORE LEARNING IDEAS

Students could use their illuminated letter as the start of their own manuscript about the life of St Cuthbert. The Historical Information on pages 6–12 can be used to support this activity. You can also view an illustration from Bede's 'Lives of St Cuthbert' on the British Library website.

ANGLO-SAXON ILLUMINATED LETTERING TEACHERS' NOTES

THINGS TO SPOT

Here are a few suggestions of what to look for in the Lindisfarne Gospels:



- Page 1 – the colour palette of rich red, pale green, yellow, pink and bright blue, the style of lettering that is used and the gold outline
- Page 8 – an illuminated letter featuring intricate interlacing patterns, ribbon animals with elongated bodies
- Page 14 – an illuminated letter with the patterns arranged in grids
- Page 18 – zoom in to see how pink dots are used and see if students can spot a human face
- Pages 2 and 7 are carpet pages – they have decoration covering the whole page like a carpet
- Pages 6, 13 and 19 – these have illustrations of the evangelists that also might provide inspiration for students on how to draw the human form or animals in an Anglo-Saxon style.

SELF-LED ACTIVITY

MEDIEVAL TOUR GUIDE



KS2

KS3

Recommended for

KS2 and KS3 (History)

Learning objectives

- Understand what pilgrimages are and why people go on them.
- Create a tour guide for pilgrims planning to visit Lindisfarne Priory on pilgrimage in the 13th century.

Time to complete

Approx. 90 minutes depending on the depth of research carried out by students.



Matthew Paris's itinerary map. In the public domain via Wikimedia Commons Images.

SUMMARY

People going on pilgrimage are willing to travel arduous journeys to reach holy places. Lindisfarne and St Cuthbert have been a focus for pilgrims since the 8th century. In the medieval period, maps were produced for popular pilgrimage routes. They often included recommendations for where to stay or visit en route. In this activity students put together a tour guide for pilgrims planning to visit the priory in the 13th century.

SUGGESTED APPROACH

Search for 'Matthew Paris's itinerary map from London to Palestine' on the British Library's website to show students. There are six images available to look at online. You can zoom in to look at the details, including:

- geographical features such as rivers and hills (pages 1 and 6)
- buildings (all pages)
- nature such as animals and trees (all pages)
- routes shown as straight lines (all pages)
- holy sites within the walled city of Jerusalem (page 6).

Students could use this as inspiration for their medieval tour guide to Lindisfarne Priory. The tour guide might include basic information about getting on and off the island safely, the story of St Cuthbert, what miracles you can expect, where to stay, what to eat, what to wear, what souvenirs are available to buy, and a map showing the route from their school to the Priory. The Historical Information on pages 6–12 can support this activity.

MORE LEARNING IDEAS

Students could design their own souvenirs for pilgrims. You could search the British Museum collection for '13th century pilgrim badge' to see some examples for inspiration.

SELF-LED ACTIVITY

BUILD A BIRD FEEDER



KS2

KS3

Recommended for

KS2 and KS3 (Science)

Learning objectives

- Understand the importance of looking after nature, following the example of St Cuthbert.
- Use fine motor skills to build a bird feeder.

Time to complete

60 minutes



A plastic bottle bird feeder filled with sunflower hearts that are popular with small garden birds such as blue tits.

SUMMARY

St Cuthbert cared for nature, particularly birds, and the island continues to be a safe haven for a variety of species, especially as it is a Site of Special Scientific Interest (SSSI). Birds migrate to the island from the Arctic in the winter, making the most of the mudflats that provide a rich feeding ground. In this activity students are also encouraged to care for birds by making their own bird feeder.

SUGGESTED APPROACH

In this activity students make a bird feeder out of a plastic bottle. They will use a pin and scissors to cut the plastic. Cut plastic can be sharp. This can cause injuries not only to people, but also to the birds. Students will need supervision and support when making these bird feeders to ensure the holes they make are as smooth as possible.

The Teachers' Notes on page 68 provide more detailed instructions on how to make a bird feeder. Afterwards, you could carry out a survey to identify which birds eat the seeds and how often. You might find they eat at particular times of day and notice they are hungrier in the winter when food is less plentiful.

MORE LEARNING IDEAS

Get students involved in nature on your school site by developing a wildlife garden or planter:

- Start by planting native wildflowers from seed. These will provide a new habitat for insects and attract bees and butterflies.
- Students could carry out nature surveys to monitor which species visit your garden or planter, how often and in which season.
- Develop it further by adding a bird feeding station and setting up a club that can maintain and monitor the garden all year round.

BUILD A BIRD FEEDER

TEACHERS' NOTES

STUDENTS WILL NEED:

- a clean plastic bottle
- a pin
- a pair of scissors
- a stick
- a piece of string.

Be careful, cut plastic can be sharp. It is important to make it as smooth as possible, so they don't cut themselves or injure the birds.

INSTRUCTIONS

1. Birds do not like soggy seeds. Wet seeds can also go mouldy, so get students to make pin pricks in the bottom of their bottle. This allows rainwater to drain through, keeping the seeds dry and delicious.
2. Next they should use a pin to make a hole approximately 5cm from the bottom of their bottle. They should use scissors to make the hole big enough to insert a stick. Then get students to make a matching hole on the other side of the bottle so a stick can go right through both holes. This will create two perches that should be about 5cm long.
3. Get students to make a feeding hole a few centimetres above each perch.
4. Now students should make two final holes on either side of the bottle a little below the lid. Thread the string through both holes and tie the ends together to create a loop for hanging up the feeder.
5. Students can now fill their bottle with bird seed. Small birds like sparrows particularly love sunflower seeds. Wild bird seed mixes cater for a number of different species. You might find some seeds come out through the feeding holes, so do this over newspaper.
6. Hang the finished bird feeder in a sheltered spot that predators like cats cannot reach. Then wait for the birds to find your feeder.