



ENGLISH HERITAGE
EDUCATION

KS1-2

KS3

KS4+

TEACHERS' KIT

1066 Battle of Hastings, Abbey and Battlefield

This kit has been designed to help teachers plan a visit to Battle Abbey and Battlefield, which provides essential insight into the Battle of Hastings, the Norman Conquest and life in a medieval monastery. Use these resources on site or in the classroom to help students get the most out of their learning.



GET IN TOUCH WITH OUR EDUCATION
BOOKINGS TEAM:

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Step into England's story

WELCOME

This Teachers' Kit for 1066 Battle of Hastings, Abbey and Battlefield 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 pack 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.

To further aid your planning, we have created Hazard Information guidance, which you can download from the 1066 Battle of Hastings, Abbey and Battlefield **Schools page**. Here you can also find information on our expert-led Discovery Visits and an overview of what your class can experience. You can find more practical information about your booked visit to 1066 Battle of Hastings, Abbey and Battlefield in the Education Visit Permit and the Site Information Pack which have been sent to you.

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.



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KS1-2

KS3

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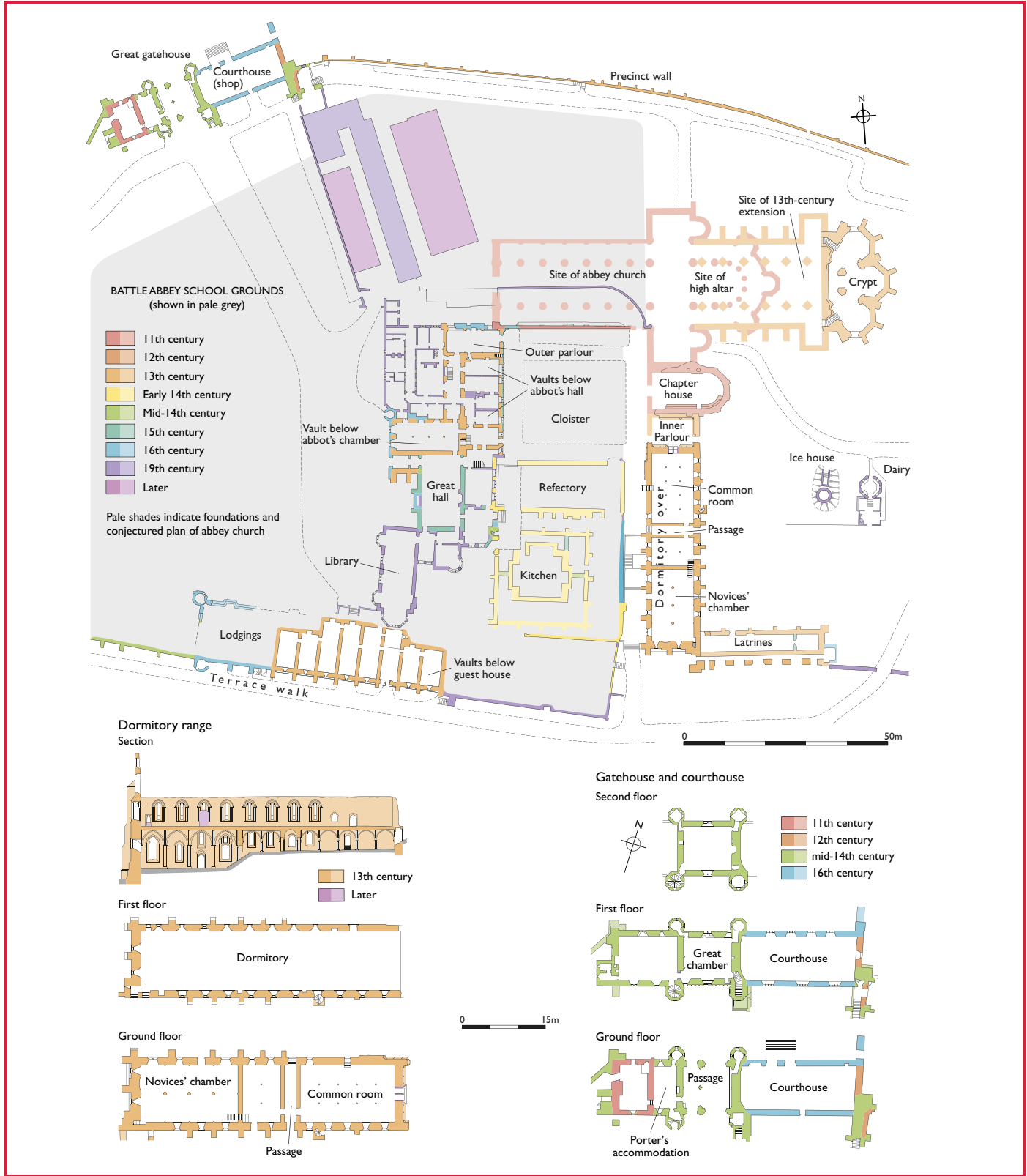


PRE-VISIT

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

1066 BATTLE OF HASTINGS, ABBEY & BATTLEFIELD

SITE PLAN



HISTORICAL INFORMATION

DISCOVER THE STORY
OF BATTLE ABBEY AND
BATTLEFIELD

Below is a short history of 1066 Battle of Hastings, Abbey and Battlefield. Use this information to learn how the site has changed over time. You will find the definitions of the key words in the Glossary.

1066 – THE LEAD UP TO THE BATTLE

When the English king, Edward the Confessor (r.1042–66) died on 5 January 1066, he left no son to inherit the throne. The most powerful **noble** in England and head of the army, **Harold, Earl of Wessex**, was quickly declared king, but he knew he would soon be challenged for the crown.

In September 1066, **William, Duke of Normandy**, set sail from St Valéry with his army, to overthrow King Harold (r.1066). The Norman army landed at Pevensey in East Sussex, unchallenged. After quickly building an earth and timber **fortification**, William led his army on to Hastings. King Harold, fresh from defeating Harald Hardrada, King of Norway, at the **Battle of Stamford Bridge** in Yorkshire, marched his battle-weary men south to meet William.

Learn more about the **Battle of Stamford Bridge** in our blog: blog.english-heritage.org.uk/battle-1066



In 1066, William, Duke of Normandy set his sights on conquering England, attractive for its well-equipped army, powerful navy and rich agricultural land.

THE BATTLE OF HASTINGS

Both armies are thought to have been between 5,000 and 7,000 soldiers – large armies for the time. Both used mostly similar weapons and armour: horses, helmets, mail armour, shields, swords and bows. The differences were key: the Normans used **crossbows** and **cavalry**, and the English used foot soldiers and the terrifying **housecarls**.



The Normans' use of cavalry gave them an advantage over the English foot soldiers.

William learnt of Harold's approach the day before the battle and moved his forces 7 miles inland from Hastings. Overnight, the two armies were camped within sight of each other. Soon after dawn on 14 October, Harold arranged his forces into a **shield wall** along the ridge of the hill (where the buildings of Battle Abbey stand today). William's army to the south split into three ranks, with archers at the front, **infantry** in the middle and cavalry at the back.

At 9am, trumpets signalled the start of the battle. The two armies were so evenly matched that the battle lasted for about nine hours. The Normans repeatedly attacked the English **line**, which mostly held firm, except for a few breaks in rank to chase after sections of William's troops that were, or pretended to be, retreating. To stop the rumours that he had been killed, which had begun to spread, William rode out in front of his troops and lifted his helmet to show them that he was still in command.

With daylight fading, the Normans launched their final assault. King Harold was killed, probably fatally wounded by an arrow that pierced his brain through his eye. Leaderless, the remaining English forces fled.

AFTER THE CONQUEST

William the Conqueror was crowned king in Westminster Abbey on 25 December 1066. Despite defeating Harold, there was much resistance against the new king from all around the country. William reinforced his authority by defeating the rebellions and giving land to his supporters. Religious leaders were powerful and important, so he replaced all Anglo-Saxon **bishops** and **abbots** with Normans. He ordered many new churches, cathedrals and castles to be built. These became a powerful statement of the authority of the new ruling power and were on a scale previously unseen in England.



A painting of William the Conqueror from c.1580 by an unknown artist.

FOUNDING BATTLE ABBEY

The Battle of Hastings and the Norman Conquest had involved much bloodshed. Under pressure from religious figures such as the pope, William needed to pay **penance** for the violence and deaths that he was responsible for. In 1070, he founded an **abbey** on the battlefield, positioning the **high altar** on the spot where Harold had been killed. The abbey both honoured the dead and demonstrated Norman power and achievement. The **monks** of the abbey prayed for all those who died in the battle: Norman and Anglo-Saxon alike. By calling it Battle Abbey, William was also reminding everyone of his victory.



The battlefield was a difficult site for building – it was hilly and the bottom of the valley was swampy. The monks had to level the hilltop to build Battle Abbey.

11th CENTURY: BUILDING BATTLE ABBEY

Four **Benedictine** monks came from France to start a new community at Battle Abbey. The building of the abbey was very difficult, as the battlefield was uneven, swampy ground with no supply of good running water. But William forced the monks to build where he had instructed – where Harold had fallen – saying, ‘If God spare my life I will so amply provide for this place that wine shall be more abundant here than water.’ William paid for all the building costs from the royal treasury.

By 1076, the **choir** was complete enough to be **consecrated**. When William I died in 1087, he had made sure that the abbey was provided for. This included the **leuga**, which gave the monks all land within 1.5 miles of the high altar of the abbey church, which they could use for farming and collecting rents. In 1094, the church was finished and consecrated in the presence of William the Conqueror’s son, King William II (r.1087–1100).



Benedictine monks followed the ‘Rule of St Benedict.’ The monks gathered to listen to a chapter of the Rule read aloud in the chapter house every day.

13th CENTURY: THE ABBEY’S RISING WEALTH

In the 13th century, there were changes in farming methods that helped the Abbey to earn more money from its land. The value of wool and wheat had grown, so the abbots at Battle Abbey began to farm their land more efficiently. The new method of crop rotation meant that fields no longer had to be left fallow (with nothing growing in it) for a year for the land to recover, meaning more crops could be grown and sold.

The abbots raised the rents of their properties in Battle town. Much of the abbey’s increasing wealth was spent on building work. Over the next 100 years, many buildings were rebuilt and the abbey church was extended, modelled on the recent rebuilding of Westminster Abbey.



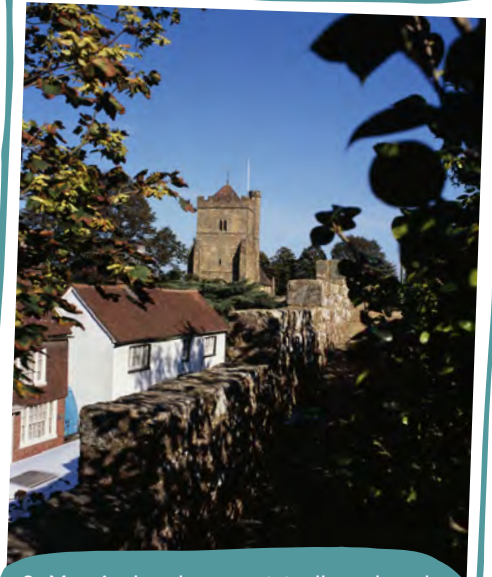
As the abbey earned more money from its tenants and farming, the abbot spent money on improving the buildings, such as the cloister walks.

LIFE IN THE ABBEY

The Benedictine order of monks lived an enclosed life in an abbey, and at Battle Abbey it was no different. It followed the standard Benedictine plan of buildings arranged around an inner and outer **court**, enclosed by a **precinct wall**.

In the outer court were workshops and areas for key services for the abbey, such as blacksmiths and masons. There were barns for grain and hay, wood piles, storehouses, stables, cart sheds and offices and accommodation for the abbey steward and other important officials. Local traders and craftspeople came to the outer court to deliver goods or seek orders from the abbey **cellarer**. The great **gatehouse** was the entrance to the outer court and, as the town grew, the high street became focused on the gatehouse as it was the source of key business for the town.

The inner court, the buildings around the **cloister**, was the private heart of the monastery where the monks lived. Here was the abbey church, where the townspeople also worshipped until objections by the monks led to a **chapel** being built outside the precinct wall – which became the parish church of St Mary's that stands today. Other buildings in the inner court included the **chapter house**, **dormitory**, **infirmary** and **refectory**.



St Mary's church was originally a chapel built for the townspeople outside the precinct wall of the abbey. The monks had become uncomfortable with people worshipping in the abbey church, which went against their life of seclusion.



The 13th century vaulted novices' chamber underneath the south end of the monks' dormitory.

14th–15th CENTURIES: WAR, PLAGUE AND RECOVERY

The outbreak of the Hundred Years War with France in 1337 cast a threat of attack over the abbey. French raids were taking place along the south coast of England and the abbot of Battle Abbey was responsible for defence of the area. Abbot Alan de Retlyng strengthened the abbey's precinct wall and built the great gatehouse (though these 'defences' were more for display). In the summer of 1377, the French raided Winchelsea and Abbot Hamo de Offynton of Battle successfully defended the town, wearing his **hauberk** and using a crossbow.



The great gatehouse was rebuilt in 1338, and was a symbol of the wealth and power of the abbey.

About 50 monks lived at the abbey, but by 1352 this number had fallen to 34 as a result of the **Black Death**. The declining population due to the plague depleted the wealth that the abbey could earn from their rents in the town and from agricultural labour. By the early 15th century, there were just 23 monks living at the abbey.

By 1490, the fortunes of the abbey had revived and there was enough wealth for the abbot to extend the abbot's lodgings and to rebuild the cloister walks.

16th CENTURY: SUPPRESSION

In 1535, Battle Abbey was inspected by Thomas Cromwell's **visitor**, Dr Richard Layton. He returned in 1538 to take an inventory of the contents. When it was complete, the abbot and the 18 resident monks surrendered the house. The abbot was given a pension of £100 a year and moved to a house across the road on Battle High Street. The same year, Henry VIII (r.1509–47) gave Battle Abbey and much of its land to his close friend Sir Anthony Browne. Sir Anthony demolished the church, chapter house, refectory and cloister walk but kept the great gatehouse and moved in to the abbot's lodgings. Sir Anthony's son, Viscount Montague, built the town courthouse, to the east of the great gatehouse, which still exists today. However, the Montague family did not often stay at Battle, and by 1685 the abbot's hall was being used as a barn.



From 1536 to 1541, Henry VIII authorised the disbanding of most monasteries in England. The monks were forced to surrender Battle Abbey, its land and contents, to the king.

18th–19th CENTURIES: THE WEBSTERS

In 1721, the 6th Viscount Montague sold the Battle Abbey estate to Sir Thomas Webster for £56,000. Sir Thomas was a rich merchant with a keen interest in history. He repaired the abbot's lodging and rented out much of the abbey land. The estate passed down through the family, until the fourth **baronet**, Sir Godfrey, a notorious gambler, gradually sold off parts of the estate to pay his debts. In June 1800, owing huge sums of money, Sir Godfrey shot himself in London. His son, the fifth baronet, who was also a gambler, inherited the estate. He repaired the neglected buildings and built new ones, such as the ice house and the octagonal dairy that can be seen today. He also excavated the ruins of the abbey church. However, mounting debts meant that the fifth baronet fled England, and his trustees sold off more of the estate. The next two baronets inherited the debts, and the estate was eventually sold in 1857.



A portrait of Sir Godfrey Vassall Webster, painted in 1794 by Louis Gauffier. Sir Godfrey sold parts of the Battle estate to fund his gambling and expensive lifestyle.

19th–20th CENTURIES: TOURISM INTERRUPTED BY WAR

The new owners of the estate, the Duke and Duchess of Cleveland, modernised the abbot's lodgings and transformed the grounds, reviving Battle Abbey as a private family residence. When the railway was built in 1852, crowds of visitors began to arrive to view the abbey ruins. The estate was sold again in 1891 – returning briefly into the ownership of the Webster family. By 1922, the Webster trustees leased the estate to Battle Abbey School, which still uses the site today.



During the Second World War, Battle Abbey was used for army accommodation and troops stationed at Battle took part in D-Day in 1944.
© www.defenceimagery.mod.uk

In 1940, the War Office took over Battle Abbey for army accommodation, and troops from Battle took part in the invasion of Normandy on D-Day, 6 June 1944. History had come full circle, as it was now the English launching ships for Normandy, more than 850 years after William the Conqueror's troops landed by boat at Pevensey.

The estate was finally put up for sale for the last time in 1976, and was purchased by the government with American donations. Today, Battle Abbey and the Battlefield are in the care of English Heritage.

GLOSSARY

TRICKY TERMS AND
WHAT THEY MEAN

Below is a list of words you might come across while exploring Battle Abbey and Battlefield. Use this Glossary to find out what they mean.

abbey – the building(s) where a community of monks or nuns live and work.

abbot – the head of an abbey of monks.

baronet – a nobleman; called a ‘lord’ in person. William the Conqueror created barons in England to govern the land in his name.

Battle of Stamford Bridge – the battle that took place on 25 September 1066, where English forces led by King Harold Godwinson, defeated an invading Norwegian force led by King Harald Hardrada.

Benedictine – a monk or nun of an order following the rule of St Benedict.

bishop – a person in the Christian church who manages other clergymen working within a large area (a diocese).

Black Death – the huge outbreak of bubonic plague carried by the fleas of black rats, which killed millions of people across Europe and Asia in the mid-14th century.



A Benedictine monk.



In the Battle of 1066, Norman cavalry had the advantage over English foot soldiers.

cavalry – (historically) soldiers who fought on horseback.

cellarer – the person in a monastery who is responsible for providing food and drink.

chapel – a small building or room used for Christian worship within a larger building, such as a castle.

chapter house – a building used for meetings in a monastery or cathedral.

choir – the part of a cathedral or large church between the high altar and the nave, where the services were sung.

cloister – the courtyard at the heart of a monastery, around which are its most important buildings.

consecrate – make or declare (usually a church) sacred; dedicate formally to a religious or divine purpose.

court – a quadrangular (four-sided) area surrounded by a building or group of buildings.

crossbow – a bow that is fixed across a wooden support with a groove for the bolt and a mechanism for drawing and releasing the string.

dormitory – a large bedroom for a number of people.

fortification – a defensive wall or building that strengthens a place against attack.

gatehouse – a defensive structure guarding a gateway to a building.

Harold, Earl of Wessex – (r. Jan. 1066–Oct. 1066), the last Anglo-Saxon king of England. Harold was named as Edward the Confessor's successor and reigned until he was killed at the Battle of Hastings on 14 October, fighting the Norman invaders led by William the Conqueror.

hauberk – a piece of armour originally covering only the neck and shoulders but later a full-length coat of chainmail, or a tunic.

high altar – the most important altar in a church.

housecarl – (before the Norman Conquest) a member of the bodyguard of a Danish or English king or noble.

infantry – soldiers marching or fighting on foot.

infirmary – the place in the monastery (or other institution) where the old, infirm and ill are cared for.

leuga – the special privilege granted by William the Conqueror to Battle Abbey giving the abbot jurisdiction over both monks and laypeople (not monks) within 1.5 miles of the abbey church's high altar.



Soldiers in line formation, ready for battle.

line – in battle, the arrangement of soldiers in a line formation.



Harold, Earl of Wessex.

monk – a member of a religious community of men living according to the Rule of St Benedict.

noble – belonging by rank, title, or birth to the aristocracy.

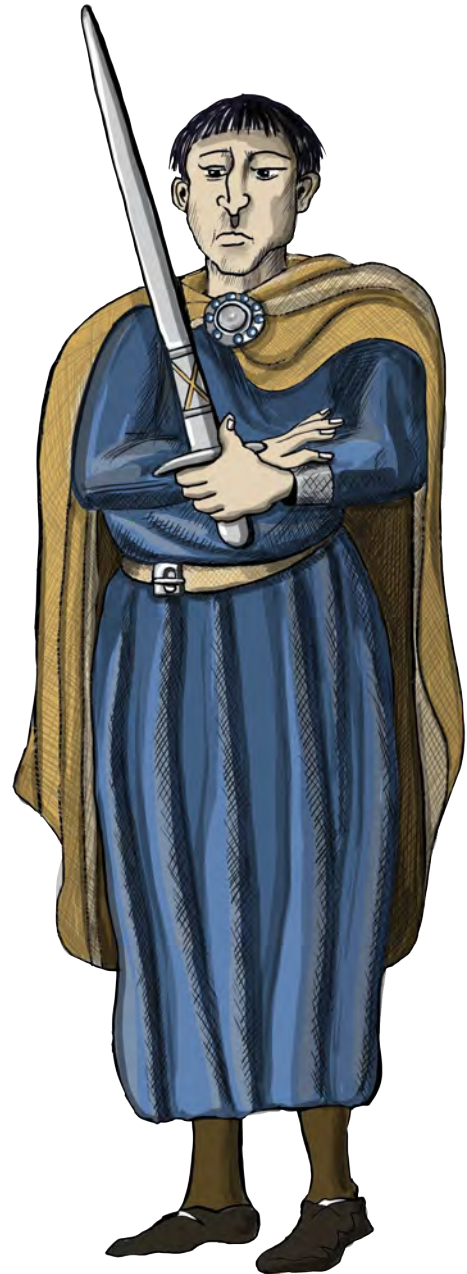
penance – a punishment that has to be performed to show repentance so that a sin can be forgiven.

precinct wall – the wall around the enclosed area of a monastery.

refectory – the room used for communal meals.

visitor – someone who inspects and reports on the monastery.

William, Duke of Normandy – (r.1066–87) the first Norman King of England. He was Duke of Normandy from 1035, and launched the Norman conquest of England in 1066.



William, Duke of Normandy

ANGLO-SAXONS, BRITONS AND VIKINGS

NORMANS
1066–1154

EVENTS IN BRITISH HISTORY

1066

Jan. – Edward the Confessor died, childless. Harold, Earl of Wessex, was crowned king of England.

1066

Sept. – King Harold defeated Harald Hardrada, King of Norway, at the Battle of Stamford Bridge in Yorkshire.



1066

Oct. – William the Conqueror was victorious at the Battle of Hastings, defeating and killing King Harold. The Norman Conquest of England began.

1067–70

William replaced the Anglo-Saxon bishops and abbots with Normans. He began a building programme of cathedrals, churches and castles throughout England.



AD 43

1000

BATTLE ABBEY AND BATTLEFIELD THROUGH THE AGES

1066

Sept. – William, Duke of Normandy landed at Pevensey.

Days later, William marched his army to Hastings to meet King Harold's army on their return from Yorkshire.



1ST–10TH
CENTURIES

1070

William orders the building of Battle Abbey. He instructs the monks to build the abbey church on the spot where Harold had been killed.

1094

The abbey church is finished and consecrated in the presence of William the Conqueror's son, King William II (r.1087–1100).



11TH AND 12TH
CENTURIES



PLANTAGENETS

1154–1485

c.1200

Crop rotation became common in England, allowing landowners (such as abbots) to earn more profit from farming.

1215

King John (r.1199–1216) signs Magna Carta at Runnymede.

1245

Henry III (r.1216–1272) begins rebuilding Westminster Abbey.

1337

The Hundred Years War with France begins.

1348–50

The Black Death – bubonic plague – spreads through England.

1377

Hastings is raided by the French.

1200

1300

1211

The monks of Battle Abbey pay King John 1,500 marks to confirm the abbey is free to elect its own abbots.

c.1250

As the abbey's wealth grows, many of the buildings are replaced and improved, including the cloister walk, dormitory range and abbot's lodging. The abbey church is enlarged, modelled on Westminster Abbey.



13TH
CENTURY

1338

Abbot Alan de Retlyng of Battle strengthens the precinct wall and builds the gatehouse as a show of power.

1352

The number of monks at the abbey is reduced from 52 to 34 as a consequence of the plague.

1377

Abbot Hamo of Battle led an army to Winchelsea to defend the town against the French raiders.



14TH AND 15TH
CENTURIES

TUDORS

1485–1603

GEORGIANS

1714–1830

1509

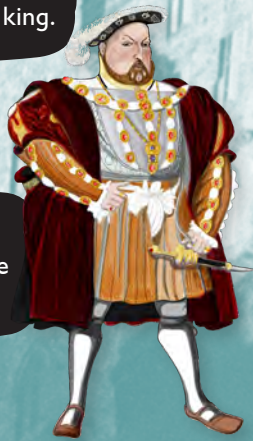
Henry VIII becomes king.

1534

Henry VIII becomes Supreme Head of the Church of England.

1536

Henry VIII begins the Suppression of the Monasteries.



1714

The House of Hanover took the throne when George I was crowned king.

1727–60

Reign of George II.

1760

George III was crowned king.

1500

1700

1490

The number of monks at Battle Abbey has grown from 23 to 31. The abbot extends his lodgings and updates the cloister buildings.

1535

Battle Abbey is inspected by Thomas Cromwell's visitor, Dr Richard Layton.

1538

Abbot Hammond surrenders the abbey to the king. Henry gives Battle Abbey to his close friend, Sir Anthony Browne. Sir Anthony demolishes many of the buildings, including the abbey church.

16TH AND 17TH CENTURIES

1721

The 6th Viscount Montague sells the Battle Abbey estate to Sir Thomas Webster for £56,000. Sir Thomas repairs the abbot's lodging and rents out much of the abbey land.

c.1750

The fourth baronet, Sir Godfrey, a notorious gambler, gradually sells off parts of the estate to pay his debts.



18TH CENTURY

VICTORIANS
1837–1901

WW1
1914–18

WW2
1939–45

1820–30

Reign of George, the Prince Regent, as George IV.

1830–37

Reign of William IV.

1837–1901

Reign of Queen Victoria.



1914–18

First World War.

1939–45

Second World War.

1944

D-Day landings – the Allied invasion of Normandy during Second World War – began the liberation of Nazi-occupied northwestern Europe.

1800

1900

2000

1800

Owing huge sums of money, Sir Godfrey shot and killed himself in London.

c.1810–20

The fifth baronet, Sir Godfrey, repairs the neglected buildings and builds new ones, such as the ice house and the octagonal dairy. He also excavates the ruins of the abbey church.

1857

The estate is sold to the Duke and Duchess of Cleveland in 1857.

1891

The estate is sold again – returning to the Webster family.

19TH
CENTURY

1922

The Webster trustees lease the estate to Battle Abbey School.

1940

The War Office takes over Battle Abbey for army accommodation.

1944

Troops from Battle take part in the invasion of Normandy on D-Day.

1976

The government purchases the Battle Abbey estate.

20TH
CENTURY

SELF-LED ACTIVITY

BATTLE ABBEY CAROL



KS3

Recommended for

KS3 (History, English)

Learning objectives

- Understand the role of religion in medieval culture and society.
- Identify and explain the use of literary devices.

Group size

5–6

Time to complete

15–20 minutes

SUMMARY

The monks at Battle Abbey lived according to the Rule of St Benedict. Worship was the focus of each day, with the monks attending church for eight services every day and High Mass. By the late 15th century, some services were accompanied by music sung by choirs and the monks also sang carols in English, such as the Battle Abbey Carol.

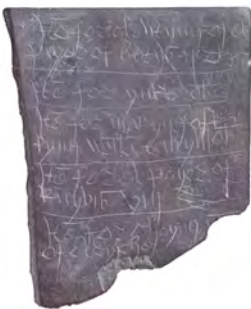
You might start an introduction to the Battle Abbey Carol by explaining to students the meaning of the word 'carol', which probably came from the French 'carole', a ring dance. Over the centuries, the meaning of 'carol' had become simply 'song'. A carol always has an opening chorus which is repeated after each verse.

The carol describes a form of piety that focused on the life and sufferings of Christ. The first verse of the Battle Abbey Carol emphasises Christ's poverty and humble living, and his bitter death for mankind. This form of piety was intended to help people repent and adopt a more Christ-like way of living. It highlights mankind's failure to live according to Christ's example, and instead, we should follow Christ's word to live a more Christian existence.

The carol was most likely performed in the great hall in the abbot's lodging, where the abbot would entertain guests and celebrate feasts.

AT THE ABBEY

When you visit the abbey, students can listen to the carol playing in the great gatehouse. Listening to the way the carol was sung may help students to understand its meaning and impact. In their group, they can complete the Battle Abbey Carol activity sheet on the next page while listening to the carol.



The monks used slate to write sheet music. This piece of slate was discovered at Battle Abbey.

MORE LEARNING IDEAS

Students can read more about the **Battle Abbey Carol** and its **discovery** on our website: www.english-heritage.org.uk/visit/places/1066-battle-of-hastings-abbey-and-battlefield/history-and-stories/battle-abbey-carol

Continued...

BATTLE ABBEY CAROL

Be merry all with one accord
And be you followers of Christ's word.
Then all your doings should here in earth
Present the fact of Christ's birth
His lodging was simple; His living was bare;
His death was bitter; we were His care.
Be merry all ...
I would our life could now be such;
He was full poor to make us rich,
Meek and lowly in all men's sight;
It was the candle which gave us light.
Be merry all ...
Boast not yourself nor your acts advance,
But one lament another chance,
For we be far from this degree
For how we live all men may see.

Be merry all ...
He shall his tongue from slander refrain
Which will be pride no man disdain;
So of all things I think it best
To live and love and be at rest.
Be merry all ...
All fair talk is not worth a straw
Where love is not which fulfils the law;
Wherefore, in meeting where you resort
Belittle no man with false report.
Be merry all ...
Care not too much for worldly pleasure,
Lest hereafter you lose a better treasure,
For sorrow increases and ennui is bold
When charity is scanty and waxes cold.
Therefore be merry with one accord
And be you doers of Christ's word.



A **What** effect does the use of rhyme have on the carol's meaning?

.....

.....

B **How** does the use of repetition give the carol impact?

.....

.....

C **What** effect does the use of personal pronouns have on the listener?

.....

.....



AT THE ABBEY AND BATTLEFIELD

Activities for students to do at Battle Abbey and Battlefield to help them get the most out of their learning.

SELF-LED ACTIVITY

DISCOVER THE DEFENCES



KS1-2

Recommended for

KS2 and KS3 (History)

Learning objectives

- Explore the defensive features of the medieval great gatehouse.
- Judge the purpose of the great gatehouse based on evidence.
- Identify the abbey's role in medieval society.

Group size

5-6

Time to complete

10-15 minutes

SUMMARY

As you approach the entrance to Battle Abbey, you are met with the imposing sight of the great gatehouse. Built in 1338, it was designed to look magnificent, as a symbol of power, to represent the authority of the monastery to the town of Battle. It would also have been interpreted as the gateway to the Kingdom of Heaven.

All traffic to the abbey had to pass through the passageways, manned by porters. The twin turrets have arrow loops and crenellated battlements, which extend along the gatehouse roof and the precinct wall, to protect archers firing on invaders. However, these fortifications would have provided only short-term protection and were unlikely to hold out for long in a prolonged attack.

Before you enter, ask your pupils to identify what the appearance of the gatehouse tells us about how the abbey wanted to be perceived by the community. Where is the entrance positioned in relation to the rest of the town? Is the architecture defensive or decorative? Or both?

Once you come out of the visitor entrance, turn right to find the stairs in the turret, up to the gatehouse's great chamber.

INVESTIGATE THE FEATURES OF THE GREAT GATEHOUSE

Go up the stairs in the corner turret, into the great chamber. This part of the gatehouse was used by the abbey steward for collecting rent from the abbey's tenants. It would have received visitors from outside the monastery as well as monks coming to do business or attend ceremonies.



The great gatehouse dominates the town's high street. It is one of the most impressive gatehouses in England.

Continued...



The great gatehouse was designed to look imposing. It was a symbol to show the town of Battle the authority and power of the monastery.

QUESTIONS

Follow the stairway up to the gatehouse. Once inside, explore the narrow doorway to your left and the room beyond. Use these questions to help your students discover what this room was used for:

- Who would use such a small space and why?
- What can you see from the room?
- What other features can you spot?
- Think about the room's position within the gatehouse – what is it close to?

HINT: go back, out of the doorway and down the stairs where you came in to the gatehouse to investigate the stairway ceiling.

MORE LEARNING IDEAS

Prompt your students to question why extra security might be needed at the entrance to this room. What may have been happening in the great chamber to need sophisticated protection? They should investigate the rest of the great chamber to find out what was happening in this room.

SELF-LED ACTIVITY

CHECK THE EXCHEQUER



KS3

Recommended for

KS3 (History, Maths)

Learning objectives

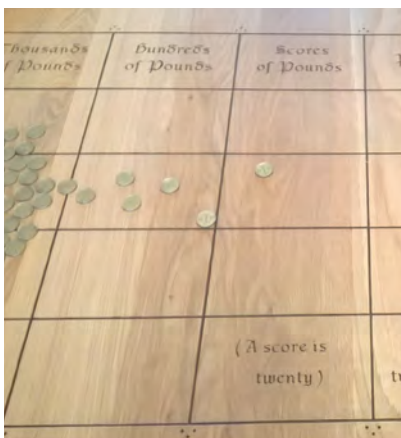
- Understand the development of the Church in medieval Britain and managing accounts in a medieval monastery.
- Explore how monasteries earned their income.
- Apply mathematical skills of subtraction, division and multiplication.

Group size

5–6

Time to complete

20–30 minutes



The word exchequer, or 'saccario' in Latin, comes from the word for chessboard, which refers to the check pattern/grid layout of the table.

SUMMARY

The monastery had its own treasury and system of accounting modelled on the royal system. The royal exchequer processed the accounts through calculations made on a central square table, surrounded by officials.

The grid was made up of columns that delineated different amounts, thousands of pounds, hundreds of pounds, etc. Tokens were used to represent amounts of money and make calculations i.e. to balance credits and debits.

In their group of 5–6, students can sit around the exchequer table in one of the seven positions: John the treasurer, Alan the abbot, Matthew the scribe, etc. The abbot oversaw proceedings, the treasurer handled the money and the scribe recorded the transactions. The group can complete each of the challenges on the paddles on the table.

The students should also look at other features in this room that relate to security and the preservation of important documents.

MORE LEARNING IDEAS

The questions over the page look in more detail at a typical medieval abbey's income. In 1535, Dr Richard Layton, under orders from Henry VIII, visited Battle Abbey to inspect the monks' conduct and assess the abbey's wealth. Students could perform a role play about Layton's visit. How would the abbot justify the abbey's expenses to the king?

Continued...

CHECK THE EXCHEQUER

William the Conqueror gave Battle Abbey an endowment called the leuga – it meant that the abbey earned income through farming and collecting rents from tenants.

| Thousands of pounds | Hundreds of pounds | Scores of pounds | Pounds | Shillings | Pence |
|---------------------|--------------------|------------------|---------------------------|--------------------------|-------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | (A score is 20) | (A pound is 20 shillings) | (A shilling is 12 pence) | |

In 1535, the abbey earned an income of £880 pounds a year.
How much did the treasurer have left at the end of the year?

- The dried-fish merchant has come from London to collect a payment for £48 and 17 shillings worth of dried fish for the year. However, the abbey then supplies him with £31 and 4 shillings and 6 pence worth of fresh fish from its ponds.
- The apothecary needs payment for supplying mercury: 6 scores, £7 and 2 shillings.
- A boy comes three times a week to dig out the waste from the dormitory latrines. He works for 2 pence per day.
- The mason has come for payment for recent extensions to the abbey cloister walks. He worked for 64 days and gets paid £3 and 6 shillings a day. However, he broke a stained-glass window which was worth £23 pounds and 2 shillings.

SELF-LED ACTIVITY

AMAZING ARTEFACTS



KS3

Recommended for

KS3 (History)

Learning objectives

- Understand the daily life, medieval culture and society of Battle Abbey.
- Use historical enquiry skills to understand how artefacts are used as evidence of lives of the past.

Group size

6–7

Time to complete

15–20 minutes

SUMMARY

As a quick starter, show your students **our YouTube video on medieval monasteries**: www.english-heritage.org.uk/learn/histories/monasteries-and-abbey

The gatehouse contains artefacts found at the abbey which give us clues about the daily life of the monks at Battle. In their group of 6–7, students can use the sheet of enquiry questions on the next page to discover more about what the artefacts tell us about medieval life.

MORE LEARNING IDEAS

Go up to the second level of the gatehouse to discover more artefacts that were found at Battle Abbey. Students can learn more about what type of artefacts are typically found by archaeologists, and why certain types are rarer, depending on their material and value. Back in the classroom, students could think about what materials we use today that would survive for hundreds of years, and what they would tell people in the future about our society. What objects would they preserve to tell the stories of their daily life?



This 12th century crozier head was carried by the head abbot as a symbol of his authority. It is intricately carved in expensive walrus ivory.

Continued...

AMAZING ARTEFACTS

Use this reference guide to discover what the artefacts found at Battle Abbey tell us about the daily life of the monks who lived there.

| | |
|----------------------------|--|
| <p>Urinal jar</p> | <ul style="list-style-type: none"> • Why is it shaped the way it is? What was its function? • What does the jar tell us about the monks' welfare? • Find out where this jar would be used in the monastery. • What does this tell us about the technology that was available in the medieval period? • What does this method tell us about medieval medicine? How is it different to how we diagnose illness today? |
| <p>Dice and game piece</p> | <ul style="list-style-type: none"> • What are the dice and game piece made from? • These objects have survived over many hundreds of years – what does this tell us about the material bone? Why do you think the monks chose this material for a dice and a game counter? Does it tell us anything about where they may have played? • The pieces are carved in detail – knowing what we know about bone, what does this tell us about the skill of the carver? • Why do you think game pieces were carved? <p>With your group, have a go at the nine men morris game.</p> <ul style="list-style-type: none"> • What does the game tell us about the monks as people? |
| <p>Scourge</p> | <ul style="list-style-type: none"> • What is the scourge made from? What does this tell us about its purpose? • There is only a small part of the scourge left. What might this tell us about how it was used? • What does the need for the scourge tell us about what type of people the monks were? |
| <p>Crosier head</p> | <ul style="list-style-type: none"> • What is the crosier fragment made from? Why has it survived for more than 700 years? • What animal does the material come from? What does this tell us about where the material came from and how much it would be worth? • What does the value of the crosier tell us about the person who it belonged to? • Why was the crosier highly decorated? • The crosier was the hooked top of a staff – like a walking stick or shepherd's crook. This was usually carried by a bishop or abbot. What could the staff symbolise about the abbot's responsibilities in the abbey? |

SELF-LED ACTIVITY

1066 BATTLE OF HASTINGS
ROLE PLAY

KS3

Recommended for

KS3 (History, Drama)

Learning objectives

WHAT: Learn about the Anglo-Saxon and Norman armies, their weapons and their tactics.

HOW: Take on the role of Anglo-Saxon and Norman soldiers, and re-enact the critical moments of the 14th October 1066.

OUTCOME: Critically evaluate events and make considered judgments about the reasons for William's victory and Harold's defeat.

Time to complete

Approx. 30 minutes

BEFORE YOUR VISIT**PRIOR LEARNING**

This activity focuses on the battle itself, so, to get the most out of it, students should have an understanding of the build-up to the battle. This can be gained from a visit to the onsite Visitor Centre at 1066 Battle of Hastings, Abbey and Battlefield, which contains historical information, an introductory film and multi-user interactive experiences.

PRE-VISIT ACTIVITIES

In the classroom, students could prepare by making shields from card and/or helmets. Watch **'How To Make a Cardboard Shield'** (1 min 54 sec) on our YouTube channel: https://youtu.be/NmTJUJSG_PY

PREPARATION AND RESOURCES

Print and bring the role play activity outline with you to the battlefield. You will probably want to discuss the activity with your supporting staff and agree who will be stationed where on the battlefield.

You may wish to split your class in half and elect your 'lead' characters and army segments in advance (see 'Build an Army' instructions on the next pages). This could support some more in-depth independent research and character preparation in advance of the role play.

CONTENTS SUMMARY

1. Build an army – split class and assign roles
2. Prepare for battle – learn about location, formation, armour and weapons
3. Let battle commence! – re-enact the Battle of Hastings
4. The aftermath – reflect on the events of the battle

HEALTH AND SAFETY

This activity embraces active learning by encouraging students to recreate the Battle of Hastings. It should be made clear that, while enthusiastic drama skills are encouraged, no prolonged physical contact or actual fighting to cause harm should be tolerated.

I. BUILD AN ARMY

Both armies would have been fairly evenly matched, estimates vary between 5,000 and 7,000 men. The numbers here are meant to be largely representative of the proportion of each section of the Anglo-Saxon and Norman armies.

The suggestions below are based on a class of 30; please adapt as required. Divide students into two groups to form an Anglo-Saxon and a Norman army.

| Side | Role | Character suggestions | Number |
|--------------|--|---|--------|
| Anglo-Saxons | Harold Godwinson, King of England | Body: shoulders back, chest and chin lifted, sword in hand, powerful strides. Voice: low pitch, controlled pace, assertive tone, booming volume. | x1 |
| | Housecarls, Harold's highly trained soldiers | Body: wide stance, clenched fists, battle axe/sword in hand, marching steps. Voice: fast pace, aggressive tone. | x5 |
| | Fyrd, mainly from farming communities | Body: restless feet, hunched shoulders, shield in hand, lumbering movements. Voice: fast pace, blood-thirsty tone. | x8 |
| Normans | William, Duke of Normandy | Body: shoulders back, chest and chin lifted, sword in hand, powerful strides. Voice: low pitch, assertive tone, booming volume, French accent! | x1 |
| | Infantry (foot soldiers) | Body: wide stance, gritted teeth, weapon in hand. Voice: angry tone, fast pace, low pitch, loud volume. | x4 |
| | Archers | Body: upright posture, facing side on, staring intensely, bow in hand. Voice: loud volume, controlled pace, confident tone. | x3 |
| | Cavalry (knights on horses) | Body: torso upright, legs on stirrups, reins in one hand, weapon in the other. Voice: loud volume, arrogant tone, energetic pace, low pitch. | x6 |
| Other roles | Narrator/trumpet player (doesn't need an actual trumpet) | Body: wide stance, shoulders back, chest and chin lifted, trumpet in hand. Voice: loud volume, steady pace, engaging tone. | x1 |
| | Taillefer, William's minstrel | Body: taunting gestures, brandishing weapons, arrogant body language. Voice: heavy breathing, fast pace, mocking tone. | x1 |

Continued...

2. PREPARE FOR BATTLE

Find a good location in which to stage your battle re-enactment. If at 1066 Battle of Hastings, Abbey and Battlefield, this can be done on the battlefield itself or at a point along the terrace walk. It would be helpful to have an area of higher ground to best illustrate the positions of the two armies.

Ask the narrator to set the scene by reading this script:

The year is 1066.

Two armies are stationed at Battle near Hastings.

The reason for them being here depends on who you ask.

A Norman would tell you that William, the Duke of Normandy, was promised the throne of England. And not just once – but twice. The first time by Edward the Confessor, the English King who’s just died; the second time by Harold himself, who swore on holy relics that William was to be King. Harold had been shipwrecked in Normandy and, while he was there, William looked after and protected him, before sending him safely home to England.

But with Edward the Confessor dead, the treacherous Harold has claimed the throne for himself. Outraged by this, William has taken his case to the highest authority in Europe, the pope, and has got his blessing for an invasion of England. A crusade if you will, to right this terrible wrong.

An Englishman would tell you that it might be true that Edward promised the throne to William – but he promised it to Harold too. And what was Harold supposed to do in Normandy? Shipwrecked, he was essentially a prisoner – if he hadn’t promised the crown to William, he’d never have been released.

Besides, when Edward died it was the nobility of England who chose Harold as their leader – as is proper in English law. Everyone knows the Normans live to expand into new lands. Originally from Norway, they’re now in France and Italy. They’ll find any excuse to invade the rich and cultured land of England, the greatest prize in Europe.

Whichever side you are on, one thing is for certain, the fate of the throne of England is going to be decided here, today, 14th October 1066, on the battlefield...

Now use the information in the next table to get everyone into formation on the battlefield. ‘Equip’ them with their armour and weapons; give them the opportunity to act out using them, and talk through the discussion points. Be certain to stress that both sides were fairly evenly matched and there was no foregone conclusion of William’s victory.

Continued...

| | Harold's Anglo-Saxon army | William's Norman army | Action/discussion points |
|-----------|--|---|---|
| Location | On the top of Senlac Hill, facing downhill. | At the bottom of Senlac Hill, facing uphill. | Get students into the correct location. Who had the advantage, Harold or William? (William's men would have had to run or gallop uphill to attack, which would have been tiring). |
| Formation | Arranged in a single, solid shield wall formation along the top of the ridge, standing shoulder to shoulder with their shields overlapping. King Harold would have stood in the middle with the elite fighting men, the housecarls, around him. The fyrd make up the rest. | Three lines: Front line – Norman archers. Second line – Norman infantry (foot soldiers). Third line – cavalry (knights on horseback). Each group could be used to carry out specific attacks. | Ask students to organise themselves into the two respective battle formations. What are the options available to both leaders? How significant was the cavalry to William? |
| Armour | Helmets and chain mail shirts that covered the whole body down to the knees called hauberks. | A combination including chain mail and conical nasal helmets (with the metal piece to protect the nose). | Students to imagine putting on their armour. Discuss what it might have felt like, the ability to move in it etc. The Battle of Hastings lasted for around nine hours. What might it have been like to fight in this armour for that length of time? |
| Weapons | Housecarls – long battleaxes that are razor sharp and swords. Fyrd – mostly from farming communities and therefore small axes, spears and stones. | Archers – short bows and crossbows. Foot soldiers – axes, spears and swords. Cavalry – spears, lances (for jabbing and throwing), swords and maces. | When 'presented' with their weapons, students can practise using them, mimicking shooting arrows or swinging a sword. Noises as appropriate! Which would have been the most easy/difficult to use? Which would have been the most deadly? |

Continued...

3. LET BATTLE COMMENCE!

As the teacher, you will direct the action in this section, but we would advise you to pause at regular intervals. Students should improvise the action as the detail of each stage is introduced. At the end of each stage of the battle, discuss the suggested reflection questions. There are four stages in total.

| Stage | Instruction/Action! | Reflection |
|---|--|--|
| <p>STAGE 1</p> <p>9am</p> <p>The start of the battle</p> | <ol style="list-style-type: none"> 1. Duke William rallies his army and makes a rousing speech. 2. The Anglo-Saxons shout the word 'Ut!', or Out! at the Normans and drum on their shields. 3. The Normans shout in return 'Dex Aie' which means God Help Us. 4. Legend has it that William asks for a man to take on one of the English army in single combat. It's said that William's minstrel, Taillefer, volunteers. He rides forward singing a popular tune of the day, the 'Song of Roland', and juggles his lance. He defeats the English challenger then charges at the English battle lines where he's immediately cut down. 5. A trumpeter sounds their horn, the battle begins. 6. Duke William orders his archers to shoot arrows into the shield wall to soften up the Anglo-Saxons. 7. This has little impact and so William orders archers to the side of the battlefield and infantry forward uphill to engage – intense fighting takes place. 8. The English fyrd throw stones and axes at the infantry. Then hand-to-hand combat takes place. 9. However, the Saxon shield wall stands firm. 10. Realising the infantry are having little effect, William orders the cavalry to charge uphill with lances and swords. | <p>What strategies are each army employing? What are the relative strengths and weaknesses of each?</p> <p>'The Song of Roland' is an epic poem based on the Battle of Roncevaux in 778 during the reign of Charlemagne who was king of the Franks. Why might William's troops have chosen to perform this poem as they went into battle?</p> <p>At this stage in the battle, what strategy is more likely to work, A or B?</p> <p>A. Anglo-Saxons standing firm on high ground allowing the Normans to do most of the work.</p> <p>B. Normans using a combination of military manoeuvres: archers, infantry and horse charges with knights.</p> |
| <p>STAGE 2</p> <p>10.30am–12pm</p> <p>The battle continues</p> | <ol style="list-style-type: none"> 1. The Norman cavalry are beaten back and fail to penetrate the shield wall. Fighting is deadlocked. 2. Suddenly, the left-hand side of the Norman cavalry begins to break off from attacking the shield wall, as a rumour goes round that William is dead. 3. They retreat back down the hill and this starts panic among many of the Normans on the left-hand side or flank of the battlefield. 4. The Anglo-Saxon fyrd on that side of the field decide to leave the shield wall and chase after the retreating Normans on the left flank. 5. William sees the panic and races around in front of his men. 6. William gallops past his army and, raising his helmet, shouts 'Look at me! I am alive and will be the victor with God's help!' 7. The Anglo-Saxon soldiers who race downhill after the retreating men are suddenly surrounded and cut down by the Normans. | <p>What would the students do at this moment (both Anglo-Saxons and Normans)?</p> <p>Was it a good idea for the Anglo-Saxons to go after the retreating Normans?</p> <p>What should William's next move be?</p> <p>What should King Harold do?</p> <p>What does William's shout to his men tell us about his belief that he will win?</p> |

Continued...

| Stage | Instruction/Action! | Reflection |
|---|---|---|
| <p>STAGE 3</p> <p>12.30pm–4pm</p> <p>The start of the battle</p> | <ol style="list-style-type: none"> 1. William orders further cavalry charges up hill. 2. He decides to order at least two false retreats, where the Norman cavalry pretend to run away with the intent of drawing out the defenders. 3. The students who are the cavalry should do at least two false retreats and encourage some of the shield wall soldiers to follow them. 4. These mock retreats begin slowly to break up the shield wall as more and more Anglo-Saxon fyrd and some housecarls attempt to pursue the retreating Normans. Gaps appear and William's cavalry encircle the groups of separated fyrd and cut them down. 5. Emphasise the gaps that appear in the shield wall. 6. Norman infantry and cavalry can now penetrate the shield wall and get at the Anglo-Saxon soldiers behind the main wall. | <p>False retreats were a tactic that had been used before by the Normans, but evidence suggests that William was inspired to do this after the first unplanned retreat.</p> <p>What has stayed the same about William's strategy and what has changed?</p> <p>What does this suggest about William as a leader in battle?</p> |
| <p>STAGE 4</p> <p>5pm</p> <p>The battle comes to an end</p> | <ol style="list-style-type: none"> 1. William orders his archers to shoot arrows high over the front of the shield wall onto the English soldiers nearer the back. 2. During these volleys an arrow possibly strikes Harold in the eye. He is then cut down by three Norman knights. 3. The English army is broken and begins to flee pursued by the Normans. 4. The Normans are victorious on the field. 5. Many bodies lie around the battle ground and the victors, the Normans, start taking weapons, jewellery and armour from the dead. | <p>What might the scene on the battlefield have looked, felt and smelt like after around nine hours of fighting?</p> <p>How would the English soldiers, still alive, feel, knowing they had lost their king?</p> <p>For the Norman victors, how would they feel? What would they do next? How might they celebrate?</p> |

Continued...

4. THE AFTERMATH

To provide an opportunity for students to share their perspectives, we would encourage pairing up Anglo-Saxon characters with Norman ones and giving them some time to discuss and compare their battle experience before coming back together as a group.

Suggested questions to ask after the re-enactment:

Anglo-Saxon soldiers, the fyrd and housecarls

1. Why do you think your position was a strong one?
2. When did you feel the battle turned against you?
3. How did fighting a losing battle feel?
5. What do you think your army could have done differently to win?

NOTE ON HISTORICAL INTERPRETATION:

Some historians believe that if the fyrd on the left of the battlefield had been disciplined and not split from the shield wall, weakening it, the English could perhaps have retained their strong position on the hill and beaten the Normans.

Normans

Cavalry

1. How did you feel when charging at the English line?
2. What moment caused you the biggest worry?
3. When did things turn in your favour?

Infantry

1. How did it feel to be repelled by the shield wall many times?
2. How do you think you could have fought better?

Archers

1. Which had the best effect, shooting arrows to the front of the shield wall or to the rear?
2. How did the decision to use archers in the battle affect the outcome?

William the Conqueror

1. How do you feel now that you've conquered England?
2. What are you going to do first to show the people of England that you are in charge?

Continued...

Ask the narrator to finish the activity by reading the concluding text, explaining what William did next:

After the battle, William rode on to London. He was crowned king of England on 25th December 1066.

Despite this, resistance to the Normans continued and rebellions in the West Country, the Welsh Marches, the Midlands, the North, and East Anglia were not finally put down until 1071. William showed himself to be merciless in dealing with these revolts, devastating the crops, cattle and homes of those who opposed him.

To strengthen his legitimacy as king, William was crowned by representatives of the pope when they met at Easter 1070. He followed this by making sweeping changes to the church and the law. For example, almost all Anglo-Saxon bishops and abbots were replaced by Normans and most of the English nobility were replaced and their lands given to Normans.

William began a massive building campaign of churches, cathedrals and castles. One such building was the abbey he had built at Battle. William insisted on having the abbey church built on the very spot where Harold had been killed. Some have seen this as a way for him to atone (apologise) for the bloodshed; others have viewed it as another way for William to show off his power and authority.

Either way, with William's rule, the face of England was dramatically altered.

This is a great lead-in to exploring aspects of Norman England such as the feudal system, Norman architecture and castles.



TOP THINGS TO SEE

1066 BATTLEFIELD TOUR

See if you can find all of these things and complete each challenge. Younger students can use the tick list at the back while their teacher guides them around. Older students may want to lead their own learning in small groups.

Can't find your way? Use the map at the back to help.



1 SAXON FYRD SOLDIER

On Saturday 14 October 1066, the English king, Harold Godwinson, and William, Duke of Normandy had a fight for the English crown. King Harold's army was mostly made up of ordinary men known as the 'fyrd', who were called up to fight when the king needed them.



DID YOU FIND HIM?

DID YOU KNOW?



Soldiers of the fyrd would have joined the king's army as it marched past their towns and villages.

CHALLENGE TIME!



Draw this Saxon fyrd soldier's helmet, sword or shield.



2 SAXON SHIELD WALL

To defend themselves, the Saxon soldiers stood shoulder to shoulder in a line and overlapped their shields. This created a strong layer of protection from the Norman arrows hurtling towards them.

DID YOU FIND IT?

DID YOU KNOW?



The police still use shield walls today to protect themselves from violent protests and riots.

CHALLENGE TIME!



Stand behind the shield wall and **imagine** you are a Saxon looking at your enemy. How safe do you feel?

3 SAXON FOOT SOLDIER

The Battle of Hastings was fierce and bloody; thousands of soldiers were killed. This soldier has an axe. Axes were very heavy and the long handle helped soldiers attack with more force, causing horrible injuries.

DID YOU FIND HIM?



DID YOU KNOW?



You can see some examples of these weapons in the exhibition.

CHALLENGE TIME!



Why do you think the handle on this foot soldier's axe is so long? **Discuss** how this might help him in battle.



4 SAXON STANDARD BEARER

'Standard' is another word for a banner. The Saxons could see this banner across the battlefield. It helped them stay together. The Saxon standard had a dragon on it.

DID YOU FIND HIM?

DID YOU KNOW?



If a soldier ended up separated during a battle, he could look around until he saw the standard and then try to get back close to it.

CHALLENGE TIME!



Draw your own battle banner. What animal could you use to make you look fierce and courageous?

5 BATTLE CRY

This Norman and Saxon soldier are fighting in close combat. To try and intimidate the enemy, the Saxons shouted 'Ut, ut, ut!' or 'Out, out, out!'. The Normans shouted 'Dex aie!' or 'God help us!'

DID YOU FIND THEM?



DID YOU KNOW?



The story of the Battle of Hastings was sewn into a long length of fabric. Today, this tapestry can be seen in the French town of Bayeux in Normandy.

CHALLENGE TIME!



Pretend you are Normans or Saxons and try the battle cries. Who can shout the loudest?



6 NORMAN KNIGHT

The Norman army had archers at the front, foot soldiers in the middle and knights on horses (like this one) at the back. These impressive horses could ride at speed while carrying armoured knights on their backs.

DID YOU FIND HIM?

DID YOU KNOW?



The knights rode on special saddles that kept them firmly in place but still allowed them to keep their arms free to fight.

CHALLENGE TIME!



Split your group into archers, foot soldiers and knights and stand in the correct order. Strike a pose!

7 NORMAN FOOT SOLDIER

Norman foot soldiers carried sharp spears. They also carried a large shield which gave them good protection from Saxon swords, axes and arrows. The shields were about 1–1.5m high so could protect most of the body.

DID YOU FIND HIM?



DID YOU KNOW?



Norman kite shields had leather straps on the back which gripped the shield tight to the soldier's arm.

CHALLENGE TIME!



Look closely at this Norman soldier's shield. Spot the difference between the shape of this shield and the one carried by the Saxon foot soldier you saw earlier.



8 BATTLE TACTICS

William, Duke of Normandy, said that he should be king of England because he had been promised the crown. He came prepared for battle with a well-trained army of archers, foot soldiers and knights on horseback.

DID YOU FIND HIM?

DID YOU KNOW?

At one point in the battle, William's army pretended to run away. The Saxons thought they had won so broke their shield wall. William's army then turned back and attacked them.



CHALLENGE TIME!

Imagine you are William looking across the battlefield. What instructions would you give to your soldiers?



9 NORMAN ARCHER

This archer's arrow could hit a target 200 paces away. The battle ended when an arrow hit King Harold in the eye. Later, William built Battle Abbey on the spot where Harold died to thank God for his victory and remember those who died in battle.

DID YOU FIND HIM?



DID YOU KNOW?

On Christmas Day, 1066, William was crowned king of England. He built castles across the country and gave the Normans important jobs to show he was a powerful ruler.



CHALLENGE TIME!

If you fired an arrow from this position, how far up the hill would it get? **Walk** 200 paces to find out.





ENGLISH HERITAGE
EDUCATION

KSI-2

TOP THINGS TO SEE

1066 BATTLEFIELD TOUR

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



1 SAXON FYRD
SOLDIER



2 SAXON
SHIELD WALL



3 SAXON FOOT
SOLDIER



4 SAXON
STANDARD
BEARER



5 BATTLE CRY



6 NORMAN
KNIGHT



7 NORMAN
FOOT
SOLDIER



8 BATTLE
TACTICS



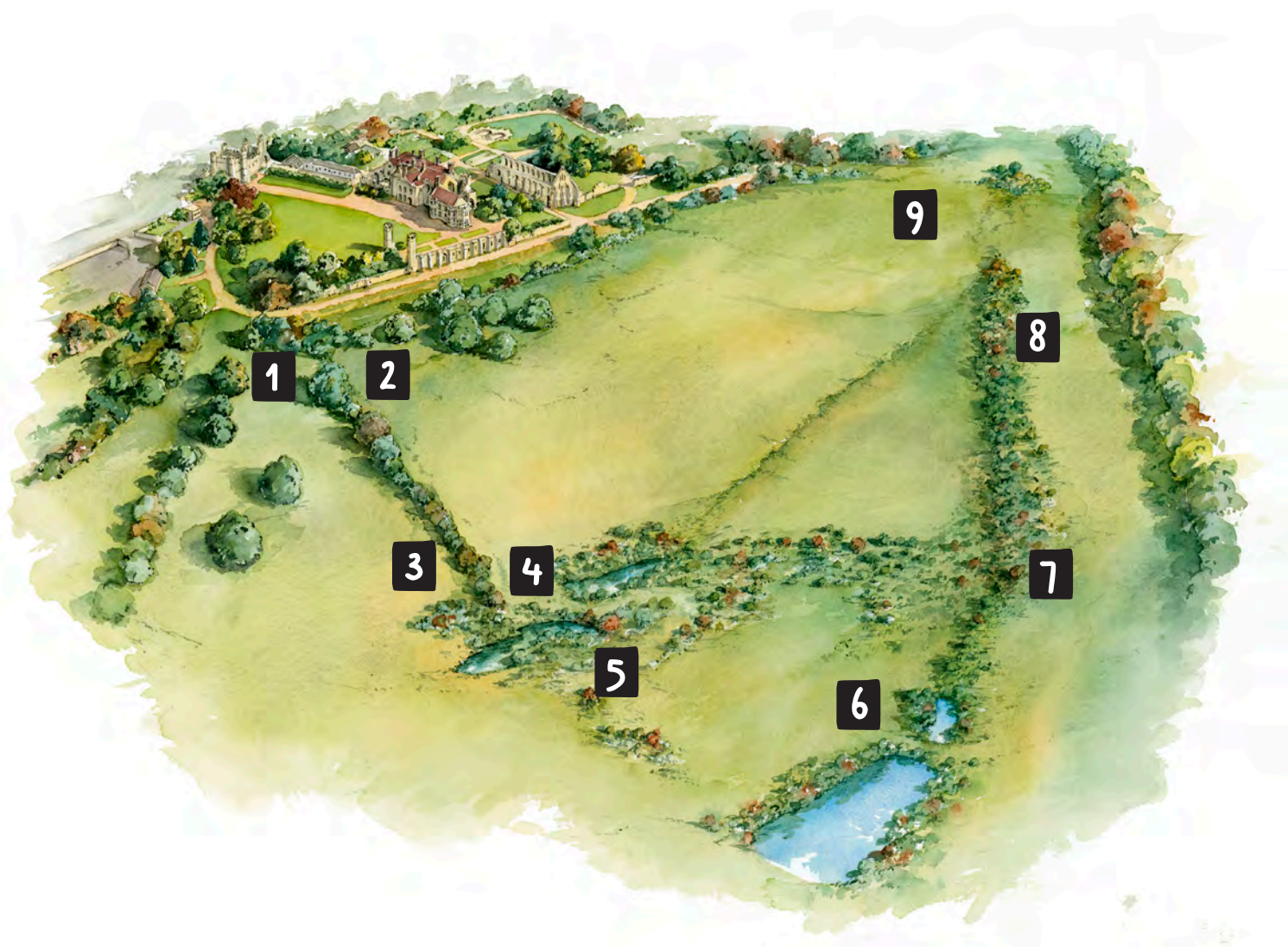
9 NORMAN
ARCHER



1066 BATTLEFIELD TOUR MAP



Use this map to help you
find our top things to see.



1 Saxon fyrd soldier

2 Saxon shield wall

3 Saxon foot soldier

4 Saxon standard bearer

5 Battle cry

6 Norman knight

7 Norman foot soldier

8 Battle tactics

9 Norman archer

WHAT I'VE LEARNT

I think the best thing to see at Battle is:

.....

.....

The most interesting thing I have learnt today is:

.....

.....

.....

.....

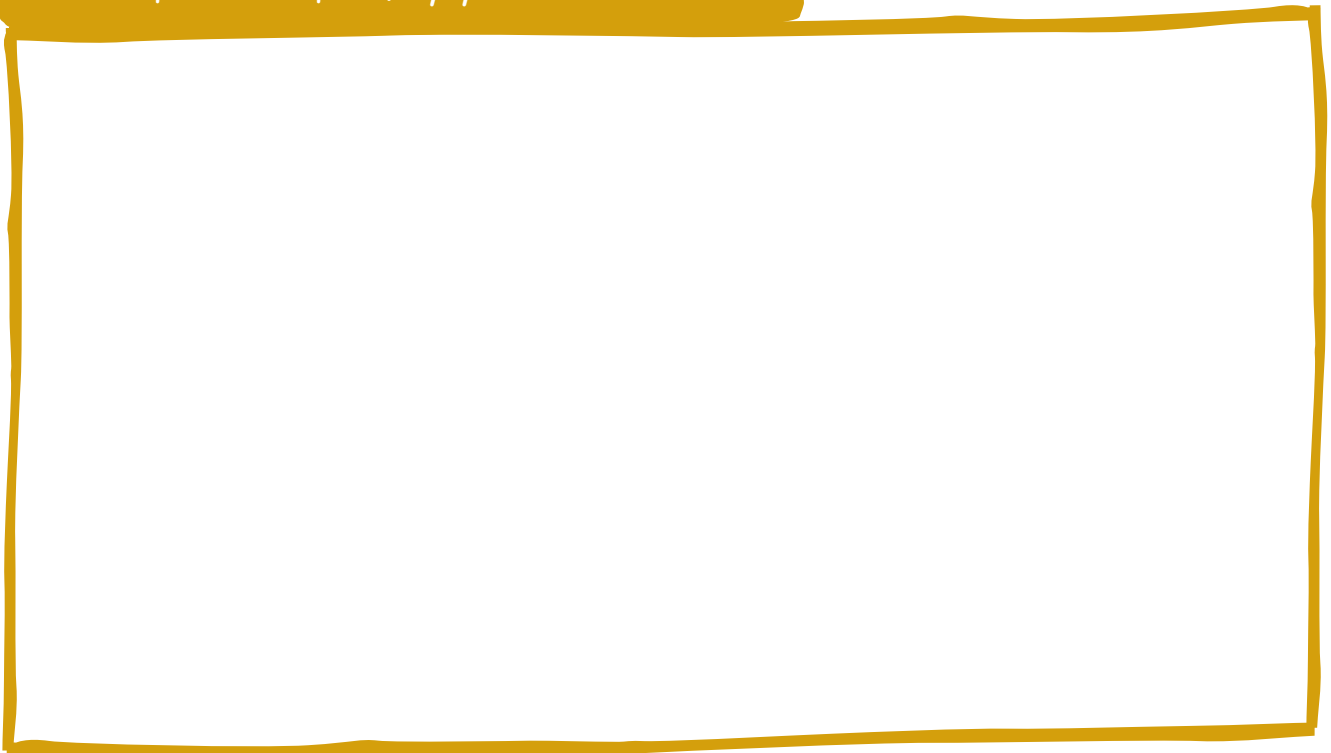
I want to know more about:

.....

.....

.....

Draw a picture inspired by your visit to Battle.



SELF-LED ACTIVITY

VISITOR CENTRE

ACTIVITY PACK



KS3

Recommended for

KS3 (History, Geography, English, RE, Maths)

Learning objectives

WHAT: Understand the events of 1066, the people involved and the impact that they had.

HOW: Use the information, interactives and film in the Visitor Centre.

OUTCOME: Gain a good level of knowledge and understanding to better appreciate the wider Battle site.

Group size

3–4

Time to complete

Approx. 50 minutes

PRE-VISIT

SUMMARY

This resource is designed to support students in quickly accessing the information within the Visitor Centre. The Visitor Centre uses a mix of traditional interpretation, high-quality interactives and film to help bring the story of 1066 to life.

AT THE ABBEY AND BATTLEFIELD

PREPARATION AND RESOURCES

Before your visit you will need to photocopy the number of worksheets you require. We would advise that you split your class into small groups before entering the Visitor Centre and rotate the groups around each location. Each group can use the worksheet for support and to provide focus.

AFTER THE VISITOR CENTRE

Step out onto the Battlefield Walk to learn about the positioning and approaches of the Saxon and Norman armies. You may like to use our **re-enactment role play** to bring the battle to life on the very spot where it happened.

If you have time you may also like to visit Pevensey Castle: www.english-heritage.org.uk/visit/places/pevensey-castle/, the landing place of William, Duke of Normandy's army in 1066.

SHARE YOUR VISIT WITH US

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 @EHEducation

 www.facebook.com/englishheritage



ENGLISH HERITAGE
EDUCATION

KS3

VISITOR CENTRE ACTIVITY PACK

1066 BATTLE OF
HASTINGS, ABBEY
AND BATTLEFIELD



NAME:

CLASS:

SCHOOL:

ACTIVITY 1 – THE ENGLISH AND THE ANGLO-SAXON WORLD



Map showing English earldoms and the routes of invasions into England by the Vikings, Saxons and Normans.

After the Romans left, England was settled by Germanic tribes and divided into small kingdoms. The people, known as Anglo-Saxons, came to recognise themselves as English. In the 8th century, the Vikings invaded and threatened the kingdoms.

A Which Anglo-Saxon earldom would you have lived in?

.....

.....

B Find the Anglo-Saxon map of the world.

Of the seven continents of the modern world, which ones are shown on the Anglo-Saxon map:

- | | | |
|--|-------------------------------------|--|
| <input type="checkbox"/> Asia | <input type="checkbox"/> Africa | <input type="checkbox"/> North America |
| <input type="checkbox"/> South America | <input type="checkbox"/> Antarctica | <input type="checkbox"/> Europe |
| <input type="checkbox"/> Australia | | |

C The British Isles can be seen in the bottom left-hand corner.

Which British cities and river are shown?

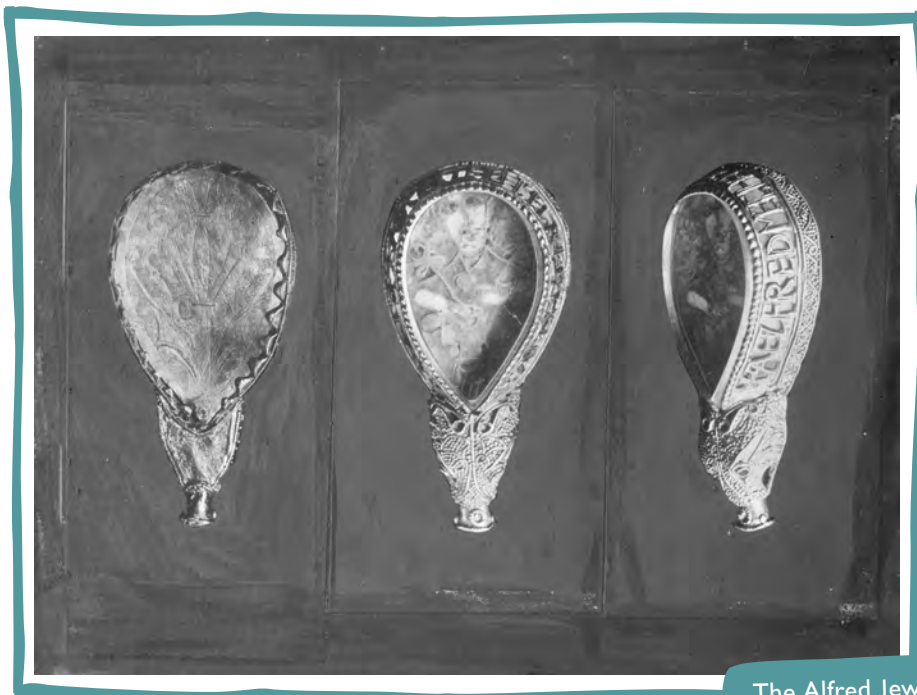
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ACTIVITY 1 – THE ENGLISH AND THE ANGLO-SAXON WORLD

The Viking invaders eventually agreed to a peaceful settlement encouraged by the king of Wessex, Alfred the Great (r. 871 and 899). Alfred also encouraged the Vikings to convert to Christianity.

Looking along the panel, you will see a number of artefacts from the Anglo-Saxon world. Find the Alfred Jewel, a pendant dating from the 9th century.



The Alfred Jewel.

D What does the inscription 'Aelfred mec heht gewyrcean' mean?

.....

.....

ACTIVITY 1 – THE ENGLISH AND THE ANGLO-SAXON WORLD

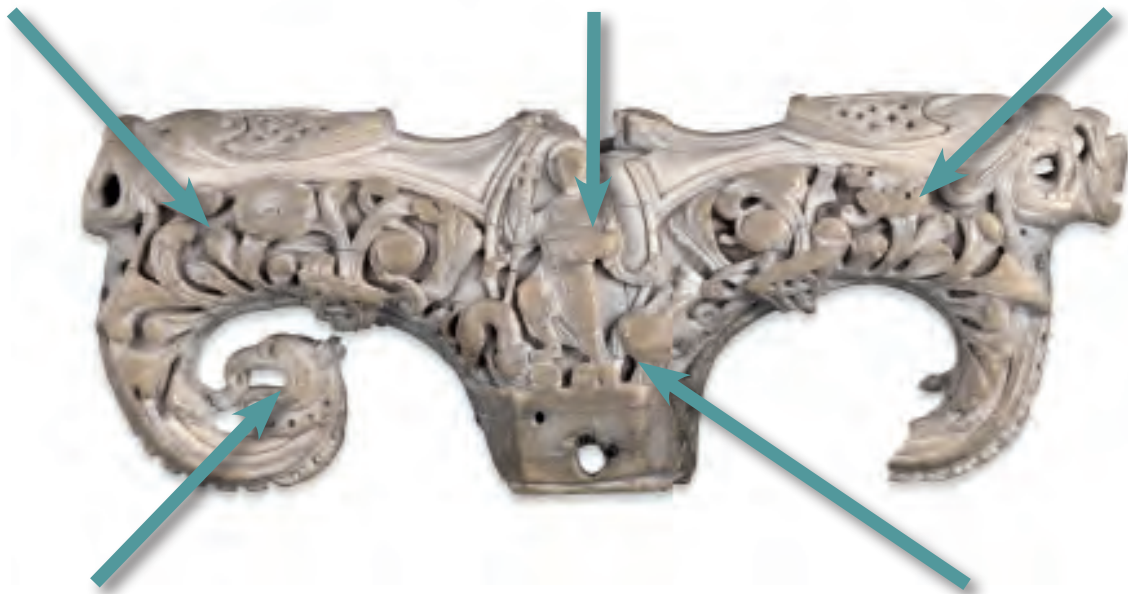
E Religion was very important to the Anglo-Saxons.

Find the image of the ivory head of a crosier – a staff carried by senior churchmen, such as bishops or abbots.

F Identify these elements of the design:



The abbot's crosier head.



G Monasteries were at the centre of religious and economic life.

Who was the ‘father of western monasticism’?

ACTIVITY 1 – THE ENGLISH AND THE ANGLO-SAXON WORLD

- H** Earls Barton church is a rare survival from the Anglo-Saxon period. **Complete** the sketch by adding the detail of the church tower.



ACTIVITY 2 – KINGS OF ENGLAND

When Edward died on 5th January 1066, Harold was crowned king. You can see his coronation as shown in the Bayeux Tapestry on the panel.

By becoming king, Harold invited challenges from William, Duke of Normandy and Harald Hardrada, King of Norway, who both believed that they should actually be the king of England.



The coronation of Harold Godwinson as pictured in the Bayeux Tapestry.

Watch the Contenders Interactive video 

A The Normans wanted to expand their empire.

List some of the countries they were expanding into:

.....

.....

B Where did Harold have to fight Harald, King of Norway?

.....

ACTIVITY 2 – KINGS OF ENGLAND

C **Where** did Harold stop off on the way south to Hastings?

.....

D **How** long did the Battle of Hastings last?

.....

ACTIVITY 3 – THE IMPACT OF THE NORMANS

Use the interactive to identify some of the things that the Normans brought to England.

A We have created anagrams of them here.

Match them to the correct answers:

blueing winds

luxury food

loud fury ox

language

algae gun

intermarriage

airman tree rig

new buildings

B **What** is the 'luxury food' shown in the animation?

.....

C **How** did the Normans describe someone with fair hair?

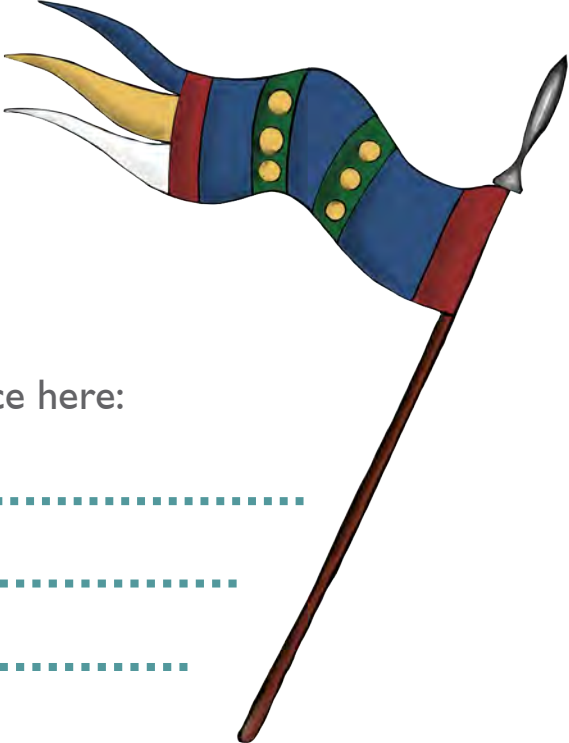
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D **What** word did the Normans use as an insult?

.....

ACTIVITY 4 – 1066

Follow the instructions on screen to choose whether you support William or Harold as the next king of England.



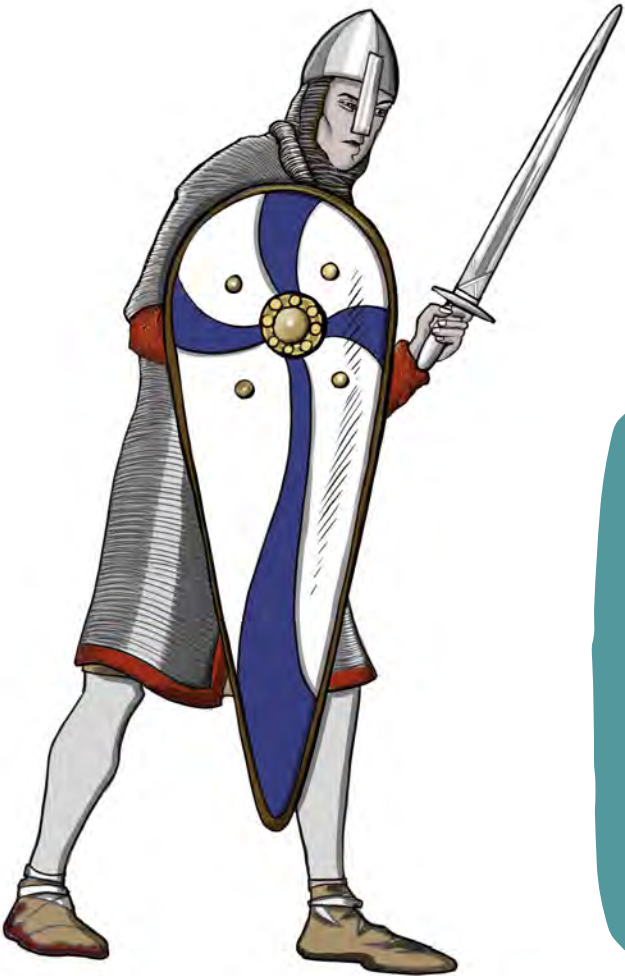
A Write the main reasons for your choice here:

.....

.....

.....

.....



B Hear what 1066 would have sounded like.

Listen to the excerpts from Beowulf and the Song of Roland, two of the most celebrated poems from that time. They would have been spoken from memory by travelling bards (professional story-tellers). They are read in their original languages.



ACTIVITY 5 – THE TWO ARMIES

A Complete the table using information from the panels.

Touch the weapons to get a sense of their size, weight and materials.



| | Saxons | Normans |
|--|---|-----------------------------------|
| Number | 5,000–7,000 men | |
| Army | Professional warriors: Citizens' army: Cavalry: | Infantry: Archers: Cavalry: |
| Weapons and armour Write or draw the weapons for each side. Annotate what each is made of. | | |

ACTIVITY 5 – THE TWO ARMIES

B Which weapon would you have most feared and why?

.....

.....

C What similarities or differences were there between the two armies?

.....

.....

.....



Harold Godwinson



William the Conqueror

SELF-LED ACTIVITY

DISCOVERY CHEST



KS1-2

KS3

Recommended for

KS3 and KS2
(History and English)

Learning objectives

WHAT: Learn to interrogate objects to explore the monastic buildings at Battle Abbey.

HOW: Use objects to facilitate interaction with the site and as a stimulus for historical enquiry. Apply skills of observation, deduction and imagination.

OUTCOME: Learn to evaluate archaeological evidence about Battle Abbey and draw supported conclusions about what life was like as a Benedictine monk between 1070 and 1538.

Time to complete

You are free to spend as much time using the Discovery Chest as you wish, but we recommend at least 10 minutes per activity. You can do any number of activities in any order.

PRE-VISIT

PRIOR LEARNING

- Use the Glossary to make sure students are familiar with key words such as: Benedictine, cellarer, dormitory, monastery, penance, replica.
- Explore how a monastery operated – who was the abbot, what was the daily routine like, what were different monastic buildings used for?

PRE-VISIT ACTIVITIES

- Introduce your students to the history of Battle Abbey by visiting the **English Heritage webpages:** www.english-heritage.org.uk/visit/places/1066-battle-of-hastings-abbey-and-battlefield/history-and-stories/
- Download our selection of other free school resources at the bottom of the **1066 Battle of Hastings, Abbey and Battlefield schools webpage:** www.english-heritage.org.uk/visit/places/1066-battle-of-hastings-abbey-and-battlefield/schools/

PREPARATION AND RESOURCES

You will find a guide to using the Discovery Chest below and there are object descriptions on the following pages. All other information needed to complete the Discovery Chest activities will be provided on site.

The Discovery Chest is a free resource but it needs to be booked through our Education Bookings Team. If you haven't already booked your free self-led education visit, you can do so using the **contact details** at the front.

Once on site, you can also explore our gatehouse exhibition, which examines the important stories of the abbey in the years after 1066.

Continued...

AT THE ABBEY AND BATTLEFIELD



USING THE DISCOVERY CHEST

Please see a member of staff at the ticket office to collect your pre-booked Discovery Chest, and associated objects.

There are eight activity bags, which each contain instructions and associated objects. Each bag represents a different monastic building on site. The stopping points on the next page show the location of each activity.

We suggest you split your group into sub-groups, each with an accompanying adult, and move around the activity bags in turn to explore the Battle Abbey buildings. The activities can be done in any order. How you use and swap the bags, and whether your students do all the activities, is up to you.

Each activity bag has a copy of the site plan, a student activity sheet and a teachers' answer sheet. Accompanying adults can use this to help with answering questions or activity solutions, and it also provides further information about the handling objects to aid student discussion.

ACCESSIBILITY

For information, visit the **Access webpage** www.english-heritage.org.uk/visit/places/1066-battle-of-hastings-abbey-and-battlefield/plan-your-visit/access

HEALTH AND SAFETY

All the objects should be handled with care and you should supervise students closely. Please be particularly careful with objects that have sharp edges, and note that Activity 8 contains beeswax products.

Share the following object-handling guidelines with students:

1. Use both hands to handle the objects.
2. Be gentle when touching and lifting the items.
3. Don't throw, grab or deliberately damage any of the objects.

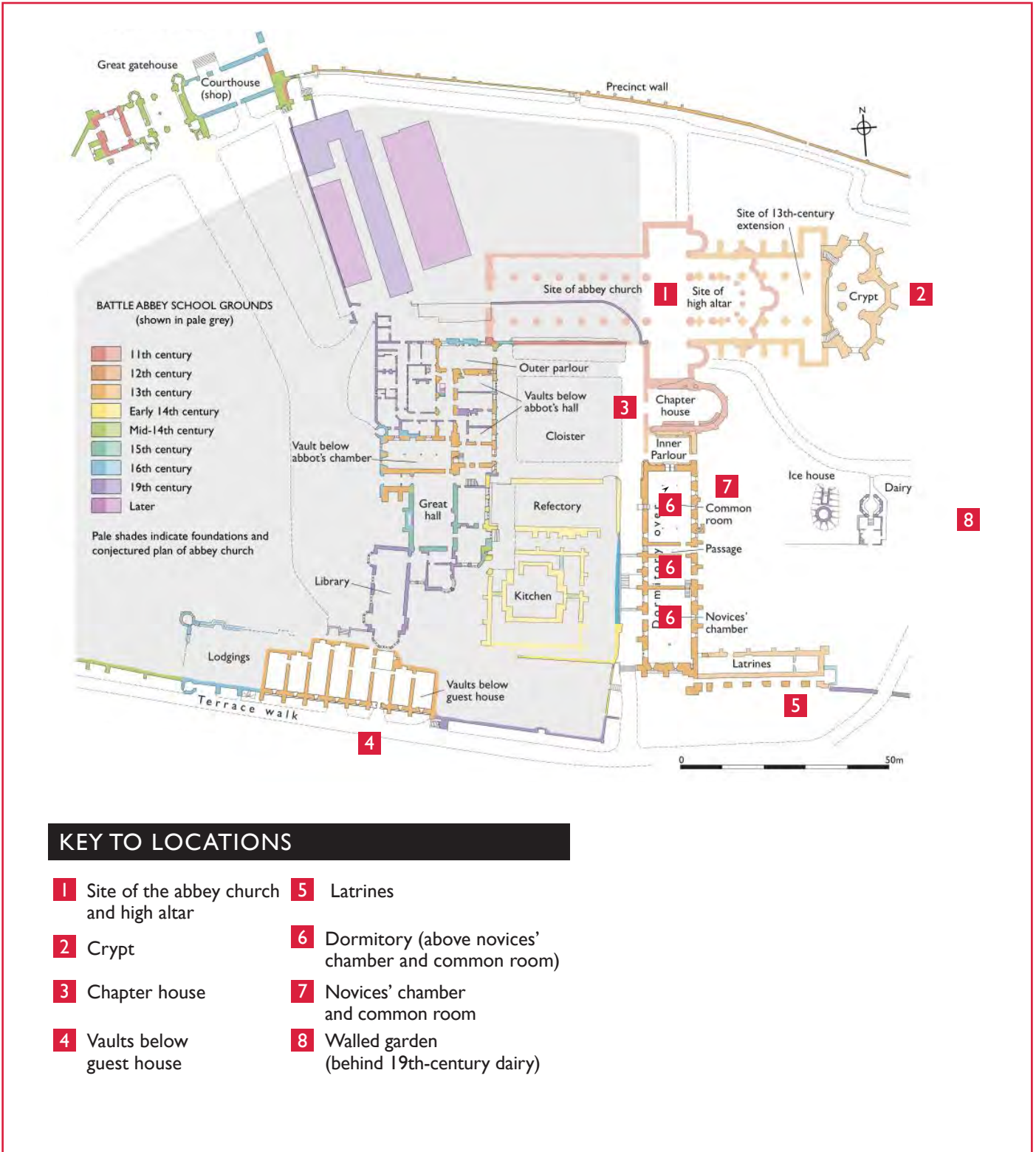
It's our job to care for these objects so that their stories can continue to be told in the future. If any objects do get damaged or broken, please inform a member of staff.

POST-VISIT

POST-VISIT ACTIVITIES

- Writing in role: students write a diary entry from the perspective of a monk at Battle Abbey.
- Illuminations: ask students to research medieval monastic illuminated manuscripts, and design their own illuminated initials.

DISCOVERY CHEST STOPPING POINTS



DISCOVERY CHEST OBJECT DESCRIPTIONS

The Discovery Chest activity bags contain replicas of objects related to life in a medieval monastery. They have been selected to represent different monastic buildings at Battle Abbey, and the activities that happened in or around them.

I. MONKS AND MUSIC

LOCATION: ABBEY CHURCH

I. RECORDING OF LATIN PLAINSONG

(Arranged by Christopher Hodkinson, sung by Schola Gregoriana)

The eight daily services celebrated in church were sung by the monks in plainsong or chant. They learnt chant while they were novices (the first year spent training to be a monk). They were expected to know large parts of the services by heart.

A lot of importance was attached to singing the services in a correct and dignified manner, and even minor lapses could lead to punishment.

Later in the Middle Ages elaborate services involving complex, intertwining melodies, or polyphony, were also sung. You had to be a good singer to get this right and probably only a few monks at any time were skilful enough. It is therefore likely that the abbey employed professional 'singing men' to help and had specially trained boy choristers.



2. A GRAND EXTENSION

LOCATION: CRYPT

2. REPLICA ROSARY BEADS

The Rosary was a very popular arrangement of prayers in the Middle Ages and still said by many people to this day.

It was said in private and involved reciting a set of ten prayers (a decade) to the Virgin Mary, each beginning with the words 'Hail Mary' ('Ave Maria' in Latin). After each decade, a prayer beginning 'Our Father' ('Pater Noster') was then said.

To help count the prayers, people used strings with a knot or bead for each prayer; these are called rosaries.

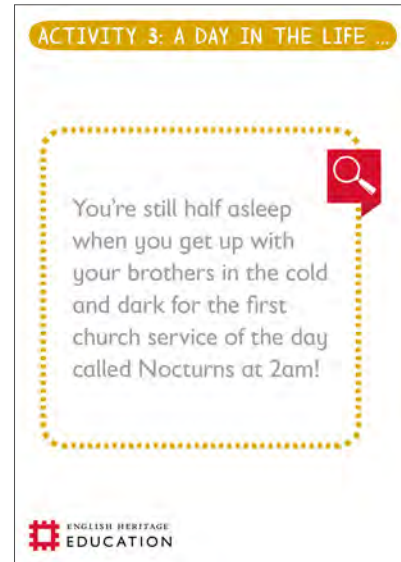


3. A DAY IN THE LIFE...

LOCATION: CHAPTER HOUSE

3. A DAY IN THE LIFE ... CARDS

These cards form an activity for students to map out a monk's daily routine, based on the horarium – a strict timetable of religious services.



4. GAME ON!

LOCATION: VAULTS BELOW GUEST HOUSE

4. REPLICA NINE MEN'S MORRIS

This was a popular game with medieval monks, and boards have been found at several abbeys. In some churches and cathedrals (including Westminster Abbey), boards were actually cut into the cloister seats.

Playing games was an important entertainment for the abbot when hosting distinguished visitors. But such games also provided monks with relief from the rigours of their monastic routine. Playing with dice may even have had some educational function, equipping monks with basic mathematical skills. Gambling, however, was strictly forbidden.



5. TOILET TROUBLE

LOCATION: LATRINES

5. REPLICA BONE COMB

Ritual cleansing was an important part of the monastic routine and medieval liturgy. Before celebrating Mass, priests would use combs to remove lice and dandruff from their hair.



6. REPLICA TWEEZERS

These tweezers would have been used as part of the ritual cleansing routine to remove unwanted body hair. They would also have been used for medical procedures.



7. REPLICA EAR SCOOP

It was important to ensure that the altar was not polluted in any way – hence the emphasis on cleansing the body. This scoop to clear ear wax would have been used by a priest before a service.



6. BEDTIME STORY

LOCATION: DORMITORY

8. REPLICA PERSONAL POSSESSIONS

Benedictine monks had few personal possessions, and these were passed to others in the abbey after death.

These replicas include: utensils (a leather cup, wooden bowl and spoon), a belt and a black woollen habit.

The monks would also have carried a small, sharp multipurpose knife.

Benedictines were known as the black monks from the colour of their habits. These were simple and functional to reflect the Benedictine rule of poverty.

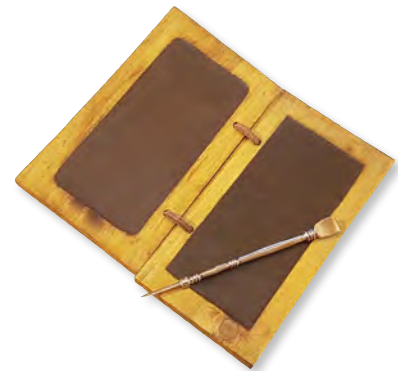


7. BEAUTIFUL BOOKS

LOCATION: NOVICES' CHAMBER AND COMMON ROOM

9. REPLICA WAX TABLETS AND STYLUSES

The monastery kept important records, such as detailed accounts of income and expenditure, on expensive parchment. For notes and calculations, the monks wrote with a metal or bone stylus on a tablet covered in beeswax.



10. REPLICA MEDIEVAL SPECTACLES

A fragment of bone frame from a pair of medieval spectacles was found at Battle Abbey. Such finds are rare, and many of the surviving examples come from monasteries. Spectacles were invented in late 13th-century Italy and could extend the working life of scribes and illuminators.



8. FOOD GLORIOUS FOOD

LOCATION: WALLED GARDEN

11. REPLICA WAX TABLET

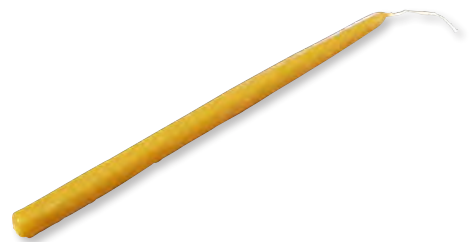
Beeswax from the monastery's hives was poured into wooden frames to create wax tablets. Because the wax was soft, the tablets could be used over and over by using a metal or bone pointed stylus to etch notes into the wax.



12. WAX CANDLES

Candles made from beeswax gave off a brighter light and sweeter smell than the cheaper tallow candles made from animal fat. Because of this, beeswax candles were used to burn on the altar during Mass or before images of saints.

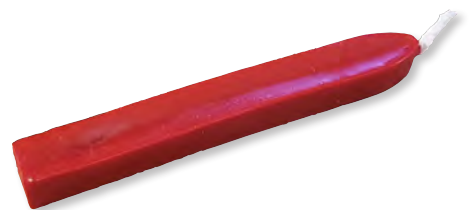
Good lighting would have been essential for those monks who were reading, writing and illuminating manuscripts. Natural light was the most important source, along with daily use of cheaper tallow candles.



13. SEALING WAX

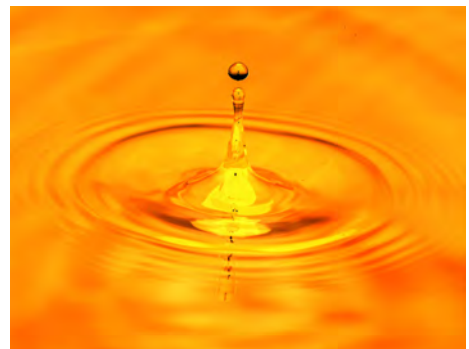
In the medieval period, sealing wax was made from beeswax mixed with 'Venice turpentine', a kind of resin. Later, the wax was coloured red using the pigment vermilion.

Important documents had wax seals attached to them. While the wax was still soft, a specially made metal seal was pressed into it. This provided proof of authenticity, and the hardened wax seal was then attached to the document, usually with a small strip of parchment.



14. HONEY (SCENT BOX)

Medieval monasteries usually kept honey bees. Honey was used in cooking and medicines, and for making mead, a fermented alcoholic drink.





POST-VISIT

Activities and information to help you extend your students' learning back in the classroom.

SELF-LED ACTIVITY

DESIGN YOUR OWN COAT OF ARMS



KSI

Recommended for

KS2
(History, Art and Design)

Learning objectives

- Understand the origins, meaning and purpose of heraldry.
- Evaluate the legacy of William the Conqueror's victory and its impact on Battle Abbey.

Group size

5–6

Time to complete

30 minutes

SUMMARY

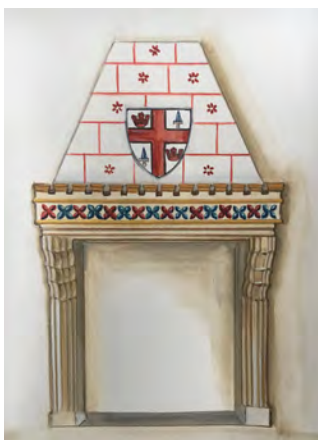
The Battle Roll was a commemorative list of the names of 551 knights who fought for William in the Battle of Hastings, 1066. It was displayed at the abbey until it was lost in the 16th century.

To a medieval knight, showing your family name at an important battle or tournament was vital for your reputation. From the early 12th century, knights began wearing helmets that covered the whole face, so it was difficult to identify them. To be recognised, they began to paint personalised combinations of colours, shapes and/or animals on their shields and banners. Over time, these coats of arms were also used to represent organisations or institutions, such as monasteries or guilds.

Students can use the activity sheets below to follow the medieval rules and symbolism of heraldry to create their own coat of arms. Use our **online guide**: www.english-heritage.org.uk/easter/preparing-for-easter-adventure-quests/our-guide-to-heraldry

Bring students' coats of arms as A5 pieces of artwork for us to display on our Battle Roll board in the great gatehouse.

Don't forget to share your designs with us on Twitter **@EHEducation**.



Battle Abbey's coat of arms can be found displayed in several places in the gatehouse.

MORE LEARNING IDEAS

Students could think about how coats of arms are still used today. Does their school/local council/football club have one? What connections are there between the medieval use of coats of arms and how we use them today? Why is the shield design still used?

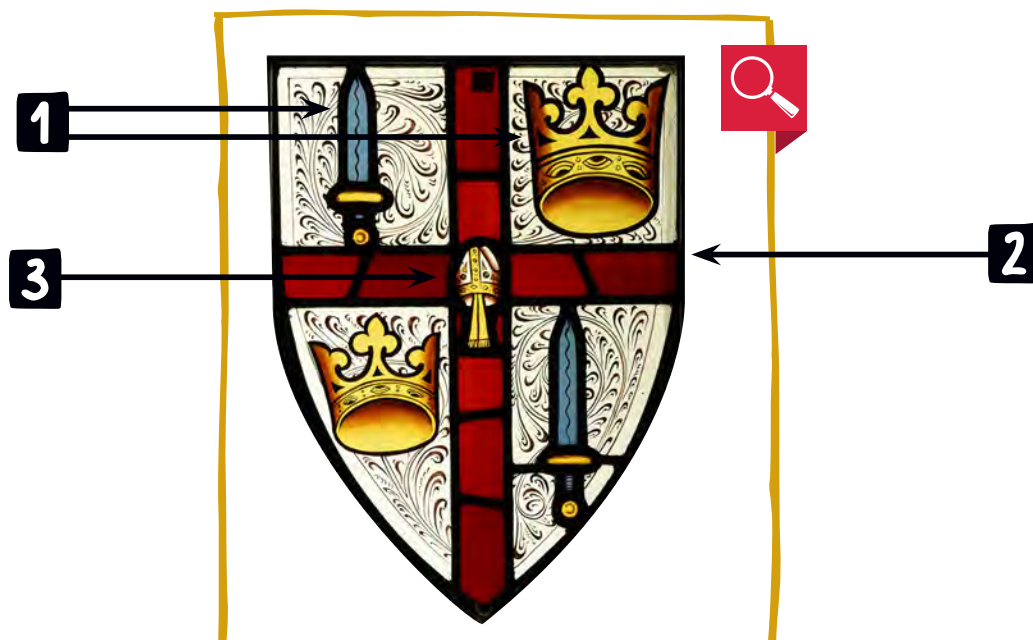
Higher-level questioning:

How do students think medieval ideas of heraldry (family identity, achievement, mottos) relate to modern-day organisations' trademarks, slogans and copyright?

Continued...

DESIGN YOUR OWN COAT OF ARMS

Discover the meaning of the Battle coat of arms and learn how to make your own.



The Battle coat of arms has been re-created here in a modern stained-glass window in the gatehouse. It is copied from a 14th-century panel.

- 1** The sword is most likely a reference to the victory of William the Conqueror at the Battle of Hastings, 1066, and the crown symbolises his ultimate achievement as a consequence of the battle – becoming king of England.
- 2** The red cross on a white background may symbolise England, or perhaps the crucifix – the symbol of Christianity.
- 3** The mitre (tall headdress) symbolises the power of the bishop and some senior abbots in the Church. Permission to use the mitre symbol could only be granted by the pope, as the head of the Church. The abbots of Battle received the right to use the mitre in the late 14th century.

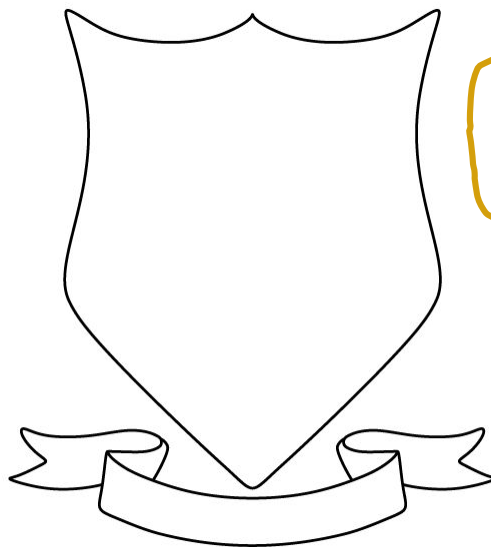
What was the abbey trying to communicate through its coat of arms?

.....

.....

DESIGN YOUR OWN COAT OF ARMS

Follow the heraldic rules below to create a coat of arms that represents you.



PSSST!...

Use the big shield on the next page to design your coat of arms.

BACKGROUND

Colours

- Red = gules • Blue = azure
- Green = vert • Black = sable
- Purple = purple

Metals

- Gold or yellow = ore
- Silver or white = argent

Furs

- Ermine • Vair

ANIMAL

- Lions = bravery
- Dogs = faithfulness, reliability
- Stags = wisdom and long life
- Eagles = power and nobility
- Hares = speed
- Badgers = endurance

CHARGE

- Crosses – of many different types
- Stars • Rings • Balls • Crescents
- Diamonds • Flowers • Fleur-de-lis

ORDINARY

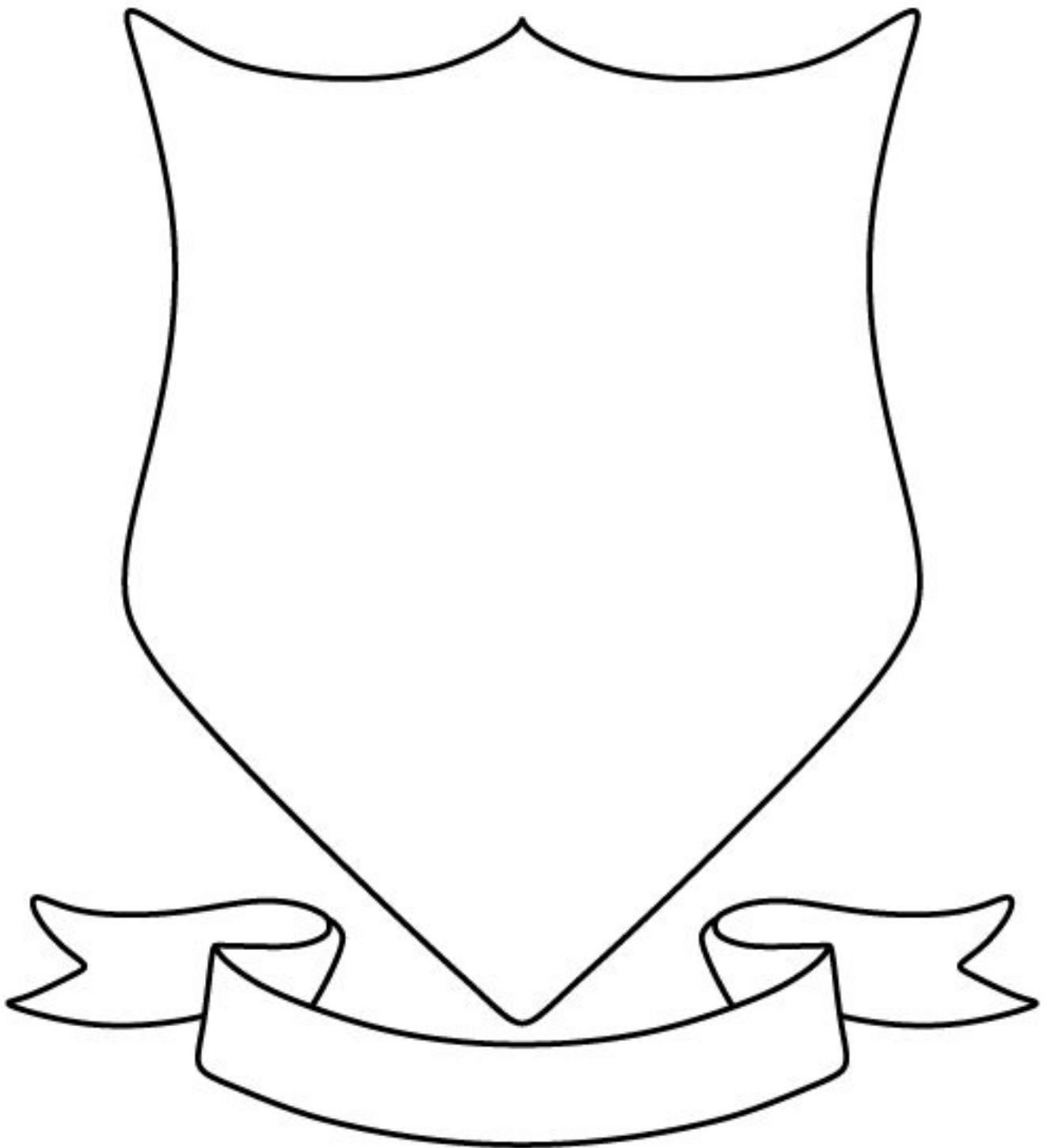
- Fess • Pale • Bend
- Chevron pointing upwards
- Cross = a plain cross
- Saltire = a 'St Andrew's cross'
- Chief • Bordure • Pile

MOTTO

A motto is a phrase that summarises your general motivation or intentions. For example: 'Be prepared'.

DESIGN YOUR OWN COAT OF ARMS

Draw your own design on to the shield below.



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. Experts at English Heritage have chosen these sources to help you learn about Battle Abbey and Battlefield's history.



'The English were greatly helped by the advantage of the high ground, which they could defend by... their great numbers massed together and their weapons which could easily find a way through shields... The Normans and their allies, realising they could not overcome an enemy so great in numbers and standing so firm without great loss to themselves, retreated, deliberately pretending to run away... Some thousands (of English) boldly launched themselves as if on wings after those they thought to be running away. The Normans, suddenly wheeling their horses about, cut them off, surrounded them, and killed them on all sides, leaving not one alive. Twice they used the same plan with the same effect...

William... was a noble general, turning back retreat, inspiring courage, sharing danger...

Three horses were killed under him. Three times he leapt to his feet, unalarmed, and took swift revenge...

As the day wore on the English army realised beyond doubt that they could no longer stand against the Normans. 'They knew that they were reduced by heavy losses and that the king himself... had fallen... They therefore retreated and made off as soon as they got the chance, some on stolen horse, many on foot.'

Extract from 'The Deeds of William, Duke of the Normans and King of England' by William of Poitiers, written about 1071.

William of Poitiers was a Norman soldier and later personal priest to King William. This source is translated from the Latin original. Although William of Poitiers did not fight in the battle, he clearly knew those who had.

‘I make a vow on this very battlefield I shall found a monastery for the salvation of all, and especially for those who fall here, to the honour of God and his saints, where servants of God may be supported: a fitting monastery, with a worthy liberty. Let it be an atonement: a haven for all as free as the one I conquer for myself.’



From the 12th-century ‘Chronicle of Battle Abbey’, author unknown.

Read more **about William’s founding of Battle Abbey**

www.english-heritage.org.uk/visit/places/1066-battle-of-hastings-abbey-and-battlefield/history-and-stories/the-foundation-of-battle-abbey

‘As cellarer of the monastery let there be chosen from the community one who is wise, of mature character, sober, not a great eater, not haughty, not excitable, not offensive, not slow, not wasteful, but a God-fearing man who may be like a father to the whole community... Let him not think that he may neglect anything.



He should be neither a miser nor a prodigal and squanderer of the monastery’s substance, but should do all things with measure and in accordance with the Abbot’s instructions’.

(Chapter 31)

‘Let a good pound weight of bread suffice for the day, whether there be only one meal or both dinner and supper... Above all things, however, over-indulgence must be avoided and a monk must never be overtaken by indigestion; for there is nothing so opposed to the Christian character as over-indulgence according to Our Lord’s words, “See to it that your hearts be not burdened with over-indulgence” (Luke 21:34)... Except the sick who are very weak, let all abstain entirely from eating the flesh of four-footed animals.’

(Chapter 39)

‘Let those who receive new clothes always return the old ones, to be put away in the wardrobe for the poor. For it is sufficient for a monk to have two tunics and two cowls, for wearing at night and for washing’.

(Chapter 55)

This source is a selection of extracts taken from the ‘Rule of St Benedict’ or ‘Regula Benedicti’ in Latin. It is a book of rules for behaviour written by Benedict of Nursia (AD c.480–550) for monks living in a monastery.

The spirit of St Benedict’s Rule is summed up in the motto: pax (peace) and ora et labora (‘pray and work’).





This slate was first used in c.1500 for teaching choristers how to sing in polyphony (in multiple melodies). When it broke in half, the back of the slate was used for writing out accounts.

The payments in the accounts are for:

'Item for mending a pair of boots: 2d

Item for ink: ½d

Item for repair of King William's painting: 4d'

'Spice

For 10 gallons [45 litres] honey bought by the cellarer, 10 shillings. For white salt bought, 7 shillings 8 pence,... For 1 oz mustard seed bought, 2 shillings. For 6 gallons [27 litres] honey brought in the neighbourhood, 6 shillings. For almonds and raisins bought in London and elsewhere, 9 shillings 4 pence. For oil bought there, 26 shillings 7 pence. For 1 barrel bought for putting the said oil in, 13 pence. For lump salt bought, 14 shillings 4 pence.

Fish

...For fresh fish bought at Wynchelse and Hastyng this year, £35 16s 3d. For salt fish, salmon and eels bought at London and elsewhere, along with the expenses of seeking, £16 20½d. For 410 stokfyssh bought at London and elsewhere, along with the expenses of seeking, 113s 9½d.



Meat

For chicken cock, hen, pullet, duck and goose meat bought in the neighbourhood by the cellarer, £7 17s 5d. For suckling pig brought in the neighbourhood by the same, 75s 7d... For beef and cow meat bought both in the manors and in the neighbourhood, £23 2s 1d. For mutton bought in the same way, £29 3s 9d... For veal bought in the same way, £7 18s 6d...'

This source is an extract from the accounts log kept by the cellarer at Battle Abbey.

The cellarer was in charge of providing food and drink for the monks.

In the medieval period, spices and salts were used for preserving meat and to make it edible.

Most monasteries ate large quantities of fish, and Battle Abbey had access to a ready supply from Hastings fish market.