

ROMANTIC RUINS

LEARNING OBJECTIVES

To explore Helmsley Castle's potential as a source of artistic inspiration. To identify what artistic features characterise the Romantic style.

RECOMMENDED FOR:
KS2 and KS3 (Art)

ACTIVITY 1

SUMMARY

The ruins of Helmsley Castle inspired the Romantic artists. Look at the painting by Thomas Girtin and compare it with the east tower at Helmsley Castle (you can do this on site or in the classroom by using a photograph).



Think about what elements characterise a Romantic view of a scene or a building.

Choose a photograph of a scene from Helmsley Castle that you like and try to paint or draw it in the Romantic style.

EH EDUCATION SUGGESTS

You can take your own photos when you visit Helmsley Castle and do this as a post-visit activity..

LOCAL HISTORY

LEARNING OBJECTIVES

To compare ways of life from the medieval period to today. To understand how the uses of land and land ownership may have changed since Norman times and what affect this has had on the community and society as a whole. To recognise how records can be used as evidence and why the continuity of record keeping is important.

RECOMMENDED FOR:
KS2 and KS3 (History)

ACTIVITY 2

SUMMARY

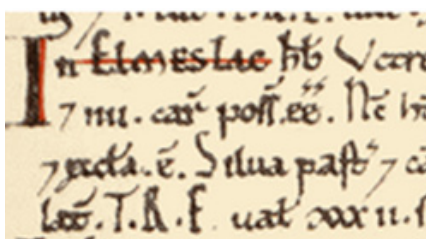
The entry from the Domesday Book is important evidence of both what the land and community was like at the time of the Norman Conquest and also why the information was important to record. Explore the Census.

KS2 classes might like to compare the land around Helmsley to how it looks today and then write a Domesday entry about their own town or village. Students could copy the illuminated manuscript style of the Domesday Book.

KS3 pupils might also like to think about how the Domesday entry records the owners of land around Helmsley and why this was important in the Norman era for those who held power. Pupils can compare the feudal system to today, when power is held democratically - we elect out politicians and local councillors; however land can still be owned by private landowners. What did tax mean for the landowners and the people?

EH EDUCATION SUGGESTS

Classes can use the most recent census – the modern day Domesday Book - for this activity.



COAT OF ARMS

ACTIVITY 3

LEARNING OBJECTIVES

To recognise the differences in the position of women in Tudor society to today. To understand the importance of family, wealth and marriage to the Tudor nobility, and how this was represented in heraldic symbols.

RECOMMENDED FOR:

KS3 (History)



SUMMARY

Why didn't most women inherit their lands and houses from their male relatives? How did this affect a woman's role in society in the medieval period? How do you think this would shape people's view of marriage?

Zoom in to the image of Edward Manner's coat of arms at Helmsley. When he married his wife of higher social rank, he re-decorated Helmsley with their joined coat of arms. What does this tell us about the value of family, wealth and marriage to society at the time?

Design your own joint Heraldic coat of arms. The coat of arms symbolises the union of the two family households.

EH EDUCATION SUGGESTS

Design your coat of arms based on symbols that are important to you and your family and combined if with the family of your friend.

THE KING IS COMING!

ACTIVITY 4

LEARNING OBJECTIVES

To demonstrate understanding of the main features of a medieval castle. To calculate the value of items, subtraction and division.

RECOMMENDED FOR:

KS3 (Maths)

SUMMARY

Edward III visited Helmsley Castle in 1334. The arrival of a monarch to stay in one of his lord's homes was both a great honour and a huge expense. Accommodation often had to be extended or especially built.

Prepare for a royal visit. You are a medieval lord and you have just received a message that the king is coming to stay. You need to update your castle to show that you know how to defend it from attack. Your teacher will give you a budget to make improvements and a list of costs of materials and workmen. Design your improved castle and calculate how you will pay for the alterations needed to make it fit for a king.

EH EDUCATION SUGGESTS

To extend this activity, imagine you need to impress the king with a new drawbridge as he enters the castle. Design your own pulley system to lift a drawbridge. Use craft materials such as newspaper, string and sticky tape. Work in teams of 3 or 4 to share ideas.

LEARNING OBJECTIVES

To understand the changes and continuity in the English language and how language reflects the impacts of events in history over time.

RECOMMENDED FOR:

KS3 (English and History)

SUMMARY

Why did spellings of place names change so frequently? What does it tell us about changes in society? Pupils should carry out some research about how there was no standardised spelling system in England until the 18th century. The English language reflected a mixture of foreign languages from invaders, dialects from different regions and tribal communities and the eventual mixing of aristocratic languages (for the Normans, French) with the common language spoken by the working people.

EH EDUCATION SUGGESTS

Pupils could create a new map of their local county or region with new place names that reflect the modern developments of the area. What place names would reflect the different communities that live there and the area's history? How could they be creative with spelling to reflect how people speak and what dialect they use?