



ENGLISH HERITAGE

Beeston Castle

INFORMATION FOR TEACHERS



A drawing showing what the castle may have looked like in 1265. It is presumed that there were towers along the north wall but since it no longer exists there is nothing to indicate where they would have been.

HISTORICAL BACKGROUND

The sandstone crag at Beeston was a place of settlement in the Neolithic period, the Bronze and Iron Ages, and in Roman times. Little is known of its history from then until the medieval period when the powerful Earl Ranulf of Chester, returning from the Fifth Crusade in 1220, began to build a castle here.

Beeston Castle was designed using innovative ideas copied from fortifications Ranulf had seen during his crusade. These included strong gatehouses to the outer and inner baileys which replaced the need for a keep. Curtain walls were protected by open-backed projecting towers enabling archers to provide crossfire along the walls. Ranulf had a ditch cut in the rock at the top of the crag to protect the inner bailey.

Then the Earldom passed to his nephew John who died without a

male heir. Henry III, recognising the importance of the Earldom of Chester to the Crown, took possession. In 1254 he gave it to his eldest son, the future Edward I.

Simon de Montfort seized the royal estates in Cheshire and held Prince Edward hostage in 1265. The prince escaped, defeated de Montfort at the battle of Evesham and reoccupied Beeston.

Edward made war on the Welsh, using Chester as his base. Nevertheless work continued at Beeston in the mid-thirteenth century and in 1303-4. Apartments were never built due to the proximity of Chester. Porters were appointed as caretakers to the castle.

The castle gradually fell into disrepair and was eventually sold to a local landowner, Sir Hugh Beeston in 1602. It regained some of its importance in the Civil War when Sir William Brereton, commander of the Parliamentarians

in Cheshire, seized the castle on 20 February 1643 in order to watch for troop movements to or from the Royalist base in Chester. Gaps in the walls were rapidly filled with mud, and buildings were erected in the outer bailey. Captain Steele,

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a local tradesman, was made governor of the castle. The castle was, however, taken by eight Royalist soldiers led by Captain Sandford who climbed up to the inner bailey shortly before dawn on 13 December 1643. Steele and his 60 soldiers offered no resistance, indeed the Royalist troops were given beer while Steele dined with Sandford. Steele's failure to defend the castle led to his execution. Brereton built a fortified mound opposite the entrance to contain the Royalists but they destroyed it and restocked the castle. Brereton built another mound and fort and besieged the Royalists. They finally surrendered in November 1645 on the point of starvation. The mound was dismantled and in the following year the order was given to destroy the castle's defences so that it could never be used as a stronghold again. The demolition was only partially carried out and the accommodation in the inner gatehouse survived.

During the eighteenth century part of the castle grounds was used as quarries, and vegetation steadily spread over the ruins. Their picturesque appearance and the splendid views from the inner bailey attracted artists and visitors. In 1840 John, 1st Lord Tollemache purchased the castle. Repairs were carried out and an entrance gateway was built.

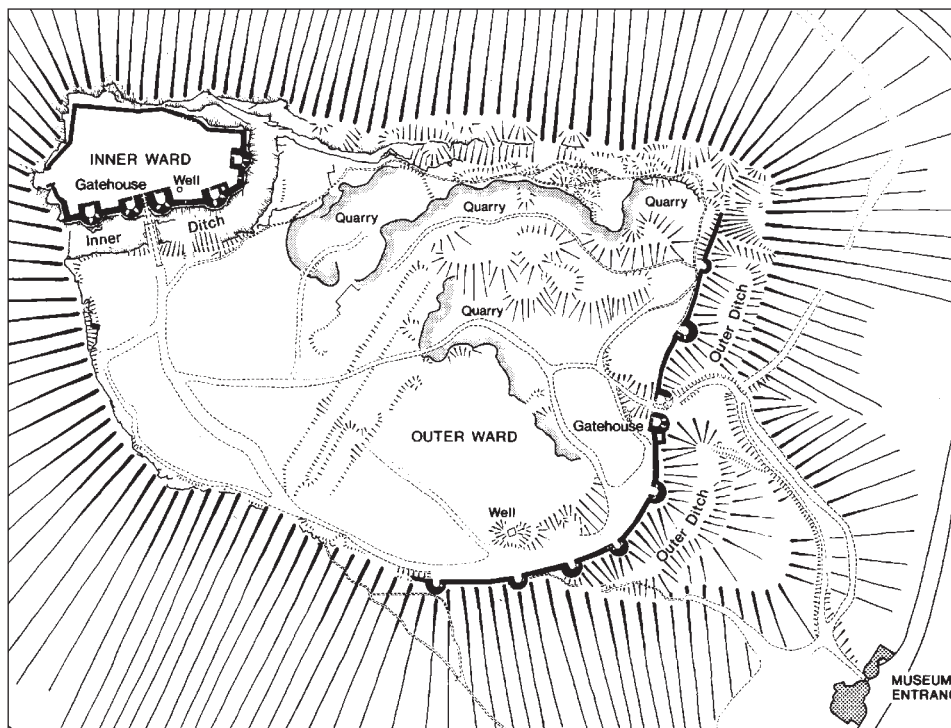
In the mid-nineteenth century it became the venue of an annual fete intended to raise money for local widows and orphans. Held over two days in the summer, the fete attracted over three thousand people a day.

DESCRIPTION OF THE SITE

Entrance building

This stone building echoes the shape of the gatehouses to the outer and inner baileys and appears to be a medieval structure. It is a Victorian structure, designed to control the entrance of tourists to the site. It also expresses the Victorians' fondness for medieval design. An extension was added in 1979.

The 'hollow way' leading from this building to the outer gatehouse was



created in the eighteenth century to make it easier for horses and carts to gain access to the quarries in the outer bailey.

Outer ditch

In front of the outer walls, to the left of the track, was a ditch, now partially filled in. It was originally 5m wide and 3m deep. The ditch to the right is smaller and follows the line of the Iron Age ramparts.

Outer gatehouse

Begun in 1225 only the foundations of the three-storey D-shaped towers remain. The ground floor rooms in each tower had two arrow slits, arranged so that archers could fire across the gateway and directly in front of the towers. On the left side of the entrance passage part of the portcullis slot remains. There was a gate but no drawbridge. A square tower was added to the side of the left tower to extend the accommodation and provide latrines. Prisoners, from the war in Wales for example, might have been held in a windowless room here.

Outer walls

There are five towers along the outer curtain wall. Details to note about the towers are:

- they are 'open backed' so that if an enemy did gain access to them

they would not be sheltered from attack within the inner bailey

- their construction of an outer layer of stone with rough infill (1.75m thick)

- the position of the arrow slits allows the archers to defend the wall between each tower

- the joist holes on the second and fourth towers for wooden beams to support the floor above

- different sized stones used to create arches within the towers and openings to the arrow slits

- evidence of stairs to the wall walk which was protected by battlements.

There were probably at least five more towers in the curtain wall, hummocks in the ground mark their sites. Near the fourth tower is one of the two wells in the castle, now filled with debris but originally 73m deep.

Outer bailey

In this space, there would have been wooden buildings, and tents when troops were garrisoned here. The stalls and marquees of the Beeston fete were erected here in Victorian times. To the east are mounds which contain quarry waste.



If attackers were to gain access to the outer bailey they would have to negotiate formidable defences to take the inner bailey. Ask pupils to list or describe each feature – natural and built.

DOCUMENTARY SOURCES

Wages for the garrison of Beeston Castle in 1312-13.

‘To Sir Ralph de Vernon, knight, with two esquires, viz., Roger de Stoke and Robert Stretch, and six bowmen, viz., William de Prestlond, Hugh Brayne, Kenrick Rayeboun, William de Beeston, John de Wyggwolond, and William, son of John de Eccleston, dwelling in the same castle, for garrisoning the same from 20th May to 20th July next following, viz., for sixty-two days, the said Ralph taking for himself and his two esquires 3s. a day and each of the said bowmen taking 4d. a day within the said account... £15.10s... To the said Ralph, Constable of Beeston Castle, for his wages for the whole year £10.’

Inner ditch

Masons cut the rock away here to provide another line of defence, using the stone to build the walls and towers on the top of the crag. At its south east corner, the ditch is about 9m deep. Opposite the entrance part of the rock pillar which supported the original bridge is visible. At its side are the remains of a steep ramp which was built in the fourteenth century. A drawbridge possibly linked the ramp to the entrance passage. To the right of the modern bridge on the inner bailey side of the ditch there are marks made by the wedges which masons used to hew the rock.

Inner gatehouse

Like the outer gatehouse, both towers are D-shaped. On the ground floor of each tower there are chambers with arrow slits facing the outer bailey and a small window facing the inner bailey (two holes in the sill of the window in the west tower were for iron bars). The arrow slits were partially blocked during the Civil War. Access to the single first-floor chamber was by a doorway on the first floor, reached by a ladder or wooden stair. Corbels (projecting stone block to support a beam) show the level of the first floor beams. The constable of the castle probably lived in the gatehouse. There are seven pairs of holes in the doorway including those which would have been used

to hang the doors. A slot for the portcullis can be seen in each side wall.

Inner bailey

Here in the most secure part of the castle, Earl Ranulf planned his living quarters, but they were never built, although the rock was levelled in places in readiness. Some of the features which pupils could examine here are:

- the contrast in the thickness of the walls between the gatehouse and the walls at the edge of the cliff where no attack was expected
- the D-shaped tower to the west of the gateway with its arrow loops and corbels to support beams for an upper floor. There was a fireplace in this room, probably the only one in the inner bailey
- the well to the east of the gateway. It is one of the deepest wells in the country (124m deep)
- the south east corner of the inner bailey where a length of wall survives at its full height with the remains of a walkway and crenellations between two towers
- the garderobe pit in the south east tower
- the magnificent views of the Pennines in the east and the Welsh mountains in the west.

The bowmen’s wages were the same as wages paid to masons at that time – 4d (2p) a day. (Pupils will need to be reminded about the pre-decimal currency and imperial measurements.) This extract shows how many men were expected to staff the castle. This source reveals that nine people guarded the castle in 1312-13. Ask pupils where they would place these men. If pupils had been in command of the sixty-strong garrison in 1643 how would they have deployed that number of troops? This invites comparison between the type of weaponry used in different periods leading into research into training, type of protective clothing and equipment.

The castle in medieval times

The entrance to the inner bailey was redesigned involving masonry work to extend the existing pillar of rock and carpentry to make the wooden scaffold possibly to link this wall to the gatehouse. The former ‘high wooden surfaces’ suggest that there was a pitched roof. By heightening the walls and providing flat or low pitched roofs, extra space would be created inside the towers. The old crenellations were filled in when the towers were heightened. It is surprising to read that water was carried to the castle since water should have been available in the

**Cheshire Chamberlain's accounts 1303-4:
'Foreign expenses, Works done In Castro de
Rupe Bestan' (Beeston Castle).**

To Master Hugh de Dymoke, carpenter assigned together with divers other carpenters to scapple timber (plane the timber smooth) in Delamere Forest for repairing the three towers in the inner bailey of Beeston Castle, and for making a scaffold in place of the bridge which was between the inner and outer bailey of the said castle and for making machines thereon for drawing and raising great timber within the said inner bail, and for making steps, galleries, doors, windows and one new bridge - for their wages and divers carpenters' working with them... between 15th Aug in the 31st year and the feast of St Michael in the 32nd year... £28l.8s.9d. (£281.43p)

To Master Warin, mason, assigned by Sir W de Bliburg to do the masonry work and 24 masons sometimes more sometimes less work about the masonry of the gate of the Dungan (inner bailey) for having a drawbridge there and for crenellating the said three

towers and for making one great massive stone wall before the said bridge for receiving the said bridge, 34 feet high, 7 feet thick, and 20 feet long, and for raising the walls of the said three towers and crenellating them, because they formerly had high wooden surfaces, and now they are made level, and for the masonry work done by them in the same castle within the time aforesaid... and for the wages of women carrying water, which they sought in a place distant by 1 furlong from the said castle, and for the wages of Ithel the smith and his assistant working in the said castle...and for making a forge for him in the said castle £38l.7s.1d. (£381.35p)

To Jordan de Bradeford and Benedict de Staundon for 15½ carats (possibly cart loads) and 10 fothers (loads) of lead brought for them for the roofing of the said three towers, and for weighing the said lead... wages and stipend of brother Thomas le Plumer (plumber?), monk of Cumbermere, founding the said lead and putting on the said towers for 145 days within the said time... £34.4s.6¾d (£34. 26p)

wells. Carrying water was done by women. The monk employed to put the lead on the roofs may have been a lay brother.

From this document pupils could extract how many professions were involved in the repairs of the castle and what materials were needed. Additional suppliers included Madoc the Quarreour who supplied lime for mortar and Roger le Belgeter who supplied brass, iron and steel.

In advance of their visit pupils could assume the identity of one of the craftsmen and find out what equipment and materials they would have used. On site they could locate parts of the castle where they may have worked and identify the problems facing them: taking sketches and notes and recording measurements of buildings or objects to be made. As follow-up work pupils could write out their own detailed work schedule in readiness for payment.

**The castle during the Civil War
Diary of Edward Burghall,
schoolmaster of Bunbury**

'Dec 13. A little before day, Captain Sandford who came out of Ireland with eight of his firelocks (soldiers armed with muskets), crept up the steep hill of Beeston castle and got into the upper ward, and took possession there. It must be done by treachery, for the place was most impregnable. Capt

Steele, who kept it for Parliament, was accused and suffered for it; but it was verily thought he had not betrayed it wilfully; but some of his men proving false, he had not courage enough to withstand Sandford, to try it out with him. What made much against Steele was, he took Sandford down into his chamber, where they dined together, and much beer was sent up to Sandford's men; and the castle after a short parley, was delivered up... There was much wealth and goods in the castle, belonging to gentlemen and neighbours, who had brought it thither for safety, besides ammunition and provisions for half a year at least; all which the enemy got.'

It was likely that a sympathiser let the Royalists into the inner bailey. Contemporaries were astonished that Steele lacked the courage to resist the few intruders. Steele was imprisoned then executed for cowardice, partly as an example to discourage cowardice in others.

This extract is an excellent stimulus for work in English. Ask pupils to find where the Royalists may have gained entry to the castle, describe the problems which they would have encountered and surmise how the capture was achieved. Question pupils about how they think the soldiers would feel climbing up the crag. What would happen if the sympathisers did not let them in?

Look for Sandford's accommodation and describe the route the Royalists would have taken to reach it. Through research back at school pupils could find out what they might have been given to drink, what they would have worn and what furniture would have been in the quarters where the Royalists were entertained? How would the soldiers feel about Sandford's execution? This could be written as a first person narrative or as a script for a play.

**Extract from the Chester
Chronicle, 25 June 1870**

'The second day - well, everyone who has been to Beeston Festival knows that the company is not so 'select' and for that matter it is not to be expected that it should be. It embraces a class to whom a holiday like that, which costs, if they are rigidly economical, only a shilling, is really a treat. The servant lads and lasses for miles around will walk to Beeston, while trains convey thither a fair proportion of working people from the towns, to whom the saving of a shilling is an object, if only to expend in a different way. This was no doubt the view taken by many of the 3,570 who were admitted to the Castle grounds on Tuesday, for long before the brass band played the National Anthem some had sunk to the ground exhausted... There was no serious breach of behaviour even on the second day, so far as the tea tent was

concerned. There, everything passed off quietly and orderly. Upwards of 1,800 persons partook of tea, and to supply them 1,148lbs. of plain and current bread, 135lbs. of butter, 128lbs. of sugar, 21lbs. of tea, and 138 quarts (276 pints) of milk were used.'

Ask pupils why there is such a condescending tone to the article. What does this reveal about the attitude at the time of professional classes to servants and manual workers? Who do they think has written it? The fete was one of the few opportunities servants and other workers would have had for a day trip, probably taking advantage of an excursion fare offered by the local railway company. (One shilling was equivalent to a tenth of the weekly wage of a servant such as a maid.) Compare this with a day out today. Consider the amount of holiday/leisure time available, means of transport, the nature of the venue and the variety of attractions on the site.

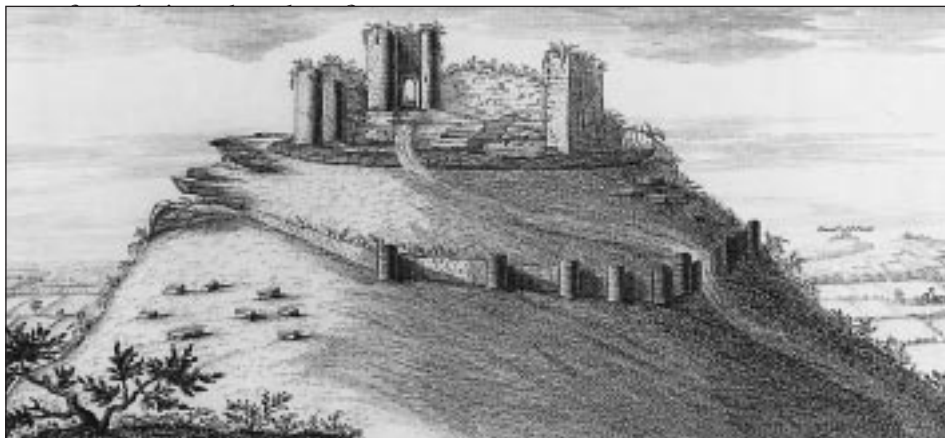
LIFE AT BEESTON CASTLE

Who lived there?

During the building of the castle several dozen workers, mainly carpenters and masons, would have lived in temporary accommodation on site, probably wooden huts. Almost all the workers were men, but in 1303-4 women were employed to bring water to the site. They probably lived in homes around the castle crag. The constable of the castle lived in the gatehouse to the inner ward. For much of the time the castle would have had few occupants. In 1312-13 the garrison consisted of a knight, two squires and six bowmen. Visits by troops en route to other castles, and prisoners taken captive would have temporarily swelled numbers.

What did they eat?

Bones found on site have come from oxen, sheep, pigs, deer, rabbits, hares birds and fish. Many bones show signs of butchery indicating that most of the occupants ate well. The meat and fish were cooked in pots; pieces were found on site with traces of

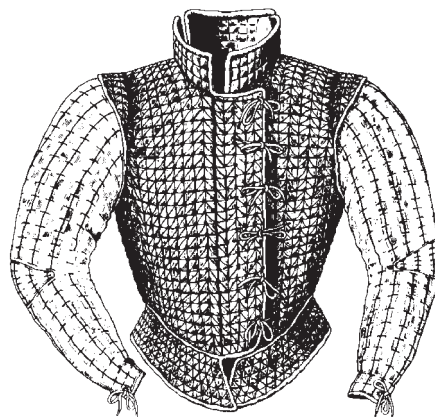


Engraving by Buck brothers of 1727. Note how the proportions of the inner and outer towers and gatehouses have been exaggerated. Compare the amount of vegetation on this engraving with that seen on later engravings.

Drip trays imply that meat may have been cooked on spits. No kitchens have been found on the site and only one room has traces of a fireplace. Food was probably cooked in shelters (separate from other buildings to reduce the risk of fire) or on fires in the open air. Several knives have been found but no forks as forks were only introduced in the second half of the seventeenth century. A spoon and porringer indicate that a type of porridge was eaten in the seventeenth century. Water from the wells was used for cooking but beer (small beer – weak beer) or wine rather than water would have been drunk.

What did they wear?

Few remains of clothing have been found on site but they include buckles with traces of thread from



Armoured jacket called 'jack of plates' worn by soldiers in the sixteenth century but still useful during the Civil War. This is made of canvas and reinforced with iron plates, a number of which were found at Beeston

woollen garments. There are also hooks and eyes similar to those used today. The larger ones, from the seventeenth century, are believed to have fastened breeches to doublets. A number of plates from a protective doublet, called a jack of plates have been found. This incorporated metal plates sewn between layers of fabric and was probably worn during the Civil War. Parts of combs have been found which would also have been used to remove head lice.

EDUCATIONAL APPROACHES

History

A visit to Beeston should have a clear focus. Through careful preparation, appropriate site activities and relevant follow-up work it can address the Key Elements in the history curriculum and be very useful for cross-curricular work.

Pupils should have an understanding of the medieval world and be familiar with the causes and effects of the Civil War. It is essential that your pupils practise all the skills which you expect them to use on site. As preparation pupils could:

- produce a timeline to exemplify the long period of occupation of this site
- use plans and aerial photographs to compare Beeston's design with that of earlier motte and bailey

castles and those which the Crusaders encountered in the Middle East to learn about changes in castle design

- list or draw features which they would expect to see at a castle, such as gatehouse, moat, ditch, curtain wall, outer bailey, portcullis, arrow slits, crenellations, joist holes and corbels. Use a checklist or draw symbols on a site plan to record evidence of these features on site.

- use prints and paintings of the site in the last two hundred years to explain how and why the castle fell into ruins. Observation of the content and style of these images will show how the picturesque quality of ruined sites and their romantic connotations appealed to the Victorians and therefore contributed to their preservation

- use photographs of artefacts to show how deductions are made about life at Beeston castle

- use the documentary sources to understand status in medieval society and how it valued a person. Ask pupils to place people in order of seniority: consider criteria such as rank, military skill, profession and sex. How is this reflected in salary and position?

As the focus for on-site work and follow-up work pupils could:

- imagine they were the original architects of the castle and provide instructions for the masons building the castle or part of it

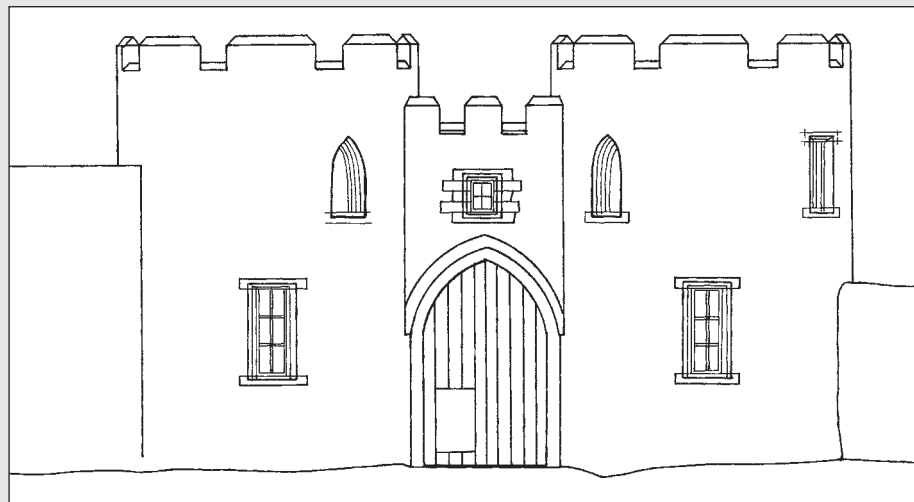
- investigate how stone could be quarried and moved on this sloping site. They could assess which part of the castle would

Using artists' impression

Use the artists' impressions (available from the custodian) to show pupils what the castle may have looked like when complete. There are separate notes to advise teachers how to use them. These can be collected during your planning visit.

Old and new

Ask pupils to compare the Victorian gatehouse with the inner gatehouse. Note any similarities and differences of windows, doorways and thicknesses of walls. These could be recorded as diagrams or as notes. Take dimensions to highlight significant differences. Note the position of entrances. What materials have been used? How effective would this have been in medieval times? Why did Lord Tollemache design the Victorian gateway in this manner?



Drawing of the entrance built by Lord Tollemache. Ask pupils how medieval elements have been adapted to suit Victorian taste and function. Encourage pupils to look for similar instances in their own environment.

have been the most difficult and dangerous to build by allocating a number to each area of the site 1:10 (easy:dangerous)

- plan an attack of the castle. This helps pupils appreciate the ingenuity of the builders in using the crag

- research how one of the rooms in the inner gatehouse would have been furnished in medieval times

- make drawings of areas of the castle to provide a backdrop for a piece of drama about the Royalist capture of the castle.

Geography

Examples of natural features are visible both on site and across the Cheshire Plain. As preparation, pupils could look at a map of the area to note the river system, the hills at the edge of the Cheshire Plain, evidence of habitation, industrial and agricultural activity and local transport networks. The summit is an ideal point to develop skills in using compass points, coordinates and four or six-figure

grid references. Pupils could record features as symbols or drawings, using them to produce their own two or three-dimensional maps back at school. Indicating those features which were not there in Earl Ranulf's day will help pupils to see what parts of the landscape have changed.

Ask pupils to develop a trail around the site. They could indicate on a plan a series of numbered locations where a particular feature should be found and where a question is to be answered. Illustrate this trail with natural or man-made features found on the site such as the wide range of plants, trees, wild flowers, mosses and lichens.

Use the site as a subject of a local tourism project. Ask pupils to consider:

- what aspects of the site make it attractive to visitors

- should extra facilities be developed

- how the site should be promoted and to whom should it be targeted



1820 engraving of inner gatehouse. Note the door is still in place. How does the vegetation compare with today? What were the motives for letting the site be covered with so much vegetation? Was it for environmental reasons? What effect would this have had on the walls? How is this aspect of the site managed today?

Cheshire County Council Archives and Local Studies

anticipation of extended work back at school could involve pupils:

- describing what they see, hear, feel, smell or touch at significant parts of the site
- collecting factual background information for a story of their own, looking at parts of the site from a birds-eye view or a worms-eye view
- recording different features or impressions to give each of the five towers along the curtain wall a unique identity (This will stretch pupils' observation and recording skills.)

- choosing one area and writing down on a card as many single words as possible to describe it. Collect these cards and redistribute them towards the end of the visit and ask pupils to locate these areas and then add other details.

Using this information back at school pupils could:

- write a story for young children about an animal which lives in the grounds of the castle
- create a series of adverts outlining the different aspects of the site to appeal to various groups such as historians, botanists, ornithologists or tourists wishing to admire the views
- compile a newspaper article about a day at the fete (refer also to documentary sources)
- write a ballad or poem about one of the figures or events associated with the castle
- complete a story which you have begun on site
- interview one of the soldiers who took the castle in 1643, asking him to describe his feelings at the time.

Fit for a king

Ask pupils to imagine that they have been asked by the King to design his living quarters in the inner bailey. Pupils should first research the type of accommodation usually provided in castles for their owners, identifying the function of different areas such as the hall, chapel, kitchen, solar, chambers, stables, storerooms and their relevant position. How many people would need to use each room would affect the size of each room. Consideration should also be taken over the provision for heating, light and any necessity for privacy or security.

- should controlled routes in the outer bailey be created to extend or limit access to the diversity of plant life, and if so, how can it be protected

- the advantages and disadvantages of any changes which they advocate.

Pupils could develop a strategy for managing the site. As part of a consultation exercise they could compile a questionnaire to canvass local opinion, determine the expectations of tourists or reconcile the need for conservation with the

enjoyment of part of our heritage.

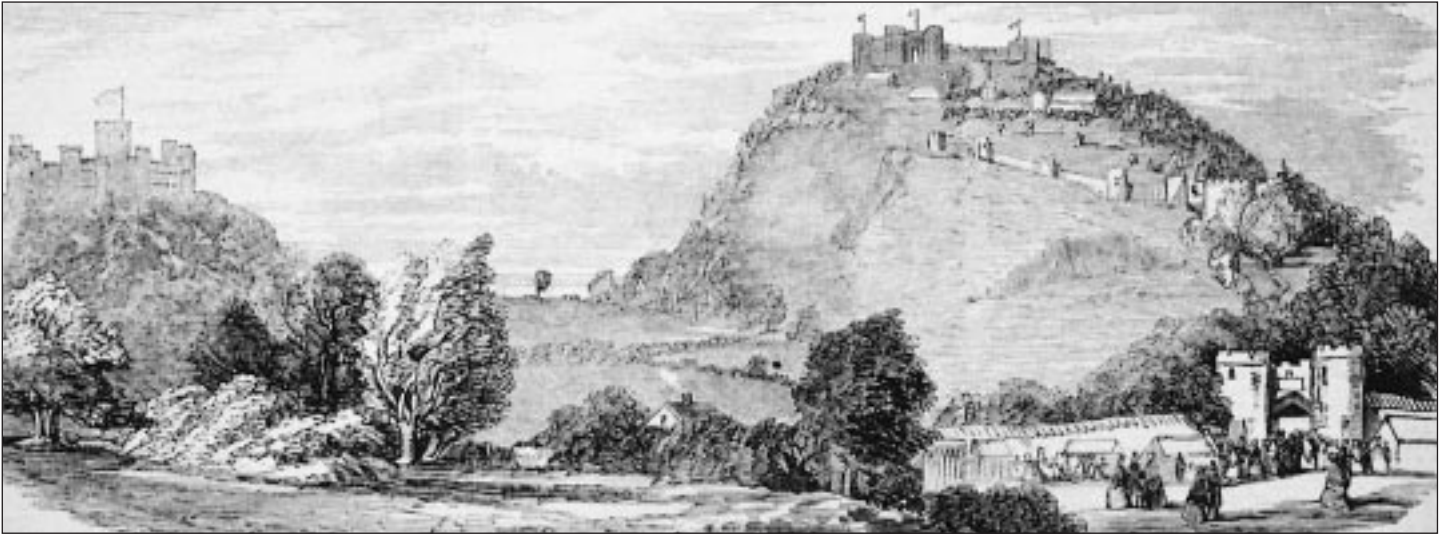
Art

The site is ideal for drawing. Avoid asking pupils to make panoramic sketches. This is very daunting. Instead ask pupils to focus on specific elements. Provide view-finders to frame compositions or suggest that pupils draw only what they can see through a doorway or window. Concentrate on line, tone, texture, colour, shape or perspective which can be developed using a wide range of 2 or 3-dimensional media back at school. An appropriate abstract theme to develop is the conflict between the natural and man-made environment. This can be demonstrated in many ways by combining images of the castle, past and present, with sketches of the natural environment at Beeston.

Drawings can be made for a range of site-specific souvenirs such as a design for a money box, a salt and pepper pot, a paperweight, a print for a carrier bag or decoration for a range of stationery items.

English

Interaction with the various facets of this site will develop language work and stimulate ideas for imaginative writing, particularly if working in groups. Your pupils need to be clear what the focus of their work is going to be when they get back to school. Activities on site in



Nineteenth-century festivities at Beeston Castle

distance between the towers is the same and then estimate where other towers would have been.

Pupils can take measurements of the surviving towers, such as the width of the opening giving access to the tower, the thickness of the walls and the width of the arrow slits. Calculations can be made about how much stone would be needed for each tower. In school, pupils could make a chart to compare the dimensions of each tower to see if they were built to identical plans.

MAKING A VISIT

Opening hours: 1 April – 30 Sept, 10am - 6pm 1 – 31 Oct, 10am - 5pm 1 Nov – 31 March, 10am - 4pm

How to get there: 11 miles SE of Chester on a minor road off the A49 or A41.

Booking procedure: By application from English Heritage, Canada House, 3 Chepstow Street, Manchester M1 5FW. Tel: 0161 242 1404.

Education visits are free but must be booked at least two weeks in advance.

Maximum party numbers:

100 with an adult: pupil ratio of 1:15. When your booking is confirmed you will be sent a permit for a free preparatory visit. Please remember you are responsible for your own risk assessment for your visit.

FACILITIES

Parking: opposite the entrance.

Toilets: at entrance.

Exhibition: can accommodate small groups.

Shop: Our custodians welcome school groups as all proceeds contribute towards the continuing work of English Heritage.

Access for disabled: wheelchair access to the exhibition. The rest of the site has steep slopes.

Picnics: permissible. Please take litter home.

USEFUL RESOURCES

Barratt, J, *Civil War Stronghold: Beeston Castle at war 1642-45*, Caracole Press, 1995, ISBN 1-900122-00-6.

Dore, R N, *Beeston Castle in the Civil War 1643-46*, in Transactions of the Lancashire and Cheshire Antiquarian Society, 75-6, 1965-6.

Books for teachers

Copeland, T, *A Teacher's Guide to Using Castles*, English Heritage, 1994, ISBN 1-85074-327-4.

Copeland, T, *A Teacher's Guide to Geography and the Historic Environment*, English Heritage, 1993, ISBN 1-85074-332-0. Pownall, J, and Hutson, N, *A Teacher's Guide to Science and the Historic Environment*, English Heritage, 1992, ISBN 1-85074-331-2.

Posters

Castles, pack of six A3 black and white illustrations – useful for photocopying.

Videos

Art, music, English and drama, English Heritage, 1992, 25 minutes.

History and Geography, English Heritage, 1991, 22 minutes. Shows teachers of KS2 & 3 pupils preparing ideas for a visit to a medieval castle and its surrounding landscape.

Maths, science and technology, English Heritage, 1992, 17 minutes. Based around a visit to a castle.

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