

The library, like many of the rooms in the Hall can be used to spot number patterns. This will also help pupils to understand the symmetry and balance in the design of the main rooms.

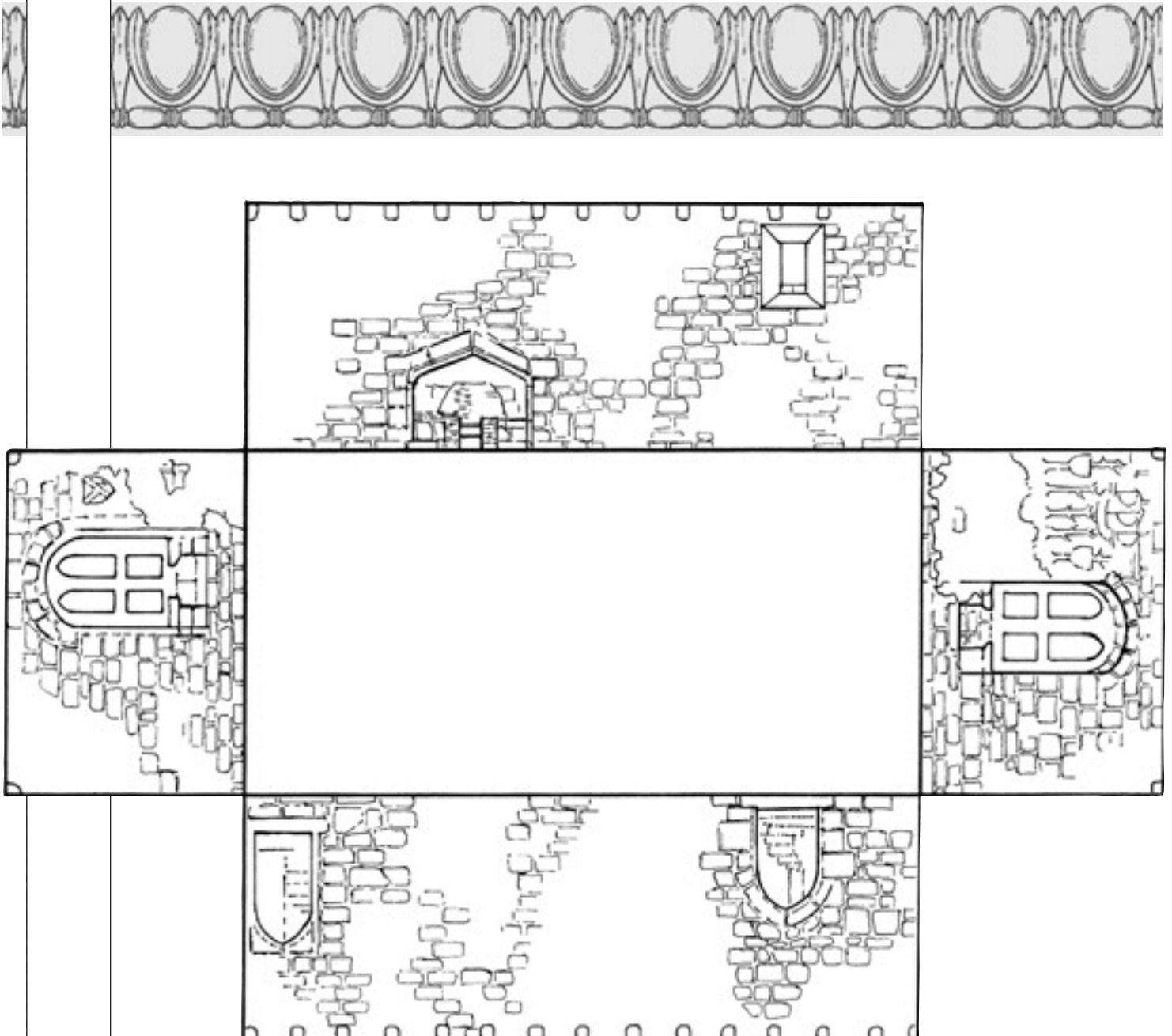


The library was where the family relaxed. From it they could walk directly onto the terrace and garden.

RESOURCE SHEET Belsay Hall and Castle

Comparing rooms

This activity will build up awareness of internal features, particularly smaller ones that might otherwise be overlooked. It then helps pupils to make comparisons between the living conditions of a rich family in the fourteenth century and a rich family in the nineteenth century. Use the templates below to make a model of the main living room in each building - great hall and library. Photocopy and enlarge them to a suitable size for pupils to work on, deleting those parts that you want pupils to find and draw back in. Sit in each room, and ask pupils to draw as much detail as possible from each wall. On your return to school fold and stick the sides together. (Neater versions can be produced by transferring drawings onto a new template.) Use photographs or slides to help pupils improve their drawings. You could make this a group activity by giving pupils a different elevation and combining them back at school. Place the models side by side and ask pupils to compare each room.



Making a guide book

Asking pupils to make a guidebook, even at KS1, is an excellent way of getting them to communicate their findings. Do this by dividing your class into smaller groups, each responsible for one room. Ask each pupil to write one sentence to describe a feature in the room (this can be dictated to a helper or recorded on tape if pupils are unable to write). This could be about the windows, doors, ceiling, fireplace, size of room, materials or decoration. Back at school get each pupil to copy their sentence into a large neat book. Add any drawings or photographs. Alternatively, begin with a drawing or photograph, taken on site, adding the sentence on your return to school. Before doing this activity you will need to explain to pupils what a guide book is.

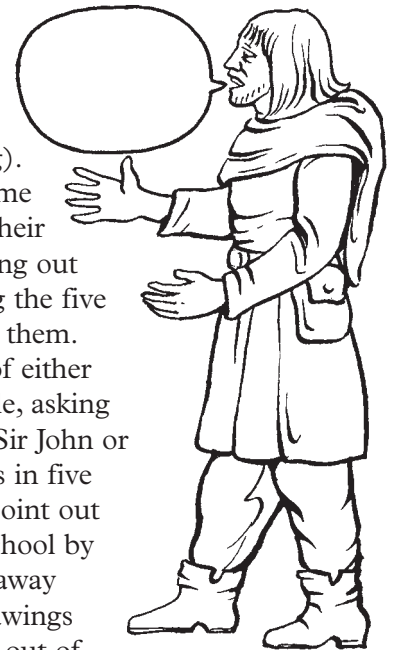
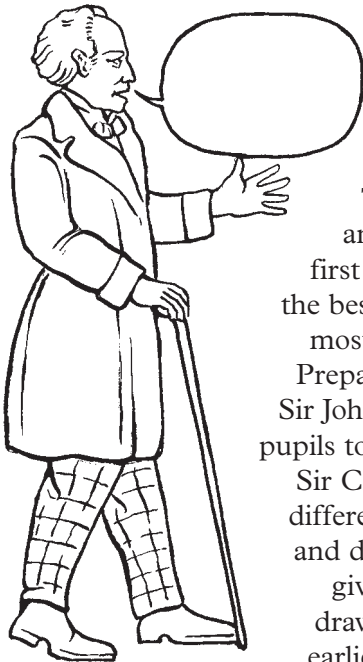
Giving a guided tour

Another way of getting pupils to present their findings is to devise a short guided tour.

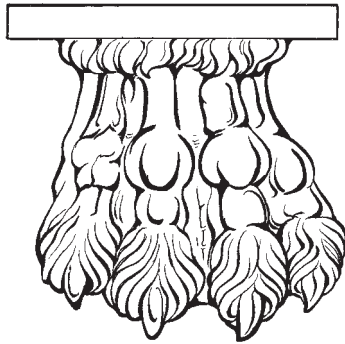
Develop this into role-play by asking pupils to pretend to be Sir John Strivelyn or Sir Charles Monck (depending on which building you are visiting).

Tell them that they have just moved into their new home and are very proud of it. Some friends are coming for their first visit and they want to give them a guided tour, pointing out the best bits. In small groups go round the building choosing the five most interesting things to point out and what to say about them.

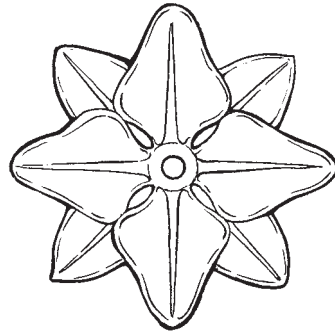
Prepare for this by giving pupils a sheet with six cartoons of either Sir John or Sir Charles. Begin at the front of the Hall or castle, asking pupils to write inside the speech bubble with what they think Sir John or Sir Charles would have said to his friends there. Repeat this in five different rooms inside, perhaps encouraging each pupil to point out and describe a different feature. Present this tour back at school by giving each group a very large plan of the Hall or a cut-away drawing of the castle (photocopied and enlarged from drawings earlier in the booklet.) Cut the figures and speech bubbles out of the activity sheet and stick them inside each room.



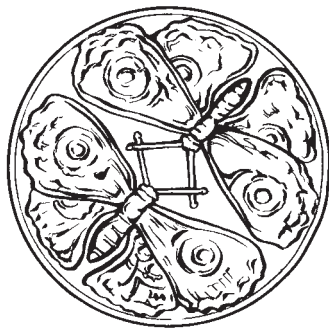
The bed alcove. Curtains would be drawn across the alcove to keep out drafts as well as maintaining privacy.



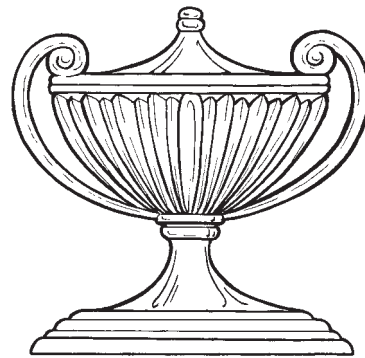
Library - animal's paw-grate-metal



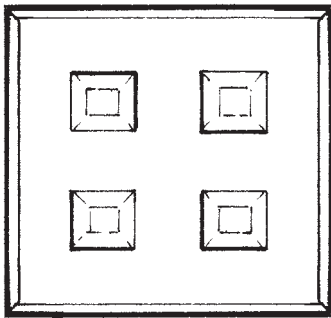
Dining room - flowers-ceiling-plaster



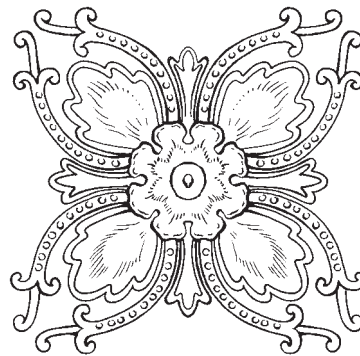
Bedroom - insect-fire surround-metal



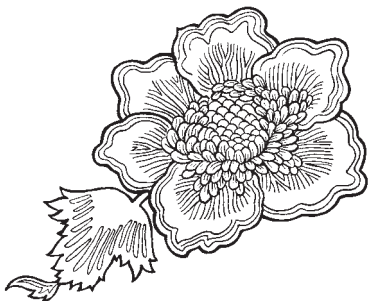
Drawing room - vase-fireplace-wood



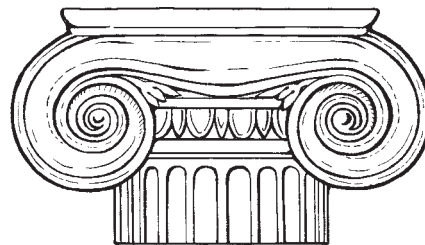
Entrance Hall - squares-ceiling-plaster



Bedroom - flower-tile-clay



Bedroom - flower-wallpaper-paper



Pillar Hall - spiral-columns-stone