



ENGLISH HERITAGE

Scarborough Castle

INFORMATION FOR TEACHERS

INTRODUCTION

This leaflet supports teachers visiting Scarborough Castle. It contains a concise history presented as a timeline, a description of the site, focusing on those aspects useful to pupils' investigations, and suggested educational approaches for preparatory, on-site and follow up work. Photocopiable resources include a plan of the site and a detailed line drawing of the Keep.

HISTORICAL BACKGROUND

Scarborough Castle occupies a high promontory separating two bays of the North Sea. Its strategic position has ensured almost continuous occupation. It was first occupied in the late Bronze and early Iron Ages by migrants from the Rhine area.

The Romans built a signal station here at the end of the fourth century. It was one of five used to give warning of hostile ships to their cavalry base at Malton and then to their military headquarters in York.

The Saxons founded a monastery here, using the remains of the signal station to build a chapel.

The Normans too recognised the defensive potential of the site and by the time of the Civil War between King Stephen (1135-54) and the Empress Mathilda a castle had been built here. Scarborough was then held by William Le Gros, created Earl of Yorkshire for his services to King Stephen.

The next king, Henry II, was determined to reduce the power of the barons and eventually took possession of the castle. Between



English Heritage Photo Library

To deny cover to attackers the castle would not have been surrounded by trees. This huge stone castle would therefore have dominated the surroundings - a permanent reminder of the power of the crown.

1158-68 he transformed it into one of the most powerful in the area, replacing the wooden keep with a massive stone stronghold costing £650. A ditch and bank, with a wooden palisade on top, divided the headland into an inner and outer bailey. This palisade was soon replaced by a stone curtain wall.

Scarborough Castle became an important royal stronghold in Yorkshire. It also controlled the shipping lanes down the east coast. Consequently, a great deal of money was spent strengthening and improving its defences. The castle was only ever taken by trickery or siege.

During the Civil War the castle saw significant action when it was twice besieged by Parliamentarians. The Royalists inside surrendered due to starvation and the castle's vulnerability to artillery, which eventually brought down the west side of the Keep.

Despite this, the castle still

continued in use. At first, immediately after the Civil War, it was used as a prison for political opponents of the new Commonwealth Government.

Then, in 1746, the year after the Jacobite Rebellion, barracks for 120 officers and men were built on the

CONTENTS

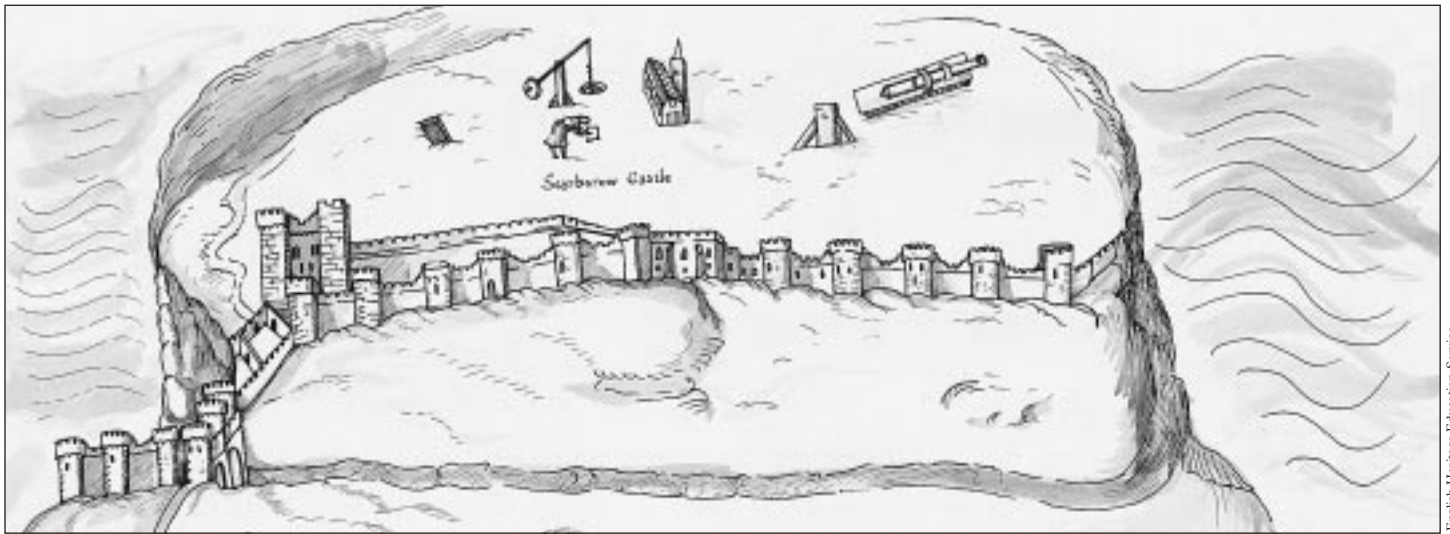
Historical Background
Page 1

Timeline
Page 2

Plan of the Castle
Page 4

Educational Approaches
Page 6

Making a Visit
Useful Resources
Page 8



English Heritage Education Service

Drawing based on a plan of Scarborough at the time of Henry VIII. Compare this to a modern map or use it to help pupils identify what remains of the castle. What does this drawing reveal about changes to warfare and how will this affect the future of castles.

During Henry VIII's reign (1509-37) Scarborough attacked several times by France and Scotland.

1796 French prisoners kept here during Napoleonic War.

1557 Castle seized by Sir Thomas Stafford and thirty companions. Stafford proclaimed himself Protector of the Realm but support evaporated and he was beheaded on Tower Hill.

1746 Barracks built on ruins of Mosdale Hall. South Steel Battery rebuilt.

1914 Barracks hit when Scarborough shelled by German battle cruisers. Barracks demolished shortly afterwards.

1920 Castle taken over by Office of Works - passed to English Heritage in 1984.

16th Century

17th Century

18th Century

19th Century

20th Century

1624 Castle sold by James I to Earl of Holderness.

1643 South Steel Battery built for artillery to defend town and harbour.

1645 First Civil War siege.

1648 Second Civil War siege.

1662 Castle returned to Crown. Used as prison for dissenters. 1665-6 George Fox, founder of Society of Friends (Quakers) imprisoned in Cockhill Tower (no longer visible).



English Heritage Photo Library

The seal of Scarborough from a seventeenth-century silver badge.

PLAN OF SCARBOROUGH CASTLE

Master Gunner's House

This was built in 1748 when the army occupied the castle. It was used as living accommodation until the early twentieth century.

The entrance to the castle

This was through a barbican and gateway on the outer side of the ravine, with a further gateway on the inside of the ravine. The barbican (defensive works to protect the main gate) was eventually completed c1350, at a time when much attention was given to defending the entrance to castles (potentially the weakest point). The entrance has been much repaired and rebuilt but its defensive measures included:

- curved towers which could not be undermined in the same way as square towers
- a recessed gateway, defended by adjoining towers
- flanking wall with two more smaller towers
- battlements on walls and towers
- a ditch in front of the outer gate
- two drawbridges (now replaced by a stone bridge), on either side of the ravine
- a portcullis
- machicolations (holes through which missiles could be dropped).

Attackers would also be discouraged by the high vantage point of the entrance and the threat of covering fire from the outer curtain wall and towers.

The castle well

This is over 46m deep and 2m in diameter. The stone lining descends over 20m before giving way to natural rock.

Curtain Wall

It was completed by the fourteenth century. The hollow towers enabled archers to defend the curtain wall at ground level. Their curved shape deflected missiles and limited the effects of undermining. Many slits were bricked up either during the Stuart period or as part of modern refacing.

The Queen's Tower

This tower provided more prestigious accommodation. It has private latrines, a fireplace and large windows with seats overlooking the bay. Two have been blocked and one was later converted to a cupboard and rubbish chute.

Mosdale Hall

This was originally built in the thirteenth century to provide more luxurious accommodation for King John when he visited Scarborough. John Mosdale, governor of the castle from 1397, later upgraded it. In 1746 this area was used to build barracks for 120 officers and men. They were demolished after being shelled by German battleships in 1914, exposing the foundations of the Mosdale Hall.

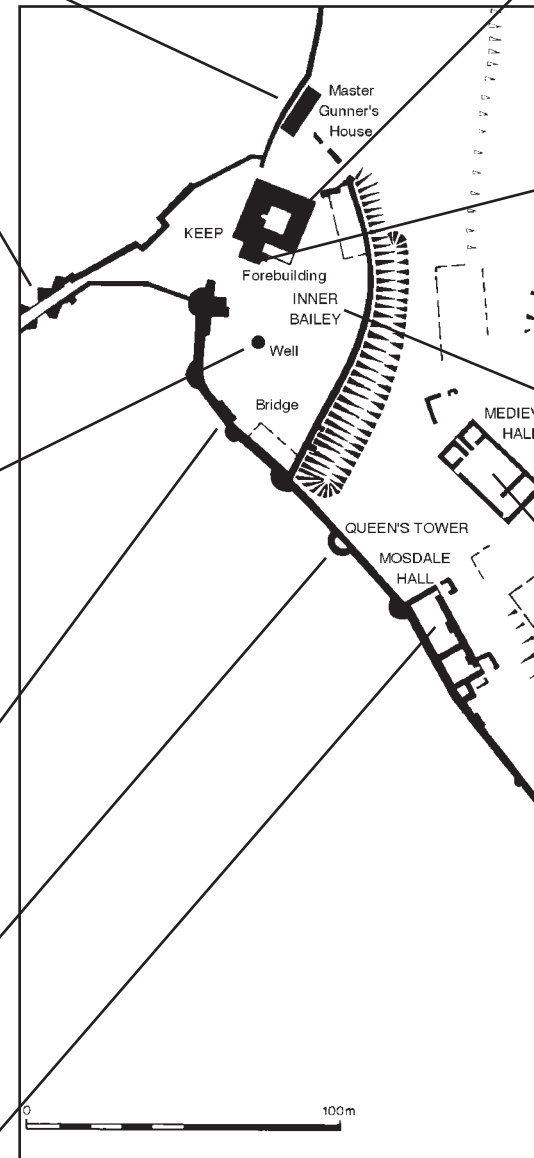
Keep

It was originally 5m higher than the plinth. A central buttress in the centre for added strength provided a solid foundation, made it climb upwards and inwards.)

In the basement of the Keep is a room with a descending spiral staircase in the west wall.

On the first floor is the Great Hall, the kitchen, and a row of small rooms and latrines. As the walls are thick, the windows are small.

The second floor was divided into two rooms, the larger, probably reserved for the garrison. The large round-backed fireplaces with their chimneys for accommodation on the third floor is still visible.



South Steel Battery

This was reached through the postern. It was built in 1643 and rebuilt in 1746 to house the garrison. The entrance and path are protected by a wall with bastions. The battery was built in the fourteenth century, but these towers were destroyed in the seventeenth and eighteenth centuries.

present height of 26m and had turrets in each corner. The walls are between 3.5m and 4.6m thick with a broad plinth. The corners have decorative rounded mouldings. The massive sloping plinth (batter) served three purposes. It was difficult to undermine the corners and deflected missiles, dropped from the battlements, into the path of attackers. There are traces of two sets of double latrine chutes from the floors above. (Look for the angle of the chutes continuing

down with no doors and only one narrow window. It would have been used for storage, reached from the floor above by a narrow passage through the outer wall.

The ground floor was the centre of castle life, where the occupants ate and where most slept. Within the thickness of the walls are a number of windows. As the windows are high up they would not compromise the security of the castle and could therefore be large. The ground floor was divided into chambers by a wall supported on an arch below. The ornate windows indicate that these rooms were very comfortable, used by the governor or the King. The walls would have been plastered and hung with tapestries to keep out the draughts, while the decorative herringbone brickwork reflected the highest quality of comfort available at that time. The standard of workmanship is similar to that on the second floor.



Forebuilding

This defended the first-floor entrance to the Keep and also provided a ceremonial entrance. It had three levels. The ground floor chamber has a latrine and a small window high up and may have been a prison for important hostages. (Joist holes indicate an upper level or platform to this chamber.) On the first floor, through the large arch, was the entrance into the Keep. The second floor housed a chapel.

Outer Bailey

This was used for keeping animals, growing vegetables and as a venue for sport, pageantry and entertainment, especially when the King and his court stayed.

Inner Bailey

The inner bailey of a castle would normally be reached by first passing through the outer bailey but here it is reversed. In addition to the Keep the inner bailey contained domestic offices, workshops and storerooms. Their foundations are visible along the inside of the curtain wall. Also along the curtain wall are joist holes from the upper floor of a building which may have been an early great hall. Nearby are the remains of a bread oven and kitchen which, for reasons of fire safety were positioned away from the Keep.

A stone wall, ditch and bank separate the inner from the outer bailey. Access was controlled by two heavily defended gateways.

The twelfth-century complex

This provided more comfortable accommodation than the cramped quarters of the inner bailey and the Keep. The layout is typical of the time, comprising a large aisled hall (positions of columns are marked). The entrance was next to the service rooms. The three doorways lead into a buttery and pantry either side of the passageway into the kitchen. At the opposite end was a dais for the King. He was usually seated away from the noises and smells of the service area. There is no evidence of a fireplace in the hall - it may have been heated by a tiled hearth in the centre or portable braziers. However, in the room behind the dais, used probably as a private chamber, are the remains of a large stone fireplace.

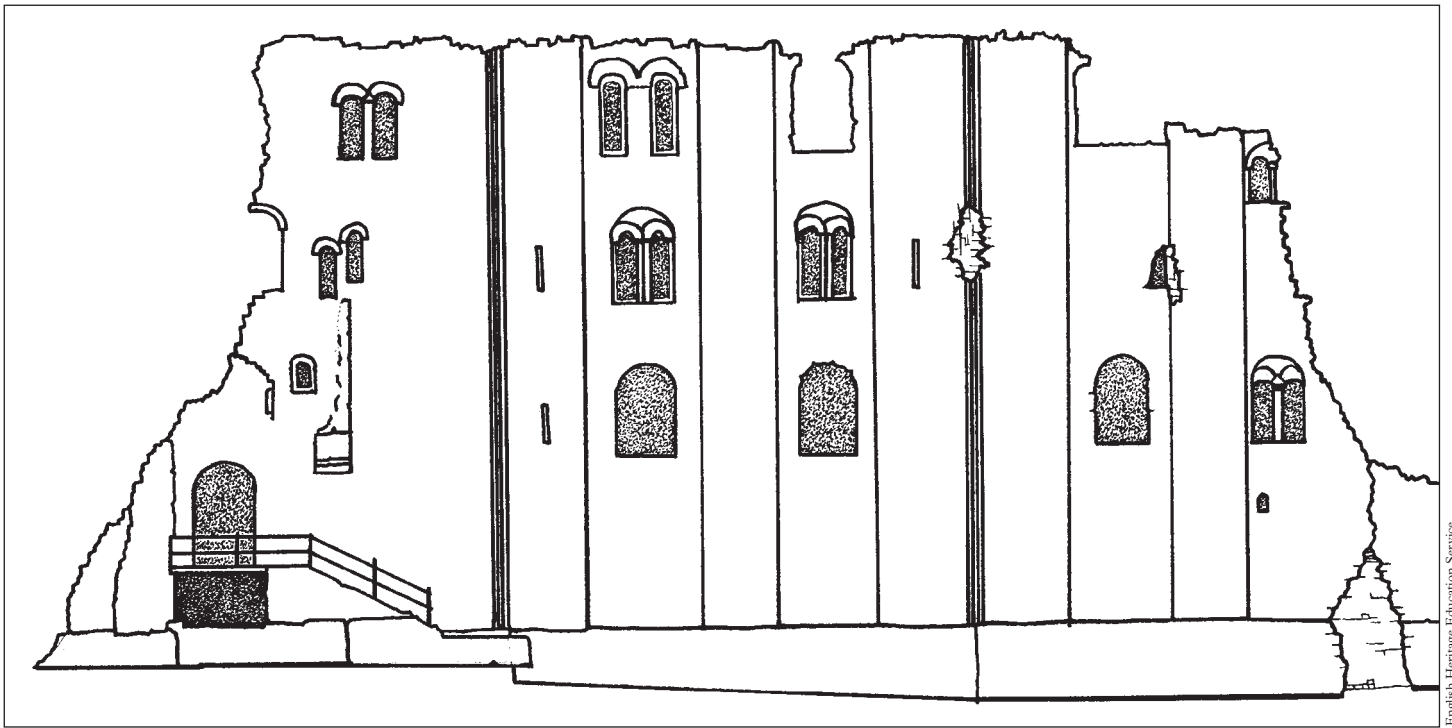
ern. It was built in twelve guns. The steps with loopholes, built in were altered during turies.

Postern (back gate)

This was used by the defenders to make surprise attacks on besiegers.

Site of the signal tower

This has undergone a number of changes and the complex remains may be difficult for pupils to interpret. A detailed description is in the guide book.



English Heritage Education Service

Sketching the surviving evidence of the Keep encourages pupils to analyse its form and function. This drawing has been specially produced to help you focus on the main features. Delete sections before you photocopy and give to pupils, then ask them to locate and draw in those parts which you have removed. More observant pupils will be able to find additional details. This activity will help pupils to 'restore' parts of the Keep which have disappeared and then produce their own impression of what the keep looked like when complete.

EDUCATIONAL APPROACHES

Preparation

Teachers should make a visit to plan their on-site work and discuss practicalities with the custodians.

Preparatory work should ensure that pupils understand:

- the structure of the feudal system and the function of castles within it
- the range of human activity within a castle
- how the castle was at the centre of a much larger settlement dependent upon agriculture and industries



English Heritage Photo Library

The outer gatehouse. The square recess above the outer gate would have held a coat of arms.

served by local communities.

More specific preparatory work relating to the castle should ensure that pupils understand:

- why this site was chosen. Use a map to show its natural defences
- how and why castles developed from simple wooden structures to more complex stone castles. Look at photographs of different types of castle and ask pupils to place them in order, sequencing the developments
- the political reasons why the castle was attacked, taken and besieged. Compare weaponry used in each instance and how this affected the castle
- the different uses of the castle. Ask pupils to create a timeline, emphasising different uses by colour-coding relevant sections
- why castles became redundant and how they were used once their military value diminished. Ask pupils to think of examples of how castles are used today or give them examples. You can then discuss the protection of old buildings and the preservation of our heritage.

In addition, you should ensure that

your pupils have practised all those skills which you expect them to use on site. This will prevent valuable time from being wasted. You may also find it useful to take slides or photographs during your planning visit for follow-up work.

Briefing helpers

Many teachers rely on the help of classroom assistants or parents when taking pupils out of school. Their support can be invaluable and can significantly contribute to pupils' learning experiences provided you brief them in advance how you want them to work with pupils.

Sometimes it is best to assign a particular helper to one group of pupils with whom they are familiar but you may find it more useful to position each helper at a specific area of the castle which they have read up about in advance. They can then work with groups of pupils as they move around the castle.

Explain to your helpers in advance what work your pupils will be doing at the castle and what skills you are seeking to promote.

ON-SITE INVESTIGATION

A short introductory activity will help pupils familiarise themselves with the castle and satisfy their immediate curiosity. This will prime them for more detailed investigation of the castle later on.

On-site work can be done individually, in pairs or in small groups, using a number of recording methods including note-taking, sketching or tape recording or as problem-solving exercises and activity sheets. Not all the class need do the same activity as groups could report back to the whole class when you return to school or contribute to a large class display. At Scarborough pupils can:

- list all the defensive features as they approach the entrance (see description). Do this in the order which attackers would have to overcome them. A visual or written glossary prepared in advance will focus their attention and help them understand what they see
- describe the natural defences of the site. Survey the site from inside and outside and record on a map the different elements, adding supporting notes to explain how they help defend the castle. Point out any weaknesses and draw or describe how they were defended by man-made structures. Why was there no curtain wall along the north and east sides?
- identify and explain the defensive elements of the Keep. Adapt the line drawing on page 6 to help pupils record their findings. Before photocopying delete those features which you want them to identify, draw and describe
- assess the quality of living accommodation provided by the Keep and why, later, King John spent so much money on building separate accommodation in the outer bailey
- record any evidence to show what living conditions were like. Remember that they would vary greatly according to the status of the individual. In addition to

assessing heating, light, water and sanitary arrangements identify which areas were communal and which were reserved for important people

- make a card model of what the Keep might have looked like when complete. Begin by making sketches of the remaining evidence and then ask pupils to look at other parts of the Keep for clues to show what the missing parts would have looked like. Use the drawing on page 6 to help pupils with this task. Extend this exercise by asking pupils to include the interior on their models. This makes an excellent group activity as pupils will need to coordinate their recording methods, discuss the usefulness of surviving evidence to fill in missing gaps and collectively determine how the missing elements should appear
- look for examples of change. How has the site been adapted for different uses - stronghold, royal palace, prison, barracks, tourist venue? Help pupils by directing them to find different styles of masonry, types of building materials, alterations and blocked features.



Buttresses along the curtain wall. Ask pupils why they had to be added later. (The castle was known to have needed considerable amount of money spent on it to maintain its defences.)

English

Investigating the castle and presenting findings back at school involves different forms of language work - spoken and written. You could therefore link your visit to work in English by structuring your activities so that pupils use a range of writing styles. Tasks could be based around actual events including:

Using artists' impressions



Sets of artist's impressions are available for use on site. Please ask to see them on your planning visit when you will be given notes on how to use them with pupils.

- drawing up instructions for the builders who replaced the wooden motte and bailey castle with the present structure
- a TV report about King John's arrival at the castle. Contrast the pomp and splendour of his entry to the work of the grooms, stable hands, cooks and servants who would have to work very hard to provide for the King, his courtiers and retainers
- a letter home written by one of the Scottish or Welsh prisoners held here by Edward I or Edward II
- a diary account of one of Piers Gaveston's supporters about castle life during the siege of 1312
- an interrogation or confession by one of Thomas Stafford's companions who entered the castle in disguise and took it in 1557
- scripts for a series of radio bulletins about the events leading up to and during one of the sieges during the Civil War.

Alternatively you could use pupils' observations, impressions or detailed descriptions of the castle to produce creative writing exercises based around imaginary characters or events such as:

- an interview with a guard patrolling the curtain wall

- a storybook (adventure or mystery) for younger children which also shows what life would have been like for different people living in the castle
- a job description of a particular servant, describing where he/she would work and what tasks they would have to do
- a storyboard about a prisoner escaping from one of the towers.

Introducing language work

A useful on-site activity which provides excellent material for creative work back at school is to ask pupils to find, draw or photograph particular areas of the site which conjure up particular feelings or moods. Ask pupils to identify areas which suggest fear, sadness, relaxation, domination, fatigue, loneliness or power. They should support their choices by adding three descriptive words or three actions associated with an activity in that area.

Modify this exercise for KS1 pupils by asking them to find areas which they think would be warm, hot, cold, dark, light, smelly, smoky, damp or dirty. Find places which they think were important, secure, private or where people could meet together or go to be able to see a long way off.

Maths

There are many mathematical exercises which you can give pupils which not only support site investigation but develop a range of skills identified in the National Curriculum orders. Ask pupils to:

- make a scale plan of the late twelfth-century hall. The low foundations make this an easy task which can be accomplished using conventional measuring tools or paces. Estimate how many people could be accommodated inside at a feast or court hearing. Pupils will need to think how the hall would be laid out and what furniture might be inside
- record the dimensions of the Keep, first measuring its base and

then estimating its height

- compare the thicknesses of the curtain wall at different points. How can pupils account for any differences?
- measure the distance between the towers along the south curtain wall and suggest how many men should be deployed along this stretch in an attack
- work out how long it would take a soldier to patrol the inner and the outer curtain wall or how long it would take him to march from the gatehouse to the Keep to announce the arrival of an important guest.

MAKING A VISIT

Opening hours

1 April-31 Oct, 10am-6pm
1 Nov-31 March, 10am-4pm
Closed 1-2pm in winter

Facilities

Access for disabled people: most areas, except upper level of Keep. A steep slope leads up to castle.

Parking: limited parking at entrance. Coaches may set down and pick up at the castle.

Toilets: on site.

Picnics: permissible, but please take your litter home.

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

Maximum party numbers:

100 with an adult:pupil ratio of 1:15.

Safety warning

The castle is on a high exposed headland which can be cold and windy. You will be expected to supervise your pupils at all times and prevent them climbing onto any of the walls and cliff faces.

Please remember that you are responsible for doing your own risk assessment.

Booking procedure

Education Bookings
English Heritage, 37 Tanner Row
York YO1 6WP, Tel: 01904 601901
Education Officer: Julie Ward

Educational visits are free only if the castle is used for structured work. Please book at least two weeks in advance. When your booking is confirmed you will be sent a permit for a free preparatory visit.

USEFUL RESOURCES

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

Posters

Looking at Castles, six A3-size b&w posters looking at different aspects of medieval castles.

Videos

Looking at a castle, English Heritage, 1980, 14 mins. KS2 & 3.

CD ROM

Real Castles, English Heritage/TAG Developments, 2000, ISBN 1-9-2-804-0115.

English Heritage Education

English Heritage is the national leader in heritage education. We aim to help teachers at all levels to use the resource of the historic environment. Each year, we welcome over half a million pupils, students and teachers on free educational group visits to over 400 historic sites in our care. We also offer services to help access the National Monuments Record, our public archive. For free copies of our *Free Educational Visits* booklets, our *Resources* catalogue, and *Heritage Learning*, our termly magazine, contact:
English Heritage Education
Freepost 22 (WD214)
London
W1E 7EZ
Tel. 020-7973 3442
Fax. 020-7973 3443
www.HeritageEducation.net

Produced by David Walmsley
Illustrated by Sean Whittle
Designed by Small World Design
Printed by Palladian Press
© English Heritage 1998
Reprinted 2003