



Set on a tall mound in York, this imposing tower is almost all that remains of York Castle, which was originally built by William the Conqueror. Your class will be able to explore one of the most iconic buildings in York whilst enjoying panoramic views of the city. This resource pack has been produced to help learning groups make the most of their visit to Clifford's Tower.

Romans, Britons, English and Vikings

In AD 43 the Romans invaded Britain. After focusing their conquest on the south and East Midlands, they eventually began to move northwards in AD 71. By AD 200 the Romans had established a large settlement at York, or Eboracum, as they called it.

After the Romans, the Vikings were attracted to York by the excellent trading routes associated with the city.

The Middle Ages

In 1068-9, William the Conqueror built two motte and bailey castles in York to strengthen his military hold on the north. These were at Baile Hill and Clifford's Tower. Soon after their completion both castles were burnt down by a Danish fleet, supported by the people of York. In response, William laid waste to wide areas of northern England as a warning and punishment, and rebuilt both castles.

The mound on which Clifford's Tower now stands became the core of the principal fortress, York Castle, which was defended on one side by the River Ouse and on the other by the River Foss. Apart from Clifford's Tower, very little of the castle's medieval stonework now survives, having been replaced during the 18th-century and later by the fine buildings near the foot of the mound.

After the reign of William the castle became embroiled in national politics, including the civil war during King Stephen's reign, when Stephen rode to York to fend off

an attack from Henry of Anjou (later Henry II) and the King of Scotland. Later, the troubles of the 1170s where Queen Eleanor and her sons rebelled against Henry II, saw the development of extra defences at the castle.

The massacre of 1190

In 1190 two Jews from York, Benedict and Joceus attended the coronation of Richard I, having financed the crusader for many years. Many people were superstitious about Jews and did not want them to attend the coronation. As Benedict returned to York he was murdered, as false-rumours were spread that the king had ordered a massacre of the Jews.

In York, the citizens rioted and the people living in Benedict's house were murdered. Many Jews fled to the castle where the constable offered them protection. Within a few days the constable was called away on business, and on his return the Jews were too scared to let him back in, in case he had turned against them. The constable returned to the castle with the sheriff who was joined by troops and an angry mob. The mob attacked the castle and a long siege began.

The Jews realised that they would not be let out of the castle alive and so decided to take their own lives, rather than be killed by the mob. After killing their wives and children, the men set fire to the keep and killed themselves.

It is thought that over 150 Jews died during the massacre.

The fourth keep to be built on the site was built in stone and was developed between 1245 and 1272 to update the defences of the castle. Its unusual four-lobed

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design resembles the castle of Etampes in France, and the now destroyed Pontefract Castle in Yorkshire.

After use as a defensive structure, treasury and residence, in the 15th-century Richard III intended to fully renovate the castle, but Richard was killed at the Battle of Bosworth before the renovations could begin.

The Tudors and Stuarts

As the core of one of the most important fortresses in the north, the tower played a crucial role in later medieval history, when York Castle sometimes served as the seat of royal government and always as the administrative hub in Yorkshire.

During the upheavals of the Pilgrimage of Grace against Henry VIII, the rebel leader Robert Aske was allegedly hung from its walls in chains.

In Elizabethan times, the tower narrowly escaped demolition. In order to avoid detection, the keeper of the tower began to demolish it by selling materials from the inside.

After playing its part in the Civil War siege of York in 1644, the tower continued to be intermittently garrisoned. By 1683 the castle had been deemed ineffective, and was due for decommissioning, which would have saved the city several hundred pounds. However, before this could take place, a misfired gun salute in 1684 resulted in a fire which reduced the tower to the shell you see today.

By 1699 the Crown had sold the castle off to a member of the public.

The Georgians

In the 18th-century the castle was modified to continue its role as a prison, including the creation of the Debtors' prison between 1701-5.

By 1708 some of the keep towers had been demolished, the entrance steps were moved. The wet ditch was drained in 1731.

In 1739, the infamous Dick Turpin was held at the castle prior to his execution at the Knavesmire, a site for public hangings.

In the 1770s the new Assize Courts were built on the west side of the bailey and in the 1780s the Female Prison was built on the eastern side. The prison buildings were enlarged and improved during the 1820s and 30s.

The Modern Age

In the early 1900s the castle was a military prison and it became clear that the tower was in need of repair and in 1902 work began on improving the structure. By 1929 the prison had closed and the buildings were sold to the city of York. All buildings built after 1824 were demolished, including the outer walls and gatehouse of the prison. Because of this work, Clifford's Tower was once again visible and can now be visited as one of the foremost attractions of York.

SITE TOUR

Entrance

Above the entrance are two shields, the upper one is the arms of Charles I and the one below is the arms of Henry Clifford, who had been lord lieutenant of the north and governor of York until his death in 1643. Here your group can see the scar running down next to the doorway which marks the location of one of the two stone walls which flanked the original steps leading to the tower.

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Ground floor

As your group enters the site they will see that it is now an empty shell. Originally this floor was divided up into several different rooms. We now think that there was also a square tower within this space, and your group will still be able to see the socket holes in the wall which once held the floor beams of this tower.

The east lobe of the tower (to the right of the entrance) once held the service wing. This area contained the well (now covered by a grill) and you can still see the arrowslits and window embrasure, that let natural light in.

The north and west lobes contain latrines and the only remaining fireplaces in the tower. It was here that the office of the exchequer was housed, which managed and accounted for the royal revenue.

First floor

The first floor rooms were designed to provide accommodation for the king and queen when they visited. As monarchs rarely visited, it was often used by other important people instead.

The floor would have been subdivided with two spiral stairs on either side of the main entrance, that would have led to two separate suites of apartments.

Both apartments would have had direct access to the chapel, one via a small window (a squint) and one by the staircase in the south lobe. This indicates that the bedchambers were located in the south and east lobes, as access to a chapel was essential during the Middle Ages.

This space may also have held the treasury.

Chapel

The chapel would once have been highly decorated. The small window in the north-west wall is a 'squint' and would have provided a clear view of the altar from the first floor. The present roof dates back to the 18th-century when the room was used as a dovecote.

Wall walk

This area was used by the tower guards to keep an eye out for potential threats. Originally it would have been 60cm higher and your students should still be able to spot the paving stones that indicate the original floor level. The parapet wall would have been at least one metre higher, as only the bottoms of the arrowloops are visible. From here your group will have a clear view over the city and will be able to see the site of Baile Hill, to the west of the tower on the opposite side of the river Ouse.

Exterior

The motte on which Clifford's Tower stands is artificial and was probably built to support William the Conqueror's first castle. Originally a stone bridge linked the inner bailey to the tower, and this was replaced by a timber drawbridge in 1643 which was removed in the 18th-century.

As you walk around the base of the tower, your group will gain a sense of the lobe design used at the site. You may want to point out the three latrine shafts between the west and north lobes, and the smaller loop openings which mark the ground floor latrines.

If you walk further a field, your group will be able to see a section of the curtain wall behind the Assize Courts and the postern gate which led through the curtain wall to the outer enclosure of the castle.



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TIMELINE

PREHISTORY (to AD 42)	ROMANS (43–409)	BRITONS, ENGLISH, VIKINGS (410–1065)	MIDDLE AGES (1066–1484)	TUDORS (1485–1602)
<p>Some archaeologists believe that beneath the mound of the medieval castle was a prehistoric (Bronze Age) burial.</p>	<p>71 The Romans move north towards York.</p> <p>200 There is a large Roman settlement in York.</p>		<p>1068-9 William the Conqueror builds two castles in York.</p> <p>1190 Jewish citizens are massacred at the tower.</p> <p>1245–72 The first stone tower is built.</p> <p>1484 A letter of Richard III orders repairs to the decaying buildings of the castle.</p>	<p>1485 Richard III is killed and the building work never takes place.</p> <p>1537 Robert Aske is hanged from the tower walls.</p>



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TIMELINE

STUART (1603–1713)	GEORGIAN (1714–1836)	VICTORIANS (1714–1836)	MODERN TIMES (1902–1950)	MODERN TIMES (1951–TODAY)
<p>1644 Civil War siege of York.</p> <p>1683 The castle is deemed ineffective.</p> <p>1684 The tower burns down.</p> <p>1699 The Crown sells the castle off.</p> <p>1701-5 The Debtors' Prison is built in the castle grounds.</p> <p>1708 Several castle towers are demolished.</p>	<p>1700s The castle moat is drained.</p> <p>1739 Dick Turpin is held at the castle prior to his execution.</p> <p>1770s The new Assize Courts are built.</p> <p>1780s The Female Prison is built.</p> <p>1820s The prison buildings are enlarged.</p>	<p>1900 The castle becomes a military prison.</p>	<p>1902 Restoration work begins on the castle.</p> <p>1929 The prisons close and further restoration work begins.</p>	<p>1984 The site is passed into the care of English Heritage.</p>

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INFORMATION

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HISTORY
ACTIVITIES
IMAGES

LOCATION

Tower Street, York YO1 9SA.

OS Grid Reference SE 605515.

HOW TO GET THERE

Bus Routes run from the surrounding area.

Rail York Railway Station 1 mile.

FACILITIES

Parking There are 2 coach parks and 3 'rendezvous' points for coaches in York. A coach park is located 150 metres away at St Georges Field Coach Park.

Disabled access The site is inaccessible to wheelchair users.

Shop A small shop is located on site. A limited number of students can enter at one time.

Toilets Toilets are not available on site. The nearest are a five minute walk to the Coppergate Shopping Centre.

Picnics It is recommended that you eat your picnic outside of the site.

LEARNERS GO FREE

Educational visits are free to English Heritage properties and should be booked at least 14 days in advance via the Education Bookings Team:

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www.english-heritage.org.uk/onlinebooking

Please remember that you are responsible for completing your own risk assessment. Hazard information is available on the website when booking.

Limit on party number groups are limited to 50 on site (children plus teachers and adult helpers). However, we do ask that you split your class into groups of 15 to explore the wall walk.

Required teacher/adult helper to pupil ratio 1:6 for KS1 and below, 1:8 for KS2, and 1:15 for KS3 and above to the age of 18. Pupils must be supervised at all times.

A GUIDE TO RESOURCES:


- A large copy of **The Big Book of Castles** and a smaller A4 copy are available to borrow on site. It is a nonfiction book to help young children understand what life was like inside a castle. Copies are available for purchase in the shop.
- A self-led handling collection is available on site and must be booked in advance.
- A Clifford's Tower guidebook is available and can be purchased through the English Heritage website. Teachers with a valid booking permit will receive a 20% discount when purchasing guidebooks.

Clifford's Tower, 2010

English Heritage

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Introduction

The following three activities have been produced as part of a self-led pack that you can make use of at the site. The activities have been devised for Key Stage 2 students, but can be adapted for other ages.

Please be aware that you will need to take your own copy of this pack with you and provide your students with the accompanying worksheets and images, as none will be available on site.

Making the most of your visit

To ensure that you fully enjoy your visit to Clifford's Tower, we ask that you:

- Split your class into groups of 15 to undertake the activities and explore the site.
- Advise students to walk, not run.
- Keep away from the edge of the wall walk and ensure that the path is not blocked for other visitors.
- Be aware that there is a one-way system for going up the stairs to the wall walk.

Activity One: Exploring the Tower

This activity encourages pupils to use the clues in the remains of the tower to discover how it would have looked when it was completed and what it would have been like to live here.

- Curriculum themes: history, Normans, castles.

- Key skills: investigation, imagination, group work, speaking and listening.
- Time needed: 15 minutes.

Activity Two: Wall Walk

Using the fantastic vantage point of the wall walk, pupils can begin to investigate why this location might have been selected for a castle and how the area has changed over time.


- Curriculum themes: history, Normans, castles, change and continuity, geography.
- Key skills: investigation, imagination, creativity.
- Time needed: 15 minutes.

Activity Three: Feast

Pupils can find out about medieval feasts by exploring the handling collection of replica medieval objects located in the chapel. Worksheets are provided to help the children investigate the objects and to consider which items survive over time and which do not. To enable other visitors to visit the chapel, we ask that groups use this room for up to a maximum of 30 minutes.

- Curriculum links: history, Normans, castle life, sources of evidence, interpreting the past, science, materials, geography.
- Key skills: investigation, imagination, group work, speaking and listening, creativity.
- Time needed: 15 to 30 minutes.

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CLIFFORD'S TOWER

ACTIVITY ONE:
EXPLORING THE TOWER

This activity encourages pupils to use the clues in the remains of the tower to discover how it would have looked when it was completed and what it would have been like to live here.

Start your activity by the model of the castle and use **resource one and two** to explain the appearance of the stone medieval castle in the 14th-century.

Information

Provide your students with these key pieces of information about Clifford's Tower:

- The tower stood as part of a large castle.
- Around the tower was a bailey. This is the area around the base of the tower, inside the walls of the castle. This would have been a busy place where people made weapons and armour; animals were kept for food and milk, and people practiced with weapons.
- There was a man-made moat around the base of the motte.
- The medieval castle would have been a comfortable and beautiful home. The walls may have been decorated with paint or perhaps hanging tapestries, and there would have been a roof.

Ask your group

What were your first impressions of Clifford's Tower when you arrived today?

Now, imagine you are approaching the completed stone medieval castle over 600 years ago. Most other buildings are overshadowed by this huge castle, which can be seen from miles around. The person who makes the decisions that affect your whole life lives here.

Can you think of one word to explain what each of these people might have thought about the medieval castle when they first saw it:

- The king.
- A servant.
- A prisoner.
- Someone who lived in the town.

Information

Explain to your group that they are going to use the reconstructions and ruins to build up a picture of what the tower looked like 600 years ago.

Your group will be looking for key features and pieces of evidence in the ground floor remains of the tower. It is important to remind the students not to go on to the wall walk yet and to supervise them at all times.

Resources four and five provide images of each item and the location where they can be found.

Ask your group

Ask your group to find:

A water source (the well)

People rarely drank water in the Middle Ages. Weak ale was drunk by the poor whilst wealthier people drank imported wine.

A source of heat and warmth (fireplaces)

The tiles on the back wall of the fireplace were used because, unlike stone, it had been fired in a kiln and would not crack. It would also retain and give out heat.

**A source of light (aside from candles)
(windows)**

These are high up as the floors between each storey are missing.

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A way to protect the entrance (drawbars and portcullis)

There are holes for hinge-pins and drawbar slots for a double-leafed door (two panels, hinged either side of the doorway). The slots in the roof and the grooves in the side walls were for the portcullis and its counterweights.

Please be careful when viewing these features as they are near the entrance/ exit and the steps up to the tower.

Closing activity

To round off this activity, ask your students to recap their findings.

- How does the tower differ from their own homes?
- What features are similar?
- What kind of people lived and worked here?

**ACTIVITY TWO:
WALL WALK**

Using the fantastic vantage point of the wall walk, students can begin to investigate why this location might have been selected for a castle and how the area has changed over time.

To begin this activity, guide your group to the wall walk. Please take care on the staircase which is one-way.

Information

From the top of the tower you can see across York. Outline to your group that the view from the tower in medieval times would have been very different to the view that we see today. Some of the buildings may have been there but most have been built more recently.

At this point, hand out **resources six and seven** to your group.

Ask your group

Can you spot the buildings that are missing from the pictures in the landscape?

The missing buildings are:

- York Minster – 12th–15th century.
- Fairfax House – 18th-century.
- Law Courts – 19th-century.
- Hotel – 20th-century.

Information

In resource eight you will find a complete image of the city which reveals the missing buildings.

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Ask your group

Why do you think William the Conqueror chose this site for his motte and bailey castle?

- Everyone could see the castle from the city. This reminded them of the power and authority of the king. This was important as William the Conqueror was a new king who needed to make his mark.
- The motte enabled the king to see across the landscape, so approaching armies could be spotted.
- The higher ground would have made it more difficult to attack.

Ask your group

Can you see the river running near the tower? Why was this important?

- William the Conqueror redirected the river Foss to make a moat to provide further protection.
- The river could be used to transport people and goods.
- The river may have provided a source of fish.

ACTIVITY THREE:
THE FEAST

In this activity your students will find out about medieval feasts by exploring the handling collection of replica medieval objects.

To begin this activity take the group into the chapel which is on the first landing on the spiral staircase. Please close the door – a notice is available from the shop to display on the outside of the door to inform other visitors that you will be in the chapel for up to 30 minutes, so you will not be disturbed.

Information

Within this space you will find a handling collection which contains:

- Pewter plate.
- Pewter goblet.
- Folding brass spoon.
- Wooden trencher.
- Wooden spoon.
- Baluster jug/urinal.
- Green glaze jug.
- Pestle and mortar.
- Smelly cubes.
- Table cloth.
- Table.
- Seating mats.
- Object information sheets.
- Clipboards.
- Tape measures.
- The Big Book of Castles.

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Arrange the class into small groups of 2-3, and ask them to sit around the room (seating mats provided).

Explain to your group that they are going to find out about life in the castle in medieval times using replica objects from the time. Explain that this was after William the Conqueror's wooden tower was made into a stone castle.

Ask your group

Can anyone tell me what 'replica' means?

Information

These items are modern day copies of objects that would have been used in the medieval castle. Archaeologists uncover objects from the past, which help us to learn more about life in the past. Some objects do not survive over time.

Ask your group:

What sort of objects do you think would have been found by archaeologists?

Answers might include:

- Metal goblets and plates.
- Shards of pottery.
- Arms and armour e.g. arrowheads.
- Coins etc.

What sort of objects might not have survived? How do we know about these?

Answers might include:

- Clothing – images.
- Food – images, eye witness accounts, animal bones.
- Wooden items – images, sometimes fragments are preserved etc.

Information

Inform your group that you are going to give each student/small group one or two items to investigate. They will need to use resource nine, the worksheets, to record their findings.

Ask your groups:

1. How big is your object?
2. What do think the object is made of?
3. What colour is your object?
4. What does this object look like?
5. Does it make a sound?
6. What does it feel like?
7. Is your object heavy or light?
8. Does it look valuable or for everyday use?
9. Does it have any moving parts?
10. What do you think this object was used for?
11. Who do you think used this object?

Ask your students to sketch their object using the **resource ten** worksheet.

Information

When everyone has finished examining their object(s), each student/group should explain their findings to their peers. You may wish to have the students ask the rest of the class what they think the object was used for, before revealing their own thoughts.

Copies of the object information sheets can be found in **resource eleven**.

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EXTENSION ACTIVITY – THE FEAST

Information

Explain to the group that they are going to imagine that the king is visiting the castle. A feast is to be held to entertain the king and other important visitors. They are going to help to set the table ready for the feast, but there are some important things to remember:

1. The king and the other most important guests will be sat on a platform, higher than the other guests to show how important they are. We can use one end of the table for these VIPs.
2. Everyone else would be sat at long tables in the hall. We'll use the rest of the table for these people.
3. The king, and other rich and powerful people, would drink wine. Wine would have to be imported from overseas, making it very expensive.
4. Everyone else would drink ale, beer or cider. Water was often dirty and unsafe to drink.

Information

Next, set up the table in the corner of the chapel, asking a couple of the students to help put on the table cloth. Ask the smaller groups to sit on the floor around the table. Explain which end of the table will be for the king and which end will be for the other guests.

Take it in turns for each group to bring their object(s) to the table, placing it where they think is appropriate i.e. if it is something that the king or important guests would have used, then place it at the king's end of the table and if it is something that the less wealthy would use, then place it near the bottom end of the table.

Once each group has added their object to the table, ask all groups to look at the table layout.

Ask your group:

Do you all agree on where the objects have been placed? Are there any objects they think might have been used by everyone? Do they use similar objects at home?

Information

After the feast the trestle tables on which the rest of the household sat (excluding the king, lord and lady and other important guests who sat on the raised platform), would be removed to make way for stuffed sacks on which most people slept. Only the rich had beds.

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EXTENSION ACTIVITY – THE FEAST

Information

With the children sat on the floor in their groups again, find the A3 illustration of a great hall during a feast in the box or use the one in **resource twelve**. This is a picture an artist has drawn recently to represent a medieval feast.

This means that it is their interpretation or idea of what a feast would have been like because they were not there at the time.

Show four of the smaller groups the picture for 30 seconds.

Ask your group

To look for one of the following:

- Things you might have seen during a feast.
- Things you might have heard during a feast.
- Things you might have eaten during a feast.
- Things you might have smelt during the feast.

Can they provide the rest of the group with a description of this item? Can the rest of the group imagine the wider sights, sounds and smells at the medieval feast?

Information

Remind your group that we have to try to imagine many of these things as they do not survive over time.

From the other evidence, such as objects, people's accounts and illustrations produced by people at that time, we know that the medieval castle would have been a smelly, noisy and busy place.

We do have some other objects that may help you to begin to 'smell' a medieval castle. These are the smelly cubes. Pass round one cube at a time and ask the students not to shout out what they think it smells of.

Ask your group

After the whole group has smelt the cube, ask if anyone knows what the smell is. Repeat with other cubes. Smelly cubes: bread, meat, brewery, wood smoke, sweaty feet.

Information

Please return all objects and information cards to the chest and put this, the clipboards, seating mats and the table, back in the corner of the room ready for the next group.

Closing activity

Recap your groups' findings, asking them to reiterate key points such as the difference between replica and original objects and how we can use them to find out about the past.

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CONCLUDING YOUR VISIT

To conclude your visit, you may wish to summarise the information from each activity by asking these questions and reiterating the following facts:

- Ask if anyone can remember who built the original castle here.
- Why did he choose this place for a castle?
- The castle was rebuilt in stone around 150 years after William the Conqueror's original wooden tower was built.
- The castle eventually fell into ruin and now only the tower remains.
- We can tell what the tower would have looked like when it was completed by examining the ruins to find clues.
- Medieval feasts were held for special occasions, including when important people visited. We can learn about some of the items used during feasts by looking at the remains of the objects found. Some objects do not survive over time so we may use other types of evidence to explore life in the past.
- There were different types of objects used by the rich and powerful compared to less important guests, and there were specific manners that all guests must follow at the feast.

FURTHER ACTIVITY IDEAS

These short, informal activities work as icebreakers for Key Stage one to three visitors to Clifford's Tower.

Due to the size of the site, and its complicated history, this can be a difficult site to interpret. Therefore, it may be best to offer the students a theme to explore during their visit. By taking a thematic approach, your students will be able to lead independent enquires, self-manage their time, develop their team working skills and become reflective learners.

Upon arrival agree a theme or themes for your students to explore the site with. For example:

- Building methods.
- Life in the castle.
- Evidence of change.

Your students can then explore the site and record their findings using digital cameras/video cameras.

The following activities build upon these themes and can be used to extend your exploration of the site.

Get to know the site

As an icebreaker, set the students a series of short challenges to help them to get to know the site better. Dividing the students into small groups, and providing each with a digital camera, ask the groups to find and record:

- A courtyard.
- A vantage point.
- A place to worship God.
- A place to get water from.

To extend this activity back in the classroom, students could develop a display, highlighting the locations of their photographs on a map of the site. This could be created using Pinterest, Prezi or a PowerPoint.

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Attack and defence

Divide your students into two groups attackers and defenders. Explain that they are medieval soldiers. Bearing in mind the weaponry available at the time, each group should explore the site recording either the key points of attack or defence. Both groups should consider the strengths and weaknesses of their approach, and consider how they could win in a battle. You may need to provide the reconstructions available in the pack for added support.

Bring the two groups together and ask them to outline their findings. What would they change to the site to make it easier to defend?

A timeline

The history of Clifford's Tower spans over 1000 years, however little of the original castle remains. In order for your group to gain an understanding of this, set them the challenge of creating a timeline for the site and wider area.

Divide the class into small groups, asking each of them to research a particular time period. They will need to find evidence of this period and record it by sketching it or taking a picture. The groups should then come back together and put their images into a timeline. You may also want to make use of the reconstructions in this pack as part of this activity.

Charting your visit

If your visit is part of a wider exploration of York, encourage your students to keep track of their day for use back in the classroom. Students should take photographs of each location they stop at, noting what it is, where it is and how it has shaped the history of the city. You may also wish to provide your group with a theme to explore. For example architecture.

Back in the classroom, your students can then develop a Google Map which charts their visit and shows the route that they took. To extend this activity, your group could use this tool to develop a tour of the city with additional marketing and publicity material.

For further activity ideas, visit the [Heritage Explorer website](#).

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RESOURCE 1



IMAGES

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A reconstruction of the 11th-century wooden castle.

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A reconstruction of the medieval castle, which was completed at the start of the 14th-century.

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CLIFFORD'S TOWER

RESOURCE 3

The reconstruction of the castle which can be found within the castle walls.

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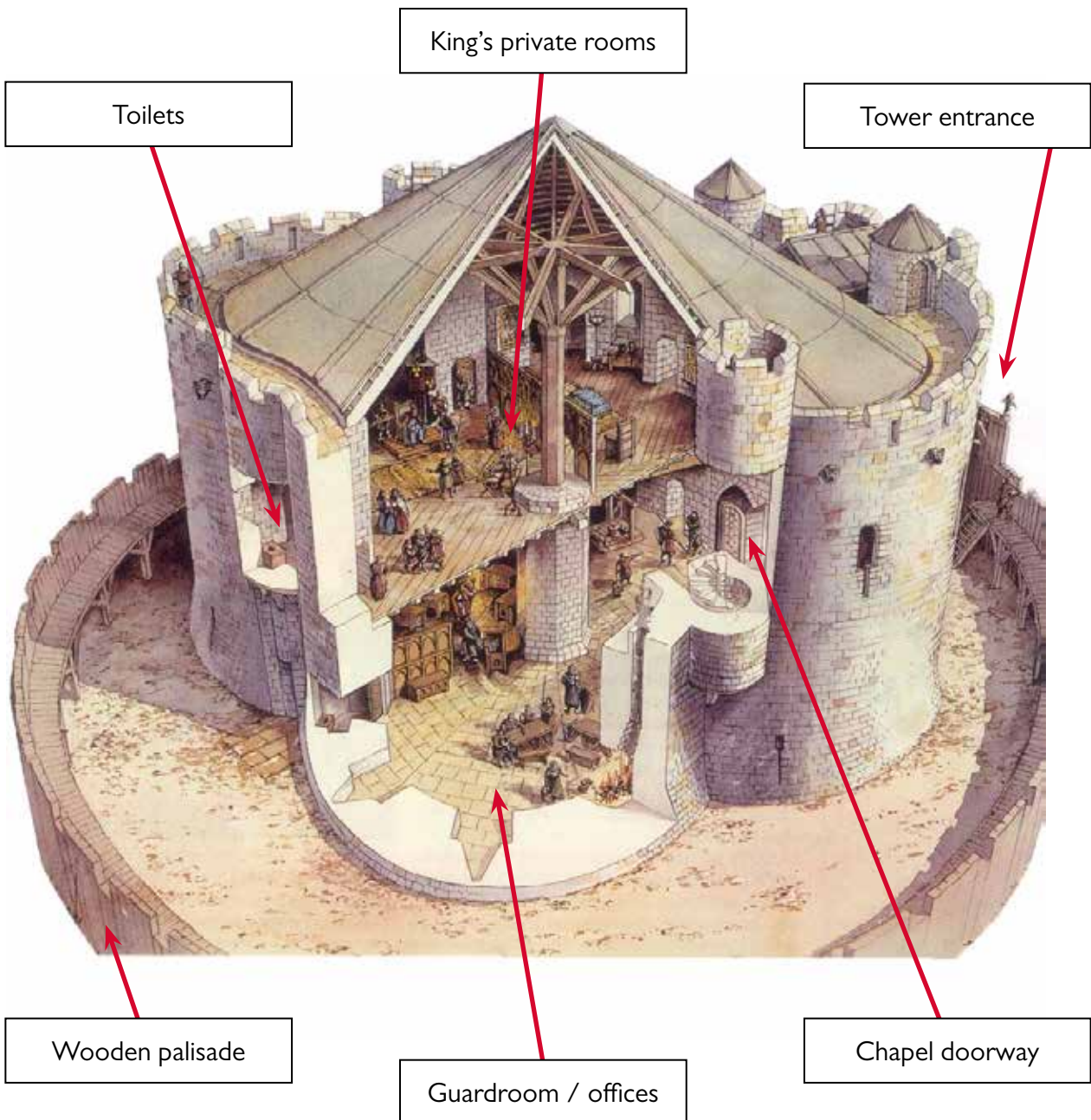
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CLIFFORD'S TOWER

RESOURCE 4

Reconstruction showing a cross-section of Clifford's Tower and how it may have looked when it was completed.

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TEACHER'S KIT
CLIFFORD'S TOWER

RESOURCE 5

Activity 1 – Exploring the tower. Locations of tower features.

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Fireplaces

Bartizan doorway and stairs up to wall walk

Well

Windows

Holes for door and portcullis

Base of central pillar which supported the wooden floor

TEACHER'S KIT

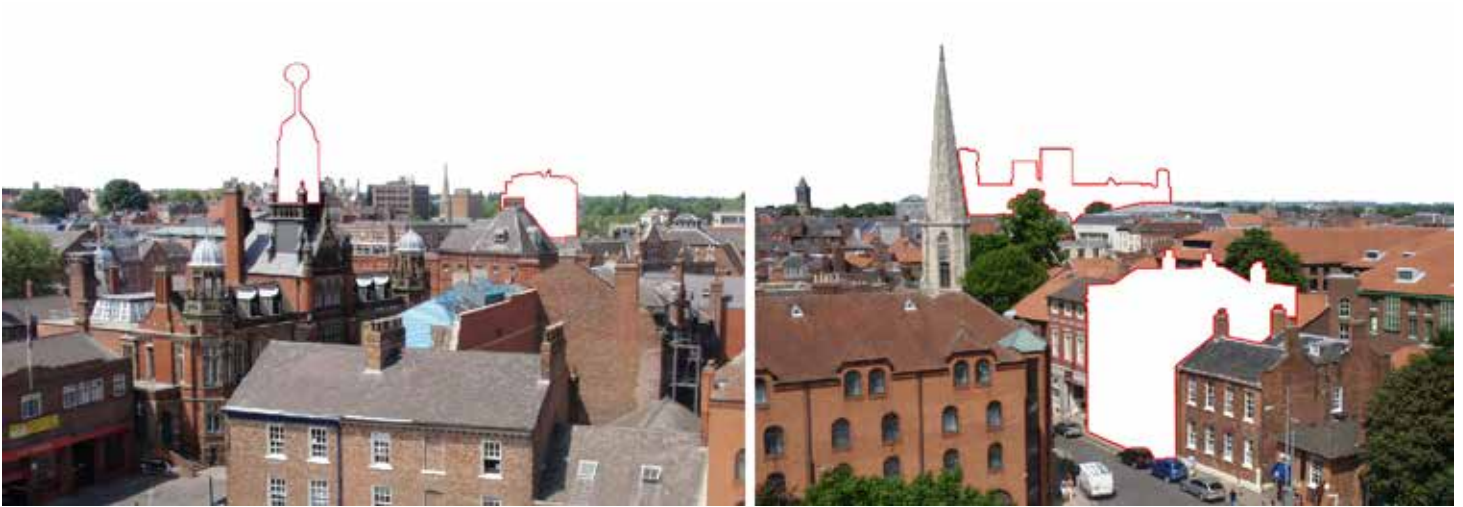
CLIFFORD'S TOWER

RESOURCE 6

Activity Two: Wall Walk Activity Sheet.

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This is not a race! Move **carefully** around the wall walk to find the four missing buildings, or parts of buildings, in the landscape. When you find each building, complete the picture by drawing in the missing feature. Then draw a line between each building and the century in which you think it was built. You should have one century left – this is when Clifford's Tower was built in stone, as you see it today.



18th-century

13th-century

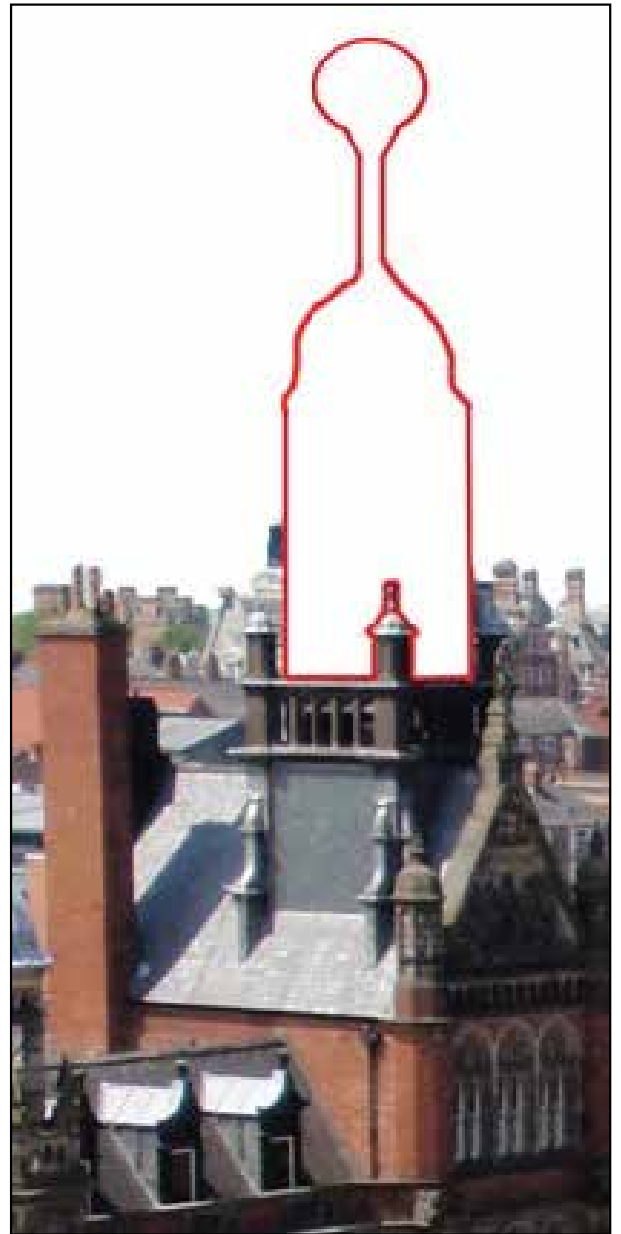
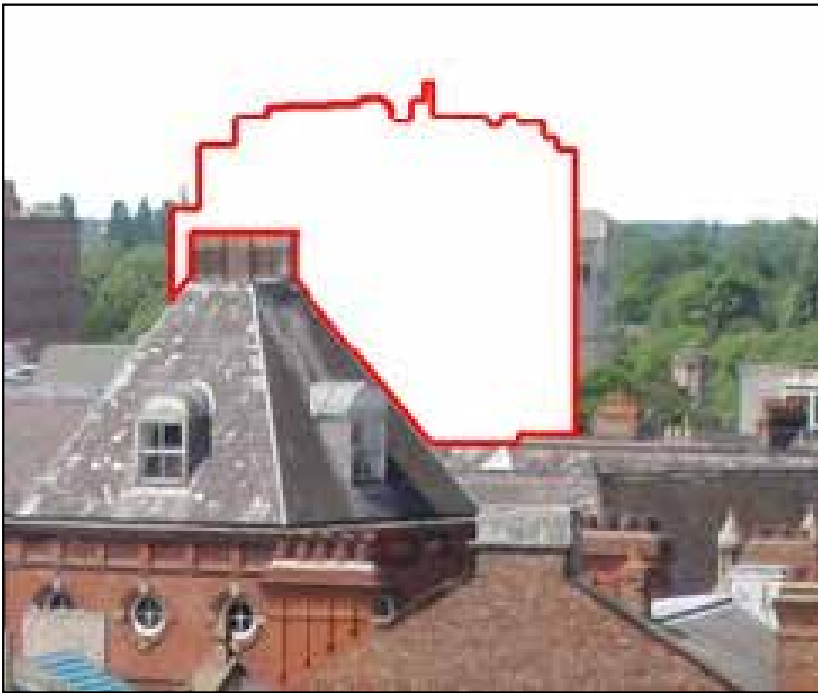
20th-century

19th-century

12th–15th
century

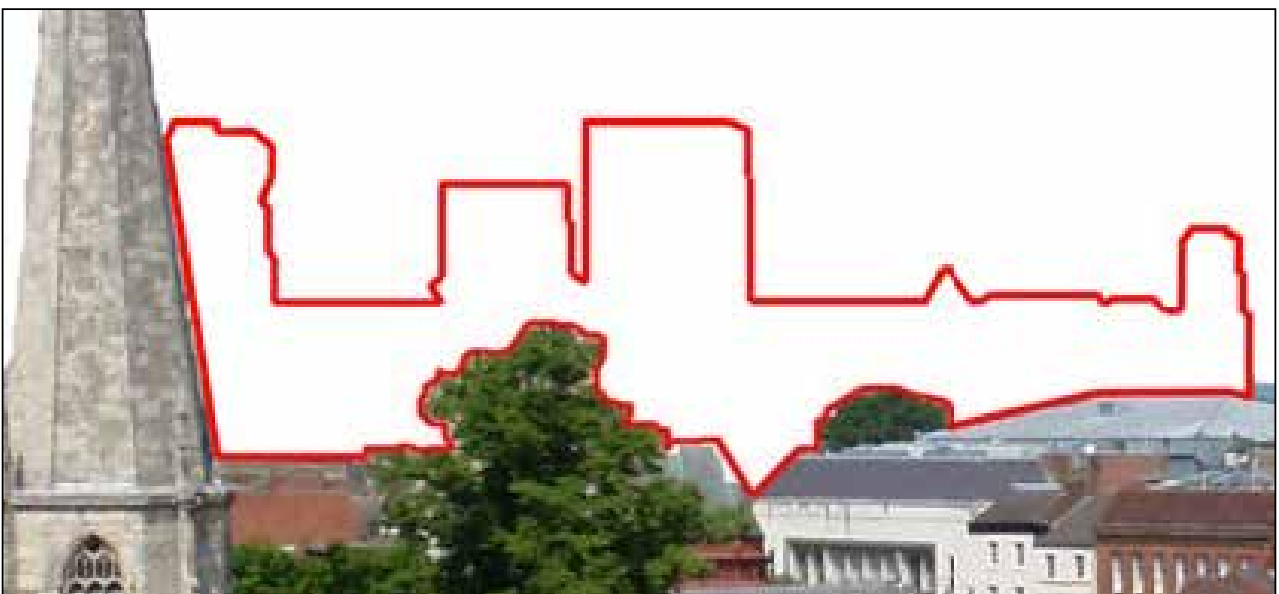
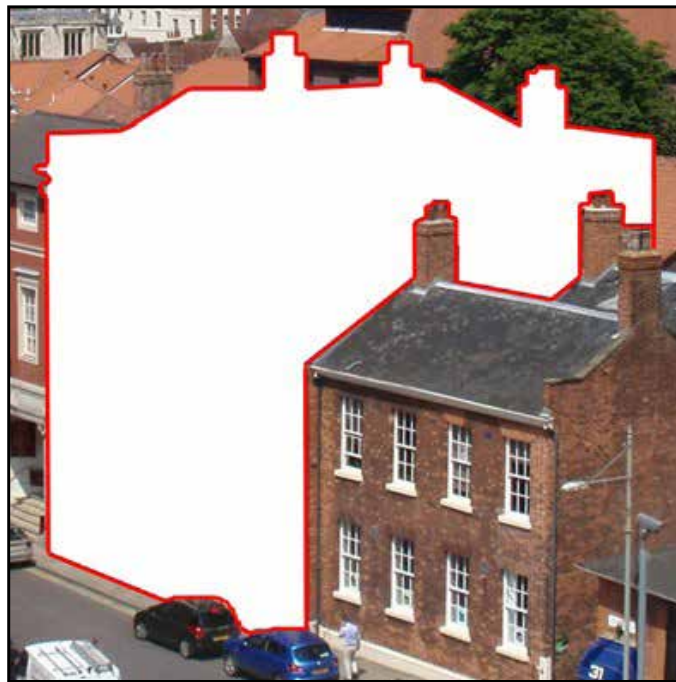
Activity Two: Wall Walk Activity Sheet: missing buildings to identify part one.

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Activity Two: Wall Walk Activity Sheet: missing buildings to identify part two.

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Activity Two: Wall Walk Activity Sheet: missing buildings revealed.

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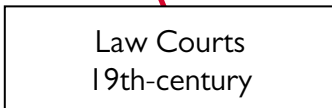
Hotel
20th-century



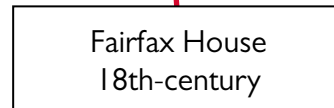
York Minster
c12th–15th century



Law Courts
19th-century



Fairfax House
18th-century



Activity Three: The Feast Worksheet.

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How big is your object (you can use the tape measure)?

Height _____cm Width _____cm Depth _____cm

What do think the object is made of? _____

What colour is your object? _____

Description:

Is your object heavy or light? _____

Does it look valuable or like an everyday object? _____

Does it have any moving parts? _____

What does it feel like? _____

Use:

What do you think this object was used for? _____

Who do you think used this object? _____

TEACHER'S KIT

CLIFFORD'S TOWER

RESOURCE 10

Activity Three: The Feast Worksheet.

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Create a sketch of your object(s)

TEACHER'S KIT

CLIFFORD'S TOWER

RESOURCE 11

Activity Three: The Feast Object Information.Visit www.heritage-explorer.org.uk for more copyright-cleared images**KEY POINTS ABOUT EACH ITEM:****Green glaze jug**

- This is a pitcher, not a jug. If you held it just by the handle, it would be too heavy and break. It is designed to be held at the bottom by a servant, and tipped with the hand underneath to pour the drink.
- These types of pitcher were very common in the medieval period, and were used by everyone, rich and poor.
- What sort of drink do you think this pitcher might have contained? Wine, beer or water?

Green glaze jug

- This is a very simple jug, which would have been used for drinking beer or wine. It has another function too – it would have been used as a urinal!
- The shape is bulbous with a narrow top, to try to keep the smell in.

Wooden trencher and wooden spoon

- This was very simple and cheap tableware, used by ordinary people.
- Before wooden trenchers were introduced, people used a large piece of stale bread as a plate instead! The bread would soak up the food, and they would eat it at the end of their meal.

- Barley was the staple food of the poor – they would have eaten it a lot, and it would have got very boring!
- It can be made into bread, stew, soup, porridge or beer. What different foods do we use to make bread, stew, soup, and beer today?

Folding brass spoon

- This would have been an expensive spoon for a wealthy person, as it is made of brass.
- Why do you think it folds up? Wealthy people travelled with their own spoons and knives when they visited other people's houses.
- There were no forks in the Middle Ages, everyone just used spoons, knives and their hands. Do you think this would have been difficult?

Pewter plate and goblet

- Only the very rich would have used pewter plates and goblets – they were a status symbol. Rich people would have travelled with their own pewter ware when visiting others.

TEACHER'S KIT

CLIFFORD'S TOWER

RESOURCE 11 (continued)

Activity Three: The Feast Object Information.Visit www.heritage-explorer.org.uk for more copyright-cleared images**KEY POINTS ABOUT EACH ITEM:****Pestle and mortar**

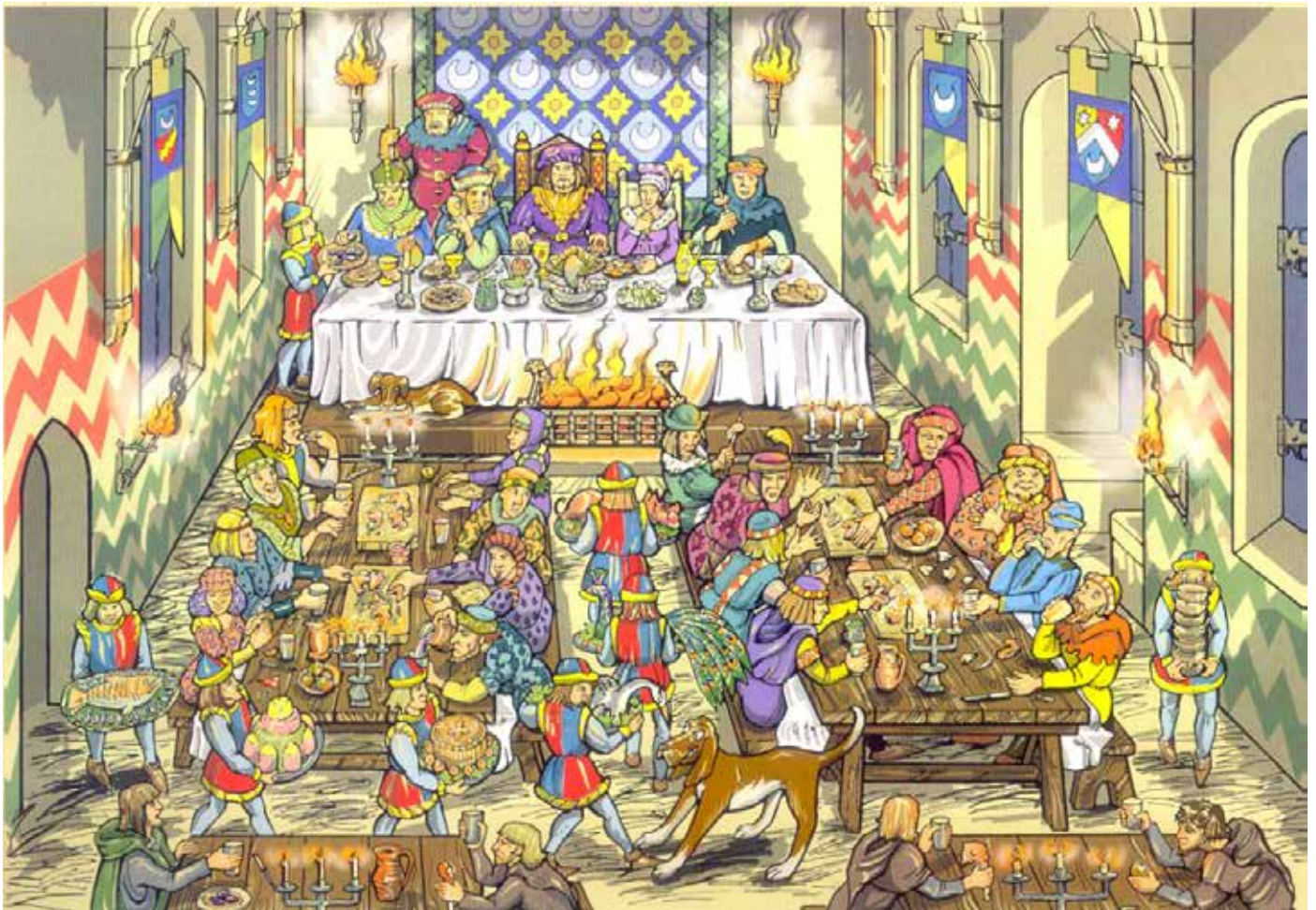
- Can you work out what the pestle and mortar does? Have you seen one before?
- Spices were rare and expensive, because they had to be transported so far. Only the rich would have been able to use the spices and they would have ground them up in the pestle and mortar to make their food taste more interesting.

Two hats

- The simpler hat would have been worn by a page. A page was a boy from a wealthy family who lived at a castle to learn how to become a knight.
- The more elaborate hat was for a very rich man – perhaps the local lord would have worn a hat like this when he received the king at his castle.
- What are the differences between the two hats? In colour, fabric, size? How can you tell one is for a more important person than the other?

Activity 3 – The Feast. Illustration of feast in Great Hall.

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TEACHER'S KIT
CLIFFORD'S TOWER

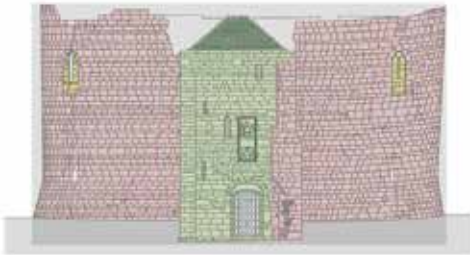
RESOURCE 13

A Site plan of Clifford's Tower

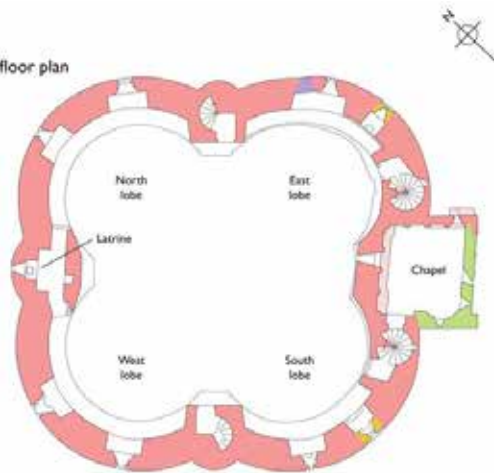
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CLIFFORD'S TOWER PLANS AND ELEVATIONS

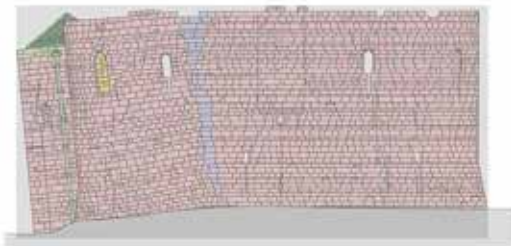
South-east elevation



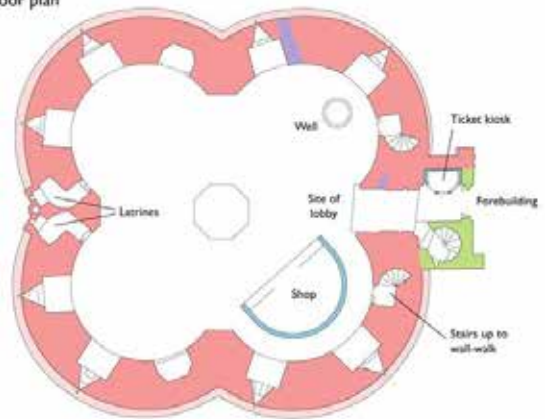
First-floor floor plan



North-east elevation



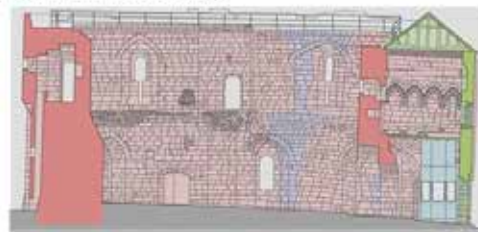
Ground-floor plan



- 1244-1312
- 1360-69
- 17th century
- modern
- subsidence repairs of various dates



Section through latrines and forebuilding



CLIFFORD'S TOWER

RESOURCE 14

A map showing Clifford's Tower and the other parts of York castle that are no longer visible today.

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