



Originally an Iron Age hillfort and then the site of a medieval castle and cathedral, Old Sarum has been influenced by the Romans, Saxons, Vikings and Normans. This resource will help you to interpret the site and provide you with engaging activity ideas to undertake with your students.

HISTORICAL DESCRIPTION

Prehistory

During the Iron Age in Britain (about 700 BC to AD 43) people lived in fortified settlements known as hillforts. These were usually located on a hill and fortified by earthworks, such as ditches, banks, and walls. Old Sarum was occupied by Iron Age people from about 500 BC to AD 50.

The settlers of Old Sarum made it their home as it had such a strong defensive position, sitting on top of the Bishopdown Ridge with views across the local rivers and flood plains. To strengthen Old Sarum further, the Iron Age settlers cut away the remaining section of the Bishopdown Ridge to form a circular perimeter around their dwellings.

Historians believe that Old Sarum was used as a market centre and refuge. The sheer size of the site (29.5 acres) made it an excellent shelter for locals and their cattle in times of danger.

The Romans

During the Roman period, Old Sarum was known as Sorviodunum. Excavations in 1957 showed that the fort was continuously occupied from the Roman conquest in AD 43 until the early 4th-century.

Old Sarum held an important position in Roman Britain as it was at the heart of several key roads, including those from Winchester to Exeter and from the Severn via the Mendip Hills.

The importance of the location was confirmed by the discovery of two Romano-British settlements just outside the entrance to the fort.

Britons, English and Vikings

Little is known of what happened to Old Sarum at the end of the Roman period. However the Anglo-Saxon Chronicle of AD 552 notes that people were still living at the site, which was now known as Searobyrg.

Between the ninth and eleventh centuries, Old Sarum was frequently raided by the Vikings. Old Sarum provided protection from the raids, and during this time a mint was operated at the site, with coins bearing the name 'Serebrig'.

The Middle Ages

Following the Norman Conquest in 1066, William the Conqueror quickly realized the potential of the site as a fortification. Work began on a new castle between 1069 and 1070, and on a cathedral in 1075. At the time, church and state worked closely together, and it made sense for a cathedral to be built in the outer bailey of the royal castle.

As part of the works, a new motte was created in the centre of the old hillfort, which was used as an army base in the early stages of the Conquest. Significantly, it was also chosen as the site for the swearing of the Oath of Allegiance in 1086.

In 1130 Bishop Roger of Sarum obtained the castle and built the courtyard house. He was Henry I's chief

BOOKING AND SITE INFORMATION:



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OLD SARUM

minister and acted as his regent in his absences. After the original cathedral burnt down in 1092, five days after it was consecrated, Roger replaced it with one in the Norman style. Roger fell from grace in 1139 and the castle was returned to the Crown.

In the 1170s Henry II made improvements to Old Sarum by refurbishing the gatehouse, building a new drawbridge and creating a treasury within the keep. This work took place during the imprisonment of his wife, Eleanor of Aquitaine, who was kept under house arrest at Old Sarum throughout the 1170s for supporting her son Henry's revolt against her husband.

Old Sarum continued to be the hub of royal power during the reigns of King Richard I and King John. Both kings added to the castle during this period, with work including the construction of a new hall, bake house and kitchen.

By the early 13th-century the town had very serious problems: its elevated and windswept position and poor water supply had caused many inhabitants to abandon it for more convenient homes in the valley below. For many years there had been bad relations between the sheriff and his garrison and the cathedral, with rows over the sheriff's control of access to the site and to the limited water supply. By 1194 the cathedral clergy were already contemplating a move to the valley, although the task of building a new cathedral and town represented a huge challenge. A worsening of relations in 1217 at last pushed them to a decision, and in 1220 a new cathedral was founded on land owned by the bishop, down in the valley by the River Avon. This proved a death sentence for the town at Old Sarum, although the royal castle remained in use until the early 16th-century.

The new cathedral was built to house the Old Sarum liturgy and former bishops. The ceremonial laying of the foundation stone at the new Salisbury Cathedral took place in 1220.

Stones from the cathedral at Old Sarum were reused at the new site and were regularly carried the two-mile distance between the two cathedrals. By 1226 most of the clergy had left Old Sarum and the tombs of Bishops Osmund, Roger and Jocelyn were moved to the new cathedral. By 1240 the majority of the local population had moved to Salisbury.

The Tudors to the Modern Age

A report in 1514 stated that the castle was a barren place and could not be salvaged. As a result Henry VIII gave permission for the site to be demolished and the stone to be used on new buildings nearby.

In the later 16th-century, the site became a destination for antiquarians, people who studied history with a particular interest in historic sites and artefacts.

18th-century England had several 'rotten boroughs', of which Old Sarum was one of the most famous. They were boroughs which had been given the right to elect two Members of Parliament (MPs) each in the Middle Ages, and had retained that right even though most of their population had gone: Old Sarum was one of the most extreme examples, with only two houses left. The town's MPs were chosen by people who owned property in it, who did not have to live there. In those days, voters had to declare their votes in public at the 'election hustings': as a result there were many other places with small electorates, where the MP

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OLD SARUM

could effectively be nominated by a single influential landowner. These were known as 'pocket boroughs'. Today this seems obviously absurd. Then, many people recognized its absurdity, but the system was defended by those who had a vested interest in it, including numerous MPs. They used two main arguments to justify this situation: that the system worked perfectly well in producing stable government and reform would destabilize it; and that reform would infringe the rights of property owners – and property was seen as the basis of political society. The Great Reform Act of 1832 finally abolished rotten and pocket boroughs, and gave MPs to new industrial towns like Manchester.

By the 19th-century, the site became more well known as a tourist destination, with the artists Turner and Constable exhibiting paintings of the site at the Royal Academy.

Between 1909 and 1915 Old Sarum was excavated by Lieutenant Colonel Hawley, who later became famous for his excavations at Stonehenge. Further investigations took place in 1957, and it is through these two archaeological excavations that we have a greater understanding of the site.

SITE DESCRIPTION

The Courtyard House

This was the most ambitious structure within the bailey and was probably built by Bishop Roger, as he built similar structures at his other castles, such as Sherborne.

The house would have contained a hall, chamber block, kitchen, service wing and chapels dedicated to St Nicholas and St Margaret. The chapel of St Margaret was on the lower level and would have been used by the servants and garrison. St Nicholas's chapel was grander and would have been used by the royal family.

Students should be able to locate the tiny cloister, and the latrine pits in the north range, which would have been similar to private bathrooms. The garderobes would have been highly decorated and, when the king was not in residence, a servant would have been lowered into the pits to clear them out.

Herlewin's Tower

This tower lies north-west of the courtyard house. It was probably built to overlook the cathedral.

Keep and Postern Tower

Originally this was a large stone tower, built to impress and placed next to the main entrance. Today you enter via the postern passageway through a series of rooms that were used for storage. In the passageway you can see drawbar holes, implying that guards could shut both the inner and outer passage doors.

The small annex at the south side of the keep was a treasury, and cost around £9 1s 0d to construct in 1181.

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OLD SARUM

New Hall and Kitchen

Built between 1201 and 1208, the hall was not very well maintained and by 1247 it was already in need of repair. It was built in the new Gothic style and would have looked very different to the other buildings within the complex. The Sheriff of Wiltshire, the king's officer, would have used this space for court hearings.

The T-shaped building near the new hall was divided into three kitchen rooms, the largest of which contained three bread ovens. These facilities would only have been used for large banquets. For the majority of the year only 20 people would have lived on site.

Gatehouse

Originally you would have approached the gatehouse over a wooden drawbridge, hinged on a pivot like a see-saw. Visitors would have been stopped at this point, asked their business and been searched if necessary.

As you enter the gatehouse you will walk through a narrow section which could be closed by an inner set of doors. There were vaulted guardrooms on either side of the passage, and there is still evidence of the drawbar slot for the outer doors.

Outer Bailey

Little is known about how the outer bailey was used, although normally an area such as this would have held service buildings. The original ramparts would have been topped off with a timber palisade, which was later replaced by a stone wall in the southern section.

A large crater is visible beneath the north bank. This was caused by a collapsed tunnel during the 1957 excavations. It is thought that the tunnel was medieval and ran beneath the ramparts, perhaps as a side entrance to the castle.

Cathedral Precinct

After excavations concluded in 1915, upstanding masonry was left visible and the cathedral foundations were marked out in the grass.

The Early Cathedral

Originally one of the smaller post-Conquest cathedrals, the first building on the site had narrow transepts with chapels leading off and a conventional crossing. The crossing must have supported the tower, which was damaged by a violent thunderstorm in 1092.

Roger's Cathedral

It is highly likely that Bishop Roger planned to completely replace the modest cathedral that he inherited, as he wanted to build something far more impressive. In the event, he built new transepts and a presbytery (area reserved for the clergy) with a vestry (treasury).

Students may wish to look out for the base of the pulpitum, which divided the ritual choir from the nave, where the congregation gathered.

The cathedral was designed to show the power and glory of God, just as a castle reflected the status of a lord or king. To reinforce this, no pews were provided and the congregation had to stand, much as they would have before a lord.

Work on the new cathedral seems to have stopped abruptly, possibly due to Roger's death in 1139.

Cloister and Bishop's Palace

This area of the site may be difficult for students to interpret as nothing remains of the bishop's palace, which was situated just north of the cloister walk.



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OLD SARUM

Outer Ramparts

While these ramparts are the most impressive feature of the site, we know little about their construction or use. The ramparts consist of two earth banks which are separated by a ditch. These banks were created around 400 BC and were heightened in either the late Iron Age or the early Roman period.

The Normans further reinforced the banks and deepened the inner ditch. Roger of Sarum built a stone curtain wall above the inner rampart in the 1130s. To appreciate the entire height and scale of the ramparts, you can reach the higher level from this point. The entire route is about one mile, which emphasizes the scale of the site.

The area outside the eastern gate formed a medieval suburb where a chalk quarry, lime kilns and 70 graves were found.

In the castle car park you can see a Second World War pillbox that once held a wireless control room. This has since been converted into toilets.

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HISTORICAL RESOURCES

Anglo-Saxon Chronicle, AD 552

In this year Cynric fought against the Britons at the place called Searoburh, and put the Britons to flight. This document is the first clear reference to the existence of Old Sarum.

Papal Bull, 1219

Situated within a castle, the church is subject to such inconvenience that the clergy cannot stay there without danger to their persons. The church is exposed to such winds that those celebrating the divine offices can hardly hear each other speak. The fabric is so ruinous that it is a constant danger to the congregation which has dwindled to the extent that it is hardly able to provide for the repair of the roofs, which are constantly damaged by the winds. Water is so scarce that it has to be bought at a high price, and access to it is not to be had without the governor's permission. People wishing to enter the cathedral are often prevented by guards from the garrison. Housing is insufficient for the clergy who are therefore forced to buy houses from laymen. The whiteness of the chalk causes blindness.

Papal authority was required for the removal of the cathedral to a new site. Here, the grounds for removal are summarised in this Bull of Pope Honorius III.

Calendar of Patent Rolls, 1331

March 1st, Croydon.

Gift to R. Bishop of Salisbury, and to the Dean and Chapter of the church of St Mary, Salisbury of stones of the old cathedral church at Old Sarum and of the houses within the King's castle there which the Bishop and Canons of that church formerly occupied, for the repair of their church and for the enclosure of the precinct thereof.

This document is evidence that stones from the cathedral at Old Sarum were transported and used at the new cathedral in Salisbury.



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OLD SARUM

WH Hudson, A Shepherd's Life, 1910

Nature had made it a sweet and beautiful spot; the earth over the old buried ruins was covered with an elastic turf, jewelled with the bright little flowers of the chalk ... Once during the last five or six centuries some excavations were made when, in 1834, as a result of an excessively dry summer, the lines of the cathedral foundations were discernible on the surface. But it will no longer be the place it was, the Society of Antiquaries having received permission from the Dean and Chapter of Salisbury to work their sweet will on the site. That ancient beautiful carcass, which had long made their mouths water, on which they have now fallen like a pack of hungry hyenas to tear off the old hide of green turf and burrow down to open to the light or drag out the deep, stony framework. The beautiful surrounding thickets, too, must go, they tell me, since you cannot turn the hill inside out without destroying the trees and bushes that crown it.

Hudson was a noted naturalist and writer. His views about Old Sarum can be seen as a hangover from the 19th-century view of romantic ruins.



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TIMELINE

PREHISTORY (to AD 42)

c.500 BC – AD 50
Iron Age occupation.

ROMANS (43–409)

c.43–399
Romans occupy the site.

BRITONS, ENGLISH AND VIKINGS (410–1065)

552
The Anglo-Saxon Chronicle notes a settlement on the site.

MIDDLE AGES (1066–1484)

1066
The Norman Conquest.

1069
Work begins on the castle.

1075
Work begins on the first cathedral.

1092
The cathedral is consecrated and burns down five days later.

1130
Bishop Roger moves into the castle and work begins on the second cathedral.

1139
Bishop Roger falls from grace; the castle is returned to the Crown.

1170
Henry II improves the castle defences and imprisons his wife Eleanor.

1189–1216
The castle facilities are improved. A new hall is built.

MIDDLE AGES continued

1220
The foundation stone of Salisbury (New Sarum) Cathedral is laid.

1226
The clergy leave Old Sarum.

1240
The remainder of the castle population move to Salisbury (New Sarum).

1247
The new hall is in disrepair.



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OLD SARUM

TIMELINE

TUDORS
(1485–1602)

1547

The castle is reported to be a 'barren place'.

1540

Tourists start to visit the site.

STUARTS
(1603–1713)

1700s

Old Sarum becomes notorious as a 'rotten borough'.

GEORGIAN/
VICTORIAN
(1714–1836)/(1837–1901)

MODERN TIMES
(1902–50)

1909–15

Lieutenant Colonel Hawley excavates the site.

MODERN TIMES
(1951–TODAY)

1957

Further excavations take place.

1984

English Heritage begins caring for the site.

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LOCATION

Castle Road, Salisbury, Wiltshire SP1 3SD.

OS Map Reference: SU 14102 32662.

HOW TO GET THERE

Bus Salisbury Reds X5 (Stagecoach 5 on Sundays), 8; Stagecoach Hampshire 8; Wiltshire Buses 501 Park and Ride service and Stonehenge Tour service.
See www.thestonehenge tour.info

Rail Salisbury station is two miles away.

FACILITIES

Parking There is no coach parking in the main car park due to the narrow access lane. There is a coach drop-off point in the layby/bus stop on Castle Road near the turn-off to Old Sarum.

Disabled access The outer bailey and cathedral ruins are accessible to wheelchair users via the car park. The monument itself has steep grass slopes, narrow paths and loose gravel surfaces. The top viewing point is accessible from one location only, via a steep grass slope.

Car park The car park is located 50 metres from the entrance, via a loose gravel surface and a steep wooden bridge with a non-slip surface. Disabled visitors may be set down near the bridge.

Shop A shop selling light refreshments and souvenirs is located on site.

Toilets Toilets are located in the car park, 50 metres from the main entrance. There is a disabled WC.

Picnics Picnics are welcome in the grounds.

Limit on party number 180 on site at any one time.

Required teacher/adult helper to pupil ratio 1:5 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.

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

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:

0370 333 0606

bookeducation@englishheritage.org.uk

www.english-heritage.org.uk/onlinebooking

A GUIDE TO RESOURCES

- Discovery Visits are available at Old Sarum.
- An Old Sarum guidebook is available and can be purchased through the English Heritage website. Teachers with a valid booking permit receive 20% off when purchasing.

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PREPARING FOR YOUR VISIT

We recommend that you take advantage of our free planning visit scheme to familiarise yourself with the site, and to prepare any activities that your group may undertake.

ACTIVITY IDEAS

These short, informal activities work as ice-breakers for Key Stage 1 to 3 visitors to Old Sarum. Mix and match the activities to introduce key concepts and vocabulary to your students.

Timeline

The history of Old Sarum spans over 2,000 years, with the site undergoing a series of modifications and building phases. This can be difficult for younger students to comprehend.

Ask your group to explore the site with you, as you introduce them to the various phases of the site. Try to record an image of each period of time.

Next, divide the class up into small groups, giving each one a time period to cover. They should then develop an A4 image to represent this era. Once completed, the images can be put together to form a timeline charting the development of the site.

To extend this activity, scan and upload your images to Google Maps, to create your own timeline tour of the site for other schools.

Sourcing Evidence

Around the site are various pieces of evidence which can help students to build up an impression of how the site has developed. Divide the class into small groups, providing each one with a digital camera. Give each group a theme to explore, such as:

- Construction – putlog holes.
- Comfort – fireplaces.
- Defence – banks and ditches.
- Iron Age constructions.
- Medieval buildings.

Each piece of evidence should be recorded using the digital cameras, for post-visit work back in the classroom. Close the activity by asking the group if they found any similarities between their discoveries at Old Sarum and their own homes.

Mathematics

Take your students to the cathedral precinct. Using a tape measure, ask the group to practise taking one-metre or half-metre strides. Then set a series of challenges for them to undertake, for example:

- Measure the length and width of the first cathedral.
- Measure the length and width of the later cathedral.
- Walk the distance from the bishop's palace to the cathedral.
- Calculate the area of the cloister.
- What percentage of the modern cathedral was accessible to the congregation?
- How far from the castle was the cathedral?

This should help students to build up a picture of the cathedral and its relationship to the castle.

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TEACHER'S KIT

OLD SARUM

Scientific Investigations

To encourage students to develop close observational skills, take with you some small square frames (approximately 30cm x 30cm) that can be used to study patches of foliage. If possible, bring along some insect catchers and magnifying glasses to enable students to get a better look at their finds.

Working in small groups, students should count the number of different plants or insects found within their frame and begin to compare their results with other groups positioned at different parts of the site. They should consider:

- Are there major differences between the results?
- If so, can they identify the factors causing the differences? For example, are the results influenced by the wind, the amount of direct sunlight, or the level of dampness?

Students should record any finds for identification back in the classroom.

To extend the activity, ask the students to plot their finds on a map of the site. Can they spot correlations between specific habitats and species?

Archaeologist for a Day

Explain to your group that no major archaeological investigation has taken place at Old Sarum since the 1950s. Your students have been commissioned by English Heritage to develop a plan of proposed archaeological works, based around a theme such as:

- Different types of living spaces and accommodation at Old Sarum.
- Building techniques throughout the ages.

Before visiting, ask your group to explore the site using Google Maps, noting down any evidence of buildings and earthworks. It is worth reminding your students that buried structures are sometimes easier to spot on an aerial photograph than when you are on foot. They should make a note on their site plan (included in the Images section of this pack) of any structures that they want to explore further during their visit.

Once on site, divide your class into small groups and provide them with GPS devices. While exploring the site they should use their GPS devices to mark down where they want to dig and make a note of why. If they have digital cameras, they may also wish to take a picture of the spot.

Back in the classroom, ask your group to transfer their coordinates and images to their original Google Map. At each coordinate they should place a marker recording their reasoning behind the choice of location.

Geography

Ask your students to stand on the ramparts looking back at the site. As a group, using the notes in the History section of this pack, consider how the site would have looked when the Iron Age settlers first lived here.

Ask the students to list the reasons why they may have built their settlement here. For example:

- Woodlands – for timber.
- Rivers – for food.
- Bishopdown Ridge – for defence.

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OLD SARUM

Next, ask the students to consider the modern day view and the resources that a modern day owner would want to protect, for example:

- Infrastructure, such as the railway.
- Station and roads.
- Schools.
- Shops.

Back in the classroom, ask your students to create a map of modern day Old Sarum using a platform such as Google Maps. On the map they should mark on the key items that they wish to protect including a note on what it is, the distance from the fort, and why they have chosen it. Students should compare their maps and discuss any similarities or differences.

Rotten Boroughs

Provide students with a brief outline of the parliamentary process in the 19th-century, with reference to the Peterloo Massacre. Ask the students to explore the site to gain a sense of its size, with particular reference to nearby Salisbury. If possible, provide the students with a copy of a 19th-century map of the area to put the location into context. You could contact your local archive to find a map.

Once the group have gained an idea of the size of the site, explain to them that Old Sarum, despite having only three houses, could elect two Members of Parliament (MPs). They should consider that:

- Yorkshire could only elect two MPs, despite having nearly one million inhabitants.
- Manchester had a population of over 60,000 and could not elect any MPs.

Now, ask the students to hold a debate on rotten boroughs, set in 1831. Divide the class into small groups, with two students representing MPs from Old Sarum, two representing the local people of Old Sarum, and two representing the local people of Manchester.

Example debate topics include:

- Should the rotten boroughs be removed?
- Should the parliamentary process be reformed?

Finally, ask the groups to work together to develop a series of recommendations following on from the arguments raised in the debate.

Journalism

In this activity your students will be role-playing as journalists reporting on the laying of the foundation stone at Salisbury Cathedral. They can either write a traditional article, or use a media platform such as Twitter to produce 'real time' reports.

First, divide your students into groups, with one person reporting on the reaction at:

- The site of the new cathedral (this student could look down on Salisbury from the ramparts).
- The cathedral at Old Sarum.
- The castle.
- The settlement.



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OLD SARUM

By using the interpretation boards and their understanding of the relationship between church and state, they should be able to report on the key facts of the day. They may also want to consider:

- What reactions might people have? For example, the clergy, the king, local people.
- What does the scene look like?
- What are people wearing?
- What are the reasons behind the move to Salisbury?
- What activities are taking place, e.g. ceremonies?

FURTHER RESOURCES

For more detailed lesson plans see the Activities: Lesson plans section.



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Lesson plans



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The following lesson plans have been written as a guide for how Old Sarum can be used for teaching history alongside other subjects. They can be adapted to suit your needs, and highlight the potential for cross-curricular learning and learning outside the classroom.

These lesson plans have been developed to support teachers to reach the 'good'/'outstanding' mark as part of the Ofsted observation criteria. This has been achieved through:

- The use of learning objectives and assessments
- The use of starter activities in the Activities section of this resource pack
- Encouraging students to learn independently
- Providing extension tasks
- Encouraging peer review and the use of plenary tasks
- The use of creative resources.

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Lesson plans

Attack and Defence

Your students will be taking turns to research and plan how they would both attack and defend Old Sarum. Through enquiry-based learning the students will develop their teamwork skills as they create their own military strategies as recruits of William the Conqueror.

Resources: paper, clipboards, pencils. To extend this activity, bring in OS maps of the area to help plan an attack.

Age: Key Stages 1 and 2.

Subject: History.

Key activity	Learning objective	Learning and assessment method	Cross-curricular learning
Welcome your students to the castle and divide them into two groups. Explain that they are working for William the Conqueror, who wants to know the strengths and weaknesses of his new castle. Group A will consider how the castle might be attacked and Group B will be finding out how they can best defend it.	To listen and follow directions.	Demonstrates the ability to listen and take direction.	
Encourage each team to explore the site, looking for strengths, weaknesses, opportunities and threats that they can either make use of, or defend against. Using the site plan in the Images section of this pack, they should record their thoughts for use later.	To make judgements through exploration of primary resources.	Demonstrates the ability to consider historical sources and how sites were built in the medieval period.	Art
Using their initial findings, and considering the military and defensive techniques of the period, the groups should plan how they could best defend or attack the castle. They may wish to mention specific weaponry.	To articulate their understanding of attack and defence strategies.	Demonstrates analytical skills, articulation of thoughts.	Art, English
Finally, ask Groups A and B to reconvene and announce their plans to each other. As a group they can then debate any limitations or causes for concern.	To make links between attack and defence theory and reality, while developing their speaking and listening skills.	Demonstrates the ability to communicate about the past.	English, PSHE
To extend this activity, ask the students to plot their findings on a Google Map of the site. These maps could be used as the start of a wider local study of the area, charting how the local landscape, buildings and resources have changed over the ages.	To display their findings through different mediums.	Demonstrates the ability to communicate about the past.	Geography

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OLD SARUM

Lesson plans

Iron Age Settlers

Aimed at Key Stage 1 and 2 students, this activity will encourage your group to use their enquiry skills to develop an understanding of why people would have settled at Old Sarum. This will support work around why people have invaded and settled in Britain.

Resources: you will need to provide your own paper and writing materials.

Age: Key Stages 1 and 2.

Subject: History.

Key activity	Learning objective	Learning and assessment method	Cross-curricular learning
Draw the class together at the top of the mound behind the new hall. Provide your students with some background information on Iron Age settlers. You may want to draw upon the reconstructions in the Images section of this pack. Explain that they are a group of Iron Age settlers who must decide if Old Sarum will be their new home. They will need to use their imagination to block out the post-Iron Age structures that they can see: you may want to point these out using the site plan in this pack.	To exercise listening skills and the ability to follow directions.	Demonstrates the ability to listen and take direction.	
Ask the group to list all of the things that they would look for in a place to live, for example water, food, shelter, defence. Do modern day people have the same needs as the Iron Age settlers? Which of these features can they see at Old Sarum?	To understand basic human needs and the reasons for settling at certain sites. Ability to use appropriate vocabulary.	Demonstrates the ability to appreciate the needs of others and express empathy for Iron Age settlers.	Literacy, Geography
Divide the class into small groups and provide each one with a copy of the site plan found in the Images section of this pack. Using the list that they created earlier, the group should identify and mark on the map any key resources that they can spot.	To exercise their geography, orientation and analytical skills.	Demonstrates historical enquiry skills and the ability to communicate their reasoning both orally and through art.	Geography, Art and Design

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Lesson plans

Iron Age Settlers (continued)

Key activity	Learning objective	Learning and assessment method	Cross-curricular learning
Finally, ask the group to write a letter to a local Iron Age chief, telling them why they should move to Old Sarum. Remember, most Iron Age people were farmers, merchants or craftspeople so the nearby resources would be very appealing.	To understand historical periods, the significance of the Iron Age period and the needs of Iron Age people. Ability to use appropriate vocabulary.	Demonstrates analytical skills, articulation of thoughts and increased depth of factual knowledge of the Iron Age period.	English, Citizenship, Design and Technology
To extend this activity, ask the group to include a design for an Iron Age hillfort. They will need to include space for shelters such as round/long houses, storage pits or caves (fogou), somewhere to bury their dead and defences, like the natural ones seen at Old Sarum.	Ability to use historical evidence to produce their own interpretation of life within a hillfort.	Demonstrates ability to communicate about the past.	Art and Design

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Lesson plans

Life in the Royal Castle

This lesson plan will encourage Key Stage 2 students to find out more about life in the castle and the people who lived there. It will encourage enquiry-based learning, along with considerations of historical interpretation and how we find out about the past.

Resources: you will need to provide paper, clipboards, pencils and digital cameras.

Age: Key Stages 1 and 2.

Subject: History.

Key activity	Learning objective	Learning and assessment method	Cross-curricular learning
Gather the students around the 'Privileged Few' interpretation board just beyond the gatehouse inside the inner bailey. This board explains that only the most important people could enter the main body of the royal castle. Who do they think these people might be?	To understand the activity and follow directions.	Demonstrates the ability to listen and take directions.	
Provide the students with reconstructions of the site from the Images section of this pack and ask them to point to buildings such as the kitchens, gatehouse, private bathrooms and new hall.	To recognise methods of historical interpretation.	Demonstrates the ability to consider historical interpretations and how the past is presented to the public at historic sites.	Art
Divide the students into small groups and ask them to find and record evidence of the above buildings, along with fireplaces, doorways, entrances and exits to the buildings. With this information, and the reconstructions, the students should be able to identify which areas were used by the rich, and which by the poor.	To use technical language, chronological understanding and enquiry skills to find out more about life in the castle.	Demonstrates analytical skills, articulation of thoughts and increased depth of knowledge.	Art, English

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OLD SARUM

Lesson plans

Life in the Royal Castle (continued)

Key activity	Learning objective	Learning and assessment method	Cross-curricular learning
<p>In their groups, ask the students to discuss the following four questions:</p> <ul style="list-style-type: none"> ■ How comfortable would it have been living here? ■ How are the buildings and castle different from their homes? ■ Can they think of places in their school where teachers are allowed, but students are not? ■ Would they have liked to live here? <p>Bring the group back together to discuss their answers.</p>	To make links between modern day and medieval life.	Demonstrates ability to communicate about the past.	English, PSHE
<p>Finally, ask the students to use the site map in the Images section of this pack to record the areas where the rich lived and the areas where the poor lived. Are there any crossover areas where they would have come together, or classless areas where they were both allowed?</p>	To record findings and translate them into different formats.	Demonstrates ability to communicate about the past.	Geography

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OLD SARUM

Lesson plans

The Role of the Church and State at Old Sarum

This lesson plan will encourage Key Stage 3 and 4 students to find out more about how the church and state worked together during medieval times. Students will need to use their historical enquiry skills to learn about the division of power at the site. This activity requires some prior study.

Resources: you will need to provide paper and writing materials..

Age: Key Stages 3 and 4.

Subject: History.

Key activity	Learning objective	Learning and assessment method	Cross-curricular learning
<p>Prior to visiting the site, introduce the concept of church and state to your class. Explain that they will be exploring the changing relationship between the church and state during medieval times:</p> <ul style="list-style-type: none">■ How did they work together on a day-to-day basis?■ How did people view the church and state? <p>Students could draw a Venn diagram outlining how church and state worked together and independently.</p>	<p>Students can follow direction and articulate their understanding of the relationship between church and state.</p>	<p>Demonstrates the ability to listen and take direction. Demonstrates the ability to identify relationships and articulate thoughts.</p>	
<p>On site, explore the ruins of the castle and cathedral, using the History section of this pack and the interpretation panels on site. Then take your group to the ramparts overlooking the cathedral precinct. What immediate evidence can they see of the church and state working together? Prompt the group to look at the location of the two buildings. Why was the cathedral built so close to the castle?</p>	<p>Students can identify, and use, primary evidence to form opinions.</p>	<p>Demonstrates an ability to form evidence-based judgements.</p>	

TEACHER'S KIT

OLD SARUM

Lesson plans

The Role of the Church and State at Old Sarum (continued)

Key activity	Learning objective	Learning and assessment method	Cross-curricular learning
<p>Ask students to compare the ruins of the castle and cathedral and consider which was more powerful, church or state. What evidence is there to suggest that one was more powerful than the other? Students should consider:</p> <ul style="list-style-type: none"> ■ Which had more buildings? ■ Which had bigger buildings? ■ Which had better quality stonework and carving? ■ Who had access to the well? ■ Who controlled the entrance to the site? ■ Can they spot another cathedral, not at Old Sarum? (Salisbury Cathedral.) <p>Ask the group to consider how the balance of power between the church and state might affect their relationship with each other. Use the following as a prompt if needed:</p> <ul style="list-style-type: none"> ■ The cathedral had bigger and more lavish buildings, but the castle controlled the water supply and access to the castle. How would this make the two groups feel towards each other? ■ What does the location of the other cathedral (Salisbury Cathedral) tell us? 	<p>Students can compare and contrast between the two areas of the site, using their findings to form opinions on the wider relationship between the church and state.</p>	<p>Demonstrates an ability to note distinctions between the two areas of the site and to use their findings to interpret historical relationships.</p>	
<p>You could extend the activity through drama. Divide the students into groups representing the clergy (church) and military (state). Ask each group to think about what the site means to them, and how they view the other group. How have their feelings about Old Sarum changed over time and why? Ask each group to feed back to the rest of the class; they could do this as a dialogue, interview or role-play. You could also use the Papal Bull of 1219 on page 6 of the History section to support this activity.</p>	<p>Students can work together as a team to develop and articulate opinions based on the evidence that they have uncovered.</p>	<p>Demonstrates an ability to work as a team and to empathise with people of the past.</p>	Drama, PSHE
<p>Finally, ask the group to discuss their findings. Can they summarise why the relationship between the church and state deteriorated?</p>	<p>Students can articulate their findings.</p>	<p>Demonstrates an ability to summarise facts.</p>	English, PSHE

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OLD SARUM



IMAGES

ALSO AVAILABLE
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HISTORY
INFORMATION
ACTIVITIES

An aerial view of the site.

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 www.english-heritage.org.uk/onlinebooking

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A reconstruction drawing showing all the landowners of England assembled at Old Sarum and swearing the Oath of Allegiance to William the Conqueror in 1086.

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Reconstruction drawing of a garderobe at Old Sarum as it would have been in the 12th-century.

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Reconstructions of the first and second cathedrals at Old Sarum. The first cathedral was struck by lightning in a storm and burned down in 1092, only five days after it was consecrated. The drawing shows the second cathedral as it would have been in about 1150.

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A reconstruction drawing of the keep and stairs in about 1130.

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The inner ditch and bank, encircling the mound that was constructed when the Norman motte-and-bailey castle was built in the 11th-century.

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Reconstruction drawing of an Iron Age man and woman.
Iron Age people were the original settlers of Old Sarum.

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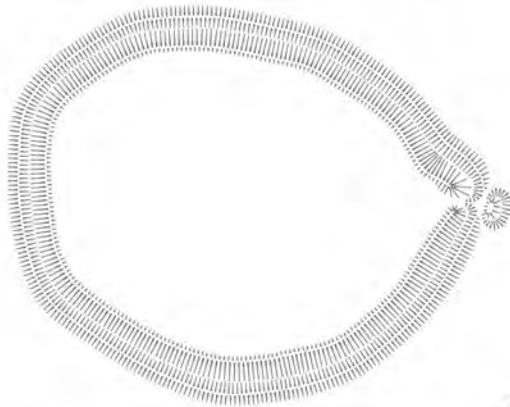
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A plan of the site.

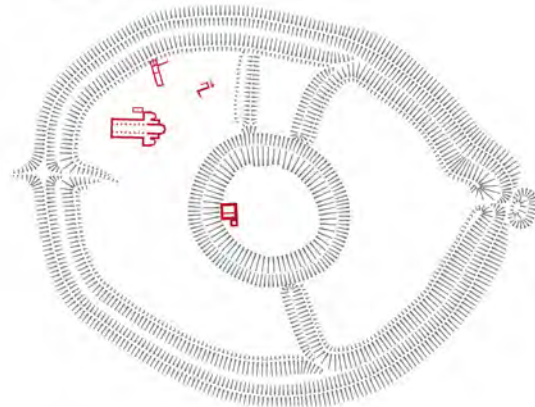
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THE DEVELOPMENT OF OLD SARUM

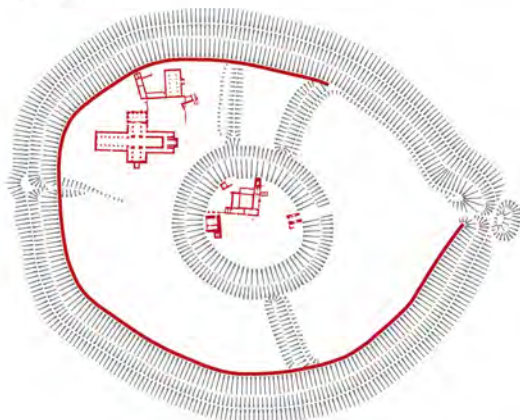
Iron Age hillfort



About 1100



About 1140



13th century

