

Teachers' Kit

Old Sarum

This kit helps teachers plan a visit to Old Sarum, an Iron Age hillfort, Norman castle and cathedral. Use these resources before, during and after your visit to help students get the most out of their learning.

Get in touch with our
Education Bookings Team:

☎ 0370 333 0606

✉ bookeducation@english-heritage.org.uk

📄 bookings.english-heritage.org.uk/education

Share your visit with us [@EHEducation](https://twitter.com/EHEducation)



Welcome

This Teachers' Kit for Old Sarum has been designed for teachers and group leaders to support a free self-led visit to the site. It includes a variety of materials suited to teaching a wide range of subjects and key stages, with practical information, activities for use on site and ideas to support follow-up learning. There are also resources you can pre-book in advance of your visit:

- a sensory story
- a set of cards for the 'case of the missing cathedral' activity.

We know that each class and study group is different, so we have collated our resources into one kit allowing you to decide which materials are best suited to your needs. Please use the contents page, which has been colour-coded to help you locate what you need. All our activities have guidance on the intended use so you can adapt them for your desired learning outcomes.

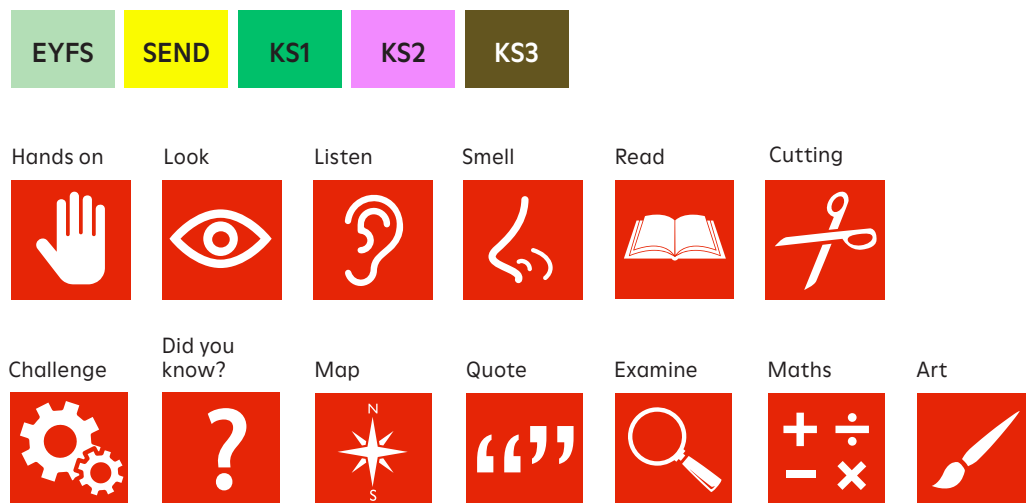
To further aid your planning, we have created Hazard Information, which you can download from the Old Sarum [school visits](#) page. You can find more practical information about your booked visit to Old Sarum on your Education Visit Permit and in our What You Need to Know document.

We hope you enjoy your visit and find this Teachers' Kit useful. If you have any queries, please don't hesitate to get in touch with a member of our team either via bookeducation@english-heritage.org.uk or on 0370 333 0606.

English Heritage Learning Team

Icon key

The icons below will help you quickly identify the types of activities and information presented.



Contents

[EYFS](#)[SEND](#)[KS1](#)[KS2](#)[KS3](#)

Pre-visit

Information and activities you can use in the classroom before your visit.

Site plan	5
Orientation photos	6–7
Historical information	8–22
Glossary	23–26
Key dates	27–28
See, think, wonder ■ ■	29–31
Mapwork and modelling ■ ■	32–37

At Old Sarum

Activities for students to do at Old Sarum to help them get the most out of their learning.

Top things to see ■ ■ ■	39–46
The case of the missing cathedral ■ ■	47–52
Sensory story bookable resource ■ ■ ■	53–57

Post-visit

Information and activities to help you extend your students' learning back in the classroom.

Sources	59–63
Construct a cathedral ■ ■	64–67
Make a motte and bailey castle ■ ■ ■	68–70

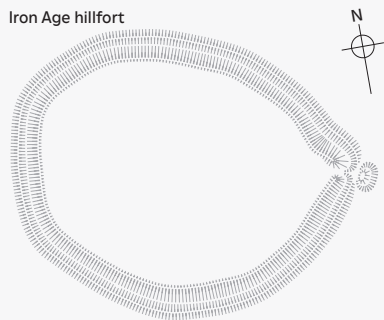
Pre-visit

Information and activities you can use in the classroom before your visit.

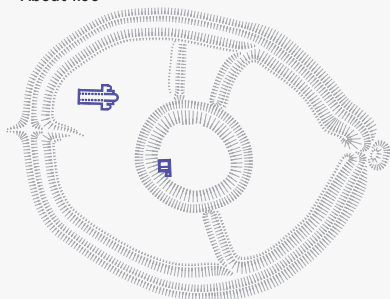
Site plan

The development of Old Sarum (new buildings in dark blue)

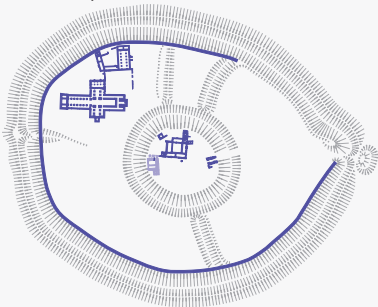
Iron Age hillfort



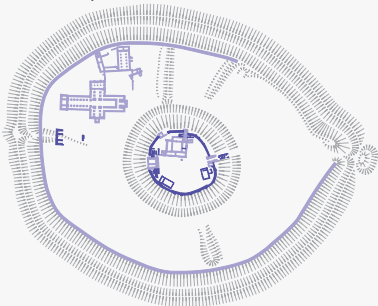
About 1100



12th century



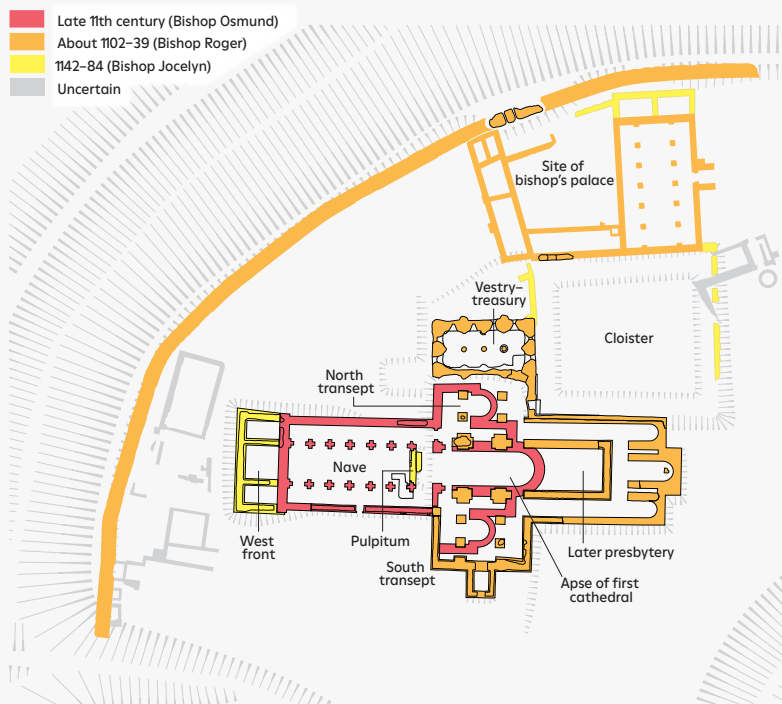
13th century



0 300 metres
0 1000 feet

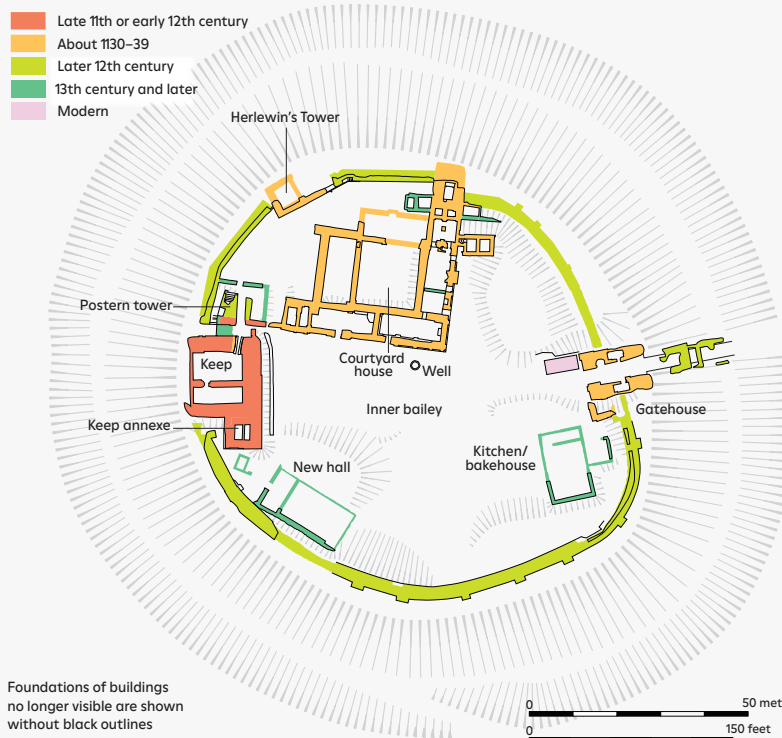
Cathedral Precinct

- Late 11th century (Bishop Osmund)
- About 1102–39 (Bishop Roger)
- 1142–84 (Bishop Jocelyn)
- Uncertain



Medieval Castle

- Late 11th or early 12th century
- About 1130–39
- Later 12th century
- 13th century and later
- Modern



Foundations of buildings
no longer visible are shown
without black outlines

0 50 metres
0 150 feet

Orientation photos



If you arrive by coach, you will be dropped off in the layby. You will then follow this path.



At the end of the path there is a gate. When you go through the gate you will be on the road.



The road into Old Sarum looks like this. You will walk in between the two earthworks. This will take you to the car park.



You will go across this wooden bridge to get into the castle.



The toilets are in this building. It is located on the opposite side of the car park from the wooden bridge.



This is the ticket office, which you will find across the wooden bridge. This building also has a small shop inside.

Orientation photos continues



Old Sarum Orientation photos



This is the ditch that runs around the inner bailey. You won't go down into this ditch, but the wooden bridge crosses over it.



This is a view across the remains of the cathedral in the outer bailey. This space is flat and open to the weather.



This image shows some of the ruins in the inner bailey. The ground is uneven in places and there are some trip hazards.



This is the path that goes around the inner bailey. It is high up, giving fantastic views across the countryside. This also means it can be very windy and there is no shelter from rain or sun.

Historical information

Discover the story of Old Sarum.

Below is a short history of Old Sarum. Use this information to learn how the site has changed over time. You'll find the definitions of the key words in the Glossary.

The Old Sarum landscape

The ground at Old Sarum was laid down during the **Cretaceous** period (between 145 and 66 million years ago). Sea levels were much higher, and this area was under a warm, tropical sea. When tiny creatures called plankton died, the **calcium carbonate** from their shell-like bodies was deposited on the seabed. Layers of **sediments** built up over time and squashed together to form solid chalk.

Old Sarum is on a natural ridge overlooking a valley. This means there are fabulous views of the surrounding farmland and to the south, you can see the city of Salisbury. To get a bird's eye view and a sense of the scale of Old Sarum, go to the Old Sarum History page of the English Heritage website, scroll down and watch the video 'a postcard from Old Sarum'.

The river Avon meanders through the valley below Old Sarum. It merges with five other rivers; the Avon, Bourne, Ebble, Nadder (meaning snake in Old English) and Wylfe (pronounced why-lee). The flatter areas on either side of the rivers are called **floodplains**. If there is a lot of rain, the river bursts its banks and water overflows onto the floodplain. The risk of flooding is expected to increase with climate change. Search the gov.uk website for 'check for flooding Salisbury' for more information.

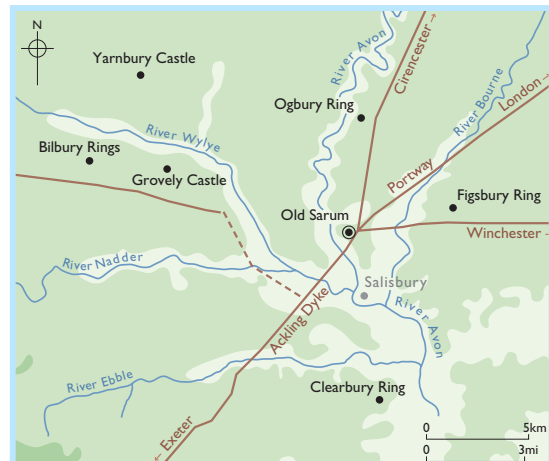


An aerial view of Old Sarum from the east.



Iron Age hillfort

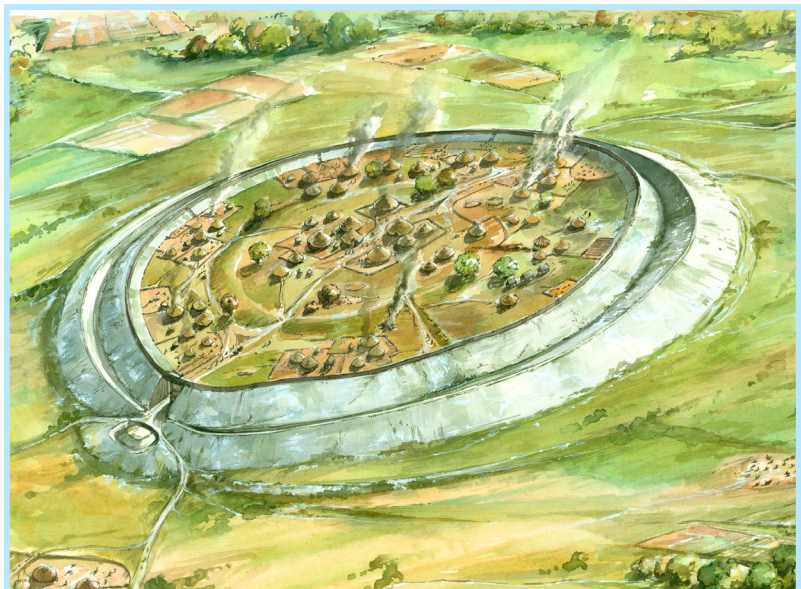
Around 800 BC, people in Britain started using iron to make weapons and other objects. Iron was stronger than bronze, so people needed new ways to defend themselves. They therefore built defensive **enclosures** known as **hillforts**. The hillfort at Old Sarum dates from about 400 BC. The surrounding landscape was more wooded than today, had fewer buildings and lots of trackways. The far-reaching views from Old Sarum allowed people to spot danger. The community and their **livestock** could gather within the **ramparts** for safety. Hillforts were also a way of demonstrating power and strength to rivals and keeping control of local natural resources.



A map showing the location of Old Sarum and other hillforts in the surrounding landscape.

The hillfort at Old Sarum was oval, matching the shape of the land on which it was built. It had protective ramparts: two banks of earth with a ditch in between. The ditch was dug by hand. The **spoil** was piled up on either side of the ditch to increase the height of the two banks. The inner rampart probably had a timber **palisade** on top. This was a bit like a wooden fence. Look carefully at the illustration. A palisade is just visible running along the inner rampart.

The hillfort at Old Sarum covered an area of approximately 12 hectares (one hectare is 10,000 square metres), about the same as 17 football pitches. It takes visitors about 20 minutes to walk round its perimeter. The only English hillfort that is bigger than Old Sarum is Maiden Castle, in Dorset, which is almost double in size.



An artist's illustration of the Iron Age hillfort viewed from above in around the 1st century BC.

Defensive entrance

The hillfort originally had two entrances, one in the north and another in the east. The one facing north was blocked before the Roman period, perhaps in response to a threat. The eastern entrance (the one that is still used today) had an additional defensive feature known as a **hornwork**. This mound of earth was built directly in front of the gate, forcing people to take an indirect route around the mound. This gave the people inside the fort more time to prepare for their arrival, especially if they were hostile. Look back at the aerial view of Old Sarum on page 8 to spot the mound of earth towards the bottom of the image.



An artist's reconstruction of the east gate as it might have looked in the Iron Age.

Iron Age evidence

The hillfort was probably used as a place of **refuge** in times of danger, and perhaps a marketplace for the local community to trade goods. Buildings were made from wood in the Iron Age, which does not always survive well in the archaeological record. In fact, it only survives in completely waterlogged conditions. Therefore, wooden structures often leave a light impression in the ground, in the form of post holes. Plus, where the ground has been disturbed by later buildings, as at Old Sarum, the traces of these post holes can easily be destroyed. However, in 1913 an excavation discovered some important evidence for daily life in the hillfort. They found rubbish pits that contained pre-Roman pottery and a bronze belt-link dating from the 1st century BC. This suggests that over time people began to live more permanently within the fort. You can find out more about life in the Iron Age by searching BBC bitesize for 'How did Iron Age people live?'



An illustration of Iron Age roundhouses inside the hillfort at Maiden Castle, Dorset. Archaeologists have not yet found evidence for wooden structures like these at Old Sarum, but it is likely the site was occupied by the 1st century BC.

Roman occupation

During the Roman period, Old Sarum was called Sorviodunum (pronounced saw-veeyo-dune-um). It was occupied soon after the Roman conquest in AD 43, until the early 4th century. At first, it was probably used as an army base but over time, it also became an important local administrative centre. Remote sensing methods have revealed archaeological evidence hidden underground that has not yet been excavated. This includes large rectangular barracks for soldiers to live in, and two settlements outside the fort. Settlements known as vici (**vicus** in the singular) often developed outside Roman forts. Initially, the people in the vicus provided goods and services for the soldiers. Over time, these settlements became more important than Sorviodunum. One settlement was about 400m south-east of the east entrance, near to the modern-day Paul's Dene housing estate. It was established in the 1st century AD and was probably occupied for about 300 years. The other was a roadside settlement about 500m away along an important Roman road known as the Portway.



A reconstruction of the strip housing in the vicus outside Housesteads Roman Fort on Hadrian's Wall. The vicus outside Old Sarum may have been similar.



A map showing the main Roman roads across Britain in about AD 150.

There were several important roads that met outside the east gate of Old Sarum. One road came from Venta Belgarum (marketplace of the Belgae tribe), modern-day Winchester. This was the fifth largest town in Roman Britain. Another came from Londinium, modern-day London. The route passed through Calleva Atrebatum (town of the Atrebates tribe), which today we call Silchester. Some of the best-preserved Roman town defences in England are still visible at Silchester as well as the remains of an amphitheatre. Old Sarum was also near to the road from Britain's second biggest town, Corinium Dobunorum (pronounced cor-in-ee-yum dob-un-nor-um), modern-day Cirencester.

Anglo-Saxon Old Sarum

It's unclear what happened to Sorviodunum at the end of the Roman period. Only a limited amount is known about the site in the Anglo-Saxon period when it was called Searobyrg. Passages in the Anglo-Saxon Chronicle suggest it was a regional centre and stronghold in the 6th century. An entry in 552 mentions a battle that took place there between Britons and Saxons. However, by the 10th century, Wilton (the town that Wiltshire gets its name from) had become more important. Artefacts found at Old Sarum from this period, such as silver pennies, suggest it was used as a refuge in times of danger but wasn't a major settlement.

In 1003–4 Sweyn, King of Denmark invaded England. He defeated King Aethelred and drove his sons into exile. During the invasion both Wilton and Exeter were destroyed, so Wilton's **mint** was moved to Searobyrg, along with three **moneyers**. Sweyn ruled England until 1014, when his son Cnut succeeded to the throne. Coins continued to be made at Searobyrg right up until the reign of Henry II (r.1154–89).



A silver coin from the reign of Aethelstan r.925–40. This image is freely available in the public domain, CC BY-SA 3.0.



An artist's illustration of a Saxon soldier.

Searobyrg was at the centre of a borough known as Sarisberie. Sarisberie covered 9 square miles, across modern-day Salisbury, Milford, Stratford-sub-Castle and Woodford. The **borough** of Sarisberie was part of the bishop of Winchester's estate. The estate was too big to manage and so in the early 10th century it was subdivided and a new **see**, based at Ramsbury, was created, covering Wiltshire and Berkshire. Over time the estate was reduced, so in 1058 Ramsbury and Sherborne were joined together and the bishop made Sherborne his main residence.



Norman Conquest, 1066

In 1066, the English king, Edward the Confessor (r.1042–66) died without an heir. Instead, he promised the throne to William, Duke of Normandy. Before he could claim the throne, the most powerful noble in England, Harold, Earl of Wessex seized it for himself. However, his position as king was not secure. He fought and defeated Harald Hadrada, King of Norway at the Battle of Stamford Bridge. However, Harold was defeated and killed at the Battle of Hastings by the Normans, led by William, Duke of Normandy. William was crowned King William I (r.1066–87). He secured his power by giving land to his supporters and building castles. A charter issued in 1069–70 mentions 'the king's chamber in the castle at Seresben [Old Sarum]'. This suggests Old Sarum was one of the earliest Norman castles to be constructed.



An illustration of Edward the Confessor seated on a throne and looking at a crown.

The Normans made the most of the existing earthworks from the hillfort, and raised the centre to create a high, broad **motte**. It was circular and surrounded with a wooden palisade. It was the most protected inner part of the site, perfect for a new royal castle, which was built in wood. When you visit today, you can see the motte ahead of you when you arrive. You walk across a wooden bridge to reach it.



An aerial view of Old Sarum. The lines of bushes and trees cutting across the outer bailey on the left and right of this image mark where the lateral banks were added.

Two **lateral** banks were added to the **outer bailey** to enclose the space where the modern-day car park stands. These **earthworks** were quick to put up and created a space big enough to house troops but small enough to defend. In 1070 troops gathered here after a campaign to assert control over northern England, known as the **Harrying of the North**. Loyal soldiers were rewarded, but any that complained were punished by being imprisoned for 40 days.



Securing power

William's position as king was not secure. This is why landowners from across the country were brought to Old Sarum on 1 August 1086 for an important ceremony. One hundred and seventy **tenants-in-chief** and many of their **sub-tenants** gathered on a scale never seen before in England or Normandy. Each landowner swore an oath of loyalty to the king. This was a theatrical show of power. It also meant that if one of William's **barons** rebelled, their sub-tenants had to remain loyal to the king, rather than their **master**. This changed the relationship between king and sub-tenants.

In addition, Old Sarum was where the **Domesday survey** was collated. This recorded who owned land across England, how much that land was worth, and whether the landowners were Norman or English in origin. This was useful information for securing power and raising taxes. When taxes were raised, they were collected by **sheriffs** on the king's behalf. The sheriffs of Wiltshire were all based at Old Sarum. From there they also administered justice and looked after the king's estates.



A reconstruction of the Oath of Sarum. A landowner kneels before King William I. Armed guards and a bishop stand alongside the king who is seated on a throne.

Old Sarum Cathedral

In 1075 the Council of London decreed that the Bishop of Sherborne and Ramsey should instead be based at Old Sarum. This was probably because it suited the king rather than the Church. The close connection between church and state helped William to secure his power as it suggested God was on his side. Bishop Herman began planning the cathedral, but he died in 1078 so his successor, Osmund completed it in 1091.



A reconstruction of the cathedral at Old Sarum during a violent thunderstorm in 1092 which damaged the building.

A secular clergy

A charter issued by Osmund in 1091 shows there was a group of **canons** who lived at Old Sarum. By the 12th century they were famous for their learning and their singing. The way they were organised became the model for all other **secular** (non-monastic) cathedrals across England. The dean was the head of the **chapter**, the precentor managed the choir and music, the treasurer looked after the church ornaments and the chancellor was in charge of readings and education. They worked across 21 parishes and six manors as well as carrying out duties in the cathedral and the bishop's palace. Sources suggest that at first, there was a communal refectory (dining room) and dormitory, but later the canons lived in houses just outside Old Sarum and some even owned land. Canons made a living from their parish, known as a **prebend**. They could earn more if they carried out cathedral services too. Some also worked in the **scriptorium**. We know that three **scribes** based at Old Sarum wrote Exon Domesday, the part of Domesday Book focused on south-west England.



An illustration of Domesday Book, a survey of landholding in England that was completed in 1086.

From timber to stone

When William died in 1087, he was succeeded by his son, William II (r.1087–1100). His nickname was Rufus (meaning red) because of his red hair. He died while hunting in the New Forest with his brother Henry, who then succeeded him as King Henry I (r.1100–35). It was during Henry's reign that the timber castle was replaced in stone, and the **keep** was probably the first building to be updated. The earliest written record about the stone keep is from 1130, when the sheriff spent 20 shillings 'making a doorway to the cellar of the tower'.



An illustration of a man hunting a deer on horseback and accompanied by a dog.

Roger of Sarum (Bishop of Salisbury 1102–1139)

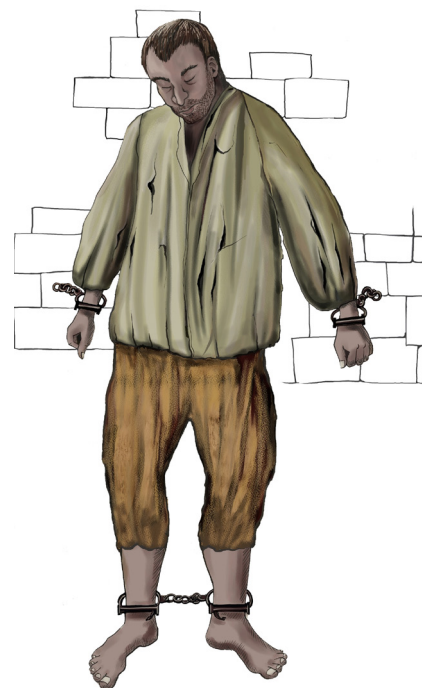
Roger of Sarum came from Normandy. He began his career as Henry's **chaplain**. He later became Henry's **chancellor**, and in 1121 he was elected by the chapter at Old Sarum to be bishop. He also acted as **regent** when Henry was abroad, which demonstrates just how much trust Henry had in Roger. In fact, he became one of the most powerful and wealthy men in England. Other members of his family also had key roles in the Church and government. Even his illegitimate sons were given roles in the government. It was important for Roger to reflect his high status in the buildings at Old Sarum. This is why he added a new courtyard house.



An illustration of the gatehouse and courtyard house as they might have looked in 1140. Part of the west wall has been cut away to see inside the great hall.

The Anarchy (1135–1153)

When Henry I's son died in a shipwreck, his daughter Matilda became heir. Roger and other members of the nobility swore loyalty to Matilda. However, when Henry died in 1135, Matilda's cousin Stephen was crowned king (r.1135–54), resulting in a period of civil war sometimes known as the Anarchy. Initially, Roger seemed to be loyal to the new king. However, in 1139 he was summoned by Stephen to Oxford along with two of his nephews. During the meeting, there was an altercation, probably started by the king's troops. This gave the pretext to arrest Roger and his nephews. Roger was imprisoned and forced to give up some of his castles. He died at Old Sarum on 11 December 1139. During an excavation in the early 20th century, iron shackles were found in a burial in the east end of the cathedral. It's unclear whose burial this is, but some suggest it's linked to the arrests that took place in 1139. The death of Roger meant the castle passed back into royal hands.



An illustration of a prisoner with shackles on his wrists and ankles.

Extending the cathedral

Before he died, Roger started to extend the cathedral. The shape of the original cathedral, and the 12th-century extension are mapped out on the ground. The next bishop based at Old Sarum was Jocelyn de Bohun. He added an impressive, twin-towered west front. He also built a **cloister**, a covered walkway surrounding a courtyard. These usually connected a communal living space to a cathedral and were where canons could learn, meditate or exercise. However, the canons lived outside the cathedral complex, so it's unclear why the cloister was added.



An aerial view showing the outline of the cathedral and its later extension.



An aerial view showing the outline of the cathedral and its later extension.

Although there is a surviving plan for the building, there wasn't much evidence left on the site because the stonework was reused. The pieces of sculpture that were excavated at Old Sarum show that the cathedral was elaborately decorated with carved stonework. In the 12th century, William of Malmesbury reported that the outer stonework was put together so precisely that you couldn't see the joins, so it looked more like a 'single rock-face'.

Moving Bishop Osmund's tomb

In around 1180 Jocelyn also had the tomb of Osmund, the first bishop at Old Sarum, moved into the eastern chapel. His remains were placed in a new shrine-tomb. In 1228 an application was made to the pope for Osmund to be made a saint because of the miracles that took place at his tomb. However, it would be another two hundred years before he was **canonised**, in 1457. In fact, he was the last saint to be canonised in England until Thomas More in 1935. Although Osmund's shrine was destroyed during the **Reformation**, the tomb survived and is today in the Trinity Chapel of Salisbury Cathedral.

Eleanor of Aquitaine (1122–1204)

Between 1171 and 1189 Henry II (1154–89) spent £300 on improvements including refurbishing the gatehouse, adding a new drawbridge, surrounding the inner bailey with a wall and building a treasury. The living quarters were probably also improved for the queen, Eleanor of Aquitaine, who was imprisoned here in the 1170s. She was put under house arrest after her sons rebelled against their father, Henry, in 1173. Many people joined the revolt, believing the future lay with the sons rather than the old king. However, the rebellion failed. Henry forgave his sons, but he didn't forgive his wife. She was captured, accused of inciting her sons to rebel and imprisoned.

During her house arrest, Eleanor wasn't living in luxury, but she was probably comfortable and treated with dignity. For example, her **household** accompanied her and between 1175 and 1180 the sheriff of Wiltshire bought her lots of new clothes. Nevertheless, Old Sarum is a small castle and quite isolated. It didn't have a reliable water supply and had no park or gardens to enjoy. Later, she was moved to Winchester and sources suggest she had a bit more freedom, for example she may have been allowed to go hunting.



The gatehouse at Old Sarum.



A page from an illuminated manuscript. There is an illustration of Eleanor of Aquitaine with her second husband, Henry II, in the top left-hand corner. Freely available in the public domain.

Eleanor's sons

Henry II died in 1189. His and Eleanor's two surviving sons succeeded to the throne: Richard I (r.1189–99) who is also known as Richard the Lionheart, and John I (r.1199–1216) who was king at the time of Magna Carta. Both maintained Old Sarum. John added a new hall, kitchen and bakehouse between 1201 and 1208. However, by 1240 half of the outer bailey was in ruins and most of the population lived in New Sarum, modern-day Salisbury.

Complaints about conditions

The canons complained about conditions at Old Sarum for many years. In 1194, Richard I approved a request to move the cathedral to a new site. A **papal bull** issued in 1218 listed the reasons why the canons wanted to move. Their complaints included:

- the sound of the wind drowning out their services
- having to buy water because there wasn't enough on site
- the cathedral roof leaking
- how relations with the castle **garrison** were getting worse. For example, in 1217 the dean and clergy returned to Old Sarum after a procession to St Martin's Church at Milford.

Dismantling the cathedral

The cathedral was dismantled and moved 3km (2 miles) to Salisbury, leaving just one religious building at Old Sarum: a chapel where prayers for the dead could be performed. The first foundation stones of the new cathedral in Salisbury were laid in 1220. Stonework from the cathedral at Old Sarum was used in the parapet walls of the new **presbytery**. The tombs of Osmund, Roger and Jocelyn were all moved to the new cathedral in 1226.

To take the cathedral apart, large holes were cut into the masonry. Wooden props were inserted into the holes and then set on fire. This caused the walls above to collapse. An excavation at Old Sarum in 1912 found evidence of this process. It also found piles of stone chippings suggesting some of the stone was reworked on site. In addition, beautiful examples of **Romanesque** sculpture were uncovered, much of which is now on display at the Salisbury and South Wiltshire Museum. Plus, there was a limekiln, which suggests that some of the stone was burned to make quicklime, an essential ingredient in **plasters** and **mortars**.



A carved piece of stonework from Old Sarum featuring two lions on either side of a triangular-shaped decoration known as a gable.



Salisbury Cathedral as it looks today.

Repaired then reused

Some of the castle buildings were still in use in the 14th century. For example, Edward III (1327–77) paid £700 for repairs to the castle. In today's money, this is over £400,000. In 1366 the courtyard house, where the sheriff was still based, was renovated too. Plus, in 1440 the upper chapel in the east gate was repaired. However, in 1514 Henry VIII gave Thomas Compton, one of his officials, permission to take any of the remaining stonework off the site and use it for other purposes. By 1540, Old Sarum was uninhabited. The antiquarian John Leland commented that 'ther is not one house [with]in Old Saresbyri or without inhabited'. There had probably not been many people living there for some time. The poll tax returns from 1377 listed 3,226 taxpayers in Salisbury but only ten in Old Sarum.



An illustration of Henry VIII, who allowed the buildings at Old Sarum to be dismantled.

A rotten borough

In 1780, Edmund Burke said that 'Old Sarum was once a place of trade, now you can only trace the streets by the colour of the corn, and its sole manufacture is in members of parliament'. This was because Old Sarum continued to send members to Parliament even though no one lived there. The hillfort was now solely inhabited by sheep. At election time, the landowner gave out short leases on plots of land near the Parliament Tree. In return, the leaseholders voted for the landowner's chosen nominee. After the election they gave up their leases. This was what was known as a rotten borough.



A portrait of Edmund Burke by the artist James Northcote. Edmund Burke commented on Old Sarum being a rotten borough.

The Parliament Tree

Members of Parliament for the Old Sarum borough were elected underneath an elm tree known as the 'Parliament Tree', which stood south of the ramparts near to the Portway (the road to Dorchester). The tree became an important symbol in the debates about reform. It was used in satirical prints like the example below, where the tree is shown full of nesting birds with the names of the rotten boroughs on the nests and branches. The group of people on the left want to reform the system and get rid of the rotten boroughs, whereas the group on the right are resistant to reform. The king and queen watch from Constitution Hill while the sun rises behind them.



This satirical print was made in 1831. It is entitled 'The reformers' attack on the old rotten tree; or the foul nests of the cormorants in danger'. © The Trustees of the British Museum.

In 1832 the Great Reform Act was passed, which abolished rotten boroughs such as Old Sarum. The Parliament Tree was cut down in 1905. The Dorset History Centre has a piece of wood in its archive that is purportedly from the Parliament Tree. In the year 2000 a new elm tree was planted near to the spot where the original one stood with a commemorative plaque to explain its significance.

Romantic ruins

Artists such as Turner and Constable both came to Old Sarum to admire the picturesque landscape. They both exhibited paintings of Old Sarum at the Royal Academy. Constable's painting has a sheep farmer in the foreground with Old Sarum visible in the background. Antiquarians were also excited to see **parch marks** appearing in the dry summer of 1834 that showed the outline of the cathedral's foundations.



This watercolour painting of Old Sarum on a stormy day was made by John Constable. It was exhibited at the Royal Academy in 1834.

20th-century excavations

In 1909 Old Sarum was excavated by the Society of Antiquaries of London. The dig was overseen by Sir William St John Hope who visited the site a few times a year and presented lectures on their findings to the Society. First, they excavated the castle. Up to 3m of soil and debris had to be removed before they could see the foundation walls. They set up a tramway to remove spoil. Today, the car park is on top of a raised platform, made from the excavation's spoil heap. When they moved on to excavate the cathedral, in 1912, they discovered that a lot of stonework had been robbed, so it was difficult to interpret what was left. It was impossible to keep the dig going during the First World War and it never restarted afterwards. The records left behind from the dig aren't very reliable. For example, when loose pieces of stone were found, their locations were not recorded.

Another excavation took place at Old Sarum in 1957. Young members of the Salisbury Field Club were invited to take part. The excavation focused on one section of the northern rampart where they were trying to locate a tunnel that was first discovered in 1795. They found it and discovered it had neatly finished walls. They also found graffiti from people who visited the tunnels in the 19th century. Find out more using Source 7 on page 63.



A photograph of Sir William St John Hope taken by Sir John Benjamin Stone in 1909, the same year that he led the excavation at Old Sarum.



A photograph of the excavation at Old Sarum in 1957.

Glossary

Tricky terms and what they mean

Below is a list of words you might come across while exploring the history of Old Sarum. Use this Glossary to find out what they mean.

baron – a land-holding nobleman who was granted land by the king for loyal service



An illustration of a baron.

borough – a town that sends members to Parliament

calcium carbonate – a solid white material that occurs naturally in shells, stony corals and three types of sedimentary rock: chalk, limestone and marble

canon – a kind of priest that had special duties in a cathedral

canonise – the pope declaring someone is a saint

chancellor – the king's secretary who was responsible for the king's correspondence (letters)

chaplain – a priest who works in a chapel



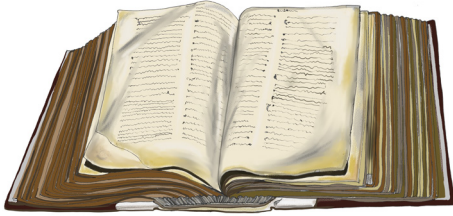
An illustration of a chaplain.

chapter – the group of priests who work in a cathedral and advise the bishop

cloister – a covered walkway running around the outside of a courtyard

Cretaceous – a period that began about 145 million years ago and ended 66 million years ago. The name comes from the Latin word for chalk, creta.

Domesday survey – the survey carried out by William the Conqueror to find out who owned land across England. The results of the survey were collated into a document known as Domesday Book.



An illustration of Domesday Book.

earthwork – a large bank of soil used as a line of defence



Sheep grazing on the earthworks at Old Sarum.

enclosure – an area that is surrounded by a barrier

floodplain – an area of flat land on either side of a river that floods when the river bursts its banks

garrison – a group of soldiers stationed together in a particular location. It can also be used to describe the place that they live in.

Harrying of the North – a period of time when William the Conqueror used soldiers in the north of England to stop people rebelling against his rule

hillfort – a protected enclosure built on a hill by people during the Iron Age. They usually had large ditches and raised banks of earth around them.

hornwork – an earthwork added to the entrance of a hillfort that forces people to approach it from the side rather than straight on. This provided an extra layer of defence.



The hornwork is visible in the bottom left of this reconstruction of Old Sarum.

household – the servants who lived with the queen and took care of her, such as her ladies-in-waiting

keep – the central tower of a castle and usually the most secure part



The keep is the tall white building on the central mound in this reconstruction of Old Sarum.

lateral – coming from the side

livestock – farm animals

master – a person who has authority over someone else. They might be a lord who has authority over the people living on their land.

mint – a place that makes coins

moneyer – a person who mints money (makes coins)

mortar – a mixture of materials including sand and lime that is used to help stick building blocks together

motte – a central raised area or mound on which a keep was often built

outer bailey – the outermost area of a castle and first line of defence. In castles with an outer bailey, there will also be an inner bailey, which surrounds the motte, where the most important castle buildings were.

palisade – an enclosure usually made of wooden stakes in the ground a bit like a fence, which forms a defensive barrier



Wooden palisades are visible running along the top of the earthwork in this reconstruction drawing of the entrance to Old Sarum.

papal bull – a formal announcement by the pope

parch marks – where underlying archaeology is visible in the land. The marks can be even more visible in a hot, dry summer, when the land is 'parched' (dry).

plaster – a mixture of materials including sand and lime that is spread onto walls to make a smooth surface

prebend – money given to a canon by the cathedral for his work

presbytery – the part of the church which only the clergy can go into. It is separated from the main part of the church by a barrier known as a rood screen.

rampart – a defensive barrier. In the case of Iron Age hillforts these were large banks of earth.

Reformation – a period of time during Henry VIII's reign (r.1509–1547) when England broke away from the Roman Catholic Church



An illustration of Henry VIII who was king during the period known as the Reformation.



refuge – a place of safety

regent – a person ruling on behalf of a monarch either because they are too young to rule or are absent, for example fighting in a war

Romanesque – a style of art and architecture that was popular across Europe in the 11th and 12th centuries. Buildings in this style often had rounded arches, curved ceilings known as barrel vaults and repeating geometric patterns.

scribe – a person who copies out documents or writes manuscripts



An illustration of a quill and ink of the kind scribes used to write with.

scriptorium – the place where scribes work, copying out documents or writing manuscripts

secular – something or someone that is not connected to religion. When we use this word to describe secular priests, it refers to priests who live out in the world amongst the people rather than in enclosed communities like monks.

sediment – a solid that sinks to the bottom of a liquid. Sediments that fell to the bottom of the sea helped to form chalk.

see – the area which a bishop is responsible for; the word comes from the Latin sedes, which means seat or chair

sheriff – a representative of the Crown in a county who was responsible for collecting taxes and administering justice

spoil – the unwanted soil, dirt and rubble left over from an excavation

sub-tenant – a person who rented land from a tenant-in-chief and owed loyalty to them. They might get called up to join an army if the tenant-in-chief was asked to gather soldiers for the monarch.

tenant-in-chief – a person granted land by the monarch. This gave them a great deal of power but also the responsibility of staying loyal to the monarch and supplying them with troops if requested to do so.

vicus – a Latin word for a small settlement. They were often just outside Roman forts.

Key dates

Old Sarum

- **c.400 BC** The Iron Age hillfort is built.
- **AD 43** The Roman conquest of Britain begins and soon after Old Sarum is occupied by the Romans.
- **552** The Battle of Searobyrg (Old Sarum).
- **1003** Wilton and Exeter were destroyed by Sweyn, King of Denmark and so Wilton's mint was moved to Old Sarum, along with three moneys.
- **1066** Following the Norman Conquest, an early castle is built at Old Sarum.
- **1070** Troops gather at Old Sarum after the Harrying of the North.
- **1075** The Council of London decrees that the Bishop of Sherborne and Ramsey should be based at Old Sarum.
- **1078** Bishop Herman dies.
- **1 August 1086** The Oath of Sarum.
- **1091** Bishop Osmund completes the cathedral.
- **1121** Roger of Sarum becomes Bishop of Old Sarum.
- **1139** Bishop Roger is imprisoned and forced to give up some of his castles.
- **11 December 1139** Bishop Roger dies at Old Sarum.
- **1170s** Eleanor of Aquitaine is imprisoned at Old Sarum.
- **1171–1189** Henry II (1154–89) refurbishes the castle.
- **1180** Bishop Jocelyn moves the tomb of Osmund, the first bishop at Old Sarum, into the eastern chapel.
- **1194** Richard I approves a request to move the cathedral to a new site.
- **1201–1208** King John adds a bakehouse to the castle.
- **1217** The dean and clergy return to Old Sarum after a procession to St Martin's Church at Milford and are refused entry by soldiers stationed at Old Sarum.
- **1218** A papal bull lists the complaints the canons had about Old Sarum.

Key dates

Old Sarum

- **1220** The first foundation stones of the new cathedral in Salisbury are laid.
- **1226** The tombs of Osmund, Roger and Jocelyn are all moved to the new cathedral in Salisbury.
- **1240** The outer bailey is in ruins.
- **1228** An application is made to the pope for Osmund to be made a saint.
- **1366** the courtyard house, where the sheriff is based, is renovated.
- **1377** The poll tax returns list 3,226 taxpayers in Salisbury but only ten in Old Sarum.
- **1440** The upper chapel in the east gate is repaired.
- **1457** Osmund is canonised.
- **1514** Henry VIII gives Thomas Compton permission to remove stonework from Old Sarum.
- **1540** Old Sarum is now uninhabited.
- **1832** The Great Reform Act abolishes rotten boroughs such as Old Sarum.
- **1834** Antiquarians spot scorch marks showing the outline of the cathedral's foundations.
- **1892** Old Sarum comes under the guardianship of the Office of Works.
- **1905** The Parliament Tree is cut down.
- **1912** An excavation at Old Sarum finds piles of stone chippings suggesting some of the stone was reworked on site before being transferred to the new cathedral in Salisbury.
- **1913** An excavation discovers rubbish pits containing pre-Roman pottery and a bronze belt-link dating from the 1st century BC.
- **1957** An excavation at Old Sarum discovers a tunnel and its neatly finished walls.
- **1984** English Heritage begins looking after Old Sarum.
- **2000** A new elm tree is planted near to the spot where the Parliament Tree once stood.

See, think, wonder



Recommended for

History, Geography, Art

Learning objectives

- Know what Old Sarum looked like in the past and how it is different today
- Understand why it looks the way it does
- Use imagination and senses to think more deeply about Old Sarum and pose questions

Time to complete

30 minutes



One of the images used in this activity of students walking along the top of the motte at Old Sarum.

Summary

The images used in this activity help students to understand how dramatic the earthworks at Old Sarum are. They engage their senses and imagination to make comparisons between Old Sarum today and during the Iron Age. It's suggested that you read the historical information on pages 9–10 in advance to familiarise yourself with the story of Iron Age Old Sarum.

See

You could project the images on a board or print them off for students to work in groups. Start by getting students to pick out what they can see in the first image. You may need to support them to name things or prompt them to pick things out. The second image can also be used to help them understand the scale of the earth banks.

Think

Students could use their five senses (sight, smell, taste, touch and hearing) to imagine what it might be like to be in the image. They could think about the weather, the views and how it might make them feel. Students could also make comparisons between today and the past using the last two images.

Wonder

Get students to pose questions or identify what they would like to know more about. Use these to shape your visit and future learning.

More learning ideas

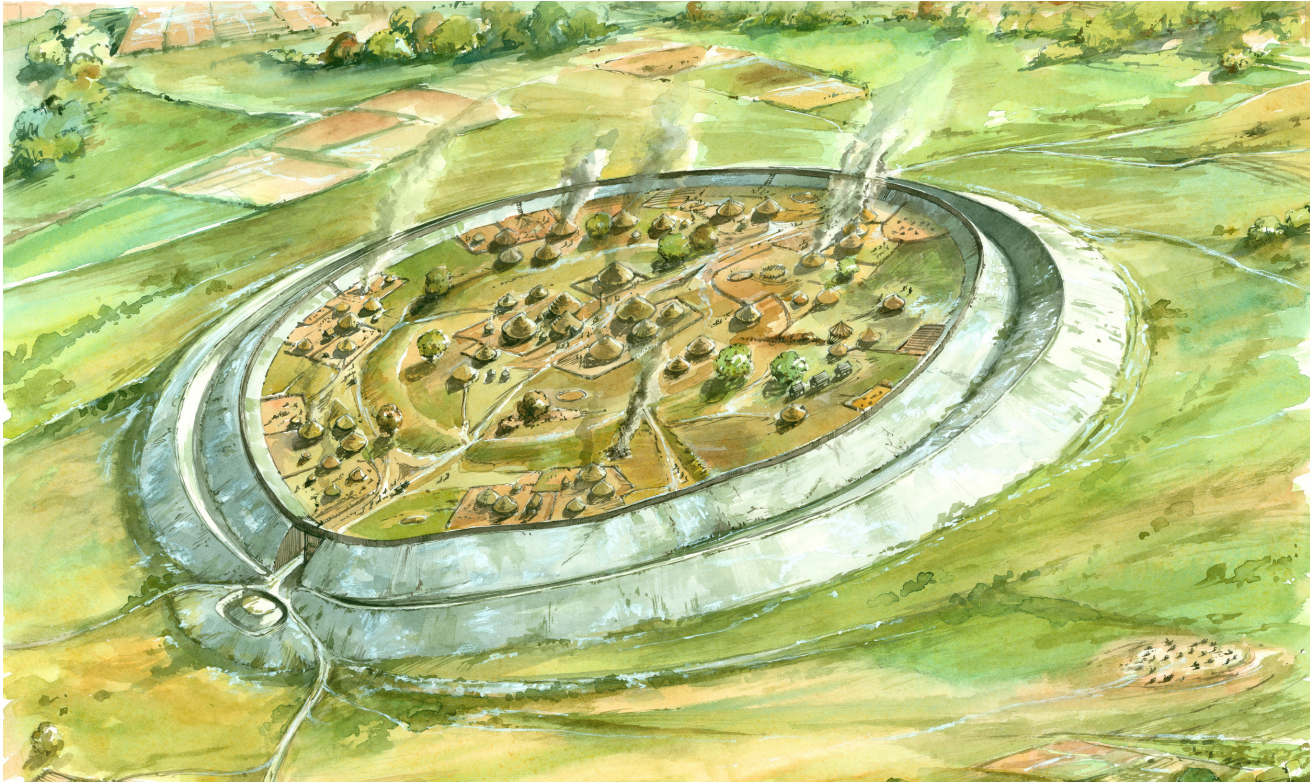
Students could write down some adjectives to describe the scenes in the images. These could form the basis of a poem that they perform during their visit. They could think about whether their poem accurately reflects their experience of visiting the site and how they might develop it.



An aerial photograph of Old Sarum.



Students exploring the raised mound at Old Sarum.



A reconstruction drawing of the Iron Age hillfort at Old Sarum.



A reconstruction drawing of the inside of an Iron Age hillfort.

Mapwork and modelling



Recommended for

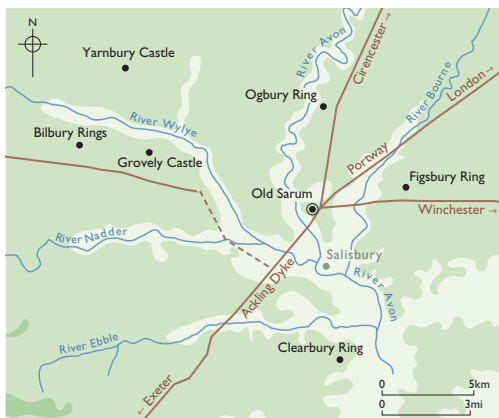
History, Geography, Art and Design

Learning objectives

- Understand the topography of Old Sarum and the surrounding landscape using digital Ordnance Survey maps
- Understand why it was chosen as a location for a hillfort during the Iron Age, and later as a location for a castle
- Apply their learning by creating their own hillfort models

Time to complete

Approx. 90 minutes



A map of nearby hillforts. This is one of the maps used in the activity.

Summary

This activity can be divided into two sessions. Session one introduces your students to Old Sarum and helps them to understand why this location was chosen for a hillfort (and later a castle). In session two students build a model showing the topography of Old Sarum.

Mapwork

Students will need to understand the key term earthwork to be able to do this activity (see Glossary) and to understand compass points. They will need to use a laptop or tablet to access the OS map. The student handout on pages 33–35 has instructions and screengrabs to help students locate Old Sarum and explore the landscape.

Reaching conclusions

It's suggested you bring the group back together to discuss what they found out. Then they can reach some conclusions about why this makes a good location for a hillfort using geographical evidence to support their answers. You may wish to do this as a class discussion, gathering ideas collectively on a whiteboard, or getting students to write their conclusions down individually.

Make a model

Once secure in their understanding, students can reconstruct the topography of Old Sarum using layers of modelling clay to represent the different contours of the site. Use the template and instructions on pages 36–37.

More learning ideas

Depending on your group, how much they already know and the amount of time you have available, your students could add palisades and buildings. You may find the reconstruction of Old Sarum on page 31 useful as inspiration.

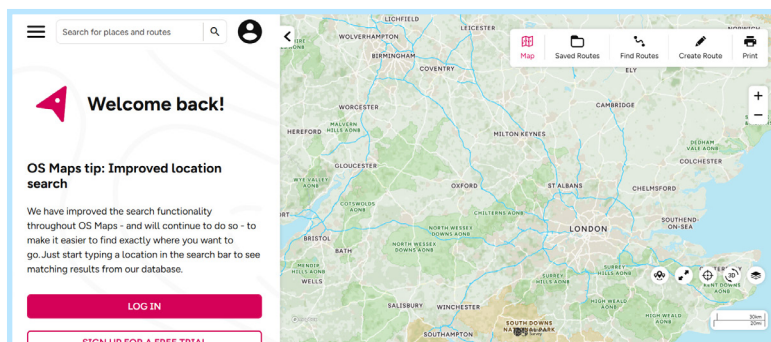
Mapping Old Sarum



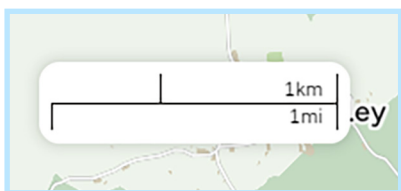
Explore Old Sarum's geography to work out why Iron Age people built here.

1 Finding Old Sarum

- A. **Open** a search engine in a web browser. **Type** 'explore OS maps' to find the page you need. When you open it, it should look like this:
- B. Every location on an Ordnance Survey map has a grid reference number. **Type** 'SU 14103 32661' into the search box to find Old Sarum.



- C. **Zoom** out so that the scale (in the bottom right) looks like this:



- D. With Old Sarum roughly in the middle of your screen, which town is located to the south?

S

2 River research

- A. **Find** the river that flows past Old Sarum in the west and through Salisbury. **Zoom** in so that the scale is 100m to **identify** the name of the river.

The River A

- B. Now **follow** the river through Salisbury to **identify** the four rivers that join up with it in and around the town.

B

Hint: east of Salisbury

E

Hint: south of Salisbury

N

Hint: west of Salisbury

W

Hint: joins up with the river beginning with N

3 The highs and lows

Contour lines

The light brown lines on maps are known as contour lines. They show how high the land is above sea level. When the lines are close together it means the slopes are steep, but when they are further apart, they are gentle.

- A. **Find** the contour lines on the map of Old Sarum. You may need to zoom in or out. Write down how high above sea level each of these are:

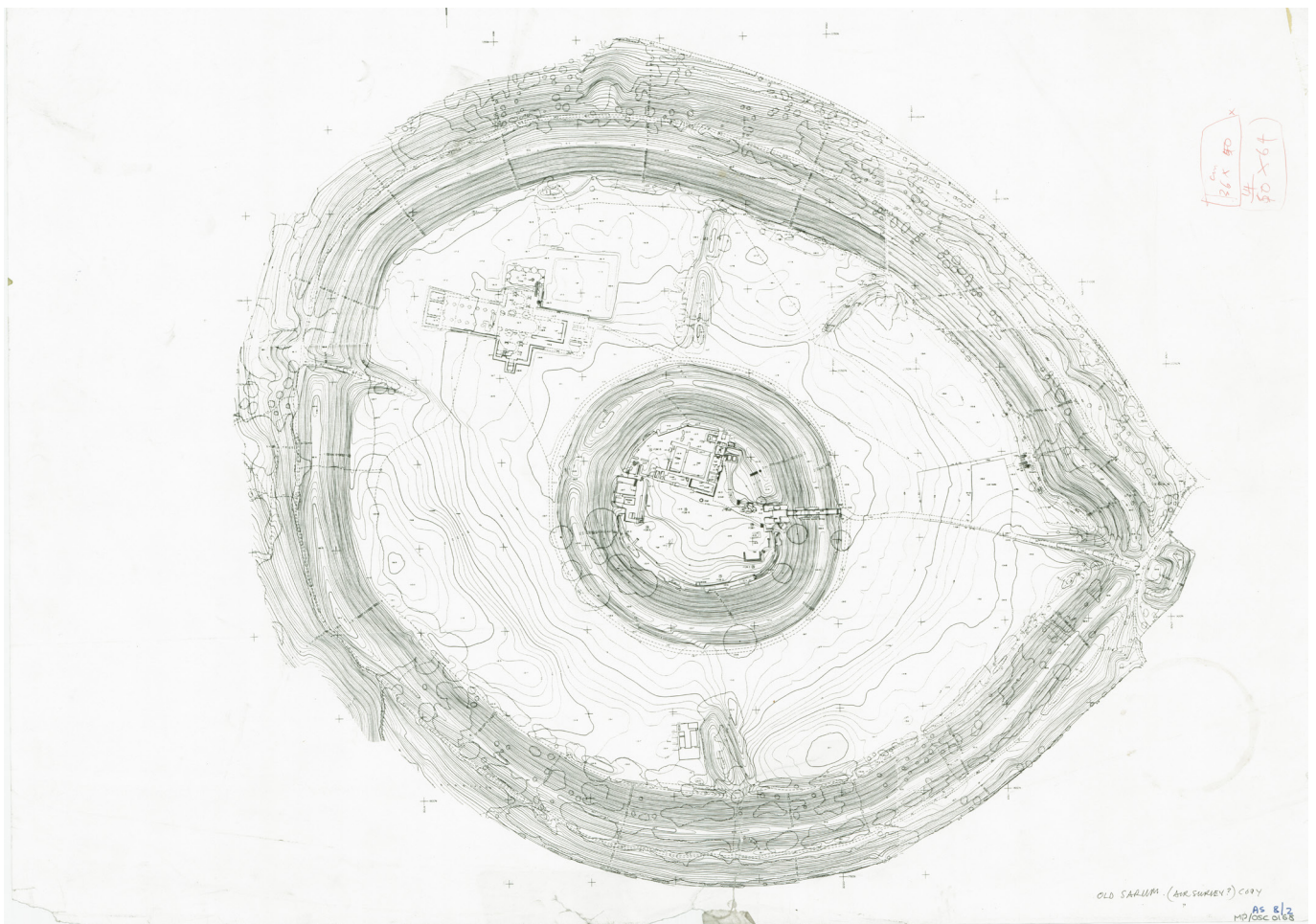
The mound in the centre of Old Sarum was added later by the Normans.

It is above sea level.

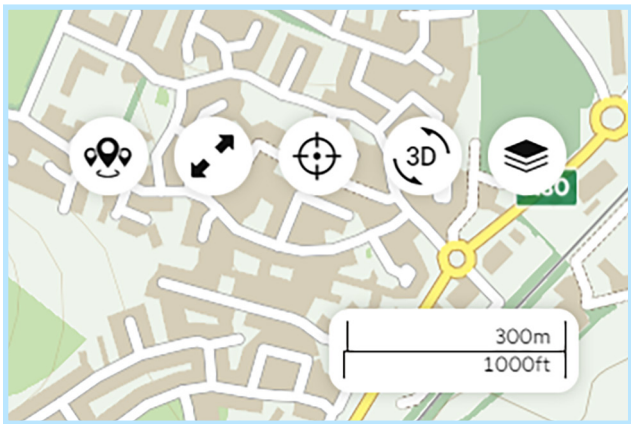
The earthworks surrounding the hillfort are lower than the mound.

They are above sea level.

- B. The illustration below shows the contours in more detail. **Identify** the areas that have the steepest slopes.



C. Go back to the OS map. Click on the symbol that looks like a stack of books (in the bottom right of your screen, above the scale). **Select** aerial view.



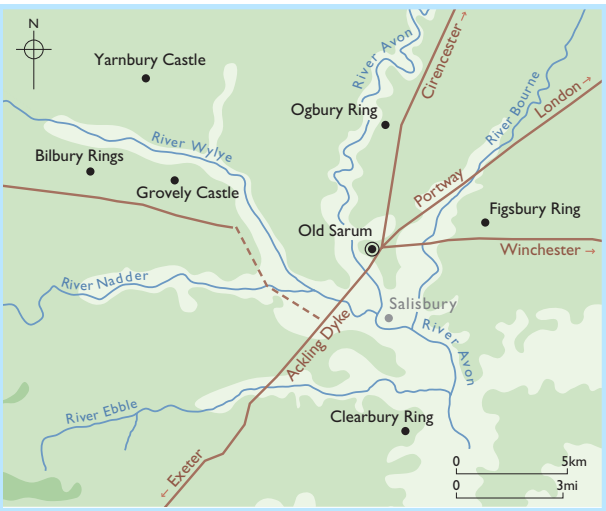
D. **Describe** how this helps you to understand the landscape.

.....

.....

4 The wider landscape

A. Old Sarum wasn't the only hillfort in the area. **Examine** this map showing the locations of other Iron Age hillforts in the wider landscape.



B. **Look** again at the OS map to find evidence of the other Iron Age hillforts that still exists in the landscape today.

Hint: look carefully at the contour lines.
What evidence can you find?

.....

.....

.....

.....

.....

.....

.....

.....

Modelling Old Sarum



Follow these instructions to build a model of the topography of Old Sarum.

You will need:

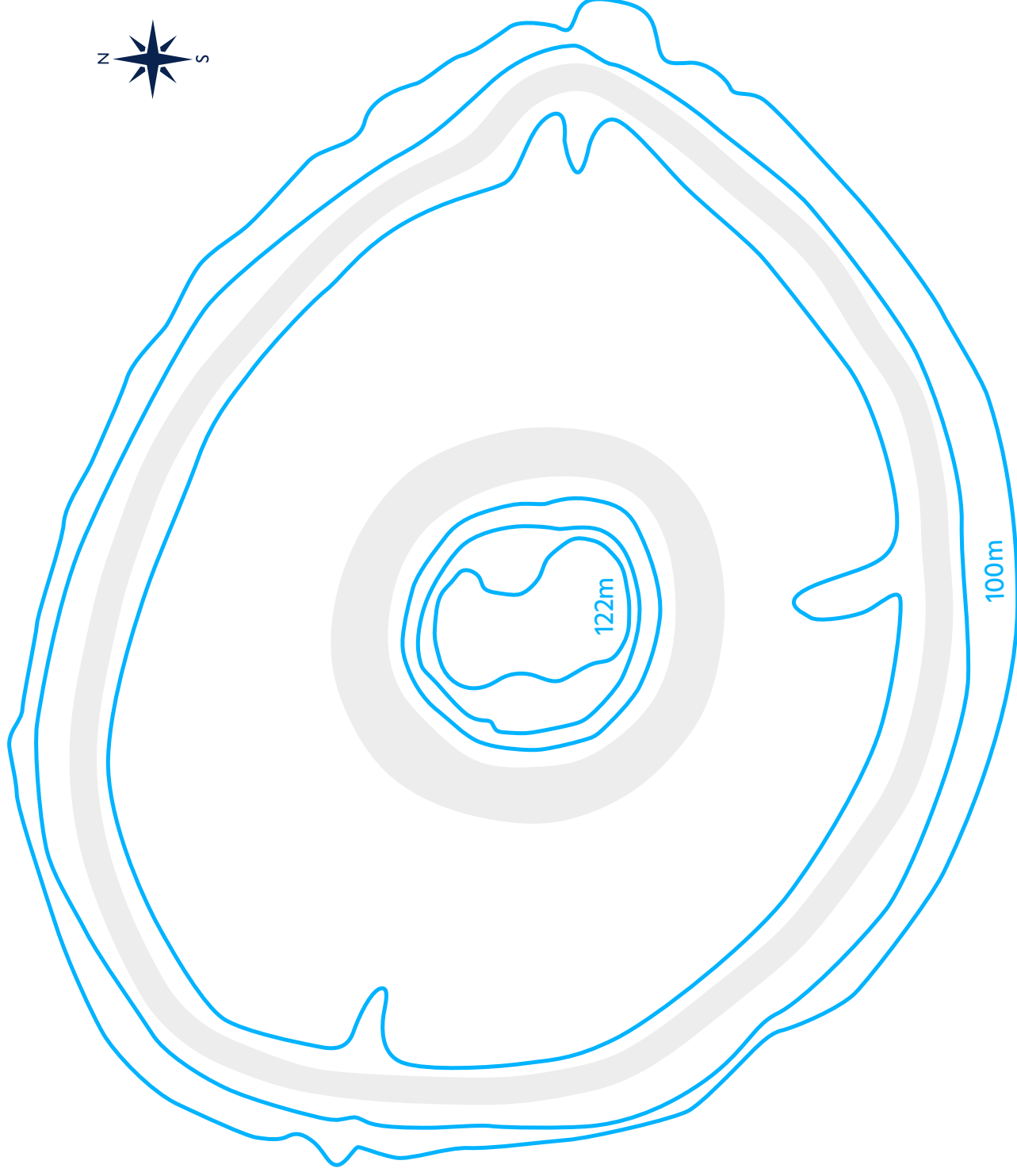
- the instructions and template
- modelling clay
- rolling pin
- tool for cutting clay such as a butter knife

Instructions

- 1** Roll out your modelling clay to create a large flat surface.
- 2** Cut round the outermost contour line on the template.
- 3** Place it onto the clay and cut round it. This will be the first layer of your model.
- 4** Repeat steps 1–3 with the next blue contour line.
- 5** Keep the paper template on the clay as you place this second layer on top of your first one.
- 6** Use your finger to press into the clay along the grey area of the template to create a ditch. Remove the paper template.
- 7** Repeat steps 1–3 with the next blue contour line and then add a ditch again by following steps 5 and 6.
- 8** Repeat steps 1–3 with the remaining blue contour lines and place them on top of your model to complete it.

Modelling Old Sarum

Template



0m

300m

At Old Sarum

Activities for students to do at Old Sarum to help them get the most out of their learning.

Top things to see



Recommended for

History

Learning objectives

- Spot some of the key features of the Norman and medieval castle
- Analyse and interpret the remains and ruins to understand what the castle was like in the past

Time to complete

45 minutes



Students look down into the well at Old Sarum.

Summary

The original Norman castle at Old Sarum had a motte and bailey and was constructed from wood. The raised earth of the motte is still visible today. The other remains, made in stone, date from the 12th to 14th centuries. This activity explores the ruins inside the inner bailey (motte), identifying different parts of the castle and completing challenges. This helps students to understand the ruins and visualise life in the castle.

Completing the trail

Please note, if you are visiting Old Sarum in a large group, only 30 students at a time can visit the inner bailey. It is therefore suggested that you divide your students into smaller groups. While some complete this activity, others can explore the outer bailey and complete the 'case of the missing cathedral' activity on page 47.

Teachers of KS1 students might like to use the tick list on page 45 and guide students round the inner bailey to spot the features. It may be useful to use the additional information and challenges in the trail on pages 40–44. KS2–3 students might prefer to guide their own learning in small groups accompanied by an adult using the trail on pages 40–44. You may wish to read through the trail first to check if there is any vocabulary your group may need support with.

More learning ideas

Students could sketch parts of the site during their visit and think about the sensory experience of visiting Old Sarum. They could develop their sketches and reflections into artwork back in the classroom.

Top things to see

Find these things and complete each **challenge**. KS1 students can use the tick list at the back while their teacher guides them around. KS2 and KS3 students may want to lead their own learning in small groups, supervised by an adult.

Can't find your way?
Use the map at the back to help.



1 Outer bailey

The outer bailey at Old Sarum is the flatter area of land surrounding the raised motte, which was added by William I (r.1066–1087). The castle at Old Sarum was one of the first built by William and his Norman supporters. Building castles was a way of controlling the land and signalling to people that the Normans were now in charge.



Where is it?

Surrounding the motte



Did you find it?



Outer bailey.

Did you know?



In 1070 troops gathered here following the Harrying of the North (a campaign to control the north of England). Loyal soldiers were rewarded, but any that complained were imprisoned for 40 days.

Challenge time!



Look at your surroundings. Why might William I have chosen this former Iron Age hillfort as a location for a new castle?

2 Oath of Sarum

On 1 August 1086 William I called all the nobles of England here. They swore an oath of loyalty in the outer bailey. Afterwards, if they rebelled, they could be punished by death.



Where is it?

Grass between the car park and the motte



Did you find it?

Challenge time!



Examine the reconstruction image of the Oath of Sarum.

Find the archbishop and the soldiers. **Discuss** why there are soldiers and an archbishop present for the ceremony.



A reconstruction of the Oath of Sarum.

3 Bridge

This is the main entrance into the Norman castle. At first, there was a wooden bridge crossing a dry ditch. By the 12th century it was replaced with a drawbridge.



Where is it?

Over the ditch



Did you find it?



The bridge that visitors walk across to get to the inner bailey.

Did you know?



The raised earth of the motte was originally bright white because it was covered in wood, plastered and lime washed.

Challenge time!



When you reach the other side of the bridge, look left for a hole in the wall. This is a drawbar slot. A bar was drawn across the doors and into this hole to lock them.

4 Well

This well was the only source of water in the castle. It was a place where servants could gather and gossip while they pulled up their buckets of water.



Where is it?

On the grass beyond the ticket office, to the left of the courtyard house



Did you find it?



The top of the well.

Did you know?



The well was originally protected by a well-house. A strong rope was needed to pull up a bucket full of water.

Challenge time!



To visualise how deep the well is, take ten steps that are each about a metre long. Imagine seven lots of the distance you have just walked. That is about how deep the well is (70m).

5 New hall

There is a long stone bench along the wall to the left of the keep. This was inside the new hall built in the early 13th century. This is where the sheriff of Wiltshire listened to court cases and decided on their outcomes.



Where is it?

South-west of the well



Did you find it?



The remains of the stone bench that once lined the wall of the hall are visible on the left of this image.

Challenge time!



Read the 'Did you know?' box. Choose someone to be the sheriff. Bow down to them as they arrive in the new hall to collect taxes. Create a freeze frame. Use your body language to express how you feel.

Did you know?



The sheriff was chosen by the king. He enforced law and order and collected taxes. If sheriffs overcharged people, they could keep the profit for themselves, becoming very rich and powerful.

6 Kitchen and bakehouse

Facing the gatehouse, the 14th-century kitchen and bakehouse are on the right-hand side. They were built when the previous kitchens collapsed in 1307. They were only used on special occasions when the castle was full of visitors.



Where is it?

South of the gatehouse



Did you find it?



The remains of the bakehouse.

Did you know?



Most of the time there were probably only 20 people living here, including the sheriff, a gatekeeper, a cook and some soldiers. This is why there was another smaller kitchen for day-to-day use.

Challenge time!



There were three large bread ovens in the bakehouse. Imagine the sights, smells, tastes and sounds people experienced in here cooking for lots of visitors. Would you have liked to work in here?

7 Stone staircase

These steps led into the postern tower (back entrance). You can still see part of the postern passageway to the right of these steps. This allowed easy access between the castle and the cathedral. However, the route was blocked up after relations between the castle and cathedral got worse during the reign of John I (r.1199–1216).



Where is it?

North of the keep



Did you find it?



The remains of the stone staircase.

Did you know?



An impressive stone keep was built in the early 1100s. This tall tower was the first thing visitors saw. The remains can be seen to the south of the stone staircase (see map).

Challenge time!



Follow the path to the right of these steps. Can you spot another drawbar slot? What does this suggest used to be here?

8 Courtyard house

The courtyard house was probably built by Roger, Bishop of Sarum in the 1130s. It had two floors, a hall, chamber block, kitchen and chapel. Roger was also the king's deputy and ruled the country when Henry was abroad. He built this impressive house to show how important he was.



Where is it?

East of the postern tower



Did you find it?



The remains of the courtyard house.

Did you know?



Queen Eleanor of Aquitaine was imprisoned here in the 1170s. She was arrested by her husband for encouraging her sons to rebel against their father, Henry II.

Challenge time!



Take some time to explore the ruins of the courtyard house. Can you find the remains of the toilets? Use the information panel to find out how they worked.

9 Herlewin's Tower

All that is left of this tower is a low rectangular wall that cuts across the corner of the bank. It provided a fantastic view of the cathedral, which shows how important the connection between the castle and the cathedral was.



Where is it?

North-west of the courtyard house



Did you find it?



The remains of Herlewin's Tower.

Did you know?



At first, the Norman castle had a wooden palisade for protection. In the late 12th century, it was replaced with a stone curtain wall, running round the whole of the inner bailey.

Challenge time!



Look to the right of the tower to spot the base of some steps. They were used by soldiers to get up to the sentry walk, where they could keep watch for danger.

Top things to see

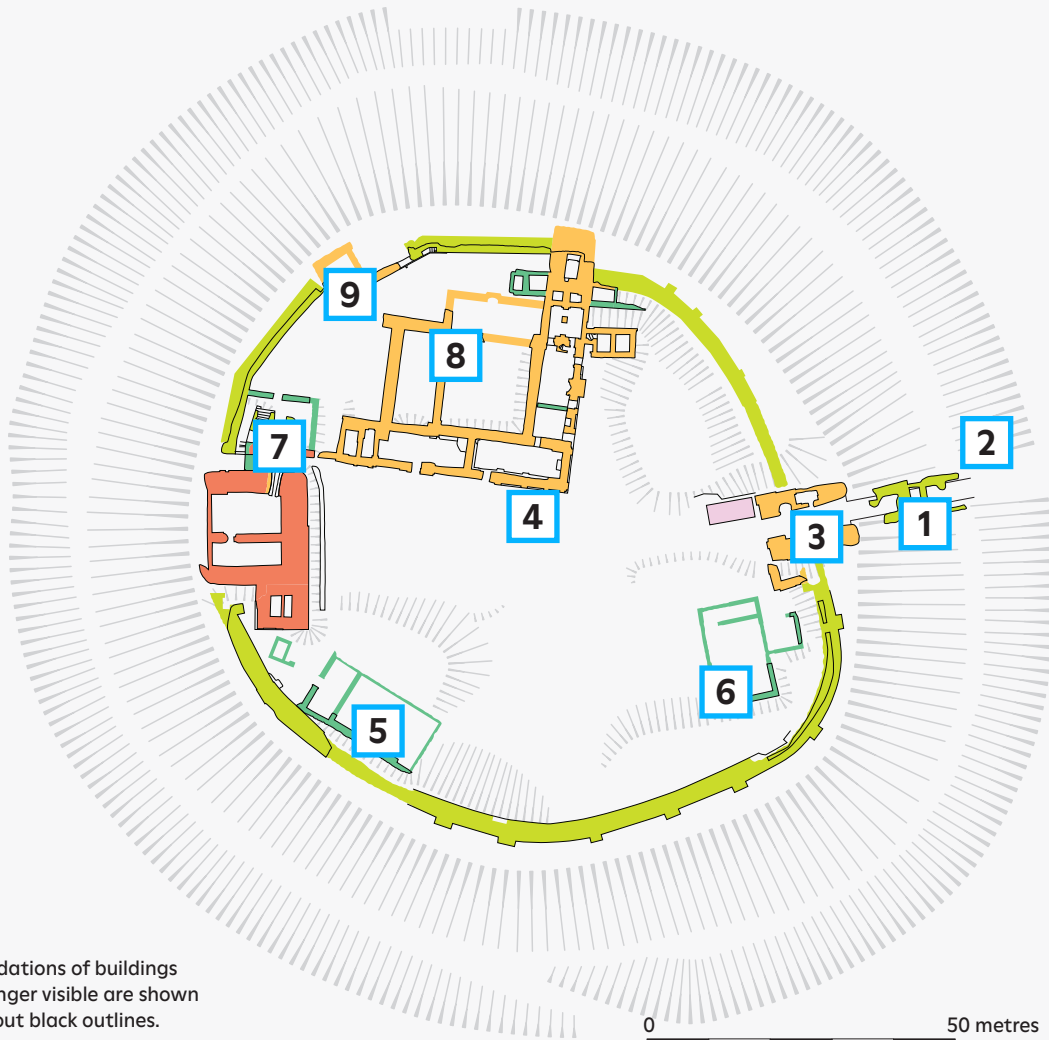
See if you can find all these things.
Tick each one off as you find it.



1. Outer bailey <input checked="" type="checkbox"/>	2. Oath of Sarum location <input checked="" type="checkbox"/>	3. Bridge <input checked="" type="checkbox"/>
		
4. Well <input checked="" type="checkbox"/>	5. New hall <input checked="" type="checkbox"/>	6. Kitchen and bakehouse <input checked="" type="checkbox"/>
		
7. Stone staircase <input checked="" type="checkbox"/>	8. Courtyard house <input checked="" type="checkbox"/>	9. Herlewin's Tower <input checked="" type="checkbox"/>
		

Old Sarum

Top things to see map



Key

- | | | |
|------------------------|--------------------------------|--------------------------|
| 1 Outer bailey | 4 Well | 7 Stone staircase |
| 2 Oath of Sarum | 5 New hall | 8 Courtyard house |
| 3 Bridge | 6 Kitchen and bakehouse | 9 Herlewin Tower |

The case of the missing cathedral



Recommended for

History, Maths

Learning objectives

- Solve the mystery of the missing cathedral using the available evidence
- Take measurements, make estimations and use a site plan to work out what the cathedral at Old Sarum looked like and how it changed over time
- Understand why there is very little left of the cathedral at Old Sarum

Time to complete

45 minutes



Students visiting the cathedral precinct in the outer bailey at Old Sarum.

Summary

Solve the mystery of the missing cathedral by examining evidence and completing challenges in the cathedral precinct and outer bailey at Old Sarum.

Preparation

Book a pack of cathedral cards through our website in advance of your visit. Collect them from the ticket office on the day of your visit and return them at the end so other groups can use them in the future. To help you prepare for your visit we have included a copy of the cards in this kit and supporting teachers' notes on pages 48–52. If you're visiting Old Sarum in a large group, it's suggested you divide them into smaller groups. Please note that only 30 students at a time can visit the inner bailey. While some complete this activity, others can explore the castle using the 'top things to see' on page 39 or use our sensory story, which must also be booked in advance. It's also suggested that you read the historical information on pages 13–20 in preparation for your visit.

Solving the mystery

The conclusion students should reach by the end of the trail is that the cathedral at Old Sarum was dismantled and the stonework was reused to build Salisbury Cathedral. This was mainly because the clergy repeatedly complained about the conditions at Old Sarum, but it was also because the connection between the church and the royal castle was not as strong as it had been in the Norman period.

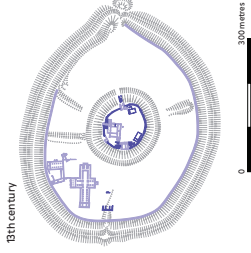
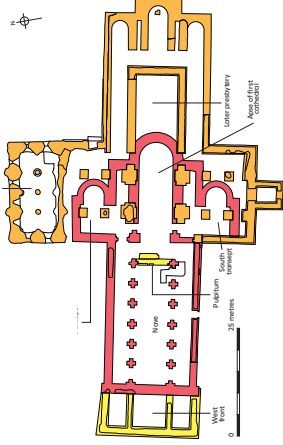
More learning ideas

Students could gather evidence during the trail by making notes or taking photos. They could use these back in the classroom to write up a police report, solving the mystery of the missing cathedral.

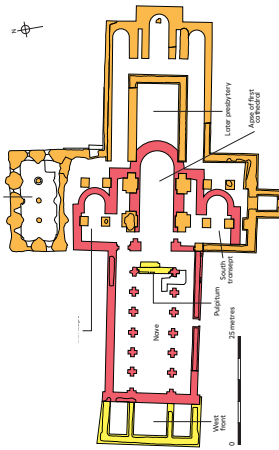
Teachers' notes

The case of the missing cathedral


These notes provide additional context to support your students as they work their way through each card. A set of the cards is available at the site and they are free for you to use, but please book them in advance of your visit. Return them to the ticket office at the end of your visit.

Challenge card	Hint shown on the reverse of the card	Supporting notes for teachers
<p>1 The original cathedral was completed in the late 11th century. It was extended and added to in the 12th century. There is little evidence of it left today.</p> <ul style="list-style-type: none"> Where were they last seen standing? 		<p>Students should find their way to the cathedral precinct. The reverse of the card has a copy of the site plan to help them find their way. If you are starting by the bridge in the outer bailey, they will need to walk north, then west around the motte.</p>
<p>2 The outline of the cathedral is marked on the ground using two different materials. These show the original layout and the extensions that were added to it later.</p> <ul style="list-style-type: none"> Identify the original outline of the 11th-century cathedral. Then find the parts that were added in the 12th century. 		<p>The next challenge is for students to identify the layout of the original cathedral on the floor and which bits are the extensions. The hint on the reverse of the card shows a plan with the different phases of building marked in different colours.</p>
<p>3 To help you understand the size and scale of the cathedral you need to measure it.</p> <ul style="list-style-type: none"> As you don't have any measuring equipment, what methods could you use? How much bigger was the cathedral once it was extended? 	<ul style="list-style-type: none"> Get one person to stand at the western end of the nave, facing north, with arms outstretched in a T shape. Get another person to stand in the same T shape next to them, fingertip to fingertip. Repeat until you reach the eastern end. Count the number of students. Then repeat for the second cathedral starting in the west front. 	<p>Next students measure the cathedral and compare the size of the original cathedral to the extended one. The hint on the reverse has a suggestion of how to do this, but you could encourage them to come up with their own methods, or even to try out a couple of different methods such as:</p> <ul style="list-style-type: none"> students lying down head-to-head and feet-to-feet walking round the perimeter of each cathedral taking steps of about a metre in length.


Teachers' notes The case of the missing cathedral

Challenge card	Hint shown on the reverse of the card	Supporting notes for teachers
<p>4 Pillars were an important part of the cathedral. They were decorative but also helped to hold up the roof.</p> <ul style="list-style-type: none"> Examine the marks on the ground to identify where the pillars once stood. How many pillars did the original cathedral have? 		<p>The fourth challenge is counting how many pillars the cathedral had. There are 12 main pillars across the nave of the original cathedral (shown in red on the plan). They may also spot another two between the nave and apse. There are an additional 12 in the extended cathedral (shown in orange on the plan).</p>
<p>5</p> <ul style="list-style-type: none"> Find the information panel to the west of the cathedral. Examine the reconstruction drawing of its interior. What decorative features can you spot? 	<p>Look out for:</p> <ul style="list-style-type: none"> repeating patterns use of colour carved stonework. 	<p>Examine the image on the information panel (west of the cathedral) to pick out decorative features such as:</p> <ul style="list-style-type: none"> the use of repeated patterns such as diamonds the carved stonework on the pillars, ceiling, walls and capitals (the top of columns) the use of colour. <p>You could ask students why cathedrals were decorated. Why was it important to have a beautiful building for religious services?</p>
<p>6</p> <p>William of Malmesbury described the cathedral at Old Sarum as 'large in scale, expensive and very beautiful to look at'.</p> <ul style="list-style-type: none"> Discuss what this might suggest about how important or valuable Old Sarum Cathedral was. 	<ul style="list-style-type: none"> Why might the Church be willing to spend a lot of money building Old Sarum Cathedral? Why might they have wanted the building to look beautiful? Or to be so big? What impact did the cathedral have on people? 	<p>To support students in discussing the quote, there are prompts on the reverse of the card. This could lead to a discussion of why such valued buildings are no longer standing today and what sorts of buildings we value today (you could get them to think about different types of buildings such as religious, domestic etc ...).</p>

Teachers' notes **The case of the missing cathedral**

Challenge card	Hint shown on the reverse of the card	Supporting notes for teachers
<p>7 Spend a minute looking around you and thinking about what the weather is like at Old Sarum today.</p> <ul style="list-style-type: none"> • Describe the weather conditions to a partner. • What might it be like to be here during a storm? 	 <p>The original cathedral at Old Sarum during a violent thunderstorm in 1092 which caused damage to the new building.</p>	<p>In this activity students reflect on the weather conditions at Old Sarum and imagine what it might be like to be here during a storm. Encourage them to look at their surroundings and think about how sheltered or exposed the location is. The image on the reverse of the card might help them visualise this too.</p>
<p>8 Read this extract written by the Pope in 1218 to find out why the clergy disliked being based at Old Sarum.</p> <p>'you cannot live there [Old Sarum] without great danger to life and limb. For as it is situated on a considerable eminence it is continually buffeted by the winds, so that you can scarcely hear each other speak while you are celebrating the divine offices and the place is so damp that those who live there are subject to constant illnesses. The population is scarcely sufficient to provide for repairs to the roof of the church, which are constantly damaged by storms. They are obliged to buy water at as great a price ... nor can they have access to it without the permission of the castle guard.'</p>	<p>The clergy repeatedly complained about the weather, the maintenance of the buildings and the living conditions at Old Sarum.</p> <ul style="list-style-type: none"> • Which ones can you pick out of the extract? 	<p>Challenge 8 requires more reading. Depending on your group, you may want to read it aloud to them. The hint on the reverse gives them some clues about what the clergy complained about.</p> <p>You could also ask students about the provenance of the extract.</p> <ul style="list-style-type: none"> • Why is it significant that the Pope has written this? • What does it imply about how seriously the Church was taking their complaints? • Could it give us a clue about why the cathedral is no longer standing here?

Teachers' notes The case of the missing cathedral

Challenge card	Hint shown on the reverse of the card	Supporting notes for teachers
<p>9 In 1217, the clergy returned to Old Sarum after a procession to St Martin's Church at Milford. The soldiers based in the castle refused to let them in through the east gate.</p> <ul style="list-style-type: none"> • Discuss how the clergy might have felt about this. • What does it suggest about the relationship between the cathedral and the castle by the early 13th century? 	<p>During the Norman period (1066–1154) the church and castle had a close relationship. Having the Church on side was important for them to consolidate their power. It showed the people that God was on the side of the Normans and this meant people were less likely to rebel.</p>	<p>This focuses on a particular event when the clergy at Old Sarum were refused entry. Students should think about how this might have felt for the clergy. The reverse gives some additional information. This could open a discussion about the changing nature of royal power over time and how relations with the Church changed over time.</p>
<p>10 Make an arch shape on your own or in pairs. Remove one of your 'pillars' – this might be a leg for example. How long does it take for your arch to collapse?</p> <p>Turn over to find out what this has to do with Old Sarum ...</p>	<p>An excavation in 1912 found evidence that the cathedral was deliberately dismantled. Holes were made in the stonework; wooden props were inserted and then set on fire. This caused the building to become unstable and collapse.</p>	<p>Depending on your group, you could get them to make arch shapes individually or in pairs. For example, they could stand opposite a partner, raise their arms and join hands. To make them less stable they could stand on one leg and time how long it takes for them to collapse. This represents the method used to dismantle the cathedral as explained on the reverse of the card.</p>
<p>11 Archaeologists found a 13th-century lime kiln at Old Sarum. This was where stone was burned to make quicklime, which was an essential ingredient in plasters and mortars (two essential materials for constructing buildings).</p> <ul style="list-style-type: none"> • What does this suggest was happening? 	<p>Stonework from Old Sarum was reused in Salisbury as shown in the image below of a wall on Cathedral Close.</p> 	<p>This challenge focuses on how the stonework from the cathedral was reused. Some of the more regular shaped blocks were used in new buildings (as seen on the reverse of the card) whereas others were burned to make quicklime. You may need to explain to students that plaster is used on walls to make a smooth surface and that mortars are used to stick stones together.</p>

Teachers' notes **The case of the missing cathedral**

Challenge card	Hint shown on the reverse of the card	Supporting notes for teachers
<p>12 Walk south around the motte until you can see a view of Salisbury.</p> <ul style="list-style-type: none"> What building from the early 13th century really stands out? This is the last piece of evidence. Have you solved the case of the missing cathedral? 	<p>Stonework from the cathedral was dismantled and used to build the new cathedral in Salisbury. There is a story that an arrow was fired from Old Sarum, and the new cathedral was built where it landed. However, Salisbury Cathedral is 3km (2 miles) away, which is further than longbows could fire. The first foundation stones of Salisbury Cathedral were laid in 1220. The tombs of Old Sarum's bishops Osmund, Roger and Jocelyn were moved to the new cathedral in 1226.</p>	<p>The final challenge takes students to the other side of the outer bailey, where there is a good view of Salisbury. They are asked to spot a building that stands out. This is Salisbury Cathedral. From this they may be able to work out that stonework from Old Sarum was reused to build Salisbury Cathedral.</p> <p>It is suggested you bring together everything in a final discussion covering:</p> <ul style="list-style-type: none"> how the cathedral changed over time how the relationship between the cathedral and the castle changed over time what the conditions were like at Old Sarum and how this influenced the decision to move the cathedral how the cathedral was dismantled what happened to the stonework and therefore why the cathedrals at Old Sarum are missing.

Sensory story



Recommended for

History, Wellbeing

Learning objectives

- Use senses to engage with a simple story set at Old Sarum in the 12th century
- Use senses to engage with what the site is like today and to imagine what it was like in the past

Time to complete

60–90 minutes depending on your group and whether the challenge activities are also used



A student wears a crown during a visit to Old Sarum.

Summary

Engage your students' senses and imagination as they become 12th-century visitors to the castle at Old Sarum. Use objects to bring the story and site to life as you move around key locations.

Before your visit

Book the sensory story on our website for free. Then use your education visits permit to come to Old Sarum to familiarise yourself with the site before your visit. Collect the resource on the day of your school trip.

Experiencing Old Sarum

The resource includes everything you need to lead your group around the site, and engage students' senses and imagination. We know every group is different, so you may wish to adapt the activity to suit your learners.

The resource contains:

- a copy of the teachers' notes on pages 54–57 of this kit
- objects to handle for each part of the story
- flash cards to support the story.

Health and safety

Please supervise students while using the resource. Don't let students lick objects or place them in their mouths. This will help everyone to stay safe. Return them to the ticket office at the end of your visit. Please leave the resource as you found it so that others can also benefit from it in the future and if anything gets damaged, please let us know.

More learning ideas

Create a sensory story of your visit to Old Sarum. Take photos of your visit to illustrate it. Add objects or materials to bring back memories of your visit. You could also add actions or recreate sounds. Repeating the story can help with language development.

Sensory story

Location	Story	Object	Get moving!	Challenge time
1	Clip, clon, clip, clon, we arrive at the gatehouse on horseback. The heavy gates open with a creak, and we go inside the castle.	Bang coconuts together to make a clip clonping sound.	Students could clap, tap or make a clicking noise with their tongue in time. Some may like to bob up and down as if they were on a horse.	How did people travel in the Norman period? (horse, sailing boats, on foot) How did we travel here today? How do you travel to school? Have you ever ridden a horse? What was it like?
2	The delicious smell of baking bread is coming from the kitchens. A feast is being prepared.	Pass round the smell cube of baking bread.	Students could act out kneading and baking bread.	How did people cook in the Norman period? (fire) What might it have been like to work in these kitchens? Where did they get their water from? (the well)
3	The servants chat as they gather water from the well, drip, drop, slosh, splash.	Pass round the rope for students to handle. Show flash card 2 of a servant carrying water.	Students could act out pulling up water from the well. They could say 'heave, ho!' as they pull up the heavy bucket. Students could imagine the sounds they might hear at the well (sloshing water, bucket knocking on the walls, the sound of the rope) and how the sounds might have echoed inside the deep well.	You could show students flash card 2 – a servant with a bucket of water. The well was a great place for the servants to share news and chat. What do you like to talk about with your friends?

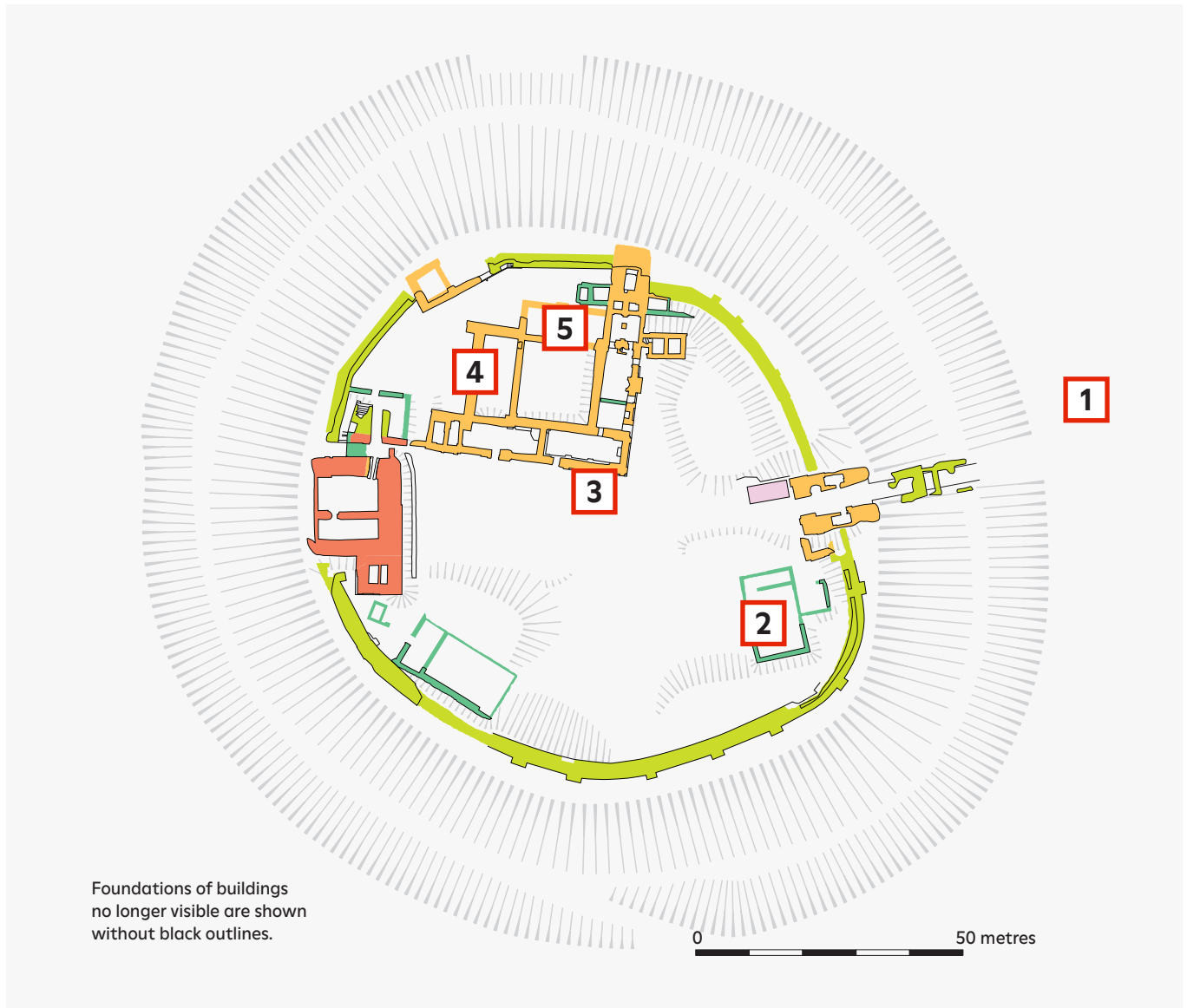
Teachers' notes **Sensory story**

Location	Story	Object	Get moving!	Challenge time
4	Listen, the trumpet has sounded 'dah, da, da daaaah!' – the king is ready for us to enter the great hall.	Give out the crowns to two students to become the king and queen and parade to the great hall in the courtyard house.	Two students could be the king and queen. Someone could make a trumpet sound to summon people into the hall. Then others could bow their heads to the king and queen as they enter the room and take their seats.	How might it have felt to attend a banquet with the king? Show flash card 3 – a reconstruction of a medieval banquet.
4	Tummies rumble as plates of food and jugs of ale are delivered to the table. The ale goes 'slosh' as it is poured into your cup.	Pass round the cup with the smell of ale inside.	Students could act out eating and drinking, but they must follow Norman etiquette: Do not put elbows on the table Do not chew with mouths open Do not spit (unless you have to, then do it behind you or into a cloth) Do not burp (unless you have to, in which case look at the ceiling while burping)	You could show flash card 4 to start a discussion about the foods people ate in the 12th century. Others include: cabbage, onions, beans, apples, pears, berries, nuts, brown bread, herbs such as rosemary and oats. Plus, the wealthy had spices, cheese, fish, meat, lampreys, which are a bit like an eel, and rabbits, which cost more than a workman's daily wage! How is this different from your diet today? How healthy was their diet? Which foods do you like to eat? Would you like to eat like a Norman?
4	Thump, bang, jingle. The musicians have arrived to entertain the guests.	Pass the tambourine round for students to play.	Students could move to the rhythm of the tambourine. You could play a game of musical statues using the tambourine.	How does it make you feel when you listen to music? Can music make you feel different things? What kind of music is good to dance to? (fast, slow, loud, quiet, high, low etc ...)

Teachers' notes **Sensory story**

Location	Story	Object	Get moving!	Challenge time
5	[make a yawning noise] we are all tired; it is time to get tucked up in a comfortable bed.	Pass round the wool, straw and feathers for students to handle and compare as materials for stuffing pillows and mattresses.	Students could act out going to sleep and afterwards waking up, stretching and yawning. If the ground is not too wet, you could do a singing game such as 'hop little bunnies' to get students to 'sleep' and then 'wake up'. You could adapt the lyrics to: 'see the sleeping Normans ...' or you could adapt the game 'sleeping lions' to 'sleeping Normans'.	Which of these materials would you like your pillow and mattress to be stuffed with? (In the Norman period feathers were the most luxurious, then wool and lastly straw but many probably had a mixture of materials).
Any appropriate spot for your group	Time to wake up! You feel calm and relaxed after a good night's sleep. It is raining gently. The sound is soothing.	Pass round the rain stick to recreate the sound of rain.	You could get students to spend a mindful moment in their surroundings. They could stretch, breathe in the fresh air deeply and let it out slowly, or close their eyes to listen to their surroundings, feel the temperature and think about the weather today.	What might it be like to be here during a storm? How exposed is Old Sarum to the weather?

Sensory story locations



Key

- | | |
|---|------------------------|
| 1 Outer bailey, on the grass between the car park and the bridge | 4 Great hall |
| 2 Kitchen and bakehouse | 5 Great chamber |
| 3 Well | |

Post-visit

Information and activities to help you extend your students' learning back in the classroom.

Sources

Peer into the past

A historical source is something that tells us about life in the past, such as a document, a picture or an object.

It may be a primary source, from the time, or a secondary source, created later. Our experts have chosen these sources to help you learn about Old Sarum's history.

Source 1

'his council came to him there, and all the landholding men of any account throughout England, whosoever men they were. And they all bowed to him and became his men, and swore oaths of fealty to him, that they would remain faithful to him against all other men.'

An account of the Oath of Sarum by a royal chronicler.

“”

Source 2



A reconstruction drawing of the Oath of Sarum. William I is accompanied by soldiers and the head of the Church. Members of the nobility kneel before the king to swear their loyalty.

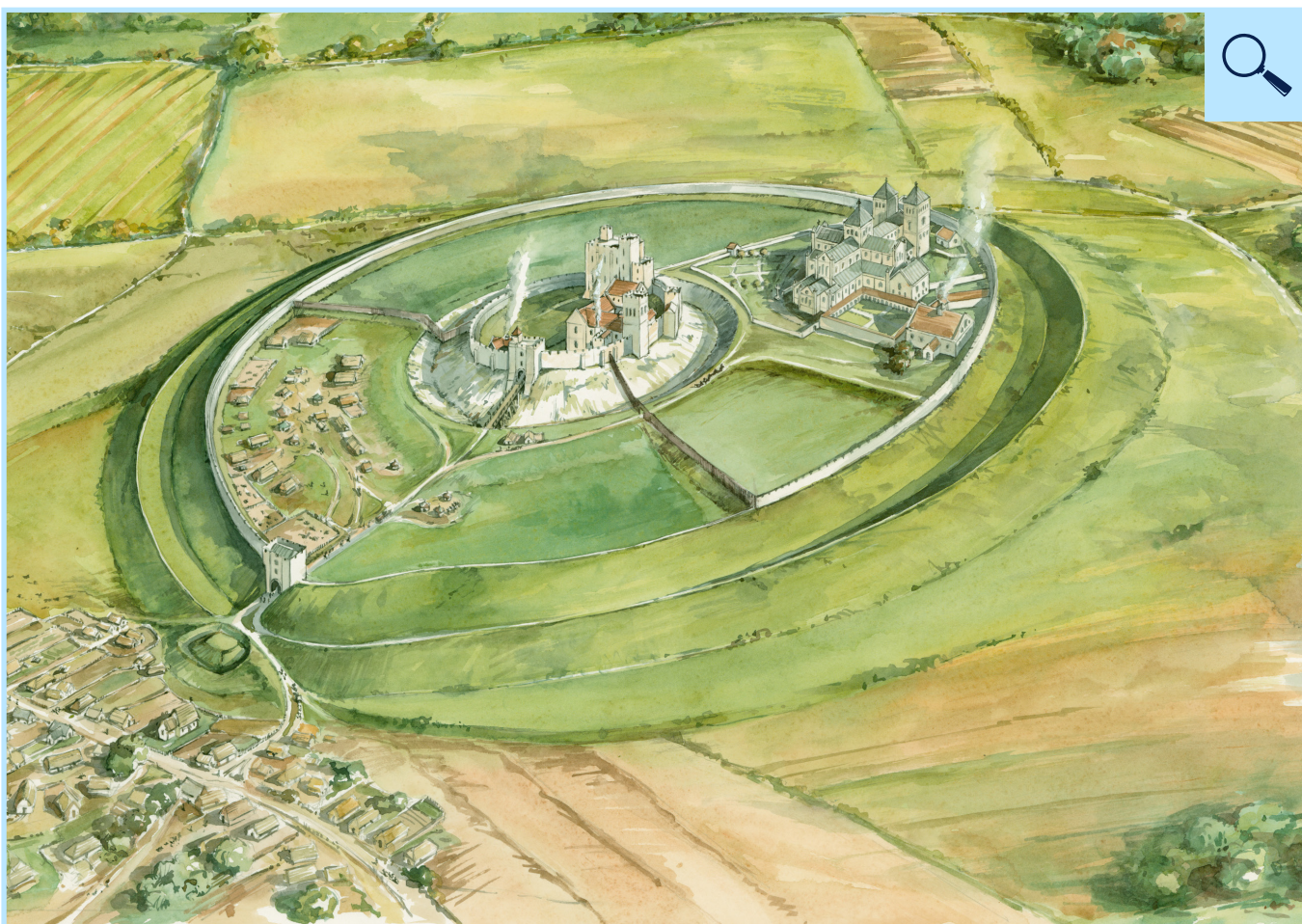
Source 3

‘at Salisbury [Old Sarum] and Malmesbury he [Roger] erected buildings large in scale, expensive and very beautiful to look at – the courses of stone being laid so exactly that the joints defy inspection and give the whole wall the appearance of a single rock-face. Salisbury [Old Sarum] cathedral he rebuilt and richly furnished, so that it is passed by no church in England and surpasses many, and he himself can say to God with perfect truth – ‘Lord, I have the beauty of Thy house’.

An extract from William of Malmesbury’s Chronicle of the Kings of England.



Source 4



A reconstruction drawing of Old Sarum as it might have looked in around 1130.

Source 5



A reconstruction drawing of the interior of the cathedral as it might have looked in around 1130.



Thirty-one rotten boroughs are listed on the branches and nests in this tree. Reformers are pictured on the left, such as Brougham, pictured here in his wig and gown. On the right, Robert Peel sits in the blue jacket. Next to him wearing bright red is the Duke of Wellington, who supports the tree trunk with his hands. Surrounding the bottom of the trunk there is a snake, a rat and some toadstools. In the background, the king and queen watch over the scene accompanied by characters that people at the time would have recognised; Pat representing Ireland, John Bull representing England and Sandy representing Scotland.

© The Trustees of the British Museum.



'As young members of the Salisbury Field Club we were given the rare opportunity in November 1957 to help with an excavation at Old Sarum ... a trench was laid inside the northern rampart in the hope of finding a tunnel, thought to be medieval, which had first been revealed in 1795.

After several days of shovelling, the co-director of the work, John Musty, was probing the bottom of the trench when the steel rod he was pushing on suddenly disappeared into the ground and he fell flat. A hole about 6 inches in diameter appeared. Peering into this with a torch revealed a void. As the suspense grew the trench was widened for safety reasons before work could proceed. Looking back at the photographs now, one is amazed at the complete lack of safety helmets and minimal shuttering. One block fell out of the roof during the time we were in there. However, we all survived, most having taken the opportunity to do some 'caving'.

The chalk-cut tunnel was a splendid construction, with a fine arched roof and neatly finished walls still showing the tool marks of the builders. The immediate impression was one of unexpected space – it was possible to stand upright about 20 feet from the entrance. The interior was quite dry and rather dusty. You got out by scrambling up the steep consolidated scree, pulling yourself up by a fixed rope. The walls bore the names and initials of early-19th-century visitors, some scratched into the chalk or written in crayon or lamp black from lighted candles. We remember the names of Sidford, Gilbert, Crouch and Archer. The last was taken up by a news headline writer: 'The Archers were there'.

Memories of the 1957 excavation from two young participants, David Algar and David Truckle.

Construct a cathedral



Recommended for

History, Art, Mathematics

Learning objectives

- Make a scale model of Old Sarum Cathedral by taking accurate measurements and using evidence from primary and secondary sources
- Understand what the cathedral might have looked like
- Understand what process artists go through to create reconstruction drawings

Time to complete

60 minutes



A student reconstructs the cathedral using building blocks.

Summary

In this activity students create a scale model of Old Sarum Cathedral. They will use historical information to reconstruct the building and from this understand how drawings like the one on page 65 are made. The activity can be completed individually, in groups or you could create one large model as a whole class.

Getting inspiration

Students could first analyse the reconstruction drawing of the cathedral on page 65. Make it clear to students that this is an artist's reconstruction, but that they worked with historians and experts to develop the drawing. It was based on research using written sources, the plans for the building and surviving stonework. Depending on your group, you may also wish to use Sources 3 and 4 on page 60. This will give an aerial view of the cathedral and an idea of the internal space too.

Taking measurements

Students should use the scale on the plan on page 66 to map out the cathedral's outline onto a piece of card.

Junk modelling

Now students can construct their cathedral model on their base. Depending on the time and materials you have available, you may wish to make this a junk modelling activity, recycling cardboard and other scrap materials. Alternatively, you could use building blocks.

More learning ideas

Rather than replicating the cathedral your students could reinterpret the building. They could be inspired by artists such as Morag Myerscough, who created a colourful interpretation of a Roman gatehouse at Housesteads Roman Fort in 2022. Search the English Heritage website for 'Morag Myerscough Housesteads' to find out more and watch a timelapse video of the artwork's construction.

Construct a cathedral



The illustration below was made by an artist to give us an impression of what the cathedral at Old Sarum looked like, viewed from the south-east. The artist worked with historians and experts to get it as accurate as they could. They based the design on surviving stonework, plans and written records.

- 1 What decorative features can you spot in the drawing of the cathedral?



- 2 A. Read this description of the cathedral at Old Sarum by William of Malmesbury in the 12th century.

‘large in scale, expensive and very beautiful to look at – the courses of stone being laid so exactly that the joints defy inspection and give the whole wall the appearance of a single rock-face.’

Highlight three adjectives that describe the cathedral.

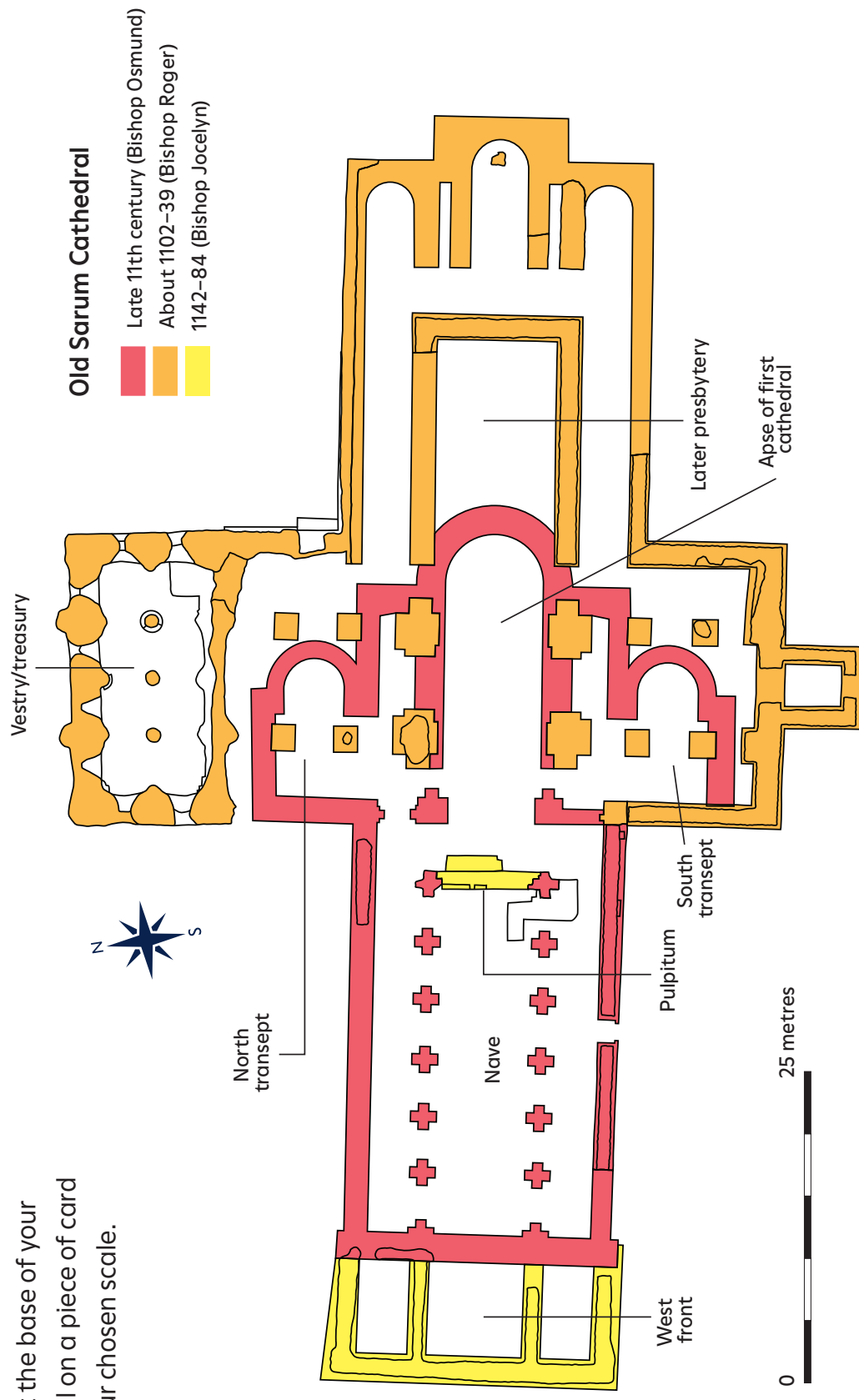
- B. What was particularly impressive about the cathedral, according to William of Malmesbury?

.....

.....

.....

- 3** Mark out the base of your cathedral on a piece of card using your chosen scale.




Using a scale

The scale on the plan of the cathedral is 1cm:5m. This means that every cm you measure on the plan represents 5m on the cathedral building. For example, the presbytery is 5cm wide on the plan. That means the presbytery in the cathedral was 25m wide. If you are making a model individually you may wish to use the same scale for your model. If you are working in a group, you may wish to make your model bigger. You could do this by using a 1cm:1m scale. This means that the presbytery part of your model would be 25cm wide.

- 4

Use this list of key features and measurements to help you construct your model on top of your base.

Remember to use the same scale as the one for your base.

Feature	Walls	Roof	Decoration
Aisles (on either side of the nave)	The outer walls were probably 10m high.	The roof sloped upwards and joined the walls of the nave at 12.5m high.	Repeating patterns such as zigzags are used as decoration and the shape of the windows is rounded arches.
Nave	The walls were 18m high. They rested on huge pillars that ran along the length of the nave.	The roof was triangular in shape and added 5m to the height of the nave.	The huge pillars were decorated with repeated patterns such as diamonds, triangles or stripes.
Central bell tower	This was probably twice the height of the nave walls (approximately 36m tall)	This was made up of four triangles, forming a pyramid.	The roof may have been topped with a decorative cross.
West front (a bit like a porch added to the cathedral)	This isn't visible in the reconstruction drawing. Two decorative towers were on either side of a large arched doorway. The towers may have been 18m tall.	There may have been pyramid-shaped roofs on top of each tower and a triangular roof over the doorway.	<p>This photo shows part of the west front of the church at Castle Acre, which was built in about 1140.</p> <p>The west front at Old Sarum may have had similar decoration.</p> 

Make a motte and bailey castle



Recommended for

History, Art

Learning objectives

- Understand what a motte and bailey castle was
- Make a model of a motte and bailey castle

Time to complete

60 minutes



A model of a motte and bailey castle.

Summary

In this activity students create their own model of a motte and bailey castle. They can use the materials suggested in the instructions, or you could adapt the activity for the materials you have available in your school.

Getting inspiration

You could share some images of motte and bailey castles first to help students visualise what they are making. Source 4 on page 60 may be useful for this, or you may have photographs from your visit that you could refer to.

Getting crafty

Print off and make enough copies of the instructions on page 69 for your group. Project the image of a labelled model on page 70 onto a whiteboard as a visual to accompany the instructions. They can then follow the step-by-step instructions to make their model.

More learning ideas

Students could use Lego figures or other small toys, or make people out of card to act out the Oath of Sarum in their motte and bailey castle.

Make a motte and bailey castle



Use these instructions and the labelled image on page 70 to make a model of a motte and bailey castle.

1 Get a base

Use green card or paint a piece of card green to make your base.

2 Make a motte

You could use screwed-up pieces of paper, modelling clay or even a plastic bowl to create the raised area of your castle, known as the motte. You may want to cover it in green paper or paint.

3 Build a bailey

The bailey is the flatter, outer part of your castle. You could add some buildings to your bailey and a path to the motte.

4 Construct a keep

Use cardboard to make a keep (a tower). Stick it on top of your motte.

5 Maybe a moat?

Some motte and bailey castles were surrounded by a dry ditch. Others had moats, which were ditches filled with water. Some just went round the motte, whereas others also surrounded the bailey. What will you choose?

6 Put on some palisades

To protect the people inside your castle you will need some wooden palisades. This is a bit like a wooden fence. You could use lolly sticks taped together and stuck onto your base.

7 Add some bridges

Depending on how high your motte is, and where your moat goes, you may need to add a bridge or two. You could use string and cardboard to create a drawbridge.

8 Pop in some people

You might like to add some people into your model and maybe even get them to act out an event such as the Oath of Sarum. This was when William I called the nobles to Old Sarum to swear an oath of loyalty to him. If anyone broke their oath they could be punished by death.

Your finished model

Use this labelled image and the instructions on page 69 to make a model of a motte and bailey castle.

Key	
1	base
2	motte
3	bailey
4	keep
5	moat
6	palisade
7	drawbridge
8	people and buildings

