



ENGLISH HERITAGE
EDUCATION

KSI-2

DISCOVERY VISIT GUIDE

Goodrich Castle

This guide provides teachers with everything they need to know about our expert-led Discovery Visits at Goodrich Castle. Your students will discover who lived here and what life was like in a medieval castle through imaginative role play and an expert-led tour.



GET IN TOUCH WITH OUR EDUCATION BOOKINGS TEAM:

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

Step into England's story

WELCOME

This guide for Goodrich Castle has been designed to support teachers and group leaders on a Discovery Visit at the site. We know that each class and study group is different, so we have collated all the information into one guide so you can prepare for your upcoming Discovery Visit.

For practical information and activity ideas to help support a free self-led visit, download the Teachers' Kit on our [Schools page](#).

We hope you enjoy your visit and that you find this Discovery Visit Guide 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 which key stage each Discovery Visit is for.



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SUMMARY

FEAST! A DAY IN THE LIFE OF A PAGE

KSI-2

Recommended for

KSI–KS2 (History, Drama)

Learning objectives

WHAT: Develop our awareness of what life was like at Goodrich Castle in the medieval era and compare with the 21st century; learn new words to describe parts of the castle and the types of work carried out there.

HOW: Explore key remains around the castle that demonstrate different aspects of daily life; use storytelling, role play and mime to re-imagine the daily life of the people who lived and worked at the castle.

OUTCOME: Students will explain what life was like and who lived at the castle; use historical terminology; identify similarities and differences between the 13th century and today.

Duration

1 hour 30 minutes

DISCOVERY VISITS AT ENGLISH HERITAGE

Our Discovery Visits are award-winning, hands-on, expert-led, site-based activities, which combine inspiring experiences with quality learning outside the classroom. At just £100 a session at selected sites, these visits are delivered by our experts and have been designed to meet the needs of different groups across the key stages. Led by specialist educators, site staff and volunteers with knowledge and expertise across the curriculum, these visits enable students of all ages and abilities to step into England's story.

FEAST! A DAY IN THE LIFE OF A PAGE DISCOVERY VISIT

This hands-on guided session around the castle uses imaginative role play to help your students understand who might have lived and worked at Goodrich Castle in the 13th century and to explore the similarities and differences with our lives today.

PRIOR LEARNING

We recommend you do the following before the Discovery Visit:

- Print out our Top Things to See activity from our Teachers' Kit (on our **Schools page**) to discover more of the castle.
- Practise group freeze frames or dramatic tableaux.

BEFORE YOUR VISIT

Please divide your class into five groups. The session leader will ask you to help sort the class into these groups at the beginning of the Discovery Visit.



Students on a Discovery Visit at Goodrich Castle.

RISK ASSESSMENT

FEAST! A DAY IN THE LIFE OF A PAGE

ACTIVITY: Feast! A Day in the Life of a Page Discovery Visit
SITE: Goodrich Castle, Herefordshire
DATE UPDATED: 1 August 2018
REVIEW DATE: 1 August 2019
PREPARED BY: Education Visits Officer West

DESCRIPTION AND NOTES

This risk assessment covers the Goodrich Prepares for a Feast! Discovery Visit from when the group meets the workshop leader at the Visitor Centre, to the point where the session ends. It does not cover the walk from the coach/car park to the Visitor Centre. This information can be found in the Hazard Information in the Teachers' Kit on our **Schools page**.

The activity consists of a 1.5-hour interactive session, delivered by English Heritage facilitators. During this time the students will have a guided tour of the castle and the opportunity to take part in role play.

Hazard	To whom	Initial Risk S × L = R			Control Measures	Risk after controls		
		S	L	R		S	L	R
Uneven paths and ground with low stone foundations.	Adults, students, staff, volunteers	4	4	16	Students will be advised of this hazard prior to beginning the session and must be supervised at all times by accompanying adults. Running on site will not be permitted and extra care should be taken in wet and/or windy weather. Verbal warnings of particular hazards will be given during the session and movement on site will follow designated paths wherever possible.	4	1	4
High walls and sheer drops.	Adults, students, staff, volunteers	5	2	10	Students will be advised of this hazard prior to beginning the session and must be supervised at all times by accompanying adults. Students and adults will be reminded again by site volunteers in areas where there are unguarded steep drops. Climbing on walls and over barriers will not be permitted.	5	1	5

Hazard	To whom	Initial Risk $S \times L = R$			Control Measures	Risk after controls		
		S	L	R		S	L	R
Steps and stairs.	Adults, students, staff, volunteers	4	2	8	Risk acceptable. Students will be advised of this hazard prior to beginning the session and must be supervised at all times by accompanying adults. Use handrails on stairs where provided.	4	1	4
Handling objects and artefacts.	Adults, students, staff, volunteers	3	2	6	Risk acceptable. Follow guidelines for handling objects, always under adult supervision.	3	1	3
Animal faeces.	Adults, students, staff, volunteers	3	2	6	Risk acceptable. Wash hands before eating meals to prevent ingesting bacteria. Site staff will check site for dog faeces and clear away before opening the site.	3	1	3
Bites and stings.	Adults, students, staff, volunteers	5	2	10	Accompanying adults will carry necessary medication for any students with allergies. Site staff and volunteers will be aware of any insect nests on site and ensure the group keeps clear.	5	1	5
Severe/adverse weather.	Adults, students, staff, volunteers	5	2	10	Site staff will advise of risks on the day and restrict access to areas of the site or the whole site as necessary.	5	1	5
Falling masonry and/or tree branches.	Adults, students, staff, volunteers	6	2	12	Site staff will check site for fallen masonry and/or tree branches and secure the area before opening the site. Regular checking and maintenance of the site by staff.	6	1	6

Risk Assessment Score overall = 4.4

RISK ASSESSMENTS EXPLAINED

Risk assessments are worked out by identifying possible hazards and putting in place measures to significantly reduce the likelihood of the hazard occurring. Once this has been done, a simple calculation which multiplies the hazard score for the activity by the chance of it happening gives a risk assessment score. A low score signifies little or no risk; a high score would indicate that the activity is potentially dangerous.

HAZARD SEVERITY (S):

1. No risk of injury
2. Slight risk (minor injury requiring first aid)
3. Moderate risk (injury resulting in three days off work/school)
4. High risk (resulting in a major injury)
5. Very high risk (causing death or serious injury to an individual)
6. Extremely high risk (causing multiple deaths and widespread destruction)

Multiplied by

LIKELIHOOD OF OCCURRENCE (L):

1. Not likely (only under freak conditions)
2. Possible (if other factors are present)
3. Quite possible (if other factors precipitate it)
4. Likely (with other factors or carelessness)
5. Very likely (an accident waiting to happen)
6. Certain

RISK FACTOR (R):

Risk factor of 8 or less: any activity that scores 8 or less has an acceptable risk factor.

Risk factor between 9 and 12: any activity scoring between 9 and 12 has a level of risk that may be tolerable but measures must be taken to reduce the risk.

Risk factor of 13 or more: any activity scoring 13 or more has an unacceptable risk and shouldn't be done.

The numerical scale used is to allow comparisons of risk levels only.

No literal meaning is implied by the scoring level.