



ENGLISH HERITAGE  
EDUCATION

KS1-2

KS3

KS4+

## TEACHERS' KIT

### Orford Castle

This kit helps teachers plan a visit to Orford Castle, one of England's most complete and unusual keeps. It was built by Henry II in 1165-73 and it remains remarkably intact. 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:

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Step into England's story

# WELCOME

This Teachers' Kit for Orford Castle 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.

We know that each class and study group is different, so we've 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 easily locate what you need, and view individual sections. All of our activities have clear guidance on the intended use for study so you can adapt them for your desired learning outcomes.

To further aid your planning, we have created Hazard Information guidance, which you can download from the Orford Castle **Schools page**. You can find more practical information about your booked visit to Orford Castle in the Education Visit Permit and the Site Information Pack which have been sent to you.

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](mailto: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.

						
						
SPEAKING	LOOK	WRITE	READ	ROLE PLAY	CHALLENGE	
						
DID YOU KNOW?	GROUP ACTIVITY	MAP	QUOTE	EXAMINE	MATHS	

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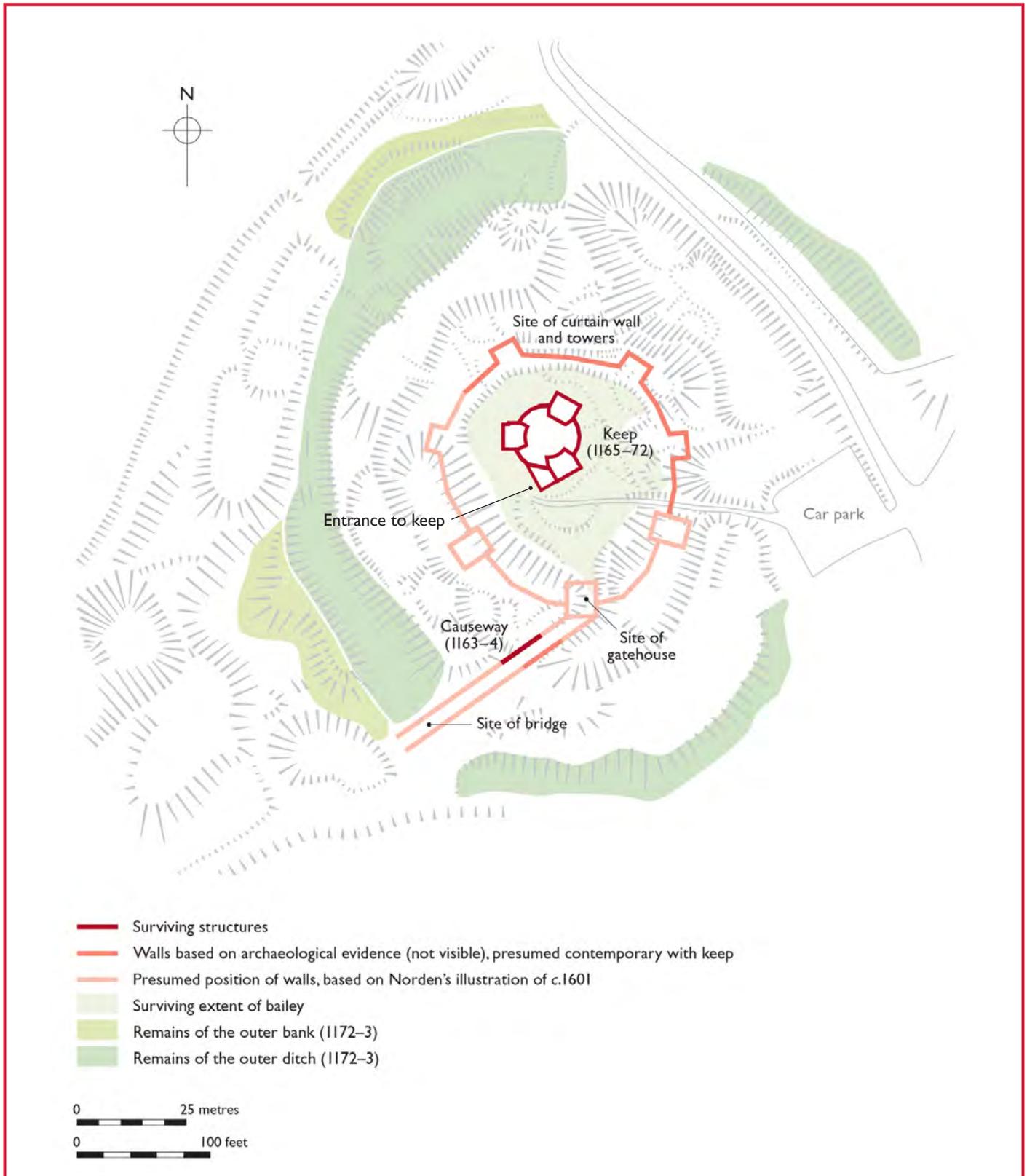
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# PRE-VISIT

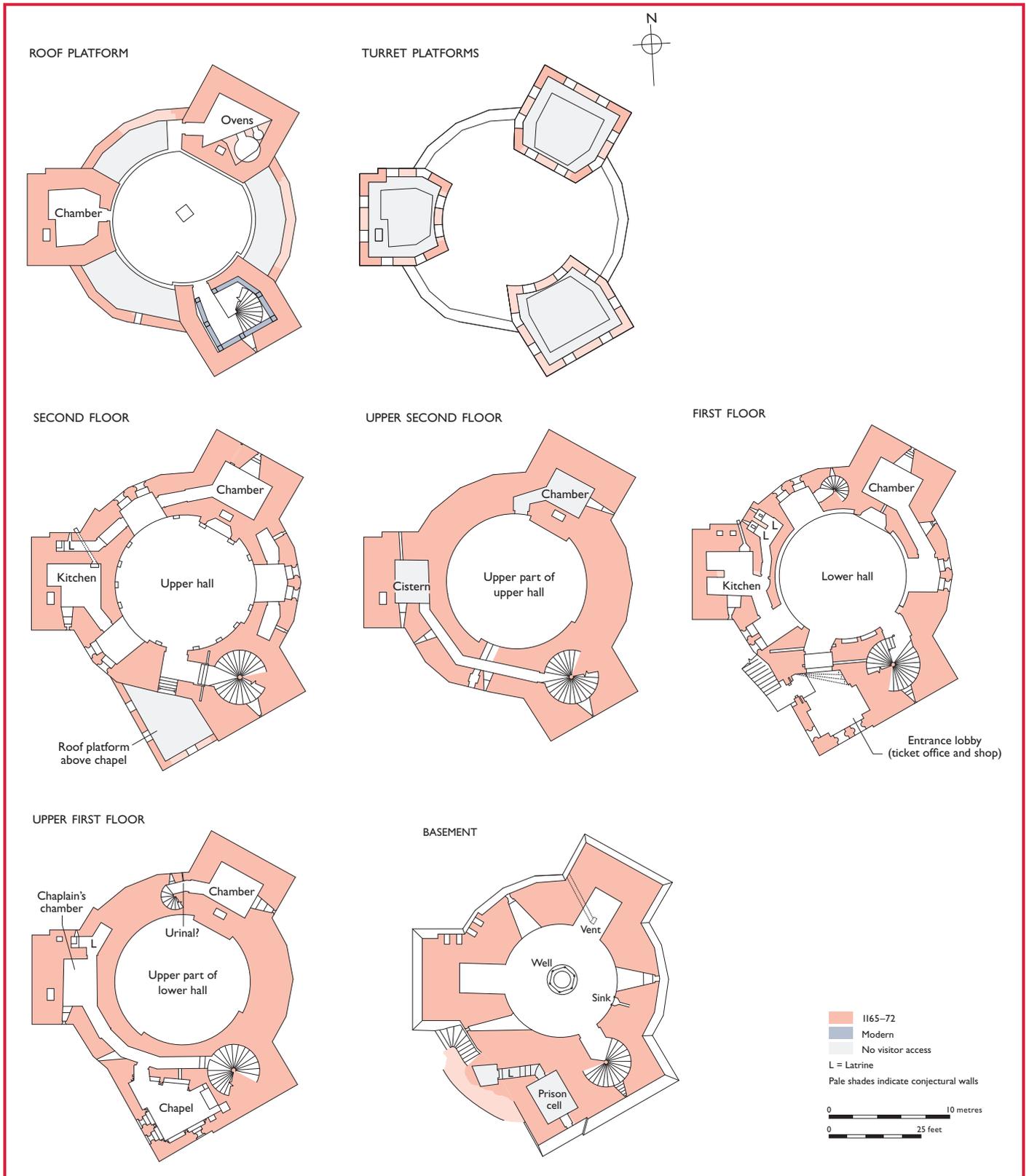
Information and activities you can use in the classroom before your visit.

# ORFORD CASTLE SITE PLAN



# ORFORD CASTLE

## SITE PLAN



# HISTORICAL INFORMATION

DISCOVER THE STORY OF  
ORFORD CASTLE

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

## WHO'S THE KING OF THE CASTLE?

Henry I (r.1100–35) died in 1135 with only one **heir** to the throne, his daughter Matilda. A woman ruling the country was unheard of in medieval times, so Matilda's cousin Stephen (r.1135–54) made himself king instead. Matilda was so angry about this that she went to war with Stephen. Many **barons** saw this **civil war** as their chance to settle their own local arguments while the king was distracted. They were out of control, claiming royal castles as their own and building new castles.

Matilda left England for Normandy in 1148. Her son, Henry, continued the fight against Stephen. Eventually, in November 1153, Stephen and Henry signed an agreement: Stephen would rule the country for the rest of his life and, when he died, Henry would become king.

Stephen died a year later. Once crowned, Henry II (r.1154–89) was determined to regain control. First, Henry demanded that all royal castles be returned and that all castles built during the war (without the king's permission) be destroyed. Next, he strengthened his castles at Carlisle, Newcastle, Scarborough and Dover. Finally, he built a brand-new castle at Orford. There was already a successful **port** and a market at Orford, so the castle was a good way to make more money from them by collecting taxes. A regular street plan was laid out around a new market place, a new church was built, and the **harbour** was improved.



Henry II built Orford Castle in 1165–73 as a show of power.

## A BRAND-NEW CASTLE

The rebel baron Hugh Bigod, **Earl** of Norfolk, had five castles and a strong power base in Suffolk. Henry II wanted to build a castle of his own nearby as a symbol of royal power.

The **Archbishop** of Canterbury, Thomas Becket, held land in Suffolk, including Orford. When the archbishop fell out with the king and escaped to France, Henry II confiscated his land and built a castle at Orford. Building work on the castle began in 1165 and took about seven years to complete.

Henry II fell out with his eldest son, also called Henry. In 1173, the younger Henry went to the French king for support and with his mother, two of his younger brothers and support from some powerful English barons, he declared war against Henry II. Orford Castle was finished by 1173, just in time to help the king regain control of Suffolk and protect the coast from foreign attack.



This map shows the castles in Norfolk and Suffolk in 1154, when Henry II became king. The swords show which castles belonged to Hugh Bigod and the crowns show which ones belonged to the king.

## 1173-4: THE GREAT REBELLION

In 1173 a serious **revolt** broke out, led by Henry II's wife and sons, supported by many English barons. Hugh Bigod still had a grudge against Henry II and joined the rebellion. The king prepared Orford Castle with a **garrison** of about 70 men. Extra furniture was brought to the castle and stocks of bacon, cheese and salt were increased along with coal, iron, ropes and hand mills for grinding corn.



A reconstruction drawing of Orford Castle as it may have looked in the early 1200s.

Hugh Bigod's rebel army landed near Walton Castle (Felixstowe) but failed to capture it. Earl Hugh decided not to attack the new castle at Orford and had little success elsewhere. The Earl of Leicester, leader of the English rebels, was defeated near Bury St Edmunds and King Henry himself defeated Louis of France near Normandy. In 1174 Bigod gave up his fight against the king and was forced to demolish all his castles. Orford Castle helped strengthen the king's hold on an important part of his kingdom but the rebellions didn't stop there.

## ROYALS AND REBELS IN THE 1200s

Orford Castle was involved in another rebellion during the reign of King John (r.1199–1216). By 1215, most English barons and the Church had rebelled against John's **government**, and he was forced to agree to a set of limits on his power in **Magna Carta**. However, John didn't stick to his promises, causing the **First Barons' War**. Prince Louis of France invaded to support the barons and captured Orford Castle. John died in 1216 and the civil war ended.



The upper hall at Orford Castle as it may have looked in the late 12th to early 13th century.

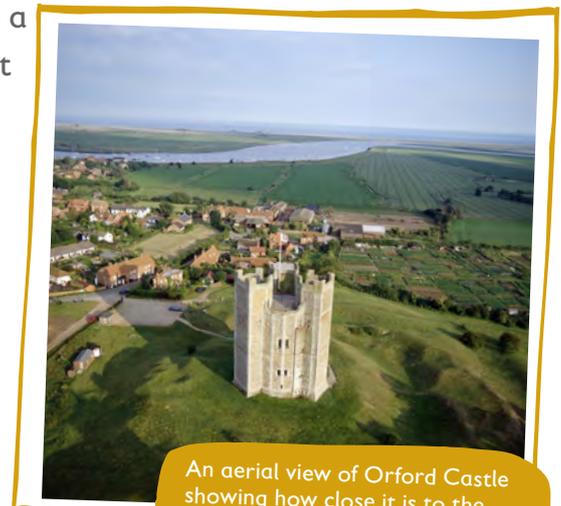
Orford Castle was still a major stronghold in East Anglia and was captured several times by the different sides during the **Second Barons' War**, when Henry III (r.1216–72) was king.

On the evening of 11 April 1277, Edward I (r.1272–1307) stayed at the castle – the only known visit of a reigning monarch. It would have been a very special event, with decorations, feasting and music. After this, royal interest in the castle declined.

## NO LONGER NEEDED BY THE CROWN

In 1337 Edward III (r.1327–77) sold Orford Castle to a private buyer, Robert of Ufford. A year later, Robert of Ufford was made Earl of Suffolk. Orford Castle stayed in private hands from then on, no longer being used as a royal stronghold.

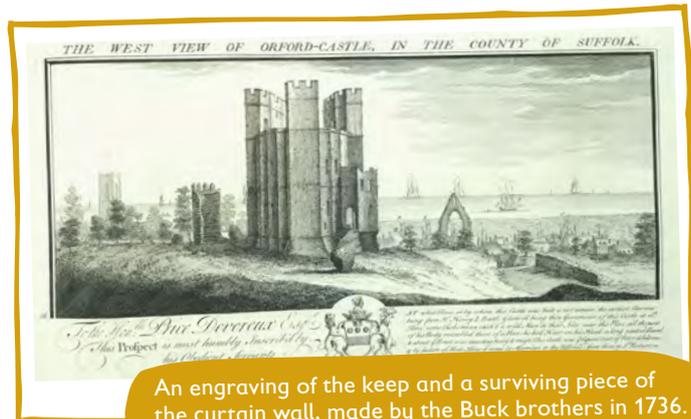
The life of Orford town relied on fishing, shipbuilding, textile manufacture and coastal trade. The Town Marsh car park you see today is where the medieval **dock** used to be, from where Suffolk wool was shipped to Europe. A **friary** and two hospitals were built to meet the needs of Orford town's population. However, the shingle **spit** (known as Orford Ness) grew and the **estuary** slowly silted up, causing the port to decline. Despite this, the town was still important enough to be made a free **borough** in 1579, which meant the town could hold its own courts and had an MP (Member of Parliament).



An aerial view of Orford Castle showing how close it is to the river Alde. Orford Ness can be seen in the background.

## INHERITED, NEGLECTED AND PROTECTED

Through the 1400s and 1500s, Orford Castle was passed down through the Willoughby family. At first, the owners lived at the castle but eventually they stopped using it. The **keep** was still a useful landmark for ships. The prison in the basement was sometimes used to hold troublemakers from the town.



An engraving of the keep and a surviving piece of the curtain wall, made by the Buck brothers in 1736. The tower of Orford church (left) and the remains of the town's medieval friary (right) can also be seen.

In the 1590s, Sir Michael Stanhope, an MP with an important place in Elizabeth I's (r.1558–1603) court, bought Orford Castle. Stanhope removed stone from the outer walls to use in the foundations of his new buildings at Sudbourne Hall. He abandoned the castle in 1606. It avoided the bombardment, capture and destruction faced by many castles during the **English Civil War (1642–51)**.

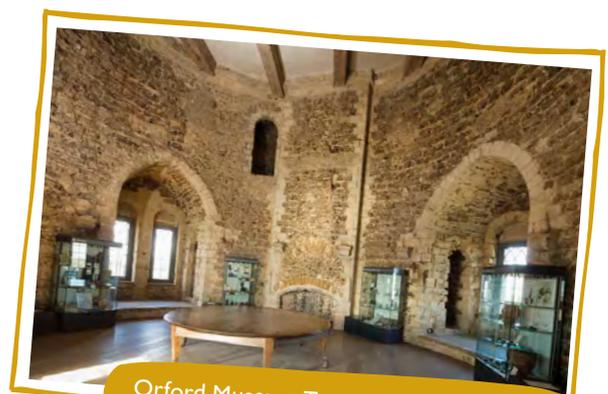
From the 1700s, people interested in landscapes and **antiques** started to visit Orford Castle, including famous artists and writers. It was suggested the castle be pulled down but, in the 1800s, people started to care more about looking after old buildings and decided to protect Orford Castle's medieval remains. The last section of curtain wall fell in 1841 but Henry II's unique polygonal keep still survives to its full height and is very well preserved.

## ORFORD CASTLE IN THE 20TH CENTURY

Orford Castle was bought and gifted to the Orford Town Trust by Sir Arthur Churchman in 1928. It was opened to the public as a visitor attraction in 1930.

During the Second World War 1939–45, the castle was needed by the army and a **radar observation post** was built on the roof. Some damage was done during the war years and items went missing but many have since been found by the Orford Museum Trust. The Orford Museum Trust looks after the town's collections and history, and has created an exhibition in the castle's upper hall.

In 1962, the Orford Town Trust gave the castle to the Ministry of Works (now English Heritage).



Orford Museum Trust's exhibition in the upper hall on the second floor of the keep.

# GLOSSARY

TRICKY TERMS AND WHAT THEY MEAN

Below is a list of words you might come across while exploring Orford Castle. Use this Glossary to find out what they mean.



Hugh Bigod was a rebel baron who had land and castles in Suffolk. He played a key part in a rebellion against King Henry II in 1173–4.

**antiques** – old things, such as buildings objects and paintings, which have high enough value to be collected or sold

**archbishop** – the head of the Catholic church in England

**baron(s)** – a land-holding nobleman who was granted land by the king for loyal service. Disloyal barons sometimes used their land to become very wealthy and powerful so that they could rebel against the king.

**borough** – a town, village, or part of a large city that is important enough to have its own Member of Parliament (MP) who helps the government to make decisions about how the country should be run

**civil war** – a war between groups of people who live in the same country

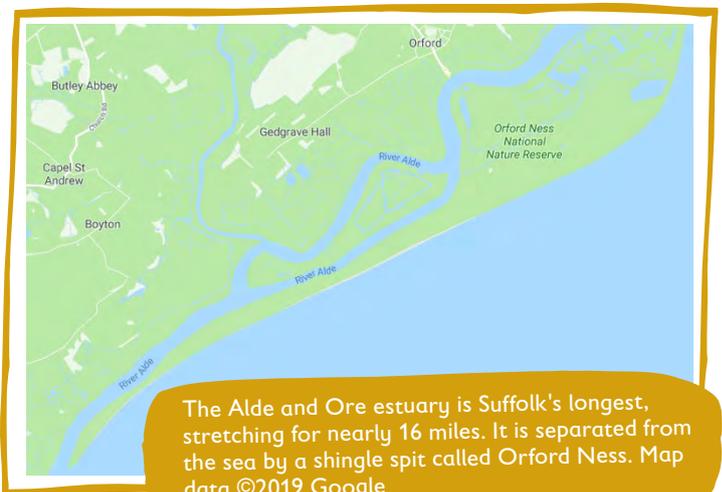
**dock** – a place in a harbour where ships are tied up to be loaded unloaded and repaired

**earl** – the title given to an important English nobleman

## English Civil War (1642–51)

– a series of armed conflicts between the Parliamentarians and the Royalists. They disagreed about how the country should be governed.

**estuary** – the mouth of a large river, where the fresh water of the river meets the salt water of the sea, and the water level is affected by the tide



The Alde and Ore estuary is Suffolk's longest, stretching for nearly 16 miles. It is separated from the sea by a shingle spit called Orford Ness. Map data ©2019 Google

**First Barons' War** – a civil war between King John and his barons (land-holding noblemen) who were angry that John had broken the rules set out in Magna Carta. The barons were supported by the King of France.

**friary** – a church building or community where religious men known as friars lived and worked

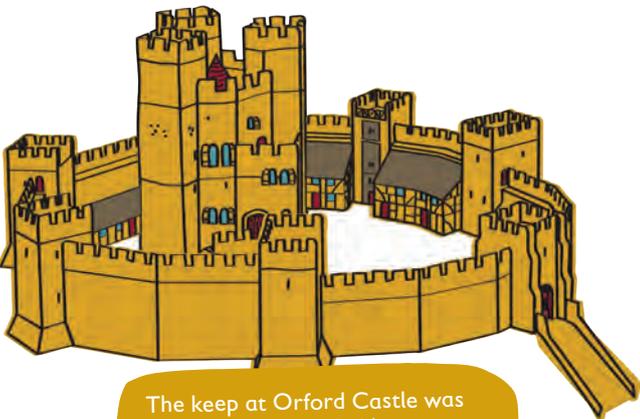
**garrison** – a group of troops, including foot soldiers and cavalry (on horses), living in a castle, with the job of defending it

**government** – the group of people in charge of running the country and making decisions about its laws

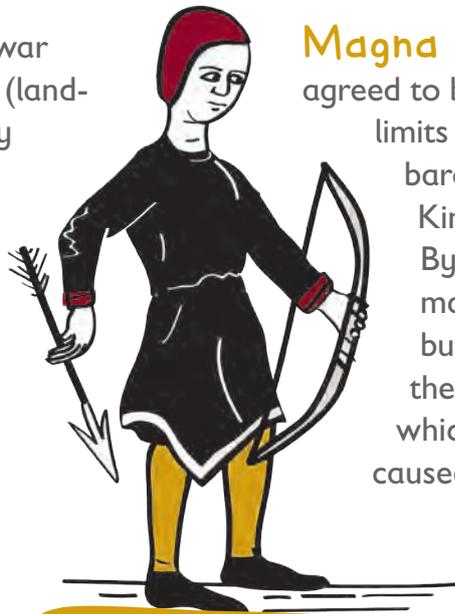
**harbour** – a sheltered spot on the coast, either natural or man-made, where boats can land and be left safely

**heir** – a person who the family estates pass onto when their parents die. In medieval England, only male children could be heirs, and the eldest son would have the first claim.

**keep** – the main tower of a castle, with grand spaces for ceremonies and feasting, and sometimes accommodation for the most important people in the castle



The keep at Orford Castle was originally surrounded by a strong curtain wall with defensive towers and a gatehouse.



Archers were skilled soldiers and important members of the castle garrison in medieval times.

**Magna Carta** – the document agreed to by King John in 1215, placing limits on his power. Most English barons and the Church felt that King John was abusing his power. By signing Magna Carta he managed to calm the rebellion, but not for long. He didn't stick to the rules set out in Magna Carta, which made people angry and caused the First Barons' War.

**manor** – an area of land held by a nobleman (e.g. a lord, earl or duke)

**port** – a town by the sea or on a river, which has a harbour

**radar observation post** – a place used to look out for enemy planes and ships by sending out pulses of radio waves which bounce off the object back to the source

**revolt** – an illegal and often violent attempt by a group of people to change the way the country is ruled, or to remove its ruler (e.g. the king)

**Second Barons' War** – a civil war between King Henry III and his barons

**spit** – a long, flat, narrow ridge of sand or shingle that sticks out from the land into the sea. The sea carries sand and shingle which builds up at the mouth of a river, forming a spit.



Orford Ness (pictured here from the roof of the castle) is a shingle spit which has grown larger over hundreds of years. It is now a protected nature reserve. ©Ron Strutt

# MEDIEVAL BRITAIN

1066–c.1500

EVENTS IN ENGLISH HISTORY

**1135**

King Henry I (r.1100–35) dies with only one heir to the throne—his daughter, Matilda. Stephen, Matilda's cousin, makes himself king which causes a civil war. It is eventually agreed that Matilda's son, Henry, will take over as king when Stephen dies.

**1154–89**

Reign of Henry II.

**1164**

Henry II forces Thomas Becket, Archbishop of Canterbury, out of England. He takes Becket's lands in Suffolk, including Orford.

**1173–4**

Henry's sons and wife rebel against him, supported by many barons. Orford Castle is well prepared and is not attacked.

1100

**1164**

Henry II orders a new castle to be built at Orford.

**1165–7**

Building starts at great speed, with almost £1,000 spent on the castle in the first two years.



**1173**

The castle is complete. It is given a garrison and is stocked with provisions.

**1173–4**

Orford Castle helps Henry II protect the coast from foreign attack and defend against his enemies in England.

**12TH  
CENTURY**

**1199–1216**

Reign of King John.

**1215**

King John agrees to Magna Carta, placing limits on his power. He breaks the rules set out in Magna Carta which angers his barons.



**1215–7**

The First Barons' War.

**1264–7**

The Second Barons' War.

**1272–1307**

Reign of Edward I.

1200

**1216**

During the First Barons' War, Prince Louis, son of the King of France, is invited by rebel barons to seize the throne from King John. Prince Louis captures Orford Castle.

**1264–7**

The Second Barons' War divides England. The castle is captured several times by the different sides.

**1277**

Edward I stays at the castle for one night—the only known visit by a reigning king or queen.



**13TH  
CENTURY**

HISTORY OF ORFORD CASTLE



ENGLISH HERITAGE  
EDUCATION

# MEDIEVAL BRITAIN

1066–c.1500

# TUDOR BRITAIN

1485–1603

**1307–27**

Reign of Edward II.

**1327**

Edward II is forced to give up his crown. His son, also called Edward, becomes king.

**1327–77**

Reign of Edward III.

**1377–99**

Reign of Richard II.

1300

**1337**

Edward III sells the castle to Robert Ufford, Earl of Suffolk.

**1330–1419**

The castle is modernised and glass is put in the windows.

The castle then passes to the Willoughby family and it stays in the family for more than 170 years.



**14TH  
CENTURY**

**1509–47**

Reign of Henry VIII.

**1558–1603**

Reign of Elizabeth I.



**1588**

The Spanish Armada sails up the English Channel, on a mission to invade England. The Catholic king, Philip II of Spain, wants to end Elizabeth I's support for Protestant rebels in his kingdom. The English fleet defeats the Spanish fleet.

1500

**1579**

Orford town is made a borough, which means it has its own Member of Parliament (MP) who helps the government to make decisions.

**1590s**

The Willoughbys sell the castle to Michael Stanhope, an MP with an important place at the court of Elizabeth I.

Later, Stanhope demolishes most of the castle's outer defences and uses the stone to build his new house, Sudbourne Hall.

The castle is then abandoned until its remains are bought by the 1st Earl of Hertford in 1753.



**16TH  
CENTURY**

# GEORGIAN & VICTORIAN BRITAIN

1714–1901

# 20TH CENTURY

1900–1999

**1803–15**

The Napoleonic Wars between France and several other countries, including Great Britain. The French leader, Napoleon Bonaparte, is eventually defeated at the Battle of Waterloo.

**1837–1901**

Reign of Victoria.



1800

**1805**

The 2nd Marquess of Hertford drops his plan to demolish the castle, as it is a useful signalling point for ships during the Napoleonic Wars.

**1831**

The 3rd Marquess of Hertford installs a new roof and floors in the castle keep. He uses it for lunch and shooting parties.

**1872**

The castle passes to Richard Wallace, son of the 5th Marquess of Hertford. He continues to use the castle for parties. Guests probably included the Prince of Wales – the future Edward VII.

**19TH  
CENTURY**

**1914–8**

First World War.

**1939–45**

Second World War.

**1947**

Avocets (a type of wading bird not seen in England for over 100 years) are found breeding on Havergate Island, near Orford Castle. Today, the island's breeding population of pied avocets is one of the largest in the country.



1900

**1928**

The castle is bought by Sir Arthur Churchman and given to the Orford Town Trust.

**1930**

The newly repaired castle is opened to the public for the first time.

**1939**

A radar station is installed in the castle during the Second World War.



**1962**

Orford Town Trust gives the castle to the Ministry of Works (now English Heritage).

**20TH  
CENTURY**

**ORFORD CASTLE TIMELINE**

# SELF-LED ACTIVITY

## A GOOD SPOT FOR A CASTLE



KSI-2

### Recommended for

KSI-2 (History, Geography)

### Learning objectives

- Understand where Orford Castle was built, and why its location was so important to King Henry II.
- Develop confidence with using geographical terminology.

### Time to complete

20 minutes



A preview of the map of castles in Norfolk and Suffolk in 1154. Students can work from the larger version on the next page.

### SUMMARY

Watch 'A Mini Guide to Medieval Castles' on YouTube to introduce the castles topic: <https://youtu.be/RXXDThkJ3Ew> (1 min 55 sec).

Give students the resource on the next page. Work through the activities and questions. You could do this as a class, paired or individual activity depending on the needs of your class.

### TEACHER ANSWERS

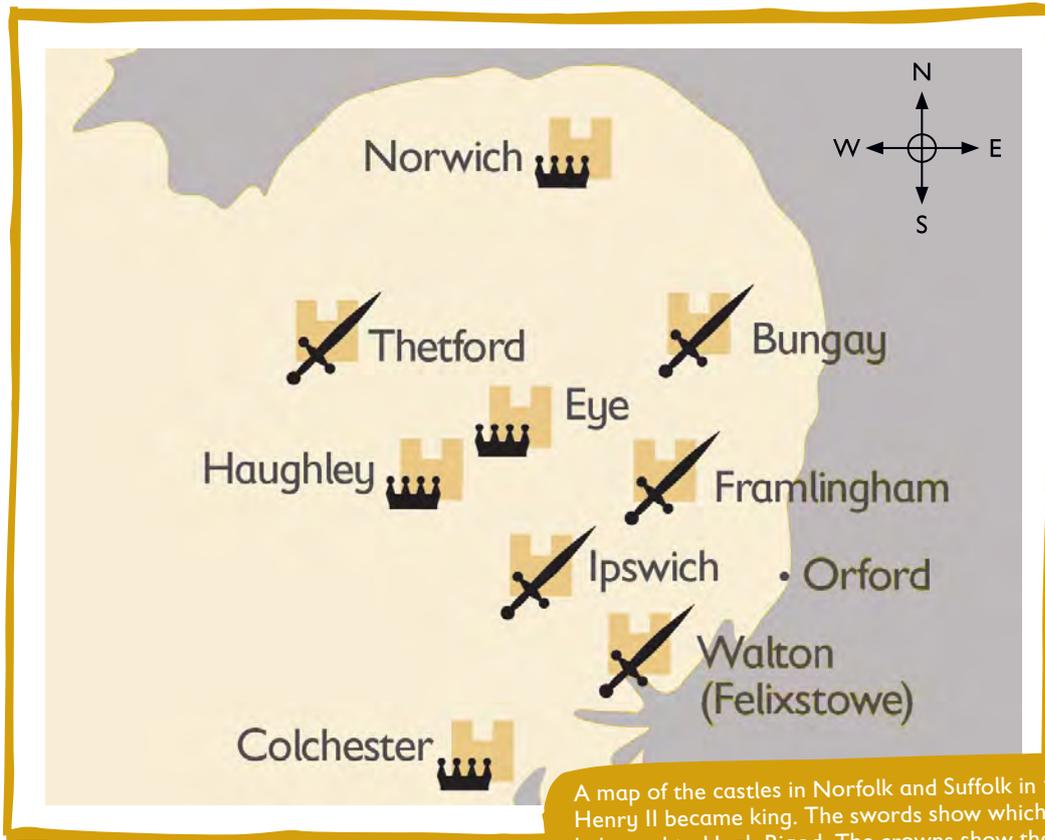
- 1) Label the map with: land (light colour), sea (dark colour), coast (where light meets dark), Norfolk (includes Norwich, Thetford and Bungay castles), Suffolk (includes Eye, Haughley, Framlingham, Ipswich and Walton castles).
- 2) In 1154, how many castles belonged to:
  - a) Hugh Bigod? (5)
  - b) King Henry II? (4)
- 3) Which castle is:
  - a) west of Orford? (Ipswich)
  - b) north-west of Orford? (Framlingham)
  - c) south-west of Orford? (Walton)
- 4) What do these three castles have in common? (They are all in Suffolk. They all belong to the rebel baron Hugh Bigod.)
- 5) Where would you land if you got on a boat and sailed east? (Mainland Europe – France, Belgium or the Netherlands.)
- 6) Draw a castle at Orford. Put a crown on it to show that it belonged to the king.

Next, discuss why it was important for Henry II to build a new castle at Orford. It helped him keep an eye on the rebel baron Hugh Bigod, and also protected the coast from the king's European enemies who might attack from the sea.

### MORE LEARNING IDEAS

Make a class list of geographical terms that students might come across while visiting Orford; e.g. coast, river, estuary, sea, harbour, spit, town, borough.

# A GOOD SPOT FOR A CASTLE



A map of the castles in Norfolk and Suffolk in 1154, when Henry II became king. The swords show which castles belonged to Hugh Bigod. The crowns show the king's castles.

- 1** Label the map with: land, sea, coast, Norfolk and Suffolk.
- 2** In 1154, **how many** castles belonged to:  
a) Hugh Bigod? ..... b) King Henry II? .....
- 3** **Which** castle is:  
a) west of Orford? .....  
b) north-west of Orford? .....  
c) south-West of Orford? .....
- 4** **What** do these three castles have in common?  
.....
- 5** **Find** Suffolk on a map of Europe. **Where** would you land if you got on a boat at Orford and sailed east? .....
- 6** **Draw** a castle and crown at Orford to show it belonged to the king.

# SELF-LED ACTIVITY

## CONTROL THE REBELS



KS3

### Recommended for

KS3 (History)

### Learning objectives

- Understand the climate of political unrest in England during Henry II's reign.
- Imagine being Henry II and make decisions about how to regain control of the rebels.
- Begin to explore the balance of power between Church and State in medieval Britain.

### Time to complete

20 minutes



An illustration of Henry II, the king who built Orford Castle.

### SUMMARY

Start by discussing the struggle for control between the Church and the Crown in medieval Britain. In a deeply religious society, bad relations with the Church would likely damage the king's popularity and ability to make decisions.

Print and hand out enough activity sheets (on the next page) for your class; we suggest students do this as a paired activity.

### TEACHER ANSWERS

Ask students to count up how many As, Bs and Cs they selected. Share the following outcomes with them:

- **Mostly As** – you're too cautious and wouldn't have lasted long as a medieval king! Henry II was more concerned about keeping power than keeping people happy. To be a long-standing king you would have to make unpopular decisions, taking strong action against your enemies (and even friends). Abdication was NOT an option.
- **Mostly Bs** – you and Henry II made very similar decisions! Despite unrest, Henry reigned for an impressive 35 years. He was known as a strong, energetic and sometimes ruthless ruler. Thomas Becket's murder was very controversial and caused widespread outrage. Henry was mostly successful in controlling the rebels but his own family eventually turned against him.
- **Mostly Cs** – you're too reckless and wouldn't have lasted long as a medieval king! Henry II wanted to show his strength but he had to be careful not to make too many enemies. Medieval kings needed to keep the Church on side, so it's best not to upset the archbishop or the pope. To stay in power, you had to be decisive without being too outrageous.

Explain that, in 1173, Henry II's actions led to unrest in England and Europe, causing a great rebellion, led by his own wife and sons. Orford Castle was built just in time to help protect Suffolk from rebel attacks.

### MORE LEARNING IDEAS

Discuss the true level of authority of a medieval king; e.g. Who had the most influence in medieval England: the Crown or the Church?

# CONTROL THE REBELS



How long would you last as a medieval king?

Imagine you are Henry II. Choose one answer for each problem below.



King Henry II.

**1** Your land-holding men (barons) are out of control, claiming royal castles as their own and building new ones.

- a) Let them keep their castles and hope things calm down.
- b) Demand that all royal castles are returned to you and that all new castles be destroyed.
- c) Destroy all the castles so that no one can use them.

**2** You have a problem with a rebel baron called Hugh Bigod, Earl of Norfolk, who has five castles in the local area.

- a) Get a royal army together and attack Hugh Bigod's castles.
- b) Confiscate all of his castles and make him pay a massive fine.
- c) Meet up with him and order him not to cause any more trouble.

**Discuss:** how might Hugh Bigod react to your decision?

**3** You accuse Thomas Becket, the Archbishop of Canterbury, of breaking the law. He escapes to France to avoid you. You remember that he owns land in Suffolk, including Orford, where Hugh Bigod is causing trouble.

- a) Get a message to the archbishop in France, asking for permission to build a castle on his land at Orford.
- b) Do nothing.
- c) Take the archbishop's land while he's out of the country and build a castle at Orford.

**4** Your enemies in Europe threaten to invade, joining forces with rebel barons like Hugh Bigod, to remove you from the throne.

- a) Abdicate (step down as king) to avoid any fighting.
- b) Prepare your castles for war, including Orford, by sending more soldiers and supplies.
- c) Gather an army and attack your enemies in Europe before they get a chance to invade England.



The rebel baron Hugh Bigod.

**Discuss:** why have you chosen this answer?

**5** The pope threatens to exclude you from the Church because of how you've treated the archbishop.

- a) Ignore the pope's threats and carry on as you were.
- b) Let the archbishop return to England.
- c) Apologise and do whatever the pope tells you to.

### HINT

Medieval kings believed they were chosen by God, so being excluded from the Church was a serious problem.

**6** The Archbishop, Thomas Becket, excommunicates (expels) three bishops who support you, which limits your power.

- a) Admit defeat and step down as king.
- b) Put the archbishop in prison.
- c) Complain about the archbishop to as many people as possible.

### DID YOU KNOW?



In 1164, some knights overheard the king moaning about the archbishop and thought they could impress him by murdering Becket. People were shocked and blamed the king for Becket's murder.

**7** A serious revolt is about to break out.

- a) Hide and hope that it dies down.
- b) Spend money on troops and supplies to prepare your castles for war.
- c) Run away to another country.

**Discuss:** what might happen next?

# SELF-LED ACTIVITY

## CASTLE GEOMETRY



KS3

### Recommended for

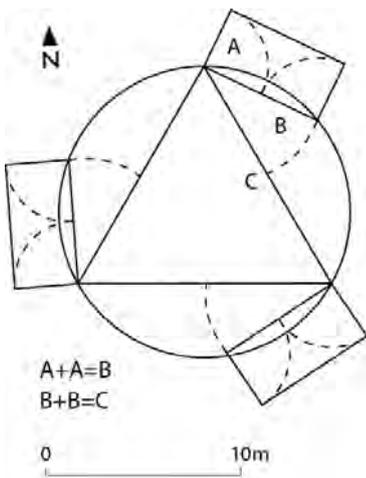
KS3 (Maths, Design and Technology)

### Learning objectives

- Understand that Orford Castle's shape was carefully designed using simple geometry.
- Practise skills of scaling.
- Measure the length of a shape and use this to calculate its area.

### Time to complete

Approx. 20 minutes



A plan of the polygonal keep at Orford Castle. Students can work from a larger version on the next page.

### SUMMARY

The master mason was in charge of building the castle. He designed the building and employed all the men he needed to get the job done. Medieval masons didn't have the computer software architects use today. Most medieval buildings were designed using squares and circles. Simple geometry was used to work out the proportions with a compass and a square, and then scaled up.

The keep at Orford Castle is geometric, its dimensions based on a circle of about 15m in diameter. The width and positioning of the three towers are determined by an equilateral triangle set within the circle, the width of each turret being half the length of the side of the triangle.

### MAIN ACTIVITY

The diagram on the next page helps students to understand the geometry of Orford Castle and take approximate measurements. They should measure the length of A, B and C with a ruler and then scale this up. One centimetre on the diagram equals 200 centimetres (or 2 metres) in real life, so students are working with a scale of 1:200. Therefore, they will need to multiply their ruler measurements by 200 to find the actual length of the side they are measuring (in centimetres). They can then divide this number by 100 to convert it into metres.

The answers are:

- 1)  $A=1.6\text{cm}$  or  $3.2\text{m}$
- 2)  $B=3.2\text{cm}$  or  $6.4\text{m}$
- 3)  $A+A=B$
- 4)  $C=6.4\text{cm}$  or  $12.8\text{m}$
- 5)  $3.2\text{cm} \times 6.4\text{m}=20.48\text{m}^2$

### MORE LEARNING IDEAS

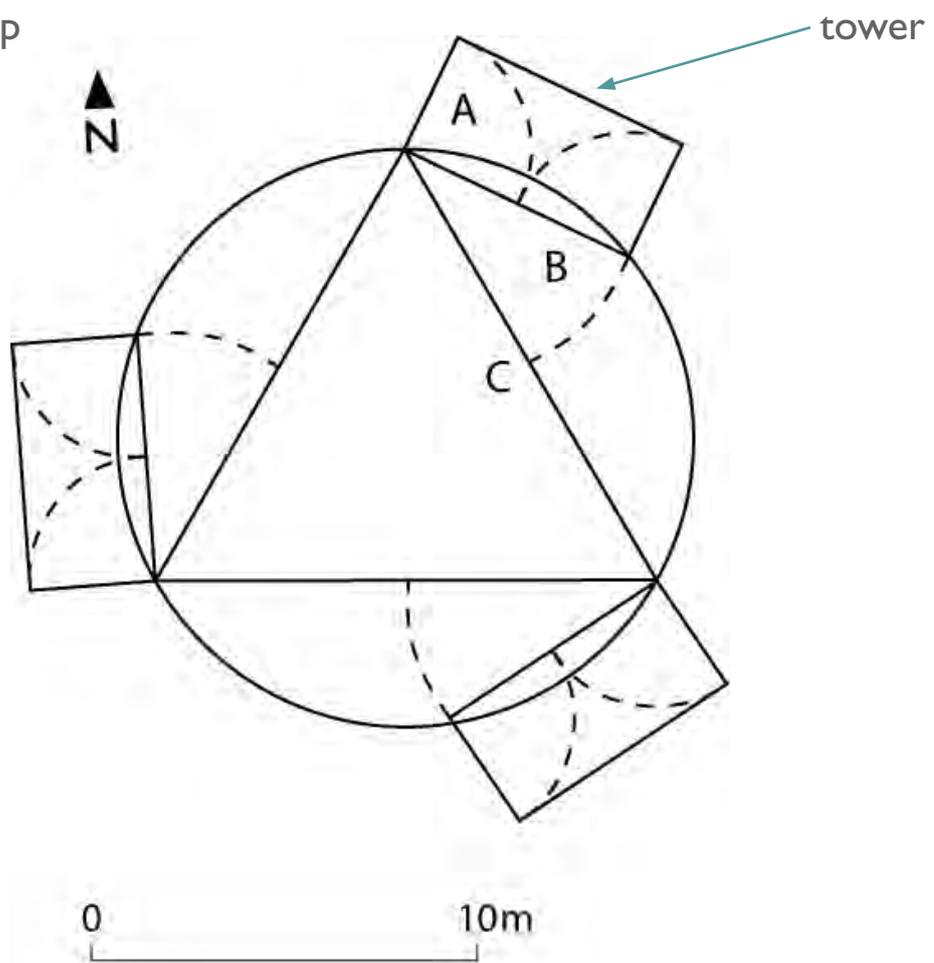
During your visit, walk around the outside of the keep and inspect the scale and shape of it. Ask students: is it bigger or smaller than you imagined from the diagram?

Back in the classroom, ask students to design their own castle keep, using the basic principles of geometry which they saw demonstrated at Orford Castle.

# CASTLE GEOMETRY



A diagram of the keep at Orford Castle:



**1** **Measure** the length of A.

A = ..... m

**2** **Measure** the length of B.

B = ..... m

**3** **Complete** the formula.

..... + ..... = B

**4** If  $B + B = C$ , **calculate** the length of C.

C = ..... m

**5** **Find** the area of the tower.

(Remember: area = width x length.)

..... m<sup>2</sup>



# AT THE CASTLE

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

# SELF-LED ACTIVITY

## MEET THE PEOPLE OF ORFORD CASTLE



KS2

### Recommended for

KS2 (History, Drama, English)

### Learning objectives

- Understand the roles of the different people who lived and worked at Orford Castle in medieval times.
- Make links between the building and the people who used it.

### Time to complete

45–60 minutes

### Group size

Split the class into 3 groups of approx. 8 students. Each group must be supervised by an adult.

### Preparation

See Teachers' Notes on p.30.



Some of the characters students will find out more about during this activity.

### SUMMARY

Most of the time, the castle probably had a small staff of perhaps 10 to 15 people. When the sheriff came to judge legal cases, do business and collect taxes on the king's behalf, however, he would have brought his own servants and staff, possibly his family, and several knights and soldiers. At these times, the castle would have filled up and really come to life.

### MAIN ACTIVITY

Use the character cards (on pages 26–29) to introduce students to eight people who lived and worked at Orford Castle. You could do this in the classroom before your visit, or when you get to the castle.

At the castle, split your class into three smaller groups. Each group's supervising adult should use the teachers' notes (on the next page) to guide their group through a series of role play activities. The eight characters each link to a different location. Assign one character to each student in the group. Give them the relevant character card and ask them to be in charge of playing that character when it's their turn. Students could come dressed up as their character on the day they visit.

Please be aware of other visitors as you carry out the activities. We suggest one group starts down in the basement and works their way up, while a second group goes to the roof and works their way down. The third group can start in the hall on the first floor and explore the rooms above and below from there.

Back in the classroom, encourage students to come up with questions they want to ask each character. You could use teacher-in-role and hot seating techniques, with students asking their questions directly to you while you are in character.

### MORE LEARNING IDEAS

Older students could write a diary entry or blog about what it's like to live and work at the castle, from their character's point of view. Alternatively, they could work in pairs to record an interview, with one person asking questions and the other in role as their character.

# MEET THE PEOPLE OF ORFORD CASTLE

## TEACHERS' NOTES

KS2

Character	Location	Role play activity
Servant	Basement (barrels)	<p>Ask the student playing the servant to read their character card.</p> <p>Check the supplies: lift the barrel lids to find out what's inside. The rest of the group use their bodies to make a table while the servant pretends to put piles of bowls and plates on the table, ready to dish up a meal.</p>
Kitchen maid	Basement (well)	<p>Ask the student playing the kitchen maid to read their character card.</p> <p>Collect water for the cook: stand around the well and mime pulling up a heavy bucket of water. Now try to carry it without all the water sloshing out.</p>
Sheriff	Lower hall	<p>Ask the student playing the sheriff to read their character card.</p> <p>Create a freeze frame: the sheriff stands in the middle of the hall, with a wide stance and hands on hips, while the rest of the group sit on the stone benches around the outside looking nervous. Discuss: why would they be feeling nervous?</p>
Commander	Lower hall	<p>Ask the student playing the commander to read their character card.</p> <p>Use your senses: students lie on the floor in the hall and close their eyes as if they are sleeping soldiers. What might you hear and feel at night time in the castle? Some ideas include: a crackling fire, snoring or whispering soldiers, echoing voices from upstairs, the commander telling you to wake up, footsteps on the spiral stairs, shutters rattling in the wind.</p>
Cook	Lower hall (kitchen)	<p>Ask the student playing the cook to read their character card.</p> <p>Prepare a meal: students work together, with the cook in charge, to mime lighting a fire, stirring a big pot, pouring water down the drain, turning meat on a spit etc.</p>
Chaplain	Staircase to upper hall (chapel)	<p>When you are on the section of spiral staircase between the first and second floors, dip into the little corridor and take the first left into the chapel.</p> <p>Ask the student playing the chaplain to read their character card.</p> <p>Create a soundscape: work together to hum, sing or chant, like a choir. Try repeating Latin phrases like 'Ave Maria' (hail Mary) and 'Deo gratias' (thanks be to God).</p>
Sheriff's wife	Upper hall	<p>You'll know you're in the hall on the second floor when you see Orford Museum's exhibition.</p> <p>Ask the student playing the sheriff's wife to read their character card.</p> <p>Create a conversation: in pairs, role-play a short conversation between the sheriff's wife and her servant. What might she ask her servant to do and how would the servant reply? Some ideas include: dress her, do her hair, make her food and take messages to people.</p>
Baker	Roof (bakery)	<p>Ask the student playing the baker to read their character card.</p> <p>Pass the bread: one student pretends to be the baker, standing inside the bakery. The rest of the class make a line. The baker gets an imaginary loaf of bread out of the oven and passes it down the line. Be quick (it's hot!) but careful (don't drop it!).</p>

## SERVANT

### Name

Simon

### Age

28

### Job

I do all sorts of jobs around the castle. I collect water from the well, make sure the barrels are full of supplies, and serve food and drink at feasts.

### More About Me

If someone special is visiting, like the sheriff or even the king, I spend most of my time getting the rooms ready by hanging beautiful tapestries, building colourful furniture and polishing the silver tableware.



## KITCHEN MAID

### Name

Maud

### Age

21

### Job

I'm a servant who helps in the kitchen. I clean, fetch water from the well and help with the cooking.

### More About Me

I spend most of my time scurrying up and down the stairs between the basement and the kitchen. Preparing for a feast can be quite stressful. You should see the washing up afterwards!



## SHERIFF

### Name

Lord Bartholomew de Glanville

### Age

55

### Job

I'm in charge. I visit the castle to collect money owed to the king from trade at the port of Orford. I also judge local cases where people have broken the law.

### More About Me

When I visit with my wife and family, the castle really comes to life. The plain plastered walls are covered with colourful tapestries and there's feasting and music.



## COMMANDER

### Name

Sir Walter de Warenne

### Age

50

### Job

I'm a knight with lots of fighting experience. I got this injury during a battle. At the castle, I run a small crew of about five soldiers and ten servants. I take my orders from the sheriff.

### More About Me

I spend most of my time on the first floor. The kitchen, toilets and chambers mean there's plenty of room for me and my staff to live and sleep here. The floor above is reserved for the sheriff and his family when they visit.



## COOK

### Name

Edmund

### Age

31

### Job

I make meals for the people living and working at the castle. A small team of kitchen hands help me cook.

### More About Me

I spend most of my time in the kitchen on the first floor. It's big enough to cook for the 15 or so people who normally work at this castle. But when the sheriff comes with his family, officials and servants, we cook down in the bailey outside. There are no modern appliances like ovens, toasters and kettles... we do everything ourselves, by hand.



## CHAPLAIN



### Name

Roger de Wickham

### Age

46

### Job

I am trained by the church to conduct religious ceremonies and lead worship at the castle.

### More About Me

I spend most of my time in the chapel. I sleep nearby in a private chamber. The people who live and work here attend worship every day, where we sing songs of praise to God. We all believe the king is chosen by God. The beautiful chapel is the king's way of saying thank you to God.



## SHERIFF'S WIFE

### Name

Lady Isabella de Glanville

### Age

52

### Job

If my husband needs to leave for a while, I'm in charge.

### More About Me

I spend most of my time in the hall on the second floor. The side rooms are for us to get dressed in or for family and guests to sleep in.

We have our own little kitchen. I don't get my hands dirty in the kitchen but I do like to keep an eye on what the servants are cooking.



## BAKER

### Name

Thomas

### Age

33

### Job

I make bread in the bread oven.

### More About Me

I spend most of my time in the bakery, up on the roof. There are plenty of mouths to feed. When the sheriff, his family and his officials come to visit, I have quite a job making enough bread to go round!



# SELF-LED ACTIVITY

## THE KING IS COMING!



KS1-2

### Recommended for

KS1-2 (History, Drama)

### Learning objectives

- Imagine being a medieval servant at Orford Castle, whose job it is to prepare the castle for a royal visit.
- Inspect key domestic features of the castle and identify their uses.

### Time to complete

45–60 minutes

### Group size

Split the class into 3 groups of approx. 8 students. Each group must be supervised by an adult.



Castle servants had to do lots of different jobs including cleaning, fetching water, working in the kitchens and helping the sheriff's wife to get ready.

### SUMMARY

On 11 April 1277, Edward I (r.1272–1307) visited the castle; the only time that a reigning monarch is known to have done so. The staff probably didn't get much notice of his visit, so it would have been chaotic as the service areas came to life and the servants sprang into action to make sure the chambers and halls were prepared to a high standard.

### MAIN ACTIVITY

Gather in the lower hall and use the above information to set the scene for students. Explain that they are going to pretend to be castle servants whose job it is to prepare for the king's special visit.

Use the teachers' notes (on the next page) to guide students through the castle.

Photocopy enough checklists and maps (on pages 32–33) for students to have one each. They should tick each thing off as they find it and do it.

If you would like to show students what the rooms may have looked like in the 13th century, print and use the reconstruction drawings provided in the Sources section of this kit (pages 45–46).

Please be aware of other visitors as you do the activities. Supervise students closely at all times and take care going up and down the spiral staircase. We recommend you climb the narrow stairs in small groups and use the larger central areas to re-group.

### MORE LEARNING IDEAS

Back in the classroom, ask students to imagine what they might have seen and heard at the castle during the king's visit. Some answers include: music, laughter, feasting, wine being poured, dishes being placed on tables, bread being broken, meat being cut, crackling fires, feet scuffing on the floor, servants' footsteps up and down the stairs.

They could use these ideas to make a soundscape, draw a picture or create a piece of descriptive writing about the king's visit. Source 7 (on page 46) shows how the upper hall may have been decorated and prepared for the king.

# THE KING IS COMING!

## TEACHERS' NOTES

KS1-2

Location	Did you know?	Pretend to...
1. Lower hall	There was no glass in the original windows – only wooden shutters. When the king visited, the plain plastered walls were covered with colourful tapestries and there was feasting and music.	Light the fire. Hang tapestries on the walls.
2. Kitchen	Meat was always on the menu at a royal feast. Beef, pork and even deer (if the men had been out hunting) were cooked on spits over the fire.	Light the fire. Pour dirty water down the sink.
3. Toilets	The two toilet seats were originally separated by a wall so it used to be more private. There's no flush. Everything drops down the chute and empties out at the bottom of the keep wall.	Swat the flies away. Shut the door to hide the smell.
4. Basement	Food, weapons and fuel for the fires were stored here. The well is 14 metres deep and it's inside the castle keep in case there's a siege. One of the arched spaces in the wall has a hole in its roof. This was probably a vent to allow a fire to be lit below.	Get water from the well. Check the smoke vent in the recess for the fire.
5. Chapel	This richly decorated room was meant to honour God. Medieval kings believed their right to rule came from God so the chapel was a way of giving thanks. Look for the piscina for holy water and aumbries (cupboards) for storing things.	Say a prayer at the altar. Get candles from the aumbries (cupboards).
6. Upper hall	This was the highest status room in the whole castle. For the king's visit, rugs were laid, tapestries were hung and colourful furniture, including a bed, was added. Look out for the ring of stone corbels around the walls; these supported the wooden joists of the huge domed roof.	Lay the table for a feast. Dust the stone faces in the fireplace.
7. Private chamber	The chamber off the hall was for dressing, or for other family members or the king's officials to sleep in. Warmth from the hall fireplace passed through the wall opposite the windows to heat the room. As you leave, look across to the other side of the windows and you'll see the entrance to a private toilet.	Check that it's tidy. Lay rushes (a marsh plant, similar to grass) on the floor to make it cosy.
8. Roof	This is a great spot for keeping a lookout. If you look inland and see a line of men and horses in the distance, that'll be the king and his household!	Look out in all directions for the king's arrival.
9. Bakery	Bread and pies were baked here. The fire was lit in the smaller hole down to the left. The floor is made of fancy but damaged floor tiles which couldn't be used for a hall or chamber. This bakery cleverly uses the roof space and it could still be used during a siege.	Get bread out of the oven.

While you're on the roof why not try the **Spot the Landmarks** activity on p.39?

# SERVANT'S CHECKLIST

THE KING IS COMING!

Imagine you are a castle servant.  
Get the castle ready for the king's  
special visit. Go round the castle  
and tick each thing off as you do it.



## 1 LOWER HALL

Light fire  Hang tapestries



## 2 KITCHEN

Pour dirty water down sink



## 3 TOILETS

Swat flies  Scrub the seats



## 4 BASEMENT

Get water  Check smoke vent



## 5 CHAPEL

Pray for a successful visit   
Get candles from the cupboards



## 6 UPPER HALL

Lay the table   
Dust the faces in the fireplace



## 7 PRIVATE CHAMBER

Check that it's tidy  Lay rushes



## 8 ROOF

Look out for the king



## 9 BAKERY

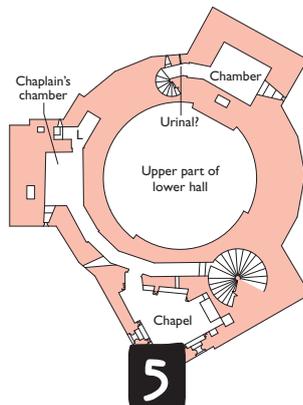
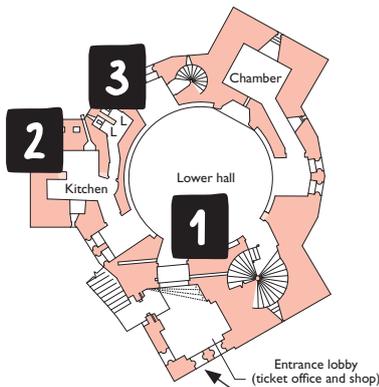
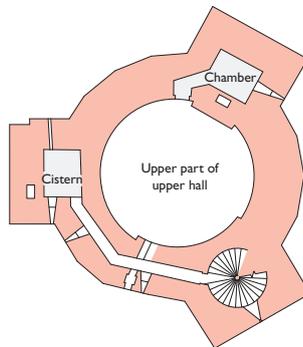
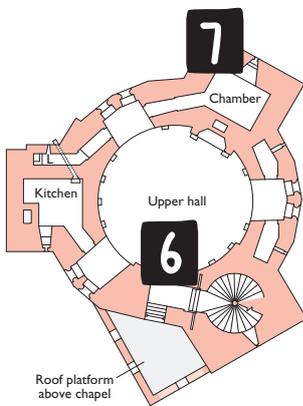
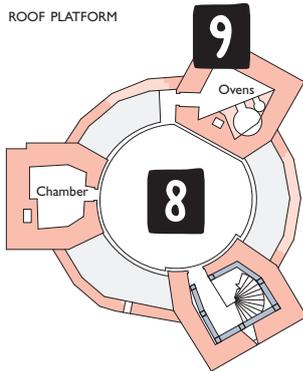
Get bread out of the oven



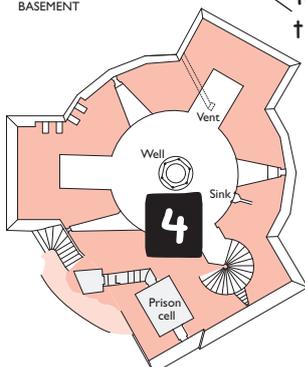
# SERVANT'S MAP



ROOF PLATFORM



BASEMENT



You entered the castle here.

## KEY

- 1** LOWER HALL
- 2** KITCHEN
- 3** TOILETS
- 4** BASEMENT
- 5** CHAPEL
- 6** UPPER HALL
- 7** PRIVATE CHAMBER
- 8** ROOF
- 9** BAKERY

## DID YOU KNOW?



The servants at Orford Castle probably didn't get much notice of the king's visit, so they had to rush to get the rooms and the food ready!

# SELF-LED ACTIVITY

## SPOT THE LANDMARKS



### Recommended for

KS2 and KS3 (History, Geography, Art)

### Learning objectives

- Place Orford Castle in its geographical context.
- Understand Orford Castle's relationship with the surrounding area.
- Develop skills of orientation.

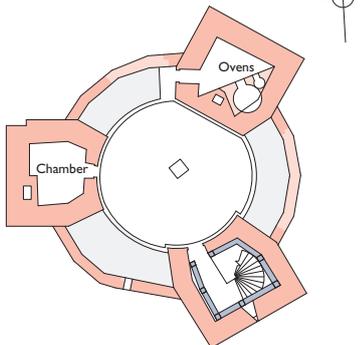
### Time to complete

20 minutes



An aerial view of Orford Castle from the north-west, with the river Alde and Orford Ness in the background.

ROOF PLATFORM



### SUMMARY

Take students up the spiral staircase to the roof of the keep. Please climb the narrow stairs in small groups and be aware that the roof is sometimes shut during bad weather. Once you are at the top, ask students to identify north, south, east and west. The view to the west is restricted but many landmarks can be seen in other directions, showing how the local area has developed over time. Students can use the sketch sheet on p.40 to record what they see.

### LANDMARKS

#### EAST

- River Ore—the river gives Orford its name.
- Orford Ness—this long shingle spit forms a natural harbour, which in the 1100s came much closer to the town.
- Lighthouse—built in 1792.
- Military airfield—used during both world wars for weapons testing and Radar was developed here in the 1930s. Look for five mounds with structures that look like pagodas on the top.
- St Bartholomew's Church, Orford - originally built in the late 1100s.
- BBC World Service transmitters—can they count all 12?

#### NORTH

- Modern houses in Orford town—the modern town is the same size and layout as the port of the late 1100s, when the castle was built.

#### SOUTH

- Felixstowe—container port.
- Havergate Island—this RSPB reserve is noted for its avocets (wading birds).

Back in the classroom, students can use their sketches and notes to make a collage of the landmarks that surround Orford Castle.

### MORE LEARNING IDEAS

Use the aerial photo of the town (Source 10, on page 48) to recall and label the landmarks that students spotted at Orford Castle.

# SPOT THE LANDMARKS



Draw what you can see from the roof of Orford Castle:

A large, empty rectangular area outlined in a thick yellow border, intended for drawing the view from the roof of Orford Castle.

The local landscape around Orford Castle.

Write down any new words that you have learnt today:

Three horizontal dotted lines provided for writing down new words.

Draw something else that you have spotted at the castle today:

A rectangular area outlined in a thick yellow border, intended for drawing something else spotted at the castle.

# SELF-LED ACTIVITY

## ATTACK AND DEFENCE



KS2

KS3

### Recommended for

KS2 and KS3 (History, Design and Technology, Physics)

### Learning objectives

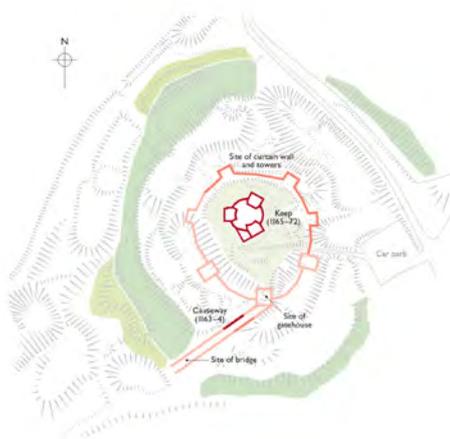
- Identify Orford Castle's key defensive features (including the parts which are now lost).
- Consider different medieval attack and defence strategies.

### Time to complete

Approx. 45 minutes

### Group size

Split students into 5 smaller groups for the 'medieval siege weapons' part of this activity. If you are a smaller class, you can discuss together as a whole group.



The Site Plan of the castle shows the position of the lost curtain wall and causeway.

### SUMMARY

Use the images and Site Plan (on page 38–39) to identify where the old stone causeway used to be. During your visit, take your class to stand on the site of the causeway. While gathered there, show students the aerial reconstruction drawing and set the scene: in 1173 a great rebellion broke out against Henry II, led by his wife and sons. Orford Castle was finished just in time. Extra knights and soldiers arrived to reinforce the castle defences and fight in the name of King Henry II. The garrison possibly grew to as many as 70 men.

Look towards the keep and ask students to discuss what it might have looked and felt like to approach the castle. The stone causeway was flanked by low walls and led to an intimidating gatehouse. There was a strong curtain wall running all the way round the keep, with imposing towers built into it.

Now move towards the keep, imagining you are passing through the gatehouse. Walk clockwise around the keep until you are back where you started. As you walk, ask students to look closely at the building and use the teachers' notes to explain the main ways attackers might try to damage the castle.

### TEACHERS' NOTES

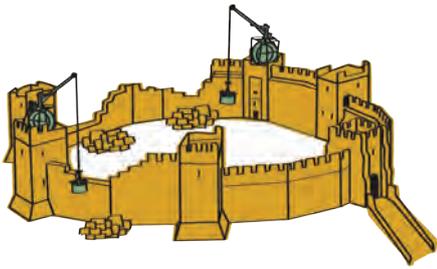
#### Inner bailey

Trap (besiege) the garrison inside the castle walls – starving the defenders into surrender was the easiest method of attack but the attackers themselves needed a plentiful food supply, and often the surrounding countryside had been laid to waste to provide food for the castle, or as a precautionary measure, or both.

#### Latrine chutes

Surprise – sudden night time attacks were the most effective. The latrine chute would have been a vulnerable feature, provided the unlucky attacker chosen to climb up the chute could cope with the smell!

Continued...

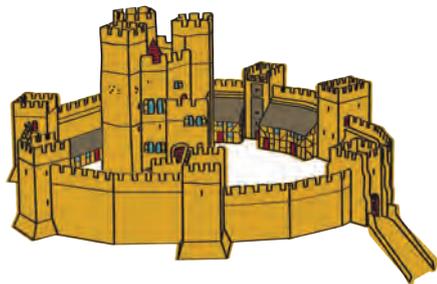


An illustration of Orford Castle being built in the late 1100s.

### Walls and towers

Scale the walls—high walls and towers could be scaled with ladders or ropes attached to grappling irons. A siege tower gave attackers protection but the site had to be on level ground to get it near the walls, and it was impossible to reach the walls if there was a moat.

Destroy the walls—siege weapons, such as battering rams and stone-slinging machines, and undermining could be used to destroy walls and towers, but they each had their pros and cons and needed to be used tactically.

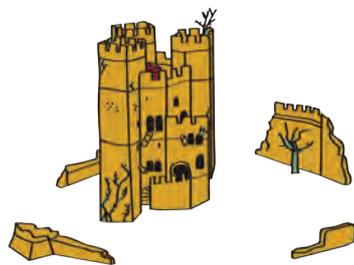


The medieval castle as it may have looked after it was complete in 1173–4.

Once you are back where you started, split your class into five groups. Give each group the table and illustration of medieval siege weapons (on pages 40–41). Assign one type of weapon to each group and ask them to:

1. Read the information about their siege weapon.
2. Circle their siege weapon being used in the illustration.
3. Discuss the pros and cons of using that weapon at Orford (remembering that it used to have a causeway, gatehouse and curtain wall).

Finally, ask each group to feedback what they found out about their siege weapon and have a whole-class discussion about which weapons would be most effective against each line of defence at Orford.



The outer wall was dismantled in the late 1500s so that the stone could be used in other buildings. The keep still stands to this day.

## MORE LEARNING IDEAS

Continue to explore attack and defence strategies inside the keep. Look out for:

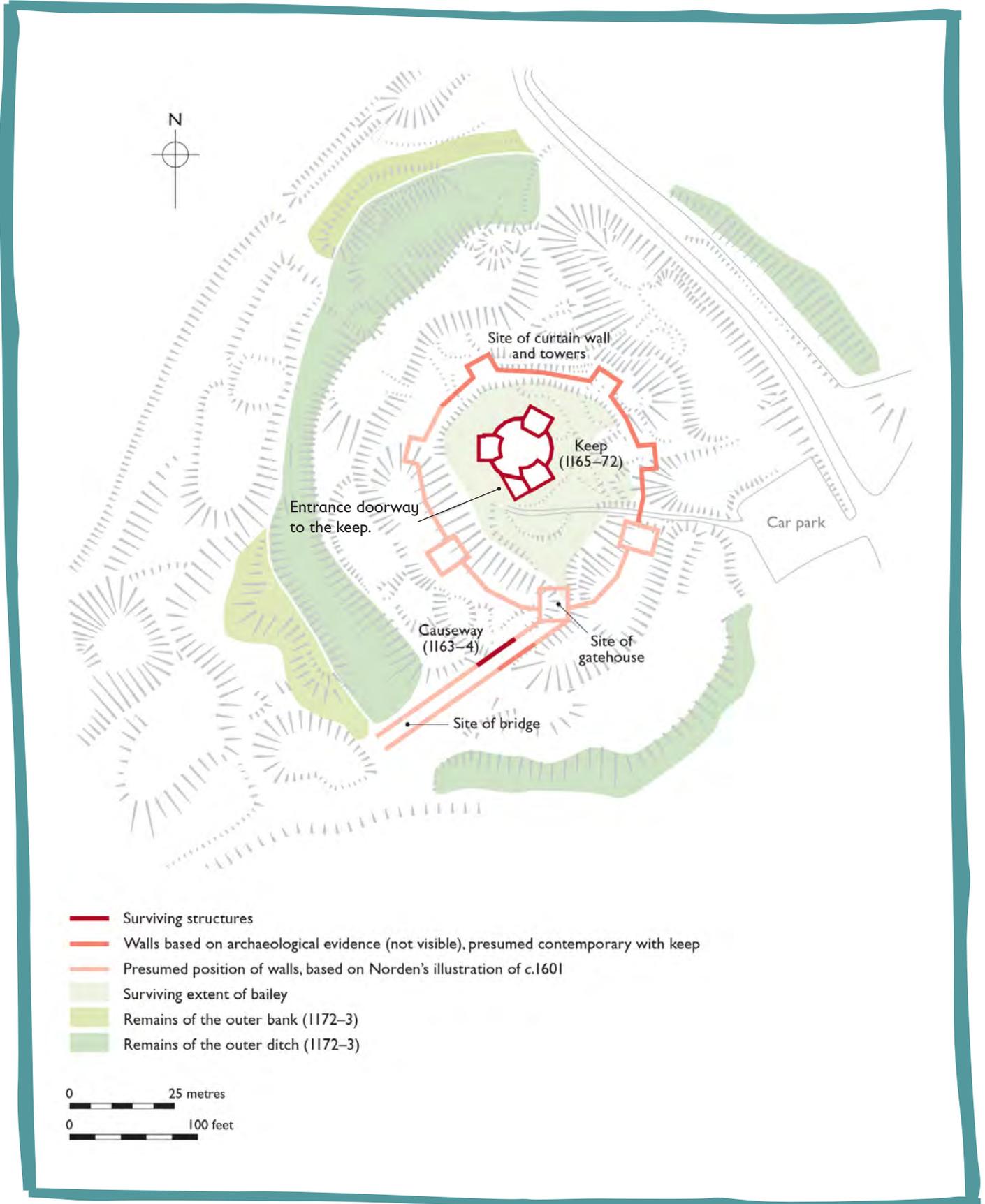
- the highly defended front door from the entrance lobby to the lower hall (where a portcullis used to be)
- how the windows/doors/stairs are engineered to withstand the enormous forces generated by weight pressing down on the structure
- the well (14 metres deep), cleverly protected from attackers in the basement.



A reconstruction drawing showing Orford Castle from the south-east in the 1200s. A curtain wall with a wall walk and towers wraps around the inner bailey. The outer bailey is protected by a huge bank and ditch. There is only one way in and out, via the causeway and gatehouse.



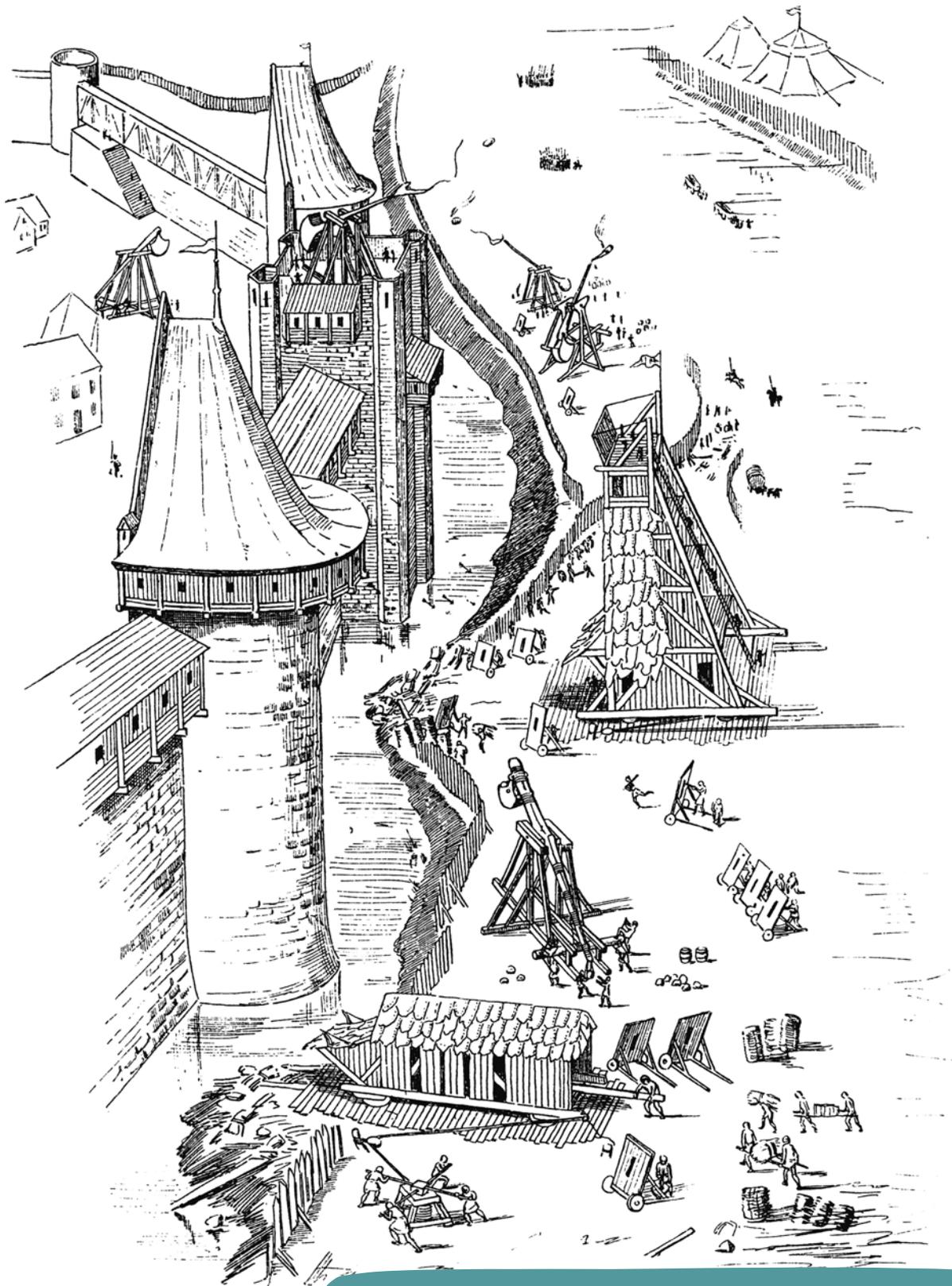
An aerial view of Orford Castle today. Only the keep still stands, but you can see the footprints of where the curtain wall and causeway used to be, and the bank and ditch.



# ATTACK AND DEFENCE



	Name	How it worked	Pros and cons
	siege tower	The tower was built high enough so that when it approached a castle wall, or tower, it could extend a platform to let soldiers cross over it.	The tower protected the attackers inside as they approached the enemy castle, but it had to be on level ground and didn't work if there was a moat.
	battering ram	This was usually a huge felled tree that was pushed on wheels into a castle door or wall to break it down.	The ram could break down a strong gatehouse door but needed to get to it before the drawbridge was pulled up.
	mangonel (MAN-go-nell)	Like a catapult, the mangonel could fling a stone weighing up to 25kg. The stone sat in a cup, held down by a rope – when the rope was released, the cup threw the stone into the air.	The mangonel could launch missiles e.g. large stones over a moat but had to be aimed carefully so the projectile hit its target.
	mantlet (MANT-lit)	This was a sloping board that covered attacking archers on the ground as they aimed arrows at a castle.	This provided good cover for the archers but it needed holes to let the archers see where to aim.
	mining	Miners, or 'sappers', would have crept up to the base of the walls under the cover of a hurdle (frame) and mined into the foundations.	This was a skilled operation that needed trained miners. Square towers were easier to undermine than round ones.



Drawing of a medieval castle being besieged, with the attackers using various siege weapons including a battering ram, trebuchets, a siege tower and mantlets.



# POST-VISIT

Activities and information 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 Orford Castle's history.

## SOURCE 1

### MIRROR CASE

Two halves of a 13th-century mirror case found near Orford Castle. The inside was polished to create a reflective surface.



## SOURCE 2



Latrine chutes at the foot of the western turret.

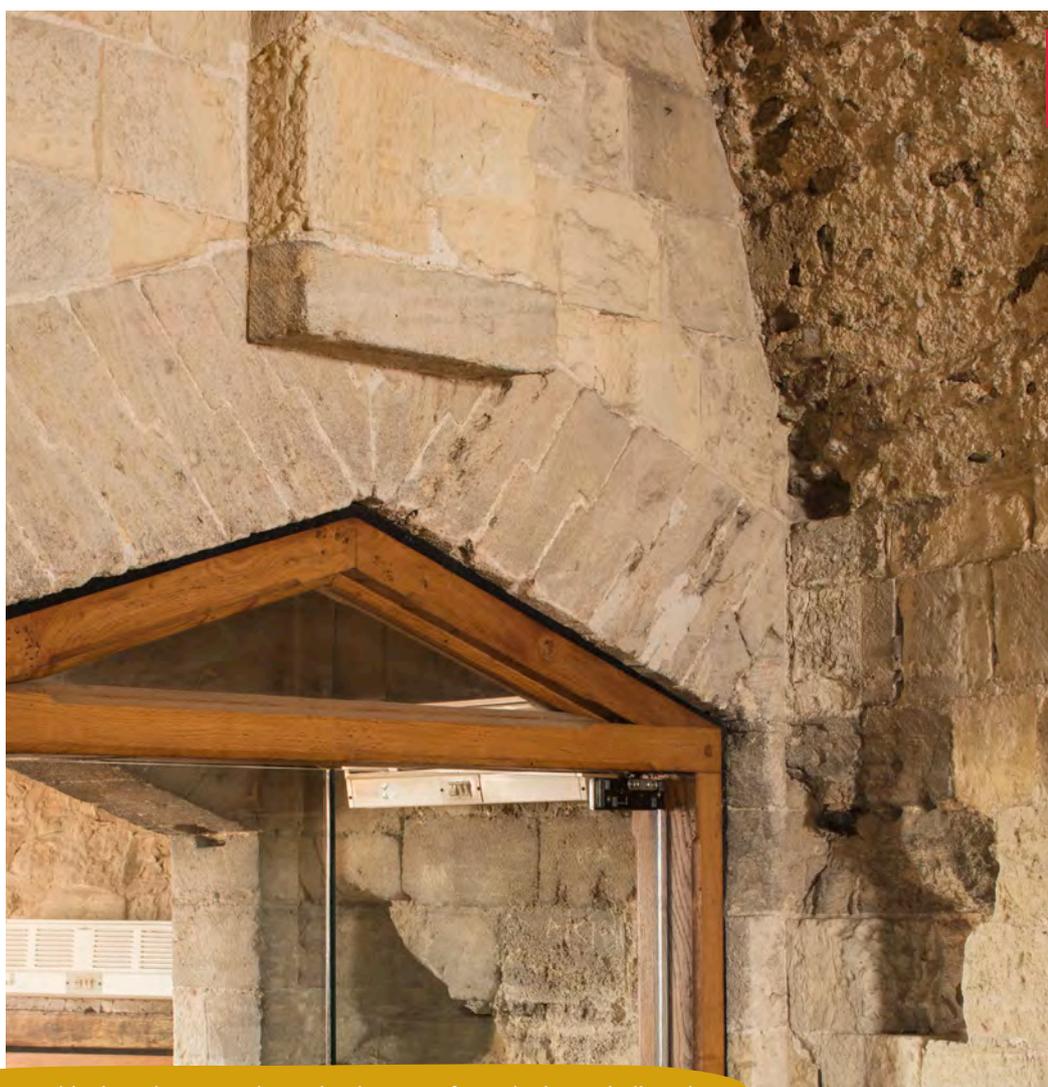
### SOURCE 3

## MEDIEVAL HARNESS MOUNT

A metal harness mount found near Orford. It features a maunch—the sleeve of a woman’s garment with the long cuff hanging down—which appears on the coat-of-arms of the Hastings family. The mount may have been lost by a visiting member of the family.



### SOURCE 4



A stone block sticking out above the doorway from the lower hall to the entrance lobby stopped attackers levering the door up and off its hinges.

## SOURCE 5



A reconstruction drawing of the kitchen off the lower hall in the late 12th to early 13th century.

## SOURCE 6



The chaplain leading prayers and worship in the chapel, as it may have looked in the late 12th to early 13th century.

## SOURCE 7



A reconstruction drawing of the upper hall in late 12th to early 13th century. It was the highest status room in the castle. The fire, tapestries, rugs, bedding and fancy colourful furniture made this room a warm and inviting place to stay.

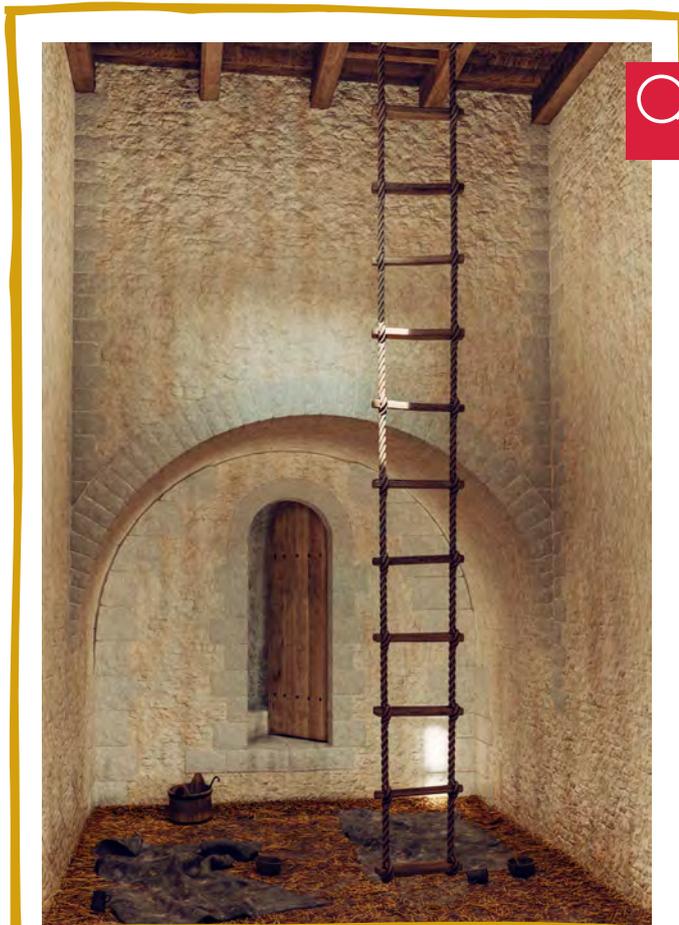
## SOURCE 8

'In the time of King Henry, when Bartholomew de Glanville was custodian of the castle, it happened that the fishermen, fishing in the sea, caught in their nets a wild man, whom in their wonder they brought to the castellan [constable]. He was naked and was like a man in all his members. He was covered with hair and had a long and shaggy beard. The Knight [the constable, de Glanville] kept him in custody many days and nights, lest he should return to the sea ... Whether he would or could not, he would not talk, although oft times hung up by his feet and harshly tortured. Brought into church he showed no signs of reverence or belief ... He sought his bed at sunset and always remained there until sunrise. Whether this was a mortal man or some fish pretending to have human form, it is not easy to conclude, especially as so many tales are told about so many incidents of this sort.'

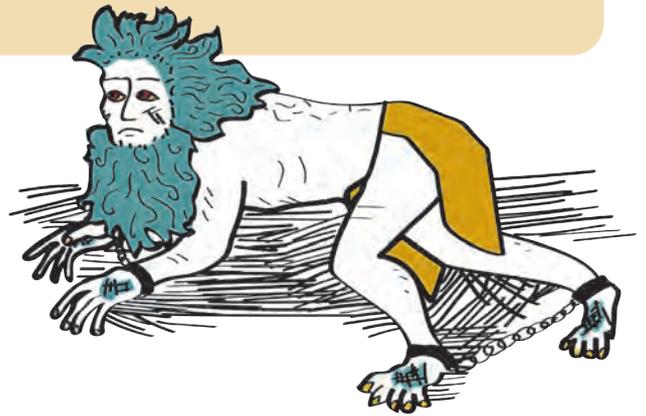
“”

The chronicler Ralph of Coggeshall, writing in about 1207, recorded a strange event that was said to have taken place at Orford Castle. 'Wild men' were popular figures in medieval folklore and often appear in art of the period. The poor creature, whoever or whatever he was, eventually managed to escape back to the sea, according to Ralph of Coggeshall.

## SOURCE 9



Beneath the entrance lobby, and not accessible to visitors today, is a stone cell with a toilet, probably intended as a prison, which could have been entered only through a hole in the floor. This is how it may have looked in the late 12th to early 13th century.





SOURCE 10



An aerial photograph of Orford town.

# SELF-LED ACTIVITY

## CREATE YOUR OWN LEGEND



KSI-2

### Recommended for

KSI-2 (History, English, Art)

### Learning objectives

- Explore the legend of the wild man supposedly imprisoned at Orford Castle.
- Use the story of the wild man as inspiration for story writing and shadow puppetry.

### Time to complete

45–60 minutes



An illustration of the wild man of the sea from the well-known Orford legend.

### SUMMARY

Since prehistoric times, myths and legends have been created by people to help make sense of the natural world. Different folk tales are unique to local areas and get passed down generations, often by word of mouth, so details of the story sometimes get lost or changed.

### MAIN ACTIVITY

Use Source 8 (on page 47) as an exemplar to list the ingredients that go into making a legend:

- places people know (e.g. Orford Castle)
- supernatural or animal characters (e.g. a wild man)
- magical events (e.g. a man who can breathe underwater)
- open-ended narrative (e.g. 'it is not easy to conclude').

Now ask students to use this list as the basis for writing their own legend with original characters and events.

Next, get students to tell their stories using shadow puppetry. You'll need: a white sheet, a torch, thin card, split pins, sticky tape and straws. Students should cut out shapes from the card to represent settings and characters then articulate the characters' limbs using split pins. They can stick straws to the back of their shapes to turn them into puppets. Get students to perform their stories behind a white sheet, with all lights off except a torch for back-lighting. We recommend you search YouTube for shadow puppetry tutorials to help.

### MORE LEARNING IDEAS

Use Source 9 (on page 47) to show that there is a prison beneath the shop which can't be accessed by visitors because there is only one way in and out: through a trapdoor in the floor of the shop. If the story about the wild man is true, it's likely that he was imprisoned in this room.

# SELF-LED ACTIVITY

## COMPARE TWO CASTLES



### Recommended for

KS2 and KS3 (History, Geography)

### Learning objectives

- Understand Orford Castle's main links with Framlingham Castle.
- Consider the similarities and differences between Orford Castle and Framlingham Castle.

### Time to complete

May vary, depending on depth of study



Framlingham Castle is located about 15 miles north-west of Orford Castle.

### SUMMARY

Framlingham Castle, also in Suffolk, is well worth a visit as a comparison with Orford: <https://www.english-heritage.org.uk/visit/places/orford-castle/schools/>

The castles at Orford and Framlingham are both symbols of the struggle between medieval kings and their land-holding men (barons). In the 12th century, a ruling king needed to strike a fine balance between his own power and that of the barons, whose support he needed in order to rule.

### SIMILARITIES AND DIFFERENCES

- Orford was a royal castle (owned by the king) and only its keep survives. Framlingham was a baronial castle (owned by a baron) and only its walls and towers survive. Together, they show the transformation of castle defence during the medieval period.
- Orford's polygonal keep was designed to solve a problem with rectangular towers; their corners could be undermined and brought crashing down.
- The towers built along Orford's curtain walls were a strong first line of defence.
- Framlingham Castle was demolished after Hugh Bigod's rebellion. This cleared the way for his son, Roger, to rebuild in the new style in about 1190. He rebuilt the high walls and towers of the new Framlingham, based on the successful and highly efficient design of Orford.
- Framlingham helps us visualise how the outer defences at Orford must have looked when it was first built.

### MORE LEARNING IDEAS

English Heritage cares for many castles built in the medieval period. Back in the classroom, students could use the English Heritage website to research these further.

Dover Castle: [www.english-heritage.org.uk/visit/places/dover-castle/schools](http://www.english-heritage.org.uk/visit/places/dover-castle/schools)

Castle Acre Castle and Bailey Gate: [www.english-heritage.org.uk/visit/places/castle-acre-castle-and-bailey-gate](http://www.english-heritage.org.uk/visit/places/castle-acre-castle-and-bailey-gate)