



ENGLISH HERITAGE  
EDUCATION

KS1-2

KS3

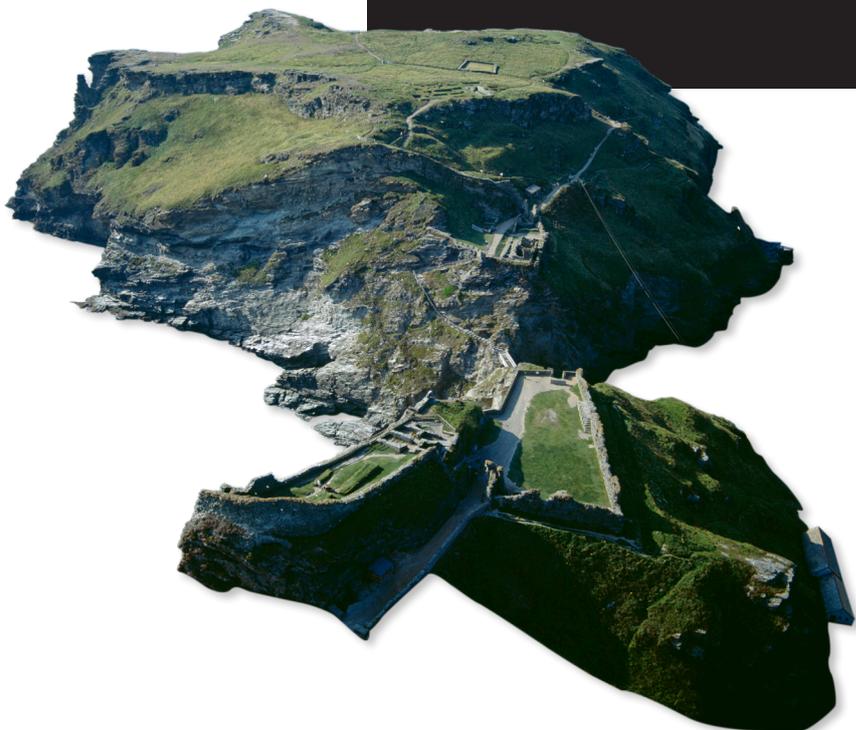
KS4+

## TEACHERS' KIT

Tintagel Castle

Kastel Dintagel

This kit helps teachers plan a visit to Tintagel Castle, which provides invaluable insight into life in early medieval settlements, medieval castles and the dramatic inspiration for the Arthurian legend. Use these resources before, during and after your visit to help students get the most out of their learning.



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# WELCOME DYNNARGH

This Teachers' Kit for Tintagel 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 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 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 Tintgael Castle **Schools page**. You can find more practical information about your booked visit to Tintagel 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 ALHWEDHEN ARWODHIK

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

									
									
AUDIO	SPEAKING	VIDEO	HANDS ON	LOOK	LISTEN	MAP	QUOTE	EXAMINE	
									
WRITE	READ	ROLE PLAY	CHALLENGE	DID YOU KNOW?	SCIENCE	ART	INDIVIDUAL ACTIVITY	GROUP ACTIVITY	

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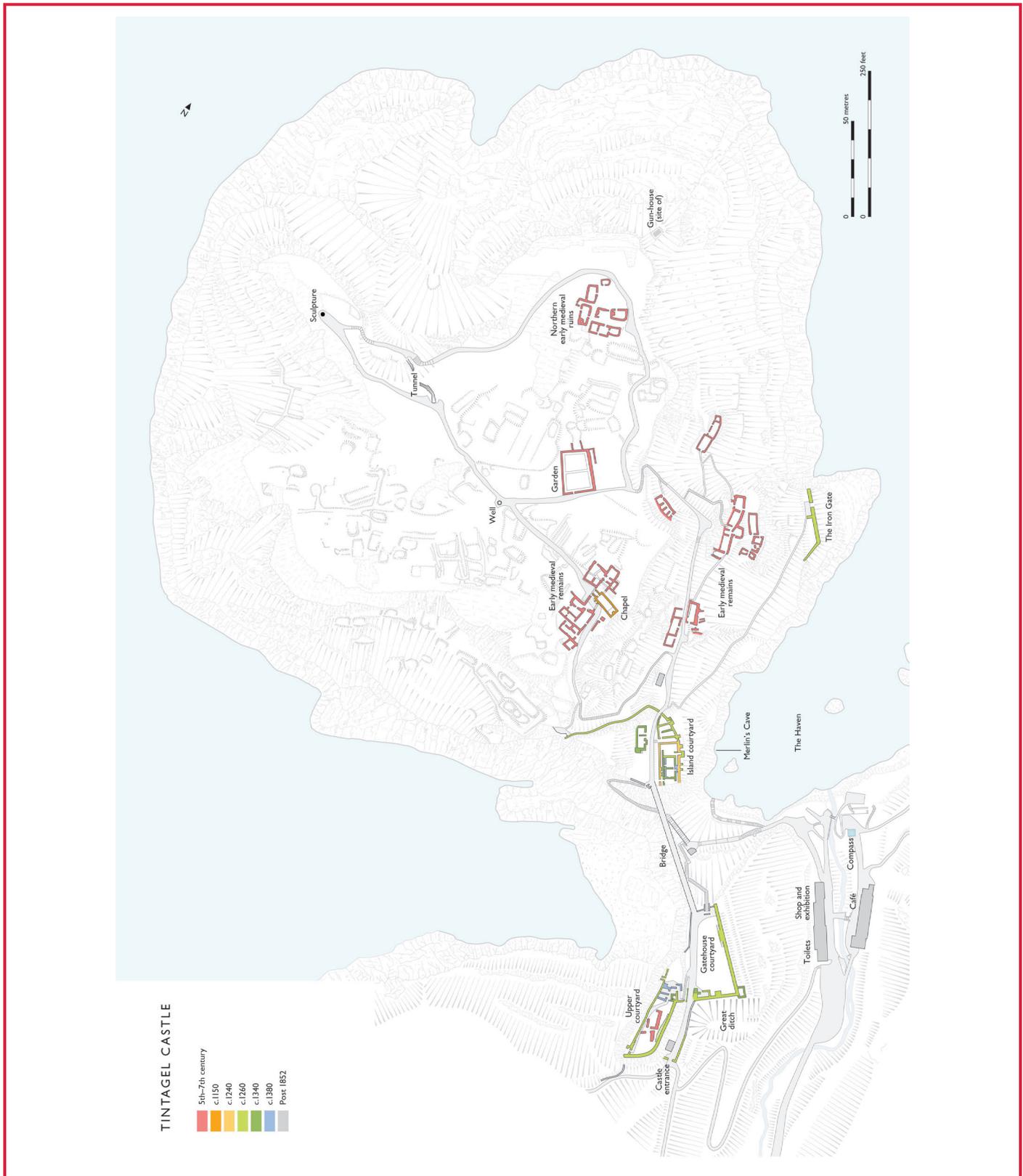


# PRE-VISIT RAG-VYSYT

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

# TINTAGEL CASTLE KASTEL DINTAGEL

## SITE PLAN TOWL AN TYLLER



# HISTORICAL INFORMATION

DISCOVER THE STORY OF  
TINTAGEL CASTLE

Below is a short history of Tintagel 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.

## EARLY AND ROMAN HISTORY

The coastline of this part of Cornwall has lots of narrow bays with high rocky ridges pointing out like fingers into the sea. These **promontories** could be defended from attacks from the **mainland**: before an enemy reached the promontory they could be cut off by a deep ditch. This type of defensive **settlement** was common in the **Iron Age**, such as **Barras Nose**, near **Tintagel**, or The Rumps, to the south-west. It is possible that Tintagel was used as a defensive settlement at this time, but no evidence has been discovered to prove this.

A **Roman milestone** from the 4th century was discovered in Tintagel churchyard, and another, earlier, stone was found in Trethevy, nearly two miles away. The Romans occupied Britain from AD 43 to 410 and probably controlled the metal-mining industry in this area. A purse of Roman coins was discovered in the great ditch at the castle, and pieces of pottery and glass from the 3rd and 4th centuries have also been discovered. However, there is not enough to explain who lived here in Roman times, or what they did.



Tintagel Island is joined to the mainland by a narrow ridge. If invaders attacked from the mainland, the Island could still be protected.



The Roman milestone discovered in the churchyard at Tintagel.

## TINTAGEL TRADES WITH THE WORLD

Roman rule of Britain ended in AD 410. Between the 5th and 7th centuries, while the **Anglo-Saxons** created their kingdoms in south-east England, Tintagel probably became part of the kingdom of **Dumnonia**, whose kings ruled much of Cornwall, Devon and part of Somerset.

**Archaeological** investigations have uncovered evidence of **pottery**, glass and building remains from this time that show that Tintagel was a large settlement with **trade** links to the **Mediterranean**.

Tintagel has by far the largest collection of **imported** pottery of any known site in Britain at this time, and so must have been a key location in the trading network.

A lot of the pottery remains are broken pieces from **amphorae**, which carried wine or oil. They were made in the north-eastern Mediterranean, **Asia Minor** (modern-day Turkey), Syria and Greece; one particular small group were probably made in Spain or North Africa. Other types of pottery found at Tintagel are finely made bowls and dishes from modern-day Tunisia and France. Glass was also traded along the same route as the pottery, and some of the glass found at Tintagel probably came from the **Bordeaux** region of France.

Finding these **artefacts** at Tintagel tells us that in the 5th–7th centuries, trade from the eastern Mediterranean countries extended to **Atlantic Europe**. The traders sent their **goods** to ports in France, Spain or Portugal, where they were unloaded and reorganised onto different trading ships that travelled on to trading ports in Britain, such as Tintagel. Once the ships had arrived in Britain, the traders would exchange their wine, oil, glass and pottery for British goods – possibly **tin**.

In AD 708–9, much of the land of Dumnonia was taken over by the Anglo-Saxon king of Wessex, and Dumnonia's king **Gerent** was left with a smaller kingdom.



A replica of a pottery vessel imported to Tintagel in the 5th–7th centuries.



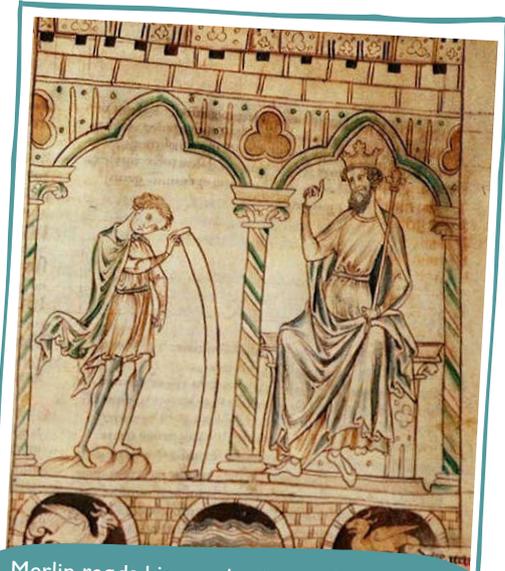
A fragment of a 5th–7th-century glass vessel with traces of original painted decoration (blue, on the left).

## ARTHUR: THE BEGINNING OF THE MYTH

The story of **King Arthur** is one of the best known **legends** in British **cultural** history and is often linked with Cornwall and Tintagel. The first mention of Arthur is in about AD 830, in a **manuscript** called *Historia Brittonum* (*History of the Britons*) by a scholar called Nennius. It is a mixture of historical sources and **folk tales**. In *Historia*, Arthur is described as both a historical figure – a **Christian** war leader who led an army of the kings of Britons against the Anglo-Saxons – a magical person (who could leave a dog's pawprint impressed in stone). At the same time that this manuscript was written, there is evidence that Arthur was already a well-known mythological figure in Cornwall, Wales, Scotland and **Brittany**.

The legend of Arthur became internationally popular from the 1130s, after the publication of *Historia Regum Britanniae* (*History of the Kings of Britain*) by **Geoffrey of Monmouth** (d.1154/5). This was the first time the story of Arthur was linked with Tintagel, which Geoffrey describes as an island **fortress**. A small part of Geoffrey's story might be based on historical fact: the action takes place in 6th-century Britain, when the real Arthur, the war leader, is likely to have lived. However, Geoffrey transforms the earlier accounts of Arthur into legend: he becomes the greatest king of the Britons, who conquered most of western and northern Europe with his army of brave **knights**.

Geoffrey's story describes how Arthur was **conceived** at Tintagel Castle. **Uther Pendragon**, king of Britain, falls in love with Igrerna (Ygraine), who is married to Gorlois, Duke of Cornwall. Tintagel Castle is the duke's strongest fortress, where he sends Igrerna to protect her from Uther. But the duke's adviser, the wizard **Merlin**, magically transforms Uther so that he looks like the duke. Uther then enters the castle, sleeps with Igrerna, and she becomes pregnant with Arthur. The duke dies in battle, and Uther eventually marries Igrerna. Geoffrey's descriptions of Tintagel suggest that he had been there and used it as inspiration for the setting of the story.



Merlin reads his prophecies to King Vortigern. British Library MS Cotton Claudius B VII f.224, from Geoffrey of Monmouth's 12th-century *Prophetiae Merlini*.



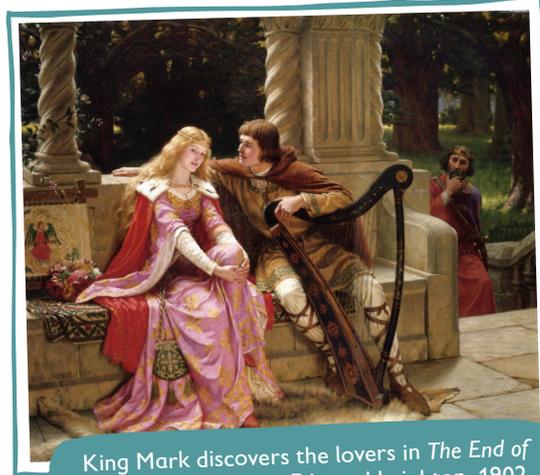
An illustration of Uther Pendragon from the 13th-century *Epitome of Chronicles*, by Matthew Paris.

## THE LEGEND OF KING MARK OF CORNWALL

King Mark of Cornwall first appears in legends from Wales, Cornwall and Brittany. A Breton monk, Wrmonoc, identified the legendary figure of Mark with King Cunomorus who ruled in Cornwall in the 6th century. King Cunomorus' son, Drustanus, is thought to be Tristan from the story of **Tristan and Iseult**. In the 12th century, this story was connected with Tintagel in the first poems about Tristan and Iseult.

These poems describe Tintagel as where King Mark held his **court**, and Tristan is, in this story, his nephew, who falls in love with Mark's wife, Iseult.

By the end of the 12th century, the story of King Mark, Tristan and Iseult had been joined with the legend of Arthur: Tristan had become one of Arthur's **Knights of the Round Table** and Tintagel was the location of King Mark's castle.



King Mark discovers the lovers in *The End of the Song* painting by Edmund Leighton, 1902.

## 13th CENTURY: RICHARD, EARL OF CORNWALL

Richard (1209–72) was the second son of King John (r.1199–1216) and younger brother of Henry III (r.1216–72). As a young prince he would have been familiar with the legend of Arthur and his knights. King Henry made his brother Earl of Cornwall in 1227, making him the most powerful man in the country. In May 1233 Richard bought the **headland** and the surrounding **manor of Bossiney**, whose name was later changed to Tintagel. Richard was asserting his royal power and authority in Cornwall by presenting himself as the successor to King Arthur or King Mark.

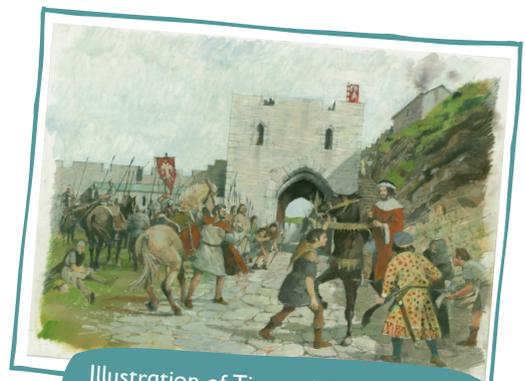


Illustration of Tintagel Castle, as it may have appeared in the 13th or 14th centuries, with the main entrance gatehouse in the background.

It is likely that Richard built the castle at Tintagel, and its ruins can still be seen at Tintagel today. His workforce **quarried** local slate and stone and built over the remains of the 5th–7th-century settlement. Richard had many **estates** elsewhere, and spent a lot of time travelling abroad; there is no record of him ever staying at his castle at Tintagel. There is a theory that the chapel, walled garden and the rock-cut tunnel on the Island were built by Richard, inspired by places in the story of Tristan and Iseult.

## 14th CENTURY: A CASTLE FOR SHEEP AND PRISONERS

Richard died in 1272 and his son Edmund became owner of the castle. Edmund died in 1300 without an **heir** and the earldom of Cornwall and its estates passed to **the Crown**, Edmund's cousin, Edward I (r.1272–1307).

After the death of Edmund in 1300 the castle was not used very much and fell into poor repair.

Over the years, **stewards** looked after the castle, but did not live there; some let the land for farmers to graze their sheep. Despite the neglect of the castle, **Mass** was still said in the chapel on the Island.

By 1345 Edward the Black Prince (1330–76) ordered repairs to the castle, adding new buildings to the Great Hall. The castle was also used as a prison at this time. The resident **constable** of the castle would take custody of prisoners, some sent from London, including, in 1385, the Lord Mayor of London 'for his unruly maioralty'.



The remains of Richard's 13th-century Great Hall and later buildings added by Edward the Black Prince in the 14th century. The constable's house is in the foreground.

## CASTLE IN RUINS AND THE FADING MYTH

Through the 15th and 16th centuries, Tintagel Castle was mostly abandoned. It was visited by **antiquaries** who described its ruined state, and **surveyed** by the advisers to **Elizabeth I** (r.1558–1603) in 1583. Elizabeth did nothing with the castle and when the last constable, John Arundell, died in 1597, the position was abolished.

Once again the legend of Arthur became popular in British culture with the publication of **Sir Thomas Malory's *Le Morte Darthur*** in 1485. It was the first time the story had been published fully in English and again it described Tintagel as where Arthur was conceived.

By the 16th century, however, the legend of Arthur had lost popularity and through the 17th century it declined further. Despite this, antiquarians at this time believed that the legendary Arthur was real, and referred to Tintagel on maps and documents as the castle belonging to the famous Arthur, king of Britain.



Elizabeth I, who abolished the position of castle constable at Tintagel Castle.

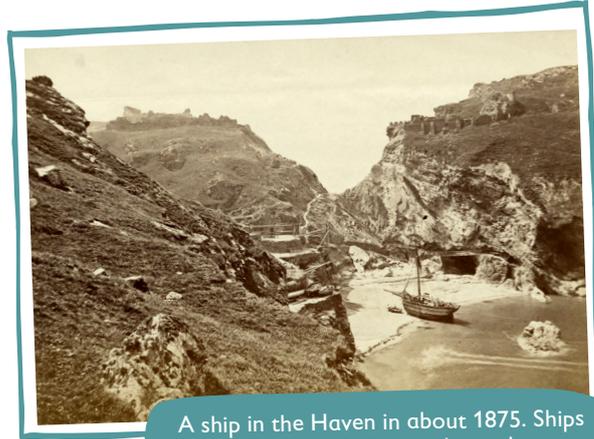
## LOCAL INDUSTRY AT TINTAGEL

During the 17th century, Tintagel had become a busy centre for local **industry**. The nearby slate quarry at **Delabole** is recorded at this time and by 1650 there were 21 quarries active in the sea cliffs on either side of Tintagel. Quarrying slate required a lot of work.

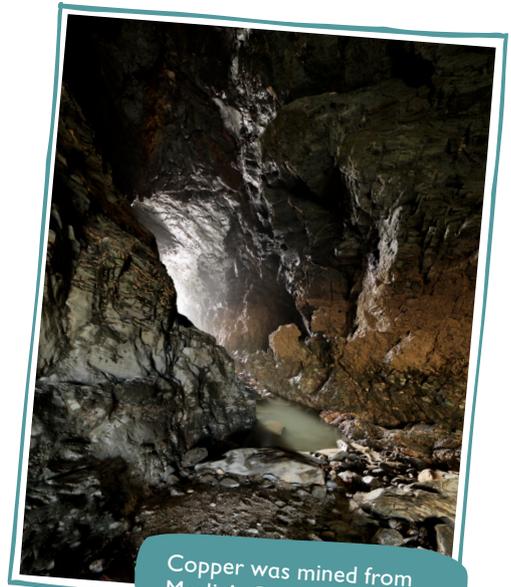
The stone was cut out of the cliffs by hand, lowered down from the cliff by ropes, split into slates using a **chisel** and then transported by sea. At low tide, the slate was loaded into boats waiting in **the Haven** at Tintagel, and when the sea level rose at high tide, the boats sailed out of the Haven with their slate cargo.

**Mining** was another industry at Tintagel with a long history. Cornish tin was **exported** probably as early as the Bronze Age. It is very likely that tin was a major export during the 5th–7th centuries when Tintagel was a trading link with the Mediterranean. **Copper** was also mined from inside **Merlin's Cave** and during the 18th century a mine was opened at Tintagel to extract **galena** (a mineral ore of lead and silver).

The workshop and offices for the 19th-century mine, built around 1880, are the buildings of the café at Tintagel today. You can also see an old **winch** from where goods were hoisted down onto the ships.



A ship in the Haven in about 1875. Ships were loaded with slate at low tide.



Copper was mined from Merlin's Cave in the Haven.

## ROYAL CORNWALL MUSEUM, TRURO

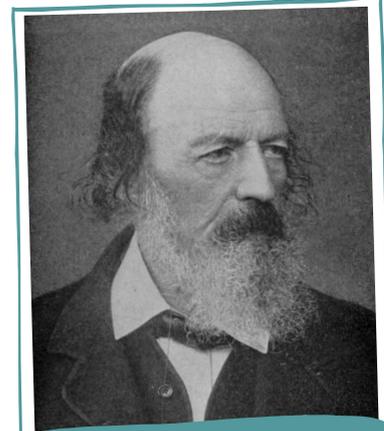
You can find out more about mining and slate quarrying at the Royal Cornwall Museum in Truro. There are also many artefacts discovered at Tintagel on display there.

For more information visit **the website**:  
[www.royalcornwallmuseum.org.uk/our-collection](http://www.royalcornwallmuseum.org.uk/our-collection)



## VICTORIAN REVIVAL: THE LEGEND OF ARTHUR

In the late 18th and 19th centuries, people became interested in the **medieval** period. Medieval-style art, architecture and stories about heroes became popular. This led to the legend of King Arthur again becoming popular in British culture. In 1804, **Sir Walter Scott** produced a new version of the poem *Sir Tristram* that made the love story of Tristan and Iseult popular with 19th-century readers. Since the 13th century, Tristan's character had become one of Arthur's Knights of the Round Table. In 1816, Sir Thomas Malory's *Le Morte Darthur* was published again for the first time since the 17th century.



A photograph of Alfred, Lord Tennyson. Tennyson described visiting Tintagel in a letter to his son: 'Here are great black cliffs of slate-rock, and deep, black caves, and the ruined castle of King Arthur' (Project Gutenberg eText 17768).

The interest in the legend of Arthur continued through the Victorian age and beyond. In 1860 **Alfred, Lord Tennyson**, the famous **poet laureate**, visited Tintagel and it appeared as one of the settings for his poems about the Arthurian legend, *Idylls of the King* (1859–85). In 1923, Thomas Hardy set his play *The Famous Tragedy of the Queen of Cornwall*, the story of Iseult, at Tintagel.

## TINTAGEL AS A TOURIST ATTRACTION

The popularity of the legend of Arthur in British culture led to people visiting places in the country that were associated with the story. Richard Bryn Kinsman, the vicar of Tintagel from 1851 to 1894, did a lot of work to encourage people to visit Tintagel: he built the battlement wall on the south end of the Island courtyard and arranged for steps to be carved into the cliff between the Island and the mainland, so people could get across more easily. He often took visitors around the castle. The main guide at the time for tourists visiting Tintagel was a woman called Florence Nightingale Richards (b.1856) who kept the keys to the castle. Her grandfather had been the **miller** in the valley and he and the family had been guides at Tintagel for 170 years.

The village of Tintagel benefited from tourists coming to visit the site of the ruined castle. Visitors arrived by horse and carriage from Camelford station and in 1899 the King Arthur's Castle Hotel (later known as Camelot Castle Hotel) was built on the clifftop. The hotel is still there today.



The wall built by the Revd. Kinsman and Florence's hut. She retired as a guide at the age of 82.

## 20th CENTURY: DISCOVERING TINTAGEL'S HISTORY

In 1929 the **Duchy of Cornwall** placed Tintagel Castle into the care of the **Office of Works**. In 1933 the **archaeologist** Raleigh Radford began an **excavation** that changed for ever the way the castle's history was understood and explained to visitors. He uncovered many of the ruins on the Island and believed that they were a 6th-century **monastery** with international trading links. However, in 1983 a fire on the Island uncovered more ruins that had been hidden in the ground and experts began to doubt that the ruins were a monastery after all. Archaeologist Christopher Morris's team from the University of Glasgow excavated the site in the 1990s and also questioned this theory.

In 1998, a piece of slate (now known as the 'Artognou' slate) was discovered at Tintagel with graffiti inscriptions dating from the 5th–7th centuries.

Today, Tintagel Castle is looked after by English Heritage for the nation. Our experts now have evidence to support the theory that the remains on the Island at Tintagel are those of a centre of power, possibly a royal seat of kings of Cornwall in the 5th–7th centuries.



The 6th-century 'Artognou' inscription stone, discovered at Tintagel in 1998.

## 2016–2017 EXCAVATION

As part of the Tintagel Castle Archaeological Research Project (TCARP), an excavation by English Heritage and Cornwall Archaeological Unit took place at Tintagel Castle in 2016 and 2017 to discover more about life in post-Roman Britain. The team excavated buried buildings built between the 5th and 8th centuries, and the artefacts discovered there have helped archaeologists understand how and when the buildings were built and what they were used for.

Many interesting artefacts were unearthed, including late-Roman amphorae, fragments of fine glass, and **sherds** (broken pieces) of **Phocaean slipware**. Soil, ceramics, glass, iron, bone and molluscs from the site will be studied by archaeologists to find out their exact age and help to draw a clearer overall picture of the Tintagel headland's story.



Tintagel Castle Archaeological Research Project team working at the excavation site in 2017.

# GLOSSARY

TRICKY TERMS AND  
WHAT THEY MEAN

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

**Alfred, Lord Tennyson** – (1809–92), 1st Baron Tennyson of Aldworth and Freshwater, was a famous poet in Victorian times. His collection of poems, *In Memoriam* (1850), was so successful that he was chosen to be the poet laureate.

**amphora(e)** – a tall ancient Greek or Roman jar or jug with two long handles and a narrow neck for pouring. Amphorae were brought to Britain as a storage method (like plastic crates carrying food today). They usually carried wine or oil.

**Anglo-Saxons** – the groups of people who came from mainland Europe to live in Britain in the 5th century. The group first came from tribes in Germany. Anglo-Saxon kings ruled different areas of Britain until the Norman conquest of England, from 1066.

**antiquary (antiquaries)** – a person who studies or collects antiques or antiquities (before people could be archaeologists)

**archaeology/archaeological** – the discovery of the past through excavation (careful digging) and study of artefacts and other remains

**archaeologist** – a person who studies the human past through the artefacts left behind

**artefact(s)** – an object made by a person that can be used as evidence of a time in history

**Asia Minor** – a geographic region in south-western Asia including modern-day Turkey

**Atlantic Europe** – the western countries of Europe that border the Atlantic Ocean

**Barras Nose** – a headland north of Tintagel Castle

**Bordeaux** – a port city on the Garonne river in south-western France



A replica of an amphora discovered at Tintagel Castle.

**Britons** – the people who lived in southern Britain before and during Roman times

**Brittany** – an area in north-western France that extends out towards the Atlantic Ocean

**chisel** – a long-bladed hand tool that is struck with a hammer or mallet, used to cut or shape wood, stone or metal

**Christian** – a person who is baptised or/ and is a believer in Christianity, the religion based on the person and teachings of Jesus Christ

**conceived** – the act of creating an unborn child or offspring (embryo) by fertilising an egg

**constable** – the governor of a castle

**copper** – a red-brown metal; a chemical element

**court** – the royal household; people who lived with the king and/or queen

**the Crown** – the monarchy; the ruling king and/or queen

**cultural** – relating to the arts and to intellectual achievements

**Delabole** – a large village in north Cornwall, the location of the Delabole Quarry, one of the largest slate quarries in England that has been open since the 15th century

**Duchy of Cornwall** – the royal private estate of the Duke of Cornwall, first begun by Edward III in 1337 and now belonging to the Prince of Wales

**Dumnonia** – a kingdom in Britain between the late 4th and late 8th centuries, in the area that is now Cornwall and Devon

**Elizabeth I** – (r.1558–1603) the last Tudor monarch, the daughter of Henry VIII and his second wife, Anne Boleyn

**estate(s)** – an area of land or property



An archaeologist excavating finds at Tintagel in 2017.

**excavation** – removing earth carefully to find archaeological remains

**export (exported)** – sending goods or services to be sold in another country (the action of doing so)

**folk tale(s)** – a story that is part of a community's culture, passed on by word of mouth

**fortress** – a military stronghold, like a castle

**galena** – a bluish, grey or black mineral that looks metallic

**Geoffrey of Monmouth** – (d.1154/5) an English chronicler (a person who writes accounts of important or historical events) and bishop

**Gerent** – (d.710) a king of Dumnonia who ruled in the early 8th century. During his reign, Dumnonia waged war with neighbouring Anglo-Saxon Wessex. By the end of his reign the lands he ruled over were greatly reduced.

**goods** – merchandise or possessions, for example stock or products

**the Haven** – the sandy bay at the foot of the cliffs of Tintagel; a harbour

**headland** – a narrow piece of land that projects from a coastline into the sea

**heir** – a person who is legally entitled to the family estates. In the Middle Ages, the eldest son would have the first claim.

**Henry III** – (r.1216–72) inherited the throne as a young boy during a difficult time between the barons and the monarchy. In 1225 Magna Carta was re-issued in Henry's name, with clauses (extra articles) to satisfy the rebellious barons.

**Historia Brittonum** – a history of the Britons beginning with the (supposed) settlement of Britain by the Trojans. It is the first source to describe Arthur, who is described as a 'military leader' but not as a king. The work was the most important source used by Geoffrey of Monmouth in creating his *Historia regum Britanniae*.

**Historia regum Britanniae** – published in 1138, one of the most popular books of the Middle Ages. The story begins with the settlement of Britain by the Trojans, through Roman rule, the invasions of and battles with the Saxons, the reigns of Aurelius and his brother Uther Pendragon, and finishes with the story of Arthur.

**Idylls of the King** – published between 1859 and 1885, is 12 poems by the Victorian poet Alfred, Lord Tennyson that retell the legend of King Arthur, his knights and the rise and fall of Arthur's kingdom.

**import (imported)** – buy goods from another country

**industry** – the activity around processing raw (natural) materials and making products in factories

**Iron Age** – a prehistoric period that followed the Bronze Age, when weapons and tools could be made of iron

**King Arthur** – a legendary British leader who, according to medieval histories and romances (the *Matter of Britain*), led the defence of Britain against Saxon invaders in the late 5th and early 6th centuries. His character is probably based on a real war leader who fought in Britain at this time.

**King Cunomorus** – a ruler of Cornwall in the 6th century, whose name means the 'hound-of-the-sea'. He is thought by some to also be King Mark of Cornwall.

**King John** – (r.1199–1216) John lost most of his French lands to King Philip II of France, resulting in the collapse of the Angevin Empire.

**King Mark of Cornwall** – first appears as a local king in Welsh, Cornish and Breton legends, and from the 12th century becomes a key character in the legend of *Tristan and Iseult*. Some identify King Mark with the real King Conomor of Dumnonia or King Cunomorus. Tintagel is usually described as King Mark's castle and court.



King John.

**knight(s)** – in the Middle Ages, an important man who served his sovereign or lord as a soldier

**Knights of the Round Table** – in the legends of King Arthur, the best knights in King Arthur's kingdom. The table was round instead of rectangular to show that all the knights were of equal status.

**legend** – a traditional story sometimes believed to be true but no evidence exists to prove that it really happened

**Le Morte Darthur** – (*The Death of Arthur*), a text by Sir Thomas Malory that retells existing tales about the legend of King Arthur, Merlin and the Knights of the Round Table

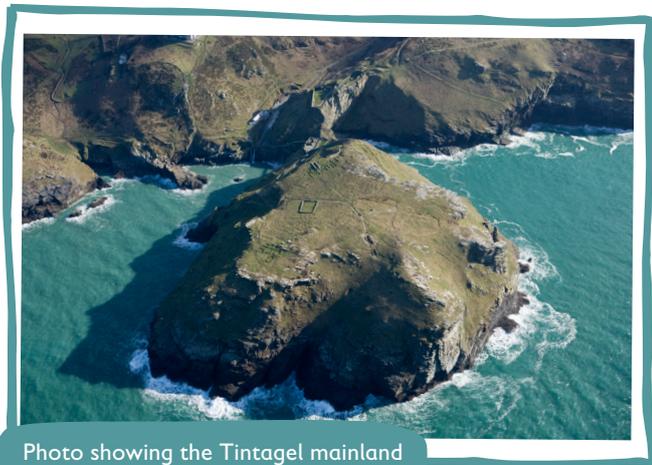


Photo showing the Tintagel mainland (top) and the Island (bottom).

**mainland** – the unbroken land that includes the larger part of a country (as opposed to islands away from the shore of the mainland)

**manor of Bossiney** – an area in north Cornwall

**manuscript** – a book, document or piece of music written by hand instead of being typed or printed

**Mass** – the act of gathering to take Holy Communion, especially in the Roman Catholic Church

**medieval** – a period of history between the 5th and 15th centuries, also referred to as the Middle Ages

**Mediterranean** – the countries bordering the Mediterranean sea

**Merlin** – a figure from Welsh folk tales and, later, a character in the legend of King Arthur, the wizard who arranges or is present at Arthur's birth and advises him as king

**Merlin's Cave** – a cavern at the base of the cliffs of Tintagel. It was probably widened for mining copper. Since the 19th century, it has been known as 'Merlin's Cave', after the success of Tennyson's *Idylls of the King* poems, which describe Merlin discovering the baby Arthur washed in by the waves at Tintagel.

**milestone** – a stone set up beside a road to mark the distance in miles to a particular place

**miller** – a person who owns or works in a mill

**mining** – the process or industry of getting coal or other minerals from a mine

**monastery** – buildings lived in by a community of monks

**Office of Works** – a government department that looked after royal and state buildings. Today, many of the places it cared for are looked after by English Heritage.

**Phocaean slipware** – red-coated ('slip') pottery ('ware') from Phocaea (west coast of modern Turkey)

**poet laureate** – a poet who is honoured by the king or queen with this title for outstanding creative or intellectual achievement



A fragment of the rim of a Phocaean slipware bowl discovered at Tintagel Castle.

**pottery** – pots, dishes, and other items made of clay that is fired (heated at a very hot temperature) to make it hard

**promontories** – points of high land that jut out into the sea; headlands

**quarry (quarried)** – a large, deep pit where stone or other materials are or have been cut or blown out from the rock

**Richard (Earl of Cornwall)** – (1209–72), second son of John, king of England, was Earl of Cornwall (from 1227) and king of Germany (from 1257). He was one of the wealthiest men in Europe.

**Roman** – relating to ancient Rome, the Roman Empire or its people

**settlement** – a place where people arrive and build a community

**Sir Tristrem** – *Sir Tristrem; A Metrical Romance of the Thirteenth Century*; by Thomas of Erceldoune, Called *The Rhymer*, was a long narrative poem version of the legend of Tristan and Iseult, edited by Sir Walter Scott and published in 1804. Scott took the material from a 14th-century manuscript.

**steward(s)** – a person whose job it is to manage someone's property, such as a large house or castle; an officer of the royal household, especially someone who manages Crown estates

**survey(ed)** – examine and report on the condition of a building

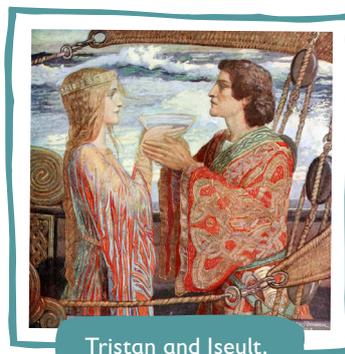
**Sir Thomas Malory** – (c.1415–71) was an English writer and politician and the author of *Le Morte Darthur*. He is thought to be Sir Thomas Malory of Newbold Revel in Warwickshire, a knight, landowner, and Member of Parliament.

**tin** – a silvery-white metal; a natural element

**Tintagel** – the site of the castle, village and surrounding parish; the name Tintagel may

come from the Cornish word 'din' or 'tin', meaning a fortress or natural stronghold, and 'tagell', meaning a constriction: Din Tagell, the Fortress of the Narrow Entrance

**trade** – buying and selling goods (products) and services



Tristan and Iseult.

**Tristan and Iseult** – a romance story that has been retold in many versions since the 12th century. Tristan, a Cornish knight, usually the son or nephew or King

Mark of Cornwall, is sent to Ireland to collect the Irish Princess, Iseult (Isolde, Yseult) to become Mark's wife. Tristan and Iseult fall in love during the journey back to Tintagel, King Mark's castle, and begin an affair.

**Uther Pendragon** – a legendary king in early medieval Britain and the father of King Arthur. The wizard Merlin was his adviser. Uther first appears in early Welsh poems, but his story is fully described for the first time in Geoffrey of Monmouth's *Historia Regum Britanniae*.

**Sir Walter Scott** – (1771–1832) a Scottish historical novelist, poet, playwright and historian. His famous novels include *Ivanhoe*, *The Lady of the Lake* and *Waverley*.

**winch** – a lifting device consisting of a rope or chain winding round a horizontal rotating drum, turned by a crank



Remains of the 19th-century winch at Tintagel.

## ROMANS

AD 308–24

Emperor Licinius reigns over the Roman Empire.



300

c.AD 300

Roman milestones exist in the area near Tintagel; one is inscribed with the name of Emperor Licinius.

It is likely that the cliffs around Tintagel are quarried for slate. Metals including tin are probably mined in this area and exported.

4TH  
CENTURY

## ANGLOS-SAXONS, VIKINGS &amp; BRITONS

AD 410

End of Roman rule in Britain.

c.AD 490

Trade from eastern Mediterranean countries extends across to Atlantic Europe.



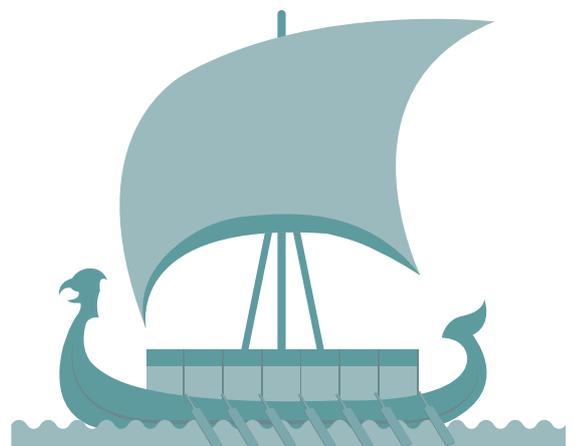
400

c.AD 400–700

A large trading settlement exists at Tintagel, importing and exporting goods by sea from the bay below the cliffs.

Pottery from Greece, France, Spain, Asia Minor (Turkey), Syria, Tunisia and North Africa is imported to Tintagel.

Glass vessels from Bordeaux in France are imported to Tintagel.

5TH  
CENTURY

**NORMANS**  
1066–1154

**1138**

The legend of Arthur becomes internationally popular after the publication of *Historia regum Britanniae* (*History of the Kings of Britain*) by Geoffrey of Monmouth.



**c.1167–80**

Chrétien de Troyes writes five major poems that develop the Arthurian legend. They are very popular in England and France.

1100

**c.1100**

The first known poems of the story of Tristan and Iseult are connected with Tintagel.

**1138**

In *Historia regum Britanniae* (*History of the Kings of Britain*) by Geoffrey of Monmouth, the story of Arthur is linked with Tintagel for the first time. Geoffrey describes it as an 'island fortress'.



**12TH  
CENTURY**

**PLANTAGENETS**  
1154–1485

**1199–1216**

Reign of King John. He has two sons, Henry and Richard.



**1216–72**

Reign of Henry III.

**1227**

King Henry makes his brother Richard Earl of Cornwall.

**1272**

Richard dies and his son Edmund becomes owner of the castle.

1200

**May 1233**

Richard buys the headland and the surrounding manor of Bossiney (later called Tintagel.)

Richard builds the castle at Tintagel over the remains of the 5th–7th-century settlement.



**13TH  
CENTURY**

PLANTAGENETS  
1154–1485

TUDORS  
1485–1603

1300

Edmund dies without an heir and the earldom of Cornwall passes to the Crown, Edmund's cousin, Edward I (r.1272–1307).



1300

1485

Sir Thomas Malory's *Le Morte Darthur* is published. It is the first time the story has been printed fully in English.



1400

c.1300

After the death of Edmund in 1300, the castle falls into poor repair. Stewards manage the estate and the land is leased for grazing sheep.

1337

The Great Hall is described as 'ruinous'; the roof is removed and put into storage.

1345

Edward, Duke of Cornwall, orders repairs to the castle.

1385

The castle is used as a prison, including the Lord Mayor of London 'for his unruly maioralty'.

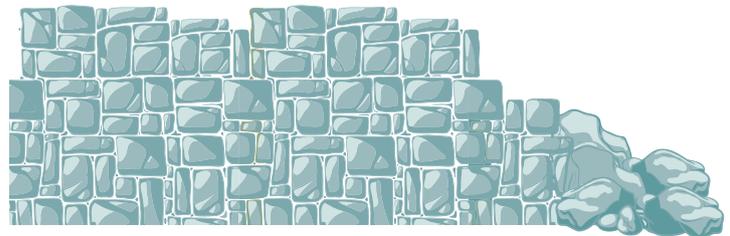
14TH  
CENTURY

c.1400

Through the 15th and 16th centuries, Tintagel Castle is virtually abandoned. Antiquaries who visit describe its ruined state.

1485

*Le Morte Darthur* describes Tintagel as where Arthur was conceived.



15TH  
CENTURY

GEORGIANS

1714–1837

VICTORIANS

1837–1901

1714–27

Reign of George I.

1727–60

Reign of George II



1804

Sir Walter Scott edits a new version of the poem *Sir Tristram*, the love story of Tristan and Iseult.

1816

Sir Thomas Malory's *Le Morte Darthur* is re-published.

1859–85

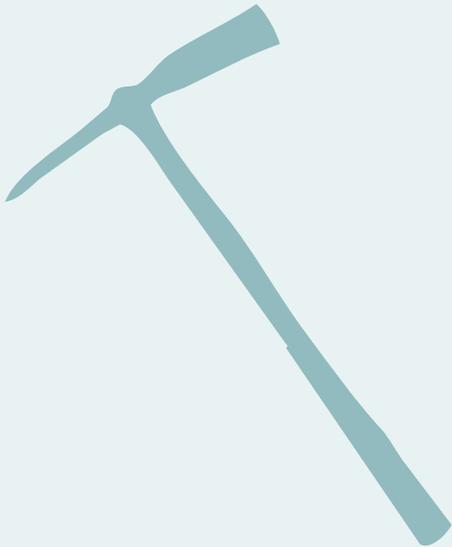
Alfred, Lord Tennyson publishes his poems about the Arthurian legend, *Idylls of the King*.

1700

1800

c.1700

A mine is opened at Tintagel to extract galena (a mineral ore of lead and silver).



18TH  
CENTURY

1806

A galena mine is driven under Tintagel Island.

1859–85

Alfred, Lord Tennyson uses Tintagel as a setting in *Idylls of the King*.

1851–94

Richard Bryn Kinsman is vicar of Tintagel. He encourages people to visit the castle, building a 'ruined' wall on the Island courtyard, and arranging for steps to be carved into the cliff between the Island and the mainland.

c.1880

Workshops and offices for the galena mine are built at Tintagel. Today, these buildings are used for the cafe.

19TH  
CENTURY

WW1  
1914–18

WW2  
1939–45

MODERN DAY

1914–18

First World War.



1923

Thomas Hardy sets his play *The Famous Tragedy of the Queen of Cornwall*, at Tintagel.

1939–45

Second World War.

1952–2022

Reign of HRH Elizabeth II.



1900

2000

1929

The Duchy of Cornwall places Tintagel Castle into the care of the Office of Works.

1933

Raleigh Radford begins an archaeological excavation. On discovering ruined buildings on the island, he believes they are the remains of a 6th-century monastery.

1983

A fire on the Island uncovers more ruins and experts begin to doubt that the ruins were a monastery after all.

1990

Archaeologists from the University of Glasgow excavate Radford's site and they also question the monastery theory.

2016–17

English Heritage and Cornwall Archaeological Unit excavate some of the buildings of the early medieval settlement, discovering pottery and glass fragments from the 5th–8th centuries.

2019

A new footbridge connecting the mainland and the Island opens at Tintagel Castle.



20TH  
CENTURY

21ST  
CENTURY

# SELF-LED ACTIVITY

## BECOME AN ARCHAEOLOGIST



### Recommended for

KS3 (History, Geography)

### Learning objectives

- Use historical enquiry skills to interpret artefacts recently discovered at Tintagel.
- Examine and compare evidence to decide what artefacts tell us about life in the 5th–7th-century settlement at Tintagel, and the settlement's significance.
- Demonstrate knowledge by completing a map of trade routes.

### Time to complete

Approx. 60 minutes



An archaeologist excavating at Tintagel Castle in 2017.

### SUMMARY

This activity will help students understand how historians and archaeologists use evidence to find out about the past, specifically the early medieval settlement at Tintagel.

Begin by explaining that an archaeologist is someone who uses the material remains left by people in the past. Archaeologists analyse artefacts and the remains in the landscape to understand how communities lived. Sometimes they dig to understand the remains better and often find artefacts that they can analyse. Once finds are removed from a site, they are taken to a laboratory. Each find is examined to try to find out its purpose and function, where it was made, how it arrived at the site, when it was made, and how it was made.

As a starter activity, divide your class into small groups and give each group the set of finds group cards cut out from page 27. Now present each group with the set of double-sided artefact cards cut out from pages 28–29. The groups work together to match each find with its correct group. Once all the eight artefacts have been matched with their correct group, bring the class back together to read out their pairs.

The next stage is to look at how artefacts give us clues about the past. Choose an artefact card from one group to look at in detail as a whole class. Model the analysis process using the worksheet on pages 30–31, working through each column and asking the questions. Then give each group copies of the rest of the artefact cards to discuss and complete the worksheet.

Finally, students can complete the map on page 32 showing where the pottery and glass were imported from and plot the trade routes to and from Tintagel in the 5th–8th centuries.

### MORE LEARNING IDEAS

Many finds are also displayed in the Royal Cornwall Museum in Truro. Students could apply their learning about archaeological analysis further by examining these artefacts at the museum and making notes that support their research into the early medieval settlement at Tintagel.

# TEACHER ANSWER SHEET

## BECOME AN ARCHAEOLOGIST

	FINDS GROUP	MADE BY HAND OR NATURAL MATERIAL?	WHERE DID IT COME FROM?	WHAT WAS IT USED FOR?	WHAT COULD THE ARTEFACT TELL US ABOUT LIFE AT THE EARLY MEDIEVAL SETTLEMENT?
<b>Glass fragments</b>	Glass	Crafted by hand.	France or Spain.	Drinking.	At this time glass vessels were rare, so their presence shows the high status and wealth of the people living at Tintagel.
<b>Amphora</b>	Pottery	Crafted by hand.	Greece and other countries in the Mediterranean.	Storing food and drink.	The people living at Tintagel must have been rich and powerful to buy imported Mediterranean wine and oil from thousands of miles away. They also wanted to seem Roman.
<b>Animal teeth and bones</b>	Bone	Natural material. Waste product from killing animals and eating the meat.	The local area?	Eating.	Animal skulls and hooves suggest that the people living at the settlement were butchering their own meat. The fact that there are very few fish remains is unusual, as the settlement was on the coast.
<b>Inscribed slate/ stone</b>	Building materials	Both a natural material and crafted by hand. Mined from the slate cliffs in the local area. Writing scratched on with something sharp.	The local area.	Building structures: a window ledge.	The houses of the settlement were built with windows. Also, people living or visiting the settlement at Tintagel could read and write.
<b>Linen smoother</b>	Glass	Crafted by hand.	France?	Smoothing creases out of clothes.	Used for ironing fine clothes – key evidence for the status of the people living at the settlement. Clothing is a symbol of status, so keeping clothes smooth showed that you were important.
<b>Pewter ring</b>	Metal	Crafted by hand.	The local area or imported from another country.	Wearing as jewellery.	If the ring was made from local tin the people at Tintagel could have been skilled craftspeople. Tin was not a luxury metal, but it could show that wearing jewellery was important and showed high status.
<b>Plant remains</b>	Organic remains	Natural material. Farmed from the land.	The local area.	Eating and drinking.	The people at Tintagel were using crops like barley to make beer.
<b>Phocaean slip ware</b>	Pottery	Crafted by hand.	Phocaea, Anatolia (modern-day Turkey).	Storing food and drink.	The people living at Tintagel must have been rich and powerful to buy imported Mediterranean goods.



## ORGANIC REMAINS

The remains of living (organic) things, like plants, wood or soils, or remains of objects made from living things, like leather (made from the skin of an animal).

## BONE

Bone is found at archaeological sites as food waste. The bones from wild animals are also sometimes found as the result of hunting. Animal bones were sometimes carved and polished into other items, such as handles for cutlery, beads, combs, and many other decorative items. Human remains can be found on archaeological sites.

## METAL

Typical objects found are nails, other metals used for building structures, door hinges and knobs, food cans, keys, bottle caps, toys, weaponry and tools. Metals could also be used to make jewellery.

## GLASS

The most common glass objects are fragments of drinking glasses, perfume bottles, wine or beer bottles. Glass could also have been used for food storage jars, medicine bottles, cosmetic products or windows. Portions of glass decorative objects are occasionally found, as are glass beads.

## POTTERY

Sherds (broken pieces) of items used in kitchens: bowls, cups, plates, serving platters, saucers, storage vessels, and other items used to serve and eat food, or decorative items. There are several different kinds of ceramics, which can then be grouped by their particular finish, decoration and colour.

## BUILDING MATERIALS

Structural materials such as stone, brick, mortar, plaster, wood and roofing slate are very common on archaeological sites. Also found are pieces of the remains of other activities associated with houses, such as ash and charcoal from fires.





## 1. PEWTER RING

The ring is made from an alloy (a mixture of two metals) of lead and tin, known as pewter. The metal is so corroded that it is difficult to know if the tin came from Cornwall.

## 2. GLASS FRAGMENTS

This glass fragment is from a finely made cone cup, probably made in southern France or Spain. At this time glass vessels were rare.

## 3. AMPHORA

These two pieces of amphora, dating from the 5th or 6th century, were found during excavations near the later Great Hall. Produced in Greece, they were used for transporting wine and olive oil.

## 4. INSCRIBED SLATE

This inscribed slate was found during excavations in 1998. It has names written in 6th–7th-century letters, including ‘Artognou’ and ‘Coliavus’, literate people who perhaps lived in the settlement at Tintagel.

## 5. ANIMAL TEETH AND BONES

Most animal bones from Tintagel have been found in early medieval ‘middens’ (rubbish dumps). Most of the bones are cow and pig bones, including head and foot bones.

## 6. LINEN SMOOTHER

Early medieval linen smoothers were often made of dark-green glass. They were about the size of half an orange, comfortable to hold in the hand. They were used cold on damp material to smooth and polish it. They were probably used for collars and cuffs.

## 7. PHOCAEAN SLIPWARE

This slipware is a brownish-red pottery with thin red slip (a clay mixture used for decoration) over the surface. It also has tiny white flecks.

Plates, bowls and dishes were made, often stamped on the inside with crosses. The pottery was probably made in Phocaea, Anatolia (modern Turkey).

## 8. PLANT REMAINS

The plant remains discovered at Tintagel include seaweed, hazelnuts, cereal grains, barley oats, rye and bread wheat. The germinated grains of barley suggest that the people living in the settlement were making beer.





## 2. GLASS FRAGMENTS



## 1. PEWTER RING



## 4. INSCRIBED SLATE



## 3. AMPHORA



## 6. LINEN SMOOTHER



Colchester Museums

## 5. TEETH AND BONES



## 8. PLANT REMAINS



## 7. PHOCAEAN SLIPWARE



# BECOME AN ARCHAEOLOGIST



	Finds group	Natural material or made by hand?	Where did it come from?	What was it used for?	What does the artefact suggest about life at the early medieval settlement?
<b>Glass fragments</b>					
<b>Amphora</b>					
<b>Animal teeth and bones</b>					
<b>Inscribed slate/stone</b>					

# BECOME AN ARCHAEOLOGIST

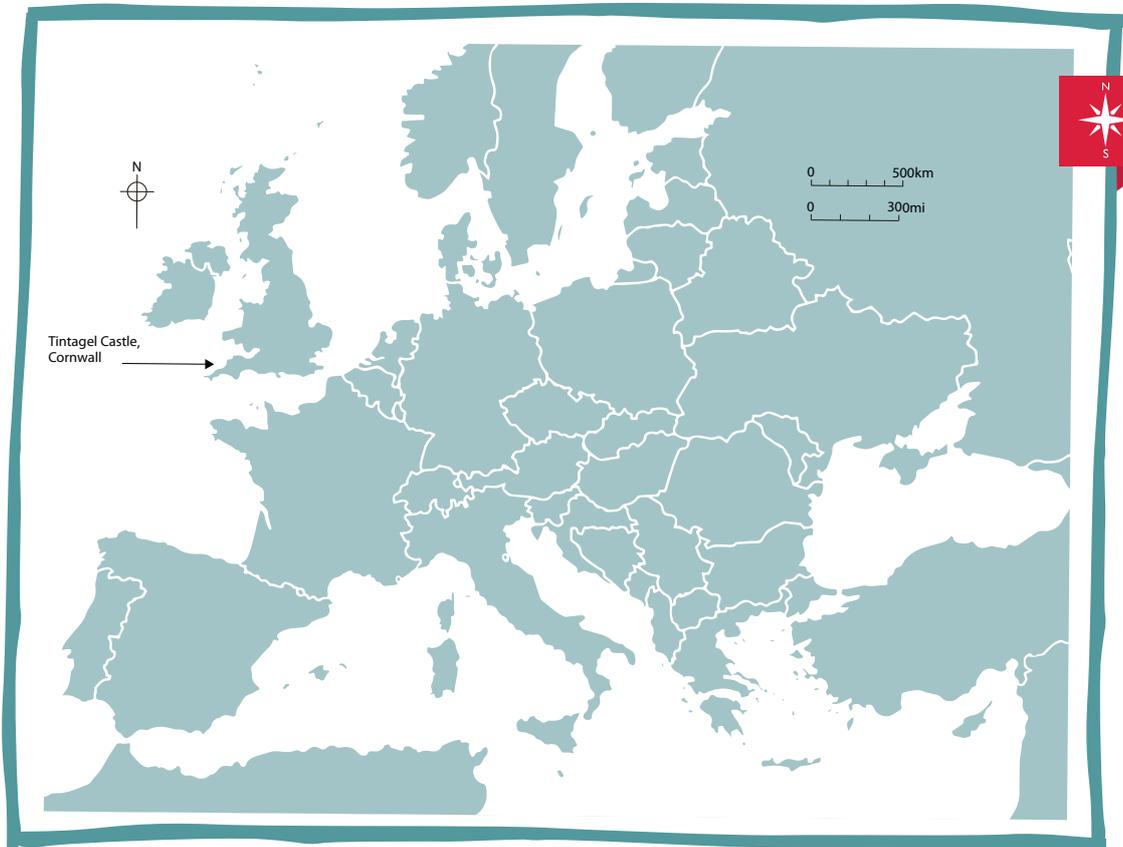


	Finds group	Natural material or made by hand?	Where did it come from?	What was it used for?	What does the artefact suggest about life at the early medieval settlement?
<b>Linen smoother</b>					
<b>Tin ring</b>					
<b>Plant remains</b>					
<b>Phocæan slipware</b>					

# TRADE ROUTES TO TINTAGEL



The pottery and glass artefacts discovered at Tintagel show that ships were bringing these goods from other countries. You're going to discover the trade routes to Tintagel Castle in the 5th–8th centuries.



**1** **Look** again at the artefact cards 2, 3 and 7. What countries were the pottery and glass made in?

Amphora: .....

Glass fragments: .....

Phocaeen slipware: .....

**2** Use the internet or an atlas to **find out** where these countries are in the world. Then label them on the map above.

**3** **Imagine** ships from these countries sailing to Tintagel with their pottery and glass. Draw a line through the seas and oceans from each country to Tintagel to show how far the trade ships had to travel.



# AT THE CASTLE ORTH AN KASTEL

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

# SELF-LED ACTIVITY

## LOCAL HISTORY

### HOTSPOTS



KS1–2

#### Recommended for

KS1–2 (History, Geography, Speaking and Listening)

#### Learning objectives

- Explore some key features of Tintagel Castle and understand how the site has changed over time.
- Discuss ideas about what life at Tintagel Castle was like for different people at different times, and how those people may have felt.

#### Time to complete

60 minutes



Students exploring Tintagel Castle.

#### SUMMARY

Gather your group on the path to the gateway of the castle, near to the kiosk. Explain that you are going to be exploring key evidence hotspots at Tintagel Castle to discover how the castle buildings and landscape have changed over time. You might like to ask your group what they know about erosion before beginning the hotspots tour.

Explain that the students will need to work in pairs or small groups to discuss their ideas at each hotspot. Reassure them that sometimes historians don't know facts for certain because there isn't always very much evidence to prove what they think is true. Today, the students will be examining some of the evidence here at Tintagel Castle.

Use the teachers' notes (on the following pages) to guide students around the site. Photocopy enough checklists and maps (on pages 38–39) for your class. Students should record their progress by ticking each thing off as they find it.

#### CAUTION

Please be aware that the beach of the Haven and Merlin's Cave are only accessible at low tide. **Speak to staff before beginning this activity.** Supervise students closely at all times and take care going up and down stairs. If it is high tide, you can view the Haven and Merlin's Cave from the platforms near the café.

#### MORE LEARNING IDEAS

Back in the classroom, students can explore the local history and geography of Tintagel further through a map-labelling activity. Using the map on page 40, research and label with your students the locations nearby that link with what they have learnt about Tintagel's history: for example, the quarry at Delabole, the Iron Age settlement at Barras Nose and the King Arthur hotel. They could also find out the compass direction for the Mediterranean and label where the ships at the Haven were coming from and going to in the early medieval period and what languages would have been heard at Tintagel at this time.

# LOCAL HISTORY HOTSPOTS

## TEACHERS' NOTES

KS1-2

LOCATION	DID YOU KNOW?	CHALLENGE
1. Great ditch	To the right of the path to the castle entrance is the great ditch, a defensive structure first cut from the landscape in the 5th century. The earth and stone cut from the hillside were piled up to form a steep bank that probably had a wooden palisade (fence) on top to stop invaders. The ditch was probably re-cut in the 13th century to protect the medieval castle entrance.	The ditch was created around 1,500 years ago, long before machines were invented. How do you think the ditch was cut from the landscape?  <b>Answer:</b> By hand! It needed a lot of people and a long time to make. It would have been very hard work, so it must have been important to the people who lived here.
2. Gate tower	These are the ruins of the outer gate tower, built in the 13th century to guard the main entrance to Richard, Earl of Cornwall's castle. The tower entrance was secured by a huge wooden door locked by a timber bar that was drawn into the wall to open the door. There was a chamber above the gate tower for an armed guard.	The huge wooden door was locked with a wooden bar drawn behind it. Can you spot the channel in the stone wall where the bar went?  A guard would have to be in the room above the gateway all night. Would you like to be the security guard at night here?
3. Upper mainland courtyard	This courtyard (and the lower one) were larger in Earl Richard's time, but some of the buildings have fallen away due to erosion. The curtain wall stops at the edge of the cliff, showing where the rest of the building fell into the sea not long after Richard built the castle. The lower wall you see today was added afterwards. The curtain wall had a parapet and a wall-walk, and there are two latrines that empty out over the cliff edge,	Find the remains of a latrine (toilet) in the south-west corner of the upper courtyard. There was no plumbing in the castle in the 13th century. Why do you think the latrine was built here?  <b>Answer:</b> So waste could drop directly down the cliff face into the sea.
4. Footbridge	Until the 13th century the mainland and the Island were joined by an isthmus (a narrow strip of land). The name 'Tintagel' could come from: Cornish 'din' or 'tin' meaning 'fortress' and 'tagell' meaning 'constriction': 'Fortress of the Narrow Entrance'. When Earl Richard began building his castle, the isthmus had begun to erode. He built a drawbridge to cross between the two courtyards. By the 16th century, this had fallen into the sea.	Standing in the middle of the modern bridge (mind the gap!): imagine you are standing on a narrow strip of land. Why do you think Richard built a gate and drawbridge here?  <b>Answer:</b> As the narrowest point of access to the castle, it could be easily defended by pulling up the drawbridge.

Continued...

5. Florence's hut	By Victorian times, tourists began visiting Tintagel Castle. The Tintagel vicar, Richard Kinsman, encouraged people to visit; he built the wall and arched doorway to the Island courtyard so that the ruins looked more like a castle. The hut was used by Florence Nightingale Richards, a guide at Tintagel who didn't retire from showing people around the castle until she was 82.	How would you feel if you sat in this hut all day with the keys to the castle, waiting to showing people around?  Why do you think Florence was a guide until she was 82 years old?
6. Great Hall	The Great Hall was first built in the 13th century. It was the most important building of the castle, where Earl Richard or his ministers would dine, entertain and hold court. However, erosion of the cliffs meant that parts of the building fell away. In the 14th century, smaller buildings were built inside the ruins, which is most of what remains today. At this time, the castle held high-status prisoners of the Crown.	Find the remains of the 13th-century curtain wall with stepped battlements. This once enclosed and defended the whole courtyard.  The smaller building in the footprint of the Great Hall has remains of a buttery, pantry and kitchen. How do you think food and drink were transported to Tintagel Castle?
7. Early medieval settlement	On either side of the path are grassed-over remains of buildings from the 5th–8th centuries. These buildings cover much of the Island and are the remains of a large early medieval settlement that traded goods with countries in the Mediterranean. Pottery artefacts made in countries as far away as North Arica were discovered in this area. Goods arrived by ship to the Haven below the cliffs and were possibly exchanged for tin.	These buildings were built long before the castle. Stand inside and imagine the walls and roof keeping you sheltered from the sea wind.  Why do you think the community built their homes on the Island, instead of the mainland? Are the homes close together or spaced out?  Why do you think they were built in this way?
8. The Haven	The cliffs of Tintagel were probably quarried for slate since the Roman era. The stone was cut out of the cliffs by hand, lowered down from the cliff by ropes, split into slates using a chisel and then transported by sea. At low tide, the slate was loaded onto boats waiting in the Haven at Tintagel, and when the sea level rose at high tide, the boats sailed out of the Haven with their slate cargo.	Find the remains of the platform and derricks (lifting device) in the cliffs. This is where the slate was lowered onto the ships.  Imagine the busy scene here in the 19th century: ships waiting in the Haven to load up with slate; people shouting instructions to each other; the groan of the wooden derricks lowering tonnes of slate.
9. Merlin's Cave	This cavern passes through the neck of the Island and can be entered from the beach. It may have been widened when the cave was mined for copper in the 19th century, but it has also eroded over time as the water rushes through during high tides.  In Tennyson's poem, Merlin discovers the baby Arthur brought in by a wave in Tintagel's cove.	What colour is copper?  Do you think it would have been easy to find, in this cave?  How would you feel if you were a miner down here – what do you think happened when the tide came in?  Look out for the modern carving of Merlin's face in the stone, outside the cave.

# LOCAL HISTORY HOTSPOTS

## TEACHERS' NOTES

CORNISH	ENGLISH
Porthva	Gatehouse
Porthorji	Porter's lodge
Kegin	Kitchen
Fenten (Surface)/Puth (Sunk, stone-lined)	Well
Hel	Hall
Hel Dhowнна	Inner hall
Dillasva	Wardrobe
Pennplas a gevoth	A grand seat of power
An dirwedh	The landscape
Chapel Maria	St Mary's Chapel
Diberthva Dhowнна	Inner ward
An Vresel Civil	The Civil War



ENGLISH HERITAGE  
EDUCATION

KSI-2

# LOCAL HISTORY HOTSPOTS

EXPLORE TINTAGEL CASTLE

See if you can find or do all these things. Tick each one off as you go.



## 1 GREAT DITCH



## 2 GATE TOWER

Channel for draw bar



## 3 UPPER MAINLAND COURTYARD

Latrines

Curtain wall



## 4 FOOTBRIDGE

I crossed the bridge



## 5 FLORENCE'S HUT

I sat in the hut



## 6 GREAT HALL

Curtain wall with battlements



## 7 EARLY MEDIEVAL SETTLEMENT

I stood in a house



## 8 THE HAVEN

Platform for derricks



## 9 MERLIN'S CAVE

Entrance to the cavern





You'll see signs in Cornish language around Tintagel. Can you find out what these words mean?

## KEY

- 1** GREAT DITCH
- 2** GATE TOWER
- 3** UPPER MAINLAND COURTYARD
- 4** FOOTBRIDGE
- 5** FLORENCE'S HUT
- 6** GREAT HALL
- 7** EARLY MEDIEVAL SETTLEMENT
- 8** THE HAVEN
- 9** MERLIN'S CAVE

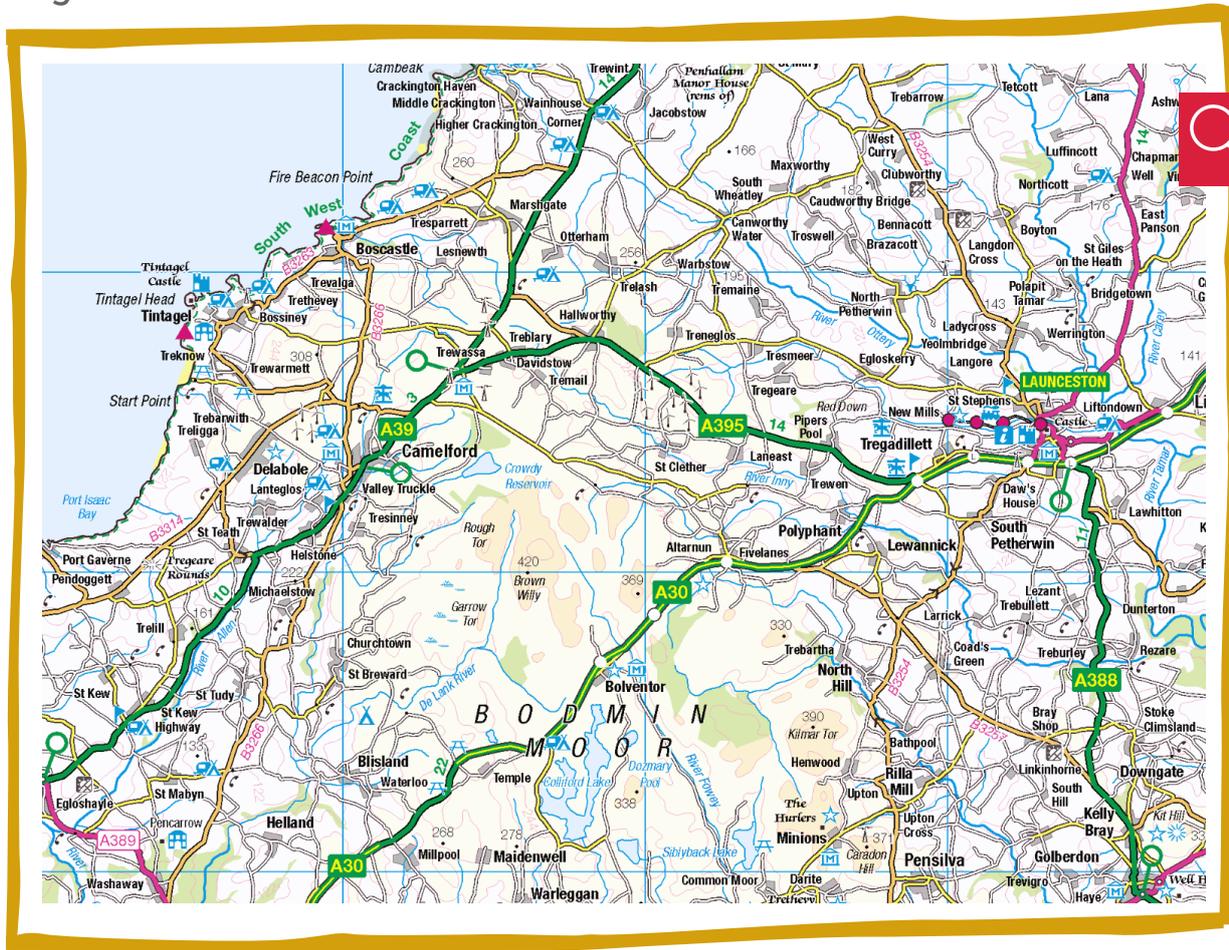
CORNISH	ENGLISH
Porthva	
Porthorji	
Kegin	
Fenten (Surface)/Puth (Sunk, stone-lined)	
Hel	
Hel Dhowinna	
Dillasva	
Pennplas a gevoth	
An dirwedh	
Chapel Maria	
Diberthva Dhowinna	
An Vresel Civil	

# LOCAL HISTORY MAP ACTIVITY



The names of places can give us information about the history of a place, and at Tintagel and in Cornwall place names often use Cornish language elements.

Below, you can see common place name elements in the Cornish language – see if you can find examples of these either on the map around Tintagel, or where you live:



Tick each Cornish word off as you find it. Remember it can be part of another word. Example: **Trewassa** or **Bennacott**

1. <b>tre</b> meaning: farmstead, home	<input type="checkbox"/>	2. <b>poll</b> meaning: pool, cove	<input type="checkbox"/>	3. <b>penn</b> meaning: head, headland	<input type="checkbox"/>
4. <b>plen</b> meaning: place	<input type="checkbox"/>	5. <b>bray</b> meaning: hill	<input type="checkbox"/>	6. <b>lann</b> meaning: enclosure, holy ground	<input type="checkbox"/>
7. <b>cot/cott</b> meaning: wood or copse	<input type="checkbox"/>	8. <b>kar</b> meaning: fort, round	<input type="checkbox"/>	9. <b>eglo</b> meaning: church	<input type="checkbox"/>

# SELF-LED ACTIVITY

## INSPIRATION TRAIL



### Recommended for

KS3 (History, English, Art)

### Learning objectives

- Understand that Tintagel Castle has been, and still is, an inspiring place for writers and artists.
- Understand the key representations of Tintagel in classical literature.
- Develop comprehension, reading and empathy skills.

### Time to complete

45–60 minutes



The Gallos statue on Tintagel Island.

### SUMMARY

Print the trail (on pages 42–43) as an A4 or A3, double-sided resource and fold along the dotted lines to make it more practical for students to work from on the headland. Photocopy enough trails for your class.

ACTIVITY	WHERE?
1. MERLIN'S MAGIC	At the main entrance to the castle, up the hill path above the shop and near the kiosk.
2. SECRET GATE	Standing on the Island, you can glimpse the postern gate (Iron Gate) down to the east, near the Haven. It is not accessible due to the steep slopes and sheer cliff edges.
3. DISCOVERED IN THE GARDEN	The top of the Island – close to the chapel remains.
4. STATUE OF POWER	Further on from the garden on the top of the Island, towards the west.
5. BABY FROM THE WAVES	Walk back across the bridge to the mainland, down to the Haven and onto the beach (if low tide).

Back in the classroom, students could turn the ideas they come up with at Tintagel Castle into a longer piece of creative writing. Alternatively, they could illustrate a map of the site with references to episodes from each story scene associated with Tintagel. Share your artwork with us on Twitter [@EHEducation](https://twitter.com/EHEducation)

### MORE LEARNING IDEAS

Tintagel receives lots of visitors from other countries who are learning about British culture and the legend of King Arthur. Using the information gathered from the Inspiration Trail, and their experiences of the site, students could create an advertisement for a group visiting from abroad. It could be a video, written article or poster. How would they describe Tintagel in a way that would appeal to foreign visitors? What type of experience would they be looking for? You might like to ask the students to take photos while they are at Tintagel, to help them with this project.

# INSPIRATION TRAIL

FOLLOW IN THE FOOTSTEPS  
OF WRITERS AND ARTISTS  
AT TINTAGEL CASTLE

Work in pairs or small groups to discuss your ideas at each stop on the trail.

## 3 DISCOVERED IN THE GARDEN

In Sir Walter Scott's edition of *Sir Tristrem*, King Mark hides in the garden to discover Tristan and Isolde (Ysonde)'s affair:

'In orchard mett thai inne, Tristrem and Ysonde fre. Ay when thai might awinne, Ther playd Ysonde and he. The duerve yseighe her ginne Ther he sat in the tre. Mark of riche kinne He hight to don him se...'	'In orchard met they in, Tristrem and Ysonde free. And when they might accomplish it They made love, Ysonde and he. The dwarf saw their trickery There he sat in the tree. Mark the rich King He called on to make him see...'
--	---

HAVE A GO

**Stand** in the ruins of the medieval garden and make up a rhyming couplet.

## 1 MERLIN'S MAGIC

In Geoffrey of Monmouth's *Historia regum Britanniae* (1138), Merlin disguises King Uther Pendragon as Queen Igerna's husband, so they would be let in the castle gate:

'They then set forward on their way to Tintagel, at which they arrived in the evening twilight, and forthwith signified to the porter, that the consul was come; upon which the gates were opened, and the men let in.'

HAVE A GO

**Look** at the gate tower ruins. **Choose** sensory adjectives to describe Merlin's and Uther's thoughts and feelings as they approach the castle in disguise.

## 4 STATUE OF POWER

**Find the statue** called Gallos by the sculptor Rubin Eynon. It was inspired by the legend of Arthur and the castle's even older royal past.

**Gallos** – a Cornish word for power.



HAVE A GO

**Discuss** how Gallos represents power. **Imagine** your own idea for a statue here – what would it look like and why?

## 2 THE SECRET GATE

In Alfred, Lord Tennyson's poem, *The Coming of Arthur* (c.1859), one version imagines:

'...all before his time  
Was Arthur born, and all as  
soon as born  
Deliver'd at a secret postern gate  
To Merlin, to be holden far apart  
Until his hour should come;...'



HAVE A GO

**See** if you can glimpse the postern gate from the Island. **Talk** to your partner: how do Tennyson's lines build suspense?

## 5 BABY FROM THE WAVES

**Stand** in the Haven and **read** this extract out loud from Tennyson's poem *Guinevere*:

'But after tempest, when the long wave broke  
All down the thundering shores of Bude and Bos,  
There came a day as still as heaven, and then  
They found a naked child upon the sands  
Of dark Tintagil by the Cornish sea;  
And that was Arthur; and they fostered him  
Till he by miracle was approven King.'

HAVE A GO

**Identify** how the author uses contrasts in this poem; what is the effect?

# INSPIRATION TRAIL MAP



## KEY

- 1** MERLIN'S MAGIC
- 2** SECRET GATE
- 3** DISCOVERED IN THE GARDEN
- 4** STATUE OF POWER
- 5** BABY FROM THE WAVES



# POST-VISIT WOSA AN VYSYT

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 Tintagel Castle's history.

## SOURCE 1

### ROMAN MILESTONE

A Roman milestone was discovered in Tintagel churchyard. The inscription is IMPCG VAL LIC LICIN, which translates as 'Emperor Caesar Galerius Valerius Licinianus Licinius'. Emperor Licinius reigned over the Roman Empire AD 308–24.



## SOURCE 2

### ARTOGNOU STONE

The 7th-century AD 'Artognou' inscription stone was discovered by archaeologists from Glasgow University.

The large letters are probably Greek: A (alpha), X (chi) and Ω (omega), symbolising Jesus or God. The smaller and more softly scratched letters name three men: Paternus, Artognou and Coliavus.



## SOURCE 3



A reconstruction illustration of the 5th-7th century settlement at Tintagel Castle. Recent archeological discoveries have proved that the roofs of the houses were made from slate, rather than thatch.

## SOURCE 4

### AMPHORA

This source is a replica of a pottery vessel imported to Tintagel in the 5th-7th centuries. Amphora are large double-handled vessels used for storing and transporting liquids such as wine or oil. They often stood up to 1m high. This type of pottery was imported to Tintagel from the north-eastern Mediterranean, modern-day Turkey, northern Syria, Greece and North Africa. Amphorae can be seen in the reconstruction illustration above (Source 3).



## SOURCE 5

### TILES

These handmade, 13th-century, crested ridge tiles would have been used to roof an important building at Tintagel, perhaps Earl Richard's 13th-century Great Hall.



## SOURCE 6



An artist's reconstruction of Earl Richard's Tintagel Castle in the 13th century.

## SOURCE 7

‘...two decayed chambers over the two gateways, one sufficient chamber with a kitchen for the constable, a decayed stable for eight horses, a cellar, and a ruined gatehouse.’



An extract from a royal survey (originally written in Latin) made for the Black Prince, son of Edward III, in 1337. Edward later made repairs to the castle, building a new, smaller house inside the ruined Great Hall.

## SOURCE 8

‘...the residew of the buildings of the castel be sore wetherbeten and in ruine (but it hath been a large thing)...’



‘...a grownd quadrant walled as yt were a garden plot.’

The first historical mention of the garden at Tintagel. An extract from the writings of the antiquary John Leland, written in 1540 in Elizabethan English.

## SOURCE 9



A ship waiting in the Haven at Tintagel in about 1875. Ships were loaded with slate at low tide. The entrance to the silver lead mine can be seen to the right of Merlin's Cave, where the wooden walkway leads.

## SOURCE 10

'But let me tell thee now another tale:  
For Bleys, our Merlin's master, as they say,  
Died but of late, and sent his cry to me,  
To hear him speak before he left his life.  
Shrunk like a fairy changeling lay the mage;  
And when I entered told me that himself  
And Merlin ever served about the King,  
Uther, before he died; and on the night  
When Uther in Tintagil past away  
Moaning and wailing for an heir, the two  
Left the still King, and passing forth to  
breathe,  
Then from the castle gateway by the chasm  
Descending through the dismal night -- a  
night  
In which the bounds of heaven and earth  
were lost --  
Beheld, so high upon the dreary deeps  
It seemed in heaven, a ship, the shape  
thereof  
A dragon winged, and all from stem to stern  
Bright with a shining people on the decks  
And gone as soon as seen. And then the  
two

Dropt to the cove, and watched the  
great sea fall,  
Wave after wave, each mightier than  
the last,  
Till last, a ninth one, gathering half the deep  
And full of voices, slowly rose and plunged  
Roaring, and all the wave was in a flame:  
And down the wave and in the flame was  
borne  
A naked babe, and rode to Merlin's feet,  
Who stooped and caught the babe, and cried  
'The King!  
Here is an heir for Uther!' And the fringe  
Of that great breaker, sweeping up the  
strand,  
Lashed at the wizard as he spake the word,  
And all at once all round him rose in fire,  
So that the child and he were clothed in fire.  
And presently thereafter followed calm,  
Free sky and stars: 'And this same child,' he  
said,  
'Is he who reigns; nor could I part in peace  
Till this were told.'

This source is an extract from Alfred, Lord Tennyson's  
*Idylls of the King*, published 1859–65.

## SOURCE 11

'If it be rainy weather, the touring cars and the waggonettes churn up a fearful mud...  
Tennyson is responsible for this, for King Arthur and Tintagel had not become a cult  
before he wrote the *Idylls of the King*.'

Charles G Harper, 1910.

# SELF-LED ACTIVITY

## CREATE YOUR OWN LEGEND



### Recommended for

KS2 & KS3 (History, English)

### Learning objectives

- Understand that Tintagel Castle has inspired the setting for versions of the legend of King Arthur, a story in the British literary heritage.
- Identify key features of a legend and use this model to compose your own.
- Explore how language conveys effects on the reader; use literary devices to create atmosphere and setting.
- Develop ideas through discussion, expressing views clearly, and listening to others; recording ideas using linguistic and literary terminology.

### Time to complete

30–40 minutes



Story stones on Tintagel Island.

### SUMMARY

This activity will help students understand how Tintagel has been associated with the legend of King Arthur for many centuries and encourage them to be inspired by the setting of the castle to compose their own legend.

Begin with looking at some differences between myths, legends, fables and fairy tales, identifying some characteristics of each. Focusing on legends, explore the story of King Arthur and the Knights of the Round Table and discuss as a class how it fits the category of a legend.

Prepare the students for writing their own legend, using the model below. For writing a good story, students need to think about key features – such as plot, setting and characters – and literary devices to make their writing interesting.

Writers such as Alfred, Lord Tennyson and Thomas Hardy visited Tintagel and it inspired them to set part of their stories here. At the castle, students can explore the exhibition to discover how Tintagel has inspired part of the legend of King Arthur. Around the site, they can take their own inspiration from the dramatic landscape. Think about using literary devices to describe setting: adjectives, imagery, metaphor, similes, alliteration and onomatopoeia.

### CHARACTERISTICS OF A LEGEND

- A traditional story about a person or place.
- An unproven story from an earlier time, passed down through storytelling and writings but believed by many to be historical.
- May include supernatural beings.
- Often feature a hero as one of the lead characters.
- Sometimes about a real person in the past.
- Acts of bravery.
- Battles and fights.
- Distinction made between honour and dishonour (good/ evil).

### MORE LEARNING IDEAS

Back in the classroom, students use the descriptive words that they gather at Tintagel to write a descriptive setting for their legend.

# CREATE YOUR OWN LEGEND



## TRY SOME TECHNIQUES:

**Imagery** – using descriptive language to create a picture in the reader’s mind:  
*‘The sun shone on the glittering sea as the ships bobbed in the wind.’*

**Adjectives** – describing words: ‘tall’, ‘hot’, ‘spiky’, ‘terrible’

**Simile** – comparing something to something else: ‘as cold as ice’

**Metaphor** – describing something as being something else: ‘the waterfall of tears’

**Onomatopoeia** – using words that sound like what they describe: ‘hiss’, ‘bang!’

**Alliteration** – words with the same first letter:  
*‘the daring deer dashed’*

## HELPFUL HINT

Use your senses to help you think about how to describe something. Stand still and close your eyes: what do you **hear, smell, taste?** **Touch** some things around you – what do they feel like?



## CORNISH WORDS

Beautiful – teg (‘tehg’)

Dramatic – dramasek (‘dra-mah-sek’)

Windy – gwynsek (‘gwin-sek’)

Misty – niwlek (‘new-leck’)

Exciting – yntanus (‘in-tanus’)

Wild – gwyls (‘gwils’)

## WORD BANK:



## DRAWING BOX:

## KEY FEATURES OF A LEGEND

- A traditional story about a person or place
- Often based on a true event in the past
- May include supernatural beings
- Often feature a hero as one of the lead characters
- Sometimes about a real person in the past
- Acts of bravery
- Battles and fights
- Distinction made between honour and dishonour (good/evil)



## PLANNING MY LEGEND:

# SELF-LED ACTIVITY

## CANTILEVER CHALLENGE



### Recommended for

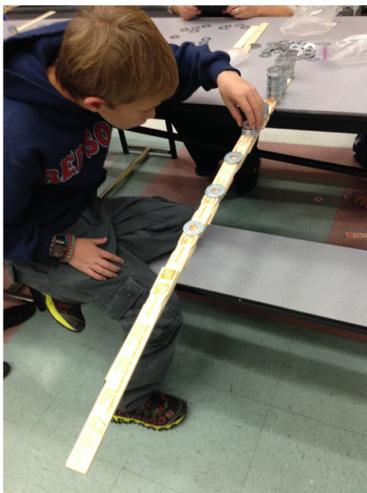
KS2 & KS3 (Science, Design and Technology)

### Learning objectives

- Examine/observe/measure and investigate/record the type of bridge that joins the headland and Island at Tintagel Castle.
- Identify the forces acting on the bridge and why the design of the bridge has been chosen (relate the load to how the land has changed over time).
- Compare, test and select materials based on their properties to build a model cantilever bridge.

### Time to complete

60 minutes



A student building a cantilever.

### SUMMARY

This activity will help students understand how the footbridge at Tintagel Castle is designed and engineered to help them to design their own bridge.

### BEFORE YOUR VISIT

Before your visit, challenge your students to create the longest span possible out of lolly sticks/paint stirring sticks and washers/weights using only the edge of a table. Give the students minimal instruction and let them discover through experimentation how to distribute the weight of the washers to support the beam to as long a length as possible. This introduces the concept of a cantilever: a projecting beam fixed at only one end. The students will have discovered how a cantilever needs a reinforced anchor; the longer the span, the stronger the anchor needs to be. The weight on the beam can't be more than the cantilever can support, or it will bend and break.

### AT THE CASTLE

During your visit to the castle, students should explore the bridge, making sketches of its design from the viewing platforms in the lower courtyard and/or from the beach **at low tide**. They should identify it from the list of bridge types. The bridge is made of two cantilevers meeting: it has a gap in the middle. The carbon steel piers are lightweight so they disappear when the bridge is viewed from a distance.

The activity below encourages students to explore the forces acting on a cantilever bridge, using just their bodies, some simple loads, and teamwork.

To discover how forces act on a cantilever bridge, ask your students to hold out one arm at a right angle from their body. The force of tension is along this arm, keeping it straight (the bridge beam).

Give them a school bag to hold out at arm's length. Ask them to gradually hold more and more weight (more school bags) until their arm drops: this is the compression force (between their hand/arm and the ground) becoming greater than the tension, and so their arm (the 'bridge') fails – the anchor (their shoulder) gives way.

Continued...

Ask the students how their arm could be strengthened: in pairs they can try to help each other. They should conclude that by holding up their partner's arm, the arm can hold more weight. They are countering the compression force with a strong support.

However, we couldn't put a support in the ground beneath the bridge, because it is a special site – the support has to come from the anchor. How could we design the bridge to make the anchors stronger? Ask students to try to do this with their bodies, still supporting the end of their partner's arm.

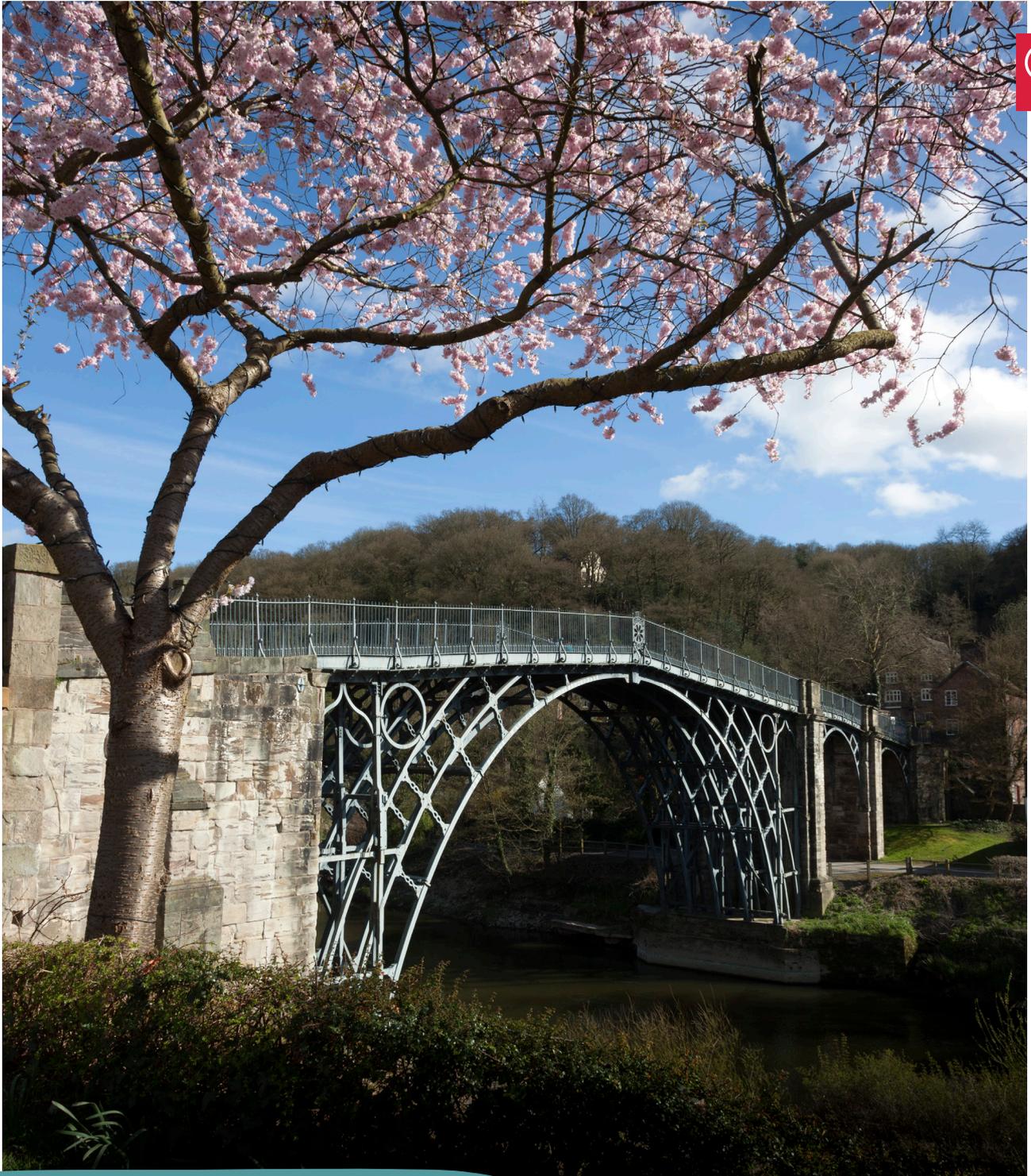
Once they have tried, show them the image of Iron Bridge from the 19th century: this demonstrates the large arched anchors/piers with trusses that support the bridge, making it very strong. Do they think this would suit Tintagel in the 21st century? Instead, our bridge has smaller piers: unlike the Victorians, engineers today can analyse materials to discover the best way to solve a design problem. We can model things on computers to test out and make calculations. Steel has been used to make the bridge at Tintagel because it is stronger (a very high yield strength) than wood or iron so the piers can be smaller and lighter than those of the Iron Bridge and can blend into the landscape better.

On their sketches, students should label how the force is acting on the footbridge: that is, **compression** (a force that pushes or squeezes inwards) on the anchor/abutment/pier is carefully balanced with **tension** (a force that stretches and pulls outwards) across the beam (deck). This balancing happens by channelling the load (the total weight of the bridge structure) onto the abutments (the supports at either end of the bridge) and piers (the supports that run under the bridge along its length). These forces are balancing each other out (until they don't and the beam collapses!).

## MORE LEARNING IDEAS

Back in the classroom, students should design their own model cantilever bridge, testing out a variety of materials, analysing their properties to decide which will be the most suitable to support their chosen structure.

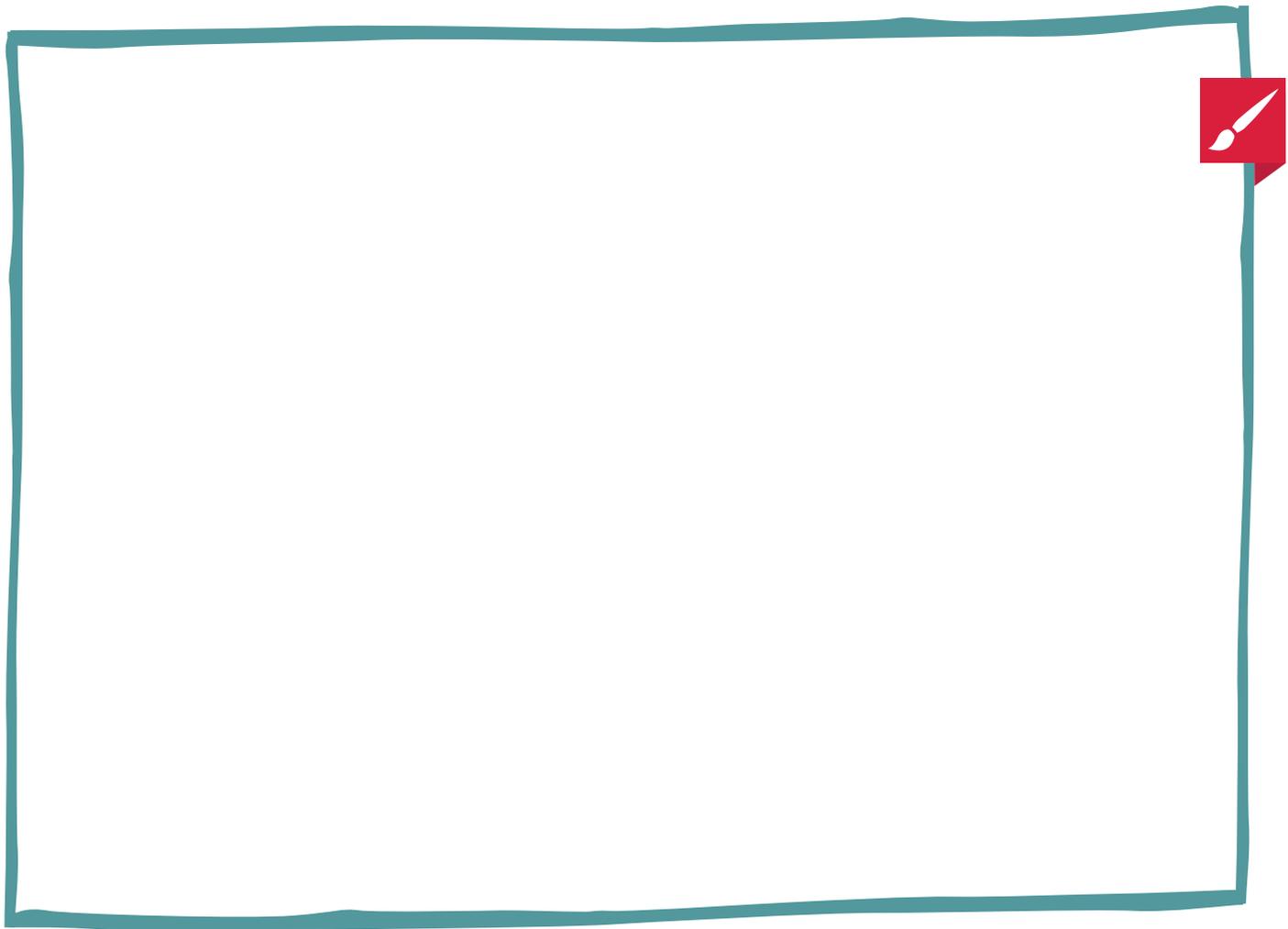
# IRON BRIDGE



Iron Bridge has five arched rib supports, making it very strong.

# BRIDGE BUILDERS

**1** Sketch the footbridge at Tintagel Castle:



**2** Decide what type of bridge it is from the list on the other side of this page. Label your drawing.

**3** Label the direction of the forces (compression and tension) acting on the footbridge.

**4** Find out what material was used and describe its properties:

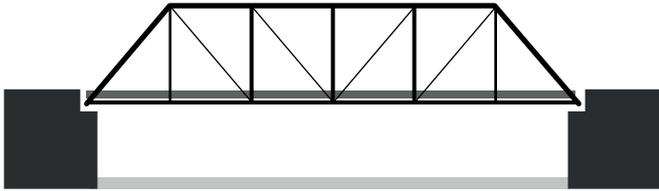
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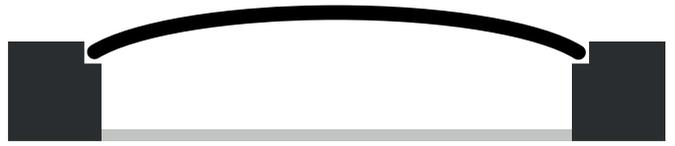
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# BRIDGE BUILDERS

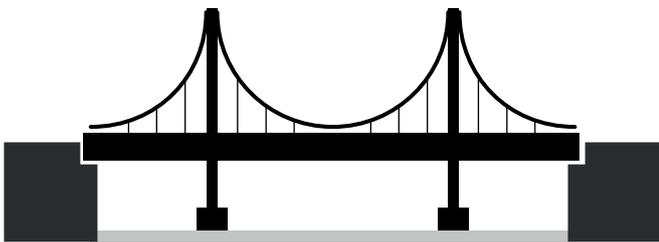
TRUSS



ARCH



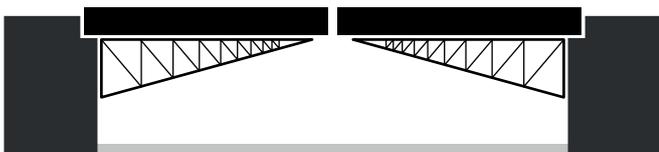
SUSPENSION



BEAM



CANTILEVER



CABLE STAYED

