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British cultural heritage sites suitable for children visitors:

A comparative study

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ZÁSADY PRO VYPRACOVÁNÍ:

The diploma thesis deals with British cultural heritage sites. It examines which sites are suitable for children visitors. According to the examples available both on spot and on available internet resources is discussed whether given cultural heritage site is trying to capture children's attention. The attempts to give the children necessary information relating to the site in an entertaining way will be examined, too. The cultural heritage sites will be chosen geographically.

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1. INTRODUCTION

The aim of the thesis is to create an evaluative list of British cultural heritage sites that apart from tourism as such deal with the education of children, too. The emphasis will be placed on the aspect of educational resources the sites provide.

Tourism is a wide industry that incorporates many aspects. Children as also future adult tourists are sometimes overlooked, but definitely an inseparable part of it. Many theories study the motivation of an average tourist and that is why it is necessary to examine the main motivational factors for children travelling. Not only motivation as an initial impulse for visiting a cultural heritage site is important, but another crucial factor is also arousal of their interest during the visit itself.

Cultural heritage sites are connected to a wide range of educational topics. Educational tourism is a branch that directly focuses on learning by means of travelling. As a child usually do not travel by himself and is accompanied by adults, the advantages and disadvantages of family or schools educational tourism should be outlined. On grounds of these theoretical frameworks the thesis will try to suggest the main elements of a successful educational visit that is both enriching and entertaining in a way the child will enjoy and remember it.

Visits of cultural heritage sites can often be a part of school excursions. It is fortunate that many sites want to support these learning trips and they prepare resources or activities on the basis of the National Curriculum. An attention will be then also paid to the British educational system and the government's attitude to the learning outside the classroom. An explanation of key stages system in England and Wales is necessary as a lot of teaching resources provided by heritage sites are created on its grounds.

English Heritage and National Trust are some of largest owners of heritage sites in Great Britain and they also render an educational service for children. Both organizations will be described briefly so that the reader can get the picture of the system they work on.

The thesis will then concentrate on the evaluation of particular heritage sites.

On grounds of provided resources to both individual tourists and to school groups there will be assessed whether the resources correspond to the National Curriculum and the

availability of trails, quizzes, factsheets, children audio-guides or preparatory teaching resources for the adults (both for parents and for teachers). Another mention will be a possibility of booking a local guide who is capable of adjusting his presentation to child's age. Apart from the evaluative part concerning the availability of provided resources, there will be also added which fields of study should have been included. Attention will definitely be paid on the amusing and educational quality of the materials.

Lastly, the findings will be recapitulated in the conclusion. As chosen heritage sites will be arranged geographically according to the Regions of England, any future tourist with an interest on his child's education will then have an option to choose not only a particular heritage site but also a locality that should be the most suitable for his educative plans.

2. TOURISM AIMED AT CHILDREN

Tourism for children is an important part of tourism industry as such. Even though the children are not supposed to make a major part of the industry, they will be as future adult tourists (travelling either by their own or with their own children) an inseparable part of it. “Adults visit an aquarium in order to learn more about marine life but equally if not more frequently they visit so that their children can have experiences that will enrich their lives.”¹ In addition, according to Pearce, “While adults, either separately or jointly, decide where to go, in such attractions as zoos and theme parks it is often children who determine what to do and which sequence of activities to follow.”² We can see that even though the decision for travelling is usually made by adults, children can often (either consciously or subconsciously) be the initial impulse for it.

2.1 Children tourism: reasons for visiting tourist sites

For understanding child tourist as much as possible, it is necessary to ask and find out, why do the children travel and what is their usual motivation for travelling? Motivations in tourism in general stem in Maslow's Hierarchy of Needs, where they are built on the need of self-actualization.³ Of course, this highest-level need comes out after all the lower-level needs were satisfied. Self-actualization is often explained as the full realization of one's potential.⁴ However, this explanation cannot sufficiently express the motivation of a child tourist as even the child or parents themselves will probably be not able to explain why they decided to take part in the tourism. Nevertheless, Maslow was one of the first people studying motivation and we can obviously see that the reasons are beyond physiological needs and safety needs, that a man wants something more. However, one more theory laid the foundations for other and new ones. This was the

¹ John H. Falk, Roy Ballantyne, Jan Packer and Pierre Benckendorff. “Travel and Learning: A Neglected Tourism Research Area,” *Annals of Tourism Research* 39, no. 2 (2012): 922, accessed November 14, 2012, doi: 10.1016/j.annals.2011.11.016.

² Phillip L. Pearce, *Tourist Behaviour: Themes and Conceptual Schemes* (Clevedon: Channel View Publications, 2005), 29,.

http://www.google.cz/books?id=OtRiNRU_aSQC&printsec=frontcover#v=onepage&q&f=false

³ BA Lubbe, ed., *Tourism Management in Southern Africa* (Cape Town: Pearson Education South Africa, 2003), 32, accessed November 18, 2012,

<http://books.google.cz/books?id=kmJPwmorZFcC&pg=PT48&dq=tourism+age+motivation&hl=en&sa=X&ei=r5erUJXQHMfNswbnvoDIDA&ved=0CC8Q6AEwAg#v=onepage&q=tourism%20age%20motivation&f=false>

⁴ Henry Gleitman, *Psychology*, 2nd ed. (New York: W.W. Norton & Company, 1986), 704.

theory of push and pull factors. Push factors are those which make you want to travel, while pull factors determine the choice of destination.⁵ As the theory of push and pull factors is easily applicable to the real life, it has given rise to many other theories for the study of tourist motivation. Some of the theories are listed below. From these general theories, there were chosen only those types of motivation that can be assigned to children. Crompton distinguishes nine motives, seven belonging to push factors and two belonging to pull factors. Push factors are relaxation and enhancement of kinship relationship. Pull factors are novelty and education. Mannel and Iso-Ahola agree with theory of push and pull factors and add a thought that people want to escape from personal and interpersonal problems of their environment and rather gain personal and interpersonal rewards. Personal rewards are learning, exploration and relaxation, while intrapersonal reward is social interaction. Krippendorf states eight explanations for travelling – recuperation and regeneration, compensation and social interaction, communication, happiness and travel broadening the mind.⁶

To sum up, from these chosen theories there were chosen those that (in a possibly slight modification) repeat. The list of these motivations gives us also a rough guideline of in what way make the visit of cultural heritage site successful:

- a) Novelty (Crompton), exploration (Mannel and Iso-Ahola)

As the children are always searching for something new, visit of a heritage site is ideal means for catching their attention. With an initial impulse, they are often without any guidance willing to explore more and more. In addition, even perception of things they already know may seem completely different in a new environment.

- b) Relaxation (Crompton), relaxation (Mannel and Iso-Ahola), recuperation and regeneration (Krippendorf)

In case the visit of a heritage site is organized as an amusing trip, this kind of travelling can also be a part of child's relaxation. An example can be the trip after the whole week at school, trip after long illness as to make them think about something different. In case

⁵ Abraham Pizam and Yoel Mansfeld, eds., *Consumer Behavior in Travel and Tourism* (Binghamton: The Haworth Press, 1999), 9,
<http://books.google.cz/books?id=mnTwJA0b7poC&printsec=frontcover&dq=Consumer+Behavior+in+Travel+and+Tourism&hl=en&sa=X&ei=33iPUvi4C7L50gWe04HQDg&ved=0CDAQ6AEwAA#v=onepage&q=Consumer%20Behavior%20in%20Travel%20and%20Tourism&f=false>.

⁶ Pizam and Mansfeld, *Consumer Behavior in Travel and Tourism*, 135.

of school trips, in spite of the fact that the visit is taken as educational, the element of an ease of school atmosphere is definitely apprehended.

- c) Education (Crompton), learning (Mannel and Iso-Ahola), travel broadening the mind (Krippendorf)

Even though education is usually not a child's motivation, but rather the parent's or school motivation, the children can soon learn to know of that travelling can be even enriching when including an element of learning. In addition, when the pieces of information are given in an entertaining way, the child wants to learn more soon.

- d) Enhancement of kinship relationship (Crompton), social interaction (Mannel and Iso-Ahola), communication plus compensation and social interaction (Krippendorf)

Concerning the child only, there exists a situation when child is motivated for travelling only by the fact that his schoolmates or friends are also taking part. This might also be a reason why parents often make trips together with the families of their friends so that the child can also enjoy the presence of other children.

These examples of motivation also support John Falk's theory that "In a tourism context . . . the psychological benefits of recreational travel emanate from the interplay of two forces: escaping of routine and stressful environments and seeking of opportunities for psychological rewards such as learning."⁷ According to his approach, as we will be focusing on heritage sites only, commonly stated and applied to tourism as such, we can say that "the two most common reasons to visit a heritage site reported in the literature are education (i.e. the tourists' willingness to learn) and entertainment (i.e. the tourists' desire to be entertained)."⁸ Even though these approaches relate to any tourist, regardless his age, they are easily applicable to the children. The entertainment is a kind of motivation children consciously accept. Education on the other hand either can or cannot be the kind of motivation children would consciously accept. However, exploration and willingness to learn is natural to them and that is why they should be put on the same level as the entertainment.

⁷ Falk et al., "Travel and Learning: A Neglected Tourism Research Area," 912.

⁸ Yaniv Poria, Richard Butler, and David Airey, "Links Between Tourists, Heritage, and Reasons for Visiting Heritage Sites," *Journal of Travel Research* 43, no. 1 (2004): 10, accessed November 18, 2012, doi:10.1086/499509.

2.2 Visit of a heritage site – is the child a sole decision-maker?

The motivations of education and entertainment are generally applicable, but it is necessary to mention that when the children usually travel, they are together with the adults. It is necessary to mention that the travel decisions are usually not made by an individual himself but that his decision-making process can be affected by some other people. The question is – on which extent is the child's motivation to travel influenced by the adult motivation? According to Mayo and Jarvis, there exist four major social influences: “role and family influences, reference groups, social classes and culture and subcultures.”⁹ On the basis of this model three decision-making forces in children tourism can be distinguished.

Family or parents as an initiative impulse for child travelling are probably the most important-ones. The parents function as the main source of impulses for travelling, main organizer and undoubtedly main financial resource. In case of parents, it does not matter whether they choose education or entertainment, the child has to submit. However, in order to enjoy the trip fully and take advantage of all offered possibilities (in case of both education and entertainment), it should be mentioned that the child should never be forced.

In case of solely child's willingness to travel, main part of his motivation consists of both education and entertainment. Even though it may seem that entertainment prevail, children's natural curiosity, if properly stimulated, is an inseparable part. Depending on the child's age the motivation for serious education rises, but this is definitely the case of their maturity and their ability to realize in which way it is important for them. The examples of children's realized impulse for travel might be that he asks an adult for carrying out, paying for or organizing the trip. Again, in spite of the fact that we apply following reasons to child visitor only, the trip was definitely carried out by an adult (the adults) and the child visitor is accompanied by an adult/s during this trip.

By institution motivation are meant offers made by different organizations – namely schools (e.g. school excursion, school study tours), leisure centres (e.g. dance workshops), sports clubs, etc. In this case, both child's and parent's motivation is included. Drawn on the example of a school study tour abroad there might be included

⁹ Pizam and Mansfeld, *Consumer Behavior in Travel and Tourism*, 10.

institution's motivation (e.g. different approach from education in the classroom, arousal of student's interest in particular field of knowledge), child's willingness (e.g. desire to spend time in the different environment, desire to spend interesting time with his schoolmates) and parent's motivation (e.g. enrichment of child's life, desire to fulfil a child's wish). The advantage of institution motivation concerning a visit of a heritage site is that it offers both entertainment and professional education, which is probably the most enriching for the child's life.

In order to support the points of view above and make the list of prominent theories mentioned in 2.1 complete Plog's Psychocentric/ Allocentric Model should also be taken into consideration. Allocentric tourists “prefer exotic destinations, unstructured vacations rather than packaged tours and more involvement with local communities.”¹⁰ while psychocentric tourists rather “prefer familiar destinations, packaged tours and “touristy areas”.”¹¹ According to this point of view, we can see that as the final choice of heritage is in most cases decided by parents or adults, travelling of children will definitely be psychocentric. Main reason proving this is the safety of the children.

To sum up, it is necessary to say that even though many motivation types change throughout a man's life, either thanks to growing up or momentary state of mind, the reasons of entertainment and learning for visiting of heritage site prevail.

¹⁰ Pizam and Mansfeld, *Consumer Behavior in Travel and Tourism*, 10.

¹¹ Pizam and Mansfeld, *Consumer Behavior in Travel and Tourism*, 10.

3. EDUCATIONAL TOURISM FOR CHILDREN

3.1 Educational tourism

As the education is usually a primary or a secondary purpose of travelling, it differs from a mass tourism in a way that the added value is a broadening of people's mind. Educational tourism or edu-tourism can be defined as:

“tourist activity undertaken by those who are undertaking an overnight vacation and those who are undertaking an excursion for whom education and learning is a primary or secondary part of their trip. This can include general educational tourism and adult study tours, international and domestic university and school students' travel, including language schools, school excursions and exchange programmes. Educational tourism can be independently or formally organized and can be undertaken in a variety of natural or human-made settings.”¹²

In case of a primary purpose of edu-tourism, as an example can be stated exchange programmes or language schools, where education goes first and travelling goes second. On the other hand, edu-tourism where education is a secondary part of the trip is the case of e.g. school students' travel or school excursions. For the purpose of the thesis we will concentrate on educational tourism where the element of travelling is an inseparable part of the trip, which means the visits of cultural heritage sites.

3.2 Educational tourism for children

Visiting cultural heritage sites offers not only hands-on experience with any given monument, but thanks to interdisciplinary nature of tourism it gives many more opportunities. If you make use of all the potential of tourism, it can give you a lot of information about different places or past times in an entertaining way. In case a child perceives through all the senses, he can see the architecture, he can listen or read the stories from the past, he can learn in what way people live or lived and he can connect his gained theoretical knowledge to practical and actual world. These were some of many and many other reasons why a visit of a cultural heritage site should not end up as a shot from the camera.

¹² Brent W. Richie, *Managing Educational Tourism* (Clevedon: Channel View Publications, 2003), 18, accessed November 18, 2012, <http://books.google.cz/books?id=ptdXNo2l3D0C&printsec=frontcover#v=onepage&q&f=false>.

3.2.1 Family education tourism

Spending time with both travelling and family is one of the best choices as the family also belongs to one of the major decision-making force for travelling in a child's life (see 2.2). This approach also confirms Pizam and Mansfield saying that “The family remains the predominant social group in which people choose to spend their free time.”¹³ Assuming that the relatives are especially in the early age of children a major forming factor, travelling is one of the most effective means of education. Pearce mentions that “Ryan noted that children are often the most willing participants in activities at heritage sites.”¹⁴ This means that the parents should make use of educational resources available for particular heritage site either to enhance their children's knowledge gained at school or to give them some new one to enrich their children's life.

3.2.2 Schools' educational tourism

Learning at the heritage sites is and inseparable part of both education and the tourism industry as such. “Schools' educational tourism is defined as incorporating all school/field trips organized by primary and secondary schools for children between 5 and 18 years of age, as well as language schools, when people travel abroad to a school to learn a foreign language.”¹⁵ For the purpose of this thesis, we will omit language schools, because of the fact that the visits of heritage sites are not their primary purpose (see 3.1). Nevertheless, schools' educational trips give the child not only entertainment and time to socialize in a different way with his schoolmates, but with a proper guidance of the teachers¹⁶ they usually go more into the depth of a given heritage site and they are able to interconnect their theoretical knowledge with a practical experience.

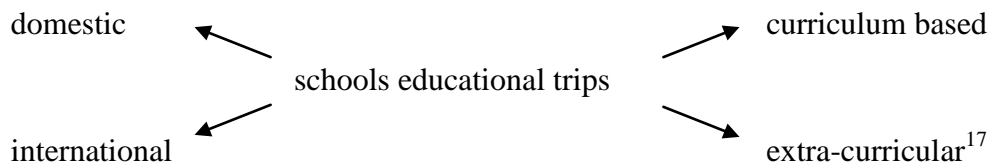
¹³ Pizam and Mansfeld, *Consumer Behavior in Travel and Tourism*, 135.

¹⁴ Pearce, *Tourist Behaviour: Themes and Conceptual Schemes*, 29.

¹⁵ Richie, *Managing Educational Tourism*, 130.

¹⁶ Useful tips for the teachers organizing educational trips can be found in *Educational Days Out: A Handbook for Teachers Planning a school trip* by Christine Green.

According to Richie there are four types of schools' educational trips:



Curriculum based educational trip correspond with the actual key stage's curriculum which means that the trip was made with respect to the subject matter. Extra-curricular trips' scope go beyond the actual subject matter, they can offer more detailed information or information that are not directly related to the key stage's curriculum. For the purpose of the thesis we will concentrate on domestic educational trips within England. The fact whether provided educational resources correspond to the requirements of the National Curriculum (*see* chapter 4) is also taken into consideration.

3.2.3 Demands for a successful educational visit

The aim of a successful educational visit is not to be only informative, but also motivating. By means of motivation is meant that they should be both entertaining and they should encourage the children for learning more – mainly through gaining enriching experiences. “Experiences that enable visitors to engage deeply and make personal meaning are likely to have the greatest impact. Learning experiences that are designed with the specific needs, motivations and expectations of visitors in mind could be expected to be the most satisfying.”¹⁸ This can be the case of children educational resources prepared by heritage sites – they are designed specifically for them so that they can gain the most from the visit. According to the survey made by Please Touch Museum in Philadelphia, Pennsylvania “young children enjoy . . . experiences providing a high degree of hands-on, large motor and pretend play activity.”¹⁹ As soon as you allow the children not only to see things but also to touch them, the visit will get more under their skin and the facts that are inherently connected with particular heritage site will stay longer in their minds.

¹⁷ Richie, *Managing Educational Tourism*, 130.

¹⁸ Falk et al., “Travel and Learning: A Neglected Tourism Research Area,” 920.

¹⁹ Marzy Sykes, “Evaluating Exhibits for Children: What Is A Meaningful Play Experience?” *Visitor Studies* 5 (1993): 231, accessed November 14, 2012, http://historicalvoices.org/pbuilder/pbfiles/Project38/Scheme325/VSA-a0a4w2-a_5730.pdf.

Concerning the guidance of adults, Project Explore research states that “the children who received vague guidance had an advantage over the children who received no guidance or who received precise guidance. Also, it was found that children who received precise guidance were more likely to learn than children who received no guidance at all . . . Furthermore, adult supportive interaction in the form of developmentally appropriate, open-ended questions is critical to a child's learning within the museum context.”²⁰ The results of the research suggest that the guidance of the adults is necessary and important; however, it should not be limiting for the children. The children should be gently led to a particular result, but they should not have the impression that they are being pushed. Properly designed educational resources can give them a sense of being self-reliant and should allow adults to help them with the tasks at the same time.

When visiting a particular heritage site, you always get in touch with its staff: According to Jennifer B.J. Cave research of what should children museum looks like, there should be “staff experienced with children.”²¹ This part is very important, even though Cave's research was directed at museums only. In spite of the fact that particular site has perfectly prepared resources, which you use before the visit, in case the site's staff will not allow you to use them in their full extent, your visit will never be completely satisfactory.

²⁰ Nancy T. Haas, “How Children are Really Learning in Children's Museums,” *Visitor Studies* 9 (1997): 65-67, accessed November 14, 2012, http://historicalvoices.org/pbuilder/pbfiles/Project38/Scheme325/VSA-a0a0y3-a_5730.pdf.

²¹ Jennifer B.J. Cave, “Audience Research to Design and Plan a Children's Museum,” *Visitor Behavior* 4 (1989): 5, accessed November 15, 2012, http://historicalvoices.org/pbuilder/pbfiles/Project38/Scheme325/VSA-a0a0y3-a_5730.pdf.

4. COMPULSORY EDUCATION IN GREAT BRITAIN AND TOURISM

British educational system is defined in the legislation by UK Public General Act – Education Reform Act which was assent in 1988 with the latest amendment added in 1993.

4.1 The National Curriculum

For further study of schools' educational tourism, it is necessary to define what exactly the National Curriculum is. Education Reform Act states that “the curriculum for every maintained school shall comprise a basic curriculum which includes . . . a curriculum for all registered pupils at the school of compulsory school age (to be known as “The National Curriculum”).”²² However, the term National Curriculum is applicable to England and Wales only as there are different systems both in Scotland and Northern Ireland.²³ By the compulsory school age is meant the age between 5 – 16 years. As all the children in this age are entitled to the free place at a state school, the National Curriculum applies to state schools only (namely Community schools, Foundation and Trust schools, Voluntary-aided schools, Voluntary-controlled schools). Independent schools do not have to follow the National Curriculum, but naturally the pupils have to be prepared for the final GSCE. The National Curriculum also states core and other foundations subjects in which the children should gain a particular knowledge, skills, or abilities (*see* 4.2).

According to the National Curriculum of Great Britain, cultural development is (apart from the academically defined acquired knowledge) one of very important parts of education. “All National Curriculum subjects provide opportunities to promote pupils' spiritual, moral, social and cultural development. . . . Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and

²² Education Reform Act, 1988, c.1.

²³ “The Education Systems of England & Wales, Scotland and Northern Ireland,” accessed August, 18, 2013, <http://www.britishcouncil.org/flasonline-uk-education-system.pdf>.

curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.”²⁴

The awareness of cultural heritage should be according to the Department of Education both learned at school and enhanced by visits of heritage sites.

4.1.1 The National Curriculum in relation to cultural heritage sites

As there is a new National Curriculum to be applied for England and Wales in 2014, a part of it that is called Cultural-Education is to a great extent discussed by two government departments. Cooperation between Department for Culture, Media & Sport and Department for Education have given rise to a document *Cultural Education – summary of programmes and opportunities* setting a plan for high-quality cultural education through a variety of cultural experiences in England. Apart from art, design, film, music etc., there are also suggestions for enhancing the schools for visiting the cultural heritage sites as the children cannot only “appreciate their local area and recognise its heritage and place in the national story,”²⁵ but it also enables them to “to gain new perspectives on their studies.”²⁶ Both departments agreed on establishing various cultural programmes in cooperation with different organizations – for the visits of cultural heritage sites English Heritage, the Executive Non-departmental Public Body, was chosen as the statutory advisor. (*see* 7.1).

4.2 System of key stages

Because of the fact that the most of the resources available for each tourist site are aimed at teachers, these resources are often divided according to different key stages. There are “four age-related stages (more fully key stage 1, key stage 2, etc.) into which a child's compulsory education is divided under the national curriculum for state schools in England and Wales.”²⁷ Key stages for children's compulsory education are clearly defined by British government. National Curriculum comprises what knowledge should

²⁴“Spiritual, moral, social and cultural development,” Department for Education, accessed November 26, 2012, <http://www.education.gov.uk/schools/teachingandlearning/curriculum/a00199700/spiritual-and-moral>.

²⁵ “Cultural Education,” Department for Education and Department for Culture, Media & Sport, accessed October 29, 2012, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226569/Cultural-Education.pdf.

²⁶ “Cultural Education.”

²⁷ OED Online. s.v. “key, n.1,” accessed November 13, 2012, <http://oed.com/view/Entry/103130?redirectedFrom=key+stage>.

each child have by the end of each key stage, what should be taught and also different means of assessing the children by the end of each key stage. As there are also defined core subjects as English and other foundation subjects as science, history, geography, technology, music or art, it is obvious that most of those should be a part of tourist site resources for education.

Key stages for compulsory education are defined in Education Reform Act from 1988 as follows even though they are not explicitly assigned to different number:

- (a) the period beginning with his becoming of compulsory school age an ending at the same time as the school year in which the majority of pupils in his class attain the age of seven;
- (b) the period beginning at the same time as the school year in which the majority of pupils in his class attain the age of eight and ending at the same time as the school year in which the majority of pupils in his class attain the age of eleven;
- (c) the period beginning at the same time as the school year in which the majority of pupils in his class attain the age of twelve and ending at the same time as the school year in which the majority of pupils in his class attain the age of fourteen;
- (d) the period beginning at the same time as the school year in which the majority of pupils in his class attain the age of fifteen and ending with majority of pupils in his class ceasing to be of compulsory school age.²⁸

Despite the age is in many sources simplified as in example for KS1 for 5 – 7 years old, table 1 illustrates the age in a more accurate way.

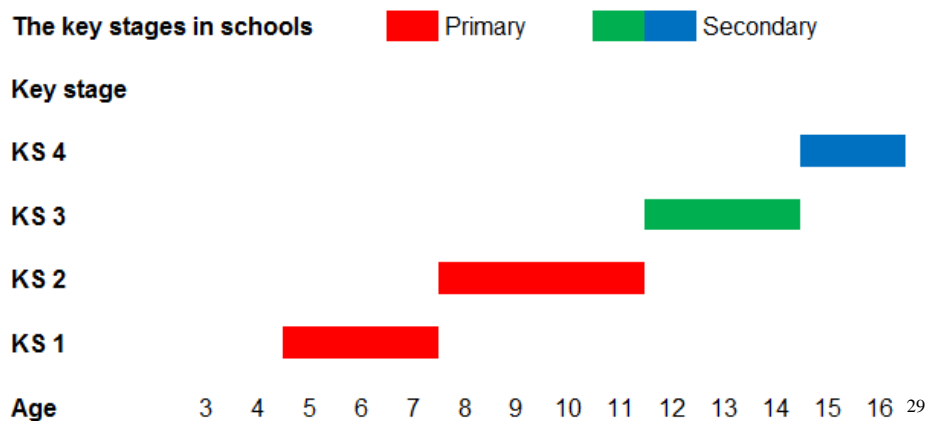


Chart 1: Key stages in British educational system

²⁸ “Education Reform Act,” 1988, c. 1.

²⁹ “Description of key stages in schools graph,” Department for Education, accessed November 13, 2012, <http://www.education.gov.uk/get-into-teaching/subjects-age-groups/age-groups/graph-description>.

4.2.1 KS2 and KS3 relating to the thesis

For the purpose of this thesis there were chosen KS2 and KS3 children as the main determination for a search of educational resources in tourist sites. This reason confirms House of Commons – Children, Schools and Families Committee saying that “learning outside the classroom is strongest at the end of key stage 2, where school trips and visits are something of a ‘rite of passage’.”³⁰ In spite of the fact that the primary education is defined as including KS1 and KS2 (with the age limit of 4 – 11 years) and the secondary education includes KS3 and KS4 (with the age limit of 11 – 16/18 years), not only the chart 1 but also stated age clearly shows that both KS2 and KS3 are rather on the boundary between the primary and the secondary education.

4.2.2 Cultural education related to the National Curriculum for KS2 and KS3

KS2 children are in the approximate age of 8 – 11 years. The compulsory subjects for KS2 (and KS1) are “English, maths, science, design and technology, history, geography, art and design, music, physical education (PE), information and communication technology (ICT).”³¹ KS3 compulsory subjects are “English , maths, science, history, geography, modern foreign languages, design and technology , art and design, music , physical education , citizenship, religious education, information and communication technology (ICT).”³² From these, English, history, art and design and geography should be the part of resources for a particular heritage site. As Darren Henley says in his vision of cultural education, eleven year's old children should among others „have been given the opportunity to gain knowledge about Cultural Education subjects”³³ and they should also have “been on visits at each Key Stage to cultural institutions and venues, which might include a museum, a theatre, a gallery, a heritage

³⁰ House of Commons - Children, Schools and Families Committee, *Transforming Education Outside the Classroom: Sixth Report of Session 2009-10* (The Stationery Office: London, 2010), 10, accessed November 16, 2012, http://books.google.cz/books?id=x3xUNrfOeuMC&pg=PP3&source=gbs_selected_pages&cad=3#v=onepage&q&f=false.

³¹ “Key Stage 1&2,” GOV.UK, accessed November 28, 2012, <https://www.gov.uk/national-curriculum/key-stage-1-2>.

³² “Key Stage 3&4,” GOV.UK, accessed November 29, 2012, <https://www.gov.uk/national-curriculum/key-stage-3-4>.

³³ “Cultural Education.”

site and a cinema.”³⁴ As for KS3 children at the age of sixteen years, they should among others have “been on regular visits to a museum, heritage site, gallery and cinema at each key stage; . . . have developed knowledge about a range of different aspects of culture, including an understanding of historical development and context of Art, Drama, Design, Literature and Music.”³⁵ We can see that for both these target groups understanding of heritage on the basis of learning at (not only) heritage sites is very important. It gives them an opportunity to interconnect their theoretical knowledge with the actual world and thanks to this experience the knowledge will be more permanent.

4.3 Council for Learning Outside the Classroom

More and more people have started to care for the interconnection of knowledge gained at school and its application to the actual world. The result of many researches that most learning now takes place outside of schools, universities and other places of formal education³⁶ explains the reasons of foundation of the Council for Learning Outside the Classroom. The CLOtC is the registered charity which was established by the Department for Children, Schools and Families on the 1st of April 2009. Its importance stems in the LOtC Manifesto launched by the (then) Secretary of State in November 2006. LOtC Manifesto shows the vision in which way the experience should be made one of the major parts of learning. Among currently “2370 signatories”³⁷ who support the manifesto we can find various schools, early years settings, youth groups, clubs, local authorities and children's services, parents or young people.

³⁴ “Cultural Education.”

³⁵ “Cultural Education.”

³⁶ Roy Ballantyne and Jan Packer. *International Handbook on Ecotourism* (Cheltenham: Edward Elgar Publishing Limited, 2013), 156, accessed November 16, 2012, <http://goo.gl/6ermQr>.

³⁷ “LOtC Manifesto,” Council for Learning Outside the Classroom, accessed November 22, 2012, <http://www.lotc.org.uk/about/manifesto/>.

Main aims of LotC Manifesto are as follows:

- a) “To improve training and professional development opportunities for schools and the wider children and young people's workforce;
- b) To provide all young people with a wide range of experiences outside the classroom, including extended school activities, integrated and targeted youth support, early years work and one or more residential visits;
- c) To better enable schools, local authorities and other organisations working with young people to manage activities safely and efficiently;
- d) To make a strong case for learning outside the classroom, so there is widespread appreciation of the unique contribution these experiences make to young people's lives;
- e) To provide easy access to information, knowledge, expertise, guidance and resources;
- f) To offer learning experiences of high quality;
- g) To identify ways of engaging parents, carers and the wider community in learning outside the classroom.”³⁸

The manifesto mentions the term experience three times (*see* b), d) and f)) which is definitely one of the key words to the success of education within heritage sites. In addition, the engagement of parents etc. (*see* g)) and easy access to information (*see* e)) are also crucial points that should not be omitted.

CLOtC also provides accreditations for LOtC Providers. The LOtC Quality Badge is the only nationally recognized indicator of good quality education and effective risk management, which means that the safety and quality is provided in all sectors that are under the auspices of LOtC Quality Badge. There are currently over 850 external providers in the UK. The examples of the holders are Yorkshire Museum & Gardens, Mary Rose Trust, Churchill War Rooms, HMS Belfast, etc. The LOtC Site Provider Award include those organizations that do not provide any direct educational services but who welcome any educational visits of both schools and organizations and ensure that the needs of users will be met. Among the criteria belongs the providing interpretive materials, offering guidance, encouraging teachers for pre-visits, etc. The examples of the holders are Whitby Abbey, Clifford's Tower, etc. The LOtC Resource Provider Award is designated for those organizations that do not work directly with the

³⁸ “LOtC Manifesto.”

educational organizations, but they provide very useful resources for the users. For now there is only one organization awarded which is Huntfun. All these accreditations are nationally recognized and that is why they can be also taken into consideration for the purpose of educational tourism.

5. METHODOLOGY IN THE ASSESSMENT OF CULTURAL HERITAGE SITES

The main aim of the thesis is to compare various heritage sites and evaluate them on the basis of their actual attitude towards the education of the children. The assessment of chosen cultural heritage sites is mainly based on the resources the given site provides. It consists of many elements, however, it should be stated at the very beginning that the educational contributions of these resources with respect to English students (either on a school trip or on a family trip) are evaluated. Even though the resources can be used by overseas visitors as well, their national curriculum is different and that is why the assessment does not concern these types of visits.

The assessment of each site will consist of two main parts. The first part is in the form of chart where there will be taken into consideration the accessibility of the resources with information aimed at children. The other part is the evaluation of the quality of the resources themselves on the basis of the elements of education and entertainment that should the resources provide.

5.1 Accessibility of information aimed to children

One of the main evaluative factors in the thesis is the accessibility of information aimed at children's education. By the accessibility is meant whether the resources are available – either online or on the spot, and whether there is any additional fee for using them (apart from entrance fee to the site).

The resources are in the evaluative table marked as follows:

- a) Teachers' resources: These are downloadable preparatory resources for the classroom that the teacher (or parent) can use before the actual visit.
- b) Materials for children (either on the website or on the spot):
 - 1. Trails: By a trail is meant a material where a child has to follow the instructions on the paper and solve questions that are directly connected to the site (e.g. by finding a particular spot and/ or answering a question that is connected to it).

2. Quizzes: A quiz is a material connected to the site but the child does not have to find an answer with the necessary help of a given spot. His answers can be based on his knowledge.
- c) Local guide: The heritage site should offer the service of a local guide (a site's staff) who is capable of adjusting his presentation to the children's needs.
- d) Children audio guide: These audio guides have to be recorded with a respect to the children's age, knowledge and language skills.

5.2 Key Stages

As mentioned in 4.2, where the system of key stages is described, KS 2 and KS3 were chosen for the research part of the thesis. The choice corresponds with the results of the National Survey of Culture, Leisure and Sport which has run since 2005 and says that “71.9 per cent of 5 – 10 year olds and 72.8 per cent of 11 – 15 year olds had visited a heritage site in the last 12 months.”³⁹ The reason of this choice is among others (e.g. level of understanding the heritage) also confirmed by the fact that KS1 children had to be helped by their parents when taking part of the survey. In the evaluation of a particular heritage site in terms of learning, the emphasis is put on the fact whether available resources are created with respect to different key stages and if so, whether they are aimed at the particular level of a child's understanding.

5.3 Geographical factor

The secondary aim of the thesis is also to recommend the locality with cultural heritage sites the child can get most of. That is why the evaluated sites will be at the very end put in to the table according to their geographic location. This table should be useful for both the orientation among assessed heritage sites and for the choice of the locality for future travelling.

The sites are chosen from the country of England. As the National Curriculum is different in Scotland and the Northern Ireland (*see* 4.1) and for Wales' historic sites there functions government organization Cawd, there will be included the heritage sites

³⁹ “Taking Part 2011/12 Adult and Child Report,” Department for Culture, Media and Sport, accessed November 28, 2012, http://www.dcms.gov.uk/images/research/Taking_Part_2011_12_Annual_Report.pdf.

within England only. The sites are geographically divided according to the official Regions of England as follows:

- a) North East
- b) North West
- c) Yorkshire and The Humber
- d) East Midlands
- e) West Midlands
- f) East of England
- g) London
- h) South East
- i) South West

London region is omitted from the assessment. As the deputy London mayor Kit Malthouse released – “We spend about £9m on tourism. Next [largest] after that is Visit England, which spends about £11m – London is a big part of that. Wales spends £12m; Scotland £44m; Northern Ireland £30m; Visit Britain overall spends £36m.”⁴⁰

On grounds of given sums we can see that the tourism budget for this single region is overwhelmingly bigger in comparison to the rest of not only England but the whole Great Britain and that their financial funds for educational tourism would be incomparable with the rest of England regions.

5.4 Category of the site

From each region there will be chosen two sites under the protection of:

- a) English Heritage: (*see* 7.1), in the evaluative table they are marked as A.
- b) National Trust: (*see* 7.2), in the evaluative table they are marked as B.
- c) sites not managed by any nationally recognized organization

These might be either heritage sites that are under various local (non-commercial) organizations or religious sites. In the evaluative chart they are marked as C.

⁴⁰ Daniel Boffey, “Boris deputy tells rest of UK: spend tourism cash on London,” *The Observer*, September 14, 2013, accessed November 21, 2013, <http://www.theguardian.com/uk-news/2013/sep/14/spend-tourist-cash-on-london>.

This choice was made with respect to the great variety of heritage sites. In the research there will not be included any tourist attractions or sites usually known as experiences (e.g. Jorvik Viking Centre or sites under Merlin Entertainments Group) that were artificially created and even though they can meet the motivation factors of learning about heritage and entertainment, they are not any direct part of any heritage site.

5.5 Prices

The thesis also quotes the price of an entrance fee for a particular site. To make the assessment complete two types of prices will be stated. The first one marked as Individual visit includes the individual price of the children ticket bought on spot. The other marked as School trip is the (school) group price per one child of the ticket bought on spot. Both the prices are the sums valid for the season of the year 2013.

6. CULTURAL HERITAGE SITES MEETING EDUCATIONAL NEEDS

After going through the necessary theoretical framework, we can proceed to the methodology of various cultural heritage sites meeting the needs of children's education. This chapter will deal with two organizations – English Heritage and National Trust that both cover the heritage sites in the country of England. However, there are similar governmental organizations for other countries of the UK as well. Scotland's properties are covered by organization Historic Scotland and National Trust for Scotland. Wales' heritage sites are under protection of Cadw and the National Trust. The National Trust also operates in the Northern Ireland.

6.1 English Heritage

English Heritage, officially known as the Historic Buildings and Monuments Commission for England is the Government's statutory adviser on the historic environment. The organization is sponsored by the Department for Culture, Media and Sport. Its principal powers and responsibilities are set out in the National Heritage Act from 1983.⁴¹ English Heritage takes care for over 400 sites. Main range of work of English Heritage is:

- a) “Advise government on which parts of our heritage are nationally important so they may be protected by designation and promote the importance of heritage in making places distinctive and valued
- b) Advise local authorities on managing changes to the most important parts of our heritage
- c) Care for the National Heritage Collection of 410 historical places, safeguarding them for future generations
- d) Educate and entertain the public through the National Heritage Collection and through events and publications
- e) Encourage investment in heritage at risk

⁴¹ “Who we are,” English Heritage, accessed November 27, 2012, <http://www.english-heritage.org.uk/about/who-we-are/>.

- f) Share our knowledge, skills and expertise by offering training and guidance, giving practical conservation advice and access to our resources.”⁴²

From the English Heritage's range of work, it is necessary to mention point d) where the organization advocates the interconnection of education and entertainment through heritage sites. This point of view can be clearly seen on seasonal events organized for the public such as family events (e.g. February Half Term Trail at Tintagel Castle), members' events including various historical walks or hands-on workshops (e.g. Discover the Secrets of Portland Castle), just for kids events (e.g. Time Travellers Go...Secrets and Spies at Dover Castle) or even medieval jousts (e.g. Grand Medieval Joust at Old Sarum).

6.1.1 English Heritage and education

Among the main aims of English Heritage is Understanding and Enjoying.⁴³ These aims correspond to one of the main motivations for children visiting heritage sites (*see* 7.1). Concerning the education under English Heritage, the organization offers various means and opportunities. Free educational visits are designated for both UK and overseas schools plus for various chosen institutions and organizations, among others also for children educated at home. Applying subject has to register at English Heritage's educational department and before booking the self-led visit he has to inform the organization about his learning objectives. On the other hand, discovery visits are not for free, but English Heritage offers specifically designed activities for different key stages led by specialist educators. They are hands-on visits with various activities based on visited site. In keeping with point f) (*see* 7.1) English Heritage provides a lot of free resources that can be downloaded from their official website. These are different factsheets, leaflets, trails and quizzes that are often designed with respect to KS. What is more, these resources are available for the general public. This means that even parents can use them for family trips. Heritage Learning Magazine is downloadable on the official website of English Heritage. It offers additional teacher's resources together with recommended teaching ideas. For families there are designed so-called Step Inside Activity Packs where are various activities for children. In an email to the author on

⁴² “English Heritage Information Pack 2011/12,” English Heritage, accessed November 27, 2012, <http://www.english-heritage.org.uk/publications/eh-info-pack-2011-12/>.

⁴³ “Corporate plan 2011 - 2015,” English Heritage, accessed November 27, 2012, <http://www.english-heritage.org.uk/about/who-we-are/corporate-information/corporate-strategy/>.

November 21st, 2013, Lynne Minett, Education Manager North of England revealed that these packs are aimed at 7 – 11 olds which corresponds to KS2.

6.1.2 English Heritage and teaching resources

English Heritage has two special search engines within the official website for the search of teaching resources. Heritage Explorer – Images for learning provides resources in the form of the graphic material for teaching on a particular site. These photos and pictures are mainly intended for presentations in the classroom or for familiarization before the visit itself. Together with some more general images (that are usually not connected to a particular site but rather refer to a particular historical period) suggestions for discussion can also be found there. These materials are sorted according to KS.

On-site resources are organized as kits for the teachers. These kits usually include a few chapters. General historical development of the site describes events affecting the site throughout the history or suggests some other events that are worth going through before the visit itself. The description of particular parts of the site helps both with the orientation on the whole site and it gives the information on various features of the parts. It can relate to the architecture, arts or exhibitions. Other practical information include location, facilities, possible help from English Heritage team, hazard information or risk assessment. Activities for the children are usually divided to pre-visit activities for the classroom, on-site activities and post-visit activities that are aimed for lessons held then in the classroom. The whole pack is accompanied by many images illustrating the topics.

6.2 National Trust

National Trust, fully the National Trust for Places of Historic Interest or Natural Beauty, is British conservation charity completely independent of Government funding founded in 1895. Its aim is to protect over 350 houses and buildings, gardens and parks, coast and countryside, nature and wildlife, collections plus sites and monuments.

6.2.1 National Trust and education

Even though the main aim of National Trust is protection, as they are dependent on support of its members, benefactors and last but not least of visitors, National Trust

offers various educational materials. Comparing with English Heritage, the free resource materials are not to be found on one place, one have to browse the websites of particular heritage sites. However, National Trust offers free familiarisation visits for group leaders or teachers. To visit places for free you have to buy a membership even if you belong to an educational process. Education Group Membership allows schools to visit the place for free and teams of National Trust can arrange activities aimed at different Key Stages. As National Trust was awarded by Mumsnet, they have created some family friendly standards their sites should comply with – among these is also the service of the staff that should take care of the families.⁴⁴

⁴⁴ “National Trust,” Mumsnet, accessed November 26, 2013, <http://www.mumsnet.com/family-friendly/nt>.

7. NORTH EAST

7.1 Lindisfarne Priory

Apart from the ruins of a Benedictine priory the visitor can also see the Museum that touches 1300 years of the priory including St Cuthbert and Viking Raids. The admission fee to the site is as follows:

- a) Individual visit: £3.10
- b) School trip: free of charge

Table 1 shows the availability of the site's resources.

Lindisfarne Priory						
Category of the site	A					
Available resources						Points
KS2 or KS3 resources	no					0
	for free					
Teachers' resources	download	yes	1	yes	1	2
Trails	download	yes	1	yes	1	2
	on spot	yes	1	yes	1	2
Quizzes	download	no	0			0
	on spot	no	0			0
Factsheets	download	no	0			0
	on spot	no	0			0
Local guide	available	no	0			0
Children audio guide	available	no	0			0
					Final points	6

Table 1: Lindisfarne Priory resources

Lindisfarne Priory Teacher's Kit apart from the short historical background and the site description also offers teachers many activities – however their educational quality varies. While activities on practising language skills and geography are really simple and not very inventive (e.g. describing of what can children see and hear), the activity of visualising the past where the children are supposed to design souvenirs for the site is much more interesting. This activity should be included among language skill activities, too. They have excellent topics for creative writing such as creating newspaper report of the dissolution where they can also employ their knowledge of history. Medieval technology activity is a task where they should guess what features belonged to particular rooms (and fill it into empty site plan) – this employs their orientation skills, self-reliance and deduction, too. Very clever is also making an audio-guide for the site where they have to combine all possible knowledge of both site and history they have.⁴⁵

Step Inside Lindisfarne Priory trail mentions shortly both St Cuthbert and the pilgrimage. It truly helps children with their imagination of the site appearance in the past times as it combines photos of ruined rooms with sketches of monks in work.⁴⁶

Even though *Lindisfarne Gospels* belongs among one of the most important manuscripts, there are unfortunately no suggested activities in the resources. Many questions might have been posed on the topic of blending Celtic, Anglo-Saxon and Roman elements, on the process of creating manuscripts as such and also on the importance of Lindisfarne as the centre of Christianity.

7.2 Lindisfarne Castle

Lindisfarne Castle is a former Tudor fort refurbished by Edwin Lutyens for publishing magnate Edward Hudson who was trying to emphasize the grandeur of the defence features. The visit also includes Gertrude Jekyll's Garden and lime kilns nearby.

The admission fee for the site is as follows:

- a) Individual visit: £3.25
- b) School trip: £2.75/ free of charge in case of Education Group Membership

⁴⁵ “Lindisfarne Priory Teacher's Kit,” English Heritage, accessed November 27, 2013, <http://www.english-heritage.org.uk/publications/lindisfarne-priory-teachers-kit/LindisfarnePrioryTK.pdf>.

⁴⁶ “Step Inside Lindisfarne Priory,” English Heritage, accessed November 27, 2013, <http://www.english-heritage.org.uk/publications/step-inside-lindisfarne-priory/lindisfarnepriory.pdf>.

As table 2 shows, there are no downloadable resources available on the site's website. Some activities are available at the desk. However, guides in the rooms are very friendly, knowledgeable and willing to help with any question. In an email to the author on November 28, 2013, Laura Ashby, Senior Visitor Services Assistant, revealed that they do not offer any teachers' resources for a self-led visit.

Lindisfarne Castle						
Category of the site	B					
Available resources						Points
KS2 or KS3 resources	no					0
	for free					
Teachers' resources	download	no	0			0
Trails	download	no	0			0
	on spot	yes	1	yes	1	2
Quizzes	download	no	0			0
	on spot	no	0			0
Factsheets	download	no	0			0
	on spot	no	0			0
Local guide	available	yes	1	yes	1	2
Children audio guide	available	no	0			0
					Final points	4

Table 2: Lindisfarne Castle resources

Lindisfarne Castle offers one trail at the desk. **Lindisfarne Castle Quiz** (appendix 1) consists of filling in the missing letters to poems that are describing the rooms in the castle in an entertaining way. In addition, the children are supposed to answer supplementary questions. **Find Barbie Lutyens** (appendix 2) and **Halloween Trail** (appendix 3) are used depending on the time of the year and seasonal features the site

adds to the rooms. However as they are aimed at younger children (approximate age of 6 years) they consist of just finding these features.

7.3 Alnwick Castle

The visit of the home of Dukes of Northumberland includes State Rooms with Percy family's collections, Capability Brown gardens, children dressing-up attraction Knight's Quest and three museums – Fusiliers Museum of Northumberland, Percy Tenantry Museum and Castle Museum. The costs are as follows:

- a) Individual visit: £7.30/ £37 for 2 adults and up to four children
- b) School trips: £4.95

The resources as table 3 shows are available only for teachers after a request.

Alnwick Castle						
Category of the site	C					
Available resources						Points
KS2 or KS3 resources	yes					1
	for free					
Teachers' resources	download	no	0			0
Trails	download	no	0			0
	on spot	yes	1	yes	1	2
Quizzes	download	no	0			0
	on spot	no	0			0
Factsheets	download	no	0			0
	on spot	no	0			0
Local guide	available	yes	1	no	0	1
Children audio guide	available	no	0			0
					Final points	4

Table 3: Alnwick Castle resources

Capture the Castle (appendix 4) is a teachers' resource based on conflicts between Scottish and Percy family combined with a self-guided tour designed for KS2 and KS3 children. This resource has everything one may need for a successful educational visit – a picture map (not only a plan) with a thorough direction through the site and various tips for activities (not only general-ones such as ‘role play attackers vs. defenders’). The instructions are cleverly distinguished by different letter colours. Suggested supplementary for each task are also included. **Knight's Quest** (appendix 5) designed for KS1 and KS2 children is a teachers’ resource that introduces life in the castle. There is a well-arranged timeline where the events of Percy family are compared with English

monarchs and world and national events. Offered activities are very entertaining such as searching for origins of English surnames or teaching the children the terminology of relating to castles in the form of wordsearch.

There are also guides in each room of State Rooms. Another option for both families and schools is to take part in the Knight's Quest, where they learn about leisure time of the people in the castle. For additional cost, the castle offers many key stage designed workshops. Their topic is of a wide range – from castle's defence performed in the Barbican, workshop on medieval illuminations, topic of the Battle of Otterburn as far as to Harry Potter inspired broomstick training.

8. NORTH WEST

8.1 Carlisle Castle

The visitor will see the castle that underwent Anglo-Scottish border conflicts, the exile of Mary Queen of Scots, Civil War and Jacobite Rising. A part of the visit is the oldest part of the castle – a Norman keep built by the son of William the Conqueror, dungeons with carvings created by prisoners, furnished Warden's Apartments in the gatehouse and an exhibition interpreting the history of the castle. Admission fee is as follows:

- a) Individual visit: £3.40
- b) School trip: free of charge

Even though the resources (*see* table 4) are under Education section of the website, the links are not functional. The visitor has to go through the educational search engines (*see* 7.1.2) and this applies also to the family trail, which is quite a shame as the parents will probably not know about the educational search engine.

Carlisle Castle						
Category of the site	A					
Available resources						Points
KS2 or KS3 resources	yes					1
	for free					
Teachers' resources	download	yes	1	yes	1	2
Trails	download	yes	1	yes	1	2
	on spot	yes	1	yes	1	2
Quizzes	download	no	0			0
	on spot	no	0			0
Factsheets	download	no	0			0
	on spot	no	0			0
Local guide	available	yes	1	no	0	1
Children audio guide	available	no	0			0
					Final points	8

Table 4: Carlisle Castle resources

Carlisle Castle Teacher's Kit is designed mainly for self-led visit of KS1 and KS2 children. Apart from historical description and timeline it also offers tour of the site. The tour is not only descriptive, but also points out various important features. Unfortunately, there is no map of the site so that one can connect the features with a particular place. As for offered activities among those that can draw the children's attention would definitely be mapping the castle's location. After writing down all surrounding landscape features to a map, they are supposed to explain a king why they have chosen this place for building a castle. Role play on attackers and defenders would be more interesting in case it would be inspired by Anglo-Scottish conflicts and the

tactics the both sides had. However, for creative writing, the kit offers excellent tasks such as writing a script of conversation between two people from a particular history period where the children would improve not only their language skills, but they can also employ their knowledge of history.⁴⁷

Step Inside Carlisle Castle is a trail for younger children. Even though it mentions e.g. Robert Bruce or Mary Queen of Scots, the tasks are not very elaborate; they are usually a kind of ticking the box activities.⁴⁸

For additional fee, Carlisle Castle offers two discovery visits designed for children. KS1, KS2 and KS3 **Villains or Victims - The Border Raiders' Story** concentrates on conflicts between English and Scot people and through storytelling and role play the children learn about the times of Elizabeth I's reign. KS1-2 **Castle Detectives** uses similar form and teaches about social structure within the castle's walls.

Unfortunately, the resources do not employ the topic of the personality of Mary Queen of Scots or Robert Bruce much. What topics are also omitted in the activities are Civil War and Jacobite Rising. The castle does not provide any resources for KS3 children.

8.2 Lyme Park, House and Gardens

Edwardian house build in the combination of Baroque and Palladian style is connected with The Leghs of Lyme, a family who took part in the Hundred Years' War. It also houses original Lyme Caxton Missal – one of the most popular versions of mass before Reformation. Both individual visit and school trip to the house is for children free of charge.

Even though there are no downloadable resources (*see* table 5), Lyme Park, House and Gardens for an additional fee offers educational sessions for KS2 children. **Meet the Tudors** concerns the Tudor England in eyes of rich and poor, **Victorians at home** teaches about child's life in Victorian times and **Victorian Christmas** touches Victorian servants during Christmas time at Lyme. For family visits, there are guides in each

⁴⁷“Carlisle Castle Teacher's Kit,” English Heritage, accessed November 27, 2013, <http://www.english-heritage.org.uk/publications/carlisle-castle-teachers-kit/CarlisleCastleTK.pdf>.

⁴⁸“Step Inside Carlisle Castle,” English Heritage, accessed November 27, 2013, <http://www.english-heritage.org.uk/publications/step-inside-carlisle-castle/carlislecastle-48.pdf>.

room that are very friendly and knowledgeable. At the desk children's quiz/trail and activity packs are available.

Lyme Park, House and Gardens						
Category of the site	B					
Available resources						Points
KS2 or KS3 resources	no					0
	for free					
Teachers' resources	download	no	0			0
Trails	download	no	0			0
	on spot	yes	1	yes	1	2
Quizzes	download	no	0			0
	on spot	no	0			0
Factsheets	download	no	0			0
	on spot	no	0			0
Local guide	available	yes	1	yes	1	1
Children audio guide	available	no	0			0
					Final points	3

Table 5: Lyme Park, House and Gardens resources

8.3 Chester Cathedral

The cathedral on the spot of former Benedictine Abbey reflects many architectural styles – Norman, Tudor, Decorative and Perpendicular Gothic. Unique is the collection of misericords and well-preserved Consistory court. The admission fee costs are as follows:

- a) Individual visit: £3
- b) School trip: £2

There are no downloadable resources on the site's website (*see* table 6). For family visits, there are two available trails at the desk.

Chester Cathedral						
Category of the site	C					
Available resources						Points
KS2 or KS3 resources	yes					1
	for free					
Teachers' resources	download	no	0			0
Trails	download	no	0			0
	on spot	yes	1	yes	1	2
Quizzes	download	no	0			0
	on spot	no	0			0
Factsheets	download	no	0			0
	on spot	no	0			0
Local guide	available	yes	1	no	0	1
Children audio guide	available	no	0			0
					Final points	4

Table 6: Chester Cathedral

Chester Cathedral offers for an additional fee various educational workshops and tours. For KS2 students there are prepared both general tours on the cathedral (topics on history, features, art, pilgrims) and workshops (topics on stained glass, vestments, roles of monks, wooden carvings and icons). Teachers of KS3 students can either prepare the tour with cooperation of educational staff team or they can join prepared workshops – **Eucharist** or **Christian Rites of Passage**.

9. YORKSHIRE AND THE HUMBER

9.1 Pickering Castle

Admission fee includes the visit of the castle, the exhibition in the chapel and a climb to the keep. The cost is as follows:

- a) Individual visit: £2.40
- b) School trip: free of charge

Step Inside Pickering Castle trail is available both on the website and at the desk of Pickering Castle. Table 7 shows availability of children resources in general. In an email to the author on November 21st, 2013, Lynne Minett, Education Manager North of England, revealed that on spot there are age appropriate books related to castles and the medieval period the families can look at together.

Pickering Castle						
Category of the site	A					
Available resources						Points
KS2 or KS3 resources	yes					1
	for free					
Teachers' resources	download	yes	1	yes	1	2
Trails	download	yes	1	yes	1	2
	on spot	yes	1	no	0	1
Quizzes	download	no	0			0
	on spot	no	0			0
Factsheets	download	no	0			0
	on spot	yes	1	no	0	1
Local guide	available	yes	1	no	0	1
Children audio guide	available	no	0			0
					Final points	7

Table 7: Pickering Castle resources

Pickering Castle Education Centre – Information for teachers serves mainly for a teacher's (pre)visit of Pickering Castle Education Centre that offers many facilities. It is linked to KS1 and KS2. It relates to the architecture and design of medieval castles. An interesting approach is the usage of various artists' images of the castle. The children are supposed to search for the clues of the castle's former roles on grounds of these pictures. The centre also offers some facilities such as the model of trebuchet, chainmail or arrowheads for learning about the armoury. On the basis of real costumes, the students are expected to describe differences between the nobility and the commoners. All offered facilities make the education more entertaining and interactive.

The Education Centre is available to registered education groups only.⁴⁹ **Pickering Castle – Information for teachers** gives detailed advice for a self-led visit. Historical information describes various building phases of the castle with respect to historical events – from William the Conqueror's motte and bailey as far as the castle's decline from Tudor period. The tour on the castle exterior is prepared in truly detailed way with highlighted both architectural and defensive features of the building the children should notice. Writing a Manual for Defence for a constable is an activity where children can use the newly gained knowledge of castle's terminology, explore the whole place and use deduction where the strong and weak defence parts are.⁵⁰

Step Inside Pickering Castle is a children trail that covers the defending means in the castle and differences between medieval castle facilities and today's facilities necessary for life. However, it is too simple for KS2 or KS3 as it consists of only ticking the box and drawing activities.⁵¹

Even though Pickering Castle has excellently prepared teachers' resources, there are almost no activities for older children visiting with their parents. The shame is that there are no replicas of defensive weapons available for an ordinary visitor (they are some in Education Centre only) especially when the topic of defence is included in **Step Inside Pickering Castle**, too.

9.2 Fountains Abbey and Studley Royal Water Garden

Apart from the ruins of a Cistercian abbey, the visitor can also take a look at a gothic church of St Mary, at a mill from 12th century, at elegant mansion of Fountains Hall or stroll through formal gardens with neoclassical statues. Porter's Lodge serves as an introduction to the area and there are many replicas of objects the monks were using to be seen. Admission fee is as follows:

- a) Individual visit: £4.50

⁴⁹“Pickering Castle Information Centre - Information for Teachers,” English Heritage, accessed November 27, 2013, <http://www.english-heritage.org.uk/publications/pickering-castle-education-centre-info-for-teachers/pickeringcastleeducationcentre.pdf>.

⁵⁰“Pickering Castle - Information for Teachers,” English Heritage, accessed November 27, 2013, <http://www.english-heritage.org.uk/publications/pickering-castle-info-for-teachers/pickeringcastle-31.pdf>.

⁵¹“Step Inside Pickering Castle,” English Heritage, accessed November 27, 2013, <http://www.english-heritage.org.uk/publications/step-inside-pickering-castle/pickeringcastle.pdf>.

b) School trip: £4.15/ free of charge in case of Education Group Membership

As table 8 shows, Fountains Abbey offers resources, but even though they are available on the website, it is quite hard to find them.

Fountains Abbey and Studley Royal Water Garden						
Category of the site	B					
Available resources						Points
KS2 or KS3 resources	Yes					1
					for free	
Teachers' resources	download	yes	1	yes	1	2
Trails	download	no	0			0
	on spot	no	0			0
Quizzes	download	no	0			0
	on spot	no	0			0
Factsheets	download	yes	1	yes	1	2
	on spot	yes	1	No	0	1
Local guide	available	yes	1	No	0	1
Children audio guide	available	no	0			0
					Final points	7

Table 8: Fountains Abbey and Studley Royal Water Gardens resources

Timeline of Fountains Abbey and Studley Royal Water Gardens is teachers' resource divided into three parts. Described years are firstly related to the events of Fountains Abbey, secondly to the building history of Fountains Abbey. Both these two aspects are compared with respect to important national and international historical events that could have an impact on the abbey. Thanks to this comparison, the teachers can more easily explain causes and consequences for some particular abbey's historical events. In the Timeline the most important history periods such as Cistercian monks'

life, importance of the wool trade or Dissolution of the Monasteries are covered.⁵²

A Day in the Life of a Monk – Links to QCA Schemes of Work – KS2 offers an outline of a teaching session in Fountains Abbey. This means the stroll around the buildings with some suggestions for the teacher's presentation and activities. The suggestions of what piece of information should the teachers provide when showing around are unfortunately quite sketchy and they are not accompanied by any document with more detailed information. However, the document includes the interconnection with the National Curriculum subjects, where it determines learning objectives and outcomes that the children should achieve through various activities. The National Curriculum subject of History covers Tudor times and the situation of rich and poor people before Dissolution of the Monasteries, the effects of the Dissolution on Fountains Abbey and Christian buildings as a place of worship. English language requires answering questions from own observations and getting an insight into the life of a monk. Geography examines the characteristics of monastery settlements and explains why the river was so important for monks.⁵³ The compilation of **A Day in the Life of a Monk – Links to QCA Schemes of Work – KS3** is the same as in the material for KS2. History topics cover the position of church in Middle-Ages (Abbot's role, control of knowledge through creating books), monastic life of Rule of St Benedict (lay brothers vs. monks) and causes and consequences of the break with Rome during Henry VIII's rule. Geography topic suggests planning of a sightseeing tour of the country to give a fair view of England. Religious Education puts emphasis on the importance of prayer. We can see that the important topics are covered in these two teachers' resources. The difference between KS2 and KS3 lesson lies in the outcome of the activities – KS3 activities work with more abstract ideas.⁵⁴ Concerning **Fountains Fact Sheet – Fountains Abbey Mill**, there is no mention, whether the Factsheet is designed for the children or not. It focuses on the importance of grain for a Cistercian

⁵² “Timeline of Fountains Abbey and Studley Royal Water Gardens,” National Trust, accessed November 27, 2013, <http://www.nationaltrust.org.uk/document-1355766969604/>.

⁵³ “A Day in the Life of a Monk – Links to QCA Schemes of Work – KS2,” National Trust, accessed November 27, 2013, <http://www.nationaltrust.org.uk/document-355766969126/>.

⁵⁴ “A Day in the Life of a Monk – Links to QCA Schemes of Work – KS3,” National Trust, accessed November 27, 2013, <http://www.nationaltrust.org.uk/document-1355766968414/>.

monk's diet, the rebuilding of the Mill to a sawmill and its use for generating electricity in 20th century.⁵⁵

Teaching resources are both on the general history of the site or designed for a specific spot. There is also cross-curricular lesson plan designed for KS2 and KS. Unfortunately, the resources do not cover in more detailed way the personality of John and William Aislabie who recreated the estate.

9.3 York Minster

There is not only the self-led visit of the cathedral and its undercroft included in the ticket price, but families can also join guided tour. There is Little Explorers Backpack for Families (that contains e.g. torch, mirror, compass, map, tape measure, pencils or notes for adults) prepared for borrowing. Schools are automatically given printed **Treasure Hunt** at the desk. The admission fee is as follows:

- a) Individual visit: four children go for free with paying adult (£10)
- b) School trip: £3

All downloadable materials are easy to be found under the Learning section, where a visitor can choose from school or family visit. For teachers, there is an advantage of making a free preliminary visit. As for school visits teachers' resources with specifically designed lesson plans or tips for teaching are not available. However, the teachers can use various factsheets for their self-led visit or use a service of a local guide for an additional fee. The variety of offered resources is shown in table 9.

⁵⁵ "Fountains Fact Sheet – Fountains Abbey Mill," National Trust, accessed November 27, 2013, <http://www.nationaltrust.org.uk/document-1355766969457/>.

York Minster						
Category of the site	C					
Available resources						Points
KS2 or KS3 resources	yes					1
	for free					
Teachers' resources	download	no	0			0
Trails	download	yes	1	yes	1	2
	on spot	yes	1	yes	1	2
Quizzes	download	no	0			0
	on spot	no	0			0
Factsheets	download	yes	1	yes	1	2
	on spot	yes	1	yes	1	2
Local guide	available	yes	1	no	0	1
Children audio guide	available	no	0			0
					Final points	10

Table 9: York Minster resources

Factsheets **A Short History until 1472** and **A Short History from 1472** are short overviews of the minster's history. A useful element is the division according to the different epochs of history (Romans, Gothic Minster, etc.) and the accompanying pictures. **Invaders and Settlers** factsheet is meant for KS2 children and concerns the invaders' influence on the development of the city of York and York Minster itself. An interesting feature is the mention of present-day places in York – the children can easily interconnect their theoretical knowledge with today's city places. However the language of the factsheet is for 7 – 11 olds quite difficult and comparing it with KS3 resources mentioned below there is not so much graphic highlighting of important

pieces of information. A factsheet **Saint Peter** factsheet familiarizes the visitor with the patron saint of the cathedral – with his life and his depiction in the minster. Indeed interesting factsheet is **Church – Minster – Cathedral** that explains the terminology many people use, but do not know the proper difference. Some other factsheets – **Parts of the Minster, The Principal Windows** and **Church Furniture** concern the actual stroll through the cathedral. **The Principal Windows** is a very detailed description of the minster's stained glass. What is to be appreciated is highlighting of the major depictions of stories from the Bible. All these factsheets are clearly arranged on the website and their content is briefly described so that everyone can choose the one he needs before downloading. KS3 factsheets are designed as factsheets, too.⁵⁶ **England 1066 – 1500** gives information on medieval cathedral, **A Christian Place of Worship** informs about the particular facilities of the minster connected to the Christian faith. The information in is comprehensibly handed with many illustrations. These two KS3 materials are very well arranged with a lot of illustrations, maps and highlighting of important facts.⁵⁷

Semaphore Saints is an entertaining trail where the children are trying to decode the message shown by saints signalling in semaphore alphabet. **Tudor Minster** trail gives the information of gradual changes that the Church of England underwent during the Tudor dynasty plus shows particular changes of that period on the cathedral's parts. What is necessary to mention is that the trail does not only cover Henry VIII's reign, but it explains the changes as far as the reign of Elizabeth I. A trail **Animal Safari in York Minster Chapter House** makes the children look more thoroughly at chapter house. They are supposed to find various carved beasts. **The Minster Close** is a trail for the exterior of the cathedral. Unfortunately, it is not very appalling as it gives only tedious listing of dates and information. A trail **Treasure Hunt** for KS2 children is available both at the desk and from the website. It makes the children see the vital parts of the minster – in addition it also gives tips what to learn more. It has appealing graphic

⁵⁶ “York Minster Factsheets,” accessed November 27, 2013, <http://www.yorkminster.org/learning/school-visits/activities-amp-resources/york-minster-factsheets.html>.

⁵⁷ “Resources for KS3-4 & Higher-Further Education,” York Minster, accessed November 27, 2013, <http://www.yorkminster.org/learning/school-visits/activities-amp-resources/resources-for-ks3-4-amp-higher-further-education.html>.

design and for example by its language it can draw the children's attention (e.g. Look up! Can you see...).⁵⁸

Concerning family visits, various trails are prepared with respect to the time of year. Their educational level varies – some are just finding some elements in the minster, mere ‘ticking the box’ without any supplementary questions or pieces of information, e.g. **Dragon Hunt for St George's Day**. However, most of them have a lot of additional information on both the time of the year and the minster such. An examples can be **Easter Trail**, **Christmas Trail** or **Quest for Christmas!**. Family trails (that are possible to use with borrowed Little Explorers Backpack) are designed in a more entertaining way than those for school parties. **Regal Creatures Trail**, **Pilgrim's Trail** or **Eight Wonders of York Minster**, all of them let the children stroll through the minster however with different theme of the elements to find. In spite of the fact that the resources usually include only searching for a particular spot of the minster without any supplementary questions, they mention many interesting facts.⁵⁹

10. EAST MIDLANDS

10.1 Lincoln Medieval Bishops' Palace

A part of the visit of medieval bishops' palace is undercrofted East Hall, chapel and entrance tower. There is an audio-guide available for no extra-fee. The admission fee is as follows:

- a) Individual visit: £2.80
- b) School trip: free of charge

One can get the downloadable resources by means of English Heritage search engines (see 7.1.2) and the overview is included in table 10. Some other quizzes and worksheets are available to buy at the site's shop.

⁵⁸ “Trails & Mini-activities,” York Minster, accessed November 27, 2013, <http://www.yorkminster.org/learning/school-visits/activities-amp-resources/trails-amp-mini-activities.html>.

⁵⁹ “Family Discovery Trails,” York Minster, accessed November 27, 2013, <http://www.yorkminster.org/learning/families/family-discovery-trails.html>.

Lincoln Medieval Bishops' Palace						
Category of the site	A					
Available resources						Points
KS2 or KS3 resources	yes					1
					for free	
Teachers' resources	download	yes	1	yes	1	2
Trails	download	yes	1	yes	1	2
	on spot	yes	1	no	0	1
Quizzes	download	no	0			0
	on spot	yes	1	no	0	1
Factsheets	download	no	0			0
	on spot	no	0			0
Local guide	available	yes	1	no	0	1
Children audio guide	available	no	0			0
					Final points	8

Table 10: Lincoln Medieval Bishops' Palace resources

Medieval Bishops' Palace, Lincoln – Information for teachers gives all necessary information such as historical background or description of the site. The teachers will appreciate a lot of maps, plans and sketches that help with the understanding of the site. Various activities for children are prepared together with many educational approaches – the KS3 activity concerning basic people's needs is even adapted to KS1 and KS2 with much simpler tasks.⁶⁰ A familiarization trail **Lincoln Bishop's Palace – Be A Building Detective** helps students with orientation at the site. Another positive thing is that it helps them imagine half-ruined features of the palace as they might have looked

⁶⁰ “Medieval Bishops' Palace, Lincoln Information for Teachers,” English Heritage, accessed November 27, 2013, <http://www.english-heritage.org.uk/publications/lincoln-medieval-bishops-palace-information-for-teachers/bishlincolnpp.pdf>.

like before. This activity can be undertaken either with or without the help of adults. In case of teachers' help, there are additional pieces of interesting information about the features in the resource.⁶¹

10.2 Woolsthorpe Manor

The visitor will see the house arranged as in the times of Isaac Newton and Gravity Tree which contributed to Newton's law of universal gravitation. Science Discovery Centre is prepared for those who want to try Newton's discoveries in practise. Ticket price is as follows:

- a) Individual visit: £3.04/ £15.13 as family visit for two adults and three children
- b) School trip: £3.04/ free of charge in case of Education Group Membership

As table 11 shows, no downloadable resources are on the site's website. Despite this fact, there are helpful room guides in each room of the house who give the visitor a lot of information. You can find them both in the house and in the Science Discovery Centre where various hands-on sessions and many experiments on light and optics are prepared. The guides are also very informative and knowleadgable to help with anything.

⁶¹“Lincoln Bishop's Palace – Be a Building Detective,” English Heritage, accessed November 27, 2013, <http://www.english-heritage.org.uk/publications/lincoln-bishops-palace-building-detective-student-pack/>.

Woolsthorpe Manor						
Category of the site	B					
Available resources						Points
KS2 or KS3 resources	no					0
	for free					
Teachers' resources	download	no	0			0
	download	no	0			0
Trails	on spot	yes	1	yes	1	2
	download	no	0			0
Quizzes	on spot	no	0			0
	download	no	0			0
Factsheets	on spot	no	0			0
Local guide	available	yes	1	yes	1	2
Children audio guide	available	no	0			0
					Final points	4

Table 11: Woolsthorpe Manor resources

10.3 Lincoln Cathedral

The visitor will see the interior of the Gothic cathedral with a collection of medieval misericords. One of four copies of Magna Charta is on display. The admission fee is as follows:

- a) Individual visit: £5 (two adults and up to three children)
- b) School trip: £1

As table 12, there are no resources available on the site's website. For school groups it is possible to book a Cathedral Children Guide who arranges tours with respect to KS1,

KS2 and KS3. Religious education is included however any other subject from the National Curriculum can be requested by teachers (English, Maths, History, Creative Arts). In an email to the author on November 19, 2013 Janet Arden from Visitor Services Team revealed that they offer either trail for younger children or Young Persons' information leaflet for older ones at the desk. For an additional fee it is also possible to book Library Workshops where the children learn about the making of medieval manuscripts. For families general tours of the cathedral are led for no extra cost. Unfortunately, there are no tours concentrating on Magna Charta only.

Lincoln Cathedral						
Category of the site	C					
Available resources						Points
KS2 or KS3 resources	no					0
	for free					
Teachers' resources	download	no	0			0
Trails	download	no	0			0
	on spot	yes	1	yes	1	0
Quizzes	download	no	0			0
	on spot	no	0			0
Factsheets	download	no	0			0
	on spot	yes	1	yes	1	0
Local guide	available	yes	1	no	0	1
Children audio guide	available	no	0			0
					Final points	5

Table 12: Lincoln Cathedral resources

11. WEST MIDLANDS

11.1 Kenilworth Castle

The visit of the castle consist of a Gatehouse that houses Robert Dudley's Kenilworth exhibition, the stables with the museum of the history of the castle and Elizabethan Garden created for Elizabeth I by Dudley himself. Admission fee is as follows:

- a) Individual visit: £5.40
- b) School trip: free of charge

Downloadable resources (*see* table 13) are available through English Heritage search engines (*see* 7.1.2). **Step Inside Kenilworth Castle** trail is also to be found on the site's website under the family visits section.

Kenilworth Castle						
Category of the site	A					
Available resources						Points
KS2 or KS3 resources	no					0
	for free					
Teachers' resources	download	yes	1	yes	1	2
Trails	download	yes	1	yes	1	2
	on spot	no	0			0
Quizzes	download	no	0			0
	on spot	no	0			0
Factsheets	download	no	0			0
	on spot	no	0			0
Local guide	available	yes	1	no	0	1
Children audio guide	available	yes	1	yes	1	2
					Final points	7

Table 13: Kenilworth Castle

Kenilworth Castle Teacher's Kit is intended for both classroom and on-site activities. It offers brief history of the castle, timeline, description of the site and various activities. Unfortunately as for the castle's parts, a teacher can miss a map or plan that would help him with better orientation. However, what is to be appreciated is that this section is not only descriptive; it also points out the castle's part's function and shows various architectural elements. There are also excerpts from historical accounts that help the

children imagine the ruins as lively place.⁶² Further suggested activities for the excerpts are connected with **Teachers' Handbook**. Activities in the kit are connected to the National Curriculum subjects of History, English, Art, Design & Technology and Geography. Although the castle has a connection with literature (Shakespeare's *Henry V* or Scott's *Kenilworth*), they are not included in the activities. **Teacher's Handbook** has apart from very detailed description of individual building phases (in this case, maps of the castle are not missing) also excellently prepared activity sheets. In the activities, the children have to use deduction, role play, creative writing or usage of historical excerpts which makes the educational activities very entertaining. For role plays there are even costumes or replicas of Civil War armouries available.⁶³

Step Inside Kenilworth Castle is a trail aimed for KS2 children and it makes them actively look for various things. Even though Elizabeth I and Robert Dudley, Earl of Leicester, are depicted at the very front page, there is no explanation of their role or relationship. The activity of spotting a difference between decoration and defence elements would deserve an element of active searching within the site. However, truly positive thing map according to which should the children follow the route of Elizabeth I during her visit (which trains their sense of orientation and makes them feel self-reliant).⁶⁴

11.2 Coughton Court

The visitor will see a Tudor country house and gardens that belonged to Throckmorton family that was an actual participant of Gunpowder Plot in 1605. Prices are as follows:

- a) Individual visit: £4.70
- b) School trip: £4.70/ free of charge in case of Education Group Membership

According to table 14 Coughton Court does not offer any downloadable resources. However, there are local guides in the rooms that can help with any question and adjust their presentation to the needs of children visitors. Their presentation concerns the

⁶² "Kenilworth Castle Teacher's Kit," English Heritage, accessed November 27, 2013, http://www.english-heritage.org.uk/publications/kenilworth-castle-teachers-kit/Kenilworth_Castle_Teachers_Kit.pdf.

⁶³ "Kenilworth Castle Teacher's Handbook," English Heritage, accessed November 27, 2013, <http://www.heritage-explorer.co.uk/file/he/content/upload/10950.pdf>.

⁶⁴ "Step Inside Kenilworth Castle," English Heritage, accessed November 27, 2013, <http://www.english-heritage.org.uk/publications/step-inside-kenilworth-castle/kenilworthcastle.pdf>.

collections in the rooms, however they can very thoroughly explain the events of Gunpowder Plot and in which way was Coughton Court engaged in it. Another option is to take part in the private guided tour (for an additional fee). A trail is prepared for the children at the desk. Even though there are no preparatory materials and a visitor has to get along with the information on the website, the collections in the rooms are thoroughly described. What is more, to Gunpowder Plot is dedicated quite a huge amount of on-site materials within the rooms of the site. Costumes of a Lady or a Master of the house for dressing-up are available, too.

Coughton Court						
Category of the site	B					
Available resources						Points
KS2 or KS3 resources	no					0
	for free					
Teachers' resources	download	no	0			0
	download	no	0			0
Trails	on spot	yes	1	yes	1	2
	download	no	0			0
Quizzes	on spot	no	0			0
	download	no	0			0
Factsheets	on spot	no	0			0
Local guide	available	yes	1	yes	1	2
Children audio guide	available	no	0			0
					Final points	4

Table 14: Coughton Court resources

11.3 Shakespeare's Birthplace

The visitors experience Life, Love & Legacy multi-media exhibition which is an opening part of Shakespeare's Birthplace visit. They then have an opportunity to go inside the house itself where they can take part in a Glover's workshop or ask costumed guides in the rooms any question. Admission fee is as follows:

- a) Individual visit: £7.50
- b) School trip: £6.40

Shakespeare's Birthplace does not offer any downloadable educational resources – neither for families nor for schools as shown in table 15. This is truly a shame because in case of busy season or in case there are no actors available, the children have no means to amuse themselves. Even though they recommend Palgrave Macmillan as a source of materials for teachers and students, they do not offer any own resources. The site offers free familiarization visits for teachers.

Shakespeare's Birthplace						
Category of the site	C					
Available resources						Points
KS2 or KS3 resources	yes					1
					for free	
Teachers' resources	download	no	0			0
Trails	download	no	0			0
	on spot	no	0	no	0	0
Quizzes	download	no	0			0
	on spot	no	0			0
Factsheets	download	no	0			0
	on spot	no	0			0
Local guide	available	yes	1	no	0	1
Children audio guide	available	no	0			0
					Final points	2

Table 15: Shakespeare's Birthplace resources

There are costumed room guides in the Shakespeare's Birthplace. They are very knowledgeable, however, in case of busy season they do not communicate much and they are rather trying to speed up the crowd. This situation occurs even when the visit is booked for a particular time slot. For schools, it is much better to choose one of many educational sessions led by local guides. The teachers have an opportunity of choosing from various topics designed for KS1 as far as for key stage 5 children. Unfortunately an extra fee applies for these sessions. Even though the official website promotes live actors performing excerpts from Shakespeare's plays, they are not always present. As for educational visits, they are an integral part of it which is quite an advantage.

12. EAST OF ENGLAND

12.1 Framlingham Castle

The visitor will get to know the curtain wall castle with 13 mural towers built by the Earl of Norfolk. The Exhibition in Poorhouse presents Barons' Wars, life stories of Anne Boleyn and Catherine Howard and the ascension of Queen Mary. Lanman Trust's Museum of local history and gardens are also a part of the visit. Ticket prices are as follows:

- a) Family visit: £4 (or £17.40 for two adults and 3 children)
- b) School trip: free of charge

For means of getting educational resources available according to table 16, *see* 7.1.2.

Even though **Step Inside Framlingham Castle** trail is recommended among the facilities available in the castle, there is no link for downloading. Despite the fact that it is a family trail, one can get it through teachers' resources search engine only.

Compared to other English Heritage sites – their website often offer direct link to the trail on the family section of the official website.

Framlingham Castle						
Category of the site	A					
Available resources						Points
KS2 or KS3 resources	yes					1
	for free					
Teachers' resources	download	yes	1	yes	1	2
Trails	download	yes	1	yes	1	2
	on spot	yes	1	yes	1	2
Quizzes	download	no	0			0
	on spot	no	0			0
Factsheets	download	no	0			0
	on spot	no	0			0
Local guide	available	no	0			0
Children audio guide	available	yes	1	yes	1	2
					Final points	9

Table 16: Framlingham Castle resources

Framlingham Castle Information for Teachers presents among other the conflicts between Framlingham Castle's baron owners such as Bigots, Mowbrays and Howards. In the site description is a clearly described site-plan of 13 mural towers. Activities are designed together for KS2 and KS3 students. An interesting task is the study of castle's fortification based on King John's siege of Bigot's castle. The children are supposed to split into two groups – attackers and defenders and find the strong and weak parts of the castle in relation to the siege. For the National Curriculum subject of Arts, the resource recommends sketching of features which helps the children to learn about Tudor

decorative style.⁶⁵ **Framlingham Castle Teacher's Kit** offers the very same text as the **Framlingham Castle Information for Teachers**, only the layout differs.⁶⁶

Framlingham and Orford Castles Teacher's Kit is a teachers' resource attempting to interconnect these two sites. Even though the idea is interesting, there is only a comparison on the level of castle's history and timeline.⁶⁷

Step Inside Framlingham Castle trail concerns the architecture of the castle – both defensive and decorative elements. It is accompanied by nice sketches and a photo of the whole castle which helps children with an orientation on the site. It is the only resource that mentions Mary I, but without further information on her personality and life.⁶⁸

Although the site promotes the connection of Anne Boleyn and Catherine Howard with the castle, there is no mention about the wives of Henry VIII in the resources. The same applies on Mary I who had even stronger connection as the castle was given to her by Edward VI and as she was assembling armed forces here before marching to London.

12.2 Anglesey Abbey, Gardens and Lode Mill

The visit will take the visitor to the former Augustinian priory, then a country house of Lord Fairhaven who made it his home. Another part of the visit is also gardens and 150-year-old functional Lode Mill. The cost is as follows:

- a) Individual visit: £5.40
- b) School trip: £4.65/ free of charge in case of Education Group Membership

The resources (*see* table 17) are quite easy to find (Things to see & do → For families → Resources). Unfortunately, apart from family trails, there are no teachers' or

⁶⁵ “Framlingham Castle Information for Teachers,” English Heritage, accessed November 27, 2013, <http://www.english-heritage.org.uk/publications/framlingham-castle-information-for-teachers/framlingham.pdf>.

⁶⁶ “Framlingham Castle Teacher's Kit,” English Heritage, accessed November 27, 2013, <http://www.english-heritage.org.uk/publications/framlingham-castle-info-for-teachers/framlinghamtk.pdf>.

⁶⁷ “Framlingham and Orford Castles Teacher's Kit,” English Heritage, accessed November 27, 2013, <http://www.english-heritage.org.uk/publications/framlingham-orford-castles-teacher-kit/framlingham-orford-tk.pdf>.

⁶⁸ “Step Inside Framlingham Castle,” English Heritage, accessed November 27, 2013, <http://www.english-heritage.org.uk/publications/step-inside-framlingham-castle/framlinghamcastle.pdf>.

educational resources. However, volunteer guides are available in each room and free guided tours are offered on some particular days of visit.

Anglesey Abbey, Gardens and Lode Mill						
Category of the site	B					
Available resources						Points
KS2 or KS3 resources	no					0
				for free		
Teachers' resources	download	yes	1	yes	1	2
Trails	download	yes	1	yes	1	2
	on spot	yes	1	yes	1	2
Quizzes	download	no	0			0
	on spot	no	0			0
Factsheets	download	no	0			0
	on spot	no	0			0
Local guide	available	yes	1	yes	1	2
Children audio guide	available	no	0			0
					Final points	9

Table 17: Anglesey Abbey, Gardens and Lode Mill resources

The site provides only one teachers' resource **Anglesey Abbey School Visit Guidelines** that offer a few recommendations for on-site activities. Nevertheless, in case the teachers would like to use the site for drama performance, Anglesey Abbey offers some books for an inspiration and costumes to borrow.⁶⁹

Treasure Detective Trail designed for children aged 7 – 12 covers almost every single room in the house. A positive element is that it does not only make the children search

⁶⁹ “Anglesey Abbey School Visit Guidelines,” National Trust, accessed November 27, 2013, <http://www.nationaltrust.org.uk/document-1355810606905/>.

for particular features and find answers, but that it also gives information on them so that the children can learn about the personality of Lord Fairhaven. Unfortunately, there is no map or site plan included.

Even though there are natural trails for younger children **How to Build a Den! All things stick** and **Lode Mill**, none of them mention the beginnings of the house as a priory and its end because of Dissolution of Monasteries.⁷⁰

12.3 Peterborough Cathedral

Apart from the Romanesque and Gothic cathedral, the visitors will also see a grave of Katherine of Aragon and former resting place of Mary Queen of Scots. For those willing to learn something about the Benedictine abbey on the today's cathedral site is prepared Story of the Abbey Exhibition. The admission fee for both individual visits and school trips is free of charge.

As table 18 shows, the cathedral does not offer any educational material for downloading. There is a possibility to book an educational tour – either the whole day visit with classroom activities or a guided tour (approximately one hour). Both options can be arranged with respect to the key stages and the National Curriculum. In an email to the author on November, 14th, 2013, Mark Tomlins, Schools and Families Officer for Peterborough Cathedral revealed that they first discuss requirements with a particular school and if the school wants some support materials, then they provide it. They are planning to put downloadable resources on the website, but it will go on at a later point soon. Currently, they are working with an organization The Children's University to produce some of their activities that will be available for children. The cathedral also offers free preliminary visits for the teachers.

⁷⁰ “For Families,” National Trust, accessed November 27, 2013, <http://www.nationaltrust.org.uk/anglesey-abbey/things-to-see-and-do/for-families/>.

Peterborough Cathedral						
Category of the site	C					
Available resources						Points
KS2 or KS3 resources	yes					1
	for free					
Teachers' resources	download	no	0			0
Trails	download	no	0			0
	on spot	yes	0			0
Quizzes	download	no	0			0
	on spot	no	0			0
Factsheets	download	no	0			0
	on spot	no	0			0
Local guide	available	yes	1	no	0	2
Children audio guide	available	no	0			0
					Final points	2

Table 18: Peterborough Cathedral resources

13. SOUTH EAST

13.1 1066 Battle of Hastings, Abbey and Battlefield

There is an interactive display 1066: Battle for England that introduces the historical event of Battle of Hastings. The visitor can see the ruins of former Benedictine Abbey which was build on supposed spot of King Harold's death. The Battlefield can be either seen from the abbey ruins or there is a possibility to walk round the whole field.

The costs are as follows:

- a) Individual visit:£4.70
- b) School trip: free of charge

As for resources (*see* table 19) there are two teacher's handbooks for downloading.

Unfortunately, one has to browse many web pages until he finds them as they are put together with graphic resources and not available through the teachers' resources search engine. (*see* 7.1.2)

1066 Battle of Hastings, Abbey and Battlefield						
Category of the site	available					
Available resources						Points
KS2 or KS3 resources	yes					1
					for free	
Teachers' resources	download	yes	1	yes	1	2
Trails	download	yes	1	yes	1	2
	on spot	yes	1	yes	1	2
Quizzes	download	no	0			0
	on spot	no	0			0
Factsheets	download	no	0			0
	on spot	no	0			0
Local guide	available	no	0			2
Children audio guide	available	yes	1	yes	1	2
					Final points	11

Table 19: 1066 Battle of Hastings, Abbey and Battlefield resources

Forty-page **Battle Abbey and the Battle of Hastings Teachers' Handbook** is aimed at thorough investigation of the whole site. The military tactics is described in the form of battlefield walk with descriptions on each viewpoint which helps both the teachers and the children imagine particular phases of the battle. The historical information touches the Rule of Saint Benedict, Hundred Years War, the Black Death and Dissolution of Monasteries. Detailed description of abbey's buildings with their architectural development is also included and accompanied by pictures and sketches so that one does not have to search for the described feature. An interesting activity is the work with various documentary sources such as the Bayeux Tapestry, *Anglo-Saxon Chronicle*

or the Abbey's account books where the children see the site from the point of view of past times. Resource sheets for children deal with royal succession after Edward the Confessor's death, the events leading to the battle, Saxon armoury, monastic life and medieval building styles – they are in the form of comprehensible factsheets accompanied by pictures and explanations. Activity sheets are prepared for entertaining cross-curricular activities such as drawing, film-shooting, reporting and maths.⁷¹ A part of teacher's guide to **Battlefields Defence, Conflict and Warfare** is rather a factsheet covering the most important battles of the United Kingdom and it also gives information on 1066 battle. In addition there are many suggestions in which way the battle should be used in teaching.⁷²

For families there is **Step Inside Battle Abbey** activity. It concentrates on various monks' jobs and it does not forget to mention the Battle of Hastings. It is accompanied by nice picture of the abbey so that the children know where to search for an answer.⁷³

13.2 Chartwell

Chartwell offers an opportunity to visit the family home of Winston Churchill. Apart from the collections inside the house itself, the visitors will see Churchill's studio with his paintings, a butterfly house and gardens. Admission fee is as follows:

- a) Individual visit: £6
- b) School trip: £5.40/ free of charge in case of Education Group Membership

As table 20 shows, there are no downloadable resources available on the site's website. However, an educational group can put together the program with Learning and Events Officer. Chartwell also offers free pre-visit for these groups. Friendly room guides are available throughout the whole site and they are willing to give the visitor as much information as possible.

⁷¹“Battle Abbey and the Battle of Hastings Teachers' Handbook,” English Heritage, accessed November 27, 2013, <http://www.heritage-explorer.co.uk/file/he/content/upload/10924.pdf>.

⁷²“Battlefields Defence, Conflict and Warfare,” English Heritage, accessed November 27, 2013, <http://www.heritage-explorer.co.uk/file/he/content/upload/10941.pdf>.

⁷³“Step Inside Battle Abbey,” English Heritage, accessed November 27, 2013, <http://www.english-heritage.org.uk/publications/step-inside-battle-abbey/battleabbey.pdf>.

Chartwell						
Category of the site	C					
Available resources						Points
KS2 or KS3 resources	no					0
	for free					
Teachers' resources	download	no	0			0
	download	no	0			0
Trails	on spot	yes	1	yes	1	2
	download	no	0			0
Quizzes	on spot	no	0			0
	download	no	0			0
Factsheets	on spot	no	0			0
Local guide	available	yes	1	no	0	1
Children audio guide	available	no	0			0
					Final points	3

Table 20: Chartwell resources

13.3 Windsor Castle

The admission allows the visitors to see apart from the exterior also the interior of State Apartments, Queen Mary's Doll House and St George's Chapel. The prices are as follows:

- a) Individual visits: £10.60
- b) School trips: £9.55

Materials for Windsor Castle are available (*see* table 21), but they are not easy to be found on the website. Although some of the resources are well-arranged in the Learning

section, one has to search for the rest under all resources designed for Children/Families created by Royal Collection Trust. Despite the fact that St George's Chapel is an inseparable part of Windsor Castle, there are no resources for this site on the official website. You can get the materials, but from the official website of St George's Chapel itself which can be a bit confusing for the visitors who do not know where to search. There is also no mention about this fact on the official website. As St George's Chapel is managed by College of St George, these resources are not part of the assessment.

Windsor Castle						
Category of the site	C					
Available resources						Points
KS2 or KS3 resources	yes					1
	for free					
Teachers' resources	download	yes	1	yes	1	2
Trails	download	yes	1	yes	1	2
	on spot	yes	1	yes	1	2
Quizzes	download	no	0			0
	on spot	no	0			0
Factsheets	download	yes	1	yes	1	2
	on spot	no	0			0
Local guide	available	yes	1	no	0	1
Children audio guide	available	yes	1	yes	1	2
					Final points	12

Table 21: Windsor Castle resources

Windsor Castle Teachers Pack explains some key points of the castle's history. Very useful is the connection between the timeline (and the most important monarchs) and the building phases of the castle which contributes to more complex view on the castle's

architecture. Teachers are offered free familiarization visit and learning centre is also available.⁷⁴

KS1 and KS2 trail **I Spy at Windsor Castle** concentrates on the exterior, unfortunately it is not very informative as it consists of mere ticking the box. This can be enough for KS1 children, but for KS2 children one would expect a little bit more. **Around the Castle Quiz** is similar in form, but the questions are little bit more difficult, demanding more explanations of the answers the children ticked.⁷⁵ **Learning about Castles** is a trail to which belongs **Learning about Castles Information Sheet**. This material touches the whole castle and is very versatile – in the trail there are various tasks in the form of multiple-choice questions, drawing, filling in found answers etc. This diversity makes the trail very entertaining. The information sheet is closely connected to the trail as it describes the parts of the castle that are mentioned in **Learning about Castles**. This is truly clever interconnection of children's activity and adult help because it can be both used by schools and the families – an adult does not have to be an expert to help in a way the children can get most of it.⁷⁶ **Queen Victoria at the Castle** offers not only a trail but also a lot of interesting facts about the life at court at Victorian times. What the visitor will appreciate is that the trail does not only give the information about a feature the children are supposed to find, but also about the room where it is situated.⁷⁷ **State Apartments Quiz** is a trail that leads the children through various rooms of the State Apartments. The children should find the highlights of each room. The questions make the children ask the wardens in the rooms who often tell them even more interesting facts.⁷⁸

Unfortunately, in none of the children resources is mentioned William the Conqueror as the founder of the first castle here. It is quite a shame as the layout of motte and bailey

⁷⁴“Windsor Castle Teachers' Pack,” Royal Collection Trust, accessed November 27, 2013, <http://www.royalcollection.org.uk/sites/royalcollection.org.uk/files/Windsor%20Castle%20Teachers'%20Pack%202013.pdf>.

⁷⁵“Windsor Castle Trail: Quiz sheets,” Royal Collection Trust, accessed November 27, 2013, <http://www.royalcollection.org.uk/learning/schools/windsor-school-visits/windsor-castle-trail-i-spy-at-windsor-castle>.

⁷⁶“Windsor Castle: Learning about Castles Trail and Information Sheet,” Royal Collection Trust, accessed November 27, 2013, <http://www.royalcollection.org.uk/learning/windsor-castle-learning-about-castles-trail-and-information-sheet>.

⁷⁷“Queen Victoria at Windsor Castle,” Royal Collection Trust, accessed November 27, 2013, <http://www.royalcollection.org.uk/learning/schools/windsor-school-visits/Queen-Victoria-at-Windsor-Castle>.

⁷⁸“Windsor Castle Trail: Quiz sheets.”

castle is included in the trails and the outer ramparts rest almost the same since after 1066. This fact is shortly mentioned by **Windsor Castle Teachers Pack** only.

14. SOUTH WEST

14.1 Tintagel Castle

The visitor can see both ruins of a 13th century castle built by Richard, Earl of Cornwall and the remains of a Dark Age stronghold. Before exploring the ruins, they can watch an introductory film or descend to the Merlin's Cave, a supposed spot where King Arthur was found by the magician. Admission fee is as follows:

- a) Individual visit: £3.50
- b) School trip: free of charge

Even though the website has its own learning section, it is not possible to download the resources from offered links. One has to use the English Heritage search engines as described in 7.2.1. **Step Inside Tintagel Castle** trail is not mentioned at all, but it is available among other teachers' resources – this means that the family will probably not use it as they do not know the educational search engines. Table 22 shows the availability of all resources.

Tintagel Castle						
Category of the site	A					
Available resources						Points
KS2 or KS3 resources	no					0
	for free					
Teachers' resources	download	yes	1	yes	1	2
Trails	download	yes	1	yes	1	2
	on spot	no	0	no	0	0
Quizzes	download	no	0			0
	on spot	no	0			0
Factsheets	download	no	0			0
	on spot	no	0			0
Local guide	available	no	0			1
Children audio guide	available	no	0			0
					Final points	4

Table 22: Tintagel Castle resources

Tintagel Castle Teacher's Kit mentions in the history overview all the important phases that influenced the castle (the Romans, Dark Ages, Middle-Ages, Victorians) and it also gives a tour around the castle with nice coloured map that helps in orientation. Even though the Arthurian legend and the story of Tristan and Yseult are an inseparable part of the castle's history, they are mentioned only roughly in their summary. One would expect more detailed information and more activities concerning these famous stories. There is only one activity mentioned in connection with the role of

Knights of the Round Table in today's world.⁷⁹ As for the **Tintagel Castle Teacher's Kit** all the activities are quite general – they suggest creative writing, art and drama, but do not offer any topics, they suggest assessing medieval defences, but do not provide any table or list so that the teachers can check the results. There can arise many interesting topics for learning at Tintagel Castle, but most of them are unused in the kit. However, what a visitor will appreciate are the sketches suggesting the original appearance of ruined buildings. **Tintagel Castle Handling Collection** concerns resources such as costumes, replicas and artefacts that can support the school trip. Even though suggested activities are quite simple (e.g. questions such as – What does it smell like?), the handling collection can be really useful when talking about medieval life.⁸⁰

Step Inside Tintagel Castle is an activity trail meant for younger children and mentions both King Arthur and Earl Richard. There are nice sketches of the features the children are supposed to find which help them with the task.⁸¹

Unfortunately, information provided on the official website (for all visitors) seem to be more detailed than the content of teachers' resources which is quite a shame. Compared to some other English Heritage sites' resources, these can seem as if they were clapped up. Unfortunately, among educational activities for students is not offered a short witty play based on the Arthurian legend **A King is Found!**.⁸² In case the children would be familiarized with the story, they would definitely appreciate it.

14.2 St Michael's Mount

The visitor will see both the interior and the exterior of the former monastery, now a family castle of St Aubyn family. Sub-tropical terraced gardens are also a part of the visit. The costs are as follows:

- a) Individual visit: £4.80/ as family £14.40 (one adult and up to 3 children)
- b) School trip: £4.30

⁷⁹ "Tintagel Castle Teacher's Kit," English Heritage, accessed November 27, 2013, <http://www.english-heritage.org.uk/publications/tintagel-castle-teachers-kit/tintagel-castle-tk.pdf>.

⁸⁰ "Tintagel Castle Handling Collection," English Heritage, accessed November 27, 2013, <http://www.english-heritage.org.uk/publications/tintagel-castle-handling-collection/tintagel-handling-collection/>.

⁸¹ "Step Inside Tintagel Castle," English Heritage, accessed November 27, 2013, <http://www.english-heritage.org.uk/publications/step-inside-tintagel-castle/tintagelcastle.pdf>.

⁸² "A King is Found!," English Heritage, accessed November 27, 2013, <http://www.english-heritage.org.uk/content/imported-docs/a-e/akingisfoundweb.pdf>.

Availability of educational resources is shown in table 23. There is only one family trail for downloading. Unfortunately, the link is not published at National Trust's website even though the trail is mentioned under For families section. In an email to the author on November 15th, 2013, Susan Thomas revealed that for schools, it is possible for an additional fee to book a local guide who can adapt his presentation to a particular topic.

St Michael's Mount						
Category of the site	B					
Available resources						Points
KS2 or KS3 resources	no					0
	for free					
Teachers' resources	download	no	0			0
Trails	download	yes	1	yes	1	2
	on spot	yes	1	yes	1	2
Quizzes	download	no	0			0
	on spot	no	0			0
Factsheets	download	no	0			0
	on spot	no	0			0
Local guide	available	yes	1	no	0	1
Children audio guide	available	no	0			0
					Final points	5

Table 23: St Michael's Mount resources

St Michael's Mount Castle Quiz (*see* appendix 6) is a family trail designed for the interior of the castle. It leads the children through each room and for each room, there are a few questions. A positive element is definitely that one so-called Interesting fact relating to the question is mentioned under the task to each room. Even though the

children learn a lot of about the collection in the castle, there is no mention of the apparition of St Michael which had led to the foundation of monastery at this place, or about the Civil War as the castle was four year under the siege of Roundheads.

14.3 Exeter Cathedral

The visitor will see a Gothic cathedral with two Norman towers. The interior offers the Minstrels Gallery, collection of misericords and more carvings of Green Man than the depictions of Christ at the site. Ticket prices are as follows:

- a) Family visit: free of charge (if part of family visit where an adult pays £6)
- b) School trip: £1

Available resources (*see* table 24) are easy to be found under the Education section on the site's website. There is **Activity Booklet** available at the desk for family visits and there is also a possibility to borrow Explorer Backpack with compasses, binoculars and various storybooks. Free familiarization pre-visit is offered to teachers.

Exeter Cathedral						
Category of the site	C					
Available resources						Points
KS2 or KS3 resources	yes					1
	for free					
Teachers' resources	download	yes	1	yes	1	2
Trails	download	yes	1	yes	1	2
	on spot	yes	1	yes	1	2
Quizzes	download	no	0			0
	on spot	no	0			0
Factsheets	download	yes	1	yes	1	2
	on spot	no	0			0
Local guide	available	yes	1	no	0	1
Children audio guide	available	no	0			0
					Final points	10

Table 24: Exeter Cathedral resources

A Sample Tour is meant for teachers planning a self-led visit for KS2 children. An interesting approach is that the material is based on the general tour made by the cathedral educational officers. Although it is supposed to be connected with the National Curriculum subjects of Art, History and Religious Education, it mostly touches RE. As it consists only of suggested questions on various features in the cathedral, it is not such useful as an informative resource for the cathedral. It would function in this way only in case the adult would use cathedral leaflet in the combination with this resource, but **A Sample Tour** does not mention it at all. This tour is then aimed rather on functions of the cathedral than on the cathedral's features themselves. Quite a shame

is that there is also no plan of the site. However, definitely positive are the topics for discussion and suggested questions connected to the particular spots.

Glossary is a very useful factsheet that is usually missed at religious heritage sites. The explanations touch all possible fields of the cathedral – architecture, features inside, religious and historical terms and people. It is a great idea to include the glossary as it helps pupils to understand both the resources and possible themed visits, too. What are only missed are some illustrations of explained terms. A factsheet **A History of Exeter Cathedral** incorporates all necessary elements for a useful and comprehensible factsheet – a timeline, clearly explained historical periods with respect to the features in the cathedral's interior and illustrative images.⁸³

⁸³“School visits,” Exeter Cathedral, accessed November 27, 2013, <http://www.exeter-cathedral.org.uk/history/school-visits.ashx>.

15. CONCLUSION

The main aim of the thesis was to create an evaluative list of cultural heritage sites suitable for children visitors. Firstly, on the basis of tourism theories and studies, it was determined what a successful visit of cultural heritage site should look like.

Motivational factors for travelling helped with creating a guideline for such a visit. The visit should for the children be enriching both in terms of obtained information and in terms of various experiences. The leading by the adults should not be pushy; the adults should rather encourage the children in exploring the site. In case of usage of educational resources, it is an advantage when the resources are designed with respect to the child's knowledge and level of understanding. On grounds of these recommendations the assessment of chosen heritage sites in the second part of the thesis was then created with respect to various educational resources aimed at children (teachers' resources, trails, quizzes, audio guides and local guides).

The children are a specific target group and it must have been taken into consideration that for a successful visit it is necessary to capture their attention. The thesis began with a look on various motivations of children for travelling. From examined theories there were chosen those motivations that could be assigned to children and that should in general make successful visit. Picked were those that (in a slight modification) repeated – social interaction, relaxation, novelty and learning. The motivational factor of social interaction or enhancement of kinship relationship can be applied to both family and school visits. The child usually does not travel by himself and tourism is then an ideal means of spending time with his family or friends. Relaxation or recuperation or regeneration is another kind of motivational factor – travelling is usually a part of leisure time activities and especially in case of children it can be considered as an ease from their obligations and assignments. Novelty or exploration factor is the most understandable one. The children are always seeking for something new, their brain is prepared to acquire as much impulses as possible and their natural curiosity usually makes them explore more and more. Hand in hand with exploration or novelty goes the motivational factor of learning – in combination with an entertaining activity the visit of a heritage site can give children the most. Newly learned pieces of information connected with practical experience can then be the truly permanent. Entertainment as

an important part of the visit can be also linked with the motivational factors of relaxation and enhancement of social relationships. In addition, in the case the child is undertaking and entertaining activity, he is then more open to new experience and knowledge. That is why learning and entertainment were mainly taken into consideration in the final assessment of heritage site's resources.

As there were stated three decision-making forces for children travelling (a child himself, a family, an institution), chapter three studied their impact on the visit. It was found that often the proper guidance of adults (parents, teachers, and the site's staff) belongs among the important factors shaping the usefulness of the visit. In case the children are given enough free time for exploring the site themselves, they then feel more self-reliant, they are more open to new experiences and they do not feel as bound as in case they would be completely in the care of adults. Of course, some guidance is necessary so that children do not miss any important parts of the visit, but it should be kind and natural.

Because of the fact that the British government advocates learning at heritage sites, chapter 4 outlines the system of education for England and Wales. Apart from the National Curriculum, the system of key stages for compulsory education is also explained on the grounds of the fact that a lot of educational resources are created in a keeping with key stage system. Brief description of CLOtC shows that a lot of general public members or organizations care for more lively and topical means of learning. LOtC Manifesto even advocates experiences as a part of a successful visit and that is why the assessment of heritage sites also takes into consideration whether the educational resources make the children rather actively work with the site than only passively look at it.

The final assessment touches three aspects – the comparison of resources created by English Heritage, National Trust or other organizations taking care of the sites, the availability of educational resources and the final recommendation of particular heritage sites that are the most suitable for children visitors.

Governmental organization of English Heritage created the whole system for publishing educational resources – they have two online search engines for teachers' resources for a self-led visit. Their resources usually consist of a teacher's kit that includes historical description, timeline, tour of the site and various educational approaches and activities.

Their quality is usually on a high level and it gives teachers fine and well-arranged background to the visit. However, from time to time a map or a plan of the site is missing which would definitely help the teachers that did not have any opportunity to make a pre-visit (with or without the guidance of the site's staff) for better orientation on the site. Concerning educational approaches in these teacher's kits, their quality varies a lot according to the site. There can be excellently prepared activities with thorough instructions and prepared activity sheets (e.g. Framlingham Castle, *see* 13.1) or you can come across only brief tips which the teachers are supposed to develop themselves (e.g. Tintagel Castle, *see* 15.1). In general, on-site trails and activity sheets are missed the most among English Heritage resources. If the teachers do not prepare their own, the children do not have many opportunities to write down newly gained knowledge or findings they acquired. Concerning family visits, for majority of English Heritage sites there is prepared on-site Step Inside activity pack. The organization mentioned that these trails are aimed at children of age 7 – 11. However, the tasks in the pack seem to be designed for much younger children. They do not require much writing or deduction; they rather consist of drawing or ticking the box whether the child has or has not found a particular feature. Nevertheless, their graphic layout can be very appalling and the picture of the site with marked spots where the children are supposed to complete the tasks usually helps them good with the orientation on the site. Step Inside activity packs are the only resource that is prepared for downloading for family visits. Because of the fact that the teachers' resources are available for anyone, the families can naturally use them too, but English Heritage does not mention it explicitly anywhere. Only for a small number of sites all the learning resources (both those designed for teachers and Step Inside activity packs) are put together on the site's webpage. What is more, there are often cases when Step Inside activity pack created for the site is available only through English Heritage educational resources search engines and that is why the families will usually not get it.

National Trust works on completely different system as for both family and school visits. In spite of the fact that the preparation and providing of educational resources does not belong to the organization's main aims (in comparison to English Heritage) they are trying to offer at least some children trail or quiz at their sites. Teachers' resources are in general not available at all (an exception makes Fountains Abbey and Studley Royal Water Gardens, *see* 10.2). However, in comparison with English

Heritage, they have guides available in the rooms of almost each site and their service is included in the admission fee). These room guides can be in average assessed as very knowledgeable and willing to explain information about the site even in a more simple and funny way in case the children are present. When you compare National Trust's room guides with Shakespeare's Birthplace's staff, they are very friendly and they do not tend to be rather speeding up the crowd instead of providing the information.

In addition, National Trust tries to make the visit for the children entertaining – there are often available costumes for dressing up or various children books relating to the site. Larger National Trust sites also offer various educational workshops for schools with topics that are often adapted to the children's key stage or a particular subject of the National Curriculum. English Heritage on the other hand rarely organizes this types of sessions (for English Heritage called Discovery visits). To sum up – although National Trust is a charity and depending and independent of Government's funding, its staff tries to do their best – willing and informative volunteer guides, entertaining facilities and at least some resources prepared for children.

The assessment of the sites under other organizations cannot be uniform as in case of National Trust and English Heritage. Nevertheless, there is one important point to mention which applied to all these sites except for Shakespeare's Birthplace. In case the resources are not published and you ask the site for a help with organizing a trip for children, their staff was always willing to help and to meet your requirements. Most of the sites provide a great variety of educational resources – either in downloadable or paper form or in a form of educational sessions.

The second part of the assessment was the availability and variability of offered resources. The aspect whether the resources are included in the admission fee was also taken into consideration. Apart from National Trust's volunteer room guides the service of all offered local guides was for an additional fee. Concerning downloadable resources or resources at the desk, the majority of them is available for free – an exception make Lincoln Medieval Bishops' Palace and Pickering Castle (both of them governmentally funded sites under English Heritage), Fountains Abbey and Shakespeare's Birthplace. Fortunately, these were only resources available at the desk. From table 25 it is clearly seen that as for organizations, it is English Heritage that offers the biggest variety of resources. It is quite a shame that National Trust as

an organization covering England, Wales and the Northern Ireland does not contribute with the educational resources more; however, it is compensated for room guides. Not surprisingly, the availability of resources provided by other organization varies. Nevertheless, in case they offer some (apart from local guides); they are included in the admission fee.

	English Heritage	National Trust	other organizations	
North East	Lindisfarne Priory 6	Lindisfarne Castle 4	Alnwick Castle 4	14
North West	Carlisle Castle 8	Lyme Park House and Gardens 3	Chester Cathedral 4	15
Yorkshire and the Humber	Pickering Castle 7	Fountains Abbey and Studley Royal Water Gardens 7	York Minster 10	24
East Midlands	Lincoln Medieval Bishops' Palace 8	Woolsthorpe Manor 4	Lincoln Cathedral 5	17
West Midlands	Kenilworth Castle 7	Coughton Court 4	Shakespeare's Birthplace 2	13
East of England	Framlingham Castle 9	Anglesey Abbey 9	Peterborough Cathedral 2	20
South East	1066 Battle of Hastings, Abbey and Battlefield 11	Chartwell 3	Windsor Castle 12	26
South West	Tintagel Castle 4	St Michael's Mount 5	Exeter Cathedral 10	19
	60	39	49	

Table 25: Availability of resources

The assessment of particular heritage sites goes hand in hand with the results shown in the table 25. Windsor Castle offers the most versatile range of resources that are at the same time included in the admission price. The only reservation would be made – one has to be searching a lot until he gets all provided resources. In general, the resources are of high quality and Windsor Castle also included a material where the interconnection of children trail and adult factsheet helps to the enriching experience. 1066 Battle of Hastings, Abbey and Battlefield also offers a variety of materials even though there was a similar problem with finding them – they are put together with classroom resources only. Despite York Minster lost some points on Windsor Castle, its resources are from probably all the chosen sites the best organized and truly well-arranged. In addition, the graphical layout and usage of various illustrations can be found within each material and this really contributes to their apprehensibility. The materials also interconnect the minster's history with the City of York which goes towards the topicality of the information. In case we take into consideration the admission fee, York Minster with the lowest price offers the highest number of materials that are in addition aimed at particular key stages. On the other hand, Shakespeare's Birthplace surprisingly did not offer any resources apart from local guides for school groups (for an additional fee). As Stratford upon Avon is a major town connected with William Shakespeare, this fact is really disappointing. The same applied for Peterborough Cathedral, but they are about to publish some newly created resources. In case of Regions of England, it is South-East that offers the most both according to the table 25 and according to the assessment of particular heritage sites. This result is quite expectable as South east belongs to the richest region after London (which was from the assessment omitted). Of course, it was necessary for the region to use the money properly.

To sum up and give an advice what cultural heritage should one choose so that they contribute the most for both education and entertainment of the children from the point of view of provided educational resources – English Heritage sites are rather suitable for school trips as the majority of the resources is aimed at teachers or students in a particular key stage. We could see that family materials were not very elaborate. National Trust's sites would be more appalling to the families, because of the fact that the room guides are almost always available and that is why the parents do not have to solve where to obtain the information they would like to pass to their children.

Concerning the sites under the protection of other organization (and this of course applies to English Heritage and National Trust, too) the most important is definitely the willingness of school or parents to support their visit by resources prepared by the site itself, because fortunately most of the sites are helpful to make for the children really enriching visit.

16. RESUMÉ

Diplomová práce se zabývá britskými památkami vhodnými pro návštěvu dětí ze vzdělávacího hlediska. Děti jsou nezanedbatelnou částí turistického průmyslu jako takového. Nejen, že jsou na ně cíleny výlety v rámci školních skupin, ale cestování je i oblíbenou aktivitou rodin v jejich volném čase. A nezapomeňme, že člověk zvyklý v mládí cestovat, bude v této aktivitě pravděpodobně pokračovat i v dospělosti.

Nejprve bylo třeba zjistit, jaké jsou hlavní důvody pro cestování a návštěvu památek u dětského návštěvníka. Z teorií zabývajících se motivačními faktory pro turismus byly vybrány takové motivace, které bylo možné aplikovat na dítě. I přestože teorie samotné byly odlišné, význam motivací a často i jejich formulace se většinou opakovala.

Na jejich základě byl vytvořen průřez nejdůležitějšími elementy, které přispívají tomu, že je návštěva památky pro dítě obohacující ze vzdělávacího hlediska a zároveň je zábavná. Přirozeně se k hlavním motivačním faktorům řadí sociální interakce. Člověk, jakožto tvor společenský, má kolem sebe rodinu nebo přátele, v tomto případě své spolužáky. Faktor rekreace je velice důležitý. Návštěva památek většinou probíhá ve volném čase dítěte nebo rodiny a i v případě školních exkurzí se jedná o jakési uvolnění atmosféry, oproti sezení v lavicích. Motivace objevování je neoddělitelnou součástí díky přirozené dětské zvědavosti. Ruku v ruce s ní jde i motivace touhy po vzdělání a informacích, které se k danému místu pojí. Právě proto by měly památky poskytovat vzdělávací materiály, které jsou určeny i dětským návštěvníkům. Ne vždy je totiž dospělý natolik schopný bez přípravy interpretovat, co je pro dané místo důležité a co ne.

Se správným a nenásilným vedením rodičů či pedagogů se může snadno podařit, aby si dítě z návštěvy památky odneslo zážitek a spoustu cenných informací. Tyto nabyté vědomosti jsou poté nejen teoretického charakteru, ale jsou převedené i do reálného života v podobě schopnosti je interpretovat.

Vzdělávací turismus se zabývá cestováním za účelem získávání nových vědomostí. Diplomová práce se zabývá tzv. sekundárním vzdělávacím turismem, kdy je cestování na prvním místě a vzdělání hned za ním, na místě druhém. Příkladem mohou být zájezdy škol či školní exkurze. Samozřejmě se sekundární vzdělávací turismus týká

i rodin, kde rodiče kladou důraz na informace, které se snaží dítěti předat v konkrétních případech.

Krátce bylo třeba nahlédnout i pod pokličku britského systému vzdělávání. Vzhledem k tomu, že je velká spousta vzdělávacích materiálů o památkách cílena na děti školou povinné, byl vysvětlen i systém tzv. key stages. Ty určují, jakého stupně vzdělání a vědomostí by měl žák v určitém věku dosáhnout. Člověk znalý tohoto systému poté snadno vybere materiál určený pro potřeby daného dítěte. Nejen britské Ministerstvo vzdělání je nakloněno tomu, aby studenti získávali vědomosti i mimo školní lavice. Organizace Council for Learning Outside the Classroom navrhuje totéž a zmiňuje “zážitek” jako jeden z velice důležitých elementů výuky.

Na základě těchto poznatků byly vybrány jednotlivé památky na území regionu Anglie (mimo region Londýn). V další části diplomové práce byla hodnocena jejich připravenost a možnosti vzdělávání pro dětského návštěvníka. Památky byly hodnoceny na základě poskytovaných vzdělávacích materiálů určených dětem. Závěrečné hodnocení se proto skládá z různých částí. Hodnocena byla jejich dostupnost v tištěné podobě přímo na místě nebo v podobě elektronické na webových stránkách. Vzhledem k tomu, že jsou vzdělávací návštěvy často organizovány školami, bylo bráno v potaz, jsou-li sestavené takovým způsobem (srozumitelnost, obsah), aby odpovídaly učebním plánům či jednotlivým key stages. Nebylo zapomenuto ani na přípravné materiály pro pedagogy, které jsou důležité z důvodu, aby návštěva proběhla co nejefektivněji. Dalším bodem byla i možnost objednání místního průvodce z řad personálu, který by byl schopen svůj výklad přizpůsobit věku a úrovni dětských vědomostí. Zohledněno bylo i to, zda jsou tyto zdroje poskytovány v rámci vstupného do dané památky nebo jsou k dispozici za další poplatek.

V Anglii plošně působí i dvě organizace (mimo jiné), které se o místní památky starají – English Heritage a National Trust. Zatímco English Heritage je financován vládou a mezi její cíle patří vzdělávání a poskytování vzdělávacích materiálů, National Trust je organizací charitativní, kde informace povětšinou poskytují dobrovolní průvodci. Hodnocené památky byly vybrány z každého regionu Anglie - jedna pod záštitou English Heritage, další pod záštitou National Trust a jiná pod záštitou jakékoli organizace, ne však komerčního charakteru. Poskytované zdroje byly hodnoceny nejen z hlediska dostupnosti, ale i z hlediska obsahu a uspořádání.

Na základě elementu kvalitních informací podaných zábavnou formou bylo zjištěno, že památkami, které lze v Anglii rozhodně doporučit je York Minster, Windsor Castle a 1066 Battle of Hastings, Abbey and Battlefield. Tyto památky poskytují velkou škálu různých vzdělávacích zdrojů, které jsou volně dostupné či zahrnuté do ceny vstupů. Ohledně zkoumaných organizací, které památky zaštiťují, byl vidět odlišný přístup. Zatímco English Heritage je svými zdroji užitečný především pro pedagogy a aktivity pro rodiny jsou spíše jednoduššího charakteru, National Trust až na výjimky neposkytuje zdroje téměř žádné. Výhodou National Trust je však osobní přístup místních průvodců, kteří tento nedostatek hravě vyváží. Památky pod záštitou této organizace však mají snahu poskytnout alespoň jeden dětský kvíz, který je k dispozici přímo na místě spolu s dalšími doplňky, jako jsou dětské knihy, které se k památce vztahují. U památek mimo National Trust a English Heritage se poskytované zdroje liší. Pravdou však je, že po zkontaktování památky je většinou personál ochotný s návštěvníky (v tomto případě především s pedagogy) jejich požadavky prodiskutovat a v maximální možné míře vyhovět.

Diplomová práce se snažila ukázat, že návštěva památky by neměla pro dítě končit jen mlhavou vzpomínkou na věž hradu či výhled z okna, Dítě by mělo památku aktivně prozkoumat a pokusit se propojit s ní své teoretické znalosti. Vedení památek si to velice dobře uvědomuje a čím dál tím více se snaží na dětského návštěvníka působit a vyjít rodičům i školám vstříc. Samozřejmě vždy záleží právě na rodičích či pedagozích, do jaké míry se budou snažit dítě při návštěvách památek zapojit tak, aby pro něj byla nejen zábavná, ale i obohacující z hlediska vědomostí.

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18. THE LIST OF APPENDICES

Appendix 1 – Lindisfarne Castle Quiz

Appendix 2 – Find Barbie Lutyens

Appendix 3 – Halloween Trail

Appendix 4 – Capture the Castle

Appendix 5 – Knight's Quest

Appendix 6 – St Michael's Mount Castle Quiz

19. APPENDICES

Appendix 1 – Lindisfarne Castle Quiz

LINDISFARNE CASTLE QUIZ

Guess the missing word!!!!!!

Lindisfarne Castle, high on a hill
Where the w_n_ blows
And nothing stays still
Which way does it blow?
The wind indicator will show!
So, look up high and you will see
Which way the arr_w points.....
Is the direction the wind will be!
Now look to your left
And see if you can count
How many castles there are?
All about
S_ve_ you will find
Which is your favourite?
I really don't mind!

Which is your favourite?.....

Inside the kitchen
See if you can spot
A small swimming fish?
Upon a copper pot
In times long past
Beside the fire you will see
Where Hannah the hard working_o_k would be
To rest upon the settle
Once_in_e_ is prepared
She then waits patiently, for the boiling kettle
Hannah's husband Jack and Bertie the dog
Firewood they did c_ll_e_t, to keep everyone warm
Especially when there was a storm
In which case, Bertie would object!



Room 1



Room 2

Now moving on

Where you would dine
A beautiful le wall
In front of you will shine
Now can you guess?
How many oluro combine?
To make this unique colour, so divine
How many you say?
Elvn in all
You would be right
When looking at this beautiful wall
The other wall, a secret hides
You need to look close
Warm bread an oven provides



Room 3

How many colours?.....

Dancing around the face of the clock

Listen carefully to the gentle tick toc
Bobbing bas, upon the sea
Riding the waves merrily
Above you look a floating ship
Henrietta is her name
An image from the past
A model she became!



Room 4

How many boats can you see?.....

Imagine all the pretty ladies

Who have looked into this mirror
Brushing their hir and preparing themselves
For Hannah's wonderful dinner!
When bedtime comes
A cosy bed, snugly and warm
Listen, to the pitter patter of the rain on the windows
And the roaring wind of the storm

Room 5



See out of the window

Where is 'Black Jack'?

Far far away
An enchanting walled garden
Where later you can play
Here you will find a rainbow of colours
Flowers of every kind!
'Black Jack' the pet raven
Surveyed this scene
He belonged to Gertrude the gardener
Her friend he had been
Watching her work from his perch on the sill
His beady black eyes observing her skill



Room 6

Face and ans you would scrub

In the mahogany washstand
In the porcelain dish
Very grand!
Candlelight glowing
A torch for the night
Makes this room cosy, cheerful and bright

How many candles can you spot?

Room 7

Another bedroom

In here you will find
An old enamel bath
The Victorian kind



Room 8

Reach this room and hidden here

Look carefully you will see
Carved upon the wooden headboard
A little ir will be!

Did you spot the bird?

Room 9

Nice and quietly to this room
If you l_s_e_ carefully
You will hear a tune
What could this so_n_ be coming from?
Look all around you
There is only one!
A beautiful instrument called the cello
The sound it makes is oh so mellow



Room 10

Ending your journey
Through the castle
If you're feeling lucky buy a ticket for the raffle!
There is still lot's to do and things to see
Visit the limekilns, the beach and the sea!

PUT A TICK ON THE ANIMALS BELOW IF YOU SPOT THEM TODAY AT THE BEACH!!!!!!



Now go back and write the first red letter of every verse.....What does it spell????

For your chance to win 'Black Jack' in our end of season prize draw!!!!

Simply get an adult to fill in an email address below...

(Drawn 31/10/2013)

Please fill in your contact details below, tear off and hand to hall desk at entrance.....

Contact e-mail address.....

Appendix 2 – Tiny Tales – Find Barbie Lutyens

Tiny Tales - Find Barbie Lutyens
 Lindisfarne Castle
 Holy Island

Barbie Lutyens loved to play hide and seek around the Castle.
As explore the Castle today look out for a girl in a blue dress in all sorts of hiding places....



Tick every time you spot her hiding around the house – how many times can you find her?

Appendix 3 – Halloween Trail

Lindisfarne Castle has been invaded by spooky bats and rats.....join us to see how many of them you can find sneaking aroundAND how many pumpkins you can see small and round.....

National Trust

Halloween JOKE
 Why don't angry witches ride their brooms?
 They're afraid of flying off the handle!!!!

Each time you find a flying **BAT** put a tick below

.....

Each time you spot a sneaky **RAT** put a cross below

.....

How many **pumpkins** did you find????

.....

Halloween JOKE
 What is the first thing that bats learn at school?
 The alphanat!!!!!!!!!!!!

Halloween FACT
 The gardener here many years ago had a spooky pet raven called Black Jack...can you spot him anywhere???

We run several trails throughout the year at Lindisfarne Castle. If you enjoyed this one, why not come back at a different time of the year and have another go?!

ALNWICK CASTLE



Teachers Resource: Capture the Castle

Attack and Defence Self-guided Tour

Suitable for key stage 2 and 3
(can be adapted for key stage 1)

What was it like to live in Medieval times?

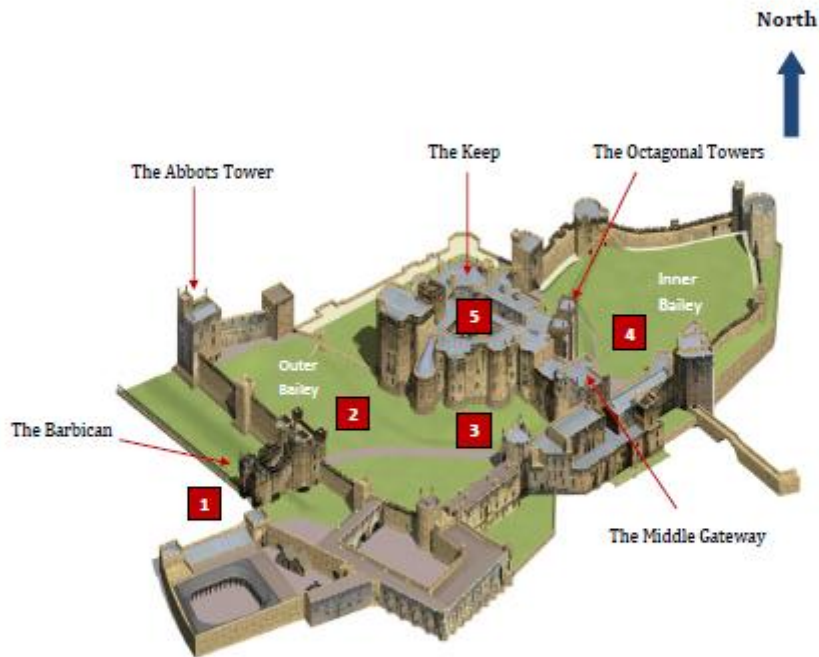
This tour will provide students with the opportunity to learn about life in a medieval castle; the fear of attack and the strength of defence.

Alnwick Castle was not only pivotal in local history as one of the regions primary border fortresses but its residents, the Percys, were nationally influential throughout the late medieval and Tudor periods. The formidable gatehouse known as the barbican provides us with some excellent clues as to how the castle could be defended.

Capture the Castle

A self-guided tour for school groups

Recommended for groups of approximately 10 students: 1 adult



Teacher's Key for Self-guided Tour:

Directions
Information
Questions
Answers

1 Your group should assemble at the Barbican Entrance to the Castle.

Imagine that you are part of a Scottish Army trying to increase your territory and push the English back from the border forts. You have just marched down from Scotland but standing in your way are the Percys at Alnwick Castle. You must defeat the Percy Family by capturing the Castle's Keep.

You have already have been spotted by soldiers in The Abbot's Tower which has a good view of the north... the direction trouble usually come from! A fire has been lit by the guards at the top of the tower so you know that the Castle is on alert and prepared for attack.

The Abbot's Tower is the furthest on the left when facing the Castle.

To stand any chance of capturing the Keep you need to move as quickly as possible so that the defenders do not have too much time to prepare and fight you off.

Move your group so that they are facing the Barbican entrance.

Imagine that the Gates to the Castle are closed..

Allow students time to examine doors, highlight thickness and weight.

How are you going to break them down? Can you think of anything you could use?

A battering Ram would be most successful. The doors are too thick to burn down quickly and it would give the castle's defenders extra time to prepare.

Well done! You have broken through the first set of gates and can move into the Barbican, the Castle's first line of defence.

Move your group into the barbican. Do not move past the drawbridge and second gateway.

Look up. The walls above you are full of guards and archers who are shooting arrows at you, throwing rocks and tipping boiling wee and animal poo on you... NOT very nice! If you are lucky enough to have a shield you should raise it now to protect yourself.

You cannot stop and fight back because you will be crushed by the rest of your army rushing into the Barbican behind you.

In front of you is the drawbridge. Under here there is a very deep moat filled with sharp wooden spikes. You need to get across here as quickly as possible so that the Castle's defenders do not lift the drawbridge and let your army fall on the spikes below. If the drawbridge goes up it will be almost impossible for your army to continue into the castle.

Point out to your group the arrow slits on either side of the barbican (just after the drawbridge).

Hidden behind these walls are some secret archers.

Will you stop and shoot arrows back?

No! During an attack, there would not be time to shoot the archers back. The archer behind you would probably have hit you with an arrow first!

The arrow slits here at Alnwick Castle are not ideally placed for the defenders as they are in parallel (exactly opposite each other).

Can you think of a reason why this might cause a problem for the defenders?

The arrow might travel all the way across and kill/injure the archer opposite.

Move your group into the space below which the portcullis would have been lowered (approximately one step after the arrow slits).

Next is the Portcullis, a heavy metal gate that the defenders are lowering to keep you out! You need to move quickly to get your army through into the Castle as this would be very difficult to break down.

Finally to get into the Castle's Outer Bailey you have to use your battering ram again to break down the second set of gates.

2 Move your group through the Barbican and into the Outer Bailey.

Congratulations, you have successfully made it into the outer bailey!

In times of peace, this would be full of animals and workshops for people like blacksmiths and carpenters. Your attack has forced the people to herd the animals into the inner bailey and to retreat into the Keep.

The outer bailey is now full of defenders ready to fight you off and the battlements and watchtowers are lined with archers.

How many watchtowers are there surrounding the outer bailey?

At least 8; can you imagine archers firing arrows down at you from them all.

You want to get to the Keep but there would have been a moat in front of it and high curtain walls on either side (the northern section of the curtain wall was lowered by the first Duke and Duchess in the 1700s so that they could build the Gun Terrace).

How are you going to get to the Keep?

The only way is through the middle gate... it's a long way away especially under attack from the defenders on the ground and the archers above you.

Are you going to split up or stick together?

Scottish armies would have stuck together in a tight formation. They were harder to attack in large groups

3 Your group should now charge across the outer bailey (following the wide cobbled path) and re-assemble by the large central tower on the South Wall (This was the Beef Tower where meat was traditionally stored to keep cool).

The hitching hooks on the wall were used by the castle's guests for their horses. Those of you with horses will also need to leave them here as some of the archways ahead are too low.

There are two more sets of heavy doors at the middle gateway that you will need to break down with your battering ram. Remember that you will be doing this whilst under fire from the archers as well as being attacked by the castle defenders.

4 Move your Group through the middle gateway into the Inner Bailey and assemble on the grass next to the Octagonal Towers.

You have now reached the inner bailey and the castle's final defences. The inner bailey would have contained the chapel and store houses as well as housing important guests. There are even more defenders on the ground here who are ready and waiting.

Your group should turn and face the Keeps octagonal towers.

Can you spot any defensive features at the top of the octagonal towers that would make it difficult to kill the archers with return fire?

- The battlements provided a barrier for the archers to hide behind.
- The small arrow slits behind which the archers were stationed were almost impossible to fire arrows through from ground level.
- The stone statues on the Keep were put there in the 1300s to put off archers aiming at the castle.

Can you spot the Coats of Arms around the top of the Octagonal Towers? Why do you think they served as a warning to any attacking forces that succeeded in getting that far?

The coats of arms are displayed as a matter of pride but also to let any enemies know who the Percys' friends are. If you took on the Percys you could expect trouble from the families they had married into!

Imagine that there is a dry moat filled with sharp stakes where the wooden walkway is now. The defenders have raised the drawbridge.

Using a long battering ram that stretched across the dry moat you could attempt to break down the drawbridge. Meanwhile, archers would be shooting arrows at you from the tops of the octagonal towers.

You have been very lucky and have managed to break down the drawbridge. You must move quickly into the Keep but be careful not to fall in the ditch!

5 Assemble your group in the Keep's courtyard.

Imagine that there is a steep slope in the courtyard leading up to the Keep's entrance (in medieval times the entrance would have probably been to the right of the well).

One clue that tells us that there was a steep slope up to the entrance in the inner courtyard is the height of the well. You certainly couldn't use it at its current height!

Why do you think this slope would have been good for defence?

The slope would have slowed down attackers as well as allowing the defending archers to fire down at the enemies coming through the archway. They would be able to shoot over the heads of the other defenders.

The final defence in your way would have been the spiral staircase up into the Keep.

What design feature makes spiral staircases easier to defend than to attack?

They spiral to the right therefore making it harder for attackers to draw their swords.

WELL DONE!
YOU HAVE STORMED THE CASTLE AND
CAPTURED THE KEEP

Do you think anyone ever managed to take Alnwick Castle by force?

No one ever succeeded in taking Alnwick Castle by force.

If you had failed to take the Keep like the attackers before you, you would have been locked up in the castle's dungeon.

The dungeon is sign posted on the left under the archway you entered by.

ALNWICK CASTLE



Teacher's Resource: Knights Quest

Castles, Knights, Kings and Queens

Suitable for key stage 1 and key stage 2

For 700 years, Alnwick Castle has been home to the Percy Family and it is currently the main residence of the 12th Duke of Northumberland. In the medieval era, the castle was home to a big community which included Lords and Ladies, servants and soldiers. A lot of people would have lived and worked within the castle walls both to serve the important people whose home it was as well as to protect all of the people living here from Scottish raiders and other enemies.

Children will be introduced to evidence that aspects of life in the past were different and develop their chronological understanding. They will learn about some of the people who lived in the castle during the medieval period as well as learning about some of the key features of the castle and appropriate vocabulary.

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Teachers Notes

Introduction to Alnwick Castle

After defeating Saxon King Harold at the Battle of Hastings in 1066, William of Normandy built many castles throughout Britain to protect his new kingdom. Many of the castles were in the classic Norman style and included a motte, bailey and inner keep. Alnwick castle was developed in this way and by 1138 it was 'most heavily fortified'.

In 1309 the castle was brought by the Percy family from the Bishop of Durham; the same family still live here today. The Percys rebuilt the Keep with seven semicircular towers and the curtain wall was strengthened with a powerful gatehouses added to the Keep and the outer wall. This made Alnwick Castle one of the strongest in the country.

Despite strengthening Alnwick Castle, the Percy family did not live here permanently; it was far too cold and uncomfortable. Instead, they travelled between a number of homes and the Castle primarily housed a powerful garrison (a small army) of men who were ready to defend the English border against raiders from Scotland. When members of the Percy family were at the Castle, they lived above the Keep's gatehouse and they would spend most of their time in the great hall. At the hall's west end were external steps leading down to the courtyard and the castle kitchens.

In the 1700s, the 1st Duke and Duchess of Northumberland (Elizabeth, 1716 - 1776 and Hugh, 1714 - 1786) worked hard to make Alnwick Castle their home. They paid famous architects such as Robert Adam and Capability Brown to transform Alnwick Castle into a gothic-style palace.

The Castle as it looks today was largely created by Algernon Percy, 4th Duke of Northumberland (1792 - 1865). He modernised the outside of the Castle and transformed the inside into an Italian Renaissance palace. He used Italian craftsmen to make fireplaces and used Italian marble for the Grand Staircase, but all his woodwork was produced by local men - the Alnwick School of Carving. He even bought over 100 pieces of Italian art to hang in the castle. The Castle was so grand that it became known as the Windsor of the North!

	1309 - 1350	1351 - 1400	1401- 1450	1451 - 1500	1501 - 1550	1551 -1608
The Percys	<p>1309 – Alnwick Castle brought by Henry Percy</p> <p>1314 – Henry 2nd Lord Percy of Alnwick inherits</p> <p>1346 – Battle of Neville’s Cross, Henry 2nd Lord Percy leads English Army and defeats Scots and captures Scottish King</p>	<p>1352 – Henry 3rd Lord Percy inherits</p> <p>1368 – Henry 4th Lord Percy inherits</p> <p>1377 – Henry 4th Lord Percy created 1st Earl of Northumberland</p>	<p>1408 – Battle of Branham Moor, Henry 1st Earl Percy is killed</p> <p>1416 – Earldom of Northumberland restored to Henry 2nd Earl</p> <p>1435 – 2nd Earl obtains royal license to enclose and fortify Alnwick town</p> <p>1448 – Scots invade Alnwick and raze it to the ground</p>	<p>1455 – Henry 3rd Earl inherits</p> <p>1461 – Battle of Towton, death and attainder (removal of title and lands) of Henry 3rd Earl</p> <p>1489 – Henry Algernon 5th Earl inherits</p>	<p>1513 – Battle of Flodden Field, Scottish army defeated and William, brother of 5th Earl is a victorious commander</p> <p>1527 – Henry 6th Earl inherits</p> <p>1536 – The Pilgrimage of Grace, Sir Thomas Percy, father of 7th Earl, executed and attainted for his involvement</p>	<p>1576 – Henry 8th Earl inherits</p> <p>1585 – Henry 9th Earl inherits</p> <p>1594 – Acquisition of Syon House in London by 9th Earl</p> <p>1605 – Gunpowder Plot, 9th Earl imprisoned in the Tower of London as his cousin was one of the main conspirators</p>
Monarchs in England	<p>1327 Edward III</p>	<p>11399 Henry IV</p> <p>1377 Richard II</p>	<p>1413 Henry V</p> <p>1422 Henry VI</p>	<p>1461 Edward IV</p> <p>1483 Edward V</p> <p>1483 Richard III</p> <p>1485 Henry VII</p>	<p>1509 Henry VIII</p> <p>1547 Edward VI</p>	<p>1553 Lady Jane Grey</p> <p>1553 Mary</p> <p>1554 Phillip & Mary</p> <p>1558 Elizabeth I</p> <p>1603 James I</p>
World and National Events	<p>1314 – Battle of Bannockburn Henry 1st Lord Percy captured by Robert the Bruce’s victorious Scottish Army</p> <p>1337 – Beginning of ‘Hundred Years War’</p> <p>1348 – The Black Death kills one third of the population of Europe</p>	<p>1368 – Ming Dynasty founded in China</p> <p>1376 – Death of the Black Prince son and heir of Edward III</p> <p>1381 – The Peasants’ Revolt</p>	<p>1415 – Battle of Agincourt</p> <p>1431 – Death of Joan of Arc</p>	<p>1453 – End of ‘Hundred Years War’</p> <p>1485 – Battle of Bosworth, 4th Earl influenced the outcome by holding back his troops</p> <p>1492 – Christopher Columbus lands in America</p>	<p>1520 – The Field of the Cloth of Gold where 5th Earl chosen as 1 of 10 Earls to wait upon the King Francis I France</p> <p>1531 – Establishment of Henry VIII as head of the Church of England</p> <p>1536 – Execution of Anne Boleyn</p>	<p>1567 – Execution of Mary, Queen of Scots</p> <p>1588 – The Spanish Armada attacks England</p> <p>1608 – Jamestown in Virginia, America co-founded by George Percy, brother of 9th Earl</p>

Activity 1

Pre-visit exercise labelling some of the castle's key defensive features; should help to familiarise students with some of Alnwick Castle's key defensive features before their visit. This activity could be extended by asking students to identify and take photographs of some of the castle's defensive features during their visit.

Activity 2

Pre-visit exercise matching some of the people within the castle with a description of their role. Introduces students to some of the many people who would have lived and worked in Alnwick Castle.

Activity 3

This activity is suitable for key stage 2. Students will learn about medieval occupations and should be encouraged to make comparisons with modern day jobs. They will discover the medieval origins of many British surnames and carry out research to find out how many people with these surnames live in their area using a local phone directory.

Activity 4

Students are asked to complete the timeline by illustrating the different stages of becoming a Knight. This activity will develop students' chronological understanding.

Activity 5

- Citizenship: Students are introduced to the Code of Chivalry; often considered the basis for modern day manners. They are then challenged to write their own code of chivalry. As well as increasing historical understanding, by creating their own code of chivalry students will be able to consider their role as active citizens.

Activity 6

Colouring Activity

Activity 7

- Art, Citizenship: Students are provided with a brief history of heraldry as well as some traditional heraldic symbols. Using the information students are asked to design their own coat of arms encouraging them to think about personal values and how to symbolically represent them.

Activity 8

Knights word search to help familiarise students with relevant vocabulary.

Suggested Questions and Discussion Points:

Some sample questions and answers, which may help you engage students during your visit...

1. What are castles?

A castle is a large strong building, built in the past by a ruler or an important person to protect the people inside from attack. They were both a home and a fortress.

2. Why were castles built?

They were built to provide safety and protection from attack. This was not a new idea; people have always built protection around them and still do today!

- Stone Age people lived in caves and used defences like fires to keep out wild animals
- The Romans built Hadrian's Wall to protect themselves from Scottish raiders
- Kings and Nobles fortified their big houses to stop them from being invaded

Building a castle also showed how rich and important you were.

3. Can you think of any buildings today that have high walls or fences to help keep people out?

Stately homes e.g. Buckingham Palace; Army Barracks etc.

4. Where were castles built?

Castles were often built on hilltops or surrounded by water to make them easier to defend. Alnwick Castle has very good natural protection; it was built on a hill and next to a river.

5. What do you think it would have been like to live in Alnwick Castle in Tudor times /the middle ages?

Cold, dark, damp, smelly!

Over time, comfortable homes were created within the fortified walls of castles. The rooms inside the Keep (the state rooms) where the Duke and Duchess live are very comfy and grand.

Important Words

Here is a list of words that you may find useful when visiting or talking about the castle:

Keep	The largest tower in the castle, this is where the Lords and Ladies lived.
Tower	These tall buildings are part of the walls. They were used by archers who would defend the castle using their bows and arrows.
Moat	A ditch around the castle to keep out attackers, they were sometimes filled with water.
Portcullis	A heavy metal gate which could be dropped down to stop any enemies from getting in.
Garderobe	An old word for toilet.
Dungeon	A place for keeping prisoners.
Kitchens	Where all the food eaten at the castle was cooked. A lot of people worked in the kitchen.
Draw-bridge	A bridge that crossed over the moat. The draw-bridge would have been pulled up if any attackers came.
Well	A hole in the ground that it is full of water. The water was used in the castle for cooking, washing and drinking.
Battlements	Built on the top of the castle's walls they helped protect the soldiers defending the castle.
Chamber	An old word for a room

Activity 1

Parts of a Castle

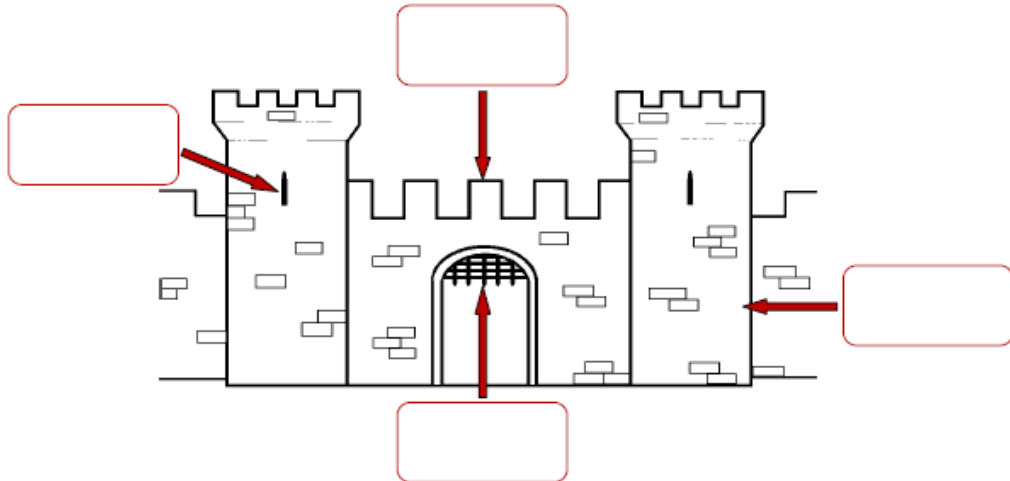
Label the castle using the words below

tower

arrow slit

portcullis

battlement



Activity 2

People in a Castle

Can you match the picture of the person to their job?



Lord

I own the castle and the land around it. Lots of servants and soldiers work for me.

Lady

I am from an important family. I am married to the Lord and look after our children.

Cook

I cook the food for the Lord and Lady. The food is cooked in the castle's fireplaces and ovens

Minstrel

I sing and play music for the Lord and Lady. I entertain their friends when they come to visit.

Knight

The Lord gives me money and servants if I fight for him on my horse.

Medieval Names

A lot of jobs needed to be done in the castle. These jobs became a way of knowing who different people were. If you were a baker called John you would be known as 'John the Baker' or, if you were a mason called Matthew, you would often be called 'Matthew the Mason'. Many these surnames still exist today, you might even have one!

Some of the jobs within the castle were:

Surname	Job
Baker	Made the bread for the Castle. Bread was a very important part of most meals in the castle.
Mason	Carved stone for the castle walls.
Potter	Made pots for cooking and storing food in.
Cartwright	Makes carts.
Shoemaker	A shoemaker was a person who made shoes
Barber	Cut hair but also worked as dentists and surgeons.
Smith	The castle blacksmith made and sharpened weapons as well as repairing armor.
Hunter	Hunted animals like deer, rabbit and wolves. Hunting was a sport as well as a good way to get food.
Carpenter	Built furniture.
Bower	Made the bows, arrows and crossbows for battle.
Gardener	Gardeners made sure that there was no ivy on the castle walls. This was very important for the castle's safety as enemies could use the ivy to climb up the castle walls.
Herald	Made important speeches for the King of Lord.
Weaver	A weaver made clothes, baskets and sometimes even furniture by weaving together materials.

1. Using a telephone book fill in the tally chart below to show how many people in your area have these surnames.

Surname	Number of people
Potter	
Cartwright	
Bower	
Weaver	
Mason	

2. Today, there are only 13 household staff working in Alnwick Castle. Why do you think that there are less people working in the Castle today than there was 600 years ago?

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Knight School

Only the sons of important people could become knights. They were sent to a castle to start learning how to be a knight when they were 7 years old.

HOW TO BECOME A KNIGHT

1. At 7 years old, you must start work as a **page**. You will have to wash the Knight's clothes, clean his armour, bring him food and carry his things.
2. At 14 years old you will become a **squire**. Your knight will teach you to ride a horse and how to use a sword.
3. At 21 years old, once you have shown how brave you are in battle you can become a **knight**. The King or an important Lord will Knight you but you must promise to do what they say.
4. You must now make sure you behave like a knight and live by rules called the **Code of Chivalry**. You must be kind, look after the poor and be brave.



Can you draw some pictures in the timeline to show people what they need to do to become a knight?

Start Training

1. At 7 years old, you start work as a page.

2. At 14 years old, you start training as a squire.

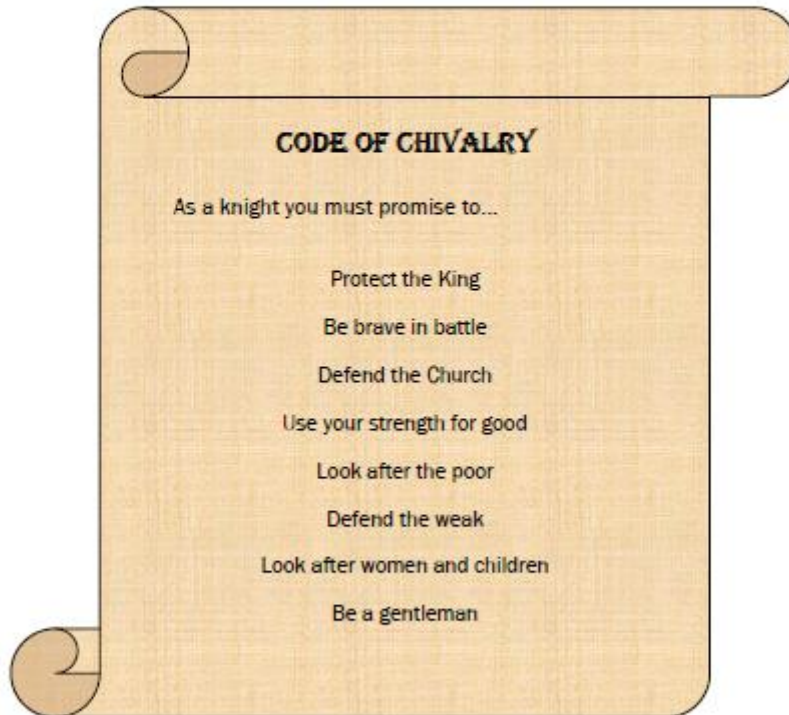
3. At 21 years old, you can become a knight!

4. You must now live by the Code of Chivalry.



Finish Training

Code of Chivalry



My Code of Chivalry

Before you learn how to use a sword at Alnwick Castle, you must have a Code of Chivalry. This tells people how you are going to behave when you are a Knight.

MY CODE OF CHIVALRY

I promise to...

Be kind

Work hard in school

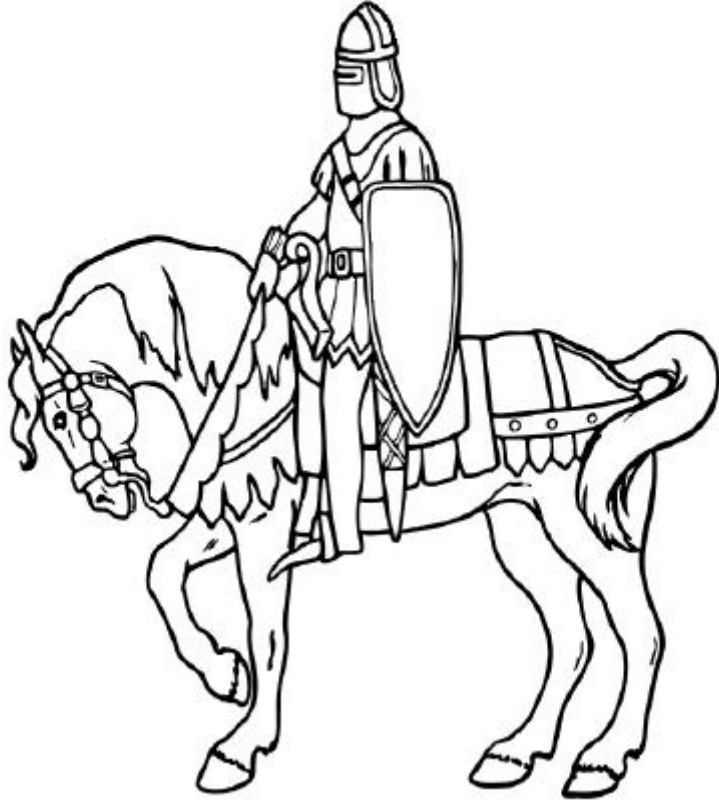
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Activity 6

Colour in this picture of one of Alnwick Castle's knights






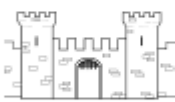




Design a Coat of Arms

When knights rode into battle, their faces were hidden behind armour. So that people knew who they were they had a Coat of Arms painted on their shield.



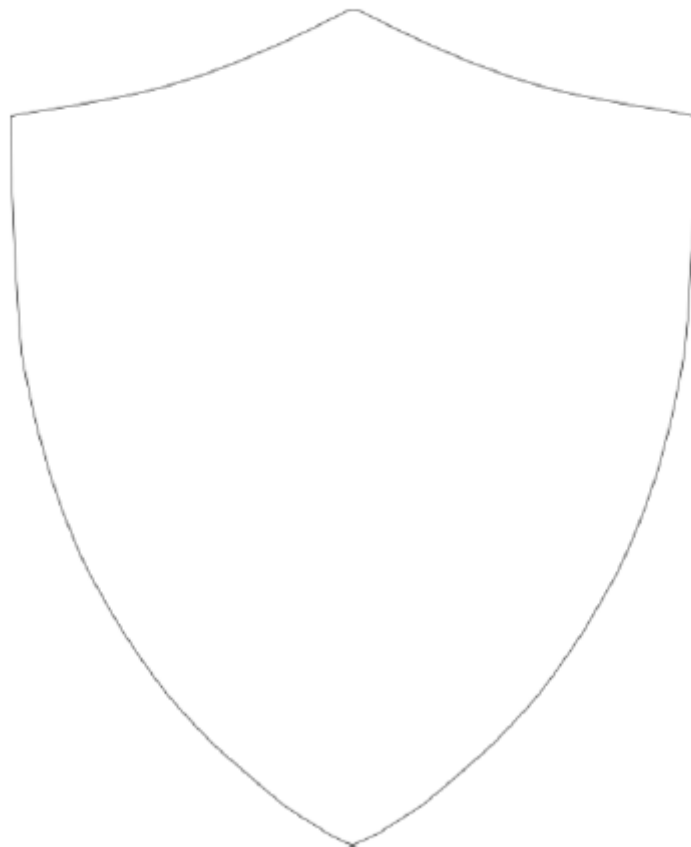
The Percy family who live at Alnwick Castle have a Lion on their Coat of Arms. The Lion show their enemies how brave they are.

Here are some of the things that Knights used on their Coats of Arms. Each picture means something different:

 Brave	 Works hard	 Scary
 Strong	 Guards Treasure	 Good in battle
 Honest	 Loyal	 Clever

Activity 7

In the shield design your own Coat of Arms



Knights Word Search

B F T Y K N G U C H I V A L R Y
 P C L O Y A L S R H J D W I L P
 H M I D F R K T V N L M S K B H
 O L F S T C D U H K L H N N J W
 R P M X P A G E G O S Q U I R E
 S V O I C S U X A T E B J G Q T
 E T B L S T I K L G F S W C A M
 F H S K G L C E M Z K S P T B F
 M I D D L E A G E S N F O J H J

CASTLE	KNIGHT
CHIVALRY	LOYAL
MIDDLE AGES	PAGE
SQUIRE	HORSE

Appendix 6 – St Michael's Mount Castle Quiz

The Garrison Room

17. What colour is the beret worn by Lieutenant the Hon. Pier's St Aubyn during the Second World War?
 A) Maroon Red B) Grass Green
 C) Tree Brown D) Night Black

Interesting Fact: The parachute regiment's nickname "red devils" was bestowed by enemy forces during fierce fighting in North Africa.

18. What animal's tusk is hanging on the wall in the garrison room?
 A) Rhino B) Elephant C) Mammoth
 D) Saber Tooth Tiger

Interesting Fact: These animals are the largest living land animal.

19. How many spears are on display on the far wall of the Garrison room?
 A) 4 B) 5 C) 6 D) 7

Interesting Fact: These spears are from Sudan and nearly 150 years old.

Exit Corridor

20. At the end of the service tunnel is a large map showing what county?

Interesting Fact: The service tunnel that you have just walked through runs under the church through the rock it is built on.

21. Along the exit corridor can be read information about many of the people who have worked on the Mount. What was the name of the castle butler between 1947 and 1975?

Interesting Fact: Some staff had the honour of being buried in the cemetery on St Michael's Mount.

22. Who donated the horse saddle from his Wild West show to Lord St Levan in 1904?

Interesting Fact: William F. Cody gained the name of Buffalo Bill due to his skill at successfully hunting buffaloes.

23. What colour legs and bill does the rare Cornish Chough have?

Interesting Fact: The Cornish Chough bird has been re-introduced to the wild around this area after near extinction. Keep a look out on the way down the hill and you may be the first person to spot one on the Mount for over 100 years.

24. What is the name of the family who have lived in the castle on St Michael's Mount since 1647?
 A) The Royal Family B) The St Aubyn Family
 C) The Simpson Family

Outside the Front of the castle

25. How many cannons can you count outside the front of the castle?
 A) 4 B) 10 C) 21 D) 24

Interesting Fact: The smallest cannons, closest to the castle public toilets were taken from a French frigate.

We hope you have enjoyed looking around St Michael's Mount and found this quiz fun. Show it to the guide on the exit door to receive a reward for doing so well.

Welcome to the St Michael's Mount Castle Quiz

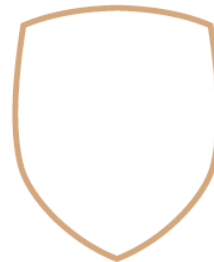
Hello and welcome to the St Michael's Mount castle quiz!
 Have fun and good luck!

Also available on our website
www.stmichaelsmount.co.uk

Name

Age

Design your own Coat of Arms



Entrance Room of the Castle

1. What animal is the shield displayed on the west wall made from?
 A) Turtle B) Shark C) Crocodile D) Hippopotamus

Interesting Fact: Most of the weapons on display in the Entrance Room were collected by the 2nd Lord St Levan.

2. What is the date on the front of Colonel St Aubyn's Travelling Trunk?

Interesting Fact: Colonel St Aubyn purchased St Michael's Mount not long after the end of the English civil war.

3. How many fencing masks can you find displayed on the walls in this room?
 A) 1 B) 2 C) 3 D) 4

Interesting Fact: Fencing is still an Olympic sport.

4. Over the main fire place is a coat of arms. What colour is the glove on the left hand side?
 A) Blue B) Red C) Green D) Yellow

Interesting Fact: The coat of arms on the left is the St Aubyn's.

Sir John's Room

5. The stand supporting one of the table lamps is made from the handle of what military weapon?
 A) Sword B) Musket
 C) Cannon D) Arrow

Interesting Fact: Sir John St Aubyn 5th Baronet can be seen in the large portrait on the wall with one of his dogs.

6. In the Sir John's Room there is a long case tidal clock. Where was it made?
 A) St Ives B) St Austell C) St Erth D) Penzance

Interesting Fact: St Erth is just over 4 miles away from St Michael's Mount.

The Library

7. In the Library what game is set out on the gaming table?
 A) Chess B) Backgammon C) Draughts D) Cards

Interesting Fact: There are over 1300 books on the shelves around the Library.

Chevy Chase Room

8. The Chevy Chase Room has a royal standard coat of arms above the fireplace. What is the gold-horned creature called?
 A) Deer B) Horse C) Unicorn D) Swordfish

Interesting Fact: In our investigational work to restore the frieze, we have found over 9 different colour layers of paint on the walls in the Chevy Chase Room.

9. Armour displayed on the West Wall was worn by soldiers who fought in which conflict?
 A) First World War B) English Civil War
 C) Napoleonic War

Interesting Fact: The leather drinking jug hanging on the wall was found in an underground room in the church with some very large bones.

Smoking Room

10. What sport is being played in the painting above the fireplace?
 A) Tennis B) Golf C) Football D) Rugby

Interesting Fact: This is a painting of the 1st Lord St Levan in France.

South Terrace

11. From the South Terrace the distant view eastwards looks towards Britain's most southerly point. What is this point called?
 A) Lizard Point B) South Foreland
 C) Land's End D) France

Interesting Fact: On a clear day look closely and you may spot the wind turbines and satellite dishes at Goonhilly.

Chapel

12. Mounted on the wall is a bronze statue of St Michael offering his hand to a figure lying beneath him.

What is this figure called?
 A) Jesus B) The Devil C) St Piran

Interesting Fact: Places of worship high up tend to be named after St Michael.

13. How many candles can you count on the chandelier hanging from the ceiling in the middle of the church?
 A) 14 B) 12 C) 10 D) 7

Interesting Fact: The figure standing in the chandelier with wings is said to be that of St Michael.

Blue Drawing Room

14. Inside the Blue Drawing Room is the settee upon which Queen Victoria sat during her visit. Can you recognise the fruit woven into its fabric?
 A) Apple B) Pear C) Peach D) Pineapple

Interesting Fact: Queen Victoria visited St Michael's Mount in 1846.

Map Room

15. What is the model of the Mount made out of?
 A) Cork B) Wood C) Paper D) Sand

Interesting Fact: The model was made by a butler called Henry Lee.

Long Passage Way

16. At the beginning of The Long Gallery is a portrait of Lady St Levan. In what room was this picture painted?
 A) Map Room B) Blue Drawing Room C) Library

Interesting Fact: If you look back up the steps to the map room, the portrait on the left is of James and Mary St Aubyn the current residents of St Michael's Mount. You may pass them in one of the corridors, be sure to say "hello".

20. ABBREVIATIONS

KS key stage

KS1 key stage 1

KS2 key stage 2

KS3 key stage 3

CLOtC Council for Learning Outside the Classroom

LOtC Learning Outside the Classroom

ANOTACE

Jméno a příjmení: Monika Grohová

Katedra: Katedra anglistiky a amerikanistiky

Název práce: British cultural heritage sites suitable for children visitors:

A comparative study

Vedoucí práce: Mgr. Pavlína Flajšarová, Ph.D.

Počet stran: 137

Počet příloh: 6

Klíčová slova: vzdělávací turismus, dětský turismus, dědictví, key stage, motivace

Olomouc 2013

Diplomová práce se zabývá vzdělávacím turismem dětí ve Velké Británii, konkrétně v Anglii. Jednotlivé kapitoly se věnují vzdělávacímu turismu, který je zacílen na dětského návštěvníka obecně. Zkoumají, jakým způsobem by měly jednotlivé památky poskytovat obohacující i zábavný zážitek. Dále je kladený důraz na učební plán Anglie a Walesu a na postoj britské vlády ke vzdělávání mimo školní lavice. Hlavním cílem je vytvořit hodnotící seznam britských památek, které se mimo turismu starají právě i o vzdělávání dětí. Na základě uveřejněných zdrojů, které daná památka poskytuje jednotlivým turistům nebo školním skupinám je zhodnoceno, zdali je daná památka nakloněná vzdělávání dětí zábavnou formou.

ABSTRACT

Name and surname: Monika Grohová

Department: Department of English and American Studies

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A comparative study

Supervisor: Mgr. Pavlína Flajšarová, Ph.D.

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Number of appendices: 6

Key words: education tourism, children tourism, heritage, key stage, motivation

The diploma thesis takes a look at educational tourism in Great Britain, namely in England. The individual chapters deal with the educational tourism aimed at children visitors in general and examine in which way the heritage sites should provide enriching and entertaining experience at the same time. An attention is also paid to the National Curriculum of England and Wales and to British government's attitude towards learning outside the classroom. The main aim is to create an evaluative list of British heritage sites that apart from tourism as such deal with the education of children, too.

On grounds of published on-site resources and preparatory resources provided by a particular heritage site to both individual tourists and to school groups is assessed whether the heritage site is in favour of entertaining education during the visits of children or not.