

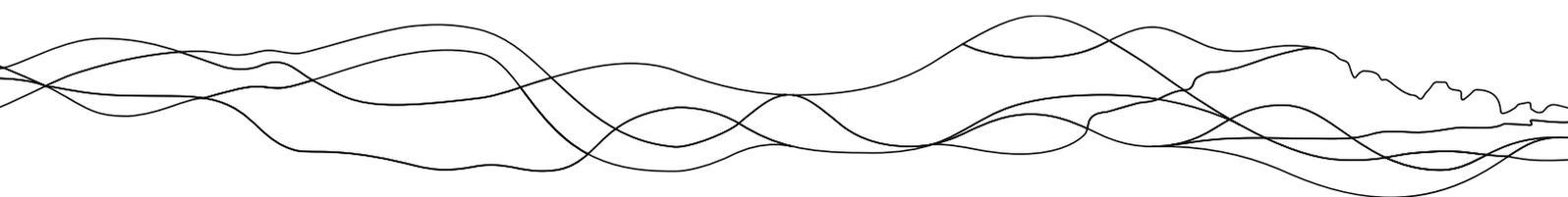
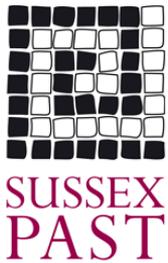


SOUTH DOWNS  
NATIONAL PARK

# Lewes Castle

## Educational Visit Plan

### KS3 – Medieval Castles





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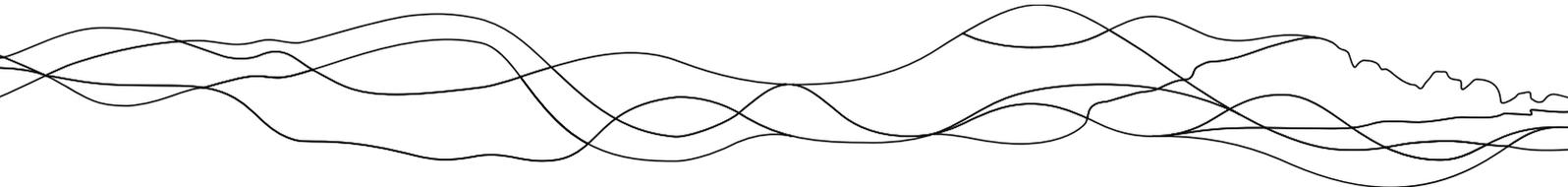
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## **Visit Introduction**

This Education Visit Plan (EVP) has been developed to encourage schools to access the South Downs National Park and its outdoor learning opportunities using sustainable transport in the form of rail travel.

Lewes Castle is situated in the centre of Lewes town and is a 5-minute walk from the train station. Lewes is in the heart of the South Downs National Park and easily accessible by train with links north to London, east to Eastbourne and Hastings and West to Brighton and Chichester.

Lewes Castle was built shortly after the Battle of Hastings in 1066. It is a motte and bailey castle and is ideal for exploring both the impact in England of the Norman Conquest and life in the Middle Ages. There is a medieval gallery in the museum to supplement your visit.

### **Castle Tour**

Students explore the site looking for evidence of the Normans. We discuss the design of the castle and how it was defended. From the top of the keep students consider the castle's position in the landscape and the role of the castle in maintaining Norman power.

### **Medieval Artefact Handling**

Students are introduced to the role of archaeology in learning about the past. We look at artefacts as evidence and students are invited to handle some medieval objects discovered in Sussex.

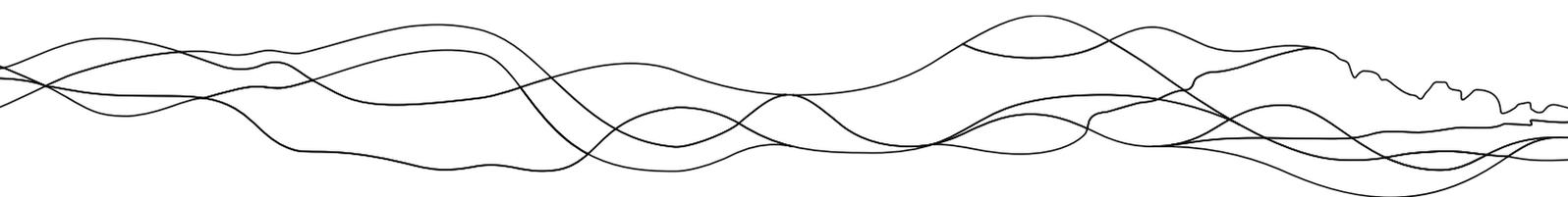
### **Drama: Medieval Life**

Students discuss who lived in the castle, their jobs and roles, and build up short costumed scenes to illustrate daily life.

You can use the costumes to lead your own session if you prefer.

### **Medieval Gallery**

We provide a KS3 worksheet for use in our on-site medieval gallery as part of an independent museum visit.





## Visit Information

**Aim:** to use a visit to Lewes Castle to look at primary evidence as part of a Medieval Realms topic

National Curriculum links: Medieval Realms		
Learning objectives	Session structure	Assessment for learning
<p>By the end of the session pupils will be able to:</p> <ul style="list-style-type: none"> <li>Identify features of a motte and bailey castle</li> <li>Discuss the role of Lewes Castle in keeping power</li> <li>Discuss the role of archaeology in providing evidence</li> <li>Discuss medieval castle life</li> </ul>	<p><b>Introduction</b> The class have an introduction including an outline of the day and activities.</p> <p><b>Session Activities</b></p> <ul style="list-style-type: none"> <li>Castle Tour</li> <li>Medieval Artefact Handling</li> <li>Medieval life drama activity</li> <li>Museum visit</li> </ul>	<p>We will re-visit the learning objectives and students will be encouraged to reflect on their learning and enjoyment of the day.</p> <p>Students are able to take pictures and take worksheets back to school.</p> <p>Students will be given the opportunity to give feedback in a variety of ways.</p>
Before your visit	After your visit	Key vocabulary
<ul style="list-style-type: none"> <li>Introduce motte and bailey castles and the Norman invasion</li> <li>Discuss the role of castles in medieval society and the feudal system</li> </ul>	<ul style="list-style-type: none"> <li>Compare Lewes Castle with others along the south coast</li> <li>What impact did the Battle of Lewes have on medieval society?</li> </ul>	<p>A glossary is supplied.</p>

For further information on Lewes Castle, medieval life and the Battle of Lewes please see the website:  
[www.sussexpast.co.uk](http://www.sussexpast.co.uk)

for Castle audio tour <http://www.lewesinfoocus.co.uk>

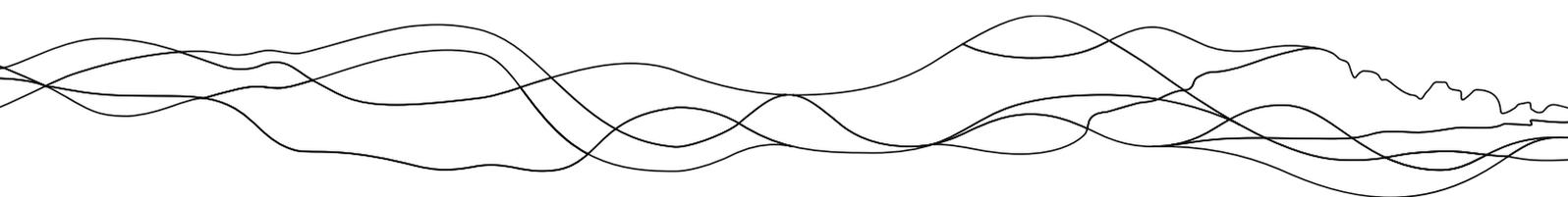
for Castle FAQs <http://tinyurl.com/qdtjmhm>

for Battle of Lewes <http://tinyurl.com/n9gaz9t>

for Anglo-Saxons <http://tinyurl.com/kysw4dg>

for Prehistory <http://tinyurl.com/lqazg4j>

For other topics please see our website.





## Lewes Castle: A Glossary

**Arrow-loop windows:** Arrow-loops or arrow-slits are the narrow windows set into the walls and towers through which defenders could launch arrows at potential attackers.

**Bailey:** The Bailey was the courtyard surrounding the motte (man-made mound) upon which the highest castle towers were built. It contained the other buildings of the castle, such as the barracks, stables, bars, halls and living areas, workshops, and storage buildings. The Bailey was surrounded by a wooden stockade and was entered through the large Barbican gatehouses.

**Barbican:** The Barbican was part of the castle gatehouse area, jutting out from the main castle wall and giving added strength to a weak point. At Lewes a considerable fragment of the early Norman gateway is preserved and includes its southern wall and archway and most of its eastern wall projecting northwards from the curtain wall.

**Curtain wall:** A curtain wall is the defensive wall surrounding the bailey of a medieval castle. These were often built to very high behind a ditch or moat to make assault difficult.

**Keep:** The Keep was the inner stronghold of the castle and was usually the last place of refuge when defending a castle. Either square or round (these are called Shell Keeps), the first keeps were made of timber and formed a key part of the motte and bailey castles that spread to England as a result of the Norman invasion of 1066. Stone keeps were built later and carried considerable political as well as military importance, stamping the power of the invaders on the landscape.

**Machicolations:** The Machicolations are projecting parapets or platforms situated at the top of a castle wall. They either ran along the whole or part of the wall. Originally wooden structures, they were later accommodated into the stone castle.

**Motte:** The Motte was a man-made mound of earth on which a Norman tower was built. It was surrounded by the bailey and usually a defensive ditch or moat, created by the process of excavating the earth to build the motte. A wooden (later stone) tower, called a Keep, would be built on top of the motte as a look-out and elevated fighting point. Lewes is unusual for its two-motte structure, although only one of these retains its tower today.

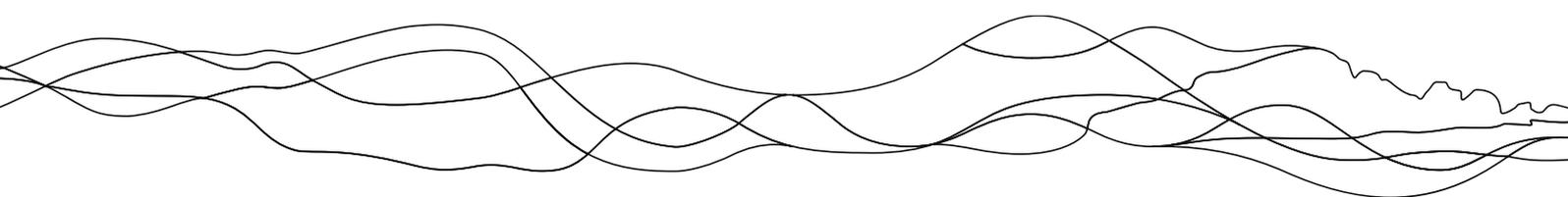
**Palisade:** The Palisade was a fence of heavy timber stakes forming a defensive barrier around the castle grounds. The wooden wall would eventually rot or be destroyed by fire however, so these were replaced by stone curtain walls.

**Barbican House:** This building houses the museum, telling the story of Lewes and Sussex from the pre-historic to late-medieval periods.

**Brack Mount:** This was the site of a second keep of Lewes, although the structure has now disappeared. It is possible to see the mount behind the Lewes Arms pub on the far side of the bowling green. Lewes is one of the very few two-motte castles in the country.

**Gun Garden:** This is the garden that you enter as you go through the main castle gates. It is called the Gun garden now because of the Russian canon that can be seen there. This canon was captured from the Russians during the Crimean War (1853-56). It commemorates the 300 Russian prisoners of war who were accommodated in Lewes during the conflict.

**South Tower:** This tower projecting from the shell keep at the top of the zig-zag steps is the highest point of the castle and the views from the top are outstanding. The mound on which it stands is 65 ft. above the level of the High Street at Castle Gate, and about 20 ft. higher than Brack Mount.

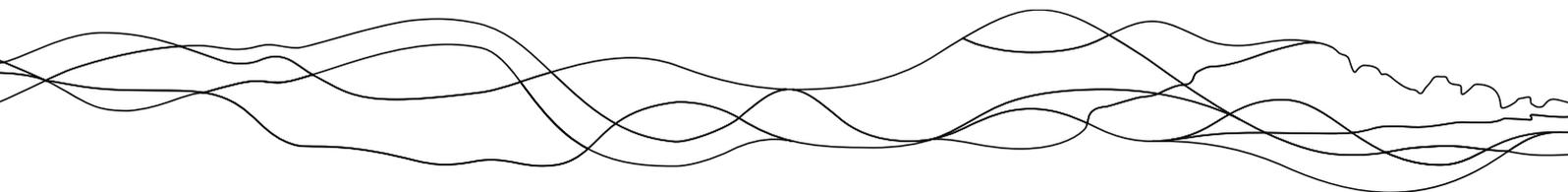




## Itinerary

The following timings are only approximate depending on your specific train times. You will also have to factor in the walk from your specific school to the station you are using.

Itinerary		
Time	Activity	Emergency Action
08.50	Leave Eastbourne Academy for Hampden Park station	Inform Group Leader of issues
09.20	Catch train from Hampden Park to Lewes	Inform Group Leader of issues
09.49	Arrive at Lewes station	Inform Group Leader of issues
10.00	Arrive at Lewes Castle Meet and greet from Education Team	Inform Group Leader of issues
10.10	Session 1 starts	Inform Group Leader of issues
11.00	Session 2 starts	Inform Group Leader of issues
11.45	Lunch	Inform Group Leader of issues
12.15	Session 3 starts	Inform Group Leader of issues
13.00	Session 4 starts	Inform Group Leader of issues
13.50	Re-group to get ready to leave	Inform Group Leader of issues
14.00	Leave Lewes Castle	Inform Group Leader of issues
14.24	Catch train from Lewes station to Hampden Park	Inform Group Leader of issues
14.41	Arrive at Hampden Park station	Inform Group Leader of issues
15.00	Arrive back at Eastbourne Academy	Inform Group Leader of issues





## Booking

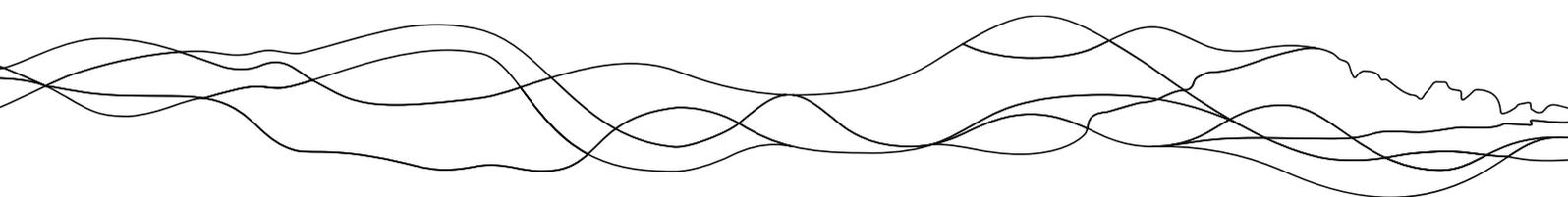
All bookings must be made directly by the Group Leader with the organisation listed; please follow the booking instructions carefully. Terms and conditions for each service provider are as stated by each organisation; please ask them for more details if required.

Learning Provider Information			
<b>Organisation Name</b>	Lewes Castle		
<b>Contact Name</b>	Lynn Gayford		
<b>Telephone</b>	01273 486290 / 01273 405734	<b>Address</b>	Lewes Castle 169 High Street Lewes
<b>Email</b>	<a href="mailto:educ@sussexpast.co.uk">educ@sussexpast.co.uk</a>		
<b>Website</b>	<a href="http://www.sussexpast.co.uk">www.sussexpast.co.uk</a>	<b>Postcode</b>	BN7 1YE
<b>Cost 2016</b>	£3.50 admission plus £2.50 per workshop per student. 1 adult to 5 students free		
<b>Cancellation policy</b>	Charges may apply		

To make a booking please contact Lynn Gayford, Head of Learning:

[educ@sussexpast.co.uk](mailto:educ@sussexpast.co.uk)  
01273 405734

Lynn will discuss your requirements, timetable, cost and dates. You will then receive a draft booking form. Once confirmed you will receive documents to assist you with planning your visit.



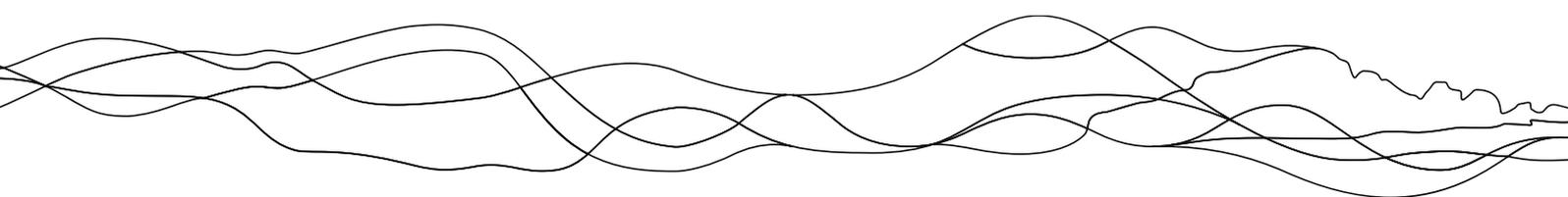


## Travel Plan

This travel plan is a generic risk assessment aimed at facilitating risk assessment of a specific visit by rail prior to use with a group. Use it to form the actual risk assessment and **embolden the text** once complete.

Sussex CRP School Train Travel - Risk Assessment							
Location: Stations and trains				Date: 17.12.15			
Task or Activity: Travel by train from <b>Hampden Park</b>				To: Lewes			
Persons covered by this assessment: All pupils and staff							
Hazard:	Risks(s)	Persons who may be harmed	Existing Control Measures	Ranking with existing controls (L / S / R)	Additional Control Measures	Ranking with additional Controls (L / S / R)	Responsibility & Timescale
Walking to and from the station	Road traffic accident Falls & trips	All named above	Walking in pairs with teachers	1 / 5 / 5		1 / 5 / 5	Teachers for all of trip
At the station	Trips and falls Platform edge Members of the public Scaffolding in place	All named above	Safety briefing given to each pupil. Teachers to be with pupils at all times. Everyone to keep back from platform edges.	1/5/5	Children to be in small groups with a designated adult No running. No mobile phones to be used.	1/5/5	Safety Briefing by teachers Teachers to ensure for all of visit.
Travel by Train	Accident	All named above	Safety briefing given to each pupil. Everyone to keep back from platform edges. Pupils to be seated at all times on train. Each group to be with designated adult in one carriage.	1 / 5 / 5		1 / 5 / 5	Safety Briefing by teachers to pupils Teachers to ensure pupils are seated.
Adverse weather	Falls & trips	All named above	Bad weather plan	2 / 3 / 6	No trip is to be undertaken if the weather is really bad.	1 / 1 / 1	Safety Briefing by teachers to pupils

Level of risk (R) is Likelihood (L) multiplied by Severity (S) and will be a number between 1 and 25. The grid below shows that 16 - 25 can be regarded as high risk, 9 - 15 as medium risk, and 1 - 8 as low risk.





		Severity				
		1	2	3	4	5
Likelihood	1	1	2	3	4	5
	2	2	4	6	8	10
	3	3	6	9	12	15
	4	4	8	12	16	20
	5	5	10	15	20	25

Likelihood	Severity
1 Nearly impossible	1 No injury
2 Possible under unfortunate circumstances	2 Minor injury requiring no more than first aid
3 Possible under normal circumstances	3 Minor injury requiring attendance at hospital or doctor's surgery
4 Probable	4 Major injury
5 Inevitable	5 Fatal

### Ticket Information

To find out how much it will cost for your visit you can follow the link and complete the Group Travel Booking Form. The information will then be emailed to you directly.

[www.southernrailway.com/tickets-and-fares/railcards-and-discounts/group-travel-booking-form](http://www.southernrailway.com/tickets-and-fares/railcards-and-discounts/group-travel-booking-form)

There are restrictions on some tickets so you need to check the train times to see if they are outside the restrictions

### Train Information

National Rail Enquiries is an excellent website that gives you live information about trains, tells you the next train you can take, the fastest train and helps you to plan your journey. There is also an 'app' which is very useful if you have a Smart phone.



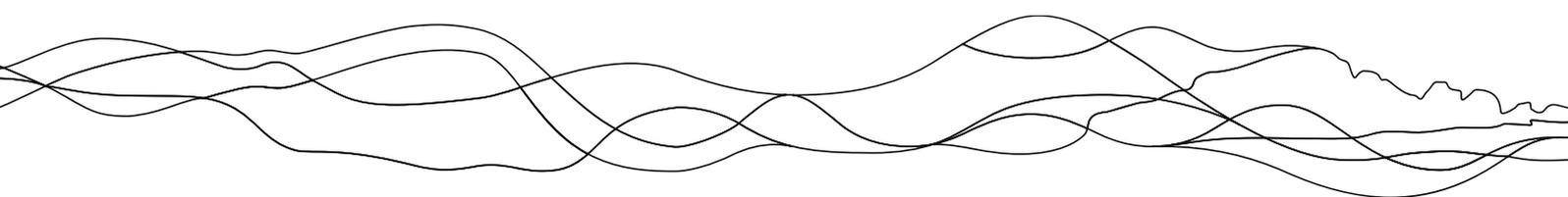
### Hints & tips

Let all of the passengers getting off the train go first, then get a seat as quickly as possible once you are in the carriage. Get pupils to sit in next to the windows so that other passengers can sit down more easily.

Most stations and trains have toilets but this is not always the case so make sure that you make your students are aware of this before you travel. Where stations have toilet facilities the opening times will vary depending on the station.

GroupSave from Southern Railway, offers a 34% discount on the adult fare for between 3 and 9 people when travelling together.

Also on Southern Railway up to four children aged 5 to 15 years may travel Off-Peak for only £2 each when accompanied by an adult with a valid ticket and under 5's travel absolutely free.





## **Risk Management Plan**

Each educational session or event requires an appropriate safety briefing. It is based on the risk assessment and forms the Risk Management Plan.

**Pre-visit Briefing** – delivered by the Group Leader prior to the visit to prepare the participants

This is a reminder of the key points to cover:

### **General**

Emergency plan  
Suitable attire and footwear  
Weather appropriate protection  
Emergency equipment, first aid  
(are permission slips needed for emergency medication?)  
Food and toilets  
How accompanying/supporting adults will be deployed  
Expectations  
No headphones  
Mobile phones kept in pockets or bags  
Adults to have contact numbers for other adults on the visit

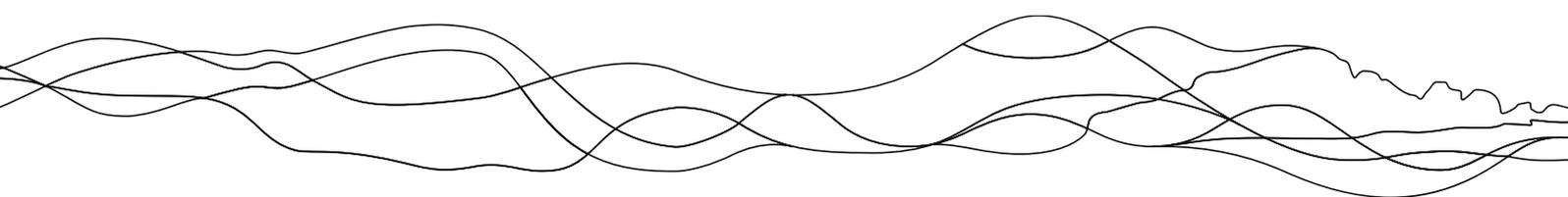
### **Walk**

Footpaths  
Traffic

### **Activities**

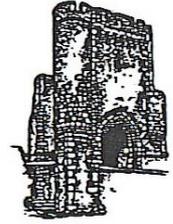
Specific activity hazards

**Learning Provider staff will be in addition to the minimum supervision ratios.**





**Guidelines and possible hazards**  
**for group leaders during a visit to**  
**Lewes Castle & Barbican House Museum**



We want you and your pupils to enjoy their visit and to have a safe visit.

If you have any questions about anything on this sheet, please contact us before your visit.

**The Sussex Past Museum teachers** are responsible for:

- A short safety talk at the start of the visit
- The content of the sessions and workshops
- The safety of any equipment and artefacts used in the sessions
- Maintaining a high standard of teaching, enabling pupils to make the most of their visit.

**The Class teacher** is responsible for ensuring that:

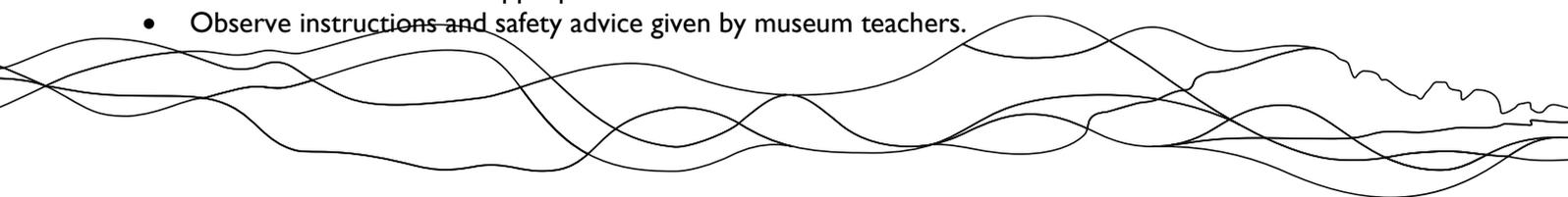
- They have read these guidelines and have taken notice of any additional safety information given during their visit
- Any child needing specific medication has brought it with them and the child and an adult present know how to use the medication needed
- All helpers are aware of the purpose of the visit and the standards of behaviour expected of pupils
- Appropriate discipline is maintained during the visit
- Parents of pupils on the visit have been informed of the need for any special clothing particularly during winter visits
- The museum teachers have been made aware of any SEN/medical information relevant to the activity
- The ratio of adults to pupils is maintained during the day and that the museum teacher is not left alone with children
- Any litter, especially after eating packed lunches, is cleared away.

**The helpers with the group** are responsible for ensuring that:

- Pupils' behaviour is maintained to the standard expected by the class teacher
- They understand the purpose of the visit and timetable
- They know of any special needs that the pupils in their group may have
- They are with their group at all times particularly during the independent session in the museum
- Parents cannot bring younger siblings on the trip and are asked to turn off mobile phones when they are in charge of groups.

**Pupils** should:

- Be aware of the purpose of the visit
- Understand the need for appropriate behaviour
- Observe instructions and safety advice given by museum teachers.





## First Aid

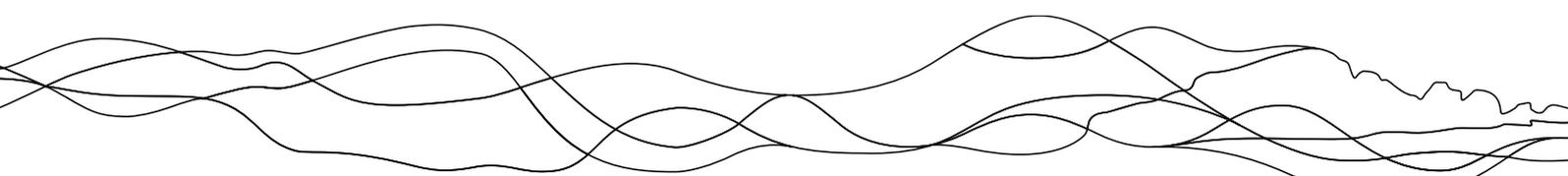
- Every group should have its own first aider and someone who could accompany a child to hospital if necessary.
- The museum teacher should be informed of any accident/illness
- The museum teacher will help with locating telephone and on site first aid
- School staff should report any incident to the front desk for recording in the accident book
- Please note that although first aid may be available on site there is no paediatric first aid.

## Hazards to consider

### Site and Activities

- The area between the road and the museum is a road used by limited traffic. It is essential that pupils keep to one side whilst moving to the Education Room and that an adult is present with younger children when they cross this road.
- Most of the Castle is an outdoor site and appropriate clothing should be worn.
- Steps may be wet and slippery. If icy, steps will be gritted and assessed for safety before groups arrive.
- The Castle pathways are uneven. It is advisable to use the handrails provided. Running up and down stairs and paths is not allowed in the interests of the safety of pupils and other visitors
- The Castle includes steep spiral staircases and pupils are advised to go up and down these slowly, using handrails and following safety instructions
- Climbing on any part of the Castle wall is forbidden.
- Throwing stones in any part of the Castle is forbidden.
- Group leader should be aware of anyone suffering phobia of heights. Provision should be made for them to wait at a lower part of the Castle tour if needed.
- The Museum contains glass cases so care should be taken that all pupils understand that running, pushing and shoving may cause damage to themselves, the cases and the artefacts contained within them.
- The shop and toilet area is very small so shopping should be done in small groups (approx.6 at a time)
- The seating area in 'The Story of Lewes Town Model' is steep. The lights are dimmed during the show. It is essential that groups arrive in good time for their timeslot. Other visitors may be watching and good behaviour is requested so that other visitors can enjoy the show.
- Any spillages should be reported to staff to ensure they do not become a trip hazard
- Children should be encouraged to move safely around classrooms to avoid trips over chairs and tables and to sit still on chairs and benches
- Dressing up clothes should not be worn up and down steps to avoid trips
- The site is open to the public and children should remain within sight of group leaders at all times.

***It is recommended that you take out insurance to cover risks of accident, illness, loss of personal belongings or cancellation.***





## Risk Assessment

This generic risk assessment is a pick list aimed at facilitating risk assessment of a specific site prior to use with a group. Use it to form the actual risk assessment and **embolden the text** once complete.

Please add activity related risk assessment. It is the responsibility of Group Leaders to familiarise themselves with all risk assessments associated with the visit and update them accordingly.

Prior to the group arriving, the Education Team should carry out a daily site check to identify/minimise risks and inform safety briefing. A risk management plan must be completed based on the finalised risk assessment.

Hazard and Associated Risk	Initial Risk	People at Risk	Existing Ways of Reducing Risk	Measures to be taken, and by whom	PPE	COSHH	Risk Outcome
<b>Open site and exposure to the elements leading to cold injury</b>	<b>Medium</b>	<b>Group</b>	<b>Suitable clothing needs to be worn for the weather conditions</b>	<b>Group Leader to inform group of the expected dress code for the expected weather conditions.</b>			<b>Low</b>
Uneven ground resulting in slips, trips or falls, causing injury.	Medium	Group	Suitable footwear to be worn throughout the event. Keep to the designated footpath. Single file walking where appropriate. No dressing up clothes to be worn out of the designated room	Education Team to assess site prior to group visit and identify significant hazards to the group during initial briefing. Safety talk and reminder to use handrails given by education team.	Sturdy shoes		Low
Narrow pavements/no pavements resulting in slips, trips or falls into the road	High	Group	Single file walking where appropriate. Use pedestrian crossing	Group Leader to warn group of hazards when walking.			Low
General contact with vegetation resulting in minor injuries, scratches or allergic reactions.	Medium	Group	Site management to minimise risk. Schedule of work arranged to address issues. Keep to the designated footpath.	Education Team to assess site prior to group visit and identify significant hazards to the group during initial briefing. Group Leader to be aware of allergies in the group and have a suitable emergency plan.			Low
Steep drops, faces and slopes leading to falls and crush injuries.	High	Group	Appropriate barriers installed to minimise risk.	Education Team to make visiting groups aware of specific hazards. Education team to carry out daily site check prior to group arriving.			Low
Contact with members of the public resulting in abduction or abuse.	Low	Group	Group members prepared with a code of behaviour when near strangers	Group Leader to remind group what to do in the event of inappropriate contact with strangers. Group members to advise Group Leader of suspicious activity asap.			Low

