

**The Dissolution of the monasteries in Tudor Nottinghamshire
A seven-week scheme of work for key stage 2 and 3 history**

Bringing it all together – Additional assessment using ICT

What do we know about the Dissolution of the monasteries in Nottinghamshire? (1 of 2)

Objectives

The children will learn:

how to collect information from a variety of ICT based sources.

how to organise information using ICT and present it to an audience.

how to evaluate their own and each others work, identifying ways of improving it.

Resources

Self check list of questions on the board (see introduction below);

Access to websites, lesson resources and children's work in computer folders from previous lessons;

Presentation software e.g. Microsoft Publisher or Word.

Teaching activities

Introduction – Whole class

Using the resources and childrens' work from previous lessons, create and complete a table with three columns, 'How information was presented', 'What we learnt this way' and 'How presenting information this way helped us learn'.

This may give table entries such as:

How information was presented	What we learnt this way	How presenting information this way helped us to learn
Map	Where the monasteries were.	The map shows where the monasteries were in relation to each other and places we know.
Table/List	When the monasteries were built.	All the dates are close together so it is easier to see a pattern.
Text	The history of each monastery	All the important information is together in a short summary.

Having identified sources of information and their uses, tell the children they are going to work in groups to make a leaflet about the Dissolution of the monasteries in Nottinghamshire.

Show the children the self check list of questions written on the board: Is there a clear title so we know what the leaflet is about? Are there sub-headings? Do the sub-headings tell you what is important about each part? Is each part easy to read? Is there enough information but not too much? (Fifty words should be the limit for each part.) Is each type of information presented in the best possible way? Do the parts fit together well so they follow on from one another and tell the story clearly? Is there a clear ending? Is it interesting or not? Why is it interesting or not?

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What do we know about the Dissolution of the monasteries in Nottinghamshire? (2 of 2)

Main activity – Small groups

On the computer the children use, add to and reorganise their own work and other ICT based information used in this project to produce a draft leaflet explaining the Dissolution of the monasteries in Nottinghamshire.

This activity could be simplified by finding then printing out information held on the computer before integrating, adding to and organising it on paper.

Main activity – Whole class

As a whole class look at the pages of one group's leaflet. Use handout versions if the work cannot be viewed through a computer network. Go through the self check questions from the previous lesson with the class. Ask how the leaflet could be improved?

Main activity – Small groups

Groups review a partner groups leaflets using the self check questions then return them for redrafting.

Key vocabulary

ICT, information, folder, website, CD, integrate, add, leaflet, review, redraft

Plenary / assessment questions

Volunteer groups explain how and why they have redrafted their work.

Bringing it all together - Fieldwork activities

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Aims of the fieldwork activities

- Make children 'aware that the visible remains of the past around us are...(an)...important...resource for our understanding of history'.
- Enable children to identify, study and interpret visible remains in order to reconstruct the past.
- Place the interpretation of sites in their wider historical and geographical context.
- 'Create an interest in and basis for further historical exploration of the environment which will continue beyond school'.

(Quotes from: Schools Council History 13-16 Project, 1976, p.7)

How the aims will be met

The fieldwork activities follow and build on the background provided by the seven class based lessons, particularly lessons 3, 4 and 5. In doing this they focus on why particular sites were chosen, what the monasteries looked like and what life was like inside them. In addition, the question 'How and why has the monastery changed over time?' is addressed at all the sites. This encourages children to look at the changes made by people and nature that could have happened at any time during the monastery's history, and to speculate on why these may have occurred. These activities provide a practical context for the application of knowledge, understanding and skills from across the curriculum but mainly from geography, history, numeracy, literacy and science.

Four former monastic sites in Nottinghamshire are suggested as possible locations for a half day fieldwork visit. These are Mattersey Priory, Worksop Priory, Rufford Abbey and Newstead Abbey. Each site has enough clearly recognisable monastic remains for a range of fieldwork activities.

A short introduction is given to each site and its facilities together with a map of the monastic remains. These are followed by activity suggestions and resources lists related to particular sites. Follow-up activities and contact telephone numbers for each site are also given.

Schools must carry out a risk assessment following LEA guidelines before carrying out these activities and take appropriate control measures. For advice on carrying out risk assessments contact the Education Department Health and Safety Team on 0115 9773707 (correct in July 2005).

Fieldwork at Mattersey Priory

Site description

Mattersey priory is signposted by English Heritage brown signs from Mattersey village. It lies at the end of a one mile single lane track with two fairly tight bends in it. Parking is on an area of grass next to the priory. The site is unmanned and access is free. There is a four bar wooden fence with one pedestrian gate around the site. Inside the fence the site is mostly flat grass, the main hazard being the large number of low walls where the buildings once stood. This makes the ground plan of the site relatively easy to see. Where walls are missing, slightly raised ground shows where the inside of some buildings would have been. The complete outline of the church and the western range in particular can be seen this way. The best preserved building is the frater and its undercroft which can be seen in the photograph on page 96. A tall section of the church tower and a doorway also survives together with a section of the wall in the eastern range that still has a column against it. The ditch under the rere-dorter where water from the river Idle would have flowed is still present. The river is now slightly outside the site but still visible. A simplified plan of the site today is provided on page 80. Some of the building remains are marked with name

plaques. A single interpretation board just inside the site gate shows a labelled map of the buildings, a reconstruction drawing and a brief history of the site.

Practical issues

There are no toilets, seats, under cover shelter, litter bins or places to get drinks on site. The nearest place providing all these amenities is the church hall. This is behind Mattersey village church which is passed on the way to the priory when following the brown signs from the B6045. Although there is a small car park at the back of the hall it would be easier to park a coach on the main road outside the church then walk through the churchyard and to the left of the church. This means using steps at one end but avoids walking down the road where there is no footpath. The hall has a minimum charge of £10 for the first two hours use, with an additional £5 for each subsequent hour. All day hire is £30 (charges correct in October 2004). Arrangements for hire can be made by telephoning 01777 817983.

Other useful places to visit on the fieldwork day

Access to Mattersey village church can be arranged by telephoning the rectory on 01777 817364. It is worth looking inside the church before going to the priory as it has corbels supporting a wooden roof, hexagonal and octagonal columns, pointed arches and buttresses outside. Seeing these features in a complete building will help the children to interpret the priory later. The windows in the church however are mostly in 14th and 15th century styles whereas the priory windows would probably have been in the earlier 12th or 13th century styles. Examples of these earlier styles are given in the 'Picture resources' (p.100 – 108) after fieldwork follow up activity 7. These resources also show photographs of other parts of buildings that will help the children to interpret Mattersey Priory.

A visit to the former monastic church of St. Mary and St. Martin near the centre of Blyth is also recommended.

At the time of the Dissolution this was the nave of the monastic church and was used by the parish. Beyond the current east wall of the nave was the choir of the church used by the monks. This was demolished after the Dissolution.

Remains of one of the best preserved Doom paintings in the country are visible on a large part of the east wall. It shows the scene of the Last Judgement with good souls going to heaven while bad souls go to hell. A small section of the painting can be seen in picture 8 of the 'Picture resources' mentioned earlier. Further pictures of this painting with descriptions are available from: www.paintedchurch.org/blyth.htm (accessed 15/11/04).

Pictures 14 A and B on the 'Picture resources' show the churches painted columns and capitals, a good example of how paint was used to brighten the white interiors of buildings. Further paintings depicting saints can be seen on the chancel screen. The church also includes examples of carved capitals on the tops of some of the columns, a vaulted ceiling, 11th and 12th century style windows, arches with round tops and later windows with pointed tops. Different amounts of decoration can be seen on the door surrounds and buttresses are visible outside.

A safe nearby pick-up and drop-off point is available away from the main road directly outside the 'White Swan' public house and adjacent to the village green. The village green also has a bus shelter providing some cover but not enough for a whole class. There are a few benches and a large litter bin on the village green making it a reasonable picnic site despite it being close to a fairly busy road. An alternative picnic site is the green outside the churchyard to the north of the village centre. This is visible from the village green and also has a few benches and a litter bin.

Coach parking is available at the Moto services one mile north of the centre of Blyth on the A1.

There is also a coach drop off point outside the main building which has toilets, a shop and various food outlets.

The Barnby Memorial Hall adjacent to the village green is available for hire as follows:
Back room - (suitable for a class group, or two classes at a push) £3 per hour. Add 10% or more for non-village residents. The room has chairs and is carpeted.

Main hall - £5 per hour or £16.50 for four hours. Add 10% or more for non-village residents (prices correct on 1st April 2003).

The hall has toilets and a kitchen.

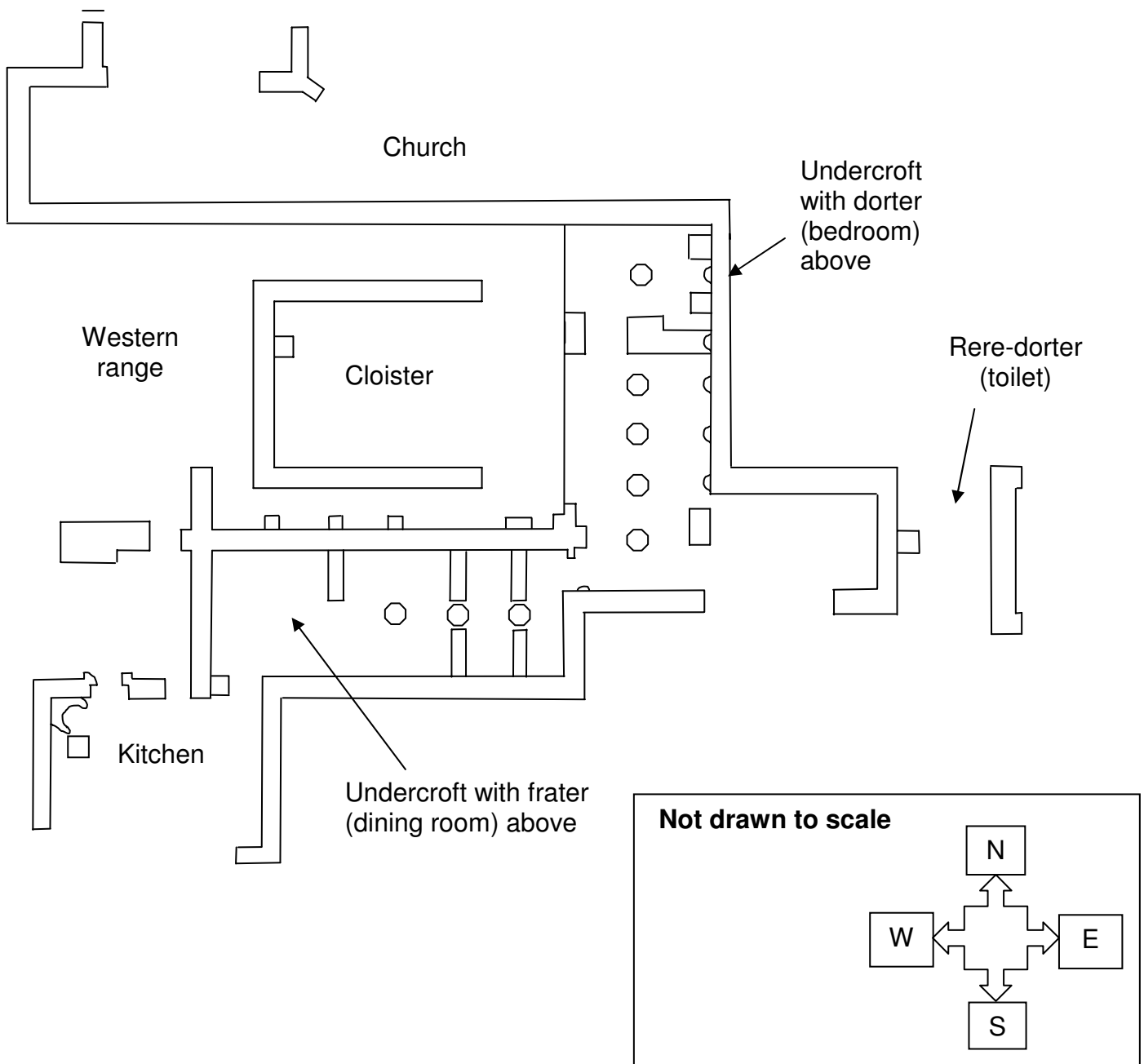
For further information about hiring the hall contact the clerk to the parish council. Contact details can be found on: www.bassetlaw.gov.uk (accessed 13/4/03) by clicking on the 'local democracy' heading, then 'parish councils' in the first paragraph.

Arrangements to view Blyth church can be made by telephoning the vicarage on (01909) 591229.

Background history

See page 135.

Simplified plan of Mattersey Priory remains



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Fieldwork at Rufford Abbey

Site description

Rufford Abbey is signposted off the A416 Nottingham to Doncaster road, approximately 17 miles north of Nottingham. There is hard surface parking on site for both coaches and cars. Parking and access to the site are free for school groups. Away from the car and coach park the only traffic is the occasional park vehicle. The site of the abbey ruins is mostly flat, however there are some stairs and they have to be used to get into the lay brothers dorter. The remains of the lower floor of the western range are very well preserved. The lay brothers frater has a good example of an undercroft ceiling which is shown in the 'Picture resources' on page 100. It also has the remains of cupboards used for storing table linen and spoons that can be seen on page 108. The frater houses an exhibition that includes among other things, a table set out for a meal, a model of the abbey's central buildings around the cloister accompanied by a labelled picture reconstruction and information boards on the history of the abbey and the monks activities.

The outer parlour and cellarium to the side of the frater are also well preserved while showing many clear examples of how the building has changed. Blocked up doorways are the most prominent examples of change.

The lay brothers dorter goes across the top of the western range. It is roofless and provides additional opportunities to identify change. It also shows children the size of room necessary for the large number of lay brothers.

Points of interest inside the dorter are:

- The entrance facing the car park - This entrance would have been used by the lay brothers to get between the outer court of the monastery and the dorter. The current porch is a later addition.
- The windows – Most of the remaining windows are not monastic. Those on the west wall, the same side as the entrance, are typical of late 16th century Elizabethan design but are located where the monastic windows would have been. One 14th century pre-dissolution lancet window (a window with a pointed top) remains in the east wall opposite one of the Elizabethan windows. Using copies of the 'Picture resources' sheets the children can identify which window is from the monastic period. This window has faces, flowers and foliage carved into its sandstone surround. The carvings are badly weathered as they are on soft sandstone. Other examples of badly weathered sandstone are visible around the outside walls of the building. Cistercian windows had clear or pale coloured glass rather than deeply stained.
- The floor - The floor is now level with the bottom of the 14th century lancet window which means that it has been raised.
- The fireplaces – None of these are original. The children may remember from lesson 4 that when it was built the monastery would only have had fires in the kitchen, farmery (hospital) and warming house. None of these were in this building. However there may have been a fireplace here by the time of the dissolution.
- The corbels – The lack of weathering shows these to be modern copies. The children can find out what these would have been used for by looking at picture 14 on page 106.
- The wall – a cross section of the wall showing its construction can be seen in several places.
- The night stairs – These are at the north end of the dorter and lead down to where the west end of the church would have been. The lay brothers would have worshipped at this end of the church while the monks would have sat towards the east end.

Apart from the western range there are no visible remains of buildings although the outline of the church has been picked out with edging stones in the grass.

A plan of the western range is provided on page 83.

Practical issues

Toilets are available in the stable block. They can be found by following the path from the car park and going under the archway straight ahead. The toilet entrance is underneath the second arch. Drinks and snacks can be bought from 'The Coach House' café facing onto the open courtyard on the other side of the stable block. There is seating inside the café and ample seating close by outside together with litter bins. A picnic and play area can be found next to the car and coach park. The undercroft can be used for under cover shelter and to have lunch in if the weather is bad.

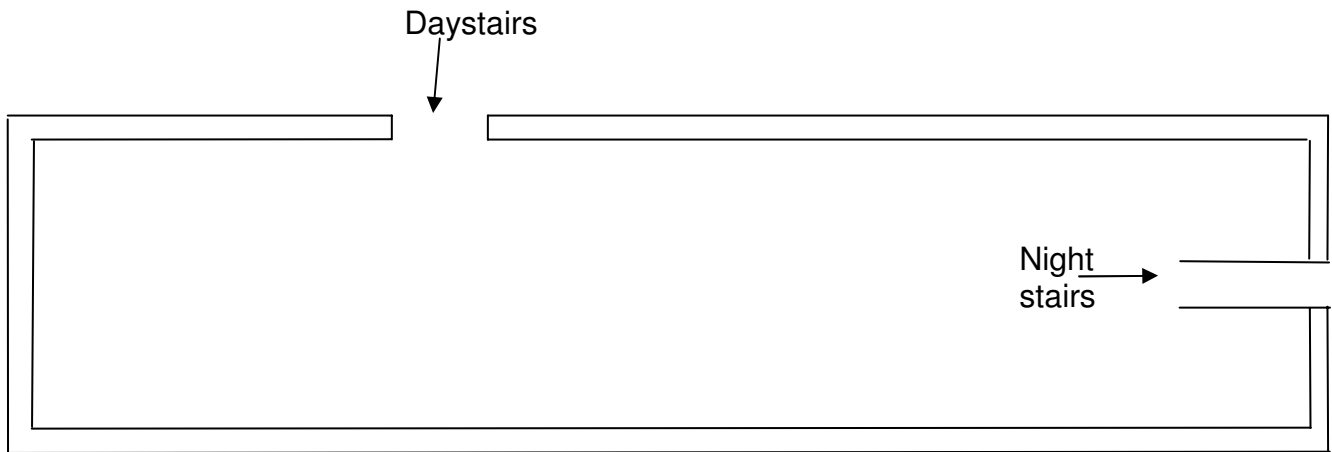
Further information is available from Rufford Abbey by telephoning 01623 822944.

Background history

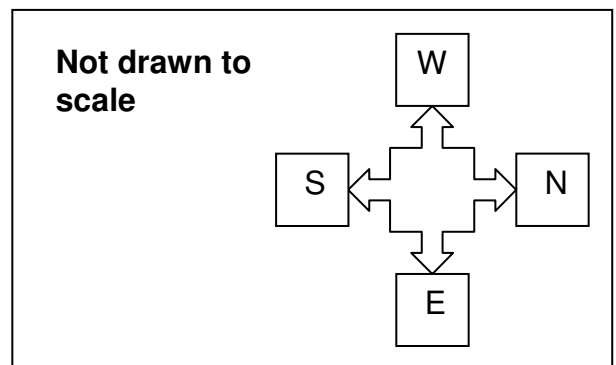
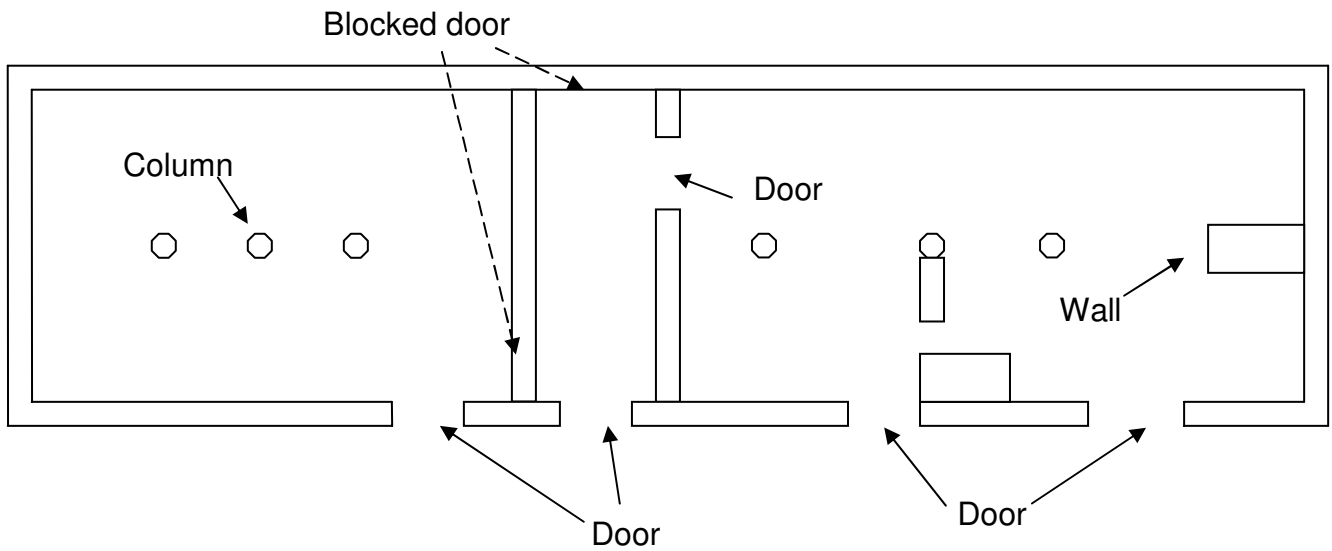
See pages 137 to 139.

Simplified plans of the western range at Rufford Abbey

Upstairs - The lay brothers' dorter



Downstairs – The lay brothers' frater, the outer parlour and the cellar



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Fieldwork at Newstead Abbey (Known as Newstead Priory before the Dissolution)

Site description

Newstead Abbey is approximately 12 miles north of Nottingham on the A60 near Ravenshead. Directions to the abbey are given by brown signs near the site. There is a long driveway into the site with a large coach and car park opposite the abbey remains. A simplified plan of the areas to visit can be found on page 86.

The church

The west front of the Priory Church can be viewed from both sides.

Having entered the main building through the vaulted 'dark entrance' the children can visit:

The cloister arcade

This is fully enclosed. Various filled in doorways and the remains of stairs can be seen in the cloister arcade wall. More specifically:

- Processional doorways at either end of the east cloister.
- Evidence of the day stair leading to the dormer (bedroom) in the south cloister as well as the remains of doorways leading to the refectory stairs and refectory undercroft. The remains of the laver or lavatorium are also visible.
- A doorway to an undercroft in the west cloister.

Various pieces of monastic stonework including part of a gravestone, pieces of vaulting, a ceiling boss and carved figures are on display.

The slype passage leads off the cloister arcade linking it to the monks' cemetery. The former chapter house, now a chapel, also leads off the cloister arcade.

The cloister ceiling is not original.

The cloister

The cloister contains a Mary Garden, laid out in 1988.

The salon (Great Drawing Room)

This stands on the site of the former monastic refectory (frater). It has walls painted in the mediaeval style of imitating stone blocks and has some original mediaeval painted plasterwork.

The Plantagenet room

This has a vaulted ceiling and may have been the monastery warming room. It also has quatrefoil (four leaf pattern) headed windows that were typical of the mediaeval period. However these examples are from the 19th century.

The undercroft

A model of the mediaeval abbey is on show in the vaulted undercroft which also contains the shop.

The Great Hall (upstairs)

There is a mediaeval doorway behind the 19th century panelling in the great hall that would have led to the cloister. The prior's personal toilet (garderobe) is behind 19th century panelling in the dining room next to The Great Hall.

Practical issues

The buildings are open from April to the end of September from 12 noon until 5pm, with last admission at 4pm. There is a charge for entry to the buildings and grounds. The site has a shop, restaurant and coffee shop with nearby toilets as well as indoor provision for sandwich lunches.

Outside surfaces are relatively flat and there is easy access to the ground floor of the buildings, however stairs have to be climbed to get to the Great Hall.

For further information and to book a visit for which there is a charge, contact Newstead Abbey on 01623 455900.

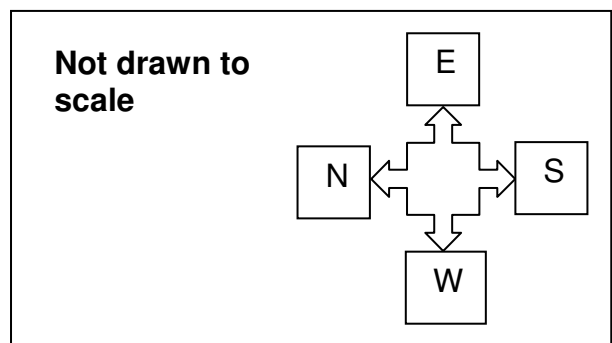
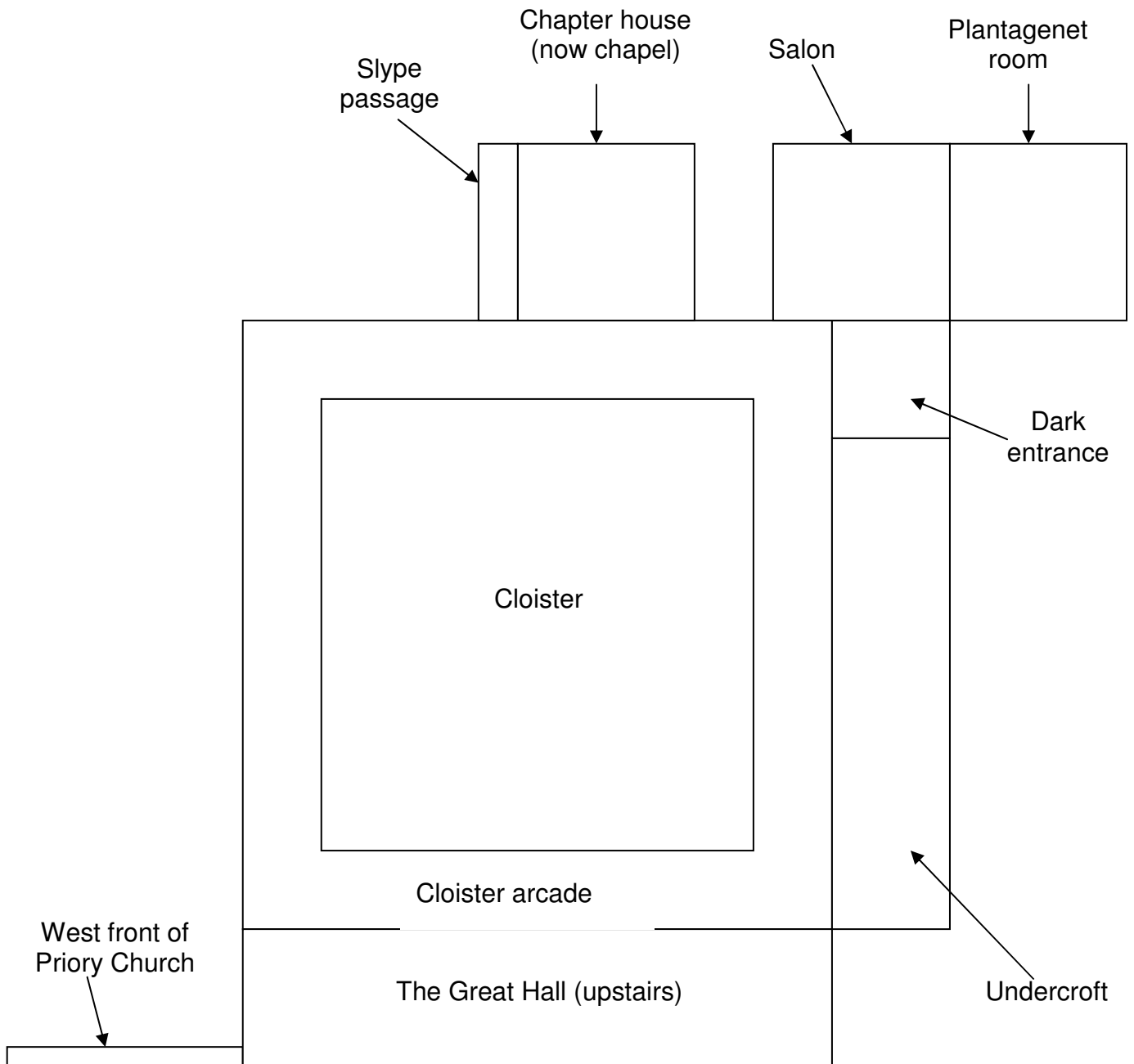
Visits can be enhanced by booking an education session run by a freelance educator at a cost of £100 per day (correct in April 2005). These are biased towards the Victorian period

although the monastic past is touched on during the Tudor activity days. To book an education session or find out current availability and costs, contact the Access Team at Nottingham City Museums and Galleries on 0115 9153692 (correct in August 2005).

Background history

See pages 136 to 137.

Plan of areas to visit at Newstead Abbey



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Worksop Priory fieldwork

Site description

Worksop Priory Church is the only one of the four fieldwork locations identified that is still a working religious site. Free guided tours of the church and gatehouse are available by arrangement using the contact details in the 'Practical issues' section below.

The church and gatehouse lie to the east of Worksop town centre on the B6040 Retford Road. No coach parking is available on site. However, visitors can use the designated coach stop on Memorial Avenue opposite the west door of the church. The main hazard for visiting groups is crossing the roads bordering two sides of the site.

The children can enter the former nave of the monastic church, now the parish church, after passing through the remaining part of the cloister wall. The inside of the church is a good example of Norman architecture with imposing columns and arches with various styles of decoration.

At the end of the nave there is an abrupt change of style as the visitor comes into the 20th century tower and choir. The Norman stonework at this point is very weathered, showing where the original choir was demolished and the nave walled up after the dissolution, leaving this stone outside.

The porch on the south side of the church can be identified as more recent than the nave due to the pointed arch on its outer entrance. The stonework round the inner door has crosses carved into it, left by people going to the crusades. The door itself dates from the late 12th century.

On the other side of the site, across what would have been the outer court, the monastic gatehouse stands as a complete building with a large amount of carved but badly eroded stonework to the front. On the first floor the great hall can be visited, where pilgrims would have been fed at the priory's expense.

A simplified plan of the site is given on the next page.

For more information the priory church has its own website at: www.worksoppriory.com
(Accessed 18/7/05)

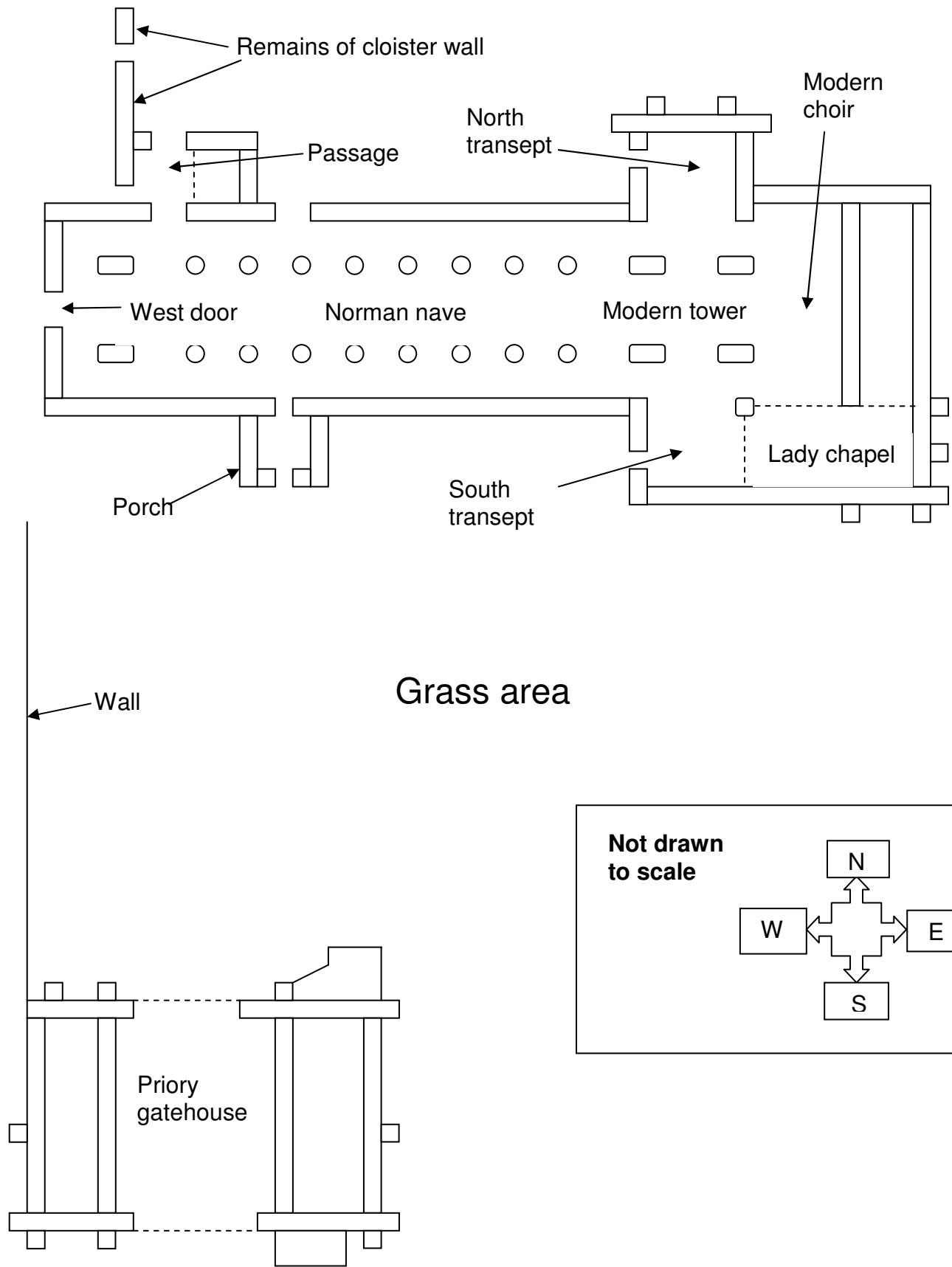
Practical issues

In pleasant weather the large grass area between the Priory Church and gatehouse can be used for picnics. There are toilets, including those for the disabled available inside the church and the adjacent church hall, which can be reached by walking along a footpath next to Priorswell Road. Provision can also be made in the church for eating sandwiches and having drinks. To arrange a visit or for further details contact the vicarage on 01909 472180 or by e-mailing: worksoppriory@supanet.com.

Background history

See pages 144 to 145.

Simplified plan of Worksop Priory Church and gatehouse



B6040 Cheapside

Fieldwork orientation activities (whole class)

These activities are designed to give the children an orientation of the whole site before doing more focused work on a particular part or aspect.

National Curriculum links for all the fieldwork activities can be found on pages 109 to 115 under the class based lessons these activities support and extend.

Fieldwork activity 1 – Mattersey, Rufford, Newstead

Supporting lesson 3 - 'Why were the monasteries built where they were?'

While walking around the site observe its characteristics and those of the surrounding landscape. Ask: Where would the monks get water, food and fuel from? Is the site on level ground? Is it away from towns, villages and main roads, making it quiet? How would people and things get to and from the monastery? Is it a good site for a monastery?

At Newstead and Rufford no fields are visible from the buildings but the children's attention can be drawn to the countryside surrounding the site just before arrival.

Resources - None

Fieldwork activity 2 – Mattersey, Rufford, Newstead

Supporting and extending lesson 5 - 'What was life like for the monks inside the monastery?'

The children will need to prepare pictures in advance of activities or objects related to different parts of the monastery. On a class tour of the site, using a map of a typical monastery layout for reference, the pictures can be put on the ground in the right place and weighed down. Children will need to be reminded that the map is an example and that it may not fit what is on the ground exactly. They may need to interpret what is on the ground using the map as a guide. Pictures to do with the upper storey of buildings could be placed on top of the wall remains where possible.

At Newstead Abbey this activity could be carried out in the cloister arcade with pictures being placed where rooms would lead off this central space. A reference point will need to be marked on the cloister arcade map to help the children keep it the right way round.

Pictures to do with the upper storeys of buildings could be temporarily stuck to the walls.

Resources –

Pictures done in school of objects that would have been or activities that would have taken place in different parts of the monastery

A weight for each picture / something to stick pictures to the walls with

Maps of a typical monastery layout from page 40

Fieldwork activity 3 – Mattersey, Rufford, Newstead

Supporting and extending lesson 5 - 'What was life like for the monks inside the monastery?' and lesson 4 – 'What were the monasteries like?'

Mattersey

Using the lesson 5 game board from page 50 read through the times and activities of the monk's day with different groups starting at different locations on the board. Using plans of a typical monastery layout from page 40 the children say where they should go for each activity and how they should get there using the available doorways. This will help the children to identify the difference between doorway and window remains in the low walls. The window remains are very narrow and have sharply tapered sides whereas the doors are wider. Walk in a procession like the monks would have done from one place to another. In each place, do or act out what the monks would have done there at the time given using ideas from the lesson 5 game cards on pages 51 to 60. This should be done in silence unless they are in the chapter house (only one speaker at a time), church (singing or praying), or parlour (chatting in the inner parlour or meeting visitors in the outer parlour).

Rufford

The above activity can be carried out but the routes followed by the monks will be more difficult to follow as there are no visible remains of most of the buildings. At the bottom of the night stairs the children can use a plan of the abbey to identify which part of the monastery they should be in. They can then be led around the stone edging that marks the outline of the church. If individual children are left at regular intervals around the edge they will act as markers making it easier to appreciate the full size of the ground area covered by the church.

A photograph of the children stood in their places could be used later as part of a display with labels to explain the functions of different parts of the church.

The children can then use the plan to find their way around the site of the cloistral buildings. The approximate locations of the sacristy, chapter house, inner parlour, monks' dorter and rere-dorter, warming house, monks frater and the monastery kitchen can be found by relating their probable location to the existing buildings. The current restaurant on the ground floor of the three storey building is roughly on the site of the abbey kitchen, located between the monks' and lay brothers' fraters.

Resources -

Camera

Plans of a typical monastery layout from page 40

Newstead

The above can be carried out in the cloister arcade with the children doing the monks' activities when they arrive at the former doorways to the relevant rooms.

Resources –

Game board from page 50

Activity ideas from the lesson 5 game cards on pages 51 to 60.

Plans of a typical monastery layout from page 40

Fieldwork activity 4 - Rufford

Supporting and extending lesson 4 – 'What were the monasteries like?'

Rufford

Before going down the night stairs the children could be spread out to work out roughly how many lay brothers could have slept in the dorter. There would probably have been no furniture apart from the two rows of beds with their heads against the wall, so the beds could be quite close together. Until the Black Death in the mid 14th century there were roughly twice as many lay brothers in most Cistercian houses as monks. After this their numbers reduced and they were gradually replaced with paid servants.

Resources - None

Fieldwork group activities

Fieldwork activity 5 Mattersey, Rufford, Newstead

Supporting and extending lesson 4 - 'What were the monasteries like?' At Rufford and Newstead in particular this activity also addresses the question 'How has the monastery changed over time?'

Mattersey

Give each group of children an enlarged copy of one side of the cloister from the 'Simplified plan of Mattersey Priory remains' on page 80 or a sheet of plain paper for their own plan. The children add and label visible features such as the remains of doors and windows before adding where they think missing walls, buttresses, windows and doors would have been using the clues around them. For example, rough stone in an otherwise smooth wall would indicate where a wall or buttress was missing. Windows would usually be opposite each other.

Add measurements to the plans to show the length of walls. Further measurements could also be taken and added to the plan, for example, from each column to the opposite wall or column. Draw and label a cross section of the wall to show its construction. Draw or photograph any carved stone.

Rufford

Give each group of children an enlarged simplified plan of the upstairs or downstairs of the western range (p. 83). Alternatively they can use a sheet of plain paper for their own plan. Working inside the building the children add visible features and labels to their plan such as the remains of doors, windows and fireplaces, indicating where these have changed e.g. been filled in.

Using the 'Picture resources' sheets the children can annotate their plans to say if the features are in the style of the monastic period or not.

The children can also use the 'Picture resources' sheets as a source for drawing what they think the features would have looked like originally if they are not in the monastic style now. This could be done for many of the windows upstairs in particular.

Newstead

Give each group of children a plan of one side of the cloister arcade without any features marked (p. 86). The children then mark doorways and other features on their plan, using the Rufford Abbey plan on page 40 for reference. They can then add labels to show where the doorways would most likely have led and record the measured distances between the doors.

Resources -

Enlarged copy of part of the plan for the site being used or plain paper for each group

Long measuring tapes

Clipboards

Plain paper

Camera

'Picture resources' sheets from pages 100 to 108

Plan of Rufford Abbey from page 40 (Newstead activity only)

Fieldwork activity 6 – Mattersey, Rufford, Newstead, Worksop

How has the monastery changed over time?

Look for and record evidence of weathering by taking photographs or drawing sketches. These can be numbered to go with corresponding numbers on the plan of Mattersey (p.80), Rufford (p.83) or Worksop (p.88). At Newstead the children can draw their own sketch of the west front. If notes are made on the appearance and texture of the weathered stone the children will be able to research the methods of weathering on their return to school.

Resources -

Enlarged plan of the remains at Mattersey, Rufford or Worksop

Plain paper

Camera

Clipboards

Fieldwork activity 7 - Rufford

Supporting and extending lesson 4 - 'What were the monasteries like?'

This activity also addresses the question 'How has the monastery changed over time?'

Looking towards the undercroft doorways the children can use the 'Picture resources' sheets to identify what features they would expect to see on a wall facing the cloister.

These may be windows, doors, buttresses, stairs, cloister arcade.

Look for evidence of the suggested features, particularly vertical lines of rough wall where buttresses may have been and holes along the wall where the beams of the cloister arcade

roof would have been. When they have identified these the children can draw a labelled sketch of the wall showing the remains of these features or produce a picture to show the features in situ.

The cloister area is now mostly raised. The path in front of the doorways is at original height and would have been covered by the cloister arcade. The line of the roof from the south side of the cloister can also be seen in the wall above the parlour door.

Resources -

'Picture resources' sheets from pages 100 to 108

Clipboards

Plain paper

Fieldwork follow-up activities

Fieldwork follow-up activity 1 - Mattersey, Rufford, Newstead

Produce a factual guide using various ways of presenting information to explain why the monastery was built here, what it probably looked like, what life used to be like, what the monastery is like now and how it came to be like this.

This could be done using desktop publishing or as an audio guide with 30 seconds on each subject.

This activity supports and extends all the fieldwork activities, thereby supporting lessons 3, 4 and 5. It can also be used to support lesson 6 'What was the Dissolution of the monasteries and why did it take place?' and lesson 7 'What happened to the people and property after the Dissolution?'

Fieldwork follow-up activity 2 – Mattersey, Rufford, Newstead

Using the measurements taken on site, draw a scale plan or make a scale model of the whole site or part of it. Check the finished work against the measurements to see if it is reasonable.

Compare the areas of different buildings or rooms on the fieldwork site. Rank the buildings according to the amount of space they take up. Suggest reasons why certain buildings take up the largest amounts of space. This may be due to functional or symbolic importance. Compare the areas of these buildings with the areas of spaces in school to gauge relative sizes.

This activity builds on fieldwork activities 2 and 3 as well as lessons 4 'What were the monasteries like?' and 5 'What was life like for the monks inside the monastery?'

Fieldwork follow-up activity 3 – Mattersey, Rufford, Newstead, Worksop

Make a model to investigate and record how buttresses counteract the force of walls pushing outwards. Put a heavy roof on the walls to simulate the heavy lead covered roofs of many monastic buildings. This could be extended to compare the effectiveness of buttresses against the wall with flying buttresses used on some tall buildings such as churches.

A similar investigation could compare the load bearing strengths of rubble filled walls with single skin walls and those with a cavity. The strength of arches compared to a flat topped door could also be investigated.

These activities build on and extend fieldwork activity 5 and lesson 4 'What were the monasteries like?'

Fieldwork follow-up activity 4 – Mattersey, Rufford, Newstead, Worksop

Use photographs or drawings of the carved stonework seen on the fieldwork visit to make copies or new work inspired by the designs in plasticine or clay.

This activity builds on and extends fieldwork activities 5, 6 and lesson 4 'What were the monasteries like?'

Fieldwork follow-up activity 5 – Mattersey

Make a model of the frater and undercroft to show what it might have looked like. The following lesson plans and resources support this activity, which builds on and extends fieldwork activity 5 as well as lesson 4 'What were the monasteries like?'

The Dissolution of the monasteries in Tudor Nottinghamshire

Fieldwork follow-up activity 5 - Mattersey Priory (Part 1 of 2)

Objectives

The children will learn:

how to construct mind-maps.

how to select, organise and record information relevant to the focus of the enquiry.

Resources

'Mattersey Priory undercroft and frater today' photograph for classroom display (p.96);

Example mind-map (p.97);

Picture resources sheets (p.100 to 108);

Key vocabulary word list for classroom display.

Teaching activities

Introduction

Show the children the photograph of Mattersey Priory undercroft and frater today. Ask them to identify it.

Ask the children what parts of the building they would need to ask questions about if they were going to make a model showing what it might have looked like before the Dissolution. Establish that they would need to know about the floors, walls, doors, windows and roof. Writing on a large sheet of paper, start a mind map using these headings (see bold part of example mind map). Ask the children to provide questions to go under each heading with the teacher recording these on the mind-map (see italic part of example mind map).

Explain that one way to answer these questions is to look at other buildings about the same age that are still standing.

Main activity – Pair work

The children copy the questions from the mind-map then use the pictures and text on the 'Picture resources' sheets to find the answers, putting the section number or picture letter where the answer was found next to each question.

Plenary

Ask if any pairs have questions they do not have the answers for. Can any of the other groups give them an answer? Record answers on sheets. If any questions are left unanswered these could be researched for the next session or suppositions made from the evidence available.

Key vocabulary

undercroft, frater, mind-map, pictures, text

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The Dissolution of the monasteries in Tudor Nottinghamshire

Fieldwork follow-up activity 5 - Mattersey Priory (Session 2 of 2, Part 1)

Objectives

The children will learn:
that available evidence can be interpreted in different ways.
that history can be represented in different ways.

Resources

Answers to the mind-map questions from the previous session;
Picture resources sheets (p.100 to 108);
Materials for models (labelled templates, white card, scissors, egg boxes, colouring materials, tape);
Enlarged simplified plan of Mattersey undercroft for classroom use and half a plan for each group (p.98);
Photograph of example model without decoration (p.99);
Key vocabulary word list for classroom display.

Teaching activities

Introduction

Refer back to the mind-map questions and answers from the previous session. If any questions were to be researched, record the answers.

Show the children the enlarged simplified plan of Mattersey Priory undercroft. Using the plan establish that the buttresses are on the outside wall directly opposite the columns and that the spaces in between have windows or doors in them. Ask the children if any of the columns are missing. Draw them on the enlarged plan. Ask what they notice about the windows on the opposite sides of the plan. (They are different shapes.) Ask which type of window goes on each side? Refer back to the 'Picture resources' sheets from the previous session if necessary. Fold the plan in half across its width so the labelled column in the middle of the undercroft is 'split'. Cut the plan along this line.

Tell the children they are going to make a model of the eastern half the undercroft and frater as a class to show what it might have looked like before the Dissolution. To help them they will have the mind-map questions, the 'Picture resources' sheets and a copy of part of the plan. Show the children the pieces of white card cut from the templates (the walls would have been painted white inside and out) and the egg box. Ask them to identify the end wall piece, side walls etc.

There should be 8 ½ cm of wall above and below the egg box when the columns are fitted. Faint lines could be drawn across the side pieces of the model 8 ½ cm from the top and bottom to help get features such as windows in the right place. The space between the lines will be taken up by the undercroft ceiling.

Construct the basic model and tape it together. If the children find this difficult they could be shown the photograph of the example model which uses different coloured card to show how the pieces fit together. The middle column 'split' between the two halves of the plan after it has been cut is not shown on the model in the photograph.

Draw the children's attention to the eastern half of the undercroft plan. Put the model near to it so the end walls are facing the same direction. Ask for two volunteers, one to draw the features marked on the undercroft plan onto the model and the other to put their hand inside the model to steady it. When this has been done, turn the plan and the model round to do the other side. Repeat this process to add detail to the walls of the frater upstairs using the evidence available and deduction.

The Dissolution of the monasteries in Tudor Nottinghamshire

Fieldwork follow-up activity 5 - Mattersey Priory (Session 2 of 2, Part 2)

Ask the children to identify the parts of the model that have not been decorated, for example the columns and floor. Ask where they could find out what these parts of the building might have looked like or were made of. The children can use the 'Picture resources' sheets to find the answers. Ask volunteers to add this detail.

Once outlines have been added to all parts of the model, one side of the roof can be detached so the model can be laid flat and the drawing done neatly before reassembly.

Main activity – Pairs

Using the pre-cut templates (see following measurements) each group makes their own model pieces. They then use the same sources of information as were used in the introduction to make their own model of the western half of the undercroft and frater.

Before colouring, the children should check all the features are in the right place.

Key vocabulary

mind-map, plan, model, represent, buttress, template, frater, undercroft, column, evidence, interpretation, difference.

Plenary / assessment questions

Compare the models that show the same half and identify differences. Where differences occur ask the children to explain why they have shown that part of the building as they have.

Emphasise that evidence can be understood or interpreted in different ways, giving different ideas or interpretations of what things were like in the past.

Measurements for template pieces

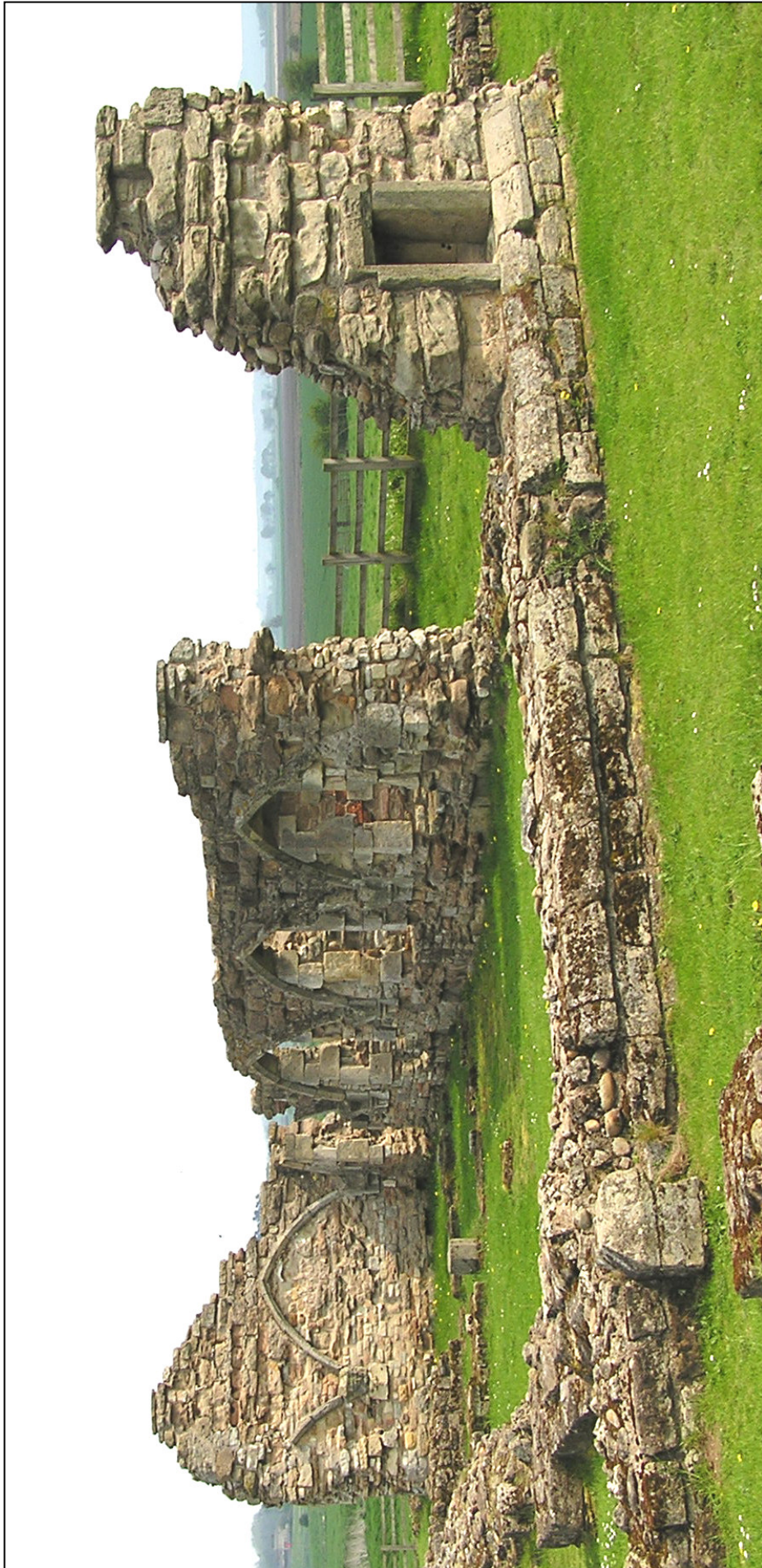
Side wall – 15cm long x 20cm high; Floor – 10cm wide x 15cm long; End wall to top of side walls – 10cm long x 20cm high, apex of end wall – 9 ½ cm above side walls; Columns – 7cm x 7cm; Roof – 11cm up each side of the roof x 15cm long.

Extension activity

Using the photographs of the cloister arcade in the 'Picture resources' add part of the cloister arcade to the outside of the undercroft's northern wall.

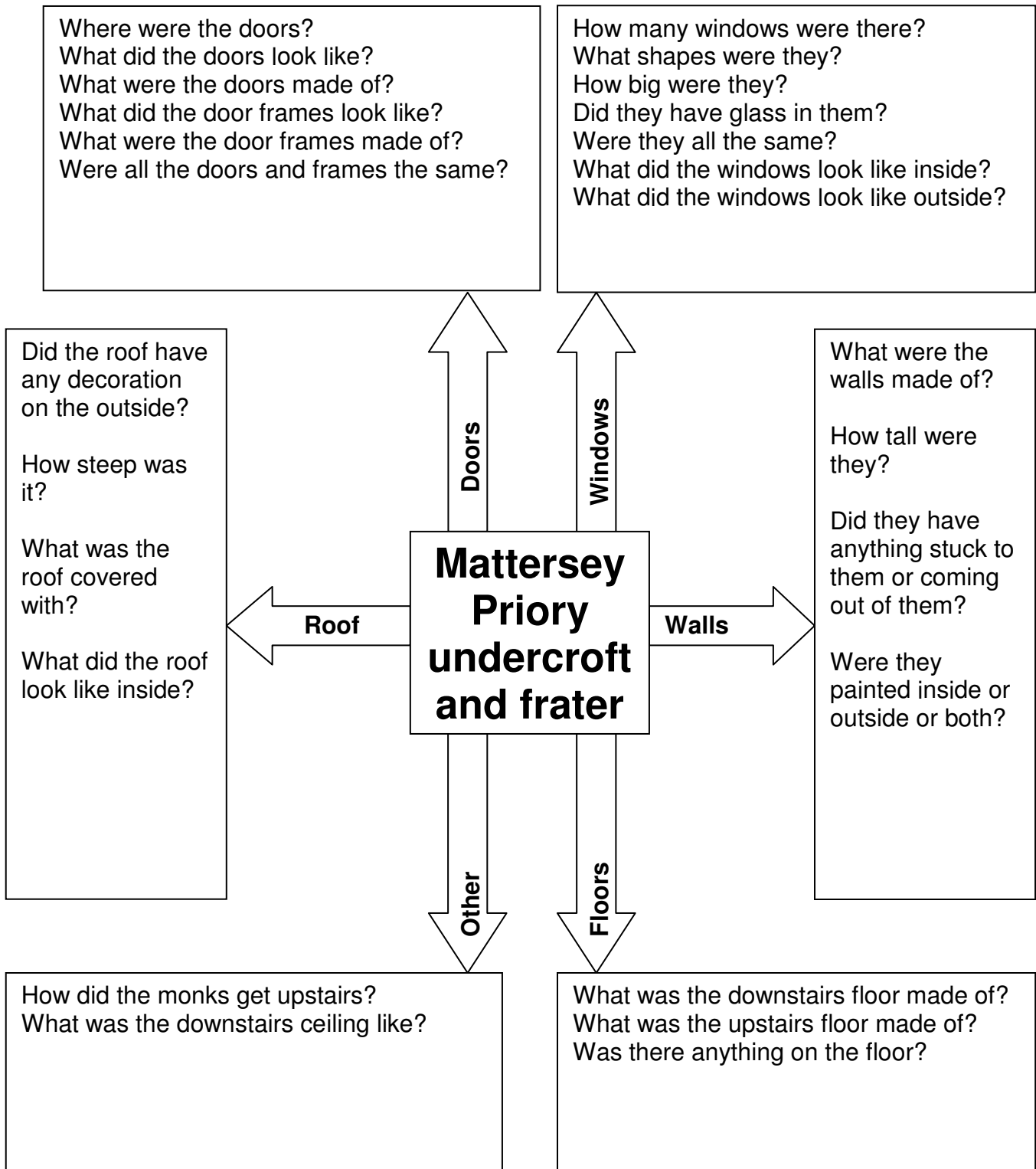
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Mattersey Priory undercroft and frater today

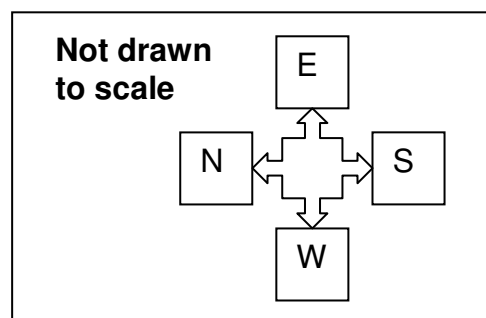
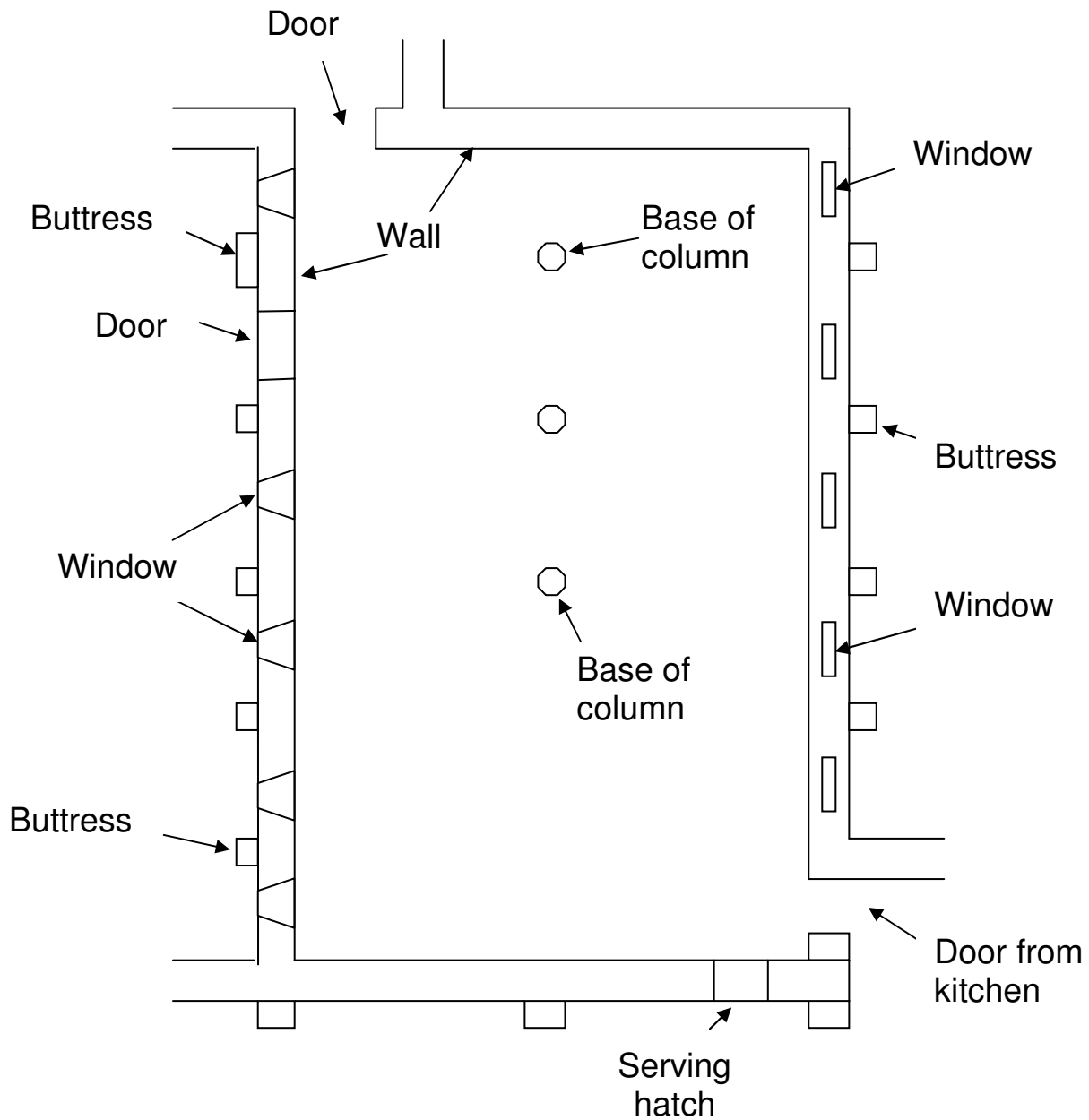


Mattersey Priory undercroft and frater

Example mind-map



Simplified plan of Mattersey Priory undercroft



Photograph of example model without decoration

