



ENGLISH HERITAGE
EDUCATION

TEACHERS' KIT

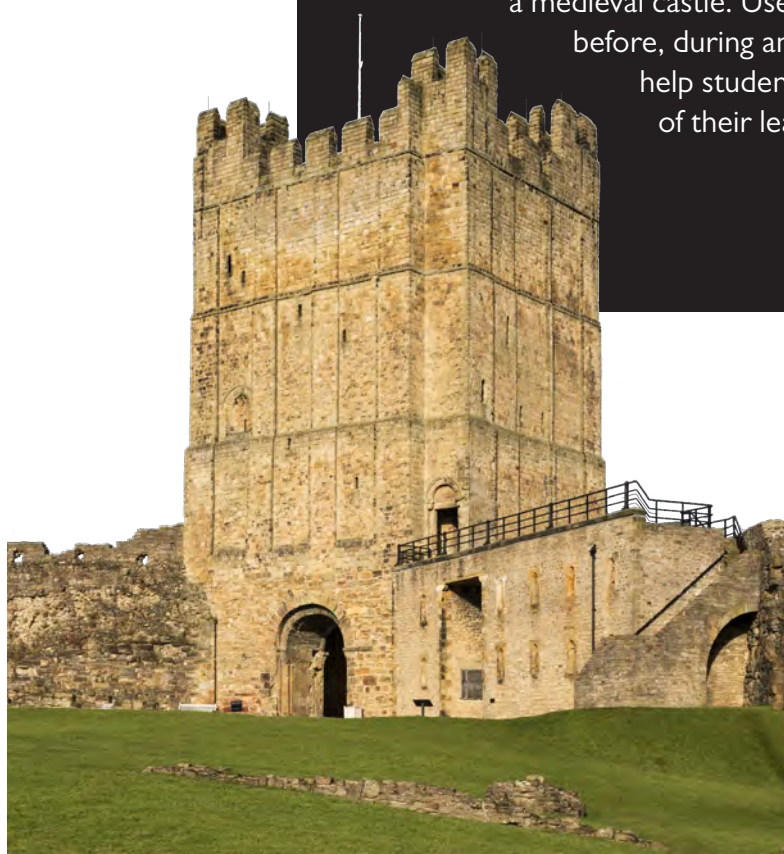
RICHMOND CASTLE

This kit will help teachers plan a visit to Richmond Castle, which provides invaluable insight into life in a medieval castle. Use these resources before, during and after your visit to help students get the most out of their learning.

KS1-2

KS3

KS4+



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Step into England's story

WELCOME

This Teachers' Kit for Richmond Castle has been designed for teachers and group leaders to support a free self-led visit to the site. It includes a variety of materials suited to teaching a wide range of subjects and key stages, with practical information, activities for use on site and ideas to support follow-up learning.

We know that each class and study group is different, so we have collated our resources into one kit allowing you to decide which materials are best suited to your needs. Please use the contents page, which has been colour-coded to help you easily locate what you need, and view individual sections. All of our activities have clear guidance on the intended use for study so you can adapt them for your desired learning outcomes.

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

We hope you enjoy your visit and find this Teachers' Kit useful. If you have any queries please don't hesitate to get in touch with a member of our team either via bookeducation@english-heritage.org.uk or on 0370 333 0606.

English Heritage Learning Team

ICON KEY

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



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KS1-2

KS3

KS4+

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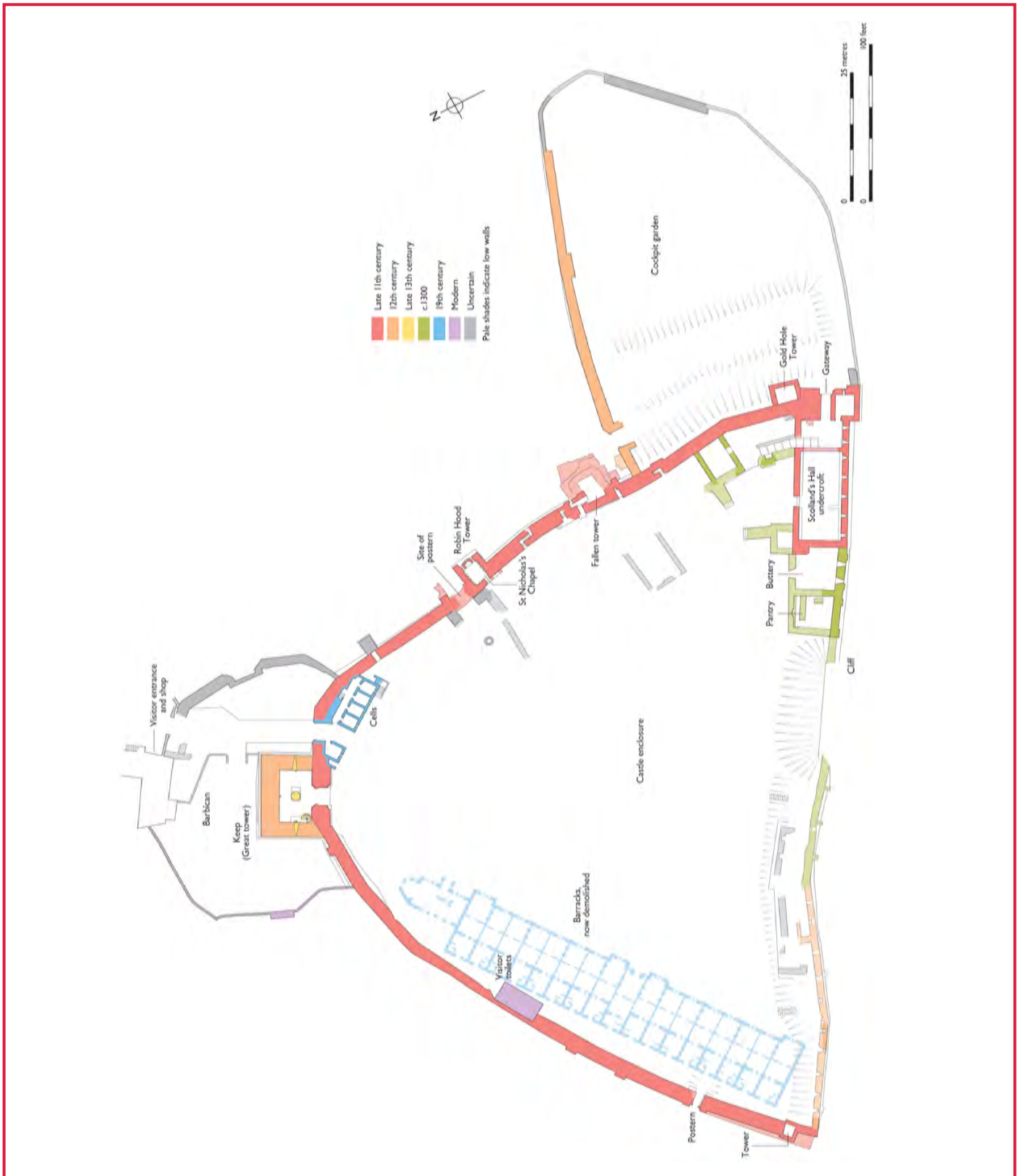


PRE-VISIT

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

RICHMOND CASTLE

SITE PLAN



HISTORICAL INFORMATION

DISCOVER THE STORY OF
RICHMOND CASTLE

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

NORMAN CONQUEST: ALAN RUFUS

William the Conqueror (r.1066–87) claimed victory at the **Battle of Hastings** in 1066. The Normans had conquered England and headed northwards to reassert control of the North, sometimes by dispossessing the **Anglo-Saxon** lords of their lands. By the 1070s, the Normans had control of Yorkshire (see Harrying of the North, on p.11), including Hindrelag, which was later known as Richmond.

When the Norman armies took control of lands, King William usually gave these lands and **estates** to his loyal **knights**. Their job was to protect the lands in the name of the king. In 1071, King William gave lands he had taken from the Anglo-Saxon Earl Edwin of Mercia to his ally, **Alan Rufus** (d.1093). The estate was known as an 'honour', a group of different properties that were all part of one estate. Richmond was at the centre of Alan's estate.



Alan Rufus

HARRYING OF THE NORTH

Although William had conquered England in 1066 and proclaimed himself king, many people objected to his rule. Rebellions happened all over the country, and some of the biggest were in the north of England. In 1069, William marched to York with his army to put down the rebellions through a terrible campaign of destruction of people and land. His armies **laid waste** to the countryside, burning the crops in farmers' storehouses, destroying people's homes and killing animals that people relied on for food. This destruction became known as the 'Harrying of the North'. **Harrying** was a typical military tactic for invading and suppressing rebellion in the 11th century – the rebels were taken hostage, deported, left starving or murdered, and their land was given to William's supporters. When **Domesday Book** was published in 1086, 60% of the land holdings in Yorkshire were described as 'waste', i.e. had been destroyed, abandoned or uncultivated. Much of this waste is thought to have been caused by the Harrying of the North. There were no more rebellions against Norman rule in the north of England and William had replaced many of the Anglo-Saxon landowners with Norman ones.



11th CENTURY: THE FIRST CASTLE

Domesday Book, a list of many lands in England, and some in Wales, and who owned them, records that Alan Rufus probably built a castle on his lands. This was probably Richmond Castle, which Alan built as a place from which to manage his new estate and protect the area from raids. Many Norman **nobles** built castles all over the country for the same reason – castles were **fortified** homes for Norman lords, mainly for administration. In sensitive areas they were built for defence. They were also symbols of the power and wealth of the new Norman **aristocracy**.



The castle was built between 1071 and 1089. Like most Norman castles, it was built with a **settlement** attached. Castles needed many people to keep them running, so they needed somewhere to live. The castle and settlement were designed together as a walled enclosure, with a protective wall around both so the castle could protect the settlement from attackers, but also from thieves and wild animals, like wolves.

THE HONOUR OF RICHMOND

The **honour** that King William had granted to Alan Rufus was enormous, and he couldn't possibly have managed all the lands on his own. Alan gave some of the lands of his honour to his **vassals**, if they agreed to supply Alan with knights when he needed them, for example, to help protect Richmond Castle or if he went to war on behalf of the king. Each vassal took it in turns to supply knights to defend Richmond Castle for a fixed time period every year. These knights also took on other roles at the castle, such as the **constable**, **chamberlain** or **steward**.



The east curtain wall. Vassals were responsible for protecting different sections of the castle's defences.

The vassals' responsibilities passed down through the next generations, creating a close network of families who were involved in maintaining and protecting the honour. They then built smaller castles and religious foundations (such as abbeys and priories) of their own.



Conan IV.

12TH CENTURY: RICHMOND AND BRITTANY

Richmond Castle and the estate passed down through Alan Rufus's brothers to his nephew, another Alan (c.1100–46), the first Earl of Richmond. Alan married Bertha of Brittany who was the **heiress** of Conan III, Duke of Brittany (d.1148), and Bertha and Alan's son became Conan IV (c.1135–71).

Conan IV controlled huge estates in both Brittany and at Richmond and was very wealthy. He spent a lot of time at Richmond in the 1150s and 1160s and was a generous **patron** of the abbeys and priories connected with the honour, including **Easby Abbey**. It is almost certain that Conan built the **keep** at Richmond Castle. The keep is just over 30 metres high and would have been an astonishing sight to medieval visitors. This great tower was a clear symbol of the strength, power and wealth of the owner of the castle, but it was not a defensive structure.

For Conan and his descendants, being both an earl in England and a duke in France provided huge wealth but meant that you had to be loyal to both kings. This would cause problems in the future when the kings fell out, and was very difficult when England and France went to war...

KING HENRY TAKES CONTROL

Conan married Margaret, the sister of Malcolm IV, King of Scotland, and their daughter, Constance (c.1161–1201), was heiress to Richmond. When Constance was just five years old, Conan agreed with King Henry II (r.1154–89) to betroth Constance to Henry's fourth son, Geoffrey, for which King Henry received control of Brittany.

When Conan died, Constance was just nine years old, so Richmond Castle passed into the hands of her future father-in-law, King Henry. During the 1170s and 1180s, Henry spent money on improving Richmond Castle, probably updating Scolland's Hall.

Constance and Geoffrey had a son, Arthur (1187–1203). Geoffrey died before Arthur was born, so Richmond Castle and the honour passed to Constance, who managed the estates under the watchful eye of King Henry. When Constance died in 1201, Arthur was still a minor, so Richmond passed to her third husband, Guy of Thouars.



Constance, heiress to Richmond Castle.



Roald and his garrison may have been imprisoned in the keep.

KING JOHN ORDERS A MURDER

Before Richard I (r.1189–99) died, he had named four-year-old Arthur (his nephew) as heir to the throne. Richard's other brother, John (r.1199–1216), seized the throne and captured Arthur along with his sister, Eleanor. In 1203, Arthur was murdered, probably on the orders of King John, and Eleanor was kept a prisoner for the rest of her life. The next year, John took Richmond Castle and the honour from Guy of Thouars.

Roald, the constable at Richmond Castle, rebelled twice against King John's rule. At first he refused to pay the tax owed to the king, for which he was fined. Then in 1215, the entire north of England revolted against King John, including Richmond, and Roald lost his position as constable and he and his garrison were imprisoned in the castle for many months.

13TH CENTURY: THE CASTLE CHANGES HANDS

After Arthur's murder, his half-sister Alice (Guy of Thouars's daughter) inherited Richmond and the honour. When she died in 1221, her husband Peter I, Duke of Brittany ruled over Richmond but his control of the castle and the honour was continually challenged by the king of England. By the middle of the 13th century, the king had granted the estates to several of his royal favourites in turn.



The remains of the great chapel.

King John died in 1216 and Henry III (r.1216–72) was crowned king of England. In 1266, Henry III gave Richmond Castle and the honour back to Peter I's son, John I, Duke of Brittany. The castle immediately passed to John's son, John II. In 1278, John came to an agreement with Egglestone Abbey to provide a community of chaplains for the great **chapel** in the castle.



The vaults in the keep.

REPAIRS TO THE CASTLE AND BUILDING THE TOWN WALLS

In 1294, England went to war with France. John II, as Duke of Brittany, stayed loyal to the French king and so Edward I (r.1272–1307) seized Richmond Castle. Edward made repairs to the castle, including the **vaults** in the ground floor of the keep. The castle also held hostages from the war at this time.

Edward later invaded Scotland and John II's younger son, John of Brittany, helped his uncle Edward in the wars with Scotland. As a reward, in 1306, Edward gave him back the honour of Richmond. John probably built the walls that

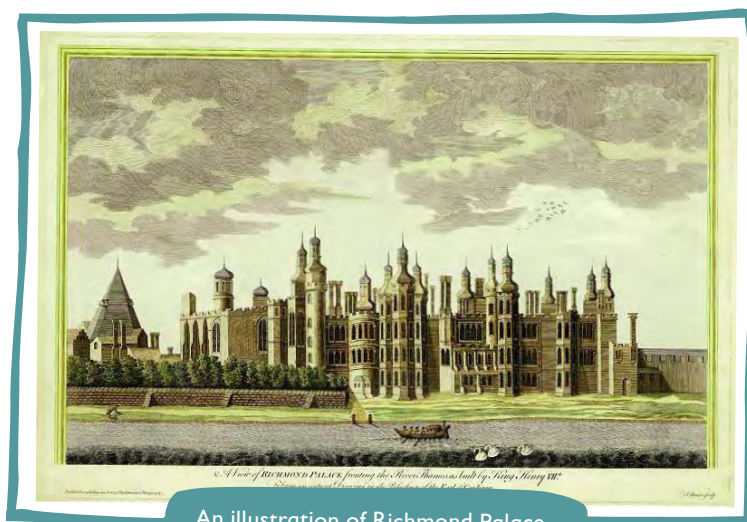
enclose the centre of Richmond town. Edward had granted him **murage** for Richmond, which earned John money to first build and then maintain the walls.

John's nephew inherited Richmond Castle. He died childless in 1341 and the castle passed to the **Crown**. The castle was by this time 'badly in need of repair' and Edward III (r.1327–77) granted it to his son, John of Gaunt. The castle passed back to the Dukes of Brittany one last time before finally returning to the English Crown under Henry IV (r.1399–1413).

TUDOR WARS AND RICHMOND, SURREY

In 1452, Henry VI (r.1422–61) appointed his half-brother Edmund Tudor as Earl of Richmond. During the struggles between English kings in the **Wars of the Roses**, the castle and estate passed to the **Yorkists** Duke of Gloucester and Duke of Clarence. Edmund's son, Henry Tudor, the leader of the **Lancastrian** cause, inherited the earldom from his father, but he was forced to live in exile in France. In 1485, he returned to England at the head of an army and defeated Yorkist Richard III (r.1483–85) at the **Battle of Bosworth** on 22 August 1485 and Henry took the throne as Henry VII (r.1485–1509). Richmond now belonged to the Crown's estate.

In 1497, Henry VII's palace at Sheen in Surrey, on the river Thames, burnt down. In 1498, Henry built a new large, grand palace in its place and called it Richmond Palace, in honour of the title Earl of Richmond he held before acceding to the throne.



An illustration of Richmond Palace.

THE CASTLE BECOMES A RUIN

Although the name of Richmond and the earldom were seen as important, the castle was used very little from the late 15th century. In 1538, a report on the state of the castle for the king describes a long list of repairs needed and in 1540 it was described as 'in mere ruine'.

The castle was abandoned for the next 300 years, though the Chapel of St Nicholas may have continued to be used briefly. It is possible that some victims of the 1598 bubonic plague that hit Richmond were buried here.

In 1675, Charles II (r.1660–85) made his **illegitimate** son Charles Lennox the Duke of Richmond, giving him ownership of the castle. His descendants still own the castle today.



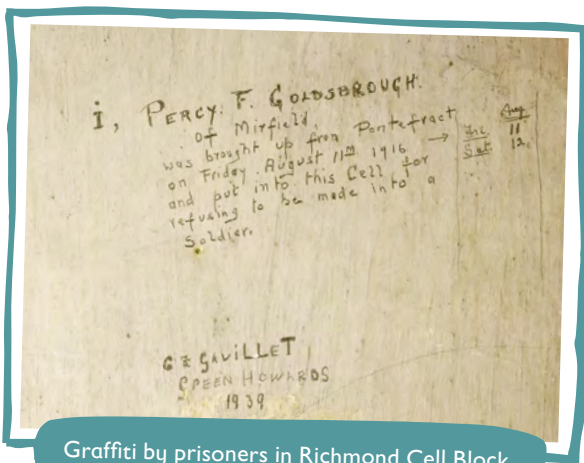
By the 16th century, the castle was a ruin.

VICTORIAN REVIVAL

In the 19th century, the castle was brought back to life as the headquarters for the North York Militia. To find out more about the later history of Richmond Castle, including the history of the Cell Block where conscientious objectors were imprisoned during the First World War, download our Richmond Cell Block Teachers' Kit on the **Richmond Castle Schools page**:

www.english-heritage.org.uk/visit/places/richmond-castle/schools

Since 1984, Richmond Castle and the Cell Block have been in the care of English Heritage.



Graffiti by prisoners in Richmond Cell Block.

GLOSSARY

TRICKY TERMS AND
WHAT THEY MEAN

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

Alan Rufus – a Norman noble and related to William, Duke of Normandy. Alan fought alongside William at the Battle of Hastings and his loyal service was rewarded with large estates in England, including Richmond. By 1086, Alan was one of the richest and most powerful men in the country.

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

aristocracy – the upper classes, who are usually rich, own large areas of land and often have titles like ‘Duke’ or ‘Earl’



Battlements on the roof of the keep.

battlements – rectangular gaps in a defensive wall to allow for the discharge of arrows or other missiles

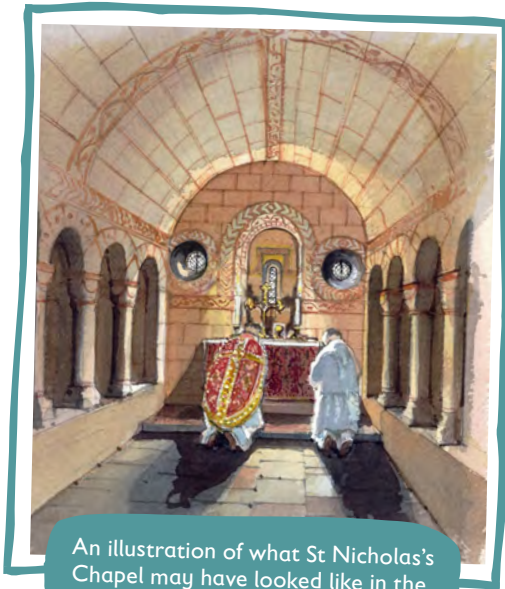
Battle of Bosworth – the last major battle of the Wars of the Roses between the House of Lancaster, led by Henry Tudor, and the House of York, led by King Richard III. Fought on 22 August 1485, the battle was won by the Lancastrians and Henry Tudor was crowned king, the first Tudor monarch.

Battle of Hastings – one of the most famous battles in English history fought between William the Conqueror, Duke of Normandy, and Harold Godwinson, king of England. The Norman army defeated the Anglo-Saxons and William took the throne, becoming the first Norman king of England.

betroth – to engage (someone) to be married.

chamberlain – an official in the royal court who manages part of the king's household (the servants and attendants closest to the king)

chapel – a small building or room used for Christian worship within a larger building such as a castle or school



An illustration of what St Nicholas's Chapel may have looked like in the medieval period.

constable – the governor of a castle

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

Domesday Book – a record of the size, value and ownership of all land in England, made in 1086 by order of William I

Easby Abbey – a religious building where monks lived and worshipped in Easby, just over a mile from Richmond Castle. It was usual for the medieval nobility to give money to religious houses. Roald, Constable of Richmond Castle, first gave land for a holy community at Easby in 1151.

estate(s) – an area of land or property

fortified – protected by defensive structures

garrison – a group of troops stationed in a fortress or town to defend it

harrying – attacking an enemy or an enemy's territory over and over again

heiress/heir – a person who has a legal right to own the family estates

honour – a group of properties that together are counted as one estate

illegitimate – in royal and noble families, a child whose parents were not married to each other

keep – the central tower of a castle, often used as a final refuge during a siege

knights – in the medieval period, an important man who served his sovereign or lord as a soldier

'laid waste' – completely destroyed

Lancastrian – a follower of the House of Lancaster in the Wars of the Roses

latrine chute – a sloping channel built into a wall to allow waste from the toilet to escape into the moat or stream



The inside of the latrine and its chute in the east curtain wall at Richmond Castle.

murage – a tax people had to pay to the local noble for building or repairing the walls of a town

noble(s) – a person who belongs to the aristocracy

patron – a person who gives money or other support to a person, organisation or cause

piscina – a stone basin near the altar in pre-Reformation and Catholic churches for draining water used in the Mass

rounded arch – an arch formed in a continuous curve, especially in a semicircle.



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

siege – a military operation in which enemy forces surround a town or building, cutting off essential supplies, with the aim of compelling those inside to surrender

steward – a person who manages someone's property, such as a large house or castle; an officer of the royal household, especially someone who manages Crown estates.

vassal – someone who holds land, given to them by their feudal lord or lady. In return, the vassal gives their loyalty, service and protection

vaults – decorative arches added to a roof or ceiling

Wars of the Roses – a series of battles between two rival houses: the House of York and the House of Lancaster. Both groups wanted control of the throne. The two rival dynasties adopted roses as their emblems, and these were worn as badges by their supporters: a red rose for the House of Lancaster, and a white rose for the House of York.

William the Conqueror – the leader of the Norman Conquest. He won the Battle of Hastings in 1066 and became the first Norman king of England.

Yorkists – a follower of the House of York in the Wars of the Roses

ANGLO-SAXONS, VIKINGS & BRITONS

NORMANS
1066–1154PLANTAGENETS
1154–1485**1066**

William the Conqueror is victorious at the Battle of Hastings. The Norman Conquest of England begins.

**1069**

William I marches to York to put down rebellions against him. His armies destroy people, land and food in the Harrying of the North.

1086

Domesday Book is completed.

1087

William dies. His son, William Rufus, is crowned King William II.

1000**1071**

King William gives lands taken from the Anglo-Saxon Earl Edwin of Mercia to his ally and cousin, Alan Rufus.

1086

Domesday Book records that Alan Rufus has built a castle on his lands.

1093

Alan Rufus dies. His brother, Alan 'the Black', inherits Richmond Castle.

1098

Alan 'the Black' dies and Richmond passes to his brother, Stephen.

**11TH
CENTURY****1135**

Stephen of Blois seizes the throne against his rival Empress Matilda. Civil War begins.

**1135–54**

Reign of King Stephen.

1154–89

Reign of Henry II.

1100**1136**

Stephen dies and Richmond passes to his son, Alan, the first Earl of Richmond.

1154

Alan's son Conan IV, Duke of Brittany takes control of his lands in Richmond.

c.1160

Conan marries Margaret, sister of the King of Scotland. Conan builds the keep.

1161

Conan and Margaret have a daughter, Constance. In 1166, she is betrothed to King Henry II's son, Geoffrey.

**12TH
CENTURY**

PLANTAGENETS

1154–1485

1186

Henry II's fourth son, Geoffrey, dies.

1189–99

Reign of Richard I, Henry II's third son.



1199–1216

Reign of John I, Henry II's fifth son.



1215

King John signs Magna Carta at Runnymede.



1215

The entire north of England revolts against King John.

1200

1171

Conan dies. Constance is nine years old, so Richmond Castle passes to Henry II.

Henry spends money on improving Richmond Castle, probably updating Scolland's Hall.

1187

Constance gives birth to Geoffrey's son, Arthur. Geoffrey dies before Arthur is born, so Richmond Castle and the honour pass to Constance.



12TH
CENTURY

1201

Constance dies. Arthur is still a minor, so Richmond passes to her third husband, Guy of Thouars.

1203

Arthur is murdered, probably on King John's orders. Arthur's sister Eleanor is kept a prisoner for the rest of her life.

1204

John takes Richmond Castle and the honour from Guy of Thouars.

1215

Richmond revolts and Roald loses his position as constable. He and his garrison are imprisoned in the castle for many months.

13TH
CENTURY

MEDIEVAL BRITAIN
1066–c.1500

PLANTAGENETS

1154–1485

1272–1307

Reign of Edward I.

1294

England goes to war with France.



1305

Edward I makes John of Brittany 'Guardian of Scotland'.

1307–27

Reign of Edward II.

1327

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

1200

1300

1266

Henry III gives Richmond Castle and the honour to John I, Duke of Brittany. The castle passes to John's son, John II.

1294

Edward I seizes Richmond Castle. He makes repairs to the castle, including adding the vaults in the ground floor of the keep.



13TH
CENTURY

1313

Edward II gives John III of Brittany back the honour of Richmond and grants him murage for the town.

John probably builds the town walls.

1341

Duke John III's nephew dies childless in 1341 and the castle passes to the Crown.



14TH
CENTURY

PLANTAGENETS

1154–1485

1422–61

Reign of Henry VI.

1483–85

Reign of Richard III.

1485

Henry Tudor defeats Richard III
at the Battle of Bosworth.

1485–1509

Reign of Henry VII.

1400

1452

Henry VI appoints his half-brother
Edmund Tudor as Earl of Richmond.

Edmund's son, Henry Tudor, inherits the
earldom from his father, but is forced to
live in exile in France.

1485

Henry Tudor returns to England
and defeats Richard III at the Battle
of Bosworth on 22 August 1485.
Henry takes the throne as Henry VII.
Richmond again belongs to the Crown.

15TH
CENTURY

TUDORS

1485–1603

1558–1603

Reign of Elizabeth I.



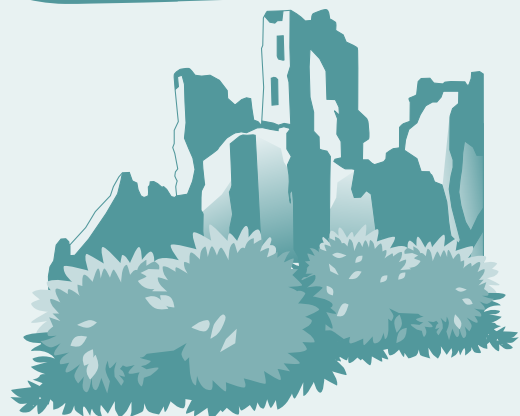
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1538

A report on the state of the castle for the king
describes a long list of repairs needed.

1540

The castle is described as 'in mere ruine'.



16TH
CENTURY

SELF-LED ACTIVITY

WHY BUILD A CASTLE HERE?



KS2

KS3

Recommended for

KS2 & KS3 (History, Geography)

Learning objectives

- Investigate the physical geography of the area around Richmond Castle.
- Use vocabulary to describe key physical features of the landscape around Richmond Castle.
- Understand the strategic significance of the castle's position.

Time to complete

Approx. 30 minutes



An aerial view of Richmond Castle.

SUMMARY

This activity will help students understand the geographical and strategic location of Richmond Castle and why the Normans built a castle in this area.

Begin by watching **this short video** (1 min 54 secs) on types of castles: <https://www.youtube.com/watch?v=RXXDThkJ3Ew>

This video (1 min 49 secs) explains how castles were attacked: https://www.youtube.com/watch?v=xNeNPk4D_Ng

In summary, students should record these key considerations for the Normans when building castles:

- Built on high ground, so everyone in the area can see the castle, which will send a clear message that the Normans rule this area of England
- Built on high ground, with a clear view of the landscape, to watch out for enemies approaching
- Makes use of any natural defensive features in the landscape that will be a barrier to enemies attacking the castle, i.e. cliff edges or a river
- Close to a water source
- Near to land that can be used for farming and growing crops.

Using the OS map of the area and looking at the aerial photograph on p.48 (Source 7), students should label the geographical features of the landscape around Richmond Castle i.e. river, cliffs, high ground. They should complete the questions to demonstrate their understanding of why the Normans chose this area to build a castle.

When looking at the modern map, students should be reminded to distinguish modern features from what existed in the 11th century. For example, though the geographical physical features are the same (hills, river, land for farming) there would not have been main 'A' roads.



Richmond Castle is built on a ridge overlooking the river Swale.

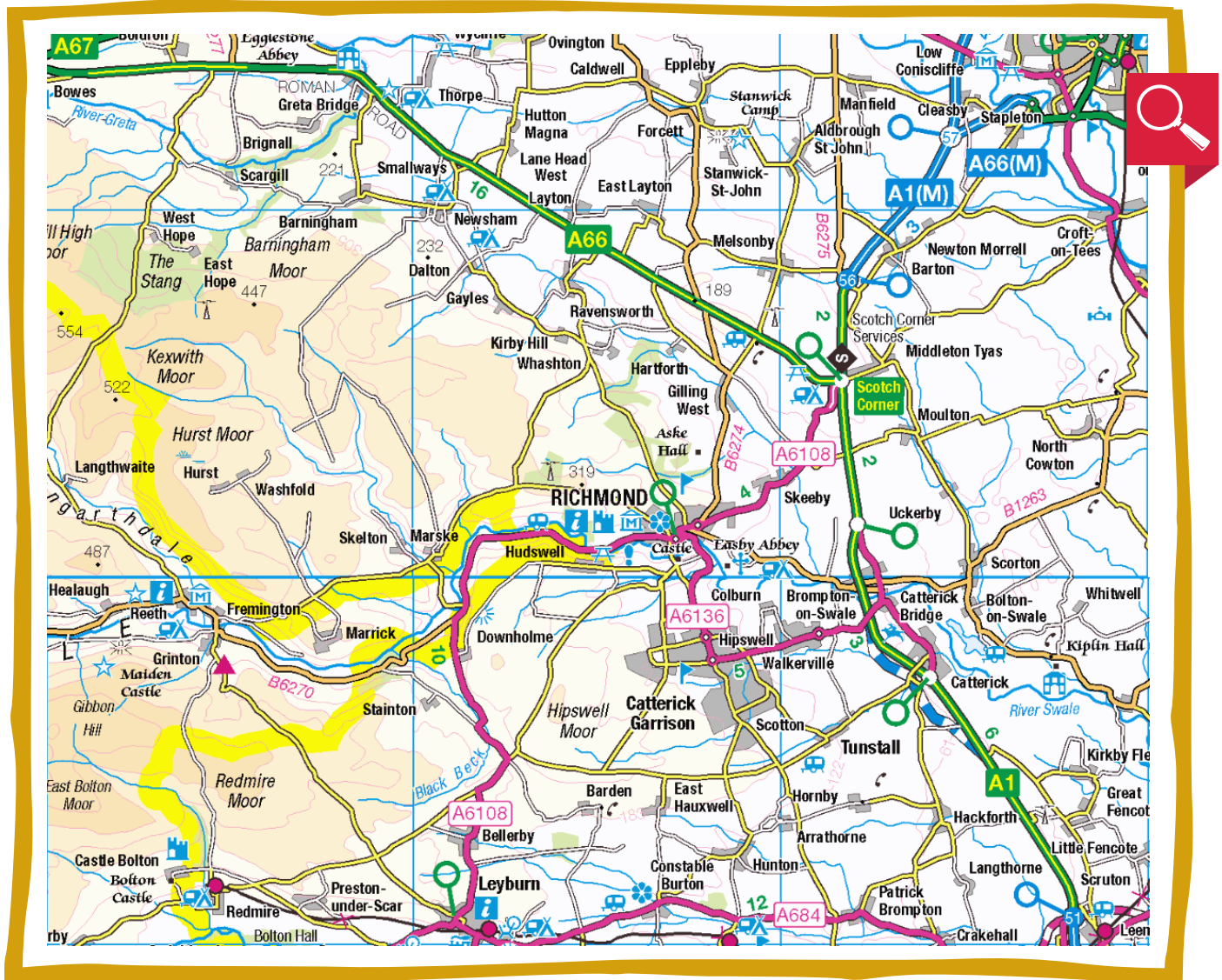
KEY FEATURES

- Richmond Castle is one of four of the best-surviving castles (along with Tickhill, Pontefract and Skipsea) that were built in the 11th century by the Normans to demonstrate their command of the north of England.
- Richmond Castle is built high on a ridge overlooking a crossing point on the Swale. River crossings were key places to control. Whoever managed the crossing could control who moved through the landscape and collect tolls from the people crossing.
- The river is also an important source of fish and powered mills for turning wheat into flour, to make bread.
- The ground that the castle is built on is high up so that the Normans could show their dominance. The castle could also be seen from miles around, a clear symbol in the landscape of Norman strength and power.
- The site is protected on two sides by steep slopes.

MORE LEARNING IDEAS

At the castle, the students can explore the site to collect descriptive and sensory information and/or photos with which to supplement their maps and reinforce their learning, i.e. 'How far can you see from the platform above the Cell Block?', 'What can you hear on the castle walk?', 'How would you feel as a visitor approaching Richmond?' For example, *'If I was attacking I could not climb this steep cliff.'*

WHY BUILD A CASTLE HERE?



1

Label the physical features of the landscape around the castle.

2

Explain why the Normans chose this location to build a castle in the 11th century:

.....

.....

.....

.....

SELF-LED ACTIVITY

JOIN THE HONOUR



Recommended for

KS3 (History, Art, English)

Learning objectives

- Develop knowledge of heraldic symbols and the functions of heraldry in medieval times.
- Understand the feudal system, the granting of lands by a Norman lord in return for protection by knights, and their role in the defence of a castle.

Time to complete

60 minutes (plus 60 minutes at the castle)

SUMMARY

This activity will help students understand the meanings behind heraldic shields and symbols, and some of the ways heraldic identity was important in medieval times.

Introduce your group to the concept of vassal knights in the Historical Information section in this kit on pages 6–12. Show them the image on page 24 of the Register of the Honour of Richmond showing the banners of vassal knights above sections of the castle's defences.

From the 12th century, aristocratic families began to distinguish themselves from each other through the creation of badges or logos. Over time these became heraldic devices, for example a coat of arms on a shield, a banner or a motto.

Heraldry, worn on the clothes of men, women, children and servants, became like a brand or team name representing a particular family.

Students can use the activity sheets on pages 25–27 to create their own heraldic banner or coat of arms. Use our **beginner's online guide** for more images and ideas:

www.english-heritage.org.uk/guide-to-heraldry

Once the students have designed their heraldic devices, they can create a shield or banner for displaying them. Show your class our **short video tutorial** (1 min 54 secs) to guide them through making a shield:

www.english-heritage.org.uk/cardboard-shield



The modern Richmond coat of arms.

MORE LEARNING IDEAS

Bring your coat of arms on your visit to Richmond Castle. Students could choose an area of the castle that they would like to protect and pose proudly with their banner or shield for a photo. Why not use the photos to create your own honour of Richmond display back in the classroom? Or create an honour for your school?

Don't forget to share your designs with us on Twitter @EHEducation.

THE HONOUR OF RICHMOND



An illustration of Richmond Castle in the late 12th–13th centuries, showing the banner and coat of arms of each vassal knight above the section of the castle that they were responsible for protecting. From the Register of the Honour of Richmond, c.1400. © British Library Cotton Faustina BVII ff.85v.

MAKE YOUR OWN COAT OF ARMS



Create a coat of arms that represents you. Follow these heraldic rules:

1 BACKGROUND

The first step in making your coat of arms.



Gules



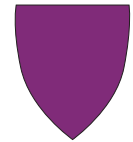
Azure



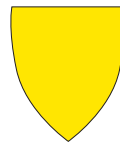
Vert



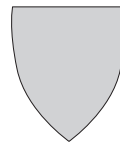
Sable



Purpure



Or
(Gold)



Argent
(Silver)



Ermine
(Furs)



Vair



Fess



Pale



Bend



Chevron



Cross



Saltire



Chief



Bordure



Pile

2 ORDINARY

A simple shape that goes over the top of your background.

HINT

Use our online **Beginner's Guide to Heraldry** to help you:

www.english-heritage.org.uk/guide-to-heraldry

3 CHARGE

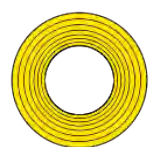
Emblems that can go anywhere on your coat of arms.



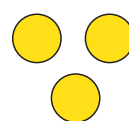
Cross



Star



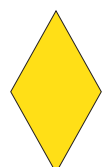
Ring



Balls



Crescent



Diamond

MAKE YOUR OWN COAT OF ARMS

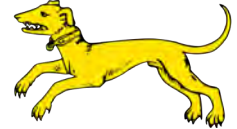


4 ANIMAL

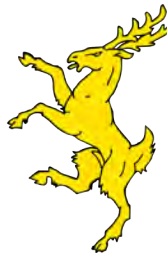
You could use an animal as your charge. Choose one of these, or pick your own.



Lions = bravery



Dog = reliability



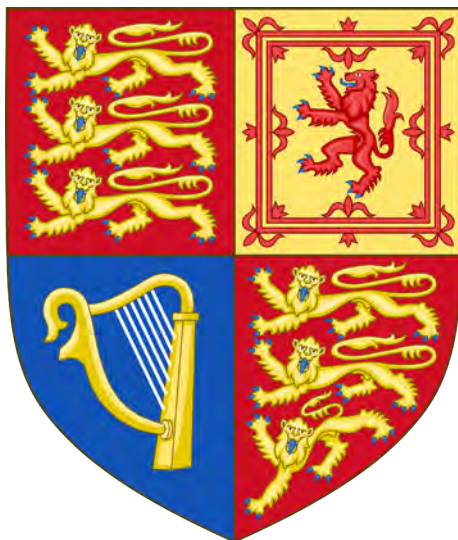
Stag = wisdom



Eagle = power



Hare = speed



The Royal Standard coat of arms, showing the Celtic harp, a symbol of Ireland.

5 OBJECT

You can also choose any object that represents you. Here are some ideas:

- a musical instrument
- sports equipment
- your favourite book
- someone in your family

6 MOTTO

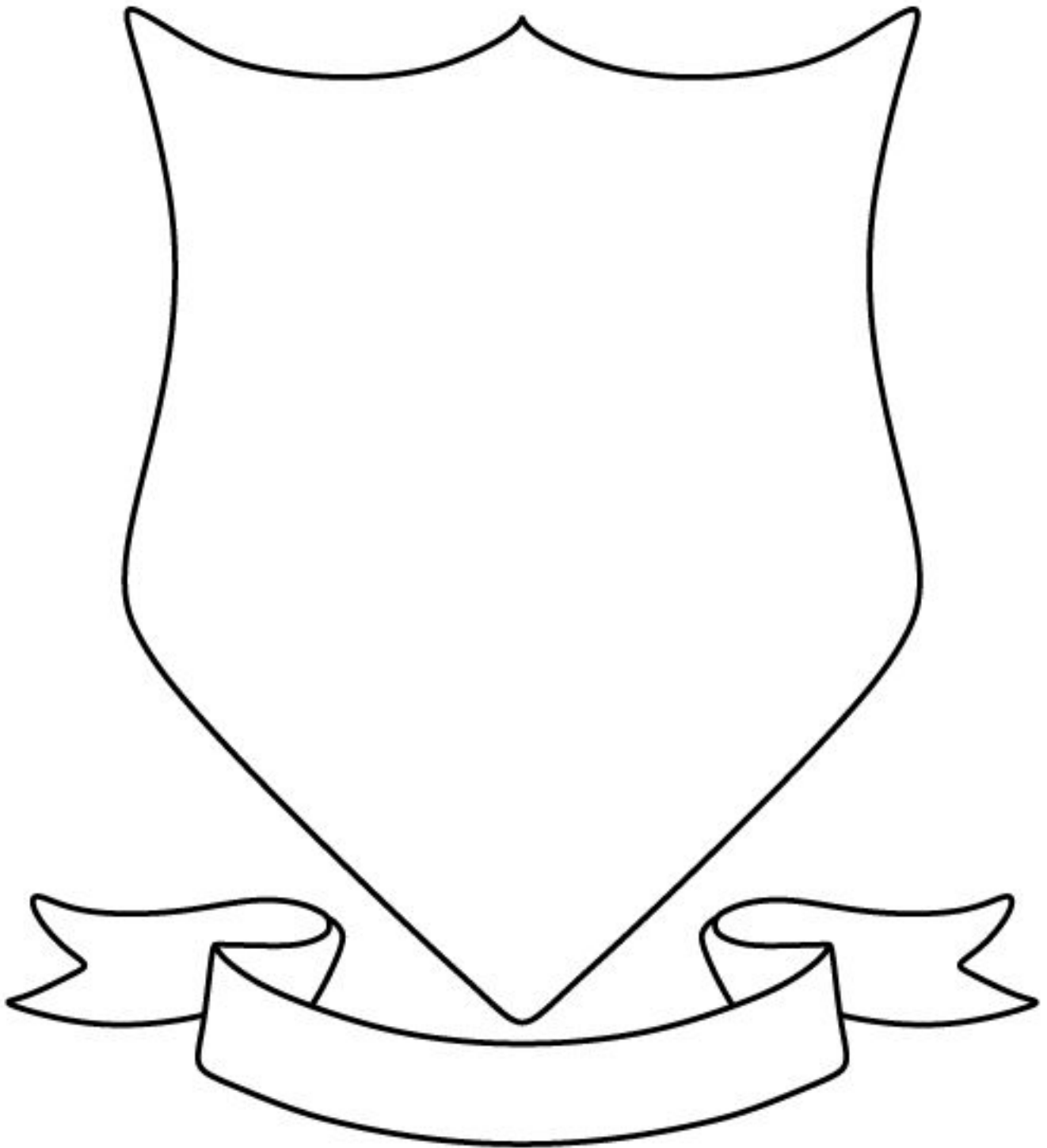
A motto is a short sentence that summarises what motivates you or what you think is important. For example, the Scout motto is 'Be Prepared'. *Dieu et mon droit* means 'God and my right'.

Don't worry, your motto doesn't have to be in Latin!



The royal coat of arms of the United Kingdom.

MAKE YOUR OWN COAT OF ARMS





AT THE CASTLE

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

ENGLISH HERITAGE
EDUCATION

KSI-2

TOP THINGS
TO SEEEXPLORE RICHMOND
CASTLE

See if you can find all of these things and complete each challenge. KS1 students can use the tick list on page 34 while their teacher guides them around. KS2 students may want to lead their own learning in small groups.

Can't find your way?

Use the map on page 35 to help.

**1** NORTH GATEWAY

Richmond Castle was enclosed, which means it was surrounded by walls on all sides. These curtain walls created a community inside the castle. There were four gateways in the curtain walls. You are about to walk through the north and main gateway built in the 12th century, which was overseen by the huge keep on the right.

WHERE IS IT? The entrance to the castle.☐ DID YOU FIND IT?CHALLENGE
TIME!

Look on both sides of the gateway – how was this entrance to the castle protected?

DID YOU
KNOW?

The medieval curtain walls around the castle were 3 metres thick – that's as thick as the length of a car.

2 KEEP

The keep was built in the 12th century. These great towers were built high up in the landscape, a symbol of the Norman lord's authority. They were used as a lookout and a secure storage place, and had grand rooms where the lord greeted his visitors and had business meetings with people of the town.



DID YOU KNOW?



The keep is 100ft (30m) high. To medieval people, this would have looked like a skyscraper!

CHALLENGE TIME!



Climb to the top of the keep to see amazing views over the town and landscape. **Imagine** you are a Norman noble looking over your land: how do you feel?

WHERE IS IT?

Next to the north gateway.



DID YOU FIND IT?



3 WELL

Many medieval castles were built with a well to make it easier for people to access water. It was a lot easier than walking down to the river. Water was used all the time for cooking, cleaning, washing, brewing beer and baking, and was given to the knights' horses for drinking.

WHERE IS IT?

Next to St Nicholas's Chapel.



DID YOU FIND IT?

CHALLENGE TIME!



Imagine you are a servant lifting a heavy bucket of water up from the well. Stand on the grass and **mime** how difficult it would be to pull up the rope!

DID YOU KNOW?



Objects were found at the bottom of the well, including a medieval bucket and Victorian tobacco pipes. You can see these finds in the museum.

4 ST NICHOLAS'S CHAPEL

The chapel was built in the 11th century. There is a stone bench running along the walls with arched recesses for sitting in. The altar stone, where Mass was celebrated, was on the windowsill opposite the entrance.

WHERE IS IT? Near the well, further along the curtain wall.



CHALLENGE TIME!



The chapel would have been decorated. **Look** closely for tiny remains of red medieval paint. **Be careful not to touch this precious paint.**

DID YOU KNOW?



Religion was very important in medieval times. Chapels and churches were very important places and people often gave gifts of money for their upkeep.



DID YOU FIND IT?



5 CHAPEL

This chapel was used by the lord or lady at Richmond Castle. In the wall on the right-hand side there is a piscina (a stone sink for draining away the water used in services), a squint hole and the remains of a window frame. The holes in the walls were for beams that supported the first floor.

WHERE IS IT?

Walk along from St Nicholas's Chapel. Check your map!



DID YOU FIND IT?

DID YOU KNOW?



Squint holes were narrow gaps in a wall between a chapel and another room. Important people could watch the service through the hole without having to leave their room.

CHALLENGE TIME!



Talk to your partner: Why do you think the lord or lady used a squint hole instead of going into the chapel?



6 SCOLLAND'S HALL CHAMBER

The lord or lady of Richmond Castle probably used this chamber as a bedroom and a private space to entertain special guests. It is a room for someone important as it has a fireplace, a large window and carved decoration. The doorway overlooking the cockpit garden led to a wooden balcony. There is a private toilet in the Gold Hole Tower.

WHERE IS IT?

Go back up the steps and to the right.

☐ DID YOU FIND IT?

CHALLENGE TIME!



Look carefully at the walls. Can you spot a weathered, carved face? When you find it, **pull** your own funny face!

DID YOU KNOW?



The bridge over the river used to belong to the castle. The lord of the castle could control who crossed it and came into the town.

7 GOLD HOLE TOWER

Look back up to the tall Gold Hole Tower. There are latrines in the upper room of the tower which can be seen on the outside wall. 'Latrines' or 'garderobes' were medieval toilets. The waste from these latrines emptied out at the bottom of the tower into the ditch.



WHERE IS IT?

In the Cockpit garden.

☐ DID YOU FIND IT?

DID YOU KNOW?



The name Gold Hole Tower comes from a story told in the 19th century that treasure was discovered in a hole in one of the tower walls.

CHALLENGE TIME!



Why do you think the toilets were built in this tower, away from the other rooms?
(Clue: the toilets are a *pong* way away!)



8 COCKPIT GARDEN

The name 'Cockpit garden' probably comes from cockfighting, a popular pastime in the 16th to 18th centuries. Before then, it was probably a medieval castle garden filled with fruit trees. To the south-west of the garden is a large gateway into the castle.

WHERE IS IT? From the great chamber, go down the steps and through the gateway on your left.

CHALLENGE TIME!



Explore the garden. Perform something on the lawn: pretend to be a medieval lord or lady arriving at the castle through the gateway, or be a jester and do a cartwheel to entertain the guests.

DID YOU KNOW?



In the past, cockfighting took place in a ring called a cockpit. This cruel sport is illegal in Britain today.



DID YOU FIND IT?

9 SCOLLAND'S HALL

The hall was where the lord of the castle entertained guests and where the castle household ate their meals. The room would have felt grand, with a high ceiling, Roman-style columns around the entrance, arched windows and carved decoration. The lord and lady would have sat at the high end of the hall, towards the Cockpit garden, and the lowest-status people (clerks and junior chaplains) sat at the opposite end.



CHALLENGE TIME!



Look for square holes in the walls. These holes held the wooden beams that supported the first floor.

DID YOU KNOW?



You are standing in the basement, or 'undercroft'. Go back outside to **look** back and see a higher doorway. This door opened onto the floor of the hall.

WHERE IS IT?

Go back through the gateway from the Cockpit garden, up the steps and to the left.



DID YOU FIND IT?



ENGLISH HERITAGE
EDUCATION

KSI

TOP THINGS TO SEE

EXPLORE RICHMOND
CASTLE

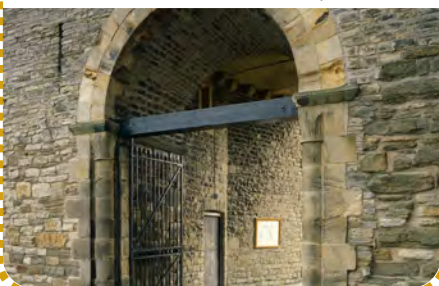
See if you can find all these things.
Tick off each one as you find it.



1 NORTH GATEWAY

☐

Tall columns ☐ Archway ☐



2 KEEP

☐

I sat on the throne ☐



3 WELL

☐

Water at the bottom ☐



4 ST NICHOLAS'S CHAPEL

☐

Seats ☐ Round windows ☐

(Please don't touch the paint.)



5 CHAPEL

☐

Stone sink ☐ Squint hole ☐



6 SCOLLAND'S HALL CHAMBER

☐

Carved face ☐ Bridge ☐



7 GOLD HOLE TOWER

☐

Covered walkway ☐ Toilet ☐



8 COCKPIT GARDEN

☐

Apple tree ☐ Yew hedge ☐

(Please don't touch the yew hedge.)



9 SCOLLAND'S HALL

☐

Stone arches ☐ Spiral steps ☐



TOP THINGS TO SEE MAP



- | | | |
|------------------------|----------------------------------|--------------------------|
| 1 NORTH GATEWAY | 4 ST NICHOLAS'S CHAPEL | 7 GOLD HOLE TOWER |
| 2 KEEP | 5 CHAPEL | 8 COCKPIT GARDEN |
| 3 WELL | 6 SCOLLAND'S HALL CHAMBER | 9 SCOLLAND'S HALL |

WHAT I'VE LEARNT



I think the best thing to see at Richmond Castle is:

.....

.....

The most interesting thing I've learnt is:

.....

.....

I want to know more about:

.....

.....

Draw a picture inspired by your visit:

SELF-LED ACTIVITY

THRONE OF POWER



KS2

KS3

Recommended for

KS2 & KS3 (History, Drama, Speaking and Listening)

Learning objectives

- Understand the hierarchy of people in a medieval castle community and the authority of the castle owner.
- Explore different characters in a medieval household and their duties through role play.

Time to complete

30 minutes



The porter.

SUMMARY

This activity puts the students in the shoes of a variety of personalities in a medieval castle. Each challenge helps them understand the different roles people had to play in running a medieval castle household, and the power dynamics between each layer of the hierarchy.

BEFORE YOUR VISIT

Print off the character cards on p.42. Put your class into groups of six students and bring enough copies of the cards so that each student has one.

AT THE CASTLE

Find the throne room in the upper floor of the keep. We suggest that small groups take part in this activity at different times, to ease congestion in the throne room. There are lots of other activities that can be done elsewhere in the castle.

This great room was the centre of power for the honour of Richmond and a gathering place for the most influential people. The rulers of Richmond Castle sat here as they oversaw their vast estate: hearing complaints, settling arguments and giving gifts of land.

The students should each pick a character card with an action on it. The lord or lady of the castle should take their position on the throne and listen to the cases of the other five characters. The lord or lady should consider each case, perhaps consulting with the other characters while they wait for their turn, and pronounce his or her decision. At the end of your visit, each group can compare what decisions were made and discuss any differences.

MORE LEARNING IDEAS

The throne room could also be used as a space for a plenary at the end of your visit to Richmond Castle. Invite students to take the throne to speak about something they learnt or ask the group a question about something they weren't sure about. Take a photo of your group using the throne room and send it to us on Twitter @EHEducation.

THRONE OF POWER CARDS



aristocracy

OWNER OF THE CASTLE

You are the lord or lady of Richmond Castle. Your word is law. You must maintain an impressive lifestyle to look powerful and command respect for your judgement.

Take your seat at the throne of power!



senior servant

CONSTABLE

You are responsible for security and are in charge of the castle when the owner is away.

Problem: Wine has gone missing from the castle stores. You need extra knights to go on patrol at night to catch the thief but most of the knights are away, defending another of the lord's castles from invasion.



middle servant

CHAPLAIN

You carry out religious services at the castle.

Problem: Two chaplains went into the town of Richmond a while ago and haven't returned in time for the service. How ought they to be punished?



middle servant

CLERK OF THE KITCHEN

You look after how much is spent on food and the kitchens.

Problem: An important guest is coming and the cook has demanded swans for the feast (she loves to show off her skills), but this expense is more than the entire castle budget for the month.



junior servant

PAGE

You are a personal assistant to a knight, taking care of their horse, clothing and weapons.

Problem: The horses in the stables are ill and the grooms are trying to find out why. You forgot to refresh their water for a week, but if you tell your lord you might lose your job.



junior servant

SCULLION/SPIT BOY

You do the dirty work: washing the dishes or turning the roasting spit over the fire.

Problem: You are supposed to keep the fires going all day but the cook is not ordering enough fuel. Do you correct his judgement in front of the lord, or get in trouble yourself for not keeping the fires going?



SELF-LED ACTIVITY

SCOLLAND'S HALL

DISCOVERY CHEST



Recommended for

KS1 and KS2 (History)

Learning objectives

- Use historical enquiry skills to interpret replica objects.
- Explain some ways in which the castle has changed over time.

Time to complete

30 minutes



A replica of a decorated medieval jug discovered at Richmond Castle.

SUMMARY

This activity will help students understand how historians interpret objects to discover the way people lived in the past.

To book the Discovery Chest, please contact bookeducation@english-heritage.org.uk

HANDLING COLLECTION:

- Highest-ranking: metal goblet and decorated jug
- Middle-ranking: horn tankard, horn spoon, leather goblet, leather spoon
- Lowest-ranking: wooden cup, wooden trencher, wooden spoon

Accompanying resources: plan of tables laid out in a horseshoe shape in Scolland's Hall, indicating where people of different rank were seated and information for teachers on each artefact and the types of people who would have used each object.

Activity: students guess which objects belonged to which rank of people and explain why. Once the group has discussed the artefacts using the information cards, they can use the table plan for role play activities in Scolland's Hall, replicating different people at a medieval feast.

MORE LEARNING IDEAS

Back at school, students could create a piece of descriptive writing from the perspective of one of their objects, describing the medieval feast. They should apply their learning about the different rankings of people at the feast, and use creative writing techniques to give their character a clear voice with opinions about what their status was in the castle household.



POST-VISIT

Information to help you extend
your students' learning back in the classroom.

ENGLISH HERITAGE
EDUCATION

SOURCES

PEER INTO THE PAST

A historical source is something that tells us about life in the past, such as a document, a picture or an object. It may be a primary source, from the time, or a secondary source, created later. Our experts have chosen these sources to help you learn about Richmond Castle's history.

SOURCE 1

‘The strategy of “harrying” involved the taking of hostages and mass deportation, burning and looting and the transference of the vacated lands to the king’s supporters... The devastation of York and Durham is recorded in the folios of Domesday Book in the form of “waste”. One contemporary chronicler, Hugh the Chanter, claimed that the city of York “and the whole district round it was destroyed by the French with the sword, famine and flames”, while another account records that so many died that there was nobody left to bury them, that there was no village inhabited between York and Durham and that that land remained uncultivated for nine years.’

Description of the Harrying of the North in Yorkshire from Trevor Rowley’s book *Norman England*, 1997.



SOURCE 2

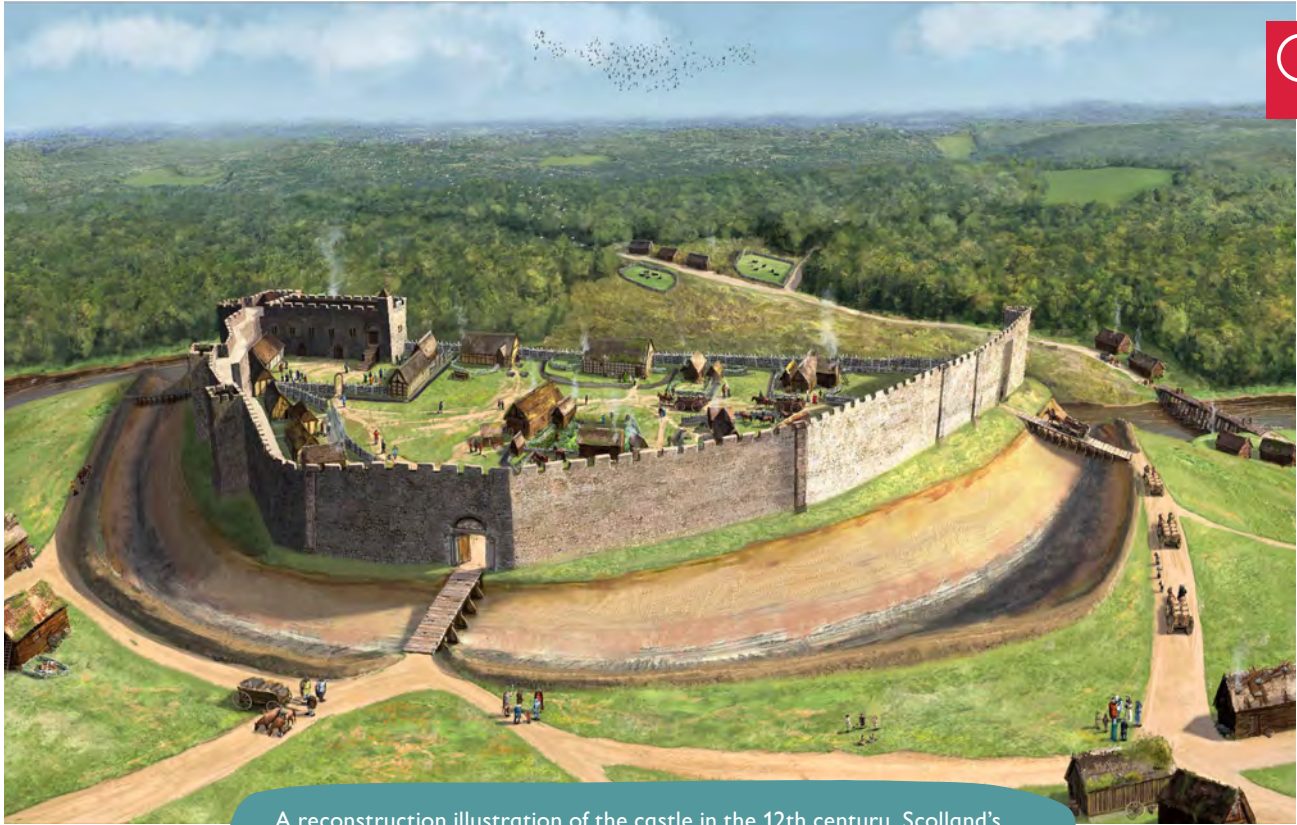
MEDIEVAL BONE PIN

A bone dress pin, used for fastening hair or clothing.

The pin was discovered in a wall in Scolland’s Hall. It was probably put in the wall (in the mortar between the stones) for good luck when the hall was built in the 11th century.



SOURCE 3



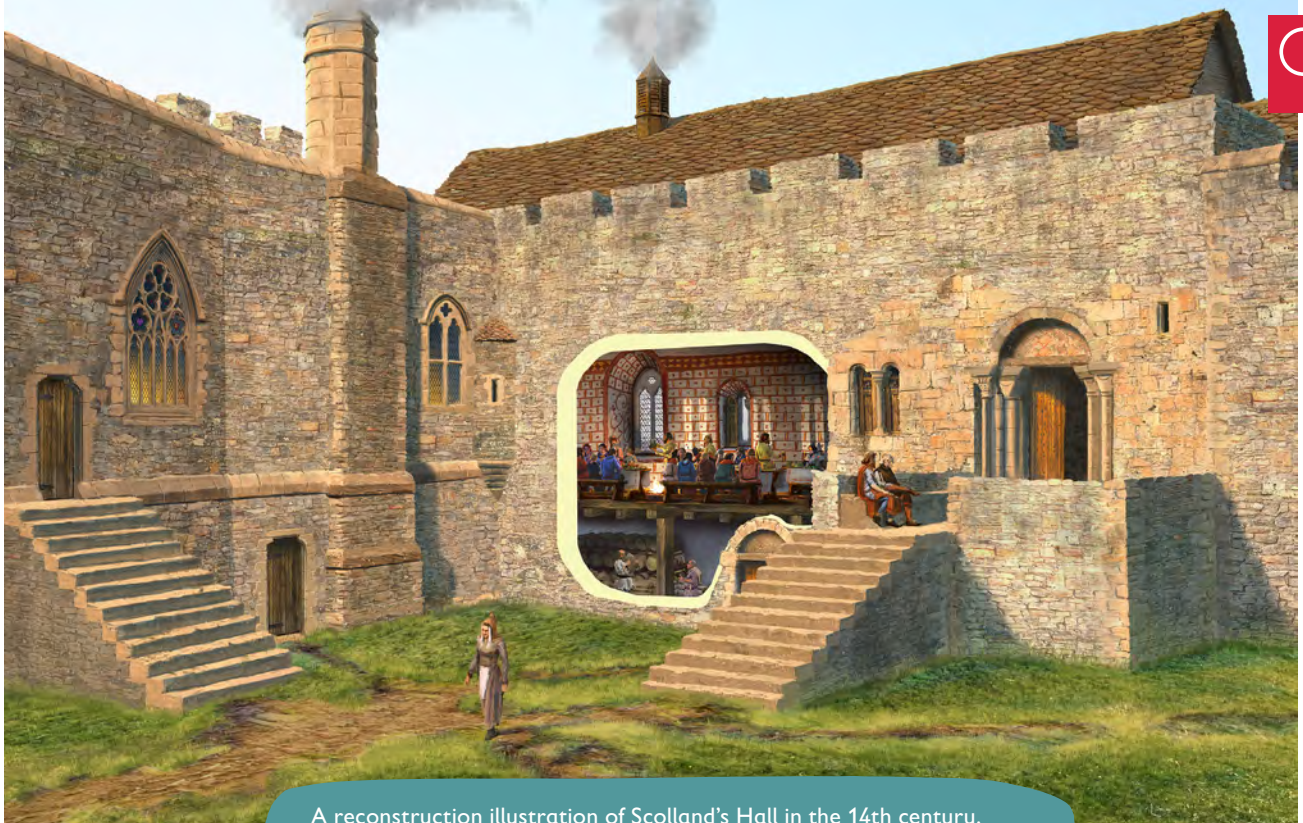
A reconstruction illustration of the castle in the 12th century. Scolland's Hall can be seen in the top left. Three towers have been built along the east curtain wall but the keep has not yet been built.

SOURCE 4

‘...masonry, timber and iron needed for the Port Lodge, the inner gate house, the sware [square] house, the mantill wall and five turrets, the great donjon, two wells, the hall, pantry, buttery, kitchen, and other offices, the privy chamber, a little tower for draughts, the great chamber, and a chapel next it, the chapel in the castle garth [enclosure], &c. The circuit of the mantill wall is 2,000 ft. There are no guns or artillery.’

John, Lord Scrope, and Christopher, Lord Conyers's report on the condition of Richmond Castle for King Henry VIII, 1538.

SOURCE 5



A reconstruction illustration of Scolland's Hall in the 14th century. The picture shows the entrance to the hall up the stone stairs. Just behind the stairs is the undercroft entrance which visitors use today.

SOURCE 6

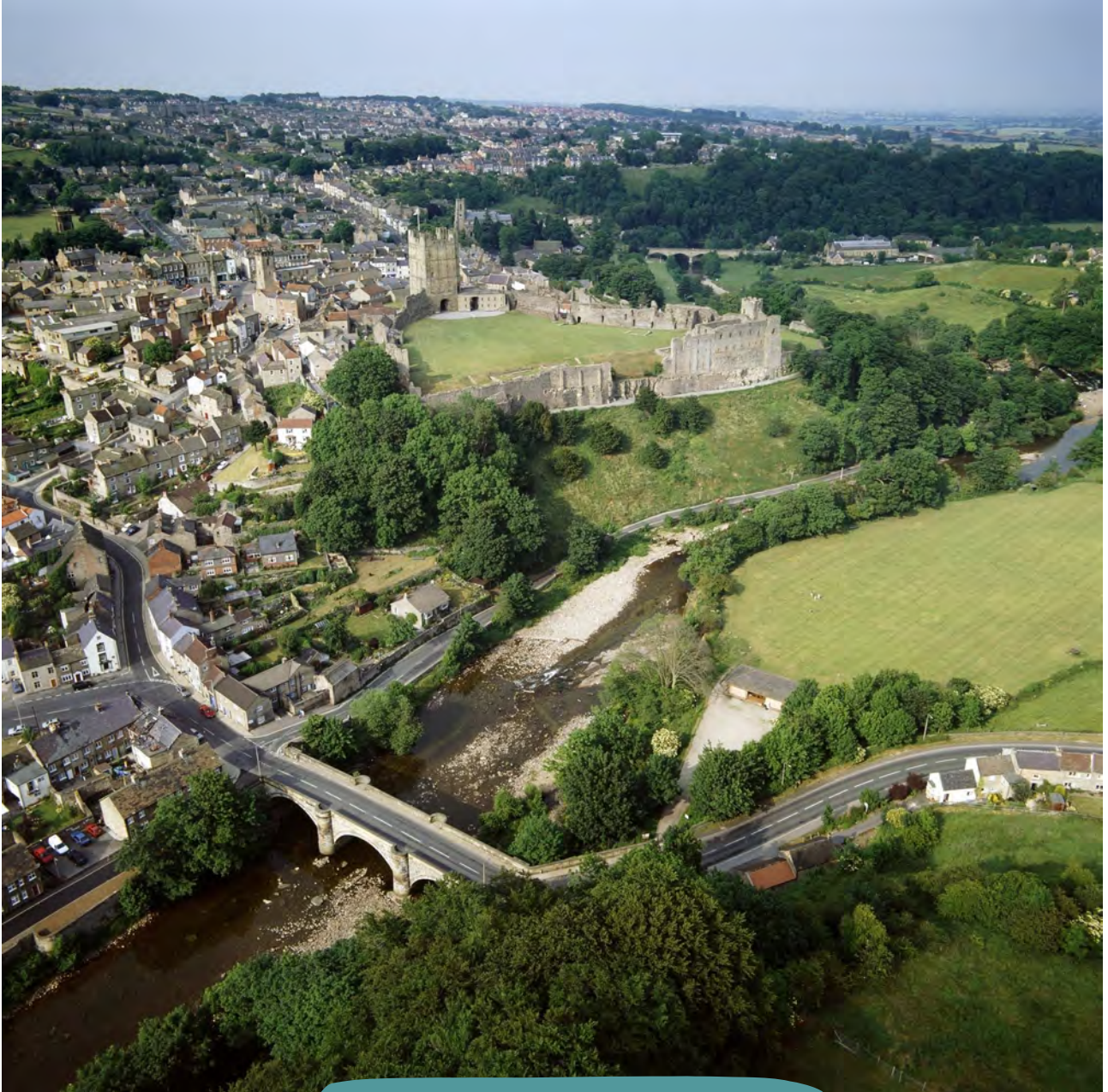
LEAD BUCKET

A medieval lead bucket and its iron handle that were discovered in the well at Richmond Castle. The well provided water for drinking, washing and cooking for the people living in the castle.

Lead was a common material for making objects in medieval times. We would not use lead for storing drinking water today, because modern scientists have discovered that lead can be poisonous.



SOURCE 7



An aerial view of Richmond Castle as it looks today.