

Your Visit Information and Resources

Here you will find everything you need to make your visit a success.

In this pack you will find:

- Outline of resources at St Cross and resources you need to bring
- Programme and timetable for the day
- Map of the site
- Helpers' Notes for each of the four self-led activities

Before the visit divide your class into four groups and assign an adult helper to each group. Ensure the adult helper has a copy of the programme for the day, a map of the site and helpers notes. It is the responsibility of the adult helpers to keep an eye on the time and ensure their group moves through the activities according to the timetable.

Pupil management and behaviour remains the responsibility of the school at all times. St Cross is home to 25 elderly men and we hope that children will behave in an appropriate and respectful manner. The Church is an area of quiet contemplation and children should understand that it is not appropriate to run around the church making lots of noise.

Resources you will find at St Cross	Resources you need to bring with you
<ul style="list-style-type: none">• A Brother to introduce your session and to answer your questions at the end• A resource box for each of the four activities (including artefacts, binoculars, mission envelopes, smells, sounds, clipboards and pencils)• Helpers' notes with each resource box	<ul style="list-style-type: none">• A programme for the day for each helper• A map of the site for each helper• Photocopies of the Old and New Building sheet outlines (enough for all the children). You can choose if each child will concentrate on one building or complete all three drawings.• Helpers' notes - it is useful to pre brief adult helpers and give them the helpers' notes in advance so they have an opportunity to familiarise themselves with the activities – copies of helpers' notes will be with each resource box

Programme for the Day

Each group leader will need a copy of the programme and a map of the site

10.30 – Arrive and welcome at the Porter’s Lodge by one of the Brothers– each child receives the dole

10.40 – Introductory session with the Brother in the Brother’s Library Education Room

11.00 – Begin the carousel of group activities

12.30 – Lunch

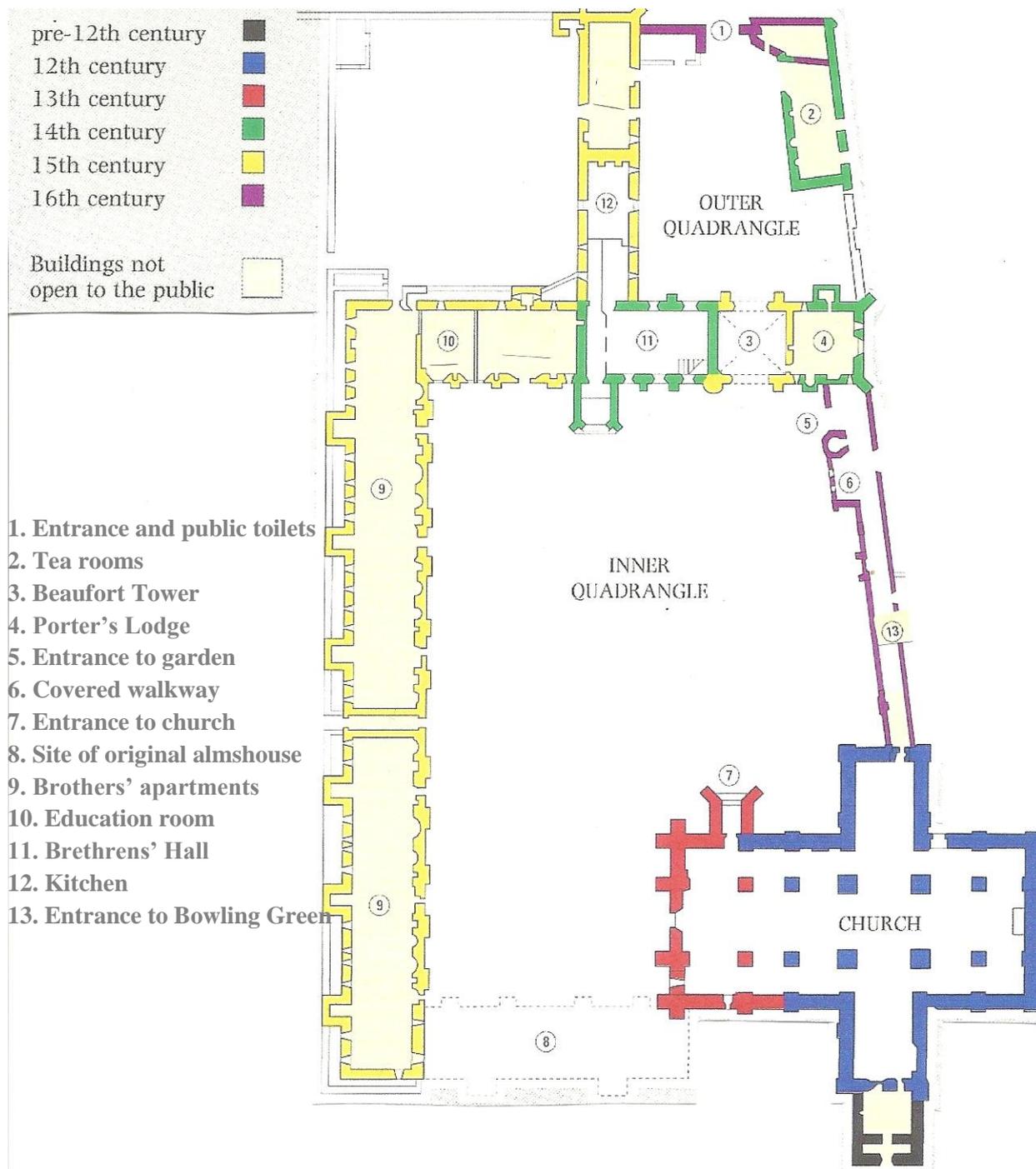
1.00 Continue group activities

1.30 – Round up session with Q&A in the Brother’s Library Education Room

Below is the timetable for the day – keep a careful eye on the time to ensure you move round the activities and complete them all. Make sure you allow some time to move between activities. Activities should take around 25 minutes giving you a few minutes to tidy the activity and move to your next location.

Time	Group A	Group B	Group C	Group D
11-11.30	Food Drink and Hospitality – The Kitchen (11 on map)	Old and New Buildings – The Quadrangle (5 on map)	Church Detectives – The Church (7 on map)	Preserving the past – Brother’s Library Education Room
11.30-12.00	Old and New Buildings – The Quadrangle (5 on map)	Church Detectives – The Church (7 on map)	Preserving the past – Brother’s Library Education Room	Food Drink and Hospitality – The Kitchen (11 on map)
12.00-12.30	Church Detectives – The Church (7 on map)	Preserving the past – Brother’s Library Education Room	Food Drink and Hospitality – The Kitchen (11 on map)	Old and New Buildings – The Quadrangle (5 on map)
12.30-1.00	Lunch – Bowling Green (through gate 13 on map)	Lunch – Bowling Green (through gate 13 on map)	Lunch – Bowling Green (through gate 13 on map)	Lunch – Bowling Green (through gate 13 on map)
1.00-1.30	Preserving the past – Brother’s Library Education Room	Food Drink and Hospitality – The Kitchen (11 on map)	Old and New Buildings – The Quadrangle (5 on map)	Church Detectives – The Church (7 on map)
1.30 – 1.50	Round up sessions - Brother’s Library Education Room	Round up sessions - Brother’s Library Education Room	Round up sessions - Brother’s Library Education Room	Round up sessions - Brother’s Library Education Room

Map for School Visits



Welcome takes place at Beaufort Tower and Porter's Lodge (3,4)

Introduction takes place at the Education Room (10)

Activities take place in the Education Room (10), Kitchen (12), Church and Inner Quadrangle

Lunch takes place on the Bowling Green (13)

Food, Drink and Hospitality – Kitchen and Cellar – Helper’s Notes

Resources: (You will find the resource box on the kitchen table)

MP3 player –with soundtrack of interesting noises from a Tudor kitchen

Smells – a variety of smells for you to identify

What to do:

ACTIVITY 1: LOOKING (3 minutes)

Get the children to look around the kitchen – can they point out some simple differences between the kitchen here and kitchens they are familiar with? There is a text panel on the table to help identify different features in the kitchen.

Key Questions	Possible answers from children/answers to give
What did they use for fuel?	Wood
Why is the kitchen so big?	The kitchen fed the Brothers but also 100 poor families in Winchester every day.
Where did they do the washing up?	In the sink, with water pump. Dates to circa 1670
Why are the windows so high up?	Smoke, heat and smells all rise. No glass originally.
What is the big metal screen for?	To keep things warm in front of the fire.
Where is the bread oven?	To the right of the range.

ACTIVITY 2: LISTENING (7 minutes)

Now get the children to stand round the table. Ask them to close their eyes and imagine what it would have been like in the kitchen long ago. Turn on the CD player. Listen to **track 1** which is of a soundscape of a working kitchen.

Now play the next 7 tracks in turn, of individual sounds. Can the children identify the sounds as you play them?

Track 2: Chopping

Track 3: Boiling

Track 4: Pots and pans

Track 5: Fire

Track 6: Water pump

Track 7: Roasting

Track 8: Dog barking - Is the noise of a dog in the kitchen surprising? Why?

Key questions

What do you think it would have been like to work in the kitchen? Hot, busy, noisy!

ACTIVITY 3: SMELLING (10 minutes)

Now pass the each of the smell pots one by one around the children. Can the children guess what each smell is?

Smell 1: Beer – beer was brewed locally and drunk instead of water because water was unclean

Smell 2: Fish – the hospital had a supply of fish from the large fish pond in the garden

Smell 3: Crusty bread - the Brothers were given a wheaten loaf every day

Smell 4: Rosemary – herbs were used a lot to make the food really tasty

Smell 5: Wood smoke – everything was cooked over a wood fire or range

Smell 6: Cheese – cheese was brought to the Hospital every day from local farms

Smell 7: Coffee – didn’t really become popular as a drink until the 1700s.

Is there one smell which doesn’t fit with Tudor times? Coffee. In Medieval and Tudor times most food and drink were sourced and made locally. Tudor times saw the beginning of the search overseas for more exotic food, drinks and spices.

ACTIVITY 4: THE CELLAR (5 minutes)

Walk carefully down the steps into the cellar and get the children to think what it was used for – there is a text panel with information on it to help you

Key Questions	Possible answers from children/answers to give
What was the room used for?	To store food and drink that needed to stay cool
How does the room stay cool?	Below ground level and small windows
Where did the milk and cheese come from?	Local farms owned by the Hospital

On your way out visit the Brethren's Hall briefly! This is where the Brothers used to eat their meals. Now it is used for special feast days only.

Fantastic Facts:

The kitchen used to prepare enough food every day to feed the 25 Brothers and 100 poor families in Winchester.

The high up windows in the kitchen used to be glassless to let out the smoke, heat and smells of the busy kitchen.

The kitchen was used up until the late 19th century, just over a hundred years ago!

The pit in the middle of the Brethren's Hall was for burning charcoal to act like a radiator and not for a fire - that's why there is no chimney (as there wouldn't have been smoke. Like BBQ coals).

The Hall was built in 1340 and is still used by the Brothers today on special feast days.

There were once around 40 servants looking after the Brothers and the Hospital.

Old and New Buildings – Quadrangle – Helper's Notes

Resources: (You will find the resource box in the covered walkway)

Clipboards

Pencils/sharpeners

You will need the silhouette drawing sheets you have brought with you.

What to do:

ACTIVITY 1: LOOKING (5 minutes)

Stand along the path to the church. Give the children the sheets they will be working from along with a clipboard and pencil. Get the children, as a group, to really look at the buildings to make sure they have identified which outline sheet they have. Ask the children to point out some key features that they can see:

- **Building features** which identify the buildings as being old e.g. chimneys, leaded windows, brick size, stained glass windows, shapes of doors
- **Building materials** e.g. stone, brick, flint, glass, lead, slate, wood

If the weather is dry get the children to sit on the grass along the path to the church facing the direction of their first drawing. If it is wet get the children to stand in the covered walkway.

ACTIVITY 2: DRAWING AND LABELLING (20 minutes)

Get the children to label, draw and sketch features and materials in detail on their building silhouettes. If they are unsure, show them the examples of filled in silhouettes attached to the helper's notes.

If they have time children could identify similarities and differences with their own homes.

REMEMBER: Return the clipboards and pencils to the box when you have finished this activity.

Fantastic Facts:

The buildings with the tall chimneys are where the Brothers live today. They were first built for Brothers to live in about 500 years ago!

The covered walkway (or ambulatory) was built about 450 years ago to stop the Master of St Cross getting wet on the way to Church!

Flint is a common building material in old houses and buildings in Hampshire because it could be found locally. It's often used with brick and timber.

The Beaufort Tower (where you first came in) was built in about 1450 by Cardinal Beaufort, Bishop of Winchester. He added extra buildings too so that a further 12 men of "noble poverty" could be looked after.

The original hospital buildings were knocked down about 1760. They would have been in the gap between the Church and the Brothers' apartments.

Church Detectives Trail – The Church – Helper’s Notes

Resources: (You will find the resource box just inside the entrance to the church.

Photograph detective sheets

Binoculars

Note: Don’t worry if you smell gas as you enter the church – this is a naturally occurring gas and is not dangerous!!!

IMPORTANT NOTE: We want the children to enjoy their experience in the church but it must be remembered that it is a place of quiet contemplation and reflection. Other visitors may be using the church. Please ensure that children behave in a respectful way in the church, don’t run around and don’t climb on church furniture, fixture or fittings.

The children should stay together and work as a group, with their adult helper, when moving around the church

What to do:

ACTIVITY 1: DISCUSSION (5 minutes)

Sit the children down together on the pews just beside the door. Remind them of the appropriate behaviour expected in the church and that they will be working and walking round as a group.

Ask the children to sit in silence for a moment or two to soak up the atmosphere.

Key Questions	Possible answers from children/answers to give
How does it feel in the church?	Peaceful, calm, beautiful, cool
Do you know what the part of the church you are sitting in is called?	The nave
What interesting things can you see from your pew (seat)?	Windows, pulpit, altar, organ, monuments

ACTIVITY 2: SPOTTING ACTIVITY (20 minutes)

Explain that you will be walking round the church together but that you are all on a mission to look for some special things in the church. Give each child a photograph detective sheet and a pair of binoculars.

Start walking round the church together looking for the pictures on the photograph detective sheet. If the children find it difficult to spot the things in their photographs the general location can be found on the map on the reverse so you can give them a hint.

When the children spot one of the features, you should spot an plastic envelope close by. Get a child to open the envelope and read out the information inside about the feature to

ACTIVITY 3: EXTENSION ACTIVITY

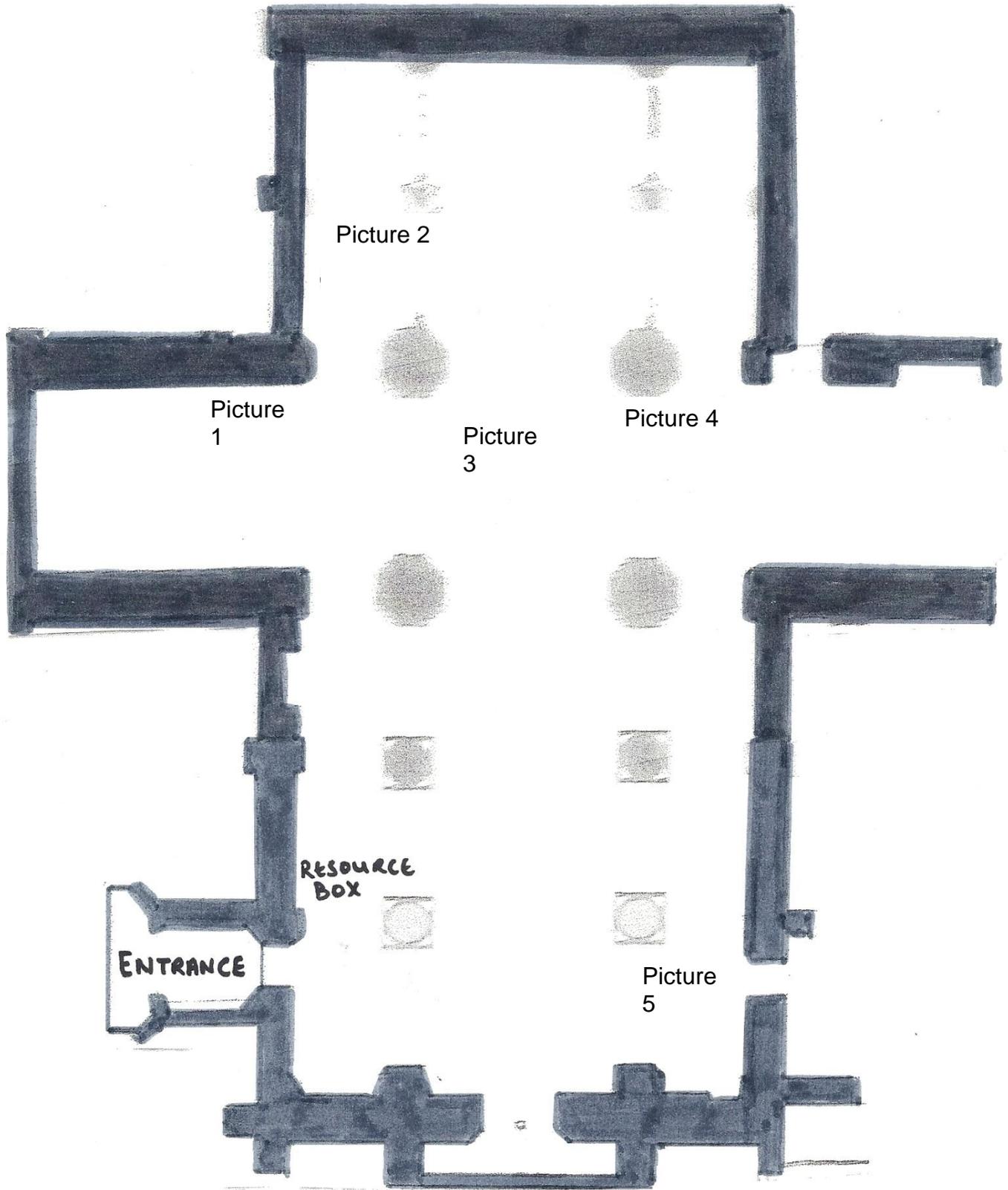
If you have time the children could look at other features in the church like:

Stained glass windows: originally designed to both make the church look beautiful and to remind people of Bible stories before many could read.

Pews: can the children identify some of the carvings on the ends of the pews? The carvings represent the harvest.

Tiles: Look at the tiles on the floors – what different patterns can the children see? Do some look older than others?

Remember to return the binoculars and photograph detective sheets to the resource box before you leave. PTO for map of church



CHURCH

Preserving the Past – Brothers’ Library and Education Room

Resources: (You will find the resources on the table covered by cloths.)
 Two fragments of medieval floor tile
 Modern have mynde tile
 Tile stamp
 Carved stone
 Stone mason’s mallet
 Wishab sponge
 Choirstall fragment on wall

What to do:

ACTIVITY 1: HANDLING INSTRUCTIONS (3 minutes)
 The objects should be handled very carefully to ensure they don’t get damaged. Before you start, talk to the children about why things need to be handled carefully.

Key questions	Possible answers from children/answers to give
Some objects here old – how should we handle them?	Carefully, two hands, sharing and passing round
Why do we need to handle them carefully?	They are old, so don’t get broken, leave them for others to enjoy

ACTIVITY 2: MEDIEVAL TILES (5 minutes) Take the cloth off!
 Get the children to look at the three tiles and pass them round carefully.

Key questions	Possible answers from children/answers to give
Which are the oldest? How can you tell?	Broken ones. Broken, damaged, not bright
What are they made of?	Clay
How do you think the stamp helped make the tiles?	Clay put in a mould to shape tile. Then a pattern stamped in to the tile. Then a light coloured slip poured in to fill the stamped impression.
How is the modern tile different?	Painted, no pattern stamped in

Replace the cloth!

Fantastic Facts about Medieval Floor Tiles

The fragments of floor tile you have handled are probably around 700 years old!

Medieval tile makers were skilled craftsman and they travelled all around the country making tiles on site.

Medieval tiles have many different patterns and pictures on them including lions,

PLEASE TURN OVER

ACTIVITY 3: STONE CARVING (5 minutes) Take the cloth off!

Get the children to look closely at the piece of stone and feel it. (Don't pick it up too heavy!)

Key questions	Possible answers from children/answers to give
What does it feel like?	Rough, smooth, cool.
What tools were used to carve it?	Chisel, hammer, you can see chisel marks on side.

Get the children to pass round the mallet carefully and feel the weight of it.

Key questions	Possible answers from children/answers to give
Can you guess why it is a cylindrical shape?	So it can be used from any angle and the wear gets spread around.
Why is it made from wood?	Softer so doesn't damage the metal chisel.

Put the cloth back on!

Fantastic Facts about Stonemasons

Medieval stonemasons were very well paid craftsmen. It took them seven years to train by being apprenticed to a Master Mason. Stonemasons moved around the country from job to job sometimes The Master Mason was usually in charge of all the other craftsmen working on a building like a Cathedral.

Stonemasons today use very similar tools to medieval masons. They help look after old buildings like those here at St Cross.

ACTIVITY 4: CHOIRSTALLS (5 minutes) Take the cloth off!

Now get the children to look closely at the piece of the choirstalls frieze hanging on the wall

Key questions	Possible answers from children/answers to give
What is it made of?	Wood
What can you see on it?	Faces, people, animals, patterns
This is a piece from the choirstalls in the church. It was recently restored (repaired) and conserved (cleaned). It is about 500 years old and beautifully carved. The restoration and conservation involved carpenters using traditional skills and conservators who cleaned the wood.	

Now get the children to pass around the yellow and blue sponge.

Key questions	Possible answers from children/answers to give
Can you guess what this is for?	By conservators to clean the wood

Put the cloth back on!

ACTIVITY 5: TRADITIONAL CRAFTS AND PRESERVING THE PAST (5 minutes)

If you have time:

Get the children to think about some of the jobs talked about during the session:

- Tile maker
- Stone mason
- Carpenter
- Conservator

Do the children think any of these jobs sound interesting and why?

Do the children think it is important to look after old buildings like those at St Cross and why?