

The Landmark Trust

How to use the pack

The pack contains material that can be used both at Kimmeridge Bay and in the classroom. We highly recommend a visit to the area to view and record Clavell Tower but also for a session at the Purbeck Marine Wildlife Reserve. They have a variety to choose from and details can be found on their website at <http://www.coastlink.org/kimmeridge/>.

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1 Pre visit activities or classroom based investigation of Clavell Tower

Activity/Resources/Suggestions	Comments
Teacher's Help Notes (pdf) Activity Sheet 1 - Clavell Tower History Timeline Illustrations (I)	Use the History Timeline to focus the children whilst you give them background historical information about the Tower. The blank spaces on the timeline have to be filled in and children may be able to guess some of the answers by looking at the illustrations.
Activity Sheet 2 – Clavell Tower plan and photo	This activity sheet helps children familiarise themselves with the Kimmeridge Bay area. The children answer questions by comparing two pictorial views with a plan view of Kimmeridge Bay.

2 Site visit

If you are going to make a site visit we recommend that teachers make a pre visit for risk assessment purposes. The path up to Clavell Tower itself can be slippery if there has been rain and the cliff at the top of the path is unfenced. During the Landmark Trust project we successfully took up groups of approximately 12 children at a time and made it an opportunity to introduce them to the hazards associated with cliffs and coastal paths.

Activity/Resources/Suggestions	Comments
Activity Sheet 3 - Wordbank	This activity sheet can be used at different points around Kimmeridge Bay. It helps to focus the children. Encourage them to be creative in words they record including colours, emotions description of sounds and shapes.
Sketching\photography	<p>Children could sketch or make a photographic record of their visit.</p> <p>Viewpoint sketching works well – children look through a frame (piece of card with a hole cut in it!) and only draw what they can see through the aperture. This encourages them to include more detail.</p> <p>During the project children sketched sitting outside the Tower. They chose their own view to sketch whether it included the Tower or not. The Tower is visible from the car park and the beach.</p>
Visit to the Purbeck Marine Wildlife Reserve	Contact them for their range of taught sessions.

3 Creative writing

Activity/Resources/Suggestions	Comments
Storytelling example (Teacher's Help Notes) Activity Sheet 4 - Storytelling planner	<p>The idea of this activity is to get children to focus on imagining a story in their heads rather than getting hung up on writing it. As they develop the story it should run in their head like a movie. Get the children to work in groups having explained that they are going to put together a story to tell. Run through the 7 point plan and illustrate it with an example.</p> <p>Then in groups the children make notes to help them remember the story they plan using Clavell Tower as a focal point.</p> <p>Give the children about 30 minutes and then get each group to share their story with the rest of the class.</p>
Individual stories	<p>Get the children to close their eyes. Get them to visualise the Tower on a cold night with the moon reflecting on the water. Then tell them to visualise some one at the Tower, ask what is the person doing?</p> <p>Get them to open their eyes and if you like they can share who they saw etc.</p> <p>Use their visualisations as a starting point for writing.</p>
Group poem (Teacher's Help Notes)	<p>Work with the children in a group to write a sensory poem about the Tower. This will work better if you have visited the Tower. As the children call out things edit them in to a group poem. (see Group Poem Example Sheet in Teacher's Help Notes.)</p>

4 Art work

Activity/Resources/Suggestions	Comments
Tower coil pots	Using clay encourage the children to build a Tower shape out of clay coils. Start with a flat round base of clay and then slowly add the coils working them together as you work up the Tower. Details of the Tower can then be added by marking the outside of the Tower. Use Newclay which air dries. The Tower can be painted on completion.
Sketches	Sketches made on site can be refined and finished or colours added
Collage	Make a collage view of the Tower and the surrounding countryside. Use a variety of textures and grades of paper or other materials as well as different colours eg tissue or sugar paper, magazines, newspaper, corrugated card.

5 The importance of heritage

Activity/Resources/Suggestions	Comments
<p>Heritage organisations teachers' information (Teacher's Help Notes)</p> <p>Activity Sheet 5 - Heritage organisations</p>	<p>Use the children's activity sheet for the children to fill in whilst you are talking to them about heritage organisations. Put all the missing numbers off the sheet onto the board and when you get to the correct section get them to put hands up to guess at the correct answer.</p> <p>Work across the two columns looking at each section in tandem.</p> <p>It is important that children understand that tourists can bring money generally to an area when visiting. Also that we can all contribute to looking after heritage. Lead a discussion on this using the discussion notes to help you.</p>
<p>The Landmark Trust (Teacher's Help Notes)</p>	<p>Use the information to tell the children more about the work of the Landmark Trust.</p>
<p>Activity Sheet 6 - Who Works Where</p>	<p>This activity sheet can either be done individually or used to talk about jobs in heritage as a class activity. It should be noted that several of the jobs can be done at more than one place.</p>
<p>Activity Sheet 7 - Heritage statements (You do not have to use all the statements)</p> <p>Heritage statements answer sheet (Teacher's Help Notes)</p>	<p>This activity works best as a group activity. Provide each group with a piece of sugar paper divided in to two columns as shown on the answer sheet. The children must decide which statements go in the correct column to complete the sentences. Then as a group they need to decide if they agree with each statement or not. If they agree with a statement they tick it, if not they cross it. They then decide overall if they think it is a good or bad idea to look after our heritage and give their main reason for their decision.</p>

6 Links to the National Curriculum

Suggested activity	National Curriculum links	Links to resources in the pack
<p>Visit to Kimmeridge Bay, Clavell Tower and the Purbeck Marine Wildlife Reserve</p> <p>Or</p> <p>Learning about Clavell Tower in the classroom</p>	<p>Geography - 2a to use appropriate geographical vocabulary, 4b recognise some physical and human processes and explain how these can cause change in places, 5a recognise how people can improve the environment or damage it, 5b recognise how and why people may seek to manage environments sustainably, 6c coasts and the processes of erosion and deposition that affect them, 6e attempts to manage the environment sustainably</p> <p>Art and Design -1a record from first hand experience, 1b question and make thoughtful observations about starting points, 1c collect visual and other information to help them develop their ideas</p> <p>English EN1 - 2b to ask relevant questions to clarify, extend and follow up ideas</p> <p>Citizenship - 1e about the range of jobs carried out by people they know and to understand how they can develop skills to make their own contribution in the future, 2h to recognise the role of voluntary, community and pressure groups, 2j that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment, 3e to recognise the different risks in different situations and then decide how to behave responsibly</p>	<p>Pre visit or classroom work</p> <ul style="list-style-type: none"> • Teacher’s Help Notes • Activity Sheet 1 - Clavell Tower History Timeline activity sheet • Activity Sheet 2 - CT plan and photo activity <p>Site Visit</p> <ul style="list-style-type: none"> • Activity Sheet 3 - My Wordbank <p>See also suggested activities for the site visit above.</p>
<p>Creative writing</p>	<p>English EN3 - 1a choose form and content to suit a particular purpose, 2b broaden their vocabulary and use it in inventive ways, 9a to imagine and explore feelings and ideas, focusing on creative uses of language and how to interest the reader</p> <p>Geography - 2a to use appropriate geographical vocabulary</p> <p>Citizenship - 1e about the range of jobs carried out by people they know and to understand how they can develop skills to make their own contribution in the future</p>	<ul style="list-style-type: none"> • Storytelling example (Teacher’s Help Notes) • Activity Sheet 4 - Storytelling planner • Group poem (Teacher’s Help Notes)
<p>Art work</p>	<p>Art and Design - 1a record from first hand experience, 1b question and make thoughtful observations about starting points, 1c collect visual and other information to help them develop their ideas, 3a compare their own and others’ work and say what they think and</p>	<p>See suggested activities under art work above.</p>

	<p>feel about them, 4a visual and tactile elements and how these can be combined for different purposes, 5b working on their own and collaborating with others on projects in two and three dimensions</p> <p>Citizenship - 1e about the range of jobs carried out by people they know and to understand how they can develop skills to make their own contribution in the future</p> <p>Geography - 2a to use appropriate geographical vocabulary</p>	
<p>Introduction to the Landmark Trust and the importance of heritage and heritage organisations</p>	<p>Geography - 4b recognise some physical and human processes and explain how these can cause change in places, 5a recognise how people can improve the environment or damage it, 5b recognise how and why people may seek to manage environments sustainably, 6e attempts to manage the environment sustainably.</p> <p>Citizenship - 1e about the range of jobs carried out by people they know and to understand how they can develop skills to make their own contribution in the future, 2h to recognise the role of voluntary, community and pressure groups, 2j that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>English EN1 - 2a, to identify the gist of an account and evaluate what they hear, 2b to ask relevant questions to clarify, extend and follow up ideas, 3a make contributions relevant to the topic and take turns in discussion.</p>	<ul style="list-style-type: none"> • Heritage Organisations in Teacher's Help Notes • Activity Sheet 5 - Heritage Organisations • Activity Sheet 6 - Who Works Where • The Landmark Trust in Teacher's Help Notes • Activity Sheet 7 - Heritage statements • Heritage statements answer sheet in Teacher's Help Notes

7 Contacts

The Landmark Trust

Shottesbrooke
Maidenhead
Berkshire
SL6 3SW
Tel: 01628 825920
Website: www.landmarktrust.org.uk

Purbeck Marine Wildlife Reserve

Fine Foundation Marine Centre
Kimmeridge Bay, Wareham
Dorset BH20 5PF
01929 481044 Contact Julie Hatcher
Website: www.coastlink.org/kimmeridge/

Jane Frederick

Holly Cottage
Bourton
Dorset SP8 5BJ
Tel: 01747 840032
Email: jane@janefrederick.co.uk
(Heritage Interpretation and Education Consultant)

Nina Squire

Old Red Lion Cottage
Market Place
Blandford, Dorset. DT11 7EB
Tel: 07967 736 762
Website: www.thepastelartist.co.uk
(Artist)

David James

42 Cleveland Avenue
Weymouth, Dorset. DT3 5AG
Tel: 01305 778789 / 07966 514282
Email: dj@storytelling.fsnet.co.uk
Website: www.storyteller.me.uk
(Creative Writer)

Departure Arts - Dorset County Council

Hannah Thomas
Tel: 01305 224 525
Email: h.i.thomas@dorsetcc.gov.uk
Website: www.departure.org.uk

Jurassic Coast Education Coordinator

World Heritage Team
Dorset County Council
County Hall, Dorchester, DT1 1XJ
Office: 01305 224401