

# CASTLE ACRE PRIORY TEACHERS' GUIDE



## Learning Objectives:

- Students will learn to understand the features and purpose of the different areas of Castle Acre Priory
- By touring the priory and applying skills of enquiry, observation and imagination
- So that they can develop knowledge about the Norman impact on England and realise the importance of Castle Acre Priory as a source of historical information

## Curriculum Links:

History, Maths, English, Geography, RE, Art and Design

## Key Stages:

Suitable for KS2 and KS3

## Time to complete:

45-60 minutes

## Resource Summary

The *Tour and Explore* resource contains a range of activities for students to complete as they move around Castle Acre Priory. At every location, a medieval monk character called Brother Odo offers engaging historical facts, plus two interactive challenges for students to complete.

The challenges are differentiated; Challenge B requires higher-order thinking skills than Challenge A. If you are happy for students to use cameras or phones, there are optional Photo Challenges scattered throughout.

During your visit, this resource can support a variety of grouping strategies:

- Individual: one student completes as many challenges as possible
- Mixed-ability pairs: a more able student helps his/her partner with Challenge B
- Ability groups: a small group of a similar ability complete the challenges together

Should you wish to extend your visit by walking through the village to the Castle and Bailey Gate, we have provided a downloadable illustrated map to help.

There is one other sheet available to help students reflect on their visit to Castle Acre Priory and display their photos. Students could add information digitally in Adobe Reader or cut-and-stick photos to a printed version.

## Prior Learning

We recommend that you study some of the following before your visit:

KS2 – The role of religion and the church in medieval society. Meanings of key words such as: 'medieval', 'monk', 'prior', 'architecture' and 'Norman'.

KS3 – The basics of the Norman Conquest and its aftermath, including the culture, beliefs and architecture brought over to England by the Normans.

## Preparation and Planning

You may wish to split students into groups and explain the nature of the activity in advance.

You will probably want to discuss the activity with your supporting staff and agree who will be stationed where around the priory.

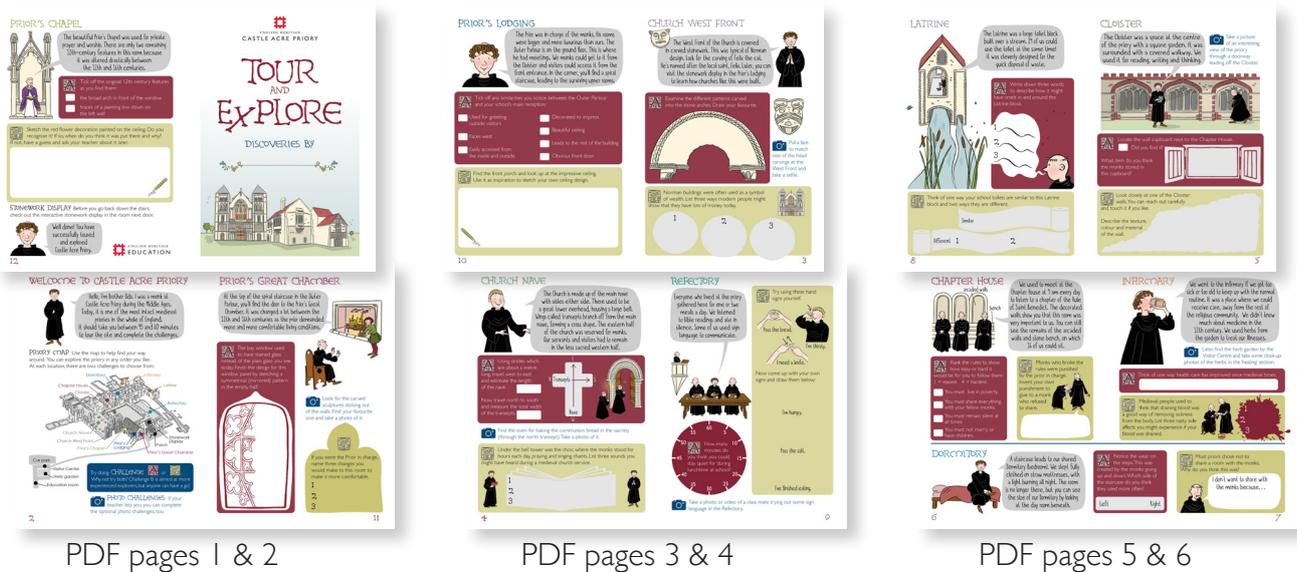
You could agree a meeting time and place with students, so that you can check their progress halfway through the activity; we recommend the cloister.

## Safety Note

This resource embraces independent learning by encouraging students to interact with the priory at their own pace. Whilst enthusiasm is encouraged, students need to be safe and respectful, particularly when touching walls and using cameras.

## How To Print and Make the A5 Booklet

- 1) Download the Tour and Explore PDF (the pages will appear to be numbered in a random order; this is purposeful to help you to turn them into an A5 booklet).
- 2) Print the resource sheets back-to-back, selecting the print option 'flip on short edge', to make three double-sided sheets, as follows:



- 3) Collate the 3 sheets in order and fold in half to form the 12-page A5 booklet.



- 4) Staple the pages together along the fold.

## Helpful Hints

Students may ask you about answers to questions, so here are some useful facts:

|                |              |                                                                                                                                                                                                                                                                                                      |
|----------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHURCH NAVE    | Challenge A: | Nave length = 72m. Transept width = 32m.                                                                                                                                                                                                                                                             |
| CLOISTER       | Challenge A: | Books were stored in this cupboard.                                                                                                                                                                                                                                                                  |
| DORMITORY      | Challenge A: | The left side of the staircase is more worn. The right-hand side of the double doors that used to be here may have remained closed, causing the monks to use the left-hand side of the stairs more frequently.                                                                                       |
|                | Challenge B: | The prior would have sworn the same oath as the monks. But he was the monks' superior and, in reality, he would not have wanted to share with them. One of his jobs was to meet important visitors so his living quarters needed to be more spacious and impressive.                                 |
| CHAPTER HOUSE  |              | St. Benedict (480-547) is considered the father of monasticism. He founded twelve communities of monks in Italy and wrote a simple set of guidelines for how a monk should live his life. This is known as 'The Rule of St. Benedict'.                                                               |
| INFIRMARY      | Challenge B: | Some side effects are dizziness, pale skin, shock, fainting, nausea and death.                                                                                                                                                                                                                       |
| PRIOR'S CHAPEL | Challenge B: | The red flower is a Tudor Rose. They were probably put there by Prior John Winchelsea, who took over in 1510. The decorations were used in the Tudor period, as a symbol of Tudor power. Ironically, Henry VIII went on to destroy the priory in 1537 as part of the Dissolution of the Monasteries. |