



ENGLISH HERITAGE  
EDUCATION

KS1-2

KS3

KS4+

## HANDLING COLLECTION

### Lindisfarne Priory

This kit accompanies our bookable handling collection at Lindisfarne Priory. Follow in the footsteps of the monks that lived on site and examine objects that bring their story to life.



GET IN TOUCH WITH OUR EDUCATION BOOKINGS TEAM:

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Step into England's story

# WELCOME

This Handling Collection has been designed to support teachers and group leaders during a free self-led visit to Lindisfarne Priory. To use the handling collection you must book it in advance by contacting our education bookings team via [bookeducation@english-heritage.org.uk](mailto:bookeducation@english-heritage.org.uk) or on 0370 333 0606.

You will find contextual information about each of the objects in the collection and a map indicating where to handle each object. A copy of these resources will be available on site. This means you do not need to print off a copy, but we recommend you read it through in advance so you know what to expect during your visit and are able to make adjustments for your group if you need to.

It is recommended you split your class into smaller groups, because the Handling Collection is designed for approximately 15 students at a time. While one group is using the Handling Collection, the other could use the activities in our **Lindisfarne Priory Teachers' Kit** to explore nature, art or the Vikings. It is free to download on the Lindisfarne Priory **Schools page**.

You can find more practical information about your booked visit to Lindisfarne Priory on your Education Visit Permit and on the Lindisfarne Priory **Schools page**.

We hope you enjoy your visit and find this Handling Collection 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](mailto: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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KSI-2

KS3

KS4+

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## REPLICA OBJECTS

Supporting information about the objects in our handling collection at Lindisfarne Priory.

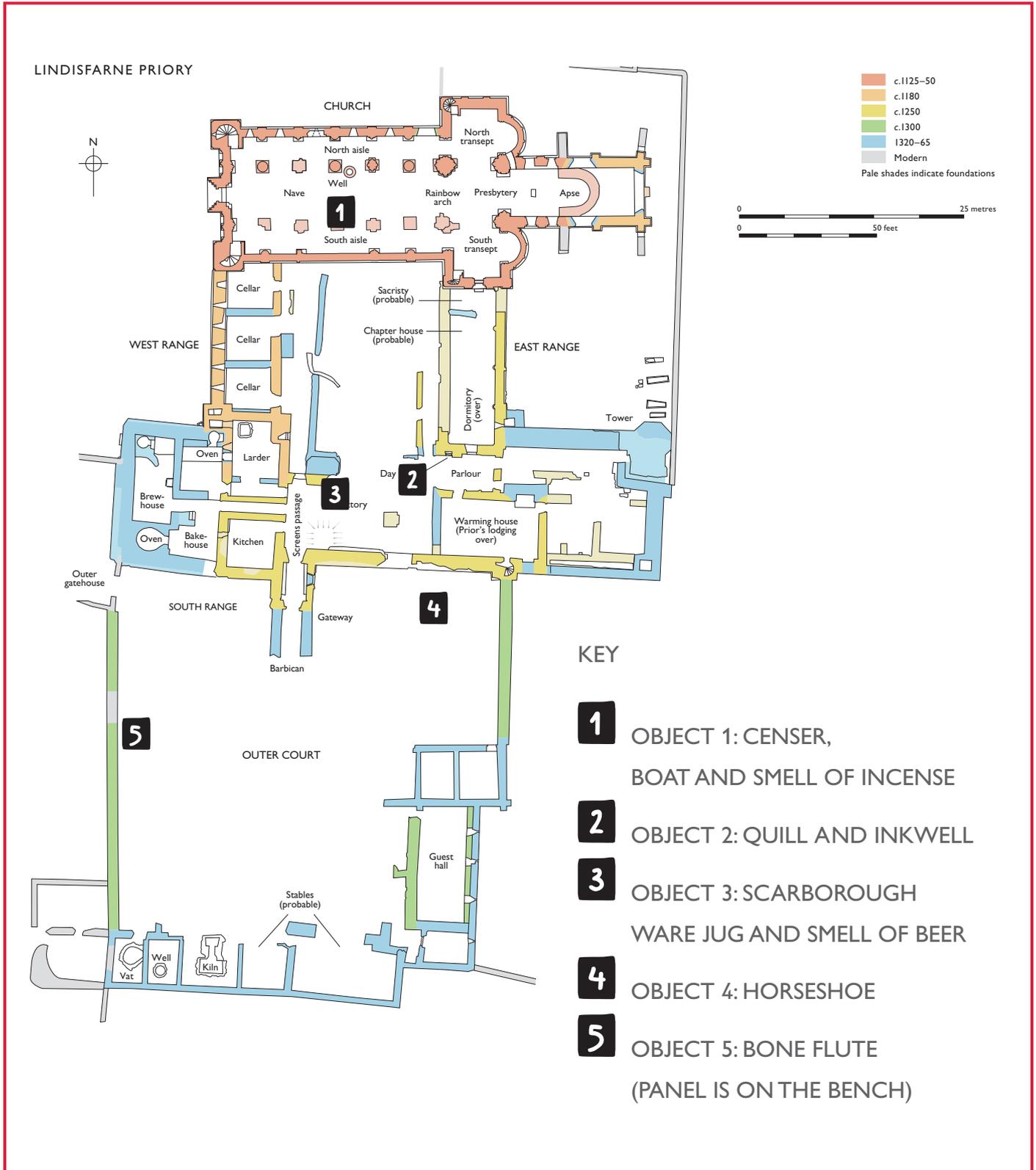
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# PRE-VISIT INFORMATION

Information about using our handling collection during a self-led visit to Lindisfarne Priory.

# LINDISFARNE PRIORY SITE PLAN



# SELF-LED ACTIVITY

## HANDLING COLLECTION



KS1-2

KS3

KS4+

### Recommended for

KS1-2, KS3 & KS4+, SEND  
(History, RE)

### Learning objectives

- Understand what life was like for monks in the medieval priory.
- Use senses and enquiry questions to get closer to the past.
- Understand the value of objects for learning about the past.

### Time to complete

Approx. 40 minutes



A replica censer made of brass. This is one of the objects in the handling collection at Lindisfarne Priory.

### SUMMARY

The priory church at Lindisfarne dates from the early 12th century. Monks from Durham Cathedral lived here for short periods of time. Initially, they probably lived in wooden buildings. However, new buildings made from stone were added in the 12th, 13th and 14th centuries, making life more comfortable.

In this activity, students explore life in the late-medieval priory. They handle replica objects of the kind used by monks and servants living and working here in the 14th century. This develops their understanding of life in the medieval priory and gets them thinking about using objects as historical sources.

### PRE-VISIT

It is suggested you use the pre-visit activities in the Lindisfarne Teachers' Kit before your visit. We have also provided five rules for handling objects safely on page 7, some top tips on pages 8-9 and a risk assessment on page 10-11.

### FOLLOWING THE TRAIL

There are five locations on this trail. The locations are marked on the site plan on page 5. At each location there is an interpretation panel. On the panel you will see the icon below, indicating that you should handle an object here.

The number tells you which object.



### SUPPORTING INFORMATION

You may wish to withhold some of the supporting information on pages 12-17 to encourage careful examination and thinking.

### MORE LEARNING IDEAS

Students could create a handling collection about school and explain their choice of objects.

# HANDLING COLLECTION

## TEACHERS' NOTES

### FIVE RULES FOR HANDLING OBJECTS SAFELY

Even though all the objects in this collection are replicas, it is still important to handle them with care to ensure others can continue to enjoy them in the future. Follow these simple rules to ensure everyone stays safe and makes the most of their learning while handling objects:

#### 1. WASH YOUR HANDS

Before handling objects, it is good practice to wash or sanitise your hands to keep the objects clean. Make sure you wash or sanitise your hands at the end too. If you are using sanitiser, please make sure your hands are dry before handling the objects.

#### 2. SIT ON THE GRASS

If possible, get students to handle the objects while seated on the grass. For example, students could sit in rows in the nave of the church or around an imaginary table in the Great Hall. The objects have less distance to fall if someone drops them by accident. Doing this on the grass rather than over the stonework also reduces the chances of any accidental breakages.

#### 3. TAKE IT IN TURNS

This might take a bit more time, but it ensures everyone has a go and no one is rushing or grabbing, so it keeps the objects safe.

#### 4. USE TWO HANDS

Objects should be handled using two hands. One hand should act as a cradle beneath the object, while the other turns it over to look at it from all angles. Using two hands to pass the object limits the chance of dropping it or damaging it by holding it incorrectly. Object 5 (bone flute) is not intended to be played.

The censer (Object 1) and jug (Object 3) are heavy. To minimise the risk of dropping and causing damage or injury they should only be handled by teachers. Teachers can take the object to students to touch, smell and examine, while the teacher continues to hold them.

#### 5. LEAVE THEM AS YOU FOUND THEM

Please pack the objects away again when you are finished with them. This ensures they stay protected and ready for another group to use. If for any reason an object is damaged, please let our site team know.

# HANDLING COLLECTION

## TEACHERS' NOTES

### FIVE TOP TIPS FOR LEARNING WITH OBJECTS

#### 1. CLOSE EXAMINATION

Encourage students to examine the objects from all angles.

You could ask:

- What does it look like?
- Can you describe its colour, shape or decoration?
- How does it feel? Is it smooth or textured? Is it heavy or light?
- What does it smell like? (Objects 1 and 3 in particular)

These questions may require more contextual knowledge to answer:

- What materials have been used to make it?
- Can you tell whether it was made by hand or machine? How?

#### 2. MAKE CONNECTIONS

Get students thinking about how the objects might be similar or different to objects we use today. This might also help them work out what the object was used for. You could ask:

- Have you seen an object like this before?  
Tell me more ...
- In what ways is it different?
- When you reach Object 5, get students to compare their journey here to the pilgrimage route shown on the bench. You could discuss methods of transport and the length of the journey.

Support them to make connections with the location and their wider learning. You could ask:

- How does this object relate to this location?
- How was this object used here?
- Who used this object?
- What other sights, smells and sounds might they have experienced while using this object here?
- How does this link to other things you have learnt about...?



A replica incense boat and spoon.

### 3. DEEPER THINKING

Encourage students to think beyond just what the object is or how it was used. You could ask:

- What does this object suggest about life at Lindisfarne Priory? Who for? (Monks? Servants? Pilgrims?)
- What does the object suggest about the importance of Lindisfarne Priory?
- How valuable do you think an object like this was? Why? Thinking about when the object was used and whether it was an everyday object can prompt discussion.
- What can we learn from this object that we can't learn from a written source?
- Why is it useful to use both objects and written sources when learning about the past?



The objects in the handling collection at Lindisfarne.

### 4. ASKING QUESTIONS

Get students to lead the enquiry by posing their own questions. Other students may also be able to suggest answers. Getting students talking develops their thinking and improves their oracy skills.

### 5. TAKING IT FURTHER

Once the objects are safely away, you could extend learning further by:

- acting out scenes in the priory such as walking through the nave of the church waving an imaginary censer, eating in the great hall or playing imaginary musical instruments.
- exploring the priory and thinking about other smells and sounds that might have been experienced here
- suggesting other objects and locations that could be in the handling collection and justifying their selection
- applying the same skills and style of questioning to objects on display in the museum.



Students could explore the kitchens and think about the sights, smells and sounds that servants might have experienced there.



Students could also use the Top Things To See Trail in the Lindisfarne Teachers' Kit to find out more about the architecture.

# HANDLING COLLECTION

## RISK ASSESSMENT

Hazard	Who is at risk?	Control measures	Risk after controls $C \times L = R$		
Tripping on paths, steps and uneven ground.	Leaders, students and EH staff	Draw attention to possible hazard. Instruct students not to run and to be careful when moving around the site. Monitor students throughout.	1	2	2
Students putting hands in their mouth after handling an object. The risk of spreading infections.	Students	Wash hands or sanitise before and after handling objects. Always supervise students and ensure they don't put their fingers in their mouth. Warn students of the dangers.	2	2	4
Students putting an object in their mouth. The risk of choking on small objects or spreading infections.	Students	The feather is the only small object. It is part of Object 2 (quill and inkwell). Always supervise students and ensure they don't put objects in their mouth. Warn students of the dangers.	2	1	2
Dropping objects. Risk of damaging the objects and causing injury.	Leaders and students	Follow the 'Five Rules for Handling Objects Safely' on page 7 of this Handling Kit. Ensure good student behaviour. Only teachers handle Objects 1 and 3 because they are heavy. Bring the object to students to touch, smell and examine closely while teachers continue to hold the object and take its weight. Supervise students at all times.	2	1	2
Using objects as they were originally intended. The risk of damaging the objects, causing injury to students or leaders or spreading infection.	Leaders and students	To minimise the risk of injury, do not swing Object 1 on its chains. Do not attempt to play Object 5 as a musical instrument. By not putting the object to the mouth, the risk of spreading infections is minimised.	2	2	4

# HANDLING COLLECTION

## RISK ASSESSMENT

### Risk Assessment for Object Handling

Risk = consequence × likelihood in the context of a task. In other words, when undertaking this task how bad could it be if it went wrong (almost regardless of whether it would) and what are the chances of it going wrong. They are both qualitative judgements based on objective data.

### The Consequence Evaluation

The data you need to evaluate consequence (in the context of the task) are:

- hazard – the thing with the potential to cause harm.

Consequence is graded on the English Heritage three point scale where:

- 3 is death or life changing injuries
- 1 is first aid treatable injuries
- 2 is everything else.

### The Likelihood Evaluation

Local information will help you judge the chances of the accident happening. It will include things like:

- frequency and duration
- numbers of people; vulnerable people
- the environment the activity is carried out in
- accident history
- controls
- the equipment involved and its level of maintenance
- anything else relevant to the likelihood evaluation.

It is not necessary to try to collect every piece of data that might have an effect on the likelihood; we just need to collect the most important pieces of data.

Likelihood is graded on the English Heritage three point scale where:

- 3 is almost certain to occur
- 1 means we would be surprised if the accident happened
- 2 is everything else.

### Risk

Risk is calculated by multiplying the consequence rating by the likelihood rating giving potential risk ratings of:

- high (6–9)
- medium (3–5)
- low (1 and 2).



# REPLICA OBJECTS

Supporting information about the objects in our handling collection at Lindisfarne Priory.

## OBJECT 1

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This censer is heavy. Teachers should bring it to students to touch, smell and examine closely. Students can handle the boat and spoon.

### REPLICA CENSER, BOAT AND SPOON



#### What is it?

A modern incense burner (censer) and boat made of brass with a scent cube to recreate the smell of incense. Precious metal objects like censers were taken from churches and melted down during the reign of Henry VIII (r.1509–1547). Although archaeologists have not found one at Lindisfarne Priory, we know they were commonly used in churches across England. Search the Victoria and Albert Museum website for the Ramsey Abbey Censer to see an example of one that survived.

#### How was it used?

Incense was stored in the boat. Hot charcoal was placed inside the censer and incense put on top. The censer was swung on chains. The smell and smoke wafted around the church.

#### Why was it used?

Incense 'purified' the air in church for important ceremonies such as Mass. The sight of smoke rising upwards symbolised the prayers of the faithful rising to God.

## OBJECT 2

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### GOOSE FEATHER



### REPLICA INKWELL



### What are they?

The feather came from a goose. It is the kind of feather monks at Lindisfarne Priory used to make a quill. They did this by removing some of the lower barbs, scraping the surface of the shaft and then cutting it at an angle to make a nib to write with. The inkwell is a modern replica of the kind used in the 14th century. It is made of clay and was thrown on a potter's wheel. Some of the glaze has dripped down the outside of the inkwell. It feels very different to the unglazed clay.

### How were they used?

Monks had to regularly dip the quill into the inkwell to pick up ink. They didn't have paper to write on. Instead they used parchment, made from the skin of goats, sheep or calves. They also probably made their own ink using oak galls. Find out more by watching The British Library's video 'Making Manuscripts: Oak Gall Ink'. You can find it on their website or YouTube channel.

### Why were they used?

Monks copied religious texts like the Bible, wrote documents such as letters and kept accounts. They used quills and ink to do this. They often decorated the pages using gold and bright pigments. This was probably done in one of the buildings on the east of the Cloister.

## OBJECT 3

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This object is heavy. Teachers should bring it to students to touch, smell and examine closely.

### REPLICA SCARBOROUGH WARE JUG



#### What is it?

This is a replica of a jug found at Lindisfarne Priory. The original is displayed in the museum. It was made in Scarborough, Yorkshire, in the 14th century. It was made from clay using a potter's wheel. It is covered in a green glaze and decorated with clay that looks a bit like rope. We have put a scent cube inside this jug to replicate a smell that monks might have experienced during mealtimes.

#### How was it used?

It was used during mealtimes to serve drinks, possibly ale. It was held by the handle and would have been heavy when full.

By the 14th century, monks no longer ate their dinner in silence, listening to readings from the Bible. Now they could talk to each other. The room was lit by candles. Red cushions made their mealtimes more comfortable.

## REPLICA HORSESHOE

**What is it?**

A farrier made this by heating iron to a very high temperature and then hammering it into shape on an anvil. Horses today are much bigger, so this example fits a medium-sized modern horse. The Outer Court was used to house animals including horses. This replica is based on examples of medieval horseshoes found across the country.

**How was it used?**

The horseshoe was attached to the horse's hoof by a farrier (a person whose job it is to make and fix shoes onto horses' feet). This didn't hurt. This example has square nail holes. Sometimes, when the farrier made the holes, the iron was pushed outwards creating a wavy edge.

**Why was it used?**

Horses were essential for travel and transporting goods, so it was important to look after them. Putting shoes on their hooves prevented damage and meant they could continue working for longer. Calkins (thicker parts) were added to give horses more grip on soft ground.

## OBJECT 5

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Please do not play the flute.

### REPLICA BONE FLUTE



#### What is it?

This is a replica of the kind of bone flutes that pilgrims may have played on their journey to visit Lindisfarne Priory. An original example can be seen in the museum.

To make this flute, a cow bone has been cleaned, a stopper added to one end and then holes carved into its surface.

#### How was it used?

Bone flutes were played to the side, rather than straight down like a recorder. Musicians blew diagonally into and across the first hole. To make different notes they used their fingers to cover or uncover the other holes.

#### Why was it used?

The flute was used to play music during a pilgrimage. Music kept pilgrims going and attracted attention. Pilgrims relied on offers of food and accommodation from local people as they travelled. Once here, they might stay the night in the buildings within the Outer Court.

Pilgrims have travelled here since the 8th century. The monastery that stood here was the original resting place of St Cuthbert. He performed many miracles and was said to be so holy that his body was intact when it was dug up many years after his death. Find out more about St Cuthbert in the Lindisfarne Priory Teachers' Kit.