Teachers' Kit

Peveril Castle

This kit helps teachers plan a visit to Peveril Castle, dramatically situated above crags and caverns in the Peak District. Use these resources before, during and after your visit to help students get the most out of their learning.

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Welcome

This Teachers' Kit for Peveril 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.
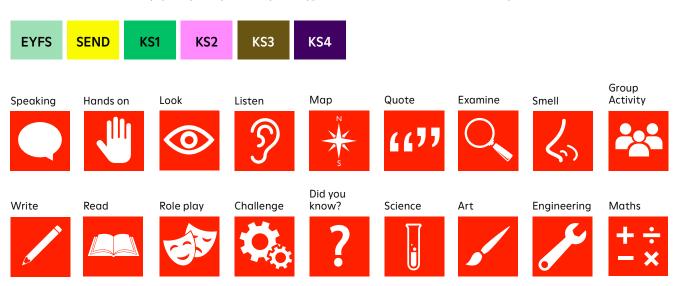
We know that each class and study group is different, so we have collated our resources into one kit allowing you to decide which materials are best suited to your needs. Please use the contents page, which has been colour-coded to help you easily locate what you need and view individual sections. All 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, which you can download from the Peveril Castle **School Visits** page. You can find more practical information about your booked visit to Peveril Castle on your Education Visit Permit and in our What You Need to Know document. 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.

EYFS	SEND	KS1	KS2	KS3	KS4

Speaking Hands on Look Listen Map Quote Examine Smell Group Activity

Write Read Role play Challenge Did you know? Science Art Engineering Maths

Contents

EYFS | SEND | KS1 | KS2 | KS3 | KS4

Pre-visit

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

At the castle

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

Post-visit

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

Pre-visit

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

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Peveril Castle Site plan

N

East gate

Turret

Chapel

Tower

Bailey

Old hall

Cave Dale

Kitchen

New hall

West range

Latrine chute

Keep

Peak Cavern Gorge

Site of west gate

Outer bailey

15 metres

15 yards

0

0

1066–1150
Late 12th century
1200–1250
13th century
Modern
Uncertain

English
Heritage

Peveril Castle

Orientation photos

You can use the toilets at the Castleton Visitor Centre. There is one accessible toilet at Peveril Castle.

This is the Peveril Castle Visitor Centre. You will enter the site here. The walkway inside is quite narrow so it can feel crowded.

The path to the castle zigzags up a hill. There are handrails on part of the path.

The uniform you will often see around the castle worn by all English Heritage volunteers.

The castle is on uneven ground. You can walk across the grass to explore it. The castle is high up, so it may be windy.

You walk up a winding staircase into the keep. It may be dark inside. The wooden floors may creak.

Historical information

Discover the story of Peveril Castle

Early settlements

Before Peveril Castle, three other settlements were built in the area:

A view of Peveril Castle with Mam Tor in the background.

1. Mam Tor: to the north-west is the **prehistoric hillfort** of Mam Tor. **Excavations** tell us that the hillfort could be from the **Bronze Age** (c.2500 BC until c.800 BC). It is on high ground for defensive strength and was a clear symbol of power.

2. Fort Navio: in c.100 BC, the Romans built Fort Navio near Brough. The fort guarded the main routeway from the north-west and north-east of England. It also controlled access to the lead and silver mining **industries**.

3. Hope: with good land for farming, Hope became an important royal Saxon **manor**. In the 10th century, king of the Saxons Edward the Elder (r.899–924) granted the lands of Hope to Uhtred, a royal official. Even after Peveril Castle was built, Hope remained the biggest centre in the district.

When the Normans chose a place to build a castle in the area, they were attracted by the same things: good access to **routeways**, existing local industries, natural resources and control of the local population.

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The Norman Conquest (1066–1155)

Two years after the Normans conquered England, people in the Midlands and the North **revolted** against them. To strengthen his position, William the Conqueror gave large areas of land in Nottinghamshire and north Derbyshire to his loyal supporter, William Peverel.

By 1086, William Peverel had built a castle on the Peak. **Domesday Book** describes 'William Peverel's castle at Pechesers. Pechesers is thought to mean 'Peak's Tail' or 'Peak's Arse' – both names for Peak Cavern.

An illustration of William the Conqueror.

Norman castles were usually built using wood and then rebuilt later in stone. Peveril Castle is unusual because it was first built with stone. The Norman building work is called **herringbone masonry**. This is because of the way the masonry (brickwork) is laid at angles and looks like the bones of a fish.

William Peverel's son, William Peverel II, fell out with Henry II. In 1155, Henry took over all William's **estates**, including Peveril Castle.

The castle's impact on the town

The first mention of Castleton is in 1196. It is possible there was an earlier settlement, but it developed in a more planned way once the castle was established. People likely moved to the area for work. Skilled tradespeople were needed to work on the castle and the occupants of the castle required frequent supplies of food and other goods.

The banking of the medieval town's defensive bank and ditch is still visible today. It is on the left of this picture.

Many of the townspeople worked on the farms and lands controlled by the local lord. While some had their own land to grow crops on, they also had to work on the lord's land for a proportion of the time.

The Hospital of Blessed Mary of Castleton in the Peak was founded prior to 1153, most likely by the wife of one of the William Peverels. At this time, hospitals were not just places that looked after the elderly or ill, but also places of hospitality where travelling traders and others would stay.

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Henry II's home for hunting and the Forest of the Peak (1155–1173)

Henry II (r.1154–1189) was extremely wealthy and, as king, became very powerful. He was also Duke of Normandy and Count of Anjou and owned huge estates in south-west France through his marriage to Eleanor of Aquitaine.

A medieval hunting scene.

Peveril Castle was important to Henry II because he could use it as a base to keep watch over the barons in the Midlands. The **barons** had become used to acting independently, and Henry needed to show that he was in control. One of these barons was Robert Ferrers, Earl of Derby. Ferrers had married William Peverel II's daughter, Margaret, and he hoped to own William's lands.

Henry took land around the castle and turned it into a royal hunting ground called the Forest of the Peak (though much of the land was open **fell**). In areas that were declared to be royal forests, the king had a **monopoly** on hunting the 'great game', meaning deer and stags. Henry visited Peveril three times. During one visit to the castle in 1157, Henry entertained Malcolm IV, the king of Scotland.

In 1173, Henry's wife, Eleanor of Aquitaine, his sons, and the rebel barons revolted against him. Henry quickly made Peveril Castle stronger and larger for protection and to show his power. Whilst the castle normally employed two watchmen and a **porter**, during this time Henry funded a military force headed by 20 knights. We know what Henry spent on Peveril Castle from information held in the '**Pipe Rolls**', the annual **exchequer** accounts. Even after Henry II crushed the revolt, he made the castle even more secure and impressive by building the **keep**.

The porter controlled access to the castle.

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The Charter of the Forest (1217)

When King John (r.1199–1216) took the throne, Robert Ferrers' son, William Ferrers, managed to persuade John (by paying him a lot of money) to grant him the lordship of the Peak. But this did not include the castle. William Ferrers wasn't given the castle for another 17 years. Even then, in 1216, the royal **castellan** refused to surrender it. William eventually became the owner in 1217, though only until the new king, Henry III (r.1216–72), then just ten years old, was old enough to rule independently.

Peveril Castle was the headquarters for the **lordship** of the Peak. The lord controlled the mines, forests and the town of Castleton. Forest law was designed to protect the 'venison' (animals that were hunted, such as deer and wild boar) and the 'vert' (the woodland habitat that sustained the animals). This meant that the people living in the Forest of the Peak were not allowed to cut trees for firewood or for construction, to **forage** for food or to graze their animals. There were heavy penalties for breaking the law.

In 1217, the Charter of the Forest re-established rights of access to the forest for **free men**, allowing them to forage for food and graze their animals. This was a revised version of the original Forest Charter of 1215, which was a companion document to **Magna Carta**.

Even though the rest of the 1200s were mostly peaceful in England, **the Crown** continued to spend money on Peveril Castle. This was probably because it was still important to have castles as symbols of royal power and **governance**. Henry III stayed at Peveril in 1235 and repairs were paid for after his visit. By 1300, Peveril Castle's buildings were complete.

Stags were protected by forest law, as they were hunted by the king.

An illustration of Peveril Castle as it looked in 1300. By Peter Urmston (2007).

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The women who owned the castle

Edward I (r.1272–1307) conferred Peveril Castle in the **dower** of his wife Eleanor of Castile. It is unlikely that Eleanor ever visited the castle.

Peveril Castle had other female owners. Edward II (r.1307–27) granted it to his queen, Isabella of France. Isabella was born in Paris and married Edward in 1308. Isabella and her son, the future Edward III, became unhappy with the influence a noble family, the Despensers, had on Edward II. They worked with a group of barons to **depose** the king.

An 1893 portrait of Philippa of Hainault by John Wycliffe. A public domain image by Lewis Sergeant.

Edward III (r.1327–77) then granted Peveril Castle to his wife, Philippa of Hainault. Philippa was born in what is modern-day Belgium. 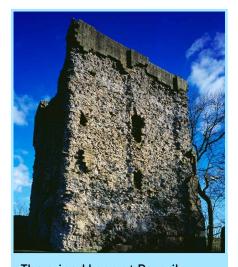She married Edward in 1326. She was liked and respected as queen, and her popularity and **astute** political advice strengthened Edward's leadership of the country, helping to ensure peace. Records show that both Isabella and Philippa made decisions about local land ownership.

John of Gaunt and the castle's decline (1372–74)

In 1372, Edward III gave Peveril Castle to his son, John of Gaunt, the Duke of Lancaster and the richest **nobleman** in England. John had at least 30 other castles to look after. He was already spending money on improving three of his major castles in the Midlands – Tutbury, Leicester and Kenilworth.

It was difficult to build any more buildings on the hill at Peveril Castle because of the sloping **bailey**. John quickly decided not to spend any more money on updating the castle. In 1374 he ordered lead from buildings at Peveril Castle to be stripped and sent to be used at Pontefract Castle in west Yorkshire.

The ruined keep at Peveril Castle. The finer ashlar masonry has been removed from most of the tower.

The decision not to update Peveril Castle made it very unlikely that it would ever have a royal or noble household stay in it again. This was the beginning of the castle's decline.

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The castle as a tourist destination

Eventually, John of Gaunt stopped using Peveril Castle, and managed the estate from his other homes. He continued to have **constables** looking after the castle. When John's son, Henry Bolingbroke, was crowned King Henry IV (r.1399–1413), Peveril Castle once again returned to the Crown. Local courts were still held in the **keep** to deliver sentences to criminals until 1600. At the same time, the bailey was now being used to graze animals.

Peveril Castle's dramatic position has turned it into a tourist attraction.

Queen Elizabeth I (r.1558–1603) ordered a full **survey** in 1561 to 'view the state of the castles and mansions in the **Duchy**'. This showed the castle had been left to fall into ruin. Peveril Castle was one of only two castles to be deemed beyond repair. A further survey in 1609 noted the castle was: 'very ruinous and serveth for noe use'. It is likely that the castle was slowly being dismantled, either by local people or by the lord, as the stone could be used for other buildings.

In the 18th century, the **picturesque** beauty of the castle's surroundings was captured by artists and poets. People began to visit the Peak to view the scenery. Peveril Castle had become a tourist destination and became even more popular when better roads and railways were built in the 19th century.

Since 1984, Peveril Castle has been cared for by English Heritage. Today, the castle stands in a protected National Park and is still a popular tourist attraction for its rugged beauty and dramatic position in the landscape.

A survey ordered by Queen Elizabeth I found that Peveril Castle was beyond repair.

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Glossary

Tricky terms and what they mean

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

astute – good in understanding and judgement

bailey – an enclosed area in a castle, usually built next to the motte

baron – a title given to a major landowner, who would also be known as a 'lord'. The title was normally inherited by the eldest son of a baron. William the Conqueror created barons in England to govern the land in his name.

Bronze Age – the period from around 2,500 BC to around 800 BC when weapons and tools were made of bronze

castellan – the governor of a castle

constable – the governor of a royal castle

the Crown – the monarchy or the ruling monarch

depose – to take away an important position from someone, such as being a ruler

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

Domesday Book

dower – property given to a woman (of any land-owning class), normally on her marriage. A widow whose husband had died normally kept some or all of her dower for the rest of her life.

Duchy – the land owned by a duke or duchess and its administration. Duke was a title given to the ruler of a large area within a kingdom.

estate – an area of land or property

excavation – the action of carefully removing earth at an archaeological site to try to find evidence of past lives, activities and structures in the ground

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Glossary continues →

exchequer – a twice-yearly meeting, formally called the Court of Exchequer, when the sheriffs of all the counties in England came to present their accounts to the king's government. The name later became attached to the building at Westminster where the courts were held and the records kept. The person who looks after the government's budget is still called the Chancellor of the Exchequer.

fell – a hill or high moorland, usually in northern England

forage – to search for food or supplies

free man – a person who held property in their own right. Most of them were villagers or townspeople, who held houses, small plots of land, workshops or mills. They were outnumbered in medieval society by bondmen, also known as serfs, who owned no property and had to work on their lord's land in payment for their home and land to grow food on.

governance – the action of controlling and managing an organisation, a region or a country

herringbone masonry – a pattern of stones in rows of parallel lines (one row slanting to the left, the next row slanting to the right), the pattern looking like the bones of a fish

An example of herringbone masonry at Peveril Castle.

hillfort – a fort built on a hill, often enclosed by a system of defensive banks and ditches

industry – making raw materials (like lead or silver) into products and manufacturing goods

keep – the strongest tower of a castle that is a final refuge during an attack

lordship – a piece of land belonging to a lord

Magna Carta – the document agreed to by King John in 1215, placing limits on his power. Most English barons and the Church felt that King John was abusing his power. By signing Magna Carta, he managed to calm the rebellion, but not for long. He didn't stick to the rules set out in Magna Carta, which made people angry and caused the First Barons' War.

manor – an area of land belonging to a lord, or other ruler, that contains his home (a castle or manor house) and lands rented to tenants

monopoly – one person or organisation having total ownership or control of something

nobleman – a man who belongs to the aristocracy

picturesque – (of a place or building) visually attractive, especially in a quaint or charming way

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Glossary continues →

Pipe Rolls – the official records of spending by the sheriffs and castle constables on the king's behalf, made at the Court of Exchequer. The Pipe Rolls were called this because they were written on long rolls of parchment, which looked like pipes when rolled up.

porter – the person responsible for the main entrance to the castle. They controlled who entered the gates.

Porter.

prehistory – the period of time before written records

revolt – when a group of people try to end the authority of a person or organisation by rebelling

routeway – a track or a road used as a route to somewhere

sheriff – an official who represented the king or queen in a particular county. His responsibilities included overseeing the local courts and arranging royal payments.

survey – checking a building in detail and assessing its condition

tenants – people who live on land or in property rented from a landlord

treasury – the secure place where the king kept a large stock of money and other valuables and property. The king normally carried a lot of his money and valuables around with him, as he moved from house to house.

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Key dates

Peveril Castle

→ **1086** – Domesday Book records the existence of Peveril Castle. William Peverel I manages the land around the castle for William the Conqueror.

→ **c.1100** – Henry I grants William Peverel I ownership of the land he has been managing. This creates a lordship of the Peak.

→ **1135** – During the civil war, William Peverel II supports King Stephen against Empress Matilda. He makes an enemy of Henry Plantagenet, who becomes King Henry II. Henry vows to take William's lands from him.

→ **1155** – Henry II takes Peveril Castle from William Peverel II. He turns land around the castle into a royal hunting ground called the Forest of the Peak.

→ **1157** – Henry II entertains King Malcolm V of Scotland at Peveril Castle. Over the next 20 years he also spends a lot of money on fortifying the castle's defences.

→ **1196** – Castleton appears in records for the first time.

→ **1216** – King John gives Peveril Castle to William Ferrers, Earl of Derby.

→ **1372** – The lordship of the Peak and Peveril Castle are given to Edward III's son, John of Gaunt. He takes lead and other materials from Peveril Castle to repair his other castles.

→ **1561** – Elizabeth I orders a survey of Peveril Castle which shows it is beyond repair. Despite this, it is still being used as a local law court.

→ **1951** – The Peak District National Park is created. This means Peveril Castle now stands in a protected landscape.

→ **1984** – Peveril Castle is taken into the care of English Heritage.

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Self-led activity

Discovering Domesday

Recommended for

History

Learning objectives

- Understand William Peverel's role as a major Norman landowner in the Peak District, using Domesday Book as primary source material.
- Investigate how the spellings of place names have changed over time.

Time to complete

30 minutes

Domesday Book (1086) was a record of who owned the land in England and what it was worth.

Summary

Students can explore the extent of land that William Peverel owned in the Peak District, by investigating the lands listed in Domesday Book under his name.

William Peverel's lands

William Peverel was one of William the Conqueror's loyal supporters. After he became king, William I (r.1066-87) rewarded William Peverel for his service during the Norman Conquest by granting him large areas of land. In Domesday Book, William Peverel is listed as owning or overseeing 162 manors, many in Derbyshire and Nottinghamshire. William Peverel built castles to demonstrate his authority as the ruling Norman feudal lord. He built Peveril Castle as a symbol of his power in the Peak District.

Give students a list of William Peverel's land holdings as they are listed in the Domesday Book (see table on page 18). They should try to find out which modern places the 11th-century place names refer to. Many are similar, but some will require careful thinking about how the spelling or pronunciation may have changed.

More learning ideas

Older students can use online access to Domesday Book through The National Archives to investigate how modern place names were spelt in the 11th-century. Search for Domesday Book on The National Archives website. Students can enter the modern name into the search option, select the record and look for 'Domesday Place Name'. They could then plot a map to create a plan of William Peverel's land holdings in 1086.

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Discovering Domesday

The list below has the answers to the student activity.

Top tip for students: Try saying the Domesday place name and the modern place name straight after each other to help work out the matches.

Domesday place name	Modern place name
Habenai	Abney
Estune	Aston
Bradewelle	Bradwell
Chetesuorde	Chatsworth
Aidele	Edale
Hochelai	[Great and Little] Hucklow
Heselebec	Hazelbadge
Hope	Hope
Litun	Litton Nether
Watrefeld	Water Farm
Peschers	Peak Cavern
Scetune	Shatton
Tideswelle	Tideswell

To simplify this activity, you could print and cut out the name cards on the following page and ask students to match them.

This activity could lead into studies about how place names give clues about where people from different countries settled in England. Students can investigate how most place names in England in the 11th century were in English, but with large numbers of Danish names in the East Midlands and North-East, and of Celtic-based names in the South-West and towards Wales. Most place names in Derbyshire are English in origin – the suffixes '-ton', '-ham', '-ley', and '-worth' are all indicators of an English name. The significant exception is 'Derby' itself, as '-by' is the commonest suffix in place names of Danish origin, found all over Yorkshire and Lincolnshire, where most Danish people settled in the 9th century (Whitby, Grimsby, Selby, Thornaby).

Peveril Castle

Discovering Domesday

Cut out the Domesday Book names below and match them to the modern place names at the bottom.

Tideswelle	Bradewell	Chetesuorde
Habenai	Heselebec	Scetune
Aidele	Hope	Litun
Estune	Hochelai	Watrefeld

Top tip: Try saying the names out loud. Sometimes the sounds are the same even though the spellings are different.

Water Farm	
Bradwell	
Abney	
Edale	
Litton Nether	
[Great and Little] Hucklow	

Shatton	
Tideswell	
Chatsworth	
Aston	
Hazelbadge	
Hope	

Self-led activity

Why build here?

Recommended for
Geography, History

Learning objectives
- Explore the geographical features of the local area.
- Consider why Peveril Castle was built in this location.

Time to complete
20–30 minutes

Use the larger map on page 72 to do this activity.

Summary
William Peverel chose where to build Peveril Castle. In this activity, students look for geographical features to support his choice of site. They consider whether the site is a good choice.

Looking at the map

Use Source 1 (map) on page 72, Source 2 (aerial photo) on page 73 and Source 3 (illustration) on page 74 to consider why Peveril Castle was built in its location. Students can work in pairs or small groups on this task. You may want to print out copies of the sources for each group.

First, ask students to locate Peveril Castle on the map. Then ask them to look at the geographical features on the map and in the photograph and illustration.

Students can work through the following questions to consider these features:

- What is the terrain like? Are there any natural features that would help with defence?
- Is there a nearby water supply?
- Where might you be able to get wood to build a fire on which you could heat water and food?

Students can give their reasons why they think this is a good site for a castle (or not). They could refer to the compass, scale and place names when giving their answers.

Ask students to also consider which materials are needed to build a castle. They can then use the map to look for sources of these materials in the local area.

More learning ideas
Use an online map website to look at the local area today. Ask students to look for materials or resources that might have been useful when building a castle. Looking at the map, students could propose their own site for the castle.

Why build here?

Finding the castle on the map

Peveril Castle sits just below the centre of the map, to the left-hand side.

Features that would help with building the castle

Wood

There are clusters of trees in the local area. Students may realise that a lot of wood was needed to build a castle – not only for roofs but for constructing the scaffolding needed to build high structures. We know that the castle sat within the Forest of the Peak. Whilst this also included open fell, it is likely that there were more wooded areas at the time the castle was built. Wood could also be transported from further away, via a river or on large carts. You could look at a modern map of the wider local area to see if you can find any other, larger areas of woodland.

Water

The castle is next to Peakshole Water, a tributary of the River Noe. Water was essential for brewing and cooking, so that the castle's occupants had food and drink.

Stone

The castle is built on a limestone ridge. There is current evidence of quarrying for rock in nearby Bradwell, which can be seen on modern online maps.

The ground

The contour lines on the map show that there are hills and steep inclines near the site of the castle. On one side is Peak Cavern, on another side is Cave Dale. The closer the contour lines are together, the steeper the land.

Farmland

This would have provided food, in the form of both animals and vegetables.

There were also lead mines in the local area which provided roofing materials.

Medieval materials

Match the materials that Peveril Castle is made from.

1 Draw lines from the name of the material to the part(s) of the castle made from that material. One is done already as an example.

window | roof | bridge | door | portcullis
wall | tower

Materials

| stone | wood | metal |
| glass | fabric | ceramic (clay) |

2 **Challenge:** Write the properties of the material underneath each one.

Properties

hard	rough	smooth	transparent
flexible	soft	shiny	opaque
strong	rigid	dull	waterproof

How to build a castle

Recommended for
Design Technology, History

Learning objectives
- Investigate some of the tools used to build a medieval castle.
- Understand some of the challenges in building a castle.
- Evaluate sources.

Time to complete
15–20 minutes

An illustration of a medieval tower being built.

Summary
It took several years to build Peveril Castle using medieval tools and techniques. In this activity, students will use sources to find out about the type of tools and techniques that were used. They will also consider the accuracy of the sources.

Using sources

Use Source 5 (page 77) and Source 6 (page 78) for this activity. Source 5 is an illustration from the Maciejowski Bible, created in Paris, France in the 1240s. Source 6 shows parts of the Bayeux Tapestry, created between 1067 and 1069. Both sources show some of the tools and techniques used to make medieval castles.

Ask students to look carefully at the sources. They should consider:

- What is happening in them?
- Whether they can identify any of the tools used?
- If there are any similarities with tools that are used today?

Ask students to think about what they know about building materials. They can hypothesise which tools were used to build different parts of the castle.

Finally, ask students to consider the sources. They should think about their usefulness in telling us about medieval building techniques and whether their accuracy could be checked.

More learning ideas
Ask students to research medieval building tools online. Identify any tools that we still use today. Research Guédelon Castle in France – a new castle being constructed solely using medieval design, materials and techniques.

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How to build a castle

Things to note from the sources:

Students should consider whether they think two sources are enough to make an informed conclusion about building techniques. They could consider where else they might look for information about medieval building techniques, to help them support their conclusions.

The ladders in both sources look like they are in the wrong place. Medieval drawings often lack depth or perspective. Students might use this as a measure of the accuracy of the drawings.

There are things the sources don't tell us. For example, there is evidence that there were female builders in the medieval period but there are none depicted in these sources.

Students could contrast modern and medieval building sites. They could compare the type of tools used and the Health and Safety measures in place.

Main jobs on a medieval building site:

The words in bold correspond to the building tool illustrations in the student activity.

Stone-layer – constructed walls and other features made from stone. Stone-layers used a **trowel** to add **mortar** between stones to hold them in place, a **plumbline** to check vertical alignment of walls, a level to check horizontal alignment and various carriers for the mortar. In Source 5 there is a stone-layer at the top of the tower.

Stonemason – created blocks and sculptural parts of the building from stone. They used hammers, picks and axes to carve rough or large pieces of rock, and a hammer or **mallet** and **chisel** for precise shaping and carving. In Source 5 there is a stonemason using a chisel and mallet to carve a piece of stone.

There were two types of masonry used to build Peveril Castle: rubble masonry – the roughly dressed stone used to build the curtain walls, and ashlar masonry – precisely cut stone that fits together very neatly. The keep at Peveril was built of rubble masonry but faced with ashlar masonry. Some of the finely cut ashlar masonry remains, but much has been stolen, leaving the rough rubble masonry revealed.

Carpenter – created parts of the castle from wood. They used axes and **saws** to cut the wood, and planes to smooth and shape it. Chisels were used to make joints, so that pieces could be fitted together to make frames for buildings, floors and roofs. They also raised the scaffolding. In Source 6, there are people cutting trees with axes. In Source 5, there is a carpenter using a chisel to cut into an angled piece of wood.

General labourer – dug foundations and ensured materials were delivered to the right parts of the site. In Source 5, there are labourers carrying bricks and mortar up a ladder, and one labourer in a **treadwheel** raising a basket of stone to the top of the tower. In Source 6, there is someone on a ladder placing a weathervane at the top of a building, and a number of workers digging with spades and picks. A couple of them seem to have got distracted and are using the spades as weapons!

Peveril Castle

Building tools

Discuss which tools you think were used to build the castle.
Identify who used them and which parts of the castle they were used to build.

scaffolding

treadwheel

wheelbarrow

Challenge:

Peveril Castle does not have a well to get water from. People at the castle would have needed water every day for washing, cooking and brewing ale. Think about how water may have been brought into Peveril Castle. Design a system to bring the water in, using medieval materials and tools.

saw

hammer and chisel

plumbline

trowel and mortar

English Heritage

Self-led activity

KS2 KS3

KS2 KS3

Medieval mapping

Recommended for
Geography, History

Learning objectives
- Identify some geographical features of the medieval town of Castleton.
- Understand what a medieval new town was and how it was planned.

Time to complete
Approx. 20 minutes

A map showing the area surrounding Peveril Castle around the year 1200.

Summary
The settlement of Castleton was a medieval 'new town' – a planned development which was established between 1100 and 1200 (after Peveril Castle was built). In this activity, students will use a simple map of the area at the time to discover some of the features of a medieval town.

Using the map

You may choose to do this as a whole class activity on a digital whiteboard, using the student activity sheet.

Ensure that students understand that this map is an illustration of what the area around Peveril Castle looked like around the year 1200, not a map showing the area now.

Explain that Castleton was a planned settlement, established as a result of the castle being built. To start, students could first locate Peveril Castle, which is labelled on the map. Students could think about what might need to be considered or included when building a new town. Then they could locate where the town is on the map.

Students could then find the medieval town features listed on the student activity sheet. There is a path which links the castle to the settlement of Castleton, so you could also ask them to find something on the map which shows the link between the castle and the town.

Students might consider which additional features they would expect to see if this was a modern map. They could compile a list of features and rank them in order of most to least important.

There is further information about the features of the medieval town in the Teachers' notes for this activity, including a map with the features labelled.

More learning ideas
During your visit to Peveril Castle, complete the 'Mapping the landscape' activity. This will extend students' learning by allowing them to see how the map includes features that can still be seen in the landscape today.
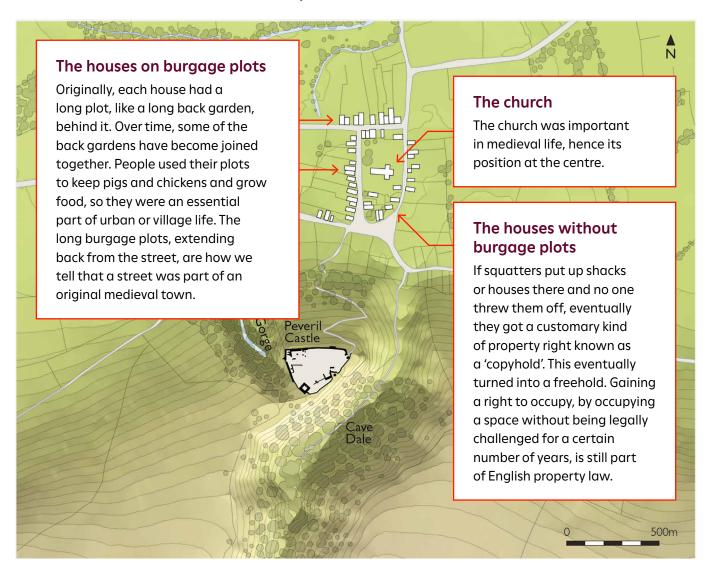
Use the post-visit activity for students to plan their own medieval town.

Teachers' notes

Medieval mapping

The medieval town features on the map

The houses on burgage plots

Originally, each house had a long plot, like a long back garden, behind it. Over time, some of the back gardens have become joined together. People used their plots to keep pigs and chickens and grow food, so they were an essential part of urban or village life. The long burgage plots, extending back from the street, are how we tell that a street was part of an original medieval town.

The church

The church was important in medieval life, hence its position at the centre.

The houses without burgage plots

If squatters put up shacks or houses there and no one threw them off, eventually they got a customary kind of property right known as a 'copyhold'. This eventually turned into a freehold. Gaining a right to occupy, by occupying a space without being legally challenged for a certain number of years, is still part of English property law.

Other features that town planners may have considered:

The landscape – whether there was a flat area to build. Students may look at the contour lines on the map to provide evidence of this.

Access to water – there is a tributary of the River Noe, Peakshole Water, nearby.

Access to building materials – there is evidence of woodland and limestone (the lighter coloured area on the map).

Peveril Castle

Medieval mapping

Castleton was a medieval planned town or 'new town'. Planned towns were based on a grid, often with a church at the centre. The map below shows how the settlement looked during the 1200s.

Find the following features of the planned town on the map:

☑ The church, with its churchyard and (probably) a green.
Clue: Look for the building in the shape of a cross.

☑ The houses on three sides of the church (north, east and west), with long, enclosed pieces of land behind them. These are called burgage plots.
Clue: use the north pointer to help you.

☑ The houses on small plots to the south of the church.
Clue: use the north pointer to help you.

Challenge: Think of some other features medieval town planners may have considered when deciding where to put a town.

Self-led activity

Castle Careers Fair

Recommended for

History

Learning objectives

- Understand some of the jobs done by people in a medieval castle.
- Investigate the hierarchy of medieval jobs.

Time to complete

15–20 minutes

A medieval gong scourer. Their job was to clear the waste from the latrines (toilets).

Summary

A medieval castle was a very busy place when the lord was in residence.

This activity helps students discover some of the jobs done by the people living at Peveril Castle.

Medieval careers

There are 10 job cards. Split your class into small groups and give each group one of the job cards. Ask them to read the information on the card and look at the illustration of the person doing the job.

You can either rotate the cards around all the groups, so that everyone looks at all the jobs, or ask each group to feed back the main information about that one job, as if they were running a stand at a Careers Fair.

After this, ask the class to vote on which job they would like to do and to give their reasons.

Explain that there was a strict hierarchy within the castle. You could ask the students to get themselves into the order in which they think their jobs came in the hierarchy.

More learning ideas

Look at the site plan on page 5 and decide where you think the different jobs were most likely to be based at the castle.

You could do this activity when you visit Peveril Castle. If you decide to do this, there is a set of job cards which can be collected from the Visitor Centre.
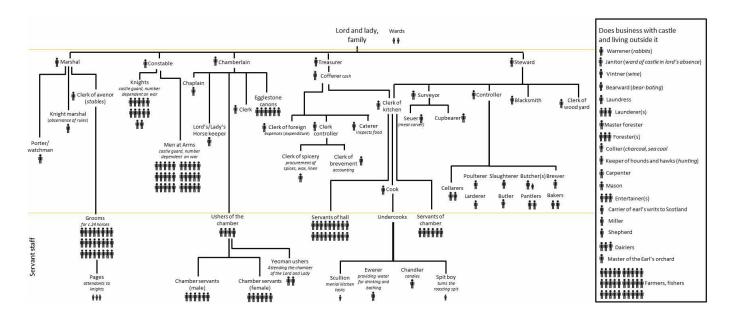
Teachers' notes

Castle Careers Fair

The hierarchy of medieval jobs in a castle

The diagram below shows the staffing of a large medieval castle (Richmond Castle). Each castle was slightly different in the way its staffing was organised, depending on the wealth of the owner.

Based on the above hierarchy, the order in which the jobs from the job cards should be is:

Lady Peverel – at the head of the castle, alongside the lord.

Steward – in charge of all the domestic staff in the castle.

Chaplain – religion was very important, so this was a high-status role.

Cook – a role which oversees a large number of staff.

Porter – a role with a large amount of responsibility for castle security.

Butler – drinks were important, but this role did not have as much responsibility as the cook.

Falconer's assistant – an important role for hunting but supervised by higher status staff.

Laundress – often this person lived outside the castle but went there to work.

Minstrel – not every castle would employ entertainers: sometimes they travelled around, visiting castles and asking for work.

Gong scourer – the lowest status position, but still an important job.

English Heritage

Castle Careers Fair

Gong scourer

Job description:

- Clear out the toilet pit, removing the waste so there is room for more.

- Take the waste in a basket or wheelbarrow to a suitable place – you might bury it or take it to a tanner (they can use it in the leather-making process).

- Work in a confined space.

Skills needed:

- Strength.

- An ability to withstand strong smells.

- Vigilance – look out for attackers who may be using the latrines as an entry point.

Supervised by: Steward

Wage: £ – but you did get to keep anything that had fallen into the pit.

Cook

Castle Careers Fair

Cook

Job description:

Feed 2 meals a day to up to 200 people.

Skills needed:

- Knowledge of ingredients and recipes.
- Good time management.
- Able to shout instructions loudly.

Supervise the following people:

- Larderer (cuts up and manages meat supplies).
- Pantler (gets bread from the baker, from fine white wheat loaves for the lady's table to rough loaves made from barley, oats for servants; also manages tablecloths and cutlery).
- Scullions (carry out basic food preparation tasks).
- Spit-boy/girl – turns the meat on a spit placed over a fire to ensure it is cooked evenly.
- Ewerer – provides water for drinking and hand-washing.

Supervised by: Steward

Wage: ££

English Heritage

Castle Careers Fair

Steward

Job description:

- Make sure everyone else in the castle is doing their job!

- Manage the lord's estates. Collect dues (rental payments), which might be in money, crops, food or animals and store them in the lord's farms and barns. Sell or distribute them as needed.

- You may be asked to oversee the local court which takes place on the estates.

- Occasionally represent your lord further afield, such as at the royal court.

Skills needed:

- Excellent counting skills.

- Trustworthy.

Supervise the following people:

All the other staff members in the castle.

Supervised by: The owners of the castle (lord or lady).

Wage: £££ – more often than not you had your own property already and may have been given more within or near the castle.

Castle Careers Fair

Minstrel

Job description:

- Keep the lord and lady of the castle and their guests entertained.

Skills needed:

- Ability to play an instrument – this may be the lute (like a guitar), recorder, shawm (like an oboe), vielle (violin) or percussion instruments (drums and bells) – sing well, perform poems and plays.

- Sometimes be quick-witted and able to make people laugh (jester).

Supervised by: Steward or knight marshal (responsible for good behaviour).

Wage: £–££

English Heritage

English Heritage

Castle Careers Fair

Falconer's assistant

Job description:

- Look after the hunting birds belonging to the lord of the castle.

- Ensure the birds are fed the correct diet.

- Help train the birds to respond to commands.

- Make sure you have the correct equipment – hoods for the bird to prevent distraction, jesses (straps attached to the bird to hold onto), lures to use for training, thick leather gloves to protect your hand from sharp bird talons.

Skills needed:

- Patience and calmness.

- Ability to develop a bond with the bird you're training.

- Knowledge of bird training techniques.

- Organisation skills – you will need to make sure you have the correct equipment at all times.

Supervised by: Falconer

Wage: ££

English
Heritage

Castle Careers Fair

Porter/Janitor

Job description:

- Control who comes in and out of the castle at the castle gate(s).
- Operate the portcullis and drawbridge.
- Inspect incoming goods.
- Escort visitors inside the castle.
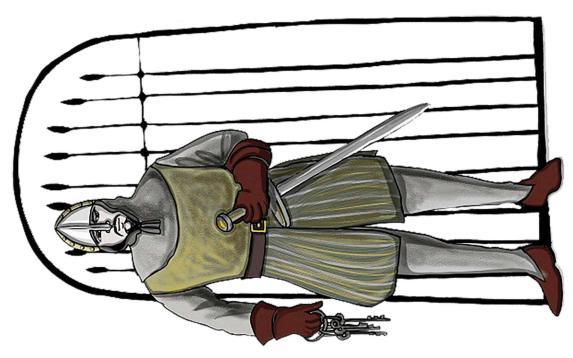- Raise the alarm in case of a threat.

Skills needed:

- Vigilance – to ensure nothing gets past you.
- Confidence and bravery – to challenge unauthorised visitors.
- Strength – to lift the portcullis and drawbridge.

Supervised by: Constable

Wage: £

English Heritage

Castle Careers Fair

Lady of the Manor (Lady Peverel)

Job description:

· In charge of daily management of the castle and making sure supplies are kept well stocked.

Skills needed:

· Budget management.

· Organisational skills.

· Knowledge of the roles of everyone in the castle.

· Teaching skills, to educate young pages (age 7–14).

Supervise the following people:

· Steward.

· Ladies-in-waiting – female servants who attend to the needs of noblewomen, including the lord's wife and daughters. They are responsible for dressing their mistresses, arranging their hair, and accompanying them to social events.

Wage: £££ – income from the lands you own.

Castle Careers Fair

Butler

Job description:

- Provide drinks for everyone in the castle.

- Oversee the buttery (where the wine and ale is kept, as well as honey to add to drinks) and keep a good stock of wines.

- Serve wine and ale during meals. All people, whether rich or poor, drank ale. It was much less alcoholic than ale today.
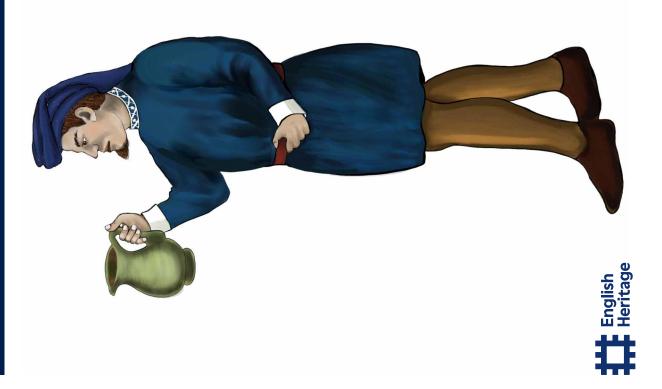
Skills needed:

- Knowledge of where to source different drinks and their ingredients.

- Resource management to ensure you have enough drinks in stock.

- Hospitality skills to serve drinks.

Supervise the following people:

Brewer – makes and stores the beer and ale. Most medieval households and communities had to make beer, as they often had no means of filtering and testing their water and did not know if it was safe to drink. The process of brewing kills microscopic organisms in it. Weak beer, known as 'small ale', was made for daily use for both adults and children.

Wage: ££

English Heritage

English Heritage

Castle Careers Fair

Chaplain

Job description:

- Deliver daily religious services for the lord and his family.

- Ensure business and personal letters for the castle's lord are written and sent.

- Educate the noble children of the castle.
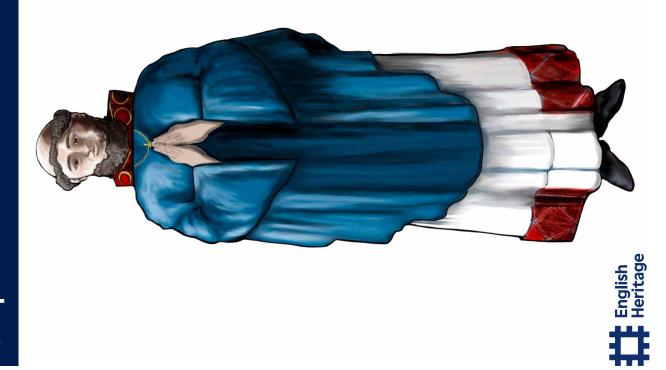
Skills needed:

- Teaching skills.

- A good level of spoken and written English, Latin and French.

- Ability to travel frequently with your lord.

Supervise the following people:

- Clerks – they draft letters, organise paperwork and help to greet visitors.

- Almoner – gives out daily alms to the poor, particularly dinner leftovers and any unwanted clothes.

Wage: ££

English Heritage

Castle Careers Fair

Laundress

Job description:

- Ensure that all clothes, sheets, towels and tablecloths are clean.

- You may sometimes be asked to wash Lady Peverel's hair.

Skills needed:

- Strength – able to lift and carry large buckets of water to the trough used for washing.

- Good knowledge of stain removal methods, such as using egg yolk (for dirt), ashes (for sweat) and clay (for wagon grease).

Supervise the following people:

- Launderers – they help to wash the clothes.

Wage: £

At the castle

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

English Heritage

Top things to see

Find these places and **complete** each challenge. Teachers can guide their groups, reading the information before students complete the challenges. Or, students may like to lead their own learning in small groups with support.

Can't find your way?
Use the map to help.

N
S

1 Castle model

This model shows Peveril Castle as it looked around the year 1300. Look for these defensive features: gates, towers, crenellations, small windows, curtain wall, natural defences. Are there any more?

Where is it?
Outside the Visitor Centre

Did you find it?

A model of Peveril Castle as it looked around the year 1300.

Did you know? ?

Henry II added significant defences to Peveril Castle. He used the castle as a base to monitor whether local barons were overstepping their authority.

Challenge time!

Imagine you are an attacking army – decide your best option for getting into the castle.

Hint – if you have to climb up it gives the defenders more time to stop you.

English Heritage

2 East gate

This was the back entrance to the castle from the town. It was only used by pedestrians as the hill was too steep for wheeled vehicles. It was probably built by either King Henry II or King John.

Where is it?
At the top of the path to the castle

Did you find it?

Did you know? ?

When the gate was built, it was more than 7 metres wide.

Challenge time!

Step into the inner bailey then try to measure out 7 metres to see how wide the gate was. **Hint** – a large step is around 1 metre.

The remains of the east gate, the entrance used by people entering the castle from the town.

3 View of Castleton

The far-reaching views were not just nice to have; they were also good for defence. Attackers would be seen from far away, giving the occupants time to prepare their defence.

Where is it?
North curtain wall

Did you find it?

The view from the north curtain wall of Peveril Castle.

Did you know? ?

Castleton was a medieval 'new town'. Its streets were laid out in a planned grid surrounded by a bank and ditch. You can still see some of the bank.

Challenge time!

Find Mam Tor in the distance – this was the site of the earliest settlement in the area, an Iron Age hillfort. **Hint** – Mam Tor is a hill that looks as if it has had rock carved out of it.

English Heritage

4 Keep

In times of peace, the keep was a largely ceremonial space. The large room on the first floor is where local law courts were held and where the lord carried out business. The basement was largely used for storage. During war or a siege, the keep played a more defensive role.

Where is it?
Inner bailey

Did you find it?

The keep was used by the owners of the castle for carrying out business and storage.

Did you know? ?

At less than 12 metres square, this keep is smaller than those Henry II built at other castles.

Challenge time!

It's likely that £184 was spent on building the keep. At this time, there were 240 pence in a pound. How much did the keep cost in pence?

Hint – use partitioning to help you calculate.

5 West gate

There was originally a stone gateway here, which led to a bridge over the gorge. There is no surviving evidence of the west gate. You may be able to see some of the masonry that held the bridge in place, although it is sometimes covered in plants.

Where is it?
West curtain wall

Did you find it?

The west gate was in this area. A bridge led from the west gate to an outer bailey on the other side of the gorge.

Did you know? ?

This was the main entrance to the castle. Across the bridge was a smaller, outer bailey which may have contained buildings.

Challenge time!

Imagine approaching Peveril Castle across the bridge to the west gate. Think of three words for how you might feel.

Hint – the keep would tower above you and there would be guards at the gate.

English Heritage

6 Herringbone masonry

This is a common early Norman type of masonry, so any walls with this pattern were likely constructed by William Peverel or his son. Herringbone is a pattern of bricks in rows of parallel lines (one row slanting to the left, the next row slanting to the right).

Where is it?
West curtain wall

Did you find it?

Herringbone masonry was common in castles built by the Normans.

Did you know? ?

The pattern is called herringbone because it looks like the bones of a fish.

Challenge time!

Look around the castle to see what other patterns you can find.

Hint – there are patterns in some of the other brickwork.

7 West range

These rooms along the west curtain wall were the private apartments of the castle's owners. The levelled platforms are where different rooms once stood. It must have taken a long time to construct the platforms using medieval tools.

Where is it?
West curtain wall

Did you find it?

The west range buildings once stood on these levelled earth platforms.

Did you know? ?

Medieval workers created the platforms to provide a stable base for building on.

Challenge time!

Estimate the height of each platform.

Hint – use something (or someone) you know the height of to help you.

English Heritage

8 Garderobe/latrine

Having an indoor garderobe (toilet) was a sign of wealth and status. This one emptied directly into the gorge below.

Where is it?
West range

Did you find it?

The latrine (toilet) emptied straight out into the gorge below.

Did you know? ?

There may have been a recess in the garderobe for holding moss – an early form of toilet roll!

Challenge time!

Walk around the outside of the castle from the village (towards Peak Cavern) to see if you can find where the latrine empties out.

Hint – look up as you spot the keep.

9 New hall and kitchen

In a letter of 1251, Henry III mentions the 'old hall' at Peveril Castle, which means this new hall was probably built by this time. The kitchen was next to the hall, to ensure that food was hot when it was served.

Where is it?
North curtain wall

Did you find it?

The fireplace in the new hall.

Did you know? ?

This is where the resident servants ate their meals.

Challenge time!

Find the end of the hall where the most important guests sat.

Hint – a good host keeps their important guests warm.

English Heritage
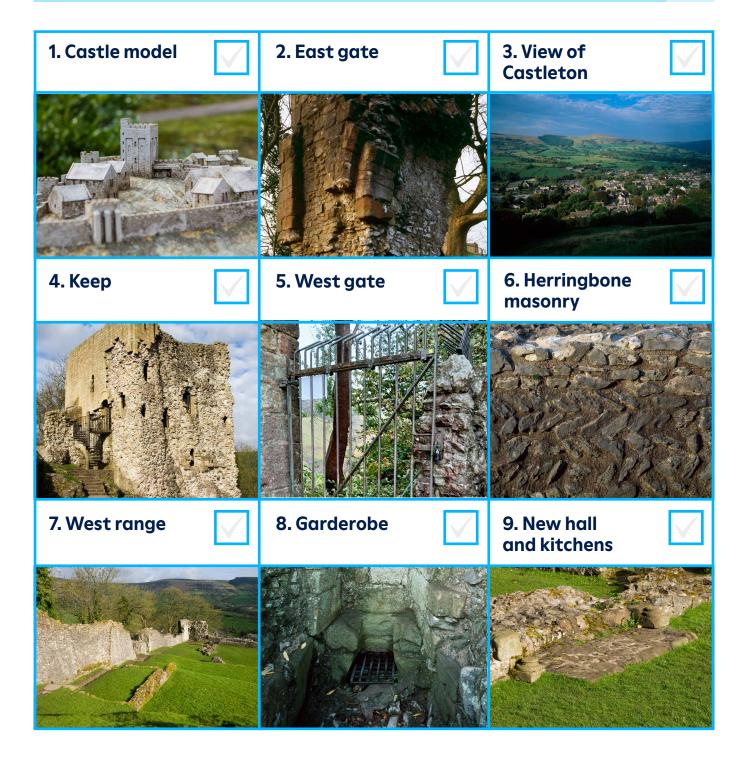
Explore Peveril Castle

Top things to see

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

1. Castle model ☑	**2. East gate** ☑	**3. View of Castleton** ☑
4. Keep ☑	**5. West gate** ☑	**6. Herringbone masonry** ☑
7. West range ☑	**8. Garderobe** ☑	**9. New hall and kitchens** ☑

English Heritage

Peveril Castle

Top things to see map

Key

1	Castle model	**4**	Keep	**7**	Herringbone masonry
2	East gate	**5**	West gate	**8**	Garderobe
3	View of Castleton	**6**	West range	**9**	New hall and kitchen

English Heritage

Self-led activity

Castle careers trail

Recommended for
History

Learning objectives
- Know some of the job roles in a medieval castle.
- Identify the parts of the castle where some medieval jobs were carried out.

Time to complete
Up to 60 minutes

The steward had one of the key roles in a medieval castle and was responsible for ensuring other members of castle staff did their jobs.

Summary
Peveril Castle employed a large number of staff in various job roles. This activity is linked to the pre-visit Castle Careers Fair activity, although students don't need to have done this activity in advance. Through investigating where different jobs would have been carried out in the castle, students will gain an overview of how the castle functioned as a workplace.

Exploring a medieval workplace
You will need a set of Careers Cards – these can be collected from the Visitor Centre.

1. Put students into small groups and give each group a Castle Careers card. There are 10 cards, each showing a different job at the castle.

2. Ask each group to read their card.

3. The groups could present their information to the whole group at this point, or you can reveal each job when you reach the correct area of the castle.

4. Tour the castle, using the map on page 50 to ensure you visit each of the 10 job areas.

5. At each area, ask students whether they think their person might have worked there. Reveal the answers on page 51. The keep has two jobs based there and the porter has two areas.

Please return the Careers Cards to the Visitor Centre when you have completed the activity.

For a simpler version of this activity, (or if students have already identified places people worked in the castle as a pre-visit activity) students can use the trail map on page 52 to tour the different areas of the castle.

More learning ideas
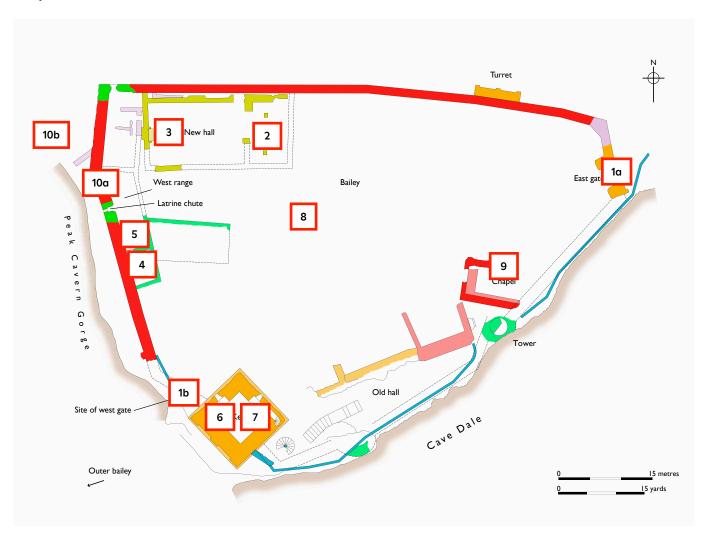'Freeze frame' the jobs being carried out in the 10 areas. Take pictures. Use these to create a Careers Map of the castle at school.

Castle careers trail

Map

Turret

N

10b

3 New hall

2

West range

Latrine chute

Bailey

East gate

1a

10a

8

5

9

4

Chapel

Tower

Old hall

1b

Site of west gate

6 7

Cave Dale

Peak Cavern Gorge

Outer bailey

| 0 | 15 metres |
| 0 | 15 yards |

The answers are:

1a / 1b East gate and west gate
Porter

The porter worked at both these gates, checking who was coming and going, locking and unlocking the heavy wooden doors. The west gate was the main entrance during the castle's occupation and a bridge provided access to it from across the gorge.

2 Kitchen
Cook

The cook prepared meals for the occupants of the castle. The kitchen was a hot and busy place, full of workers. It was near the hall to ensure food was served hot. There is no archaeological evidence left of the ovens or fireplaces used to cook food.

3 Hall
Minstrel

The hall was the heart of the castle's social space. The castle's owners hosted important guests here. The minstrel's job was to entertain them. For feasts, the hall was full of tables and benches. The fireplace provided warmth and the most important people sat at this end.

4 West range
Lady Peverel

The castle owner's private apartments were here. Their position near the 'high end' of the hall meant they could easily access their apartments after dinner. Lady Peverel spent her leisure time here, perhaps reading and sewing or planning charitable work.

5 Latrine (toilet)
Gong scourer

The location of this latrine indicates that it was for the use of the owner's family. There is another latrine in the keep. Other residents used chamber pots. All human waste was emptied into the gorge below. A gong scourer cleared the waste regularly.

6 Keep (first floor)
Steward

This tower contained a chamber on the first floor, which was possibly used by the castle's owners for conducting business, or by the steward in the owners' absence. Local courts were held in this building until around 1600.

7 Keep (basement)
Butler

This was a storage area and some of the drinks for the castle were possibly stored here. Ale and beer did not keep for long, so there may have been a brewery at the castle, or it could have been delivered from Castleton regularly.

8 Bailey
Falconer's assistant

Falcons were expensive to buy and were kept in a building called a mews. Archaeological evidence does not prove the mews' location, but it is likely that it would have been somewhere in the inner bailey. Falcons were used for hunting in the Forest of the Peak.

9 Chapel
Chaplain

The chapel was used daily by the chaplain to conduct religious services for the castle's occupants. A document from 1246 noted that the contents of the chapel were a silver chalice, a set of vestments (robes), books and other ornaments.
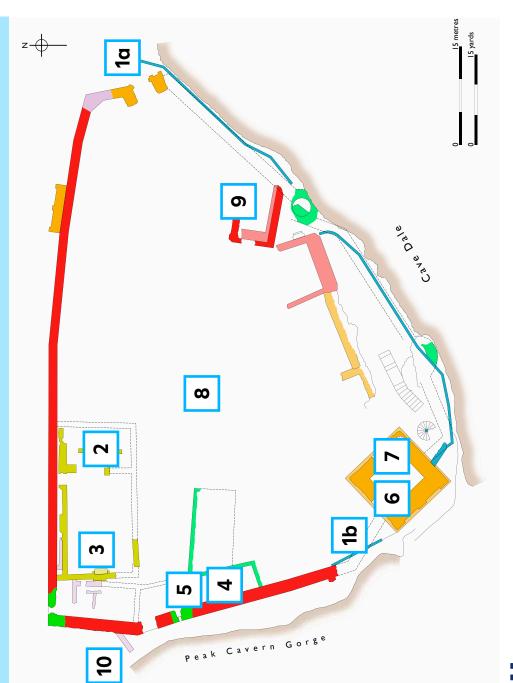
10a / 10b River. Seen from gate on west wall
Laundress

There is no source of water within the inner bailey of the castle, such as a well. There may have been a well in the outer bailey across the gorge, but it is more likely that the laundress would have used the local river to wash items.

Castle careers trail

Using the map, find the places at Peveril Castle where some medieval jobs were carried out. Tick them off as you find them.

Peak Cavern Gorge

Cave Dale

0 — 15 metres
0 — 15 yards

English Heritage

Areas and jobs

1a East gate **porter**

1b West gate **porter**

2 Kitchen **cook**

3 Hall **minstrel**

4 West range **Lady Peverel**

5 Latrine **gong scourer**

6 Keep (first floor) **Steward**

7 Keep (basement) **butler**

8 Bailey **falconer's assistant**

9 Chapel **chaplain**

10a River – (you can see this from the gap in the wall in the west range)

10b **laundress**

Peveril Castle

Castle careers trail

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

1a Porter	1b Porter	2 Cook	3 Minstrel	4 Lady Peverel	5 Gong scourer
East gate	West gate	Kitchen	Hall	West range	Latrine (toilet)

6 Steward	7 Butler	8 Falconer's assistant	9 Chaplain	10a Laundress	10b Laundress
Keep (first floor)	Keep (basement)	Bailey	Chapel	Look through the gate	River

Self-led activity

KS2 KS3

Discover defence

Recommended for

History

Learning objectives

- Identify Peveril Castle's defensive features.
- Understand how castle structures and defensive features were designed to combat medieval siege weaponry.

Time to complete

15–30 minutes

A model of Peveril Castle in 1300.

Summary

Peveril Castle's position was chosen for defence. Students will be given the role of either attacker or defender of the castle and will need to plan their strategy.

Defence features

Before you get to the main site, stop and look at the castle model outside the Visitor Centre. Students can consider the landscape features that contribute to Peveril Castle's defensive position. Split into two groups: attackers and defenders. The students should explore the site, looking for and examining the remains of key defensive features.

Features you might like to focus on:

- curtain wall
- east gate
- west gate (bridge over the gorge)
- keep (including windows, high doorway which would have had a wooden staircase and the lookout platform on the roof)
- turret
- thick walls.

The students could label each defensive feature on the site plan, illustrating or making notes about how they would either reinforce or try to overcome them. If they are the attacking group, they will need to think about how they would break through the defences. If they are the defending group, they should think about how to maintain their hold. Use the Attackers vs. Defenders table on page 55 to help students plan their strategies.

Pre-visit learning ideas

Before the visit, investigate medieval siege weapons, such as siege towers, battering rams, mangonels and trebuchets. Alternatively, you could focus on simpler tactics, such as cavalry, foot soldiers and archers. It would also be helpful to look at generic medieval castle features, so the students have an idea of what to identify when they explore the castle.

Peveril Castle
Discover defence

Attackers	Defenders
Peveril Castle was high up away from food supplies and a water source. The keep did not have a well. If the attackers managed to force the castle garrison to retreat to the keep, they would have no water supply. This would have helped force them to surrender if they were put under siege.	Peveril Castle is in a position that is very difficult to access. The ways into the castle were up the hill to the east gate, where attackers would easily be seen by the watchmen in the turret, or by crossing the bridge over the gorge. If the defenders burnt the bridge in time, they would have been safe.

Trebuchet – could throw projectiles high, with a range of 40m.

Mangonel – could hurl 25kg projectiles for 200m but needed to be on level ground.

Siege tower – a platform was lowered onto the castle wall from the top of the tower to allow soldiers to access the wall-walk.

Mining equipment – miners dug beneath the castle walls and propped up the channels with wooden supports – then set fire to the supports so that the tunnel and earth foundation beneath the castle wall would collapse.

Battering ram – a large wooden log, hauled by chains to break down castle doors.

Bows and arrows; axes; swords; spears.

Curtain wall – the stone walls around the grounds that enclosed the castle were thick and very strong. Most had a wall-walk on top for soldiers to patrol and aim missiles from. The soldiers were protected by crenellations.

Position – the site of Peveril Castle is relatively inaccessible, as it is surrounded on three sides by steep gorge faces. It had very good views of approaching armies.

Gates – the only entrances into the castle were gates with heavy wooden doors that were under armed guard.

Keep – the tall tower had the best views of approaching enemies and a platform on its roof for soldiers to aim projectiles at attackers approaching the west gate over the gorge.

Turret – the turret in the north curtain wall provided a protected platform for armed guards to defend the east gate.

Bookable self-led resource

Sensory trail

Recommended for
History, PSHE

Learning objectives
- Explore key areas of the castle and identify what they were used for.
- Develop sensory observation skills.

Time to complete
Approx. 30 minutes

A picture of how the Great Hall at Peveril Castle may have looked. By Peter Urmston (2007).

Summary

Please print the Teachers' notes and map (on pages 57–59) to help students explore six key parts of the castle through sensory activities. As you explore the castle, use the questions and suggestions in the Teachers' notes (pages 57–58) to help connect the different parts of the castle to what they were used for.

Using this trail

Although this is a sensory trail, please remind the group not to touch anything unless invited to. The trail can be followed at the pace of the group and the stops can be visited in the order that best suits your group's needs.

There is a bookable resource available to support this activity, containing sensory objects. Please book this in advance via our booking system and collect it at the reception desk. The resources for each area are in corresponding numbered bag(s) in the sensory trail resource bag. The trail can be done without the resources if you prefer.

If any member of your group feels overwhelmed or overstimulated by the sensory input at any time, the benches along the path leading up to the castle are generally a quieter area to be.

Pre-visit learning ideas
You might like to create a sensory bingo sheet for your students to use as they explore the castle. After your visit, you could compare and contrast the sights, smells and sounds students experienced at the castle and those they encounter regularly at school.

Teachers' notes

Sensory trail: exploring Peveril Castle

Location	Story	Objects	Get moving!	Challenge time
1 Castle model	(Exit the Visitor Centre and look to your left. This model shows how the castle looked in the past. Learners may want to feel the different textures on the model.) **Story:** **Stomp, stomp, stomp, stomp – let's walk to the castle. We want to be soldiers, so we'll go and see the marshal.** (Now walk along the path to the gate to start your climb to the castle.)	2D and 3D shapes	Make the different parts of the castle with your body – stand up tall and straight to make the keep, link arms with your group to make the walls, hold your arms out in front of you to make the round towers, hold them above your head in an arch to make the doorways.	How many different shapes you can find on the castle model?
2 Path	**Zigzag, zigzag – off we go, up the winding path. The castle's getting closer – we are almost at the pass.**	Sound tile – soldiers marching	March up the path, as if you are practising to be a soldier.	Listen carefully – what can you hear? Can you hear your steps on the path, or the crunch of leaves?
3 East gate	**Creak, clunk – here we are, at the main gate. The porter slides the bolts back – we no longer have to wait.**	Bunch of keys Sound tile – bolts, door	Use your hands to feel the brickwork as you go past. Is it rough or smooth? Does all of it feel the same? Remember to wash your hands before eating.	The porter had a big bunch of keys to open and lock up the castle. Can you think of anything else that needs a key?

Location	Story	Objects	Get moving!	Challenge time
4 North curtain wall	**Look out, look out – can you see the hills? In case we see some enemies, we'll do some soldiers' drills.**	Small drum for marching beat	Put your hand above your eyes and pretend to be a lookout. Remember not to look at the sun. Gather together, form orderly lines and practise marching together.	Can you follow the shape of the landscape with your finger? As well as the hills, what else you can see?
5 Hall	**Rest time, rest time – go into the hall. Warm your hands up by the fire that's built into the wall.**	Smell pot – woodsmoke	Pretend to put some more logs on the fire. Walk to the opposite end of the hall to the fireplace, pick up a heavy log, roll or carry it back to the fireplace and throw it on the fire.	Medieval people ate meat, vegetables and grains like oats and barley. What is your favourite thing to eat? Is it the same or different to medieval people?
6 Keep (outside)	**Whoosh, ping, whoosh, ping – we practice with our bows. The arrows fly straight and true, our practise really shows.**	Feather fletchings	Can you practise shooting a bow and arrow? Imagine you can hear the whoosh and the ping as the arrow flies away from the bow, and the thud as it hits a target.	The feathers on an arrow fletching were often swan or goose feathers. How many other birds can you name? Can you hear or see any birds flying around the castle?

English Heritage

Peveril Castle

Key

1	Castle model (outside Visitor Centre exit to castle)
2	Path to castle
3	East gate
4	North curtain wall
5	Hall
6	Keep (outside)

English Heritage

Self-led activity

Exploring Peveril Castle with the porter

Recommended for

History, English

Learning objectives

- Understand the job role of a medieval porter and some of their duties.
- Explore key areas of the castle and identify what they were used for.

Time to complete

20 minutes

A medieval porter. His role was important in protecting Peveril Castle's security.

Summary

Explore Peveril Castle in a different way by following the character of the porter around whilst he completes his daily duties. This activity allows students to learn about medieval daily life and builds on their knowledge of the jobs based at Peveril Castle.

Using this trail

This self-led trail is in the form of a short story which allows students to follow the porter around the castle. The story follows the premise that the porter has been left to look after the castle with two watchmen for company, whilst King Henry II is away at one of his other castles.

Students should understand that the porter played an important role in keeping the castle secure. His main responsibilities were:

- Control who comes in and out of the castle at the castle gate(s).
- Operate the portcullis and drawbridge.
- Inspect incoming goods.
- Escort visitors inside the castle.
- Raise the alarm in case of a threat.

Use the map on page 5 to locate the rooms. As there is little of the structures surviving, you may want to use the illustration of the castle on page 76 to help students to imagine the castle as it was at the time.

More learning ideas

Students could use the information from the other Careers Fair Cards to create their own trail around the castle, considering which different rooms and areas their person may have worked or relaxed in.

Write a job advert for a porter, or one of the other jobs in a castle.

Exploring Peveril Castle with the porter

Location 1 – East gate

You make your way to the east gate as one of the watchmen has told you that he has seen someone approaching the castle on foot. You slide back the heavy metal bolt on the door and wait for the person to approach. As you open the door, you realise it is the laundress from the village approaching. She is bringing the chaplain's robes back, which have been washed following his recent stay at the castle. He is now with the king at Nottingham Castle whilst you look after Peveril Castle. You take the robes from her, push the heavy door closed again and place the large rectangular door jamb into the slots to bar the door.

Location 2 – Chapel

You head towards the chapel to drop off the garments. The chapel is placed near the gate in the belief it will offer protection to the castle. When the king is in residence, this chapel is used daily by the king, his family and the castle staff. You look up to admire the intricate wooden carvings on the ends of the beams holding the roof up. The altar faces to the east and it is covered in a finely embroidered cloth. You leave the priest's robes to the side of the altar.

Location 3 – Keep

Next, you walk towards the keep. You have a watchman patrolling the ramparts at the top of the keep, ensuring that you have advance warning of any approaching attackers. You call up to the watchman to check that all is well. He confirms that the landscape is clear.

Teachers' notes
Exploring Peveril Castle with the porter

Location 4 – Kitchen

It's early evening and you go to the kitchen to check on your second meal of the day, which is cooking over the fire. It is pottage. When the king is away, it's pottage most of the time. This is like a thick stew, made of grains and vegetables. The leftovers stay in the pot and new vegetables are added to it every day. Where do you think the fireplace or oven to cook the pottage might have been? When the king is in residence he brings his cook with him, so you all eat well from the leftovers. You also get a daily ration of bread and beer. Rations of beer are very important, as the water is not guaranteed safe to drink. Weak beer, known later as small beer, is even made for children.

Location 5 – Hall

You can feel the warmth from the fire as you enter. This is one of the most important spaces when the king is in residence. It is where he meets with important guests and conducts business. Whilst the king is away, you and the watchmen are sleeping in the Great Hall as it has the biggest fireplace and it helps you keep warm. You check that there is enough wood by the fireplace to keep the fire going overnight then head outside.

Location 6 – West gate

The light is beginning to fade and it is nearly time to eat. Your last job before starting dinner is to check the security of the west gate. This is the main entrance to the castle for any horses or wheeled vehicles. To approach, they have to cross the bridge from the outer bailey that is across the gorge. You call across to the blacksmith, who is just damping down the fire in his forge, to let him know you are about to lock up the castle. You take your bunch of keys from your belt and lock the padlock on the inside of the gate.

Self-led activity

Looking at the landscape

Recommended for
Geography, History

Learning objectives
- Use a map to identify local geographical features.
- Identify which geographical features are human and which are physical.

Time to complete
30 minutes

Peveril Castle's high position in the landscape allows many geographical features to be seen.

Summary
Peveril Castle's high position allows a good view over the local area. The provided map shows the castle and the local area as it was during the time the castle was occupied, when the medieval new town was built. Students will locate geographical features remaining from that time. They will identify whether the features are human or physical.

Using this trail

You may want to bring clipboards with you for this activity. Give each student a printed copy of the student activity sheets on pages 65–66.

The slope next to the keep, or the area next to the north curtain wall are good vantage points to begin the activity.

Ask students to find Peveril Castle on the map and identify the keep (shown as a square within the castle grounds) and the entrance they came in at, to help them work out where they are standing. Ensure students have their map oriented in the correct direction.

There are 10 features marked on students' maps. Students can look for, identify and label the features then tick them off the list. On the second page is a table to complete, identifying which are physical and human features.

There is also a blank copy of the map provided on page 67. For a greater challenge, students could use the information board at the north curtain wall of Peveril Castle and their knowledge of geographical features to label this.

More learning ideas
Take photos of the landscape at the castle and match these up with the map back at school.

Look at a selection of maps of the local area, either online or physical. Discuss who might find the different types of maps most useful – for example drivers, walkers, historians.

Looking at the landscape

Map

Ensure that students know that this map shows the area as it was when the medieval new town was built, rather than as it looks now.

Use the keep and the entrance students entered at (circled on this map) to help students orientate their map.

This map includes the main features of the area, but not all. Students may identify other features that are not on the map.

Finding the features

- The majority of features can be seen from the north curtain wall (the wall overlooking the town) or by sitting on the slope near the keep.
- The best view of Cave Dale is from the metal fence above the chapel.
- The hardest feature to see is Peak Cavern Gorge. The best way to see this is through the gate in the middle of the west curtain wall. Please ensure students visit this in small, supervised groups. This is for safety and to allow them to see through. Students may need a reminder to look beyond the undergrowth.

If you have access to a compass, you could use the north pointer on the map to help students identify the location of features.

Answers

Number	Feature	Physical or human?
1	Cave Dale	physical
2	Peak Cavern Gorge	physical
3	Peveril Castle	human
4	Peakshole Water (river)	physical
5	settlement (houses)	human
6	hills	physical
7	road	human
8	trees (woodland)	physical
9	farmland/fields	human
10	church (St Edmunds)	human

The group could also discuss newer features they can see, which aren't on the map.

Peveril Castle

Looking at the landscape

Use the map and the views from Peveril Castle to **find** these 10 geographical features of the local area. You could also use a compass, if your group has one.

Label the numbered features on the map and tick them off when you have found them. The first three are done for you.

Top tip: The keep at Peveril Castle appears on the map as a square. Use its location and the location of the gate you came in at to help you hold the map in the right direction.

- [x] Cave Dale
- [x] Peak Cavern Gorge
- [x] Peveril Castle
- [ ] Peakshole Water (river)
- [ ] settlement (houses)
- [ ] hills
- [ ] road
- [ ] trees (woodland)
- [ ] farmland/fields
- [ ] church

English Heritage

Activity continues on next page →

Peveril Castle

Looking at the landscape

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Complete the table below to say whether each of the geographical features is physical or human. One is done for you.

Add any other features you have found to the table.

Remember:
- Physical features are a natural part of the environment.
- Human features are built and man-made.

Ask: Would this be here without humans?

Feature	Physical or human?
Cave Dale	
Peak Cavern Gorge	
Peveril Castle	
Peakshole Water (river)	
settlement (houses)	
hills	
roads	
trees (woodland)	
farmland/fields	
church (St Edmund's)	

Challenge time!

Peveril Castle is in a honeypot tourist destination: a place that attracts large numbers of people. What evidence of Castleton being a tourist destination can you see from the castle?

Discuss your ideas with your group.

Think about:
- other tourist attractions that people might like to visit
- travel infrastructure – roads, car parks, bus stations, rail lines
- cafes, restaurants and pubs
- shops catering to tourists, for example gift shops or outdoor clothing shops.

English Heritage

Peveril Castle Looking at the landscape

Label as many physical geographical features on this map as you can. Draw any human features onto it.

N

0   500m

English Heritage

KS2 KS3 KS4

Bring in the tourists

Recommended for
Geography, Travel and Tourism

Learning objectives
- Recognise Peveril Castle as a heritage tourist attraction.
- Compare the visual purpose of the castle as an intimidating, defensive structure in the Norman era to its appeal as a picturesque, scenic sight today.

Time to complete
Approx. 15 minutes

Peveril Castle is a tourist attraction.

Summary
Today, Peveril Castle has an important role in Castleton's economy, by attracting tourists to the town. Students will consider how best to attract tourists to the castle.

The castle and tourism

Once its role as a defensive castle or administrative base for the lordship of the Peak was no longer important, Peveril Castle fell into ruin. By the 17th century, the castle began to take on a new role as a tourist destination. Its dramatic position high up in the rugged Peak landscape appealed to writers and artists, who depicted the area in their work. Soon people began to travel to view the castle and these numbers increased with the building of the railway in the 19th century.

During their visit, students should carry out research on what would attract visitors. As they walk around the site, students should make notes and sketches. (You could bring clipboards or notebooks and pencils to help them do this):

- What are the most interesting things to see at Peveril Castle?
- Which parts of the castle's history are the most interesting for people?
- What adjectives would they use to describe what a visitor will see when they come to Peveril Castle?
- What other things are there to do for visitors in Castleton?

More learning ideas
Before your visit, students could carry out some research on the heritage tourism industry.

Using their observational sketches and notes from their visit, students could design their own tourist poster or leaflet encouraging people to visit Peveril Castle. They could devise a plan to promote the castle in the local area. They should consider who they need to communicate with about travel, refreshments and other things to do.

Self-led activity

Tourism – good or bad?

Recommended for
Geography, Travel and Tourism

Learning objectives
- Understand that Peveril Castle is part of a honeypot tourist destination.
- Consider the positives and negatives of tourism in the local area.
- Reflect on the sustainability of tourism to Castleton.

Time to complete
20–30 minutes, plus any time spent at the castle.

The view of Castleton from Peveril Castle.

Summary
Students will gather evidence of the impacts of tourism, both positive and negative, on the castle and local area.

The castle and tourism

Peveril Castle welcomes thousands of visitors each year. It sits on the edge of Castleton and either side of it are Peak Cavern and Cave Dale. Castleton itself is a honeypot tourist destination, with several tourist attractions within the town. Honeypot sites are visited by large numbers of people, often at specific times of the year. It is part of a wider tourist area, the Peak District National Park, which also attracts many visitors.

Tourism can have both positive and negative impacts on an area. For example, large numbers of visitors may have a negative impact on local infrastructure, such as by causing quicker path erosion. However, as a positive, the increased income from tourism can be used to improve infrastructure or pay for repairs to it. In this activity, students will be asked to think about the positive and negative impacts that tourism has on Castleton, and particularly on the castle. It is possible to do this activity within Castleton when the castle is closed.

Students could also consider to what extent tourism in Castleton is sustainable. Is it able to meet the social, economic and environmental needs of today without comprising the needs of future generations?

More learning ideas

Students might want to design their own fieldwork investigation – for example, carrying out a traffic count or surveying footpaths. They could then suggest solutions to make honeypot tourism in Castleton more sustainable.

Your group could debate whether tourism is good or bad overall for the castle and the local area.

Peveril Castle

Tourism – good or bad?

Complete the table below with your observations about the positives and negatives of tourism in Castleton, including at Peveril Castle. There is an example to get you started.

You might want to consider the following:

- Traffic and travel connections
- Litter
- The impact on the local environment, for example on the local river or pathways
- The impact of and on climate change
- The impact on the local population and other stakeholders.

Positives	Negatives
Visitors to the area bring in more income to local businesses.	Large numbers of visitors can damage local infrastructure such as paths.

Sort the positives and negatives into social, economic and environmental factors.

Use the information you've put in the table to decide whether you think tourism has a positive or negative impact.

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Challenge time!

To what extent is tourism in Castleton sustainable? How might you change or develop it to make it more sustainable?

Post-visit

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

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 Peveril Castle's history.

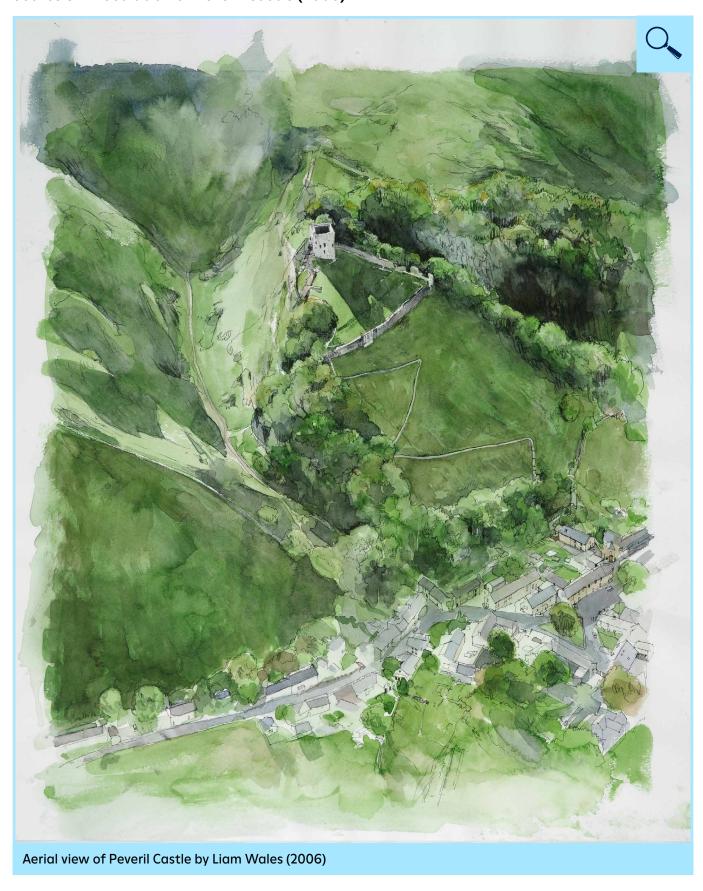**Source 1 – Map of the local area around Peveril Castle during the 1200s.**

Map of local area around Peveril Castle

Source 2 – Aerial photograph of Peveril Castle
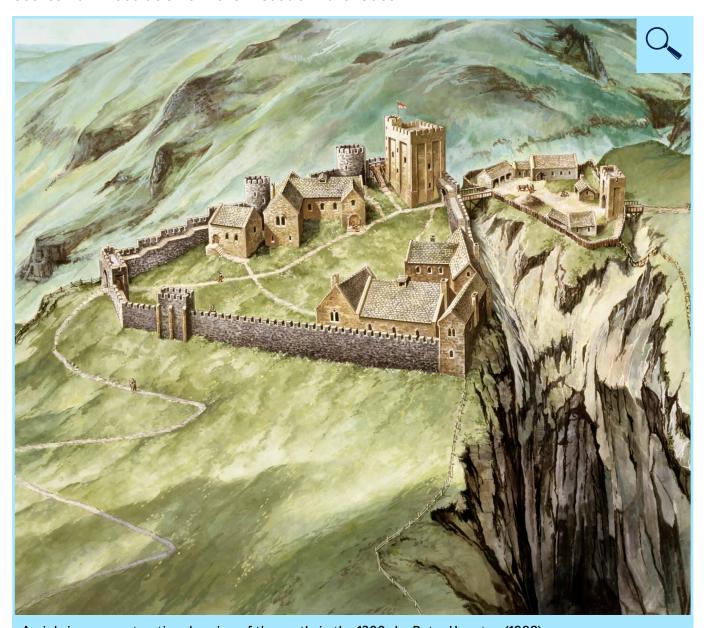

Aerial photograph of Peveril Castle

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Source 3 – Illustration of Peveril Castle (2006)

Aerial view of Peveril Castle by Liam Wales (2006)

English Heritage

Source 4a – Illustration of Peveril Castle in the 1300s

Aerial view reconstruction drawing of the castle in the 1300s by Peter Urmston (1998)

English Heritage

Source 4b – Illustration of Peveril Castle in the 1300s

Reconstruction drawing of Peveril Castle's inner bailey in the 1300s by Peter Urmston (1998)

Source 5 – Contemporary illustration of medieval castle building

Illustration from the Maciejowski Bible – Tower of Babel. Image in the public domain.

Source 6 – Bayeux Tapestry

Bayeux Tapestry Museum, Public domain, via Wikimedia Commons.

Source 7 − Entry for William Peverel's land in the Peak Forest, from Domesday Book, 1086.

> Gernebern and Hundine held the land of William Peverel's castle in Pechefers. These had two carucates of land assessed to the geld. There is land for four ploughs in desmesne: and (there are) three villeins with one plough and eight acres of meadow. In King Edward's time it was worth 40 shillings; now 50 shillings.
>
> **1 carucate = 120 acres; geld = a Saxon tax; desmesne = land for the lord's own use; villein = a peasant farmer who had to work for the lord.**

Source 8 − Extract from 1157 Pipe Roll, the official record of spending by the sheriffs and castle constables on the king's behalf.

> In payment of 2 watchmen and the porter of the Peak, £4 10s.
>
> **An extract from the Pipe Roll of Henry II, from 1157. This significant payment continued for at least 20 years and carried on even after the keep had been built.**
>
> **A porter was responsible for the main entrance to the castle and controlled who entered the gates.**

Source 9 − Extract from the Assize of the Forest, 1184.

> The king has commanded that the mutilation* of dogs shall be carried out wherever his wild animals have their lairs ... The king has commanded that none shall hereafter in any wise hunt wild animals by night with a view to their capture ... under pain of imprisonment for one year and the payment of a fine or ransom at his pleasure.
>
> ***Mutilation here means the clipping of claws. This would stop the dogs being able to be used for hunting.**

Source 10 − Extract from the sheriff's entry to the 1157 Pipe Roll, the official record of spending by the sheriff on the king's behalf.

> £10 1s 4d − kings board and lodgings
>
> £27 12s 3d − board and lodging of the king of Scotland at Peveril and at Nottingham Castles
>
> 72s − bill for the wine provided for at Peak Castle for the king of Scotland's stay.

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Source 11 – Extract from the sheriff's entry to the 1157 Pipe Roll.

> Provisions for the Castle of the Peak:
>
> 50s 6d – 20 seams of corn
>
> 39s – 20 bacons
>
> £20 – twenty knights received for 20 days
>
> £90 – works on Peveril and Bolsover castles.
>
> **Extract from the sheriff's entry into the Pipe Roll, 1173. In that year, the barons rebelled against the rule of Henry II. Henry spent money updating and strengthening his castles. He also made sure they were garrisoned with knights, who needed provisions.**

Source 12

Horseshoe and spur

Artefacts discovered at Peveril Castle in 1954. The horseshoe is 12th century. The spur is made from copper and is from the 13th century. It is finely decorated. The Forest of the Peak in the land around the castle was a royal hunting ground.

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Self-led activity

Using sources

Recommended for
History, English

Learning objectives
· Use and evaluate sources as evidence for what life in a medieval castle was like.

Time to complete
30 minutes

Domesday Book is one primary source we can use to find out about life in medieval England.

Summary
Evidence for what life at Peveril Castle was like can be found by looking at primary sources, including records that were kept of the expenditure made at the castle. Students can use these sources to draw their own conclusions and justify their arguments.

Using sources
Use sources 7–12 on pages 79–80 to investigate the following:

Source 7:
The land use around the castle during the time William Peverel owned it.

Source 8:
The security arrangements at the castle.

Source 9:
The penalties for breaking Forest Law.

Source 10:
The hospitality provided to the king of Scotland when he visited in 1157.

Source 11:
The provisions made by Henry II for defence during the barons' rebellion of 1173.

Source 12:
The type of objects found by archaeologists and what can be inferred about life at the castle.

Students can use all the sources to evaluate what they think life was like for the inhabitants of the castle and the local area, justifying their conclusions by referring to the sources.

More learning ideas
Students could use the sources to draw or paint their own interpretation of Peveril Castle during the 1100s, adding in details from the sources.

Self-led activity

Medieval feasts

Recommended for
History, English

Learning objectives
- Learn about society in medieval England: dining, food and drink in a medieval castle.
- Develop instructional writing skills by creating a recipe.

Time to complete
30–40 minutes

Reconstruction image of the hall at Peveril Castle, where feasts were held. By Peter Urmston (2007).

Summary
The Great Hall at Peveril Castle was occasionally used to host feasts for important guests. We know that King Henry II entertained King Malcolm of Scotland at Peveril Castle in 1157. Medieval royal feasts often involved grand-scale and elaborate ceremony.

Introduce the different roles at a medieval banquet to your students:

- cook – directing the assistants
- cook's assistants – stirring the sauces over the fire, chopping vegetables, mixing, basting the meat, whisking (with twigs!)
- carver – carving the meat at the table
- steward – directing the waiting servants
- spit boy/girl – turning the spit in the kitchen
- scullion (menial) – e.g. cleaning the spit
- sewer – head waiter and official taster of the food
- cup-bearer – brings the king's cup to the table
- pot boy/girl – collecting empty glasses from the table, serving drinks
- washer boy/girl – washing up (scouring with twigs and sand)
- musicians – entertaining the guests and the king
- jesters – entertaining the guests and the king.

Through a whole-class discussion, explore what these roles reveal about medieval feasts. Consider what clues they give about medieval etiquette, technologies, materials and ingredients.

More learning ideas
KS1/KS2 – act out a medieval feast, with students playing different roles.

KS2/KS3 – Ask students to research medieval foods and how they were cooked. Students should use their research to design recipes and create a banquet for Peveril Castle.

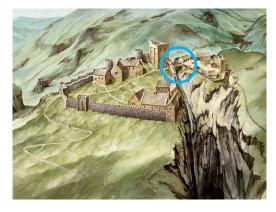# Self-led activity

Engineering challenge

Recommended for
History, Design Technology

Learning objectives
- Design a replacement bridge to access the castle.
- Select from and use materials according to their properties.
- Build a structure, exploring how it can be made stronger.

Time to complete
Approx. 60 minutes or dependent upon testing.

An illustration of Peveril Castle in 1300, showing the original bridge (circled).

Summary
At the time the castle was occupied (1086–1374), a bridge went across the gorge to the west gate entrance. In this activity, students use replica medieval materials to design and construct a replacement bridge across the Peak Cavern gorge.

About the activity
The bridge which crossed the gorge above Peak Cavern to the west gate of the castle was very important. Without this, it would be difficult to get supplies to the castle because the only other entrance was up a steep hill, so was not suitable for horses or carts.

The bridge is no longer there. It was made from wood so it probably rotted away, although you can still see the masonry supports if the vegetation is not too thick.

Students can design their own bridge to replace the missing one, using replica medieval materials. Suggested materials: lollipop sticks (wood), glue (lime mortar), string (rope) and soap (stone).

Things to consider:

- How will they make the structure strong?
- How will they attach the structure to the rocks?
- Will they need a support in the middle? If so, which material will they use for this?

You could construct a 'gorge' using blocks or stacked books, so that students have to measure their bridge across correctly. Use small weights to try out the strength of the bridge.

More learning ideas
Students could look at the castle in the present day and design or engineer a solution to help people to climb the steep hill to the entrance.

Self-led activity

Design a medieval new town

Recommended for
History, Geography

Learning objectives
- Understand the features of a medieval town.
- Plan a medieval town, to include key features.

Time to complete
60 minutes

The medieval town of Castleton was planned around the church, which can be seen in this photograph.

Summary
Castleton was a medieval new town – a planned settlement which was established as a result of Peveril Castle being built. Students will take on the role of a medieval town planner, deciding where to place their own settlement and how to combine the essential elements of a medieval town.

If students have not done the 'Medieval maps' (pre-visit) or 'Mapping the landscape' (on-site) activities, first introduce them to the medieval map of Castleton on page 72. They could identify the main features of the settlement:

- The church in the centre.
- The houses on long, enclosed plots of land (burgage plots).
- The houses on smaller plots of land.
- Connecting roads and the path to the castle.

Explain that the map shows only the main features of the town, not all the features that were there at the time.

Medieval town planners had many considerations when designing a new settlement, much the same as town planners today do:

- Location and transport links.
- Access to essential supplies such as food, water, wood.
- Space for people to live, work and grow their own food.

Students can use the activity sheet to choose a site and design their own medieval town. They should think about how the features will fit together to make the settlement a good place to live.

If you would prefer to give students a larger space to work on, you may want to print the map onto A3, or use it digitally.

More learning ideas
Students could plan a town for the future, using their learning from medieval towns. They could consider having a central building, designing for a car-less society and using sustainable materials.

Students could construct their town in 3D using mathematical nets to make buildings.

Teachers' notes

Design a medieval new town

Top tips

- You could display the map electronically in the classroom to enable your group to discuss potential sites together in advance.

- The map on page 72 can be used to help students draw the castle in the correct place in the landscape.

- Students can use the scale to work out how far away to put each feature from another.

- You could print a larger copy of the map and students could cut out the icons and place them on the map.

- At the end of the activity, you could ask students to present their reasoning behind their town designs to each other.

Things for students to consider when designing the town

The contour lines on the bottom half of the map are close together, showing that the land is hilly in these areas. Cave Dale is the lightest area on the map and Peak Cavern Gorge is at the end of the river. Students should choose to locate their settlement within the top half of the map, where the land is much flatter.

Students may choose to put their settlement right next to the river. Whilst this would be helpful for gathering water, there is also the possibility that the water could become contaminated with waste from the settlement. In addition, those industries that produce noxious waste also need to be near a water source. The river flows from the top to the bottom of the map, so students may choose to locate their settlement upriver from the noxious industries, although this may mean it is too far from the castle. The map on page 72 shows where the actual settlement is, for context of how far from a river is considered a suitable distance.

Medieval planned towns were based on a grid system, with the church at the centre. Students can choose their own street plan to draw.

Students may want to add a fence around their common land, to differentiate it from the other land plots.

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Peveril Castle

Design a medieval new town

Use the blank map of the area around Peveril Castle to choose your own site for a medieval town.

Think about location:

- It needs to be near to a water source and wood for building and fuel.
- There are jobs at the castle, so it shouldn't be too far from there.
- The ground needs to be flat enough to build on (look for contour lines that are far apart).

Once you have chosen your site, draw a circular outline to show the boundaries of your settlement. Castleton had a ditch and bank around the outside, for protection. You may want to add these.

Now decide where to place the key features of your medieval settlement:

	The church and churchyard – this should be near the centre of the settlement.		**Domestic cesspits** (for human waste) and rubbish pits. These were often within the burgage plots. Most of it went on the crops or to feed pigs!
	The marketplace. This is where goods will be traded, so it needs to be in quite a large space, with good road access.		**Common land**, for grazing the townspeople's cattle. The cows provided milk for cheese and butter making.
	The stocks and pillory, on the marketplace. These are for punishing criminals.		**A watermill**, to grind crops to make flour for baking. Needs to be on a river.
	Roads. These were usually arranged in a grid pattern.		**A weir** (a low dam) with fish traps on the river, sometimes associated with a mill.
	Houses in burgage plots. The house (shown as a square) faced onto the street and the burgage plot stretched behind it.		**Noxious trades**, like butcher, tanner and candle maker (who processed dead animals) were kept outside settlements, often near a stream or river.

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Design a medieval new town

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