



Peeling Back the Layers

A Community Archaeology Project at Under Whitle, Sheen

Education Pack

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Overview

This Education Pack is a resource for teachers in KS2 to support, chiefly, the teaching of aspects of the Primary National Curriculum in History but also other aspects of the Primary National Curriculum in subjects such as Science, Geography, Language and Literacy, and Numeracy and Mathematics.

The pack is organised into sections and sub-sections. The first section gives background information about the project, details of the trenches we excavated, the key finds from each trench, and the people who once lived at Whitle. Various words are highlighted in bold throughout this section, which are explained in a **glossary** in Appendix 1.7. Teachers can disseminate the information in this section in a way that is appropriate to the year group and reading ability, but it has been written in a style that will be accessible to many children in KS2 and so could be printed/photocopied and given to children as teachers see fit. Activity 1 is a suggested introduction to the project that uses this section.

The second section is a number of activity plans. Each plan details learning objectives and curriculum links as well as what to do. Resources for the activities are in the appendices. These are designed to be printed out, although they will be supplied already printed in the Education Boxes on-site and in those given to the schools that took part in the project. In some cases, there are suggestions of other resources to be used with an activity. It is hoped that teachers can readily find these around the school and classroom.

There follow the appendices, which include all the printable resources for the activities as well as a glossary of terms that are highlighted in bold throughout this document.

All the finds featured in this pack are housed at the Dove Valley Centre, Under Whitle Farm and can be handled during an on-site visit (email elspeth.walker@virgin.net for details). The education boxes given to the participating school will have a variety of other artefacts that were excavated

during the project. These will be accompanied by labels explaining what they are and can be used as suggested in the activity plans.

This pack can be downloaded from the website: www.peelingbackthelayers.org

We hope you find this resource easy to use, fascinating and, above all, fun!

Section 1: Background Information

Introduction

Peeling Back the Layers discovered the lives of the people who lived in Whitle over the last 700 years - along with the landscape they lived in.

Whitle is a **geographical area** nestled in the Dove Valley, within the ancient **parish** of Sheen, Staffordshire, close to Longnor (see map below).

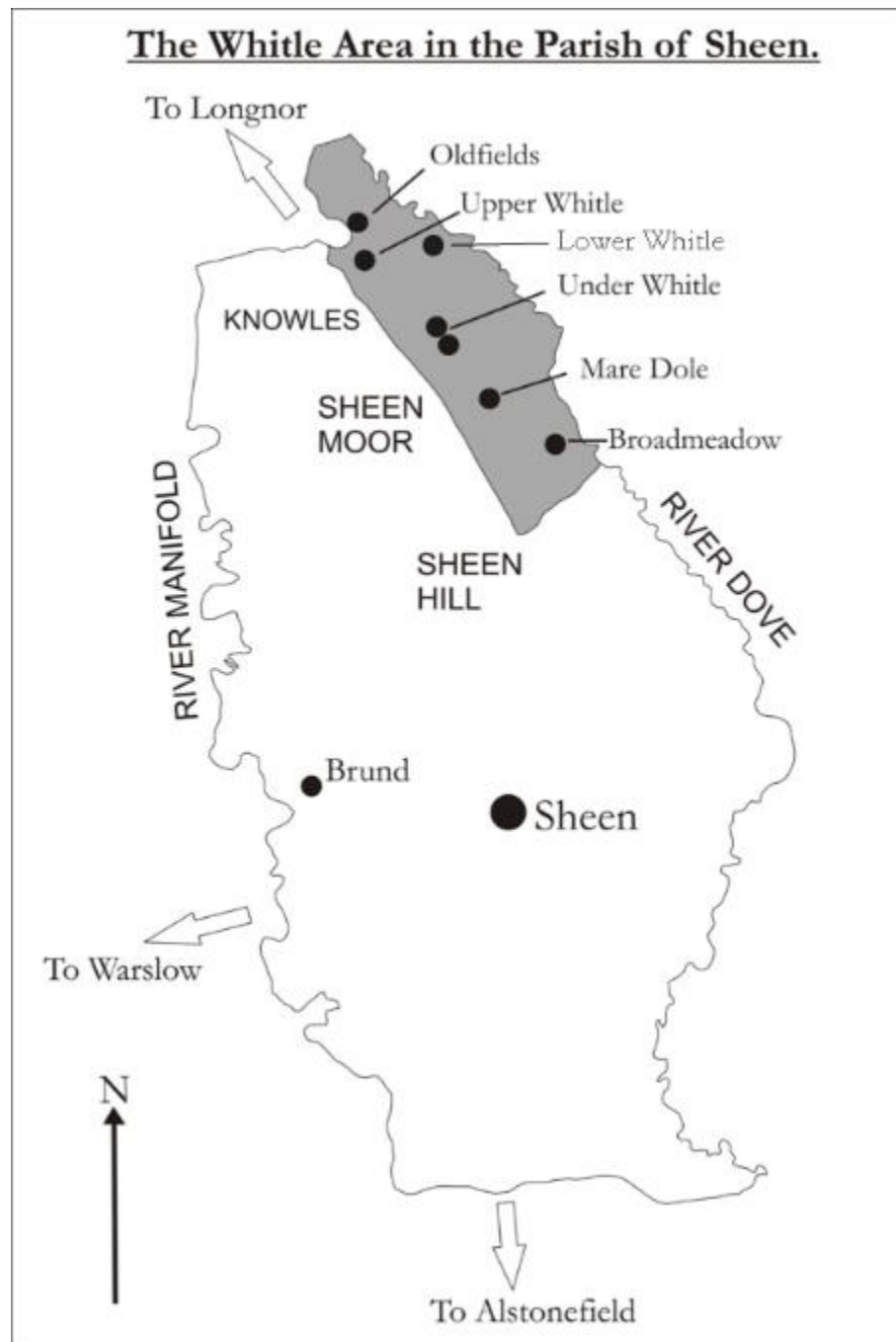


Fig 1: Map showing the Parish of Sheen.
The shaded area is Whitle

This landscape of **pastures** has preserved many **archaeological features**, which were recorded in an **archaeological survey** in 2004. The Tudor Farming Interpretation Group (see Fig 2) decided to search for the stories behind these features with the aid of volunteers, local school children, historians and archaeologists. Over 60 volunteers spent more than 2,000 hours on the project. They were joined by 196 pupils from local schools and members of the Peak District Young Archaeologists' Club.

The search began in **record offices** where original documents revealed the names of people and the houses they lived in. We found a family called Horobin lived and farmed here from the **Tudor period** to the 19th century. In the 1600s there were also Harrisons, Mottrams, Mellors and Wards. In 1845 seven farmhouses were recorded here, one where a family called Slack lived. Today there are only six farmhouses still standing. These are called Oldfields, Lower Whittle, Upper Whittle, Under Whittle, Mare Doles and Broadmeadow (see map above). The team used **LiDAR** and **geophysical survey (geophysics)** to look for more **archaeological features** before opening up **trenches** to **excavate** some of these in 2016.



Fig 2: The Tudor Farming Interpretation Group

Under Whitle Farmhouse

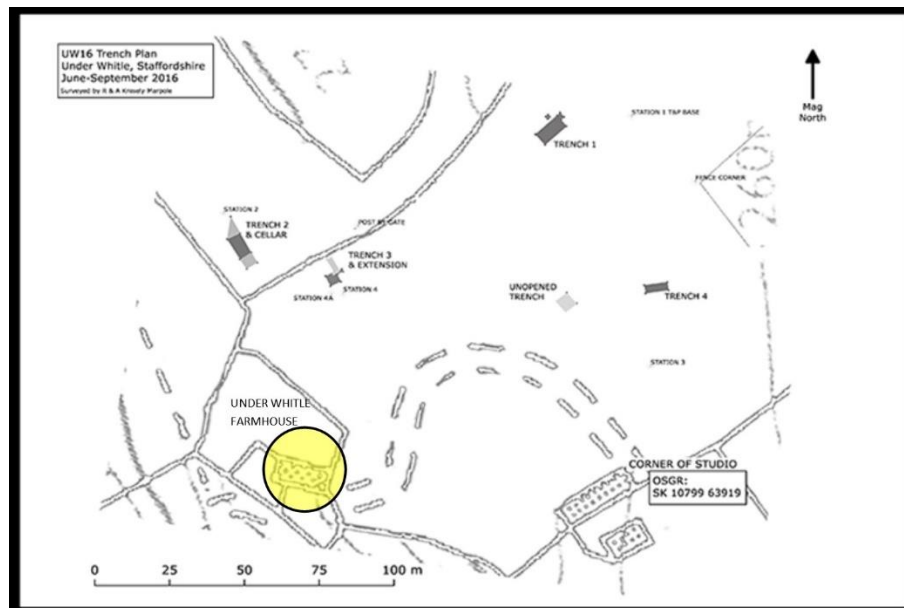


Fig 3: Position of Under Whitle Farmhouse

Key facts about Under Whitle Farmhouse:

Under Whitle Farmhouse is one of the 6 farmhouses still standing today in the area of Whitle. Although the Peeling Back the Layers Project investigated the whole of Whitle, all the **fieldwork** took place on this one farm. Under Whitle is first mentioned as a place in the 1700s. The house shows evidence of many alterations since it was first built. For instance, what is now a conservatory was once a barn or out-house (Fig 3 below) and it is possible to see where the roof was raised - the stones just underneath the roof line look different to those used to build the rest of the house.

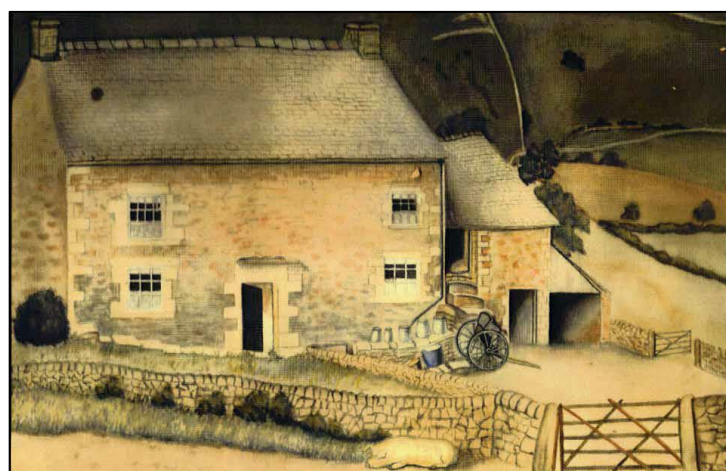


Fig 4: Under Whitle Farmhouse in the late 1800s

Up Under Whittle	Harwood Pickering	Head	Widow	X	Harwood of Old Under Whittle, Derby - Bentley X
	Ann Pickering	Wife	M	62	youngest daughter Harwood in employ at home
	John Barker	Servant	M	21	Harwood's servant
	Samuel Park	Head of house			Scholar Stafford - Shrew

Fig 5: The census record of 1851 showing the name 'Under Whittle'

Key find from Under Whittle Farmhouse:

Spur:

This metal spur from a horse-rider's boot found here dates from the **English Civil War** in the 1640s. Was it lost by someone passing through or a **tenant** of Under Whittle? Were they involved in the Civil War?



Questions to think about:

How do we know Under Whittle Farmhouse was already standing in the 1800s?

What evidence is there to tell us that the building has changed over the years?

Who do you think the spur belonged to?

Trench 1

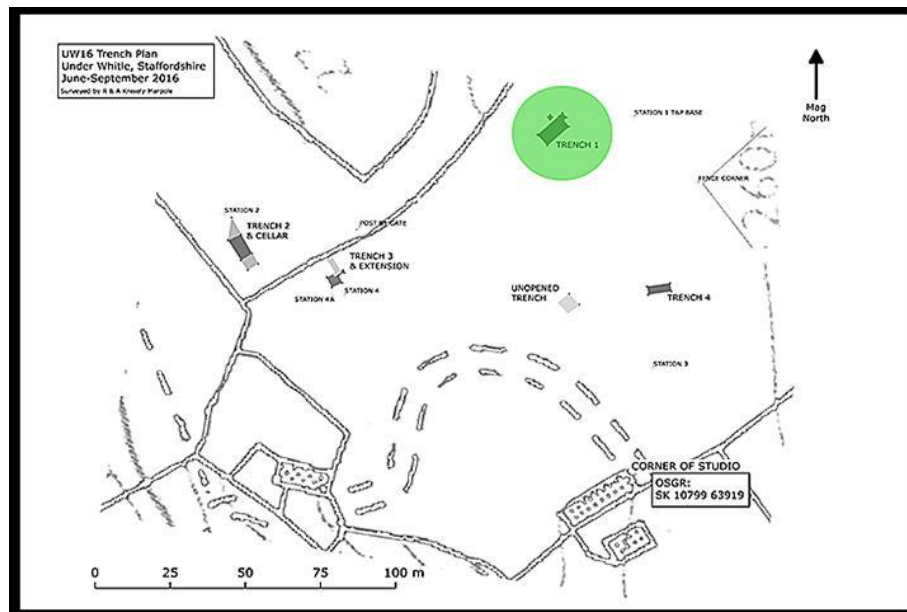


Fig 6: Position of Trench 1

Key facts about Trench 1:

Trench 1 was the site of a barn dating from the 1700s to the 1800s. The barn was pulled down by 1879, so before we started excavating, there was nothing to see but grass. When we started to dig, we found remains of walls, a cobbled yard and **hearths**, as well as nails, part of a **plough**, and a Swiss Army penknife. A map dating to 1845 (see Fig 7) shows the barn in field 52. A document that accompanied the map (see Fig 8) tells us that the name of this field was 'Barnfield' and that it was used for **pasture** at this time.



Fig 7: Section of the 1845 map.

Can you see field 52 with the small square drawn in it? This is the field and the barn that we uncovered in Trench 1.

William Slack	✓ 53	Bye Sitch	_____	Brought forward
(cont ^d)	✓ 44	Cow Lowe	_____	pasture
	✓ 45	Homestead	_____	do
	✓ 46	Intake	_____	pasture
	✓ 52	Barnfield	_____	do
	✓ 54	Long lands	_____	arable
	✓ 55	Solme Bank	_____	pasture
	✓ 57	Shoats	_____	pasture

Fig 8: The document that went with the map.

Can you find where no.52 is listed? Next to it is written the word 'Barnfield'

Key finds from Trench 1:

Fragment of pottery:



This piece of pottery is from a dish that was made in late 1600s and early 1700s. It is called **Slip Ware**. Slip is the name given to watered down clay to create a liquid, which is then painted on the pot before it is fired. In this case, the slip is white and was trailed across the pot to decorate

it on the inside. We don't think the barn was here this time, but people still lived at Whitle and farmed the fields.

A hand-made nail:

This nail is made of **iron** and is very rusty after being in the ground for so long.

This nail is nearly 200 years old. We think it was made in the early to mid-1800s which was the late **Georgian** or **Early Victorian** period. This nail was made by hand, not in a



factory, and could have been made in the barn. We found many other nails similar to this one as well as evidence of fires (**hearths**) which could have been used to heat up the iron so nails could be made.

Part of a plough or sickle:



This piece of metal is possibly part of a **plough** or **sickle**. Like the nail above, it is made of **iron** and is very rusty after being in the ground for so long. Again, like the nail, we think it dates to the early to mid-1800s which means it is about 200 years old and is from the late **Georgian**

period or early **Victorian** period.

Fragment of Pottery:

This fragment of pottery is from a saucer that was painted in a floral design. This type of pottery is typical of the early to mid-1800s. Perhaps someone who lived at Whitle had a cup of tea and then dropped the saucer! On the other hand, before rubbish was collected by the local council, as it is today, people would dispose of it themselves. Sometimes this meant spreading it across fields where pieces of broken pottery would help to **aerate** the soil.



Fragment of a clay pipe stem:



Clay pipes were used to smoke **tobacco** from the **Tudor Period** onwards. This piece is from the stem of a clay pipe that dates to the 1800s when stems were very smooth and quite thin. A new pipe would have a very long stem. A farmer would grip the pipe

stem between his teeth as he worked and over time the end would break off. This would happen again and again making the stem shorter and shorter until there was very little left. Then the farmer would throw it away and get a new one.



Clay pipes with their bowls where the tobacco would go

Swiss Army knife:

A Swiss Army Knife is a type of **penknife**, which has many other tools as well as a main blade. They can all be hidden away inside the casing and flipped out when needed. This one is very rusty though and cannot be used anymore. Swiss Army Knives became very popular after the

Second World War. This one probably dates from the 1950s or 1960s which means it is about 60 years old.



Questions to think about:

How do we know what once stood on the site of Trench 1?

Why is the barn no longer here?

Where did the stones from its walls go?

What happened to the artefacts found in this trench - how did they end up in the ground?

Trench 2

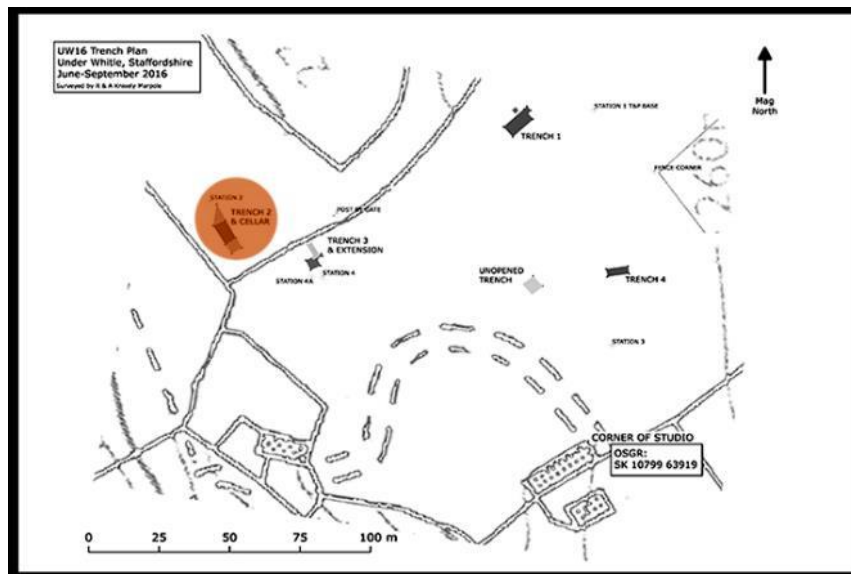


Fig 9: Position of Trench 2

Key facts about Trench 2:

Trench 2 was the site of a house with a cellar. The excavations revealed lots of **architectural features** dating from the 17th and 18th centuries.

This stone house was built in the late 1600s. It was abandoned between 1851 and 1879. We know this because of the evidence we found in a number of historical documents:

- The **tithe map** of 1845 shows this house (see Fig 10)
- The **census record** of 1851 shows that a house in Whittle, probably this one, was **uninhabited**, which meant nobody lived there
- A map of 1879 shows that the house was no longer standing (see Fig 11)

So, therefore, it must have been demolished sometime between 1851 and 1879.

The stones may have been re-used to extend Under Whittle farmhouse. Underground is the house cellar. This was re-roofed and turned into a **vaulted** storeroom after the house was abandoned. It then became a place to dump rubbish in the late 19th and early 20th centuries. Archaeologists found toys, tins, bottles and jars amongst the rubbish.



Fig 10: Section of the tithe map in 1845.

Can you see no.45? This is the house we uncovered in Trench 2 (no. 50 is the current farmhouse at Under Whitele).

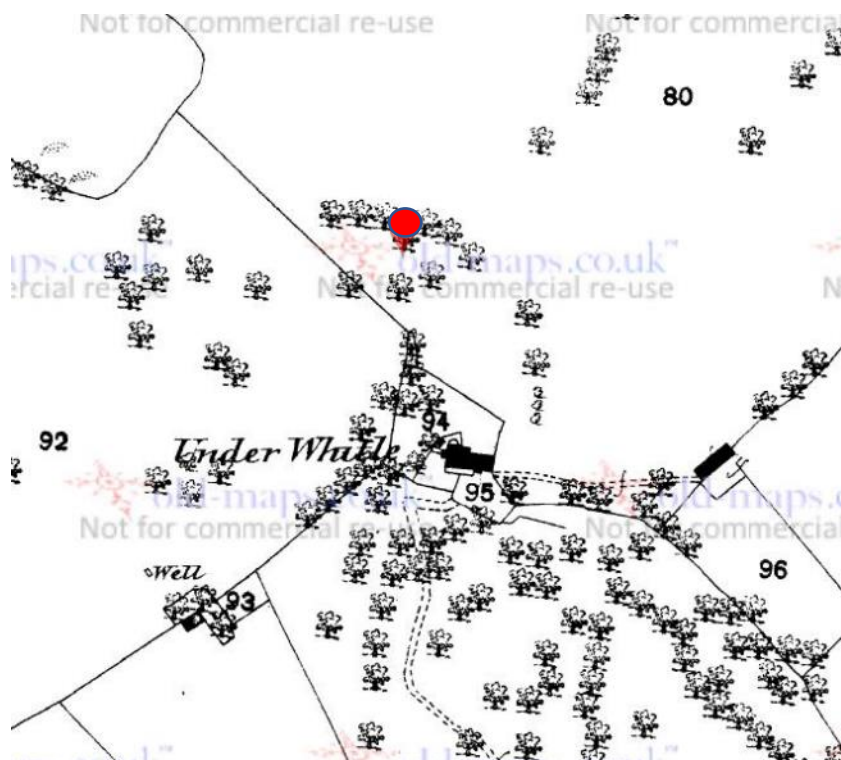


Fig 11: Section from the Ordnance Survey map of 1880.

The red pin is the site of the house we discovered in Trench 2. As you can see, it is no longer there!
No.80 is close to the spot where the barn uncovered in Trench 1 would have been.

This is an artist's impression of what we think the house would have looked like inside. See page 27 to find out more about the people you can see.



Key finds from Trench 2:

Fragments of Pottery:



These fragments of pottery are from a butter pot, which was made and used in the late 1600s and early 1700s, when the house in which they were found was first built. This type of pottery is called **Midlands Purple Ware**, because it has a purple tinge to it and it was made in the East and West Midlands (which are regions of England). At that time people made their own butter using **churns** and would have stored it in a pot like this.

Pieces of window lead:

These are pieces of window lead which would have held panes of glass in place in the windows of the house. It is difficult to date window lead - these could have been from when the house was first built in the late 1600s or from later when windows may have been replaced.



Fragments of a chamber pot:



These pieces of pottery are part of a chamber pot. Chamber pots were used before there were toilets inside houses in case someone was caught short in the night! It would slide under the bed when it wasn't being used and emptied into an outside toilet during the day. This chamber pot is from the 1800s (late **Georgian**

period or early **Victorian** period).

Animal bones:

These animal bones were mixed with ash from the fire place that had been dumped outside the house. Also mixed with the ash were the fragments of a tea pot (see below) which has been dated to the mid-1800s (**Victorian** period). Many of these bones are pig bones and may have been from one of the last meals eaten in the house before it was abandoned.



Fragments of a teapot:



These are fragments of a teapot. They date to the mid-1800s (Victorian period). They are made of a fine black pottery known as **Shining Black Ware** or **Egyptian Ware**. During the Victorian period, everyone drank tea in Britain. The British Empire made it possible to get tea from

China and India. Drinking tea was healthier than drinking water then. Boiling the water to make tea would kill off bacteria causing diseases such as dysentery, cholera and typhoid.

Marble:

This is a marble made of agate, which is a type of stone. Many marbles were made of agate and were purposefully made for playing games with. This marble probably dates from the mid-1800s (the **Victorian** period) and so is over 150 years old. It suggests that children were living in the house at the time.



Glass bottle



This bottle used to have **Brylcreem** inside it, Brylcreem was a type of hair gel that men put on their hair. This bottle dates from the 1950s. At this time, there was no house standing on this site. It collapsed or was knocked down sometime between 1851 and 1879, and the

cellar was reroofed and used as a vegetable store. Sometime after this it began to be used as a place to put rubbish. This was before local councils collected it, so families living nearby (probably at Under Whitle Farm) needed a place to put the things they no longer wanted.

Etch-a-sketch

This etch-a-sketch was found in the cellar. It had been thrown there when it was being used as a rubbish dump. An etch-a-sketch is a toy that you can draw with by turning two dials at the bottom. They are missing off this one. This etch-a-sketch dates from the 1960s, but ones like this are still made today. It suggests that a child or children were living at Whitle at the time.



Toy Bulldozer



This toy bulldozer was found along with the Etch-a-sketch in the cellar. It too had been thrown there when it had become broken. This dates from the 1950s or 1960s and could have belonged to the child or children who owned the etch-a-sketch.

Questions to think about:

How do we know when the house was built?

How do we know when it disappeared?

Why do you think the house was abandoned?

Why was the cellar used as a place to put rubbish?

Who played with the toys?

Trench 3

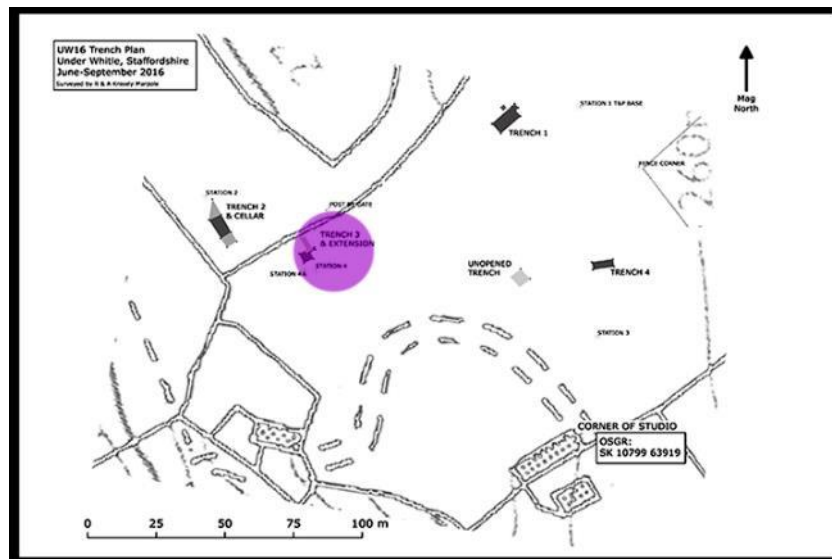


Fig 12: Position of Trench 3

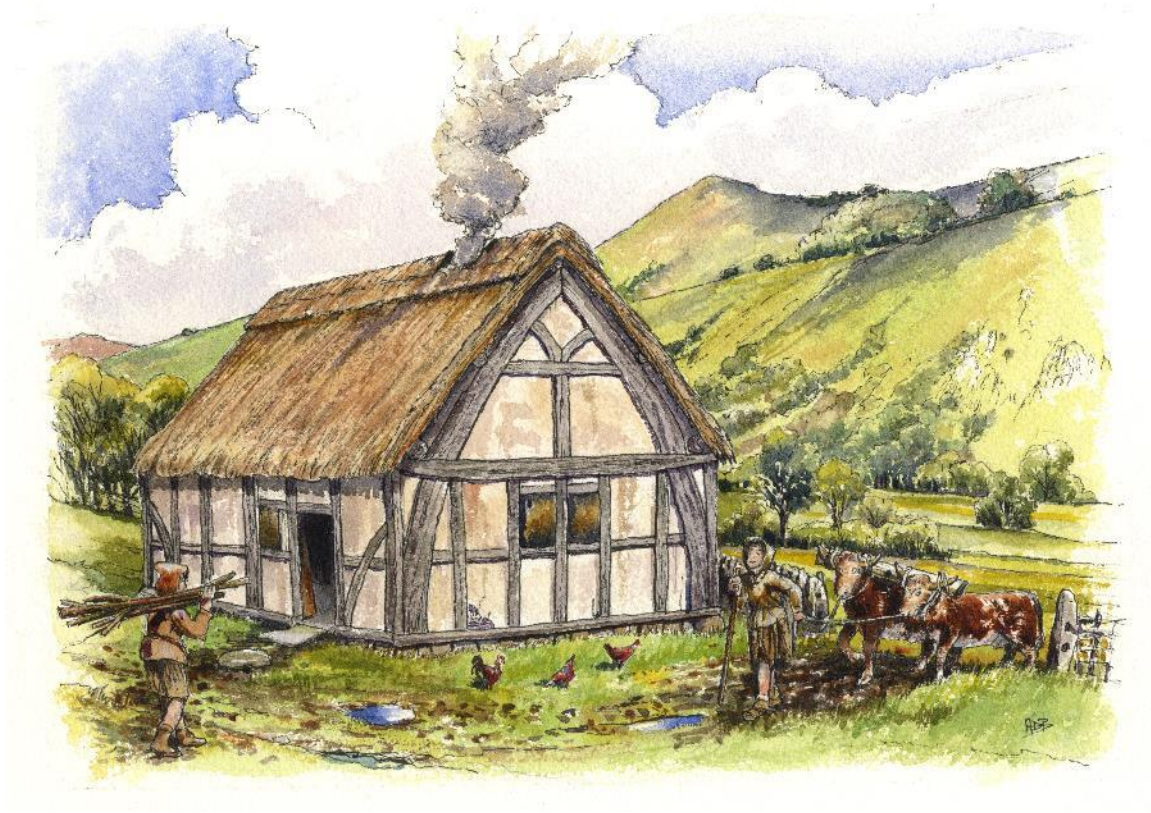
Key facts about Trench 3:

Trench 3 was on a level platform which we thought must be for a building. This platform had been made by people. It did not reveal obvious building features except for a tantalising piece of **daub** from a wall. We found pottery dating from the 1500s and **radiocarbon** dated **charcoal** to the 1300s. If this piece of charcoal came from a house it means it would have been built just before or in the **Tudor period**. Below the platform, we can see that the field is **corrugated**. It's easier to see in winter than in summer. This is **ridge and furrow**, created by ploughing to grow crops. Oxen would have been used to pull the plough at this time.



Fig 13: Picture showing the 'corrugated ridge and furrow leading up to the house platform

This is an artist's impression of what we think the house would have looked like. See page 26 to find out about the people you can see.



Key finds from Trench 3:

Charcoal:

Charcoal is burnt wood. We found a small piece, which we sent to a scientific laboratory to be dated by a method known as **radiocarbon** dating. The results told us that the tree the wood came from had been chopped down around 1350. There was only a small piece of charcoal and all of it was used to obtain a date, so we don't have it any more!

Fragment of pottery:



This piece of pottery is the oldest piece of pottery we found during the excavations. We think it dates to the 1400s making it 600 years old! It would have been part of a pan or a bowl.

Fragment of pottery:

This piece of pottery is from a big jug or **cistern** (a pot for holding liquid that would have a 'tap' at the bottom, possibly for holding beer). It is a type of pottery called **Midlands Purple Ware**, which was made in East or West Midlands (which are regions of England). This particular piece has a green glaze on it. It dates from the 1500s (**Tudor period**).



Fragment of pottery



This piece of pottery is from a big jug. Like the piece above it is a type of pottery called **Midlands Purple Ware**. As this one doesn't have a green glaze, you can see that the pot has a purple tinge to it, which gives this type of pottery its name. This too was made in the East or West Midlands.

Fragment of pottery

Yet another fragment of pottery! This time, the piece is from **chamber pot**. Chamber pots were used before there were toilets inside houses in case someone was caught short in the night! It would slide under the bed when it wasn't being used and emptied into an outside toilet during the day. This chamber pot is from the late 1600s early 1700s.



Horse shoe



This horse shoe was found in the top layers of Trench 3. The shape helps us to know that it was made and used sometime in the 1700s. We don't think there was a house on the site of Trench 3 then, but we know that people were living in Whitle and farmed the fields. They used horses for ploughing, for pulling carts to market, and for riding.

Fragments of pottery



More fragments of pottery! These fragments are from a jam jar. One has words impressed on the base. This is very useful, as it tells us the jar was made by WP Hartley who made jam and marmalade in the late 1800s to the early 1900s (Victorian and

Edwardian periods) in jars like this.

Questions to think about:

Why do we think there was a house on the platform?

What do you think it could have been built out of?

Why is there not much left of it today?

The Horobins

Who were they?



Meet Margery Horobin.

She was married to a man called William Horobin and they had three daughters and one son, who was also called William. After the older William died, he passed the **lease** of the farm onto his son. We know that William, his son or grandson (see below), had a daughter called Katherine, a daughter called Ellen, a son called John, and a son called William. In fact, it seems that the eldest son was always called William for many generations. We are not completely certain about where they lived, but we think they must have lived in a house on the platform where we put Trench 3.

Fig 14: Margery Horobin

When did they live at Whittle?

The Horobin family lived at Whittle for a long time - over 300 years in fact - but the Horobins mentioned above lived at Whittle during the 1500s. This was the **Tudor** period, which comprised the reigns of Henry VII and Henry VIII (who had six wives) followed by his children Edward, Mary and Elizabeth.

How do we know?

We know about the Horobins from historical documents. William Horobin the father, mentioned above, left a **will** dating to 1552 and his son, or perhaps his grandson, left a will dating to 1606. There is also a document from when the older William was alive recording a **dispute** with his cousin, Roger Horobin. They both claimed to have possession of the land at Whittle. It seems William was right. Roger had been told he could have the land by a woman called Katherine Blount whose husband had been Lord of the Manor at Alstonefield (before he died), but she shouldn't have done!

The Harrisons

Who were they?

Meet John and Grace Harrison.

We think they lived together with their children in the house with the cellar which we uncovered in Trench 2. It could have been built for or by the Harrisons. This house was quite big and relatively posh for Whitle. It had three **hearths**, whereas another property in Whitle at the time only had one. We think that building this house may have caused John Harrison to be in **debt**.



Fig 15: John and Grace Harrison

When did they live at Whitle?

Like the Horobins, the Harrison family lived for many generations in Whitle arriving first in 1580, but John and Grace Harrison lived there in the late 1600s until the 1700s. This was quite a **turbulent** time in British History, with King James II being **usurped** by William his son-in-law and Mary his daughter who reigned together (1689-1702), followed by Queen Anne (1702-1714). Queen Anne was the last Queen of England and the first Queen of the United Kingdom of Great Britain, after England and Scotland joined together in 1707.

How do we know?

We know about the Harrisons from historical documents called the **Hearth Tax** Records. The hearth tax was an amount of money a family had to pay depending on the number of **hearths** a house had. We know the house in Trench 2 definitely had one hearth because we found it. But, if this was indeed the house that John and Grace live in then there are two more to be found. One was probably upstairs so would have been destroyed when the house collapsed or was demolished. The other might still be covered by the ground where we did not dig.

The Slacks

Who were they?

Meet William Slack and his family.

He lived with his wife Mary, his son William, his daughter (or daughter-in-law) Mary, and granddaughter Hannah in the house with the cellar that we found in Trench 2. They lived there after the Harrisons. They also farmed many of the fields in Whitle including the one where the barn once stood (Trench 1).



Fig 16: William, Mary and Hannah Slack

When did they live at Whitle?

They lived at Whitle in the early to mid-1800s. After 1845, we are not sure what happened to them. We know a boy called Samuel Slack, who was born in 1844, lived at Under Whitle Farm in 1851. We are not sure what relation he is to the Slacks who lived at the house with the cellar.

How do we know?

We know about William and Mary Slack from the **census record** dating to 1841. It tells us that the Slack family lived in a house at Whitle (see Fig. 17). It's difficult to read but it also states that he is a farmer.

A handwritten census record from 1841. The table has several columns. The first column contains the name 'Whitle'. The second column contains the names of the family members: William Slack, Mary Slack, William Slack, Mary Slack, and Hannah Slack. The third column contains their ages: 71, 66, 35, 19, and 1. The fourth column contains the word 'Farmer'. The fifth column contains the number of children: 4, 1, 1, 1, and 1. The sixth column contains the number of children under 5: 1, 1, 1, 1, and 1.

Name	Age	Occupation	Children	Children under 5
William Slack	71	Farmer	4	1
Mary Slack	66		1	1
William Slack	35		1	1
Mary Slack	19		1	1
Hannah Slack	1		1	1

Fig 17: Census record from 1841 showing William Slack and his family living at Whitle

We know that the house the Slacks lived in was the house with the cellar because the tithe map of 1845 tells us (see Fig 18 below). You can see no.45 and no.52 on a section of the map (Fig 19). A document accompanying the map has these two numbers listed under William Slack's name. No. 45 is 'Homestead' (where he lives) which is exactly on the site of Trench 2 and no. 52 is 'Barnfield' and the small square in this field on the map is exactly where we put Trench 1.

William Slack	✓ 33	Bye Sitch	_____	Brought forward
(cont ^d)	✓ 44	Cow-Lowe	_____	pasture
	✓ 45	Homestead	_____	do
	✓ 46	Inlath	_____	pasture
	✓ 52	Barnfield	_____	do
	✓ 54	Long lands	_____	arable
	✓ 55	Belme Bank	_____	pasture
	✓ 57	Shorts	_____	pasture

Fig 18: Document accompanying the tithe map which shows no.45 as 'Homestead' (where he lived) and n.52 as 'Barnfield'



Fig 19: Section of the tithe map showing nos. 45 and 52

The Morsons

Who were they?



Fig 20: Michael Morson

Meet Michael Morson.

He lived with his mother Audrey, his father Les, and brother Arthur at Under Whittle Farm. The boys played with toys as all children do, throwing them into the cellar at Trench 2 when they were old and broken. The cellar at this time was used as a place to put rubbish, when the house there had long gone. The family farmed the fields around Under Whittle.

When did they live at Whittle?

They lived at Whittle, at Under Whittle Farm, from 1957 until 1972. They did not own Under Whittle but leased it from a Mr Plant who had bought the farm in 1955. Various people lived at Under Whittle over the years following, until Elspeth and Paul Walker, who live there now, bought it in 1982.

How do we know?

We mainly know about the Morson family, because people can still remember them and the two boys who lived there then are still alive. One of the boys played with the etch-a-sketch we found when he was 6 years old. We know this because he told us so!

The Mellors

Who were they?

Meet the Mellors.

Mr and Mrs Mellor had
21 children!

Unfortunately, one of
these children died and
they had another one
sometime later. For this
reason, they are
sometimes called the 21
children twice family.



Fig 21: The Mellor family

The children were, of course, all different ages and probably never lived in the house at the same time. Nevertheless, we think it was when they lived at Under Whittle that the roof was raised to fit everyone in! This very old photograph was taken of the family after they had moved out of Under Whittle and were living at a place called School Clough. There are only 18 of the children with their mother and father in this photo. They may have used the old cellar as a vegetable store and it might have been them who started to use it as a place to throw their rubbish.

When did they live at Whittle?

The Mellor Family lived at Under Whittle Farm from the 1870s to the early 1900s.

How do we know?

We know the Mellors lived in the house in 1871 because of the **census record** for that year (see Fig 22). We also have the photograph of them taken outside Under Whittle Farm some years later.

White	1	Benjamin Mellor	Serv	Mar.	20	1
		Ann	Wife	Mar.		20
		John J.	Son		12	
		Edward W.	Son		12	
		George H.	Son		9	
		Albert J.	Son		7	
		Herbert W.	Son		6	
		Martha	Daughter			5
		Charles S.	Son		12	
		Ernest A.	Son		3	
		Christopher W.	Son		1	
		Hannah Wint	Serv	Mar.		19

Fig 22: A section from the 1871 census record showing the Mellors living at Under White.

Can you see how many children there are at this time? Can you see who else lived with them who wasn't a family member. How do we know she wasn't a family member? What do you think she did?

Section 2: Activity Plans

Activity 1: Introducing Peeling Back the Layers

What you will learn:

About Peeling Back the Layers, what we did, and what we found.

What you will need:

Section 1 of the Education Pack to read from or to print out and distribute; pictures from Appendix 1.3 of the people who lived at Whitle to print out or show in a presentation.

What you will have to do:

Arrange the children into small groups (of approximately 4). Using the information in Section 1 tell the whole class the background to the project and what was found in each Trench (1,2 & 3). Give copies of the information about Trench 1 to 2 or 3 groups, about Trench 2 to 2 or 3 groups and Trench 3 to 2 or 3 groups and ask the children in their groups to think about and discuss the questions. Ask what they think and if they have any other questions they would like answers to. Make a note of these. Then give 2 groups information about the Horobins, 2 groups information about the Harrisons, 2 groups information about the Slacks, and 2 groups information about the Morsons. Ask them to read the information about each family ready to tell the rest of the class what they have found out, in their own words. Then select groups to feedback to the rest of the class.

National Curriculum links:

History - appropriate use of historical terms; address and devise historically valid questions; construct informed responses that involve thoughtful selection and organisation of relevant historical information; understand how our knowledge of the past is constructed from a range of sources (archaeology, historical documents); local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

English - *Spoken Language*: listen and respond appropriately; ask relevant questions to extend their understanding and knowledge; articulate and justify answers; participate actively in conversations and discussions; use spoken language to develop ideas; consider and evaluate different viewpoints; *Reading*: comprehension, new meanings; for range of purposes; explain and discuss understanding of what they have read.

Geography -Use geographical vocabulary - e.g. valley, field, pasture, and farm; use maps.

Activity 2: Timeline

What you will learn:

About the chronological parameters of the site and find out about some of the objects that were found during the archaeological excavations and when they were used.

What you will need:

Information in section 1; timeline in Appendix 1.1; photos of artefacts in Appendix 1.2 with labels.

What you will have to do:

Deliver the information in Section 1 or children can read it for themselves (see Activity 1 for an example of how to do this). In small groups (e.g. 4-6), children stretch out the timeline and then put the images of the key finds in the correct place using the information they have been given or which they have read. The class can then discuss where they have placed things on the timeline and why, and what similarities and differences they can see between the objects over time.

National Curriculum links:

History - appropriate use of historical terms; address and devise historically valid questions about change, cause, similarity and difference, and significance; address and devise historically valid questions; construct informed responses that involve thoughtful selection and organisation of relevant historical information; understand how our knowledge of the past is constructed from a range of sources (archaeology, historical documents); local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

English - *Spoken Language*: listen and respond appropriately; ask relevant questions to extend their understanding and knowledge; articulate and justify answers; participate actively in conversations and discussions; use spoken language to develop ideas; consider and evaluate different viewpoints; *Reading*: comprehension, new meanings; for range of purposes; explain and discuss understanding of what they have read (KS2).

Geography - use geographical vocabulary - e.g. valley, field, pasture, and farm; use maps.

Mathematics: KS1 & 2: sequence events in chronological order; use language relating to dates.

Activity 3: Possessions and People

What you will learn:

About some of the things we found and who might have used them in the past.

What you will need:

Information in Section 1; timeline in Appendix 1.1 (optional); pictures of find in Appendix 1.2; pictures of people in Appendix 1.3.

What you will have to do:

Read the information about the finds (Appendix 1.2) paying particular attention to the date, then read the information about the people we found out about (Section 1). In small groups, (e.g. 4-6), children work out which finds from the trenches could have been used by the Horobins, which by the Harrisons, which by the Slacks and which by the Morsons. Some finds might be difficult to place. You can ask why this might be (e.g. lack of information). Discuss the results together as a class.

Are there any similarities and differences between the finds throughout the centuries?

This can also be done using the objects in the handling collections in the education boxes.

National Curriculum Links:

History - appropriate use of historical terms; address and devise historically valid questions about change, cause, similarity and difference, and significance; address and devise historically valid questions; construct informed responses that involve thoughtful selection and organisation of relevant historical information; understand how our knowledge of the past is constructed from a range of sources (archaeology, historical documents); local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

English - *Spoken Language*: listen and respond appropriately; ask relevant questions to extend their understanding and knowledge; articulate and justify answers; participate actively in conversations and discussions; use spoken language to develop ideas; consider and evaluate different viewpoints; *Reading*: comprehension, new meanings; for range of purposes; explain and discuss understanding of what they have read.

Mathematics: - sequence events in chronological order; use language relating to dates.

Activity 4: Matching finds

What you will learn:

All about different artefacts, what they are, what they were used for, what they are made from and how old they are.

What you will need:

Artefact images and labels cut out with label separated from image from Appendix 1.2 (laminated if burying in sand); sand trays and brushes (optional).

What you will have to do:

Laminate images and bury them in sand trays. In small groups (e.g. 4-6) around 1 tray, children carefully excavate the laminated images. If this is not possible, then children in their small groups can be given the pictures of the artefacts with the labels separated from them. They then read the labels and see if they can match them to the correct artefact. How do they know? Are they correct? Discuss the results with the class as a whole.

National Curriculum Links:

History - appropriate use of historical terms; address and devise historically valid questions about change, cause, similarity and difference, and significance; address and devise historically valid questions; construct informed responses that involve thoughtful selection and organisation of relevant historical information; understand how our knowledge of the past is constructed from a range of sources (archaeology, historical documents); local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

English - *Spoken Language*: listen and respond appropriately; ask relevant questions to extend their understanding and knowledge; articulate and justify answers; participate actively in conversations and discussions; use spoken language to develop ideas; consider and evaluate different viewpoints; *Reading*: comprehension, new meanings; for range of purposes; explain and discuss understanding of what they have read.

Mathematics: - sequence events in chronological order; use language relating to dates.

Activity 5: Archaeology is Rubbish

What you will learn:

How archaeologists use 'material culture' (objects) to understand the past, through looking at familiar items and objects from the past.

What you will need:

Objects from box, or any objects from around the classroom or that children can bring from home, rubbish from the classroom rubbish bin; bin bag

What you will have to do:

Put a number of items in a bin bag.

Demonstrate this activity first with one object - think about what it is and who it might belong to and what happened to it. You can use prompt questions to encourage discussion. Do the same to another object. If there are different ideas, discuss how we know which the right one is (we don't!). Which is more probable, more likely? Explain this is why different archaeologists have different ideas about the past.

Depending on the objects talk about assemblages - if some items were found on their own it might be difficult to say who they belonged to, but because of the association with other objects it becomes more possible.

National Curriculum Links

History - construct informed responses to questions that involve thoughtful selection and organisation of relevant (historical) information; understand how our knowledge of the past is constructed from a range of sources (archaeology).

English - *Spoken Language*: listen and respond appropriately; ask relevant questions to extend their understanding and knowledge; articulate and justify answers; participate actively in conversations and discussions; use spoken language to develop ideas; consider and evaluate different viewpoints.

PSHE/Citizenship - Develop confidence; Preparing to play an active role; Developing good relationships.

Activity 6: Artefact Analysis

What you will learn:

How to analyse archaeological artefacts and objects and complete a record for them.

What you will need:

Artefacts from box, objects from around the classroom, artefact recording forms (see Appendix 1.4a and 1.4b, magnifying glasses, rulers, scales (if available).

What you will have to do:

Using artefacts from the box, or any other archaeological artefacts/objects, each child (or in pairs) chooses one artefact and takes a recording sheet. They draw the chosen artefact as accurately as they can and answer the questions. Use information sheets/labels to find out further information to help them (other books and the internet can also be used to turn this into a longer session). Rulers, scales and magnifying glasses can also be used. With older year groups the idea of drawing to scale can be introduced.

Ask the children to comment on what similarities and differences they can see in the objects they have been looking at and objects that are used today.

For younger year groups, children can choose an artefact and draw what it would have looked like when it was complete and being used and how it looks now.

National Curriculum Links:

History - construct informed responses to questions that involve thoughtful selection and organisation of relevant (historical) information; understand how our knowledge of the past is constructed from a range of sources (archaeology); understand similarity and difference between now and the past; understand the significance of the past; know about contrasts and trends over time.

English - *Spoken Language*: listen and respond appropriately; ask relevant questions to extend their understanding and knowledge; articulate and justify answers; participate actively in conversations and discussions; use spoken language to develop ideas; consider and evaluate different viewpoints; *Reading*: comprehension, new meanings; for range of purposes; explain and discuss understanding of what they have read.

PSHE/Citizenship - Developing confidence; Preparing to play an active role; Developing good relationships.

Mathematics - Measurement

Science - Working scientifically; Everyday materials - properties and changes; Animals including humans; Rocks (different emphasis, depending of objects being excavated (includes shells, bones of animals etc.)

Design & Technology - Explore, analyse and evaluate a range of existing products (e.g. pottery types).

Activity 7: Comic Strips

What you will learn:

That there is a story behind an artefact, how to write a comic strip and select relevant information.

What you will need:

Templates from Appendix 1.5; coloured pencils, crayons or felt tips; artefacts from the box or images of the artefacts from the pack (Appendix 1.2).

What you will have to do:

Ask the children what they know about comics, elicit information about comic strips and how they are arranged - in frames, in chronological order, using pictures and very little writing.

Give children the 4 frames that are title 'My Day' and ask the children to think of the most significant things they have done so far today and create a comic strip. Give them between 5 and 10 minutes to do this. Explain they will have to make decisions about what to put in and what to leave out. Encourage them to use only pictures and use writing only for speech bubbles, but not to put a written explanation. Then ask the children to do the same thing but now for 'My Life'. They will have to be even more selective with this. Again, give them 5 -10 minutes and encourage them to use only pictures.

Choose a couple of examples - 1 from 'My Day' and 1 from 'My Life'. Looking carefully at what has been drawn, give an explanation which is far-fetched and unreasonable - you can include aliens robbing banks on the way to school, meeting superheroes, being a super hero etc. Ask whether this is correct and then get the group to tell you why it can't be correct. The idea here is to get the children to understand what a reasonable explanation is and what isn't, try to get them to explain that things are impossible, people don't have superpowers, it takes too long to go to the moon before breakfast etc.

Explain that comic strips leave things out and we have to fill the gaps. This is just the same in archaeology. We have to fill in the gaps with guesses, but that these have to be reasonable guesses based on information we have found out about the artefacts.

Now ask the children to write a comic strip about an artefact they are familiar with. They can show how it was used, what happened to it, how it was lost and/or broken and it being discovered. It is up to them, but encourage them to be reasonable and think about what could have really happened. If there is time they can do the same with another artefact. Depending on how much time there is for this activity the children can take more time and care over these comic strips than the ones 'My Day' and 'My Life' and use colours.

National Curriculum Links

History - understand how our knowledge of the past is constructed from a range of sources (archaeology/material remains); understand similarity and difference between now and the past; understand the significance of the past; know about contrasts and trends over time.

Art & Design - produce creative work; become proficient in art, craft and design techniques; evaluate and analyse creative works using the language of art, craft and design; improve their mastery of art and design techniques with a range of materials and tools

PSHE/Citizenship - Developing confidence; Preparing to play an active role; Developing good relationships.

Activity 8: Comic activities

What you will learn:

Archaeological and historical terms, about the process of archaeological excavation, about the people of Whitle and some of the things they used, differences between now and the past

What you will need:

Copy of the comic, reproduced in Appendix 1.6

What you will have to do:

Read the comic and instructions for activities and learn through having fun!

National Curriculum Links

History - appropriate use of historical terms; address and devise historically valid questions about change, cause, similarity and difference, and significance; address and devise historically valid questions; construct informed responses that involve thoughtful selection and organisation of relevant historical information; understand how our knowledge of the past is constructed from a range of sources (archaeology, historical documents); local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

English -Reading: comprehension, new meanings; for range of purposes; explain and discuss understanding of what they have read.

Activity 9: Make a Museum

What you will learn:

How to select appropriate information about an object and present it an engaging way

What you will need:

Various artefacts from the education box, or other artefacts objects, card, pencils, felt tips, crayons, information about the objects.

What you will have to do:

Children choose an artefact from the education box, or any other artefact/object from around the classroom. They could also bring an object in from home that means something to them.

Discuss how objects are displayed in museums and the type of information that is written on museum labels. The class can decide on a template to follow or allow for variety.

The children then write their label with appropriate information such as what it is, what it was used for, who used it etc. They can obtain information from the internet, books, or labels/information accompanying the artefacts in the education boxes. The class arranges the objects either as a whole class display or as group displays. Other groups, classes, and/or parents can be invited to visit the display.

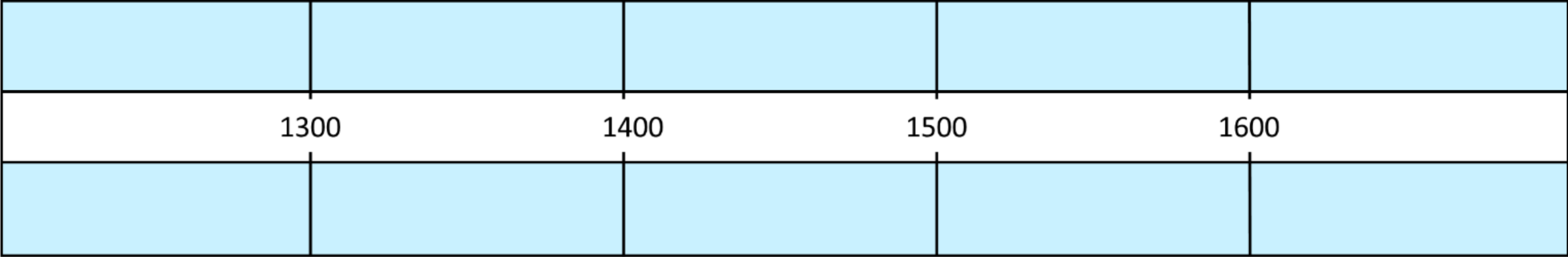
National Curriculum Links

History - appropriate use of historical terms; address and devise historically valid questions about change, cause, similarity and difference, and significance; address and devise historically valid questions; construct informed responses that involve thoughtful selection and organisation of relevant historical information; understand how our knowledge of the past is constructed from a range of sources (archaeology, historical documents); local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

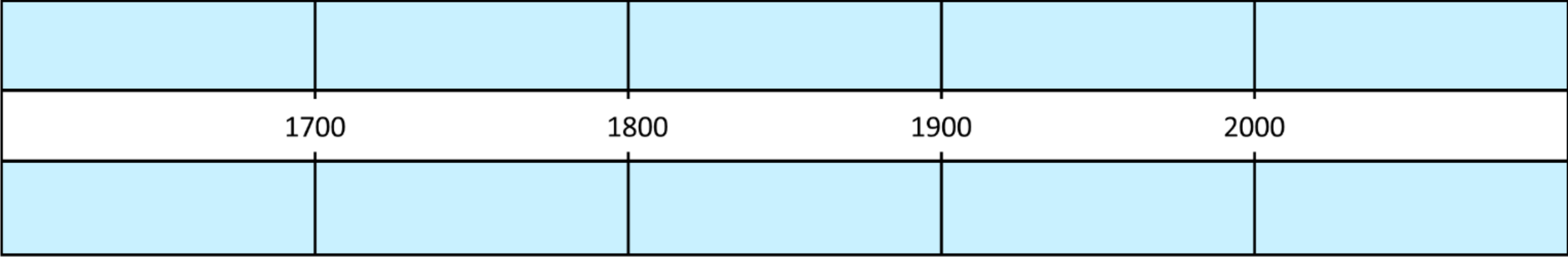
English - Reading: comprehension, new meanings; for range of purposes; explain and discuss understanding of what they have read. Writing: write legibly; plan, write, evaluate and proofread; choose the writing implement that is best suited for a task.

Section 3: Appendices - Activity Resources

Appendix 1.1: White Timeline



(Print out and cut along the dotted line to make a continuous timeline)



Appendix 1.2: Finds and Labels

These finds and their labels can be printed out cut out and separated from one another for the matching activity (Activity 4)



UW16.47

- Fragment of pottery
- Slip ware
- From Trench 1, site old barn
- Late 1600s to early 1700s

This fragment of pottery is from a bowl that was decorated on the inside. It was made and used before the barn found in Trench 1 was built, but people lived and farmed at Whitle then and could have belonged to them.



UW16.118

- Nail
- Iron (rusty)
- From Trench 1, site of old barn
- Early to mid-1800s (late Georgian period or early Victorian period)

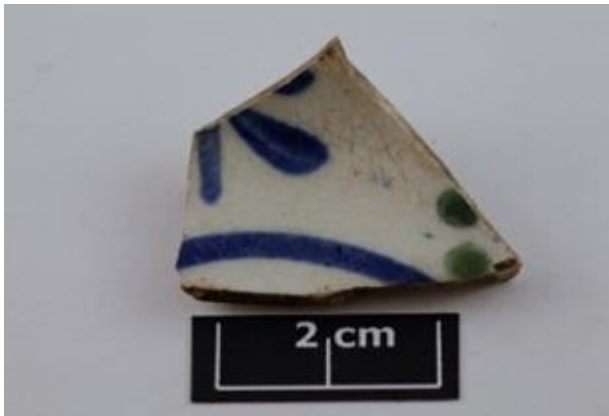
This nail was made by hand, not in a factory. Evidence of hearths in the barn suggest that nails could have been made in the barn.



UW16.38

- Part of a plough
- Iron (rusty)
- From Trench 1, site old barn
- Early to mid-1800s (late Georgian or early Victorian period)

The plough could have been used by the family who used the barn and who, at the time, lived in the 'cellar house' uncovered in Trench 2.



- Fragment of saucer
- Painted Ware
- From Trench 1, site of old barn
- Early to mid-1800s (late Georgian or early Victorian period)

This saucer may have been used by the farmer who farmed the field and used the barn where it was found.

UW16.98



- Fragment of clay pipe stem
- From Trench 1, site of old barn
- Mid-1800s (Victorian period)

Clay pipes were used to smoke tobacco. This piece of clay pipe stem would have broken off a pipe as a farmer smoked as he worked.

UW16.119



- Swiss Army Knife
- Plastic and Iron/Steel (rusty)
- From Trench 1, site of old barn
- 1950s -1960s (20th Century)

Swiss army knives have a main blade and many tools that can all be hidden away.

UW16.48



- Fragments of a butter pot
- Midlands Purple Ware
- From Trench 2, site of old house
- Late 1600s/early 1700s

This butter pot could have been used by the people who lived in the house when it was first built. At that time people made their own butter and stored it in pots like this one.

UW16.1176



UW16.1229

- Pieces of window lead
- From Trench 2, site of old house
- Late 1600s or from later alterations?

Window lead was used to hold panes of glass in place in windows of old houses. This window lead could be from when the house was first built in the late 1600s



UW16.1131

- Fragments of a chamber pot
- Yellow Ware
- From Trench 2, site of old house
- Mid-1800s (Victorian period)

Chamber pots were used before there were toilets inside houses. It would slide under the bed when it wasn't being used and emptied into an outside toilet during the day.



UW16.BF1030

- Animal bones
- Mainly pig bone
- From Trench 2, site of old house
- Probably mid-1800s (Victorian period)

These bones were found mixed in ash that had come from the fireplace inside the house and then dumped outside. The date is probably 1800s because they were found with a tea pot of this date.



UW16.1180

- Fragments of a tea pot
- Shining Black Egyptian Ware
- From Trench 2, site of old house
- Mid-1800s (Victorian period)

Tea drinking was very popular in the Victorian period, as it is now. This type of shiny black teapot was very fashionable.



UW16.1254

- Marble
- Agate
- From Trench 2, site of old house
- 1800s (late Georgian or early Victorian)

Many marbles were made of agate and were purposefully made for playing games with. It suggests that children were living in the house at the time.



UW16.1521

- Brylcreem bottle
- Glass
- From Trench 2, site of old house, cellar
- 1950s

Brylcreem was a type of hair gel that men put on their hair. At this time, there was no house standing on this site and the cellar was being used as a place to put rubbish.



UW16.1473

- Etch-a-sketch toy
- Plastic
- From Trench 2, site of old house, cellar
- 1960s

An etch-a-sketch is a toy for drawing by turning two dials at the bottom. They are missing off this one. This had been thrown there when it was being used as a rubbish dump. It suggests that a child or children were living at Whitle at the time.



UW16.1475

- Toy bulldozer
- Metal
- From Trench 2, site of old house, cellar

This had been thrown there when it was being used as a rubbish dump. It suggests that a child or children were living at Whitle at the time.



- Fragment of pottery
- Coarse ware
- From Trench 3, house platform
- 1400s (from the time of the War of the Roses or the early Tudor period)

This piece of pottery is the oldest piece of pottery we found during the excavations. It would have been part of a pan or a bowl.

UW16.2230



- Fragment of pottery
- Midlands Purple Ware with green glaze
- From Trench 3, house platform
- c.1550 (Tudor period)

This piece of pottery is from a big jug or cistern (a pot for holding liquid that would have a 'tap' at the bottom, possibly for holding beer).

UW16.2225



- Fragment of pottery
- Midlands Purple Ware
- From Trench 3, house platform
- c.1550 (Tudor period)

This piece of pottery is from a big jug. And could have been used by people living in a house on the house platform.

UW16.2228



- Horse shoe
- Iron
- From Trench 3, house platform
- 1700s

We don't think there was a house on the site of Trench 3 at this time, but people were living in Whitle and farming the fields. They used horses for ploughing, for pulling carts to market, and for riding.

UW16.2075



UW16.2064

- Fragments of pottery
- Stone Ware
- From Trench 3, house platform
- Late 1880s to early 1900s

One of these fragments has words impressed on the base - WP Hartley who made jam and marmalade.



UW16.2151

- Fragment of pottery
- Black Ware
- From Trench 3
- Late 1600 - early 1700

This piece is from chamber pot. Chamber pots were used before there were toilets inside houses. It would slide under the bed when it wasn't being used and emptied into an outside toilet during the day.

Appendix 1.3: People of Whitle

Margery Horobin
Lived at Whitle c.1550



John Harrison

Lived at White c. 1690



William Slack

Lived at White c. 1845



Michael Morson
Lived at Whitle c.1965



Appendix 1.4a: Artefact Recording Form

Recorded by (write your name)

Write your answers to each of the questions below:

1) What is your object made from?

2) What colour is your object?

3) What does your object feel like (the texture)?

4) Describe any decoration or patterns on your object, if there are any:

3) Using a ruler and scales, if you have them, measure your object as best as you can and fill in the information below:

Length (cm)		Height (cm)		Width/ thickness (cm)		Weight (g)	
------------------------	--	------------------------	--	--------------------------------------	--	-----------------------	--

5) What do you think your object is? What do you think it tells us about the people who made it or used it?

(artefact recording form continued)

Draw your object below:

Appendix 1.4b: Artefact Recording Form

Recorded by (write your name) _____

My object

My object

NOW

THEN

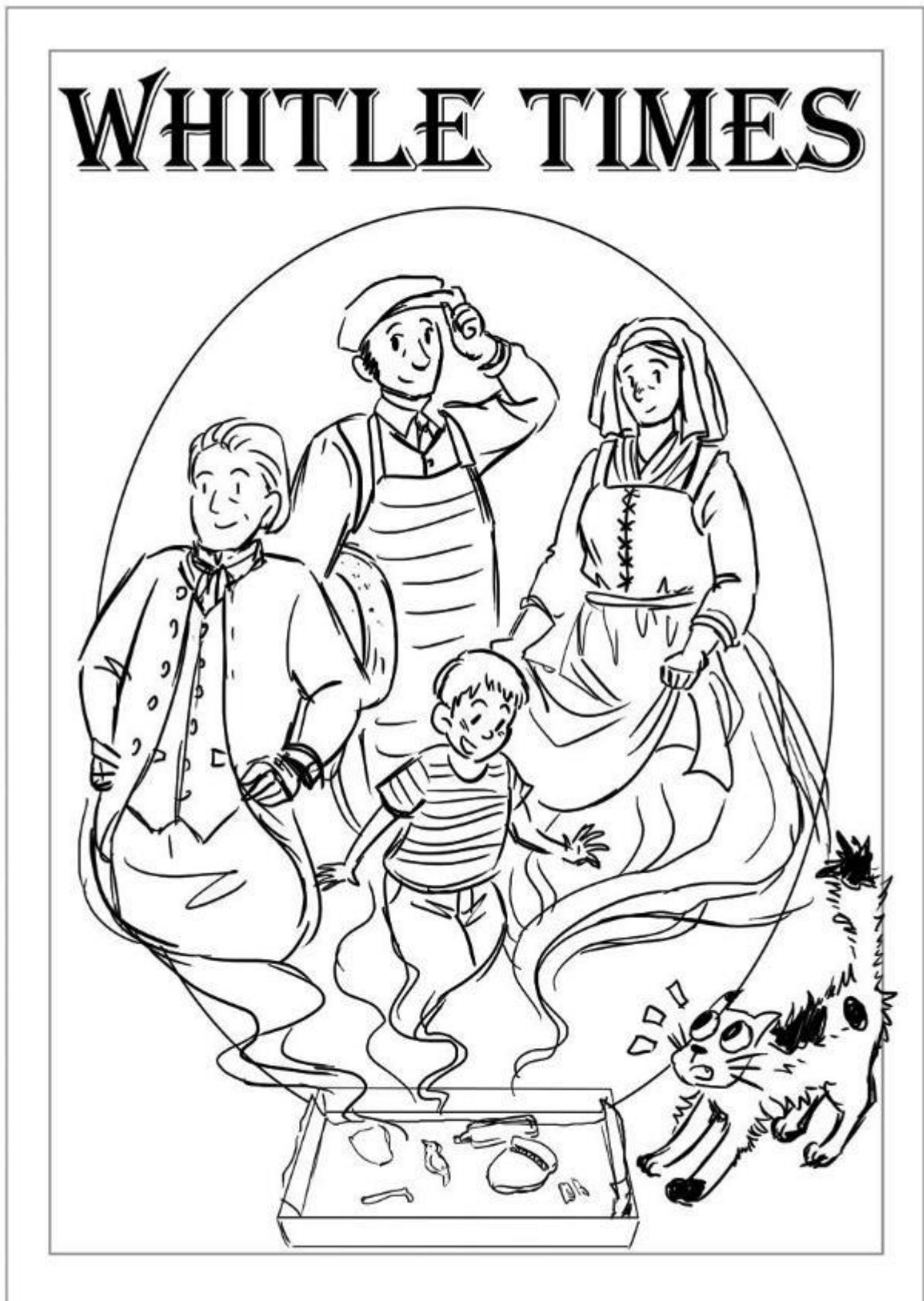
Appendix 1.5: Comic strip templates

The Story of My Day

The Story of My Life

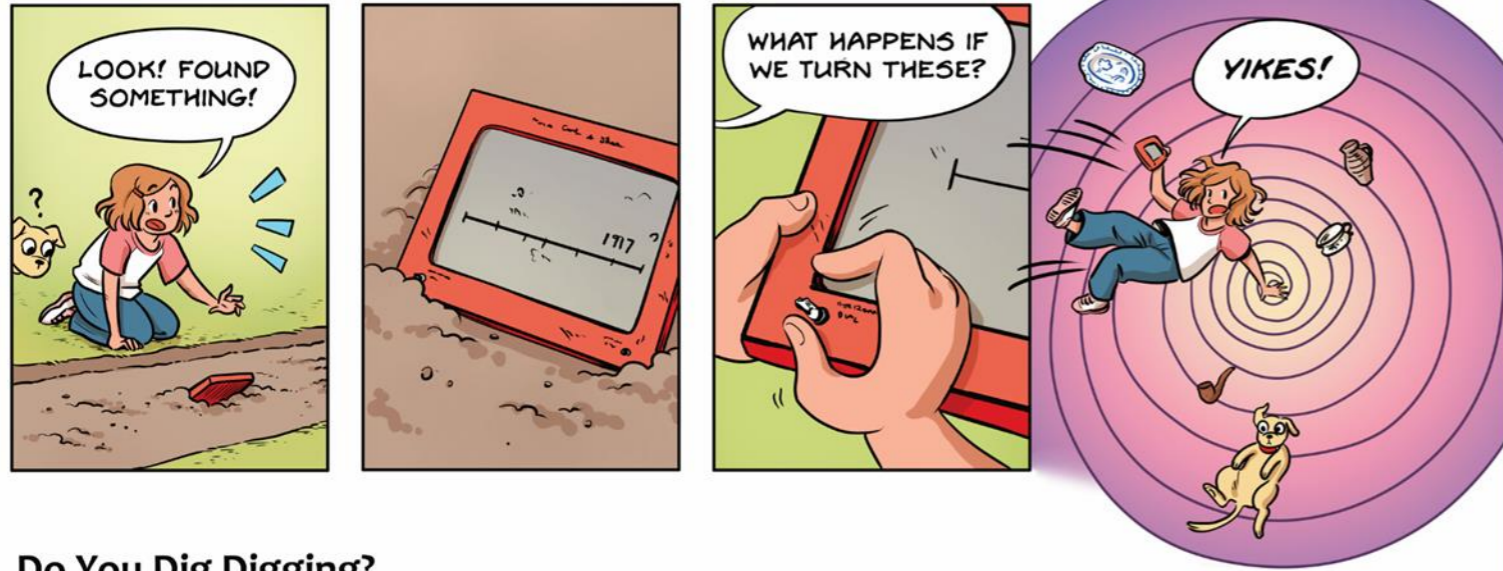
Appendix 1.6: Comic activities

Colour in



PEELING BACK THE LAYERS

Peaceful Under White Farm buzzed with activity and visitors in summer 2016. Archaeologists and volunteers excavated trenches in 2 fields searching for signs of the past.



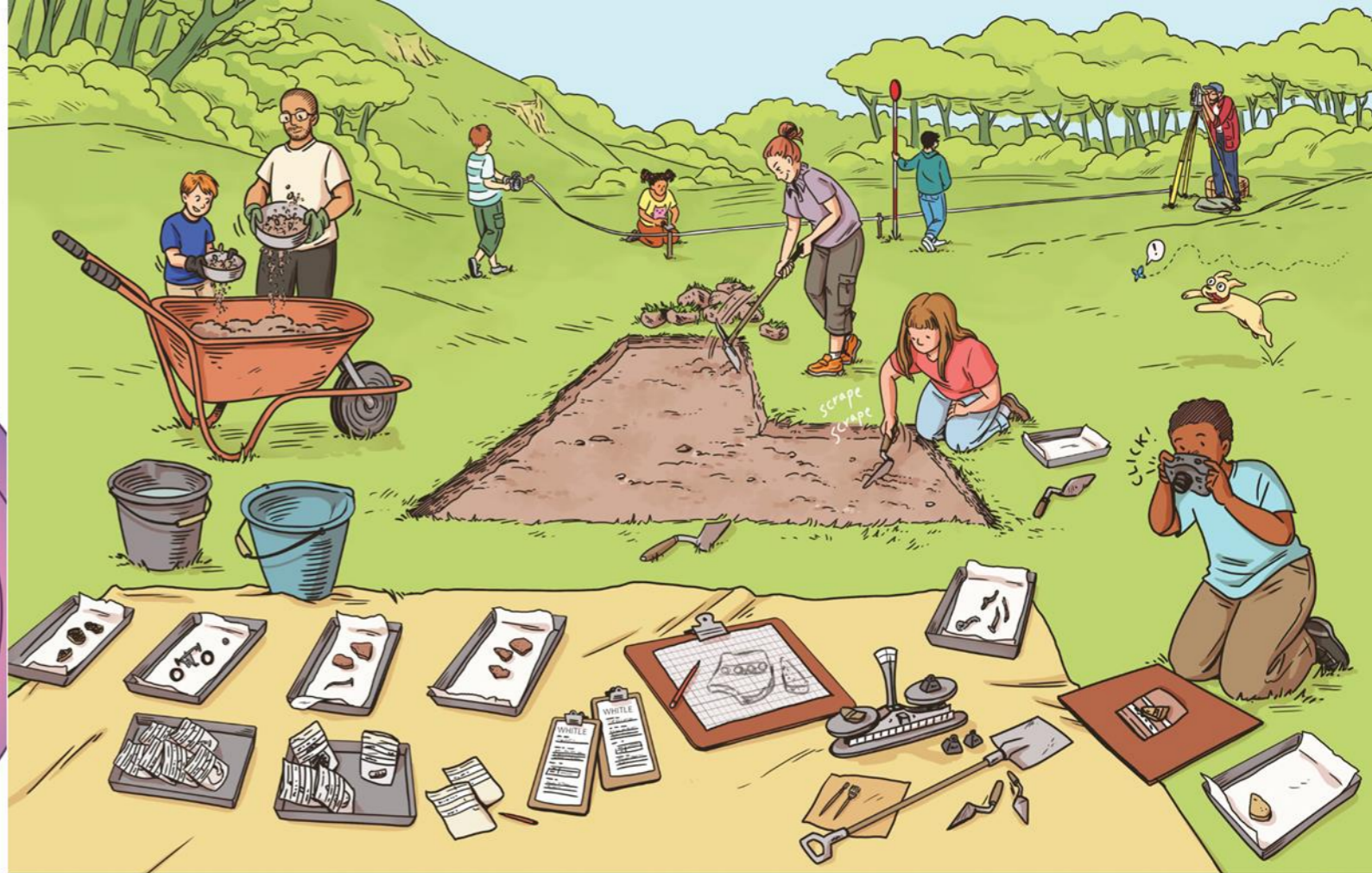
Do You Dig Digging?

These archaeology jobs are listed in the order they happen on an excavation site. Can you find all 16 jobs in the wordsearch?

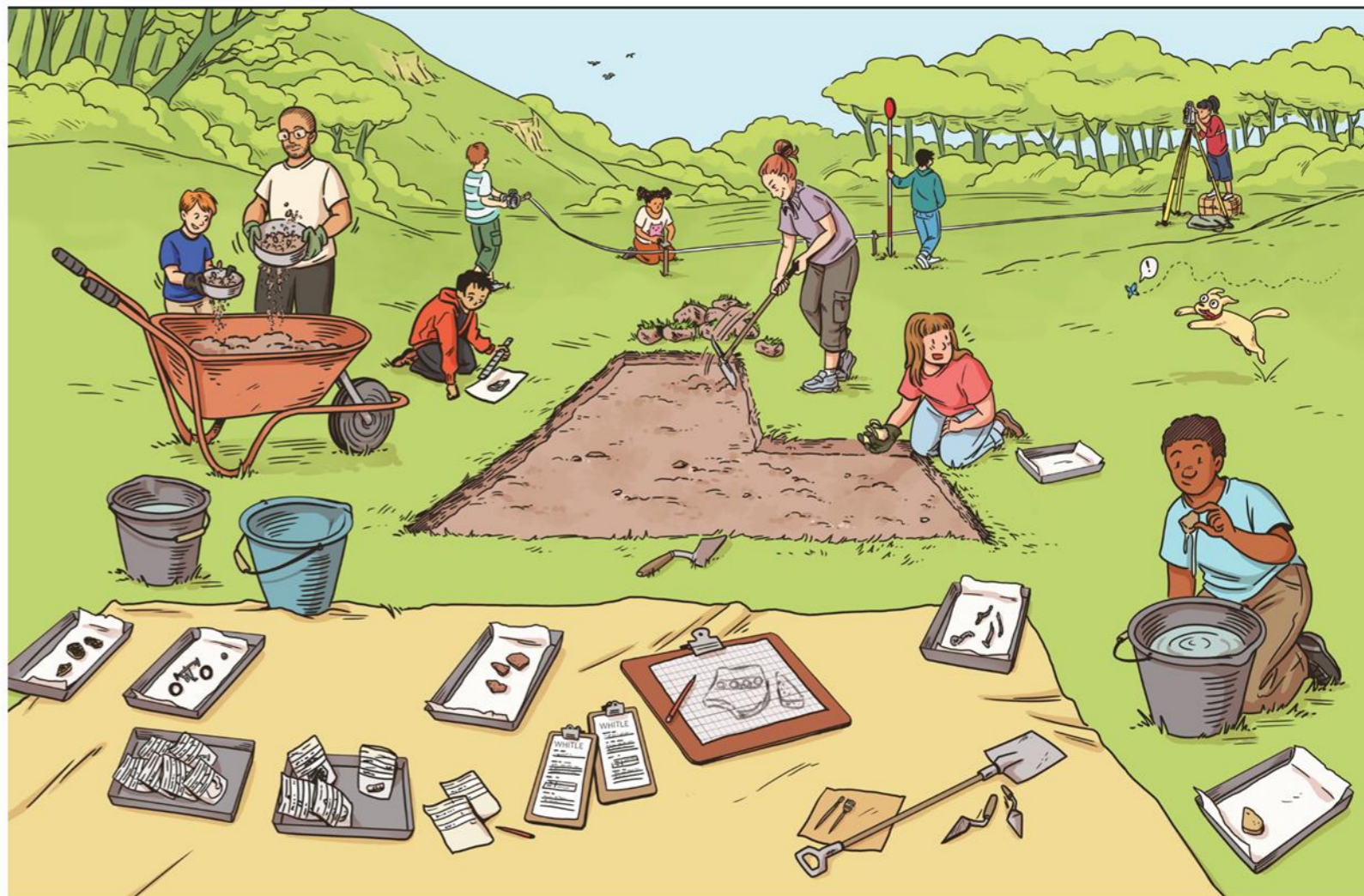
p z q d r a w f h s a w
 v h a l b z f i n d t e
 g e o p h y s i c s e i
 f r u t e d i e n g r g
 a n v p o s n s h w p h
 x t o k y g w y b v r z
 r t s d z u r l o d e l
 e r u s a e m a h b t c
 c o r i y k o n p x n a
 o p v e p x d a v h i o
 r e e v o t u o k r a m
 d r y e t a v a c x e x

- 1 survey
- 2 geophysics
- 3 mark out
- 4 deturf
- 5 excavate
- 6 find
- 7 photograph
- 8 sieve
- 9 wash
- 10 measure
- 11 weigh
- 12 record
- 13 draw
- 14 analyse
- 15 interpret
- 16 report

WHICH JOBS CAN YOU FIND IN THE PICTURES OPPOSITE?



Can you spot all 10 differences between the pictures?



WHAT'S COOKING?

Look at the finds photos carefully. Now look at the farm kitchen scenes. Each kitchen contains one of the finds before it was broken and buried. Can you find them all?



Guess what? All the people are real people who lived at Whitle in the past.

196 children excavated, cleaned and recorded finds.

1550

Margery Horobin's Tudor kitchen.



Radiocarbon dating revealed the oldest find to be a piece of charcoal burnt from a tree dated 1350 - nearly 700 years ago!

1845

Teatime for the Slack family.



Cooking with the Harrisons over 300 years ago.

1680

A grand total of 688 finds were excavated and recorded!



1965

Children lived and played at Under Whitle Farm.

Peeling Back the Layers uncovered the remains of the Horobins' and Harrisons' houses, and the Slacks' barn.

PEOPLE OF THE LAYERS



William and Margery Horobin lived in the Tudor period.

John and Grace Harrison lived at the Cellar House. You can still see bits of it - including the cellar!

William and Mary Slack lived at the Cellar House and had a barn in the next field.

Somebody put rubbish and toys in the cellar. But who?

1845

HELP FARMER SLACK

take his cheese to Longnor market



Peeling Back the Layers

was managed by the Tudor Farming Interpretation Group and funded by the Heritage Lottery Fund, the Peak District Sustainable Development Fund and the Mick Aston Fund supported by the Council for British Archaeology and English Heritage



LOTTERY FUNDED



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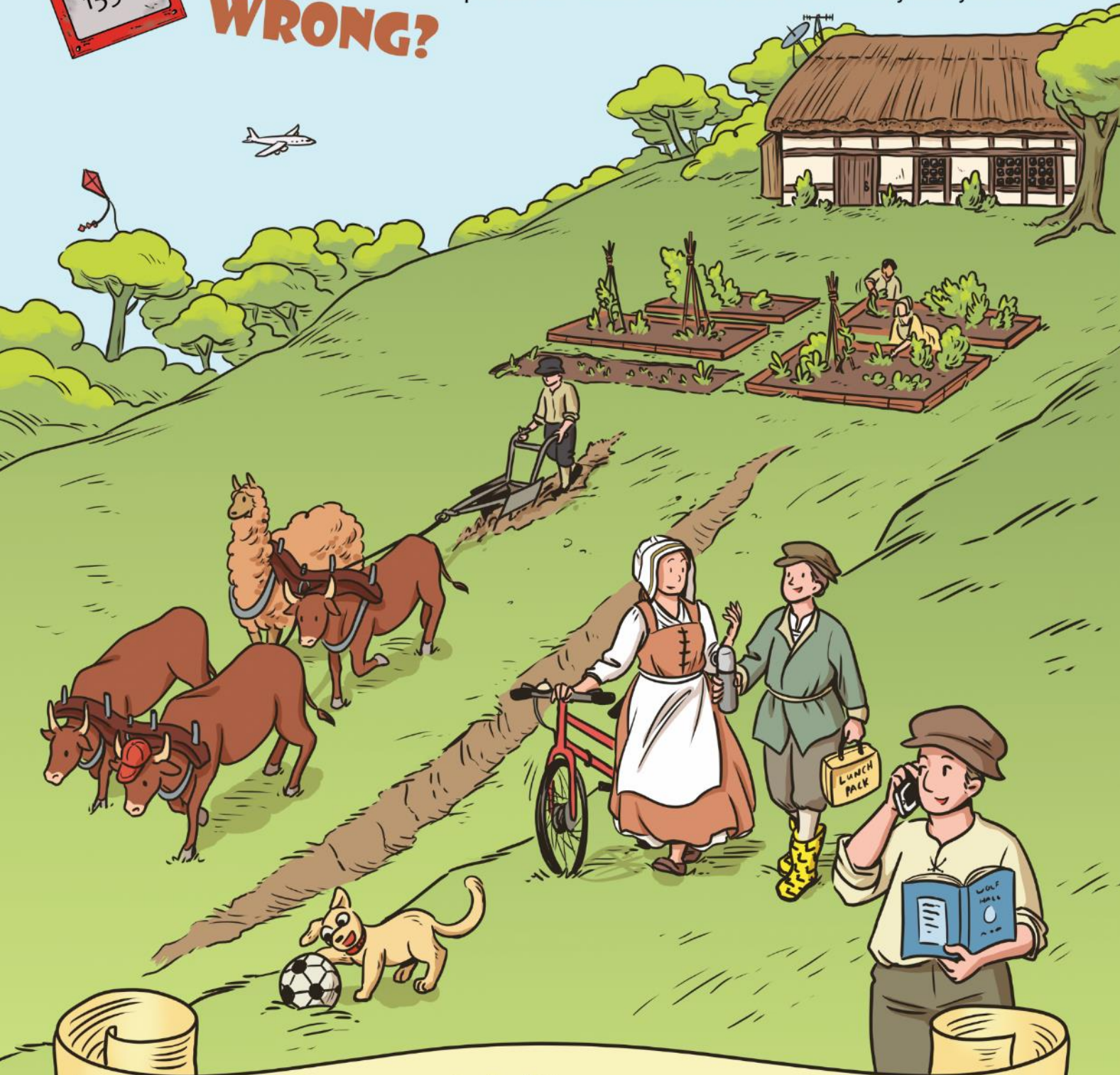
Council for British Archaeology



1550

WHAT'S WRONG?

Oh no! Lots of modern things have crept in to this picture of Tudor White Farm. How many can you find?



Roll of Honour

Huge thanks to all the young volunteers who took part.

Biggin CE Primary School
Blackshaw Moor CE (VC) Primary School
Buxton Community School
Earl Sterndale CE Primary School
Hartington CE Primary School
Hollinsclough CE Academy
Lady Manners School, Bakewell

Manifold CE Academy
Monyash CE Primary School
St Bartholomew's CE (VC) Primary School, Longnor
St Thomas More Catholic School, Buxton
The FitzHerbert CE (VA) Primary School,
Fenny Bentley
Young Archaeologists' Club, Ilam

Appendix 1.7: Glossary

archaeological features

remains of past human activity that are not always obvious e.g. walls, ditches, lumps and bumps in a field, 10

archaeological survey

includes a variety of methods by which archaeologists search for archaeological sites, 10

architectural features

parts and sections of buildings such as windows, doors, roofs etc., 19

Brylcreem

a hair-styling cream for men, 24

census record

a record of all the people living in the country at a particular time, 35

chamber pot

a portable toilet made of pottery that was kept under the bed to be used at night before toilets existed inside houses, 22, 29

charcoal

burnt wood, 26, 28

churns

machine for making butter by shaking milk or cream, 22

corrugated

something with alternating ridges and grooves, wrinkled, 4, 26, 27

daub

plaster, clay, or another substance used for coating a surface, especially when mixed with straw, 26

debt

money owed, 33

dispute

a disagreement, 31

English Civil War

a number of battles between Parliamentarians (Roundheads), who thought a King or Queen should not run the country anymore and Royalists who wanted to keep Kings and Queens in charge 1642–1651., 13

excavate

dig, 10

fieldwork

archaeological surveys and archaeological excavations, basically the work that archaeologists do outside (often, but not always in a field), 12

Fragment

a small piece broken off or separated from something, 15, 16, 17, 28, 29

geographical area

an area of land on the earth's surface, 9

geophysical surveys

different ways to sense what's underneath the ground without digging, such as magnetometry (measuring magnetic fields) and resistivity (measuring the passage of electrical currents through the ground, 10

Georgian

historical period from 1714-1837 covering the reigns of King George I, II, III, IV and William IV, 16, 23

hearth

a fireplace, 14

Hearth Tax

an amount of money that had to be paid depending on the number of hearths your house had. This tax lasted between 1662 and 1689, 33

hearths

fireplaces, 14, 16, 33

iron

a type of metal that is obtained from a rock called iron ore when heated to high temperatures. Iron rusts over time when in contact with water and air, 15, 16

lease

an arrangement where the tenant agrees to pay the landlord a certain amount of money to use the land or property, 31

LiDAR

stands for Light Detection and Ranging - a type of survey taken by drones flying across the landscape and reflecting light off the surface to create a map of features not usually visible, 10

Midlands Purple Ware

a type of pottery that has a purple tinge to it, 22, 28, 29

parish

an area of land under the control of the Church of England, 9

pasture

land suitable for grazing cattle or sheep, 10, 14, 41, 42

penknife

a small folding knife, 14, 18

plough

a farming machine with blades that turns soil over and create furrows (grooves) into which seeds can be planted, 14, 16

radiocarbon

a way of dating organic (once living) material, 26

record office

a building where historical documents are kept, 10

ridge and furrow

the pattern created in the landscape from ploughing in the past, 4, 26, 27

Second World War

also known as World War II, a global war that lasted from 1939 to 1945, 18

Shining Black Ware or Egyptian Ware

a type of fine pottery that is very black and shiny, used in the Victorian period, 23

sickle

a farming tool held in the hand with a curved blade for harvesting crops, 16

Slip Ware

the name given to a type of pottery which uses slip (watered down clay) painted onto a pot before it is fired, 15

spur

a device with a small spike or wheel that is worn on a horse-rider's heel and used for urging a horse forward, 13

tenant

a person who rents land and/or a house from a landlord, 13

tithe map

a map of a parish that shows who owned and lived on which lands so the church knew how much tax should be paid in cash rather than in the form of crops., 4, 19, 20, 36

tobacco

dried leaves of the tobacco plant that people roll up or put in pipes to smoke, 17

trench/es

the hole that archaeologists dig when excavating, 6, 10, 43

Tudor period

the period between 1485 and 1603, which includes the reign of Henry VIII and his daughter Elizabeth I, 10, 26, 28, 31

turbulent

difficult, unstable, unsettled, 33

uninhabited

not lived in, 19

usurped

take the place of someone in a position of power illegally, 33

vaulted

with a roof that is arched, 20

Victorian

historical period covering the reign of Queen Victoria from 1837 to 1901, 16, 23, 24, 30