

High Weald Drama Workshops

Lesson Outlines & Quiz Key Stages 1 and 2

High Weald Drama Workshops Introduction

This pack is designed to help you build on the work delivered by Bigfoot Arts Education, as part of the High Weald Hero drama programme. The workshops have been set within the wider context of the High Weald Area of Outstanding Natural Beauty (AONB) – offering an insight into some of the key landscape characteristics and fascinating history of the area.

Four separate workshops and an assembly outline is included as well as a fun quiz from Professor T.Travel. The workshops include National Curriculum links and enable teachers to deliver the sessions confidently to various classes across the school. All of the activities contribute to the 5 High Weald Hero Actions that High Weald Hero schools aim to complete – Explore, Find Out About, Take Care of, Be Proud of and Enjoy.

For further information about the High Weald please see: www.highweald.org. To learn more about the work of Bigfoot Arts Education in schools please see: www.bigfoot-theatre.co.uk.

These resources have been produced by the High Weald AONB Unit with support from:



The Weald Forest Ridge Landscape Partnership Scheme is involving people with the unique heritage in one of England's Finest Landscapes. www.highweald.org.

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High Weald Drama Workshops Assembly Outline

Narrator takes role as Professor T. Travel. Professor greets the audience as they enter the hall. Individuals are greeted and hands shaken. The professor treats them as a group of historical experts. Professor T. Travel then welcomes all experts to this historical convention:

A year ago I, Professor T. Travel, was given the task of finding out about The High Weald. I had to find out where The High Weald actually was and then had to find out about the history of the area. I could not do this alone so I asked for your expert help and thankfully you were all fantastic!

After a whole year of research we now have details of the history of the local area. You have all worked so hard sending me your emails and research we can now present what we have found out! All the questions have been answered and they are gathered today to confirm the findings.

High Weald Map

The Professor explains that a map of the High Weald will be created. Volunteers hold road signs showing how far the High Weald spans from Horsham up to East Grinstead and Tunbridge Wells, down to Rye, Hastings and back up to Uckfield. The Professor explains that the High Weald Area of Outstanding Natural Beauty (AONB) is the countryside in between these large towns. The four forests within the area will also be shown. Pinpoint where the 'school of experts' is actually located on the map to highlight where they are in the High Weald.

Timeline

Now the geography of the area is established Professor T. Travel then discusses how the hall of experts have been so helpful in researching the history of the area. From all of their hard work a timeline has been created to teach people about the area. Volunteers are needed again to make the timeline come to life.

3 volunteers are asked to come and represent each era. One will hold up the sign as the other two create a simple image depicting what the Professor says. Move along the timeline one 'era' at a time. When they are all in place, Professor then reads the following again to pieces the stages together.



Education Resource

*Ladies and Gentlemen and children as well...
You are welcome to hear the tale we shall tell
In 15 minutes we shall span 5000 years
So make sure you are all eyes and all ears...*

A sign with 'BRONZE AGE' and dates is held up.
*Our story begins with The Bronze Age where hunters increasingly came this way
Man had the upper hand using weapons to live off the land
(One sharpens implements and kills the other who is the wolf)*

A sign with 'Romans' and dates is held up.
*The Romans then came to The Celts' dismay
The Wealden people welcomed protection
400 years down the Roman Road
The Romans left to protect their own
The Saxons made The Weald their home
(One appears as a roman and then leaves as Saxons arrive)*

A sign with 'Saxons AD 450' is held aloft.
*In 450 AD Saxon settlements began to spread
As did Christian ceremonies for the dead
(Image created of a round house and sign of the cross at the end)*

'The Battle of Hastings 1066'
*600 years on the battle of Hastings was won
The Saxons are ahead but lose their heads and
Harold gets one in the eye.
(One fires an arrow as the other as Harold falls)*

'1349 The Black Death'
*1349 The flourishing Weald is brought to a halt
As the black death kills half
The Weald becomes a place of unrest
Where criminals and rebels hide
(One falls to the floor after a short cough, the other steals from dead man's pocket)*



Education Resource

The Tudors

*The Weald became the playground of Kings
The rich held power over everything
The farmers now paid to live off the land
And if you took to much wood, you would be banned!*

*Our timeline ends here,
You know there is much more.
From the Tudors to the Stuarts,
the Victorians and two world wars.
But that is to study another day
Give three cheers for The High Weald
Hip Hip...Hooray!*

The Professor then runs along the timeline one last time from start to finish. When he reaches them, volunteers hold aloft their sign. The audience will call out the title i.e. The Saxons.

The assembly ends with Professor T. Travel explaining that this area has changed over time, and will continue to change in the future. However, thanks to lots of children being High Weald Heroes and learning about what makes this area special, other people can learn to look after it too. Professor thanks the group for all of their help.

High Weald Drama Workshops Professor T.Travel's Quiz

The High Weald is an amazing place full of unique landscape features. Here is a little quiz to get you thinking and see how much you know – if you're not sure of some of the answers, why not be a High Weald Hero and Find Out About them? Try looking at www.highweald.org.

- 1) Can you name 3 towns close to The High Weald?
- 2) Can you name 3 High Weald Forests?
- 3) Who were the first people to live in the High Weald?
- 4) Who came along and took over in AD46?
- 5) Why did the Romans leave the High Weald after 400 years?
- 6) Name two aspects of the High Weald countryside which is different to most other areas of the country.
- 7) What was the disease called which killed half of the High Weald inhabitants in 1349?
- 8) Who settled on the land when the Romans left?
- 9) What did farmers use to fatten up their pigs?
- 10) In Saxon times, what did farmers call their settlements?

High Weald Drama Workshops Professor T.Travel's Quiz – Answers!

- 1) Can you name 3 towns close to The High Weald?
A) East Grinstead, Tunbridge Wells, Crowborough, Horsham, Crawley etc. See www.highweald.org for a map if you're not sure!
- 2) Can you name 3 High Weald Forests?
A) Any 3 from: Ashdown, St Leonard's, Broadwater or Tilgate. Interestingly, these Forests are not called so because of their trees. The word "forest" is derived from the Latin "foris", meaning "outside" and in medieval England came to mean land outside common law and belonging to the Crown – so nothing to do with trees being there at all!
- 3) Who were the first people to live in the area?
A) Mesolithic hunters – they used the sandrock outcrops for shelter.
- 4) Who came along and took over in AD46?
A) The Romans – Emperor Claudius led a third, and finally successful, invasion. The High Weald had all the natural resources that the Romans needed to make iron – Iron ore, wood (for charcoal) and fast flowing streams.
- 5) Why did the Romans leave the High Weald after 400 years?
A) Their homes in Italy were being attacked by fierce tribes and every soldier was needed.
- 6) Name two aspects of the High Weald landscape which is different to most other areas of the country.
A) Sunken lanes, funny shaped fields, lots of ancient woodland, rolling hills and a settlement pattern of scattered historic farmsteads.
- 7) What was the disease called which killed half of the High Weald inhabitants in 1349?
A) The Black Death
- 8) Who settled on the land when the Romans left?
A) The Saxons
- 9) What did farmers use to fatten up their pigs?
A) Acorns
- 10) In Saxon times, what did farmers call their settlements?
A) Dens – look for clues in the place names of lots of High Weald houses, lanes and villages e.g. TenterDEN or BroomDEN woods. Are there any 'dens' near you?

High Weald Schools Drama and History Programme KS2: The Tudors and the High Weald

TEACHING SEQUENCE	CREATIVE ACTIVITIES	AIMS AND OBJECTIVES
INTRODUCTION	Teacher introduction	To outline rules and expectations.
WARM UP 10 min	Activity Warm-up: Who is in charge? In a circle the group all copy one person. The 'detective' has to enter the circle and guess who is leading the non verbal actions. 'Yes Let's!' Children have to do what teacher shouts out. They remain in the circle and must shout 'yes let's!' before they do their actions. Madame Tussaud's Get two children to go out with assistant. Class create image of what teachers asks for. Could be linked to the High Weald e.g. pigs, acorns, farmers. We freeze in a circle and the detectives have to guess what we are miming. 'Look' at the Weald Children have to point and shout look in exactly the same fashion as the teacher. Look a hammer pond! Look a sunken lane! Look an oak tree! Look an ancient Forest! Can the children think of anything they may see in the High Weald?	Physical warm-up Encourages concentration and focus Whole group non audience based activity Pupils watching each other and copying: good starting point for group ensemble work. Promoting self control as a whole class. Good to use to see how advanced the class are with mime techniques. A still image and sound-scape game Practising still images and ensuring all can hold an image for a few seconds. Moving on to a topic based game now and referring to key characteristics of the area.
Teacher Intro	The assembly covered a simple timeline showing who lived on the High Weald and when. This workshop looks at how different people, but particularly the Tudors, used the land over the centuries.	



Group task Prep 10 min	Groups of 6 given statements on laminated paper. They have to create a simple image which depicts the statement: Neolithic man: The first farming began! (sow a seed and see it grow) Bronze age: Tribes lived off the land (stones for tools and hunting) Romans: Developed the iron ore industry (hammering, burning, making) Saxons: Turned dens into settlements (Show one person being joined by more and creating a house) Tudors: Rich lived off the land? (collect your supplies but hand over money/pigs to the rich in exchange)	CLL strands 1-4 <i>Present events and characters though dialogue to engage the interest of an audience.</i> History National Curriculum <i>1.1 b: Understanding and using appropriately dates, vocabulary and conventions that describe historical periods.</i>
Present 5 min	Piece this together to create a more developed and environment focused timeline similar to the assembly. For year 5 and 6 each group could introduce their particular era using a narrator or as a chorus.	History National Curriculum <i>1.1b: Developing sense of period through describing and analysing...</i>
Geography 5-7 min	Teacher gives the class an action to accompany the lines. We love the High Weald because... Peculiar small and oddly shaped fields <i>(Stand close together creating shapes with hands)</i> Sunken lanes <i>(hands together moving downwards gradually to create a v shape)</i> Ancient woodland <i>(create a sound-scape of tall old trees creaking in the wind)</i> Fast flowing gill streams <i>(one arm snake like, rushing forward)</i> Rolling hills <i>(All join hands in the air to create the undulating countryside)</i>	
Context 5 min	Sitting in a circle it is explained that the forests of the area are some of the oldest in the country. It is also the largest area of ancient woodland in the country. Why has it been left untouched? If the area is very uneven with high and low lands, how does this affect the farming? The Farmers could not clear huge areas due to the uneven land, so they cleared smaller spaces and left the trees around the edge of the fields	



Circle 5 min	to act as borders. As the fields remained small and uneven, farmers have never changed this and they are still used today to graze livestock. So it is almost like a living museum as many aspects of the Weald have stayed the same for 400 years! One part of the High Weald which was really developed by The Tudors was the iron industry...(class stand in a circle and create the actions as teacher leads) We dig together as a team to find iron stones • We hold stones up to inspect them • We bang the stones with hammers, break them up to see if iron is present • We wash the stones in a nearby river • We chop down trees to use for burning • We make a hot furnace • We place the stones in the furnace • The iron melts and comes out of the furnace • The iron is heated shaped into objects (forging)	CLL strands 1-4 <i>Use drama strategies to explore stories or issues</i>
Discussion 5 min	Sitting now in the circle get feedback from the group about the process. It was a long hard process, tough, hot work. Establish why all the trees did not get cleared over the centuries if wood was being used so much. Explain that the bases of the trees were always left to grow back and this was called coppicing. There would be a system of moving on to old trees as new trees grew.	
Droving	Walk and react to the teacher... Walking around the circle imagine you are a poor Tudor farmer. Life is tough; you walk long distances with your pigs to find woodland, where the pigs feed on acorns. You work in all conditions, the driving rain, and the freezing snow.	
The rich	Now imagine you are a wealthy gentleman or lady from the city, visiting The High Weald for the first time. Show your high status with the way you are walking around the space. Point to areas of the countryside, which you have never seen before. As you point, say what you see.	CLL strands 1-4 <i>Perform...using dramatic conventions</i>
Discussion	In a circle explain that there was a clash of cultures in Tudor times on the High Weald. The rich wanted to come and enjoy the land e.g. to use it for hunting	

Improvisation	(Ashdown Forest was called the playground of kings!). Poorer farmers had always lived in the High Weald. Up to the time of the Tudors, the High Weald was used mainly to produce iron and as a resource for the farming community e.g. grazing animals. The Tudors saw the High Weald as a place to escape to from the hustle and bustle of London. The small settlements were developed and the rich began to take over the land. Groups of 4 Half of the groups are given this scenario to act out: <i>You are a group of farmers who are against the rich Tudors coming and taking over the land. Discuss what is annoying you about them taking over. You now have to pay for the wood you take, although you are still allowed to take some, which is good. You have to hand over your third fattest pig and if you take too much wood you will be banned!</i> The other half are given this scenario to act out: <i>You are a group of rich land owners saying how lovely it is to have a place to stay on the High Weald. Remember how they had more deer reared for hunting, how the whole area was like a playground for them. Show how they are still making a profit by letting the farmers use the land.</i> See an example from each scenario and play them back-to-back to highlight the different views held. The High Weald has often been a place that people have fought over. It is such a beautiful area and so full of resources, such as iron, that it was a perfect place to live. So from the Celts, to the Romans, the Saxons and the Tudors, there have always been arguments about who should own the land. So you are all lucky it seems to be living here in harmony! As High Weald Heroes we can make sure that we Explore, Find Out About, Take Care Of, Be Proud Of and Enjoy this very special place! www.highweald.org	<i>History National Curriculum 4a: Explore the ways in which the past has helped shape identities, shared cultures and attitudes today.</i>
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High Weald Schools Drama and History Programme KS2: The Romans and the High Weald

TEACHING SEQUENCE	CREATIVE ACTIVITIES	AIMS AND OBJECTIVES
INTRODUCTION	Teacher introduction	To outline rules and expectations.
WARM UP 10 min	Activity Warm-up: Who is in charge? In a circle the group all copy one person. The 'detective' has to enter the circle and guess who is leading the non verbal actions. 'Yes Let's!' Children have to do what teacher shouts out. They remain in the circle and must shout 'yes let's!' before they do their actions. Madame Tussaud's Get two children to go out with assistant. Class create image of what teachers asks for. Could be linked to the High Weald e.g. pigs, acorns, farmers. We freeze in a circle and the detectives have to guess what we are miming. 'Look' at the Weald Children have to point and shout look in exactly the same fashion as the teacher. Look a hammer pond! Look a sunken lane! Look an oak tree! Look an ancient Forest! Can the children think of anything they may see in the High Weald?	Physical warm-up Encourages concentration and focus Whole group non audience based activity Pupils watching each other and copying: good starting point for group ensemble work. Promoting self control as a whole class. Good to use to see how advanced the class are with mime techniques. A still image and sound-scape game Practising still images and ensuring all can hold an image for a few seconds. Moving on to a topic based game now and referring to key characteristics of the area.
Teacher Intro	The assembly covered a simple timeline showing who lived on the Weald and when. This workshop looks at how different people used the land, but particularly the Romans, over the centuries.	
Group task	Groups of 6 given statements on laminated paper. They have to create a simple	CLL strands 1-4



Prep 10 min	image which depicts the statement: Neolithic man: The first farming began! (sow a seed and see it grow) Bronze age: Tribes lived off the land (stones for tools and hunting) Romans: Developed the iron ore industry (hammering, burning, making) Saxons: Turned dens into settlements (Show one person being joined by more and creating a house) Tudors: Rich lived off the land? (collect your supplies but hand over money/pigs to the rich in exchange)	<i>Present events and characters though dialogue to engage the interest of an audience.</i> History National Curriculum <i>1.1 b: Understanding and using appropriately dates, vocabulary and conventions that describe historical periods.</i>
Present 5 min	Piece this together to create a more developed and environment focused timeline similar to the assembly. For year 5 and 6 each group could introduce their particular era using a narrator or as a chorus. The Roman invasion of Britain in AD 64 was the third attempt to invade the country. The Romans were keen to take over. The Romans saw Britain as having a wealth of resources, farmland, and livestock but most importantly, iron. They were angry that tribes from Britain had helped Gaul (France) fight against Julius Caesar. They also invaded for land, for slaves, for iron, lead, zinc, copper, silver and gold. This is why the High Weald was so important to the Romans. They could use the area to produce the iron and export it to other areas of the empire such as Scotland and Germany. Weapons, buckles and nails are examples of what the iron was used for. Teacher says the first part and the group shout the block capitals. Teacher to hold up cards with key words at the right time... Sands and clays mean IRON ORE! Stone and brick mean FURNACES! Trees mean CHARCOAL! Streams mean WATER POWER! So the Weald had everything to produce a lot of iron, which helped the Romans to grow in power and extend their empire! Many Romans settled in the countryside. Recap some features of the countryside...	History National Curriculum <i>1.1b: Developing sense of period through describing and analysing...</i>



Bigfoot
Arts Education



Circle 5 min	One part of the Weald which was really developed by The Romans was the iron ore industry...(class stand in a circle and create the actions as teacher leads) • We dig together as a team to find iron stones • We hold stones up to inspect them • We bang the stones with hammers, break them up to see if iron is present • We wash the stones in a nearby river • We chop down trees to use for burning • We make a hot furnace – a bloomery • We place the stones in the furnace • The iron melts and comes out of the furnace • The iron is heated shaped into objects (forging) Of course this iron ore was often shipped abroad, so in order to get it to the coast, the Romans had to make roads to get the material to the coast. The roads were made as straight as possible. And you can still see and even use some of them in the High Weald today.	
Discussion 5 min	Sitting now in the circle get feedback from the group about the iron making process. It was a long, hard, tough and hot work! Establish why all the trees did not get cleared over the centuries if wood was being used so much. Explain that the bases of the trees were always left to grow back and this was called coppicing. There would be a system of moving on to old trees as new trees grew. The Romans really developed the iron industry. As well as smelting, there were many other jobs to be done on a Roman settlement. • Farming • Making Samian Pots • Fishing • Hunting for deer and boar • Making jewellery Groups of 5 are asked to create a mimed sequence with sound effects, covering one of the above areas.	



Present as an ensemble	As the groups are creating their sequences all together to create a Roman settlement, the teacher acts as narrator... <i>'You live this life on your settlement, and pass your traditions to your children... They grow up and continue your work, developing and improving as time passes Five generations pass...'</i> <i>Groups are asked to sit where they are.</i> <i>'So it is 400 years later...your great, great, great, great, great grandfathers invaded this island, and now you have news that you are all to leave to defend Rome in her hour of need'.</i>	
Improvisations	The groups are asked to create the moment the message arrives. Get a few ideas from the group about what different opinions could be. Groups show a few seconds of the initial responses to the news.	
Ensemble	The whole group stands as a chorus in the shape of a ship in the space. Everyone is asked to think of one thing they will miss. Discuss all the options they have here. The teacher as narrator says... <i>'Your belongings have been packed, the rest is left behind. To Rome you will go, to defend your home. What will you miss most from your life on The High Weald?'</i> Teacher points at Romans on the ship as they say what they will miss.	
Plenary	<i>'But there is no more time for sadness and sorrow...we must save Rome!!'</i> All shout 'YEEEEESSSSSS'.	
	Back in a circle discuss the main points from the session. Why did the Romans invade Britain? How many attempts did it take? What choice did the local tribes have when the Romans came? Why was the High Weald a useful area for the Romans? Can anyone remember the process of smelting? What other jobs did Roman settlers have? Why did the Romans leave Britain? How would you have felt leaving?	As High Weald Heroes we can make sure that we continue to Explore, Find Out About, Take Care Of, Be Proud Of and Enjoy this very special place! www.highweald.org

High Weald Schools Drama and History Programme KS2: The Environment of the High Weald

TEACHING SEQUENCE	CREATIVE ACTIVITIES	AIMS AND OBJECTIVES
INTRODUCTION	Teacher introduction	To outline rules and expectations.
WARM UP 10 min	Activity Warm-up: Who is in charge? In a circle the group all copy one person. The 'detective' has to enter the circle and guess who is leading the non verbal actions. 'Yes Let's!' Children have to do what teacher shouts out. They remain in the circle and must shout 'yes let's!' before they do their actions. Madame Tussaud's Get two children to go out with assistant. Class create image of what teachers asks for. Could be linked to the High Weald e.g. pigs, acorns, farmers. We freeze in a circle and the detectives have to guess what we are miming. 'Look' at the Weald Children have to point and shout look in exactly the same fashion as the teacher. Look a hammer pond! Look a sunken lane! Look an oak tree! Look an ancient Forest! Can the children think of anything they may see in the High Weald?	Physical warm-up Encourages concentration and focus Whole group non audience based activity Pupils watching each other and copying: good starting point for group ensemble work. Promoting self control as a whole class. Good to use to see how advanced the class are with mime techniques. A still image and sound-scape game Practising still images and ensuring all can hold an image for a few seconds. Moving on to a topic based game now and referring to key characteristics of the area.
Teacher Intro	The assembly covered a simple timeline showing who lived on the High Weald and when. This workshop looks at how different people used the land over the centuries.	



Education Resource

Group task Prep 10 min	Groups of 6 given statements on laminated paper. They have to create a simple image which depicts the statement. Neolithic man: The first farming began! (sow a seed and see it grow) Bronze age: Tribes lived off the land (stones for tools and hunting) Romans: Developed the iron ore industry (hammering, burning, making) Saxons: Turned dens into settlements (Show one person being joined by more and creating a house) Tudors: Rich lived off the land? (collect your supplies but hand over money/pigs to the rich in exchange)	
Present 5 min	Piece this together to create a more developed and environment focused timeline similar to the assembly. For year 5 and 6 each group could introduce their particular era using a narrator or as a chorus.	
Geography 5-7 min	Teacher gives the class an action to accompany the lines. We love the Weald because... Peculiar small and oddly shaped fields <i>(Stand close together creating shapes with hands)</i> Sunken lanes <i>(hands together moving downwards gradually to create a v shape)</i> Ancient woodland <i>(create a sound-scape of tall old trees creaking in the wind)</i> Fast flowing gill streams <i>(one arm snake like, rushing forward)</i> Rolling hills <i>(All join hands in the air to create the undulating countryside)</i>	



Context 5 min	Sitting in a circle it is explained that the forests of the area are some of the oldest in the country and that these Forests are not called so because of their trees. The word "forest" is derived from the Latin "foris", meaning "outside" and in medieval England came to mean land outside common law and belonging to the Crown – so nothing to do with trees being there at all! The High Weald is also the largest area of ancient woodland in the country. Why has it been left untouched? If the area is very uneven with high and low lands, how does this affect the farming? The Farmers could not clear huge areas due to the uneven land, so they cleared smaller spaces and left the tress around the edge of the fields to act as borders. As the fields remained small and uneven, farmers have never changed this and they are still used today to graze livestock. So it is almost like a living museum as many aspects of the Weald have stayed the same for 400 years!	
Circle 5 min	One part of the Weald which was really developed by the Romans and the Tudors was the iron industry. (Class stands in a circle and creates the actions as teacher leads). • We dig together as a team to find iron stones • We hold stones up to inspect them • We bang the stones with hammers, breaking up to see if iron is present • We wash the stones in a nearby river • We chop down trees to use for burning • We make a hot furnace • We place the stones in the furnace • The iron melts and comes out of the furnace • The iron is heated shaped into objects (forging)	
Discussion 5 min	Sitting now in the circle get feedback from the group about the process. It was a long hard process, tough hot work. Establish why all the trees did not get cleared over the centuries if wood was being used so much. Explain that the bases of the trees were always left to grow back and this was called coppicing. There would be a system of moving on to old trees as new trees grew.	

Preparation and sequence 10 min	Another way people used the area was through pannage... Class sit in a circle as teacher splits them up into 5 groups. Each group goes and sits by a signpost: <i>Sign 1 The farmers at the beginning, drove the pigs with the staffs.</i> <i>Sign 2 The night falls and the farmers make a fire and a pen to keep the pigs in.</i> <i>Sign 3 Some stay on lookout for wolves lurking in the distance</i> <i>Sign 4 The farmers awake with a stretch and yawn and make their way to the den They build a den to sleep in.</i> <i>Sign 5 The farmers knock acorns from the trees for the pigs to eat. They stack firewood as the pigs get fatter.</i> <i>Groups have 5 minutes to create their own actions to show their section. With the teacher's help each group will then show their 'stage' of Pannage in chronological order.</i> Establish that many of the paths the farmers used have become worn down and sunken and they still exist today (has anyone ever walked down one?) The farmers settled in 'dens' some of which have become permanent settlements across the High Weald e.g. HorsmonDEN, TenterDEN. Can anyone think of a local place/road name that has 'den' in it?	
Plenary 5 min	Finish with a question to the class Why should an area like the High Weald be protected? The response should really highlight all of the activities covered in the session. Explain that the area is being well looked after which is why it is so important that children living in the area are learning how special the High Weald is so when they are older they can help protect the areas as well.	As High Weald Heroes we can make sure that we continue to Explore, Find Out About, Take Care Of, Be Proud Of and Enjoy this very special place! www.highweald.org



High Weald Schools Drama and History Programme

TEACHING SEQUENCE	CREATIVE ACTIVITIES	AIMS AND OBJECTIVES
INTRODUCTION	Teacher introduction	To outline rules and expectations.
WARM UP 10 min	Activity Warm-up: Class follows the leader into the circle... Who is in charge? In a circle the group all copy one person. The 'detective' has to enter the circle and guess who is leading the non verbal actions. 'Look!' Children have to point and shout "look" in exactly the same fashion as the teacher. Different emotions, voices etc. Madame Tussaud's Get two children to go out with assistant. Class create image of what teachers asks for. Could be linked to the High Weald e.g. pigs, acorns, farmers. We freeze in a circle and the detectives have to guess what we are miming.	Physical warm-up Encourages concentration and focus Whole group non audience based activity Pupils watching each other and copying: good starting point for group ensemble work. Promoting self control as a whole class. Good to use to see how advanced the class are with mime techniques.
5 min introduction	The teacher has placed the signs used in the assembly in appropriate places across the hall (Signs are key towns across the High Weald i.e. Crawley, Tunbridge Wells, Crowborough, East Grinstead, Rye) The High Weald is the beautiful countryside in between these towns. Highlight which town your school is closest to. Teacher now addresses the group in role. Children join in on bold responses <i>Looking at the signs do we think these towns were always big towns like they are now? No they were once tiny villages. Farmers from these villages would have to think of ways to keep their animals well fed. As a group of farmers I know that we all want to get our pigs fattened up before the winter don't we?</i> YES!	Practising still images and ensuring all can hold an image for a few seconds.



**10 min
Class mime**

We also know that our pigs like nothing better than to feed themselves until they are blue in the face, don't we?

YES!

I also know that our little piggies love nothing better than to feast on acorns. But where do acorns grow, does anyone know? Has anyone heard the old phrase "Mighty Oaks from little acorns grow?"

So acorns grow on oak trees...mmm but we don't have oak trees round here...

Now my father told me that if we follow some tracks from our village, we will come to some amazing woodland full of oak trees and if there are lots of oak trees there will be lots of....?

Acorns!

That's right my fellow farmers. So this is what we will do. We shall round up our pigs and walk them down these old pathways which are called droves...what are they called?

DROVES

Class stands in a circle now and copies teacher's actions.

So let us walk along and follow the droves making sure the pigs stay with us and we will use our staff which is a long walking stick and this will help us keep the pigs where we want them. But when the pigs stop, it is important we stop and let them feed - after all that is why we are doing this, to fatten the pigs!

Some children in the circle are the pigs which stop from time to time, the rest are the farmers walking on the spot and holding staffs as a mime.

*Now we have walked far today and must settle to camp for the night. Let us crouch and make a fire, **(simple mime)** make a simple pen for the pigs to sleep in to make sure they don't escape **(all stand and hold hands to make the pen)**. And let's keep watch for wolves as we must protect the pigs throughout the night. **(All down on one knee looking from side to side)**.*

*Now we awaken with a stretch and a yawn **(simple mime)**. Today we will find the oak trees and stay there for a good few weeks until the pigs are well fed. This place we shall call our den. What is it called? **A den!***



10 min prep	Class walks for a few paces and on the teacher's instructions... <i>At last we are here, let us make sure there are lots of acorns for the pigs, let's jump and hit the branches and see the acorns fall to the ground.</i> All stand and hit the acorns off of the trees with the staff. All sit now to hear the next section of the story. <i>Now we are home and the pigs are well fed. A year passes and we must do the same thing again. The paths we travel will get deeper and deeper as they are worn away by the trotters of our pigs! Going on this journey with our pigs is called Pannage. What is it called? Pannage!</i> Class sit in a circle as teacher splits them up into 5 groups. Each group goes and sits by a signpost:	
10 min presentation	<i>Sign 1 The farmers at the beginning, drove the pigs with the staffs.</i> <i>Sign 2 The night falls and the farmers make a fire and a pen to keep the pigs in.</i> <i>Sign 3 Some stay on lookout for wolves lurking in the distance</i> <i>Sign 4 The farmers awake with a stretch and yawn and make their way to the den They build a den to sleep in.</i> <i>Sign 5 The farmers knock acorns from the trees for the pigs to eat. They stack firewood as the pigs get fatter.</i> <i>Groups have 5 minutes to create their own actions to show their section. With the teacher's help each group will then show their 'stage' of Pannage in chronological order.</i>	
Plenary	End the session with the following questions: <i>Why did farmers travel with their pigs? What was droving? What was a den? Why did the farmers take it in turns to keep watch? What happened to the paths that the farmers used every year? What did they do when the pigs were fat enough?</i>	As High Weald Heroes we can make sure that we continue to Explore, Find Out About, Take Care Of, Be Proud Of and Enjoy this very special place! www.highweald.org