

## Broadstone Warren: Downloads

### You should download:

- ✓ 6 Activity Cards
- ✓ Maps: modern map, historic map of the 1870s (around 140 years old) and LiDAR print
- ✓ Identification Chart

A few laminated copies of the Activity Cards, maps and Identification Chart are also provided in the 5 sets of equipment, but it is best to print out and bring your own copies.

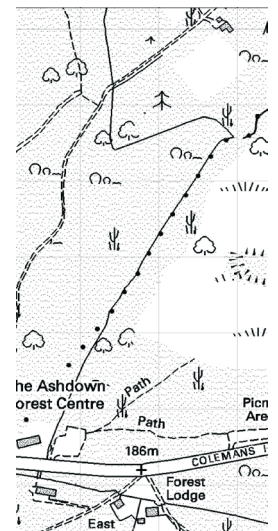
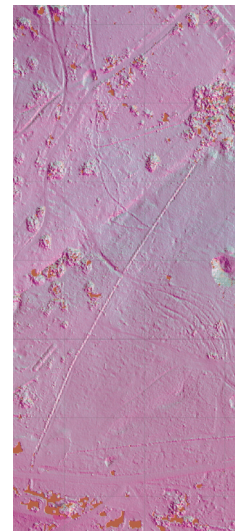
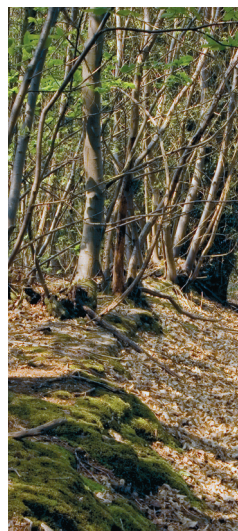
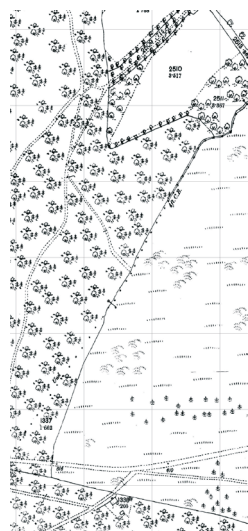
Each set of equipment also contains:

- Overlay (acetate) of the historic map
- Compass
- Tape measure
- 'How Many Rabbits?' activity
- Blindfolds x 3
- Charcoal
- Pair of semaphore flags + semaphore charts

plus a 1-metre ranging pole

Please take a moment to ensure that everything has been returned to the box after use.

**Do let the Centre know if there are any contents missing or running low!**



# Time Travellers!

## Broadstone Warren: Getting Started



### Getting started

The 'Time Travellers!' pack is designed for both led and self-led groups.

If you are self-led, you will need to contact the Broadstone Centre in advance to request the equipment and to let them know that you are on the site. Tel: 01342 822573.

Every feature on the trail has an identifying post with 'TT' written on it, either pointing the way or beside it.

Distances from one feature to another are given in 'big steps', roughly a one-metre stride.

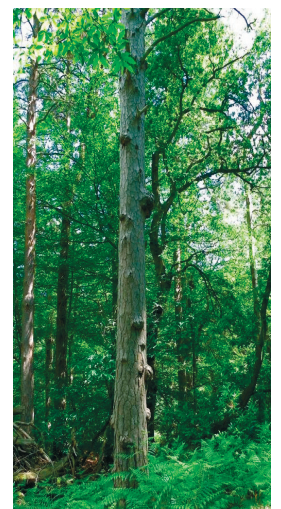
### Finding the first feature

Park in the Ashdown Forest Centre car park. Walk right along the road about 120m then turn right into Broadstone Warren. Follow the metalled track heading roughly northeast away from the road for about 140m until you find a small squared area on the right with a 'TT' post. In the wood behind this you will see a low mound with another 'TT' post.

Follow this mound to its end (it bends left after about 10 big steps).

At the end of the mound use your compass to find north and spot this knobby-trunked tree.

To the left of the tree find another mound. This is the first feature on your 'Time Travellers!' trail and Activity 1.



## Can you work out what lived in this mound?

### Equipment:

LiDAR print  
Identification Chart for Mounds  
'How Many Rabbits?' activity  
Historic map overlay  
Ranging pole

**Feature:** pillow mound    **Time:** 15 minutes

An activity that uses the senses to encourage comparison of different materials and introduces relative dating.

### Activity Description:

- Find the pillow mound on the LiDAR print – no.1 (shape is easy to see)
- Use the Identification Chart for Mounds to find out what it is (estimate measurements by pacing the length and width). Look at the pillow mound picture to see what it may have looked like when in use.
- How Many Rabbits? Hand out the activity card and rabbit counters.
- Put the historic map overlay on top of the LiDAR. Q: what was the ground like here 140 years ago? A: wooded. Q: what do rabbits eat? A: mainly grass. Q: do you think the pillow mound was being used 140 years ago? A: no, it was disused by then, so it must be older than this.
- What do you think the mound is that you walked alongside to find this one?
- Take a photo of the pillow mound with your ranging pole to give scale, to add to your timeline when back in the classroom.

### Teaching points:

The pillow mound is at least 250 years old and may be much older. It would have been built on open ground - the woodland here is more recent. The mound you followed is another pillow mound - there are several nearby.

Rabbits, introduced by the Normans, were valuable. Black, silver and ordinary brown rabbits were bred for their fur and were eaten. Our tastes have changed today!

### To the next feature:

Go to the northern end of the pillow mound (use your compass). Use your compass to find east and walk this way. After about 30 big steps you will find a bank with modern barbed wire along the top. This is Activity 2.

# Time Travellers!

## Broadstone Warren: Activity 1 - discussion & further ideas

### When back in the classroom:

Stick your photo of the pillow mound on your timeline.

Download a picture from the British Library website, of Medieval women catching rabbits from a pillow mound with ferrets.

<http://www.bl.uk/learning/images/medieval/year/large2164.html>

Stick the picture on your timeline in the 1300s.

### Rabbits today

are seen as:

- pets
- pests
- food

Q: can you think of another animal that is regarded the same way?

A: pigeons

### Watch a video

Meet a Medieval farmer! Go to [www.highweald.org](http://www.highweald.org) and search for 'Meet Edith' to hear how the High Weald landscape was used in the Medieval period.



## How did this boundary bank change the land?

### Equipment:

LiDAR print  
Historic map overlay  
Historic map  
Ranging pole

**Feature:** boundary bank    **Time:** 10 minutes

An activity that uses map work to consider past use of the land.

### Activity Description:

- Find the bank on the LiDAR print – no.2 (line is very easy to see)
- Put the historic map overlay on top of the LiDAR. Q: did the bank exist 140 years ago in the 1870s? A: yes.
- Look at and describe the difference either side of the boundary bank on the historic map and on the LiDAR. Q: why is there is such a difference, both in the past and today? A: different ownerships, therefore different land uses - see teaching points below.
- Take a photo of the boundary bank with your ranging pole to give scale, to add to your timeline when back in the classroom.

### Teaching points:

The bank was built in 1693 when Broadstone was enclosed (separated) from the rest of the Forest. During the Civil War (1642-1651) law & order broke down and deer parks, as Ashdown Forest was then, became unfashionable. Nobody was willing to pay for the upkeep of the Forest for hunting.

Agriculture was tried in Broadstone (and failed due to the poor soil), and rabbit farming, as you found out in Activity 1. The new bank around Broadstone kept the deer out and the rabbits protected.

The land looks different either side of the bank as the Forest continued to be kept more open - 'commoners' used their rights to graze animals. Woodland grew up in Broadstone as the land was eventually unused and abandoned.

### To the next feature:

Keep the bank on your right and follow it down the slope, avoiding any fallen trees! Stop after about 130 big steps at a hollow running across your route.

This is Activity 3.

# Time Travellers!

## Broadstone Warren: Activity 2 - discussion & further ideas

### When back in the classroom:

Stick your photo of the boundary bank on your timeline.

### Map symbols

Compare the historic and the modern map. The historic map has many more symbols on it than the modern version! Different types of trees and ground surface are shown in detail.

Go to page 4 of

[http://www.old-maps.co.uk/histmaps\\_legend\\_countyseries\\_1-2500.pdf](http://www.old-maps.co.uk/histmaps_legend_countyseries_1-2500.pdf) for a historic symbols chart.

The historic map has at least 6 different types of landscape shown. Find and colour in different colours areas with:

fir (conifers)

wood (deciduous trees)

mixed wood (fir and deciduous trees)

rough pasture (uneven grassland)

furze (gorse)

bush (bushes)

### Watch a video

Meet a commoner on Ashdown Forest! Go to [www.highweald.org](http://www.highweald.org) and search for 'Meet Hugh'.



## Broadstone Warren: Activity 3

### Enter the holloway and follow the tracks of ancient people!

#### Equipment:

LiDAR print  
Recording Form with profile sketch  
Identification Chart for hollows  
Historic map overlay  
Ranging pole  
‘The Way Through the Woods’

**Feature: holloway Time: 20 minutes**

An activity that encourages use of descriptive language and imagination to consider the lives of past people. Also requires recording skills, mapwork and drawing to scale.

#### Activity Description:

- Find the holloway on the LiDAR print – no.3 (a narrow groove - easy to see)
- Fill in the Recording Form: measure with ranging pole and pacing, identify with Identification Chart. Look at the picture to see what it may have looked like when in use.
- Put the historic map overlay on top of the LiDAR. Q: can you see the routeway on the historic map? A: yes, so it was in use 140 years ago.
- Look at where the route meets the boundary bank that you followed. Q: which came first? A: the boundary bank (see teaching points below)
- Take a photo of the holloway with your ranging pole to give scale, to add to your timeline when back in the classroom.

#### Teaching points:

The route cuts through the boundary bank (built in 1693) so it was made *after* the bank was built, but looks as though it has been out of use for many years. The hollowing is especially deep where the ground slopes as rain washes away loose soil.

This old road is narrow, so was likely for ‘foot, hoof and trotter’ traffic, rather than large wheeled vehicles. You can follow its course on the LiDAR. On the other side of the boundary bank it splits into many separate tracks running roughly parallel, where people moved sideways to avoid getting bogged down in muddy ground. This was possible on the open commonland of the Forest, but not in the wooded, privately-owned Broadstone, where people kept to just one route.

#### To the next feature:

Follow the bank down the slope again. After about 150 big steps you’ll see two low banks meeting in a V-shape in front of you. Follow the first of these banks west/left for about 40 big steps and cross the little stream carefully. Take 12 big steps up the bank - in front of you are two level rounded platforms. This is Activity 4.

# Time Travellers!

## Broadstone Warren: Activity 3 - discussion & further ideas

### When back in the classroom:

Stick your photo of the holloway on your timeline (between 1700 and 1900).

### Droving

Many old routeways were created by drovers herding animals, particularly pigs, to fresh feeding grounds. Numerous ancient drove roads ran from areas north and south of the High Weald to its wooded centre, where pigs fed on acorns or beech mast.

Some drove roads became modern routes, covered in tarmac and still used today. Others remain as tracks or paths. They are most visible where they have hollowed, running up/down slopes.

### Watch a video

Meet an Anglo Saxon drover! Go to [www.highweald.org](http://www.highweald.org) and search for 'Meet Edmund'.

### Droving discussion

Who would have looked after the pigs? Children? What sort of dangers or problems would they have had to contend with to keep their animals safe? Would you have like to do that? What would have been good/bad about this job?



# RECORDING FORM

## GIVE THE FEATURE A CODE

BW (Broadstone Warren) + month/year + school or group initials + a number = BW 6/12 CS 1

BW .....

## TOPOGRAPHY (WHAT THE GROUND LOOKS LIKE). Are you standing:-

at the bottom of a valley  on a gentle slope  on a steep slope   
at the top of a hill (crest)  on level ground

## DESCRIBE THE FEATURE – what does it look like? circle at least one from the list below.

levelled area	hollow - circular
single bank	hollow - not circular
many banks	mound - circular
building	mound - not circular

## MEASUREMENTS OF THE FEATURE (height, width, depth, length) in metres/cm.

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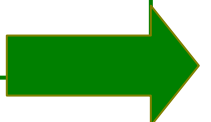
ARE THESE ESTIMATED (ranging pole or pacing) or ACCURATE (tape measure)?

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WHAT DO YOU THINK THE FEATURE IS? look at the Identification Charts

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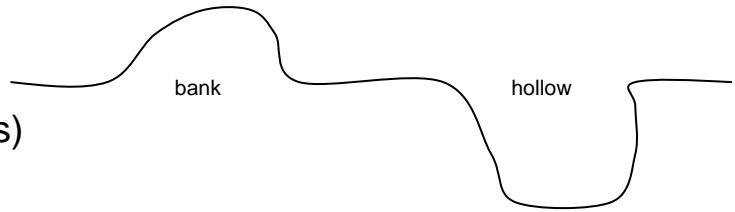
turn over



# SKETCH

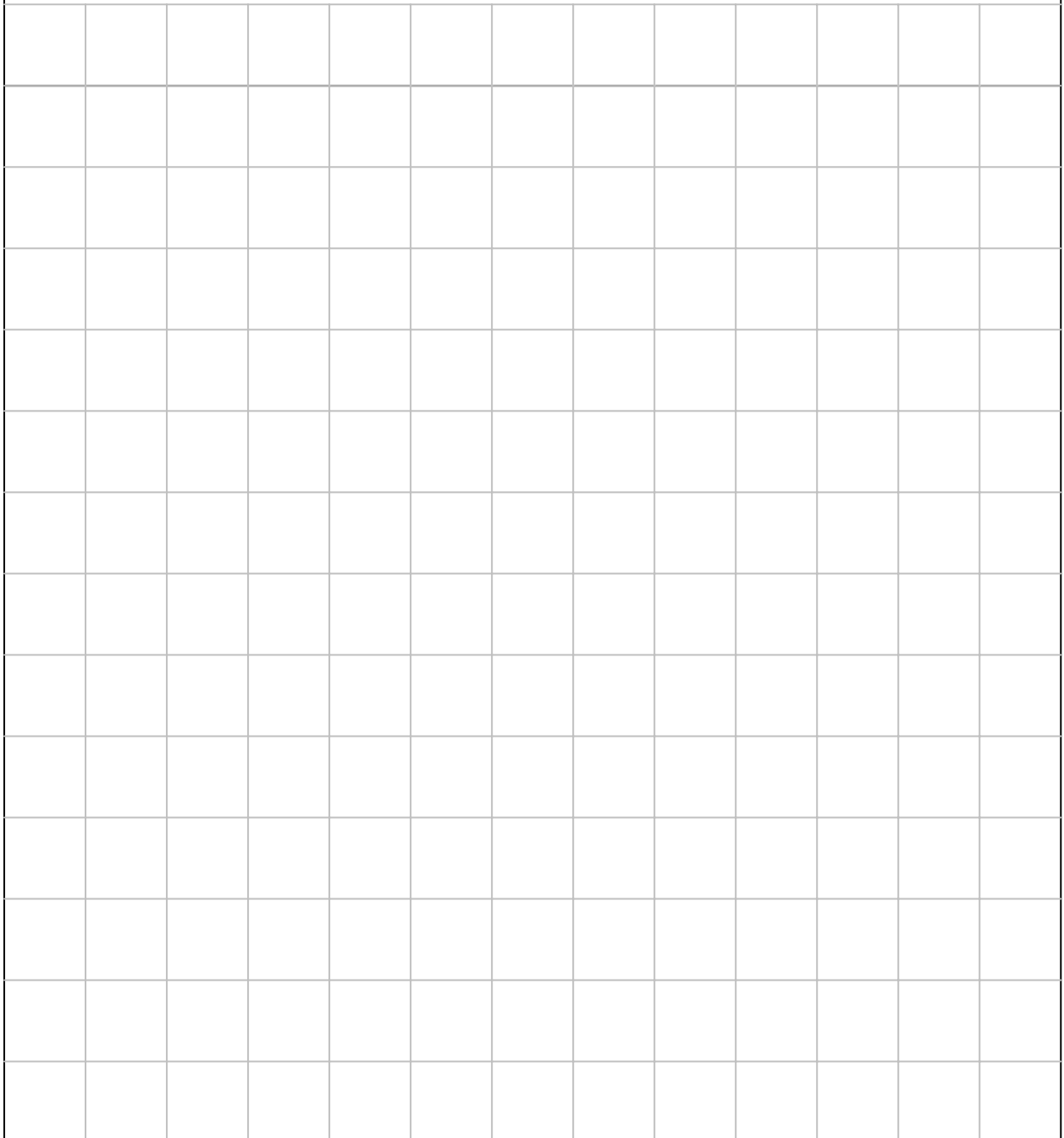
## Profile sketch

(for mounds, banks and hollows)



Draw an arrow pointing North (use the compass)

Each square = 50cm or 1m – you choose



# The Way Through The Woods

by Rudyard Kipling

They shut the road through the woods

Seventy years ago.

Weather and rain have undone it again,

And now you would never know

There was once a road through the woods

Before they planted the trees.

It is underneath the coppice and heath,

And the thin anemones.

Only the keeper sees

That, where the ring-dove broods,

And the badgers roll at ease,

There was once a road through the woods.

Yet, if you enter the woods

Of a summer evening late,

When the night-air cools on the trout-ringed pools

Where the otter whistles his mate,

(They fear not men in the woods,

Because they see so few.)

You will hear the beat of a horse's feet,

And the swish of a skirt in the dew,

Steadily cantering through

The misty solitudes,

As though they perfectly knew

The old lost road through the woods.

But there is no road through the woods.



## How messy was making charcoal?!

### Equipment:

LiDAR print  
Identification Chart for levelled areas  
Blindfolds  
Charcoal  
Ranging pole

**Feature:** charcoal platforms    **Time:** 20 minutes

An activity that encourages identification skills and uses the senses to compare different textures.

### Activity Description:

- Find the platforms on the LiDAR print – no.4 (just about visible as rounded areas)
- Use the Identification Chart to find out what they are. Look at the picture to see what they may have looked like when in use. Explain the process (see teaching points below).
- Examine different wood/bark. Children work in pairs, one blindfolded. The seeing pupil leads the other to the group of 3 trees between the platforms (beech, silver birch & chestnut) and places their hands on each in turn. Ask them to describe, compare/contrast what they feel.
- Use the charcoal and your paper to make a bark rubbing of each tree and write the descriptions given on the paper.
- Take a photo of a platform with your ranging pole to give scale, to add to your timeline when back in the classroom.

### Teaching points:

Charcoal was needed to heat the furnaces which produced iron from ore mined across the Weald. A charcoal 'clamp' had branches stacked vertically against a central pole and was covered with turf or earth to exclude air. The charcoal burn took place over 2-3 days and workers lived in the woods beside their clamp. The platforms here could be anything from 100-500 years old.

Trees were 'coppiced' to produce wood for charcoal making. The trunk was cut near the ground so the tree produced multiple stems. These were harvested every 10-15 years in rotation.

### To the next feature:

Use your compass to walk south westwards up the slope for 20 big steps until you reach a small path. Turn right and follow the path until you reach the main surfaced track. Turn right and walk about 110 big steps until on your left you find a slope upward with hardcore (if you reach a 'Private' sign you've gone too far). Go up the slope, past the felled tree and quarry hole to find the base of a concrete/brick building. This is Activity 5.

# Time Travellers!

## Broadstone Warren: Activity 4 - discussion & further ideas

### When back in the classroom:

Stick your photo of the charcoal platform on your timeline (anywhere from 1500 - 1900).

#### Watch a video

Meet a coppice worker! Go to [www.highweald.org](http://www.highweald.org) and search for 'Meet Jacob'.

#### Watch a video

Hear from a Tudor iron masters wife! Go to [www.highweald.org](http://www.highweald.org) and search for 'Meet Jane'.



## Broadstone Warren: Activity 5

### Send messages on a military site!

#### Equipment:

LiDAR print  
Recording Form with plan sketch  
Tape measure  
Identification Chart for levelled areas  
Semaphore flags & code charts  
Ranging pole

**Feature:** WWII hut bases      **Time:** 20 minutes

An activity that uses accurate measurement, decoding symbols and communication skills.

#### Activity Description:

- Find the hut bases on the LiDAR print – no.5 (just about visible as rectangles)
- Hunt around for at least one other hut base (one on the left of the hardcore slope, another c.15m north amongst the wood).
- Fill in the Recording Form with plan sketch: use tape to measure, identify with Identification Chart for levelled areas.
- Divide group into signallers with a set of flags and a chart, and receivers with a chart. Take it in turns to send messages - keep it short! Miss, hit, bullseye, dead!
- Take a photo of a hut base with your ranging pole to give scale, to add to your timeline when back in the classroom.

#### Teaching points:

The hut bases are military since there are several, all of the same shape and size, making a small camp. We don't know which army unit used them, but Italian Prisoners of War worked in Broadstone, so they may relate to this.

#### To the next feature:

Return to the main track and walk back the way you came. After about 100 big steps you'll reach a 'sleeping policeman'. Turn right and take 12 big steps up the slope. Find a hollow in the ground (roughly 3m x 1.5m) on your right. This is Activity 6.

# Time Travellers!

## Broadstone Warren: Activity 5 - discussion & further ideas

### When back in the classroom:

Stick your photo of the hut base on your timeline.

Make your own semaphore flags and send messages.

The flag code can be found at:

[http://upload.wikimedia.org/wikipedia/commons/0/0a/Semaphore\\_Signals\\_A-Z.jpg](http://upload.wikimedia.org/wikipedia/commons/0/0a/Semaphore_Signals_A-Z.jpg)

### Watch a video

Hear from an evacuee during WWII! Go to [www.highweald.org](http://www.highweald.org) and search for 'Meet Dora'.



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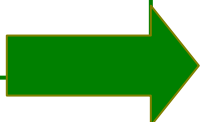
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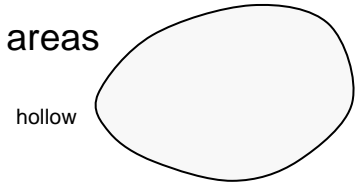
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turn over



# SKETCH

**Plan sketch** (birds eye view) for hollows, levelled areas



Draw an arrow pointing North (use the compass)

Each square = 50cm or 1m – you choose

