

Time Travellers!

Buchan Country Park: 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 provided in the 5 sets of equipment, but it is best to print out and bring your own copies.

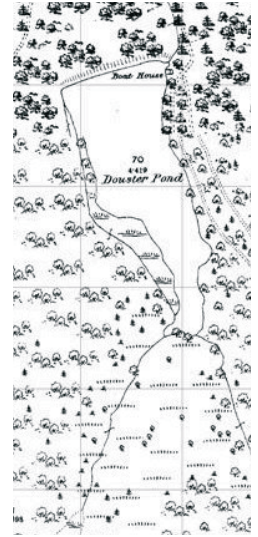
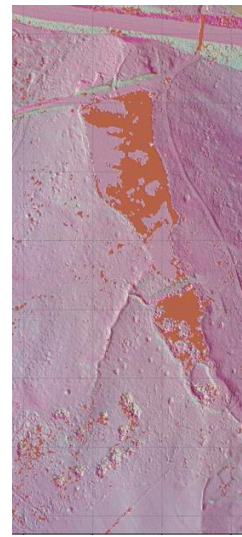
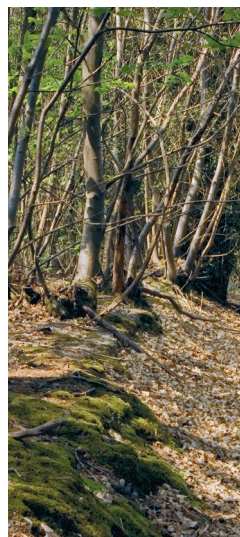
Each set of equipment also contains:

- Overlay (acetate) of the historic map
- Compass
- Tape measure
- Blindfolds x 3
- Pair of semaphore flags

plus a 1 metre ranging pole

Please take a moment to ensure that everything has been put back into the bags after use.

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



Time Travellers!

Buchan Country Park: Getting Started



Getting started

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

If you are self-led, you will need to contact the Buchan Country Park Visitor Centre in advance to request the 'Time Travellers!' box. Tel: 01293 542088

Finding the first feature

Walk across the bridge over the dual carriageway.

Stop at this sign under a group of tall pine trees.

Activity 1 starts here.



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Buchan Country Park: Activity 1



The Victorian boathouse – looking for clues in the stone!

Equipment:

LiDAR print
Blindfolds
Modern map
Historic map
Ranging pole

Feature: boathouse **Time:** 15 minutes

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

Activity Description:

- Find the location of the boathouse on the LiDAR print – no.1 (shows as a level area)
- Children work in pairs, one blindfolded. The 'seeing' pupil leads the blindfolded to the boathouse and places their hands on the brick wall surface and the stone surface in turn.
- Remove blindfolds. Compare descriptions. Was there any difference between the two surfaces and what was the difference? *Why is there a difference?*
- Look at the modern map and find the boathouse on it. Now look at the historic map of 140 years ago – can you spot the boathouse? This tells us that it is at least this old.
- Take a photo of the boathouse with your ranging pole to give scale, to add to your timeline when back in the classroom.

Teaching points:

The boathouse was built in the Victorian period. Preserving the old stonework whilst maintaining the building with new brickwork has conserved its heritage. Visitors to the Park like to be able to see and touch history as well as read about it.

To the next feature:

Go over the bridge to the other side of the lake and take the left hand fork. Go past the totem pole and up to the winged Green Man bench.

Follow the path behind the bench into the woods. As you walk, spot several rounded hollows on your left.

Stop (after about 200 big steps) where the path enters a clearing with a very large tree in front of you. Find the rounded hollows on the left. This is Activity 2.



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Buchan Country Park: Activity 1 - discussion & further ideas

When back in the classroom:

Stick your photo of the boathouse on your timeline.

Discuss preservation and conservation - Why is the boathouse still there? Do you think we should keep all old buildings? Or should we try and build new ones instead?

Compare the Victorian photo of the thatched boathouse with your photo. What do you think of the modern corrugated roofing – why has this been used instead of the original thatch? Discuss modern H&S issues vs. looking authentic.

Watch a video

Meet a Victorian landowner! Go to www.highweald.org and search for 'Meet Edward' to hear how the Victorians used the High Weald landscape.



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Buchan Country Park: Activity 2



Imagine the noise and activity at these Tudor minepits!

Equipment:

LiDAR print
Recording form with plan sketch
Tape measure
Identification Chart
Ranging pole

Feature: minepits

Time: 15 minutes

An activity that encourages accurate measurement, drawing to scale and identification skills.

Activity Description: (DO NOT STAND IN THE HOLES!)

- Spot the minepits on the LiDAR print – no.2 (show up as mini lunar craters!)
- Fill in the Recording Form with plan sketch. Use the tape measure. Use the Identification Chart to find out what the holes are. Look at the picture to see what they may have looked like when in use.
- Take a photo of the minepit/s with your ranging pole to give scale, to add to your timeline when back in the classroom.

Teaching points:

Iron ore extraction took place across the Weald from minepits, which occur as clusters of many rounded hollows. It is likely that the iron ore from here was taken to the nearest furnace, at Bewbush to the north. This was working roughly between 350 & 450 years ago, so the minepits are probably from the Tudor period. Pupils can work out how old the minepits are in the 'WIRG' activity overleaf.

It is possible that Douster Pond was originally a 'pen' pond, formed by damming a stream, to feed the larger 'hammerponds' for Bewbush Furnace.

To the next feature:

Gather around the nearby large beech tree. This is Activity 3.

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Buchan Country Park: Activity 2 - discussion & further ideas

When back in the classroom:

Stick your photo of the minepits on your timeline

Find out how old the minepits are - WIRG activity

Log on to the Wealden Iron Research Group (WIRG) site <http://www.wealdeniron.org.uk/> and search 'Iron Site Database' for 'Bewbush' and 'Furnace'. This gives the first and last date of this water-powered Furnace - working by 1567, with the latest reference to it in 1653.

Discuss who mined, and how:

Why are there so many small round holes and not just one big one? Was the mining done by individual families, so each family had their own hole?

When was the mining done? In the winter when the families were not farming the land? Or were there specialist miners who worked all year round at the mines? Who worked in the mines – would children have done so?

Watch a video

Meet an Iron Master's wife! go to www.highweald.org and search for 'Meet Jane' to hear how the Tudors used the High Weald landscape.



RECORDING FORM

GIVE THE FEATURE A CODE

BCP (Buchan Country Park) + month/year + school or group initials + a number = BCP 6/12 CS 1

BCP.....

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.

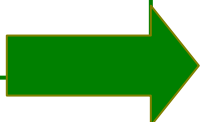
levelled area	hollow - circular
single bank	hollow - not circular
many banks	mound - circular
building	mound - not circular

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

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

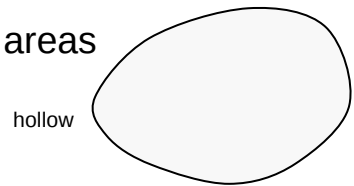
WHAT DO YOU THINK THE FEATURE IS? look at the Identification Chart

turn over



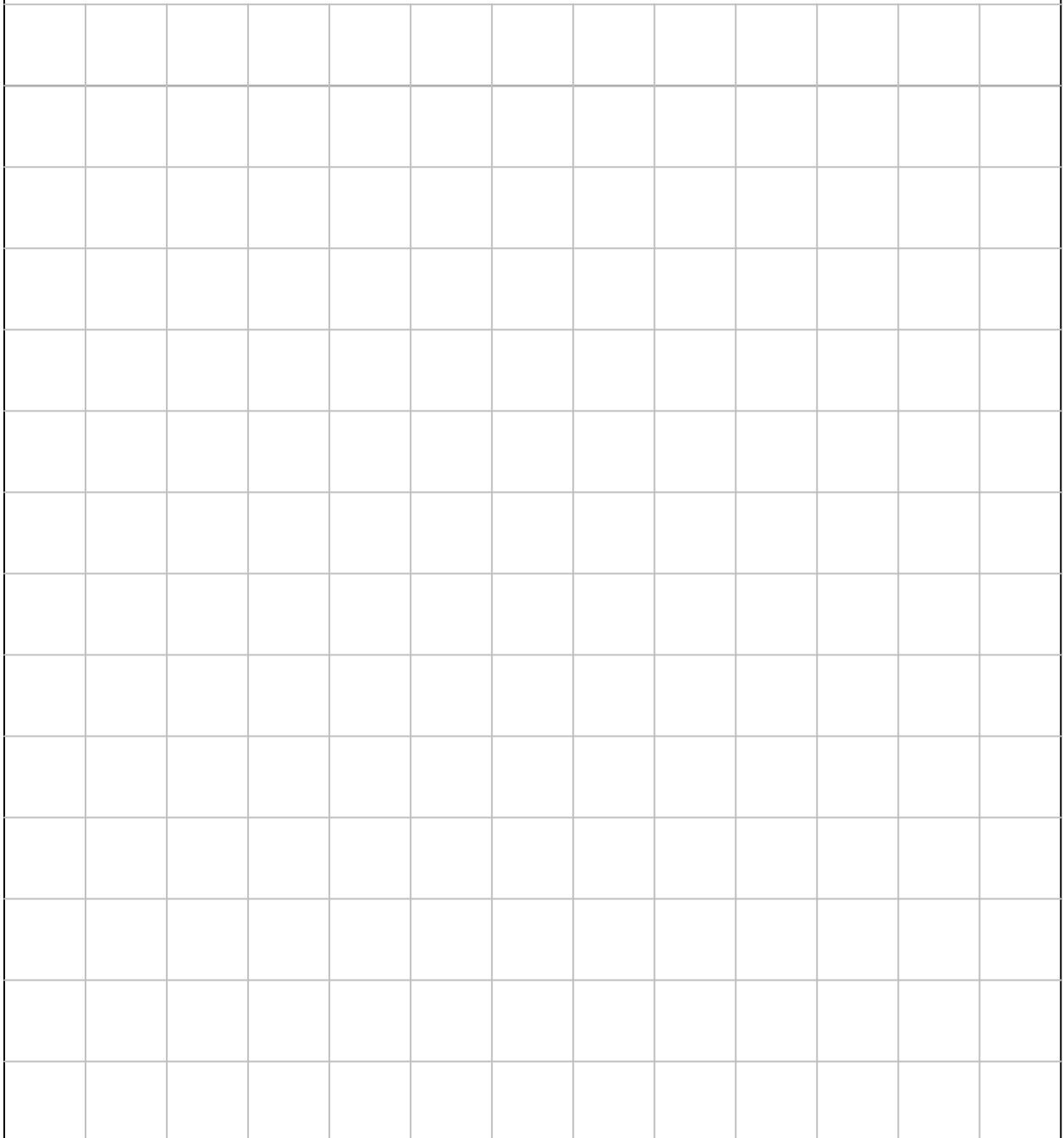
SKETCH

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



Draw an arrow pointing North (use the compass)

Each square = 50cm or 1m – you choose



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Buchan Country Park: Activity 3



Is this tree a World War II veteran? Find the graffiti!

Equipment:

LiDAR print
Tree age chart in 'hugs'
Compass
Ranging pole

Feature: veteran tree

Time: 15 minutes

An activity that uses numeracy skills to measure and interpret data.

Activity Description:

- Find the location of the tree on the LiDAR print – no.3 (the tree itself doesn't show up)
- Measure the girth of the tree trunk in 'hugs'. Spread arms wide, hold hands and touch the tree where possible.
- Use the tree age chart to calculate the approximate age of the tree.
- Find the graffiti which was scratched just after the end of WWII (JW 1948).
- Take a photo of the graffiti.
- Take a photo of the tree with your ranging pole to give scale, to add to your timeline when back in the classroom.

Teaching points:

The tree is around 200 years old (so it wasn't here when the minepits were being dug).

The graffiti was done by John Walters, who was a local Crawley boy and a member of 1st Crawley Scouts, who camped in the Park in 1943. He scratched his initials in 1948 when doing his weekend homework at "the beech tree area, which was quite grassy".

To the next feature: (about 350 big steps altogether)

Now use your compass to choose the path which leads in a south west direction from the tree. Follow the path up a slope to the top, about 150 big steps. Continue onwards, ignoring any left hand forks. A hollow will appear beside the path on your right. Eventually the path curves slightly right and the hollow is then on your left. Stop when you spot a post with 'no.9' in the bottom of the hollow, and gather by the hollow. This is Activity 4.

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Buchan Country Park: Activity 3 - discussion & further ideas

When back in the classroom:

Stick your photo of the tree on your timeline

Stick your photo of the graffiti on your timeline

Discuss how people changed living things

The natural environment of any place depends upon the archaeology – the way in which people have used and changed that landscape in the past.

Archaeology is about looking at the natural environment as well as manmade objects (artefacts) and buildings. 'Worked or managed' trees - coppice, stubs, pollards and laid hedges (pictures on the back of the chart) all tell us something about the way in which people were using the land. Buchan has areas of chestnut coppice.

Try and spot worked trees next time you visit Buchan or another wooded area.

Watch a video

Meet a coppice worker! Go to www.highweald.org and search for 'Meet Jacob' to hear more about coppice workers in the High Weald.



Beech Tree Age Chart

Number of hugs	Approximate age of beech tree
5	125 years old
6	150 years old
7	175 years old
8	200 years old
9	225 years old
10	250 years old
11	275 years old

Buchan Country Park: Activity 4

Enter the holloway and follow the tracks of ancient people!

Equipment:

LiDAR print
Recording form with profile sketch
Ranging pole
Identification chart
Historic map overlay
Kipling's poem

Feature: holloway

Time: 20 minutes

An activity that uses estimation of measurement, map work and imagination to consider the lives of past people.

Activity Description:

- Spot the holloway on the LiDAR print – no.4 (shows well, as a narrow groove).
- Fill in the Recording Form with profile sketch: measure with ranging pole and pacing, identify (use Identification Chart). Look at the picture to see what it may have looked like when in use.
- Overlay the historic map overlay on the LiDAR to work out whether the route existed 140 years ago.
- How does it compare in size to modern routes? What sort of 'traffic' would have used it?
- March your men, or drive your pigs, along the holloway!
- Read out Kipling's 'The Way through the Woods' standing in the hollow.
- 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:

This old routeway is not shown on the historic map, so it was already disused 140 years ago. It is likely to be hundreds, perhaps even thousands, of years old. The hollowing is especially deep where the ground slopes as rain washes away loose soil. It is very narrow, so was likely for 'foot, hoof and trotter' traffic, rather than larger wheeled carts. It may owe its existence to droving, when animals were driven into the Weald from the north and south to feed on the acorns and beech mast of this heavily wooded area. Drove roads were in existence by the Anglo-Saxon period, some 1500 years ago.

To the next feature:

Follow the path you were on to its end (about 40 big steps). Turn right onto a path. After about 30 big steps turn left at a Public Footpath sign. After about 115 big steps (ignore a right hand fork) you will emerge in an open grassy area. Turn left and find the 'snake' bench. Follow a small path behind the bench going right about 12 big steps until you find a big hollow. This is Activity 5.



Time Travellers!

Buchan Country Park: Activity 4 - discussion & further ideas

When back in the classroom:

Stick your photo of the holloway on your timeline (anywhere before 1800 and as far back as 500!)

Map symbols

Look at the historic map. It has many more symbols on it than the modern map. Different types of trees and ground surface are shown in detail. Go to <http://www.old-maps.co.uk/histmaps/legend/countyseries/1-2500.pdf> for symbols chart.

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

- 'fir', (conifers)
- 'wood' (deciduous trees)
- a mixture of fir and wood
- 'rough pasture'
- 'marsh'
- 'bush'

Find Spruce Hill on the modern map - why is it called this? Look at the trees in this location on the historic map.

Watch a video

Meet an Anglo-Saxon Drover! Go to www.highweald.org and search for 'Meet Edmund' to hear how the Anglo-Saxons used the High Weald.

Who would have looked after the herds of pigs? Children? What sort of problems/dangers would they have had to contend with to keep their animals safe? Would you have liked to do that?



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BCP.....

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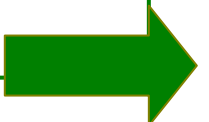
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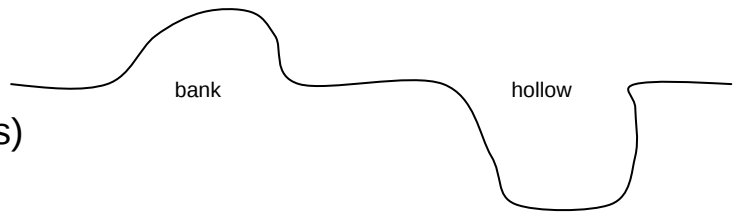
turn over



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.

Time Travellers!

Buchan Country Park: Activity 5



Was this crater made by a bomb?

Equipment:

LiDAR print
Identification chart
Ranging pole

Feature: bomb crater

Time: 10 minutes

An activity that uses fieldwork techniques, identification skills and maps.

Activity Description: (DO NOT STAND IN THE HOLE!)

- Spot the crater on the LiDAR print – no.5. It looks different to the minepits (larger and just one). Can you spot another similar crater on the LiDAR? (about 160m almost directly north).
- Identify the feature from the Identification Chart.
- Take a photo of the crater with your ranging pole to give scale, to add to your timeline when back in the classroom.

Teaching points:

Trees surrounding the crater are relatively young – none more than 60-70 years old (WW2). Conversely, the mine pits can't be bomb craters as the beech tree is c.200 years old. Bomb craters are usually found as a single hollow, or two or three in a row where the plane has discharged them – minepits usually come in clusters of dozens.

To the next feature:

With your back to the crater, turn left and follow the path. After about 320 big steps cross a stream and walk uphill. When you reach a fork in the path, after about 85 big steps, go right. Keep going uphill, about 80 big steps, to a T-junction. Turn right. Walk about 80 big steps until you see a high, curved mound on your left. This is Activity 6.

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Buchan Country Park: Activity 5 - discussion & further ideas

When back in the classroom:

Stick your photo of the bomb crater on your timeline

War diary

Imagine you are camping with the local Scout Troop in the Park in 1943. The bomb lands! Write your diary for the day – what did you see, hear, smell, feel?

Sensory map

Make a sensory map with your bomb crater photo at the centre. Use different colours for each sense.

Watch a video

Meet an evacuee! Go to www.highweald.org and search for 'Meet Dora' to hear how the High Weald was used during WWII.

Buchan Country Park: Activity 6

Can you signal 'hit' or 'miss' at the rifle butts?

Equipment:

LiDAR print
Historic map overlay
Semaphore flags
Semaphore code charts x 2
Ranging pole

Feature: rifle butts **Time:** 20 minutes

An activity that encourages map work, decoding symbols and communication skills.

Activity Description:

- Identify what it is by matching the location (no 6) on the LiDAR print with the historic map overlay on top
- Look at the reconstruction picture of the butts in the 1860s.
- Divide group into signalers and receivers, each with a code chart. Signalers stand at the base of the mound, receivers on the other side of the path. Take it in turns to send a message – keep it short. 'miss', 'hit', 'bullseye', 'dead' !
- Take a photo of the rifle butts (will need more than one, to make a panorama) to add to your timeline when back in the classroom.

Teaching points:

The butts may have been built during the Napoleonic period in the very early 19th century, but records of it are later. The 14th Sussex Rifle Volunteers were formed in 1860 and John Jervis Broadbent, who owned the land then, was their Lieutenant. He was personally responsible for financing and maintaining a rifle range for the Volunteers, so re-using an earlier one would make sense. The historic map says the butts are 'disused', so the Volunteers must have practiced elsewhere after the 1870s.

Back to the Visitor Centre

Retrace your route. Ignore the left hand fork you came up and stay straight on the path for about 600m – the lake will appear on your left – until you pass the boathouse and reach the bridge over the dual carriageway.

..or to Activity 1

Retrace your route. Ignore the left hand fork you came up and stay straight on the path – the lake will appear on your left. Stop at the end of the wooden fence on the left after about 580m, as the boathouse comes into sight. This is Activity 1.

Time Travellers!

Buchan Country Park: Activity 6 - discussion & further ideas.

When back in the classroom:

Stick your photos of the rifle butts on your timeline.

A history of shooting

Shooting was a big part of the history of the Park – as well as the military, much of the land was used for game shoots.

Find out what 'covert' means. Part of the Park (Middle Covert) is still named after the shooting parties that took place there – can you find it on the modern map?

Download the photo of the gentleman in the shooting party sitting on a shooting stick for your timeline.

Go to Page 282 of the online book 'Pheasants and Covert Shooting', 1913, by Aymer Maxwell. <http://archive.org/stream/pheasantscoverts00maxwrch#page/282/mode/2up>

Can you work out another use that the rifle butts might have been put to in the early 20th century?

Send messages

Make your own semaphore flags and send messages. The semaphore flag code can be found here: <http://upload.wikimedia.org/wikipedia/commons/0/0a/Semaphore-Signals-A-Z.jpg>



