



# Time Travellers

Use Kearsney Abbey or Russell Gardens as a stimulus for role play and a setting for a piece of narrative fiction inspired by the site's **history and past inhabitants**.

Suitable for KS2,  
adaptable for KS1



Curriculum areas covered:



## English

Spoken Language  
Composition  
Narrative writing



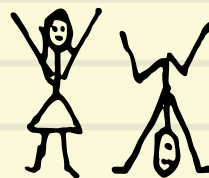
## History

Changes within  
living memory  
Significant local  
people and events



## Art & Design

Range of materials  
Mastery of techniques  
Observational drawing



## Physical Education

Sustained  
activity



## Mathematics

Measures  
Averages  
Sequences



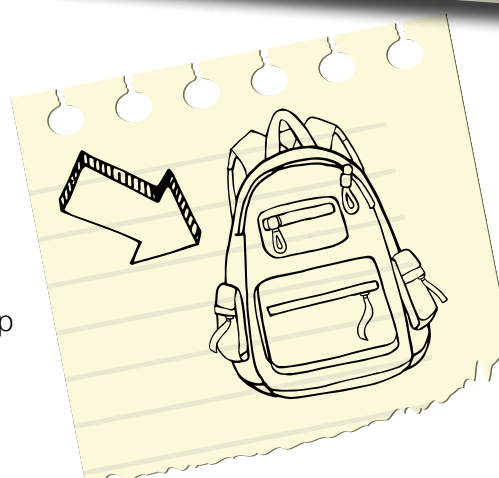
## Before your visit:

- If you are studying **Victorians**, tell the children they are going to visit the grounds of a grand house (Kearsney Abbey) that were laid out in the early 1820s, soon after Queen Victoria was born in 1819. Ask them to imagine who they might meet there and collect some ideas.
- If you are studying the **Edwardians** or reading *The Secret Garden* and wish to visit Russell Gardens (laid out in 1900), look at the information about the Barlow family and photographs from the Harding Archive (see **Time Travellers resource sheet**, or view online here). <https://www.flickr.com/photos/136100065@N03/albums/72157677994858281>



## Where to go:

- Collect the **GREY RESOURCE RUCKSACKS**. Then choose an area of the parks with a prominent feature, e.g., Cedar of Lebanon, former paper mill, bridge or old billiards room for Kearsney Abbey / bridges, boat house, cascade of steps or lily pond for Russell Gardens (if the class is in groups then each group could choose a different area).



## During the visit:

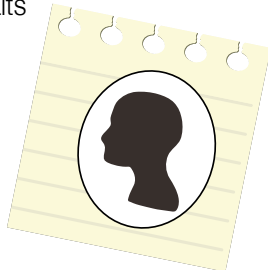
- Divide a sheet of paper into three columns. Encourage pupils to explore the area, and to write down in the central column at least three things they can see, three they can hear and three they can feel or touch (or for KS1 teacher/helper can make list from pupils' suggestions). Add a related adjective in the first column and a related verb in the last column.
- Working in pairs or in a group, ask pupils to talk through the opening paragraph (setting) of a story using their lists.
- Collect ideas from the children about someone from the past they might meet in the park. Look at the **Time travellers resource sheet** for inspiration, especially if you are in Russell Gardens. Begin the next paragraph with: 'I turned around and saw...'. Encourage them to place the character in the setting (e.g., standing on the bridge). They could invent a character or choose a real person who might have been living in or visiting a grand house at the time.
- Choose a few pupils to interview (in character). Ask the other pupils to question them about where they live, what they are wearing, what they had for lunch, their family, etc., using the things around them as prompts.
- Collect ideas for what might happen when the present-day and past characters meet.
- Ask children to tell their stories to each other in pairs, then swap three times (so they tell the same story three times to three different people).





## After the visit :

- Write the story individually, in pairs or as a scribed group story. It is most effective to do this as quickly as possible after they have rehearsed the story orally.
- Look at Victorian silhouette portraits or Victorian miniatures and ask pupils to create a portrait of a partner in Victorian style.
- Unfurl a roll of till receipt paper and weight it down with stones. Using one end to represent today, move back in time along its length, marking off the decades using a scale of 10cm = 10 years. Record the past using the following time markers: birth of pupils, birth of pupils' parents and grandparents (using averages and / or means), design of Russell Gardens (1900), design of Kearsney Abbey (early 1820s), birth of Queen Victoria (1819). Based on the time span between pupils' relatives' lineages, work out how many generations may have come between their grandparents and the dates each landscape was conceived. What would they be – great, great, great grand parents?



## Resources during visit:

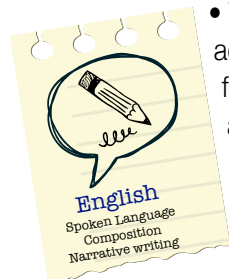
Use on-site **PUPILS' GREY RESOURCE RUCKSACKS** for clipboards, **Time Travellers resource sheet** and waterproof mats in case of rain.

**School to supply:** writing materials (pens/pencils and paper).

## Curriculum links:

### English:

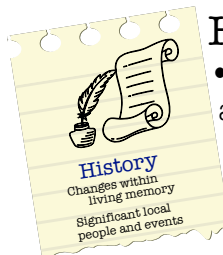
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Composition (articulating ideas and structuring them in speech and writing).
- Use relevant strategies to build their vocabulary.



- Participate in discussions, presentations, performances, role play, improvisations and debates.

## History:

- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.



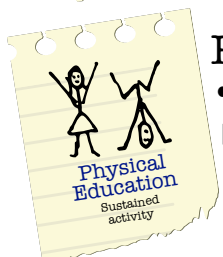
## Art & Design:

- Produce creative work, exploring their ideas and recording their experiences .
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.



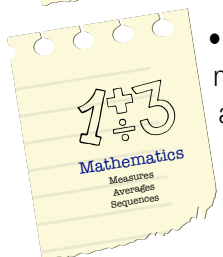
## Physical Education:

- Are physically active for sustained periods of time.
- Lead healthy, active lives.



## Mathematics:

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.







# Resource Sheet

## The Barlow Family c.1900

Edward Barlow (1855-1912) was the Chairman of Wiggins Teape, the paper-making business based at the Buckland Mill in Dover. Under Barlow's chairmanship, Wiggins Teape became one of the leading manufacturers of quality papers, including the renowned Conqueror brand, which first rolled off the presses at Dover in 1880.

Edward Barlow purchased the Kearsney Court house and estate (now Russell Gardens) in 1900 and

commissioned the renowned Edwardian landscape architect, Thomas Mawson, to design the gardens.

Edward Barlow's wife, Alice Barlow (1860-1930), was prominent in the local community as President of the Dover Women's Suffrage Society.

The family had two sons, Frank and Keith, and two daughters, Theodora and Barbara.



The Barlow family sitting on the loggia steps 1907. Many of these early photographs were taken by Alice Barlow who enjoyed photography, hence the reason she is not in this picture. There was a dark room at the base of the clock tower in the Wiggins Teape building in Dover but it is not known if Alice used it.



# Resource Sheet

## The Barlow Family c.1900



Edward Barlow with two sons and Barbara in the billiard room of Kearsney Court. This room was adjacent to the tower and had a beautiful plaster ceiling. This was destroyed when the conversion was carried out in the 40's/50's. No.7 Kearsney Court is built within the compass of this room.



Photo taken on the lower terrace, Kearsney Court.



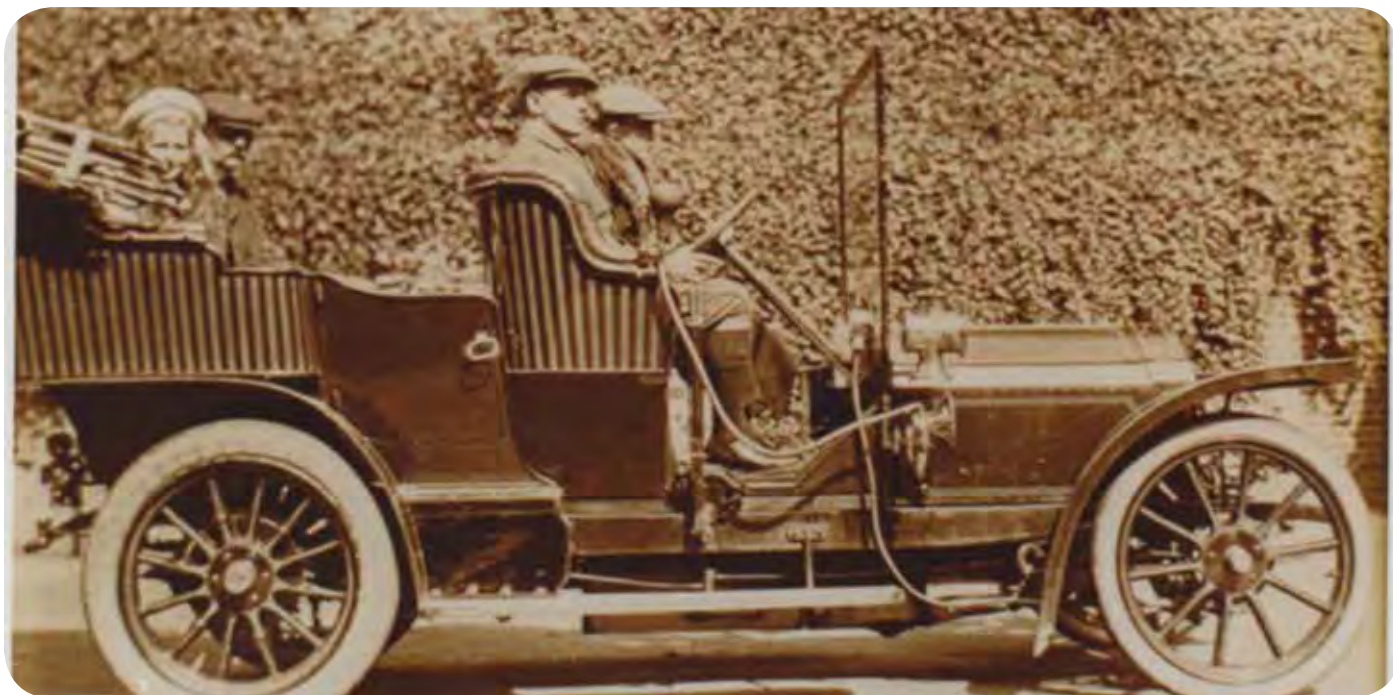
Tennis match c. 1907





# Resource Sheet

## The Barlow Family c.1900



Above: The car. The sons in the front seat and E. P. Barlow in the back with Barbara.



Above: September 1902. Barbara and father at the loggia.



Above: Barbara on the gravel path behind the Bastion Garden, 1902.



Left:  
26th June 1912  
Funeral of E. P. Barlow on a rainy day. It looks as though the school children were taken along.



# Resource Sheet - Kearsney Parks Sketch Map

