

# Time Trail Detectives



Use a visit to **Kearsney Abbey** to encourage pupils to look for signs of **history** within the **environment** and to make their own deductions about what they see.

Suitable for KS2,  
adaptable for  
KS1



## Curriculum areas covered:



### History

Continuity and change  
Historical enquiry



### Art & Design

Observational drawings  
Sketchbooks



### English

Spoken language  
Debates  
Composition  
Non-fiction



### Geography

Communicate geographical  
information in  
a variety of ways



### Mathematics

Measures  
Sequences  
Problem solving



### Physical Education

Active lives



## Before your visit:

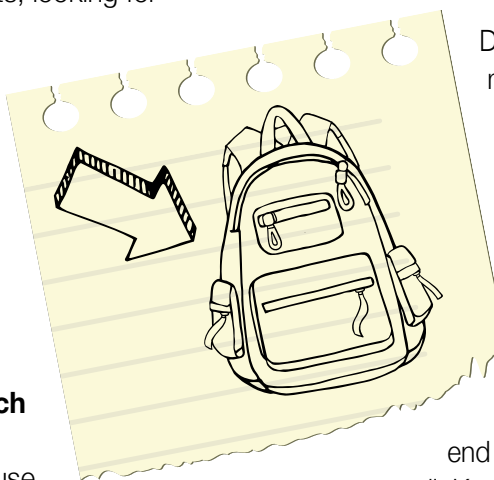
- Introduce pupils to the **history of Kearsney Abbey** and its former inhabitants. You can find a biography of the first owner and a photograph of the original house in **Kearsney Matters resource sheets 1 and 2** or online here.  
<http://www.kearsneyparks.co.uk/About-the-parks/People/John-Minet-Fector.aspx>  
<http://www.kearsneyparks.co.uk/About-the-parks/Grand-old-buildings.aspx>
- Explain to the pupils that they are going to be historical explorers or archaeologists, looking for signs of the area's history.

## Where to go:

- Collect the **PUPILS' GREY RESOURCE RUCKSACKS** then explore the grounds.

## During the visit:

- Walk round the park asking pupils to look for manmade structures. A suggested itinerary using the **Sketch plan resource sheet**, is folly wall, pump, former billiards room, icehouse, boating lake weir and on to the old mill remains at the eastern end of the site.
- Ask pupils to take photographs or make observational drawings of the features they notice.
- Ask pupils in pairs or small groups to answer the following questions (see **Time trail detectives resource sheet 1**): What do you see? What is it made of? What is it/what was it used for? What was it like when it was first created? How do you think it has changed, and why? How old do you think it is? Gather pupils at each feature and discuss answers, asking them to justify their beliefs. You can use **Time trail detectives resource sheet 1** to tease out pupils' responses by providing hints to help their understanding, and then to reveal the answers.
- You might also wish pupils to look at some of the trees, in particular the Cedar of Lebanon and lime tree avenues. Which trees look as if they date from the park's inception? Are there any older ones? What would the landscape have looked like when the park was new?
- Ask pupils to make a sketch map of their journey around the park, marking the key features they have looked at.



## After the visit:

- Ask pupils to choose one feature and write up their findings, including drawings, and explaining why they made their deductions and whether these were right or wrong.
- Ask pupils to refine their maps, using Google Earth or the **Sketch plan resource sheet** as a reference, to create a pictorial record of the park's major structures. You could look at the image at the end of **Capability Brown resource sheet 1** for inspiration. Brown's designs may have inspired Kearsney Abbey.

- Create a classroom 'Time Trail Detectives' presentation by the following method:

- Stick together 4 sheets of A1 paper to make an enormous rectangular sheet. Place it on a hard floor, with a piece of thick card or plywood under the central area. Push a drawing pin into the centre point to act as an anchor. Create a compass using a piece of string with a small loop at either end, attached at one end to the drawing pin, and at the other to a pencil. Keeping the string taut, draw a series of 20 circles centred on the drawing pin to represent the growth rings of a typical 200-year old lime tree like those in the avenue at Kearsney Abbey. Make the first circle radius 2.5cm and then increase the radius at 2.5cm intervals for each new circle.
- Each growth ring would represent 10 years of new growth. Assuming the tree was germinated from seed around 1820, mark the growth rings from the centre outwards based on the related year e.g. 2.5cm radius = 1830, 5cm radius = 1840, etc.
- Place pupils' images of the park features at appropriate points on the Tree Growth Ring sheet, along with images marking events the pupils know about such as the accession of kings and queens or dates of birth for their selves, parents and grandparents.

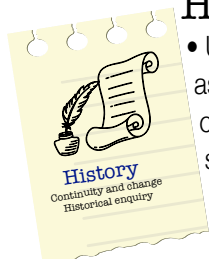


## Resources during visit:

- Use on-site **GREY RESOURCE RUCKSACKS** for clipboards, Sketch plan resource sheet and ponchos and waterproof mats in case of rain. You will also need the **Time trail detectives resource sheet 1** from the teacher's rucksack.
- **School to supply:** Drawing and writing materials (pens/pencils and paper), print outs of **Time trail detectives resource sheet 1** for each group.

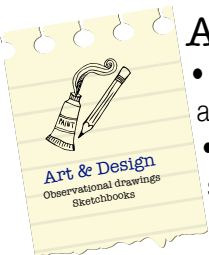
## Curriculum links:

### 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.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

### Art & Design:



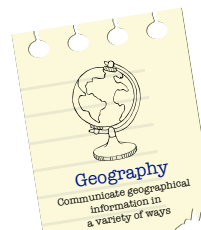
- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.

### English:



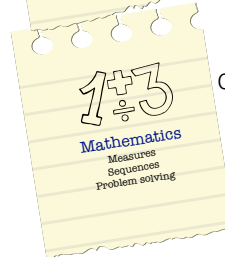
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Composition (articulating ideas and structuring them in speech and writing).

### Geography:



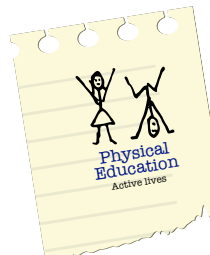
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### 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.
- 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.

### Physical Education:



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



## Resource Sheet 1

Time Trail  
Detectives



Give a brief description of what you see.

What do you think it is made of?

What do you think it is or was used for?

What do you think it was like when it was first created?

How do you think it has changed, and why?

How old do you think it is?



LOTTERY FUNDED







## Resource Sheet 2(a)

Please note the locations can be found on the Sketch Plan resource sheet.



### Folly wall

This was built by John Minet Fector in the 1820s as part of the wall to the house, but it incorporates elements of medieval masonry bought by Fector from demolished buildings in Dover. It was built to look deliberately old and ruined, as part of the fashion of the times for follies that looked like Romantic ruins (see **My ideal garden: Capability Brown resource sheet 1**).



### Pump

Also added by Fector in the early 19th century. The strange dome is the cap for a pump that may have pumped water to the mansion. The sluice behind the wall powers water to the fountain on the lake.



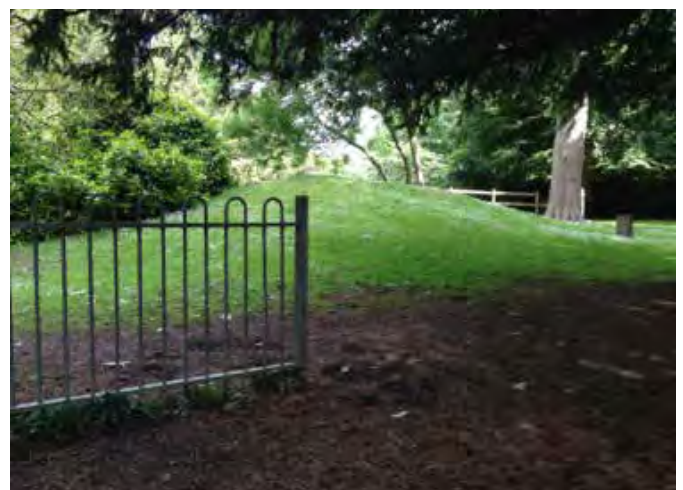
### Former billiards room

The billiards room was added to the mansion in c.1876 by Francis Lyon Barrington (1834–1877). Here is a photograph of it in use. The monsters supporting the ceiling beams are holding the Lyon Barrington coat of arms.



### Icehouse

The icehouse dates from the early 19th century. It was made of brick and later concreted. The ice was kept cold by a stream from the main River Dour coming into the Abbey grounds. Like many other similar country estates that had icehouses, the ice was hewn from icebergs or glaciers and brought in by ship. The ice was kept cool by the depth of the icehouse and the stream of fresh water.





## Resource Sheet 2(b)

Please note the numbers refer to locations on the Sketch Plan resource sheet.



### Boating lake weir

This is the ruins of the original boundary wall of the estate. It was probably designed in the first half of the 19th century as an 'eyecatcher' bridge, as popular at the time (see **My ideal garden: Capability Brown resource sheet 1**).



### Old mill ruins at the eastern boundary of the park



### Remains of River Paper Mill

The remains of River Paper Mill, dating originally from the 1680s. For more information, see **Paper resource sheets 2 and 3**. The mill was in operation until 1918; the chimney was demolished in 1928.



# Resource Sheet - Kearsney Parks Sketch Map

