



The Lost Palace

TEACHERS' NOTES



Discovering our hillfort heritage

The Lost Palace

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on Ad Gefrin (Yeavinger)***

Joyce Guthrie, Headteacher, Kirknewton First School, 1999.

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ABOUT *The Lost Palace*

This pack is intended as a resource to enable KS2 children to study the **Anglo-Saxons** and elements of **Local History** and **R.E.** through a shared text tailored for the Literacy Hour. Included in the pack are:

- copies of the pupils' shared text ***The Lost Palace***
- acetate copies of the pages from the shared text for whole class reading
- Teachers' Notes

The Lost Palace

shared pupils' text comprises four sections:

1 What the Goats Saw

is a semi-fictional narrative account of the area of Northumberland now known as Yeaveering. The story follows the chronology of the place from pre-Roman times, and climaxes with the archaeologists recovering the site of The Lost Palace from the quarrymen's diggers.

2 Beowulf and Bede

comprises two excerpts and their translations. One is from the Old English poem 'Beowulf' which describes a similar hall to that of Ad Gefrin (The Lost Palace of our story). Alongside, in Latin and Modern English, is Bede's description of the missionary Paulinus preaching and baptising the people of Northumbria into the Christian faith at Ad Gefrin. Both of these historic texts provide excellent opportunities for sentence and word level work, exploring phonics and the development of the Modern English vocabulary.

3 How the Lost Palace was Found

is a non-fiction description of how the archaeologists uncovered The Lost Palace from beneath the ground.

4 The Glossary

explains those complex, local or technical words which appear in bold in the main body of the shared text.

The Acetate Sheets are intended for use during whole class sessions. They can be projected using an Overhead Projector (OHP) onto a white/dry board, and so allow repeated annotations of the text by pupils and teacher on the board. Alternatively, annotations can be made onto the acetate sheets, although this will reduce the lifespan of the sheets.

The Teachers' Notes contain background information on Ad Gefrin, The Lost Palace, to enable you to answer pupils' more detailed questions and support you in developing ideas of your own. In addition there are suggestions for teacher/adult-led and independent activities which allow this pack to be a useful resource for your Literacy Hour work. The Anglo-Saxon theme of the pack encourages the reinforcement of history and R.E. topic work, particularly for Northumberland schools.

OPPORTUNITIES FOR VISITS

At **Yeaveering** there is no trace of the Palace of Ad Gefrin visible above ground, although there is a monument marking the field in which it lay. Northumberland National Park Authority have produced a self guided trail leaflet for Yeaveering Bell which overlooks the palace site and visits the hillfort. The walk is a spectacular experience, but is regarded as unsuitable for KS2 classes as it lasts approximately 4 hours and covers steep and uneven terrain. Copies of the leaflet are available from the address at the back of these notes.

Maelmin Heritage Trail

A woodland stroll through time including the earliest geological origins of the landscape, the arrival of the first human inhabitants in the Stone-Age and settlement through the ages up to medieval times. The trail includes a fully reconstructed henge monument as well as information on the adjacent site of Maelmin, the Anglo-Saxon palace which superseded Ad Gefrin. At Milfield Country Café, in the village centre, there are additional exhibits and a computer reconstruction of the landscape. Due to open summer 2000 with tailored educational resources available.

Bede's World brings to life the story of early medieval Northumbria. There is a well regarded education programme which incorporates the museum, Gywre (a reconstructed Anglo-Saxon farm), Jarrow Hall and St. Paul's Church. There are several reconstructed buildings, and there are plans to build a replica of the hall at Ad Gefrin based on the archaeological findings. There is also a superb reconstructed scale model of the palace and associated buildings, within the museum. The activities detailed in this pack are complemented by, and reinforce, those offered by the Bede's World Education Service whose contact details can be found at the back of these notes.

See page 10 for contact details.

BACKGROUND NOTES

on the Shared Text – *The Lost Palace*

1 *What the Goats Saw*

This is one version of what may have happened in the area around the hill that is now known as Yeavinger Bell, situated to the west of Wooler on the B6351. The account is based on a core of established facts and is expanded with interpretations of these facts along with some pure fiction.

Facts

- ‘**Yeavinger**’ is the modern English form of the old English ‘**Gefrin**’. They both mean ‘The Hill of the Goats’. Today the village is known as Yeavinger, and the hill as Yeavinger Bell.
- The Saxons built their palace on a low rise between the River Glen and Yeavinger Bell. They called their palace **Ad Gefrin**, ‘The Place of The Hill of the Goats’.
- The **henge** in the story is an amalgamation of features from several henges which have been found on the Milfield Plain north of Yeavinger Bell.
- Approximately 2000 years ago the native people built a huge **hillfort** (130 round houses with a defensive wall around them) on the summit of Yeavinger Bell. It became a stronghold for many years and was called Gefrin.
- **Bede’s** writings regarding the missionary Paulinus are assumed to be factual because they were written relatively soon after the event. In addition his works in general were in agreement with other writings of the time.
- The modern history of Yeavinger, from the aerial photographs onwards, is taken from the report by the archaeologist who led the excavations.

Interpretation

- The presence of goats is not documented until 1860 when goats were re-introduced to the hills to replace an earlier herd which had ‘been removed elsewhere’.
- Local belief has it that the goats originate from stock turned loose on the mainland by the monks of Lindisfarne.
- The actions and attitudes of the British people up until relatively modern times have no written record and so are interpreted from archaeology, folklore and the landscape.
- The attitudes of the Romans and Anglo-Saxons are both ideas which *may* explain the archaeological evidence found.
- The conclusions of the findings of the archaeological digs cannot be established as fact.

Fiction

- The thoughts and opinions of all the characters in the book including the archaeologists (and the goats).
- The nature of the action taken by the Chief Inspector of Ancient Monuments in order to halt the quarrying.

2 *Beowulf and Bede*

Beowulf

Beowulf is regarded as one of the finest examples of Old English poetry, with a story encompassing kings, heroes, and monsters. The importance of the poem to Yeavinger is in its description of the king’s hall which is similar to the one excavated at Ad Gefrin. This short extract ranges from the building of the hall, to the king giving treasure to his warriors, and ends with threats from fighting and fire. In the pack is the original Old English with a word-for-word translation into Modern English.

Pronunciation

Old English has several letters (graphemes) for which there is no direct Modern English equivalent. However, those letters merged together in appearance, e.g. ‘**ǣ**’, are pronounced as in the modern phoneme ‘**oe**’. Both **þ** and **ð** are pronounced ‘**th**’.

Bede

Bede was one of the first chroniclers of Britain, and wrote the ‘Ecclesiastical History of the English People’ in 731 AD. From this is taken the extract in the text which describes the missionary Paulinus preaching and baptising the people of Northumbria at Ad Gefrin. According to Bede, it was a condition of Queen Ethelburh’s marriage contract to allow Paulinus to accompany her to Northumbria from her home in Kent and also that her new husband, King Edwin, consider Christianity and allow her to continue to practise that religion.

3 *How the Lost Palace was Found*

This is a short factual account of how the archaeologists uncovered Ad Gefrin. The account is non-technical wherever possible and the glossary at the end of the shared text explains any uncommon terms.

4 *Glossary*

This contains simple definitions to unfamiliar words, including the characters’ names. It provides brief historical information that is not included within the main texts.

INDEX TO ACTIVITIES

with references to The National Literacy Strategy

The following activities are only suggested as outlines to enable you as teachers to adapt them to the specific areas of the curriculum and Literacy Hour you are studying and to the attainments of your pupils. If this is a loan copy of **The Lost Palace**, please feel free to include a spare copy of any worksheets etc. you have produced with the pack. The activities summarised below are described in detail on pages 5 to 7 that follow.

ACTIVITY	INDEPENDENT	ADULT LED	SMALL GROUP	LARGE GROUP	SUBJECT
PRELIMINARY SESSION	●	●	●	●	book
TEXT LEVEL					
Story Map		●	●	●	structure
Character Links	●		●		structure
Description	●		●		non-fiction
Save the Palace!	●		●		persuasion
Conversations	●		●		speech
Dramatisation	●	●		●	drama
Characters' Views	●		●		perspective
"If I was a..."	●		●		poetry
Headline News	●		●		report
"But what I still don't get is..."		●		●	notes
"Dear..."	●		●		letter
SENTENCE LEVEL					
Sequencing	●		●		sequence
Bede's Sentences		●	●	●	punctuation
Beowulf's Sentences		●	●	●	prose
WORD LEVEL					
Bede's Words		●	●	●	origins
Beowulf's Words		●	●	●	origins
Word Webs		●	●		origins
EXTENSION ACTIVITIES					
Timeline		●		●	content
Authority		●		●	authority
Your Place		●	●	●	contrast
Review	●		●		review
"So why should I borrow this book?"	●		●		questioning

1 Preliminary Session

As an introduction to the work on *The Lost Palace*, ask a group of pupils to explore the book without reading it. Ask for comments on the format, sectioning and illustrations.

- What do they think each section is about? Which bit is the story?
- What are *Bede* and *Beowulf*? Have they heard of them before?
- Do they know what the *Glossary* is for?

Using only the title, subtitle and illustrations, in turns predict the story of *The Lost Palace*.

- Who or what do they think the characters are?
- Do they use the timeline?
- Do they recognise the orientating of repeated elements in the illustrations, e.g. the goats, the hill, the 'Old Palace'?
- What are their first impressions of the book?

The group of children can then report their findings back to the whole class.

2 Text Level

Story Map

Write the main events of *What the Goats Saw* in a well-spaced list down a page. Link them together with arrows to show progression through time and wavy lines to show other relationships, e.g. archaeologists learning about Ad Gefrin from Bede's book.

Character Links

Write a well-spaced list of all the characters in the story. Use the *Glossary* to help you. Find a link between two characters (e.g. married) and draw a line between them. Write what the link is along the line. Now try to link the characters to the main events of the story.

Description

Write a non-fiction description of the palace of Ad Gefrin. Re-read the passage in *What the Goats Saw*, and the translations of *Beowulf* and *Bede* to help you. Other work you have done, and books you have in class, may help you. Will you describe the hall from the outside, the inside or as if you were an archaeologist?

Save the Palace!

Write a persuasive letter. Imagine you are the archaeologists trying to convince the Chief Inspector of Ancient Monuments that they have discovered Ad Gefrin, or the friend sending the urgent message to the Chief Inspector to warn of the quarrying, or the Chief Inspector giving instructions to the police and the order to prevent further quarrying.

Conversations

Write a conversation between Queen Ethelburh trying to convince her husband to accept the terms of the marriage contract (see *Glossary*).

Or write a conversation between two Northumbrians, one of whom has been converted to Christianity trying to convince another to go to Ad Gefrin tomorrow to hear Paulinus preach.

Dramatisation

Imagine a conversation between two of the characters in the story, e.g. two goats watching the quarrymen's diggers arriving at the site; Queen Ethelburh trying to persuade King Edwin to become a Christian; the two archaeologists discovering Ad Gefrin. Write out this conversation as a narrative story. Rewrite it as a play.

Characters' Views

Read the passage in *What the Goats Saw* describing Paulinus baptising the Northumbrians and read the passage from *Bede*. Imagine you are Paulinus, the pagan priest, a goat, a Northumbrian, or King Edwin and write a description of Paulinus preaching to and baptising the Northumbrians.

“If I was a....”

Write a poem with the following first lines of verses:

“If I was a Briton”, “If I was a Roman....”

and so on, following the chronological stages of **The Lost Palace**.

Headline News

Write newspaper stories as a report to follow one of these headlines in *The Northumbrian News*:

- *Summer Solstice Celebrations at Glendale Henge*
- *New Fort Built: a Goat’s Opinion*
- *Roman Rule: latest on the peace process*
- *Saxon Palace Built on Greenfield Site*
- *Native triumph claim after Saxon Palace named after British Stronghold*
- *Holy Water flows in the River Glen*
- *Christianity: Paulinus says why **you** should convert*
- *Home maker special feature: How to Build your Bastle*
- *20 new jobs in quarry in Glendale*
- *The Lost Palace Found! A report from our archaeology correspondent*

“But what I still don’t get is....”

Think about the story of **What the Goats Saw**. Do you understand it all? Write a list of key words or phrases to remind you. Discuss with your group. Can anyone help you understand? Can you help anyone else? As a group are there any parts that still puzzle you? How else could you find the answers you need?

“Dear....”

Write a letter to the author of one part of **The Lost Palace**:

either the National Park Authority, Bede or the author of *Beowulf*.

Offer your opinion of their writing and ask them any questions you have about their life and work.

3 Sentence Level

Sequencing

Resources: *Photocopies of paragraphs from What the Goats Saw or How the Lost Palace Was Found, cut into sentences. Enough sets for one each or one between two. This activity could be adapted to use a single sentence cut into words.*

Carefully lay out all the sentences you have been given. Read each one. Arrange the sentences in an order so that when they are read they make sense. Either stick the photocopies or write the sentences in your book. Find someone with the same paragraph as you. Are their sentences in the same order as yours? Discuss the decisions you have both made.

Bede’s Sentences

This activity may be more valuable to pupils after they have completed ‘Bede’s Words’ (see page 7).

Turn to **Beowulf and Bede**, and look at the Bede section. Draw up a tally chart in your book so you can record and compare the number of different types of punctuation used in Bede and the translation. How many columns will you need? How many rows? Would you have used punctuation differently? Rewrite the translation in your own style, improving on the punctuation and phrasing. Compare results and combine everyone’s efforts to create an example draft.

Beowulf’s Sentences

This activity may be more valuable to pupils after they have completed ‘Beowulf’s Words’ (see page 7).

Read through the Modern English translation of the poem *Beowulf*. Are there any parts which you don’t understand? Discuss the meaning with your friends and teacher. Use a dictionary and thesaurus to help you. Discuss punctuation to improve the sense of the translation as it stands. Identify the parts of speech: nouns, verbs, subject, object etc. of an example sentence. Compare with its Old English version. Rewrite the translation as prose (in sentences) rather than as a poem. You can use synonyms and change word order if it helps you. e.g.

“He boasted not belied, rings dealt out, treasure at feast.”

→ He praised this true achievement, giving out rings and treasure at the feast.

In small groups, repeat the exercise using different sentences.

Compile your own modern version of the text.

4 Word Level

Bede's Words

N.B. In Latin, the letters 'u' and 'v' are the same, i.e. 'fluio' could be 'fluvio'.

Compare Bede's original Latin and its Modern English translation. Make a list of any pairs of Latin and English words which you think may mean the same, e.g.

Nordanhymbroborum = Northumbrians
XXXVI = thirty six
Adgefrin = Ad Gefrin etc.

Use an English dictionary to look up words which begin in the same way as the Latin words. Do any of them have similar meanings? Explore the Latin words to discover if their roots form the roots of English words used in the translation, e.g.

rege → regency, regent, regina → king; queen; royal
genti → gentleman, gentlefolk, gentry → Northumbrian people
fluio → flow, fluent, fluid, flume, flush → river etc.

It may be possible, depending on the availability of a Latin-English dictionary and the attainment levels of pupils, to compare the word order and punctuation used in the original text and the translation.

Beowulf's Words

Compare the Old English and Modern English translation of Beowulf. Identify and make a list of any pairs of words which appear similar (it may help if you say the Old English out loud), e.g.

wide = widely
weorc = work
manigre = many
naman = name

If your dictionary contains derivations, look up the Modern English words in your list to discover their origin. Now look up other words from the translation which you did not put in your list. Do any of the Modern English words have an Old English origin?

Word Webs

Take an Old English or Latin word from either Bede or Beowulf and write it in the centre of a sheet of paper. Using your dictionary and your knowledge of prefixes and suffixes, find Modern English words which use it as their root, e.g.

flow, inflow, flowing, affluence, fluent, fluency, fluid, fluidity, flush, flushed, flex,
influence, influx, confluence, flume, fluvial,
fluio

5 Extension Activities – ideas for lessons outside the Literacy Hour

Timeline

Create a large scale timeline, perhaps by using a scale of 1m to 100 years, to illustrate the chronology of *The Lost Palace*. Goats could be used to mark particular events or periods as in the text. Other important dates or time periods relevant to your studies could be added, e.g. Victorians, Tudors, World Wars, Battle of Otterburn.

Authority

Using the teachers' notes on the background to the text, debate the authority of the authors. Who would have been the most authoritative person to write each section of the text?

Your Place

Research the history of the place where your home or school is now. What was there 4000 years ago? Did anything important happen there in Anglo-Saxon times?

Review

Write a review of *The Lost Palace* for your school magazine, or other publication.

"So why should I borrow this book?"

Hot seat one pupil as a librarian answering questions from 'borrowers' about *The Lost Palace*.

REPORT OF THE DEVELOPMENT OF THINKING SKILLS using the Northumberland National Park's Education Pack on Ad Gefrin (Yeavinger)

Joyce Guthrie, Headteacher,
Kirknewton First School, 1999.

The Northumberland National Park Education Pack on Ad Gefrin traces the history of Yeavinger through the ages. It concentrates on the hillfort followed by the Roman occupation. This then leads to the Saxon period when Ad Gefrin was the site of the summer palace of the Saxon King Edwin. This was an important part of the history of the area because Bede chronicled the baptism of the Saxons in the River Glen and this can lead to useful discussions on primary and secondary sources. It also examines the Border raids during the 14th and 15th centuries. The pack finishes by looking at the discovery and excavation of the Saxon palace of Ad Gefrin and what has been learned from that.

I worked with the pack during Autumn 1998 and Spring 1999 and used the extracts as part of the literacy hour and also to develop the children's understanding of our local area. I used many of the activities suggested in the pack and found them useful but I wanted to develop the children's thinking and looked for opportunities to do this. I have tried to list some of the ways in which I did this.

Use of Mystery

This makes an excellent beginning to any unit of study involving Humanities. The main idea is to present the children with a mystery or a problem to solve. This very quickly involves them and encourages them to formulate questions. The pack deals with the history of Yeavinger through the ages but we particularly focused on the Saxon period when it was the site of the summer palace of the kings of Northumberland. We obtained a box of artefacts from Bede's World at Jarrow. These mainly consisted of monastic garments and writing tools. The children had to work out who these might have belonged to. They were extremely

motivated by this activity and formulated a list of questions they would like to answer to solve the problem.

Some of these included:

- Why would people dress like this?
- Who would dress like this?
- What would these tools be used for?

We discussed the questions and then displayed them throughout the unit of work to keep us focused.

Use of Story

Younger children are often motivated by the use of an engaging text or story. As we were studying the Anglo-Saxons I chose the story of *Beowulf*. This enhanced the other work we were doing. As well as studying the book during the literacy hour it gave us a great deal of background information about the Anglo-Saxons and their beliefs. It also led to discussions about forces of good and evil and whether heroes like Beowulf really existed. Discussions like this help the children to think about issues, develop a point of view, expound and justify that point of view and listen to others.

Use of Community of Enquiry

This is a way of working with children which encourages them to pose questions and develop their thinking about these questions. The children are encouraged to sit in a circle and to take turns at putting forward their ideas. In the initial stages often they can be encouraged to preface their remarks with "I agree with X because..." or "I disagree with Y because...". This encourages them to keep on track in their discussions and also to respond directly to others in the group. Eventually I have found that children become skilled at this and can do without

the props but it is a useful technique in the early stages. Often the children will come up with two types of questions. There are closed questions which, given an infinite range of resources, they could answer. The most interesting questions are the open questions and children soon become good at formulating and identifying these questions. Typically these questions have no right answer and require individual response and discussion. A good approach to help children formulate questions is to put them into pairs initially to study a text or a painting or an artefact. The two children then bring a question back to the whole class. The class then decide which question or questions they would like to discuss. I used this technique on a variety of occasions throughout the unit of study. We discussed whether heroes really exist and what is a hero? This was part of our work on Beowulf. We discussed why monks would wear these clothes? This was inspired by the box of artefacts.

We also discussed slavery. We found out from a book that the Anglo-Saxons had slaves. The children formulated questions about this and we discussed why would people want to have slaves?

The Yeavinger Pack has details of the conversion of the Anglo-Saxons by Paulinus. He was the Saxon queen's priest and he converted the Saxons to Christianity and baptised them in the River Glen. This led to a discussion on baptism and what it is and this was followed by a discussion on why people would want to become Christians. These discussions helped the children to think more deeply about issues and to express their ideas and clarify their own thinking.

Use of Accelerated Learning Techniques

Throughout the unit of work key questions were displayed where the children would see them and be reminded of what we are aiming for. Our displays also contained the vocabulary the children needed to understand. This acted as a visual reminder of what we had learned. During the project I tried to provide activities which would suit the different types of learner. The pack

places great emphasis on the chronological history of Yeavinger. I encouraged the children to finish the topic by producing something to demonstrate their understanding of this. We discussed various techniques. One pair of children made a tape with narration and sound effects to tell the story. Another group told the story through a cartoon strip.

I also felt an important concept for the children to grasp was the difference between the structure of today's society and Saxon society. The children researched this from books and videos and then summarised what they had learned in various ways. Some drew a hierarchy of Saxon society. Another more able pair of children produced a concept map showing how the members of society related to each other. Another group made a mobile showing the layers of society.

Summary

I feel the children engaged much more deeply with the subject material because of a conscious decision taken on my part to infuse the thinking skills throughout the topic. They were encouraged to develop their own point of view about various issues and to engage deeply in discussions and formulating their own ideas. They were also encouraged to think of ways of displaying their understanding to make it explicit to others and to help them remember what they had learned.

Although we particularly studied the Saxons we could have focused on the Romans, the Celts or on Archaeology and its contribution to our understanding of the past. The content is important but the process is also very important and should be given emphasis.

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Brian Hope-Taylor

Yeavinger An Anglo-British centre of early
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USEFUL ADDRESSES

Northumberland National Park Authority

Eastburn, South Park, Hexham, Northumberland NE46 1BS.
Tel: 01434 605555 Fax: 01434 600522 www.nnpa.org.uk
Educational resources and visits for students of all ages.

Bede's World

Church Bank, Jarrow, Tyne and Wear NE32 3DY.
Tel: 0191 489 2106 Fax: 0191 428 2361
Minicom: 0191 428 1078 www.bedesworld.co.uk
*Scale model of Ad Gefrin and exhibitions of Anglo-Saxon life,
including a working farm and buildings.*

Museum of Antiquities

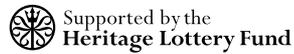
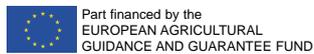
University of Newcastle upon Tyne, Barras Bridge, Newcastle upon Tyne.
Tel: 0191 222 8996 www.ncl.ac.uk/antiquities
*Displays include Northumbrian artefacts from the stone age through
to Tudor periods.*

Brigantium – Archaeological Reconstruction Centre

Rochester, Otterburn, Northumberland. Tel: 01830 520801
Reconstruction of site, including Romano-British hut and a stone circle.

Maelmin Heritage Trail

Milfield Country Café, Milfield, Wooler, Northumberland NE71 6JD.
Tel: 01668 216535 www.history.maelmin.ukf.net
E-mail: history.maelmin@ukf.net
Wooded walk interpreting the history of the Milfield Plain and surrounding hills.



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The Lost Palace was written by Yvonne Beardsley, Education Officer.
More information, Pupils' Shared Text and further copies of these notes
can be obtained from the address below, or downloaded from
the internet on: www.nnpa.org.uk



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