

**100**  
PLACES  
NORTH EAST

A HISTORY OF THE NORTH EAST IN  
**100 PLACES**

A Toolkit for Teachers  
Key Stage 1, 2 and 3

To find out more, visit

[www.100objectsne.co.uk](http://www.100objectsne.co.uk)



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# 'A History of the North East in 100 Places'

## Project Ideas

**Project: Creating riddles and illustrations from places**

**Curriculum Connections: English: Speaking and Listening, Writing; Art and Design; History  
Suitable for KS1 – KS3**

**Get your pupils enthused by playing with describing words and create a poem in minutes!  
Then, use your poems and images of the places as inspiration for a piece of art.**

Print out a selection of places from the 100 places website. You'll need one for each pupils, plus some extra for the warm up and games.

### **Part One: Kenning Riddles**

#### **Warm up: Fast Connections**

Start off by making word connections.

- 1.) Ask your group to form a circle.
- 2.) First person says a word.
- 3.) Follow on round the circle with each person saying an associated word.

Example: First person: Bicycle

Second person: Wheels

Third person: Round

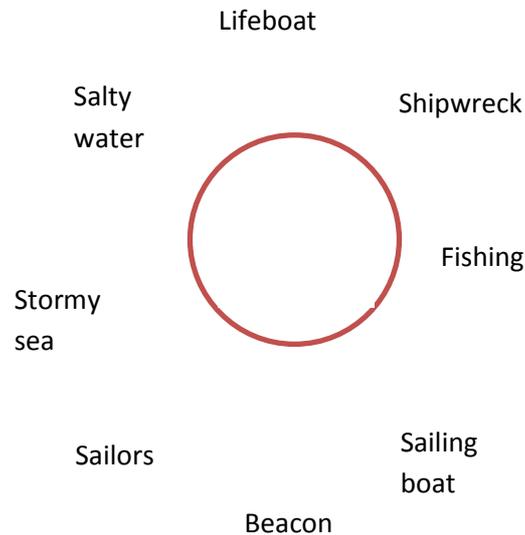
Fourth person: Ball

Fifth person: Tennis .... and so on.

- 4.) This must be a fast game- no time for deep thinking!

## Place Circle

- 1.) Place an image of a place in the middle of the circle.
- 2.) Ask the group to shout out what the place makes them think about.



- 3.) You could begin to introduce poetic features here by brainstorming words that sound familiar or have alliteration. Or use thesauruses to create new word-banks to describe places.

## kennings

Kenning is the Norse word for riddle

- 1.) Guess what the object is from these kennings:

<b>Kenning 1:</b>	<b>Kenning 2:</b>
Rain drops	Standing Tall
Pouring down	Unfurled wings
Windy gust	Wind swaying
Inside out	Hill standing
Blown away!	North-East Sculpture

<b>Answer:</b> Umbrella	<b>Answer:</b> The Angel of the North

2.) Now that pupils are enthused about describing a place, they could try writing their own kenning. Give each pupils a printed image of a place to work from. The rules are:

Use two word phrases

The riddle must be over four lines long

It doesn't have to rhyme

Don't mention the place

### **Part Two: Drawings**

- 1.) Now that pupils have written a riddle about their place, it's time to illustrate it!
- 2.) Depending on the age of pupils, there are several ways to approach drawing a place from a photograph.
- 3.) Younger pupils can simply look at the place and draw what they see. Use pencil for the outline, then fill in with coloured pencil or crayon.
- 4.) Older pupils can use tracing paper to first outline the shape of their place, then transfer their drawings to white paper by rubbing pencil on the back, placing the tracing paper on top of the white paper, then going over their lines with a ballpoint pen. The image should transfer onto the white paper.
- 5.) Use a fine-line black pen over the pencil outline to create a bolder image.
- 6.) Display the kennings and drawings together.

## **Project: Investigating castles in the North East of England**

**Curriculum Connections: History; Mathematics; English: Speaking and Listening, Writing; Art and Design**

**Suitable for KS1 – KS3**

Northumberland has been described as ‘THE castle county of England’ and it is true that because of its position on the Border with Scotland, the North East had a greater need for military architecture for a longer period of time than most other areas of the country.

As a result, military and fortified buildings of a bewildering variety of styles and types continued to be built. Many of these smaller defensible buildings, including bastles and unique defensible churches are among the North East’s most characteristic buildings.

And then there are the town fortifications. Newcastle’s town walls begun in the 1250s were described as being among the most magnificent in Europe. Whilst Berwick’s revolutionary Elizabethan ramparts - a radical combination of earth mounds and stone walls - still exist almost in their entirety today.

Carry out a visit to the castle and use the following sheet to help the pupils to understand this place and investigate further. The sheet has deliberately been designed to have cross – curricular links to other subjects including Mathematics, Art and Design and English.

**A visit to a castle by**

**1. When was the castle built?**

**2. How many rooms were there? Were they all the same?**

**3. What went on in the Main Hall?**

**4. What was it like to sleep in the castle?**

**5. What is the view like from the top of the castle?**

**6. Can you estimate the height of the castle?**

**7. Can you estimate the length of the castle?**

**8. How many people lived in the castle?**

**9. What is the view like looking up at the castle?**

**10. How was the castle constructed?**

**11. Can you estimate the height of the Great Hall?**

**12. Can you estimate the length of the Great Hall?**

**13. What were your impressions of the courtyard?**

**14. How important is the thickness of the walls?**

**15. Describe the different sides to the castle.**

**16. How do people enter the castle?**

**17. From the outside do you feel the castle fits in well to its surroundings?**

**Why?**

**18. If you were the person designing this Castle what would you change?**

**19. Draw a plan of the castle**

