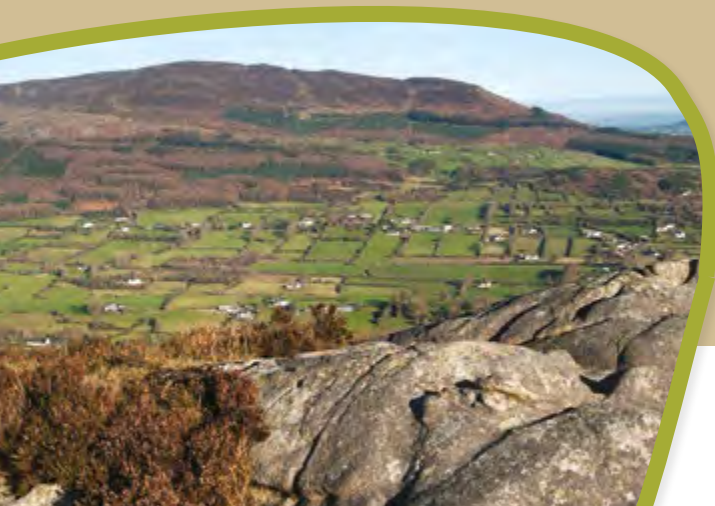


# The Building of our Place

By teachers, for teachers



# Contents

Information for Teachers	4
How to Use This Guide	5
Buildings Through Time	7
Visiting a Historic Building or Site	10
Links to the Curriculum	12
Activities	16
Why Settle Within the Ring of Gullion Landscape?	22
Places of Interest in the Ring of Gullion Area	24
Setting the Scene	26

<b>The Stone Age</b>	<b>27</b>
What We Built	34
How We Lived	48
What We Made	50
Activities	52
Site Locations	54

<b>The Metal Ages</b>	<b>57</b>
The Bronze Age	61
What We Built	63
How We Lived	65
What We Made	66
The Iron Age	67
What We Built	68
How We Lived	70
What We Made	72
Activities	74
Site Locations	78

<b>Early Christian Period</b>	<b>80</b>
What We Built	86
How We Lived	96
What We Made	98
Activities	100
Site Locations	104

4000 BC

2000 BC

AD 400

**AD 1066**

## **The Medieval Period 107**

What We Built	113
How We Lived	117
What We Made	119
Activities	120
Site Locations	123

**AD 1600**

## **The Plantation Period 126**

What We Built	131
How We Lived	137
Activities	139
Site Locations	141

**AD 1714**

## **The Georgian Period 143**

What We Built	148
What We Made	152
How We Lived	157
Activities	163
Site Locations	166

**AD 1837**

## **The Victorian Period 169**

What We Built	174
How We Lived	179
How We Worked	184
Other Buildings from the Victorian Period	186
Activities	190
Site Locations	194

Why Protect Our Built Heritage?	196
---------------------------------	-----

## **Acknowledgments**

The Ring of Gullion Landscape Partnership's grateful thanks to:  
Jenny Loy, Kevin Murphy, Tracy Mackenzie, Paula Mulkerns, Ulster Architectural Heritage Society, Una Walsh and Wibble Web Design & Development.

Part of the Mourne Gullion Strangford Aspiring UNESCO Global Geopark

# Information for Teachers

## Ring of Gullion Built Heritage

This teaching resource has been developed to encourage school children within the Ring of Gullion Area of Outstanding Natural Beauty to engage with their landscape and built heritage through information and activities.

The landscapes of the Ring of Gullion and the surrounding area have been shaped over the last 6000 years by humans. What has been left behind, from the Stone Age tombs to the twentieth-century infrastructure, is a tangible link to the past. The historic environment is wide reaching and an easily accessible learning resource through which children can gain an insight into how people in the past lived and how their local community developed. No matter how modest these structures are, they remain a valuable asset in teaching young people about their history. Through the study of the built environment, they can see how the present day environment was shaped.

Developing knowledge of where their community came from and how their surroundings became what they are today is vital in developing a sense of identity in young people and encouraging informed and active participation in caring for it. As future custodians of built heritage in the Ring of Gullion in South Armagh, children learn to appreciate their history and are inspired to help to preserve their built environment.

This resource covers built heritage from the Stone Age to the present day.

Time periods covered are:

1. Stone Age
2. Metal Ages (Bronze and Iron Age)
3. Early Christianity
4. Medieval
5. Plantation
6. Georgian
7. Victorian

The Landscape Partnership Scheme is part of the Heritage Lottery Fund's programme to conserve and enhance some of the region's most treasured landscapes.

# How to Use This Guide

This teaching resource aims to celebrate the historic built environment of the Ring of Gullion and how its built heritage forms a pattern of the past that we can still learn from today. The beginning of this resource aims to provide teachers with background information about the Slieve Gullion area. You will also find some introductory classroom activities. These sections are:

1. Buildings through time
2. Why settle in the Ring of Gullion?

The time periods outlined in this resource are designed as a standalone teaching aid for individual lessons, alternatively, the sections can be used in sequence to build up a full understanding of the built heritage in the area over a series of lessons. Within each of the time period units the information covers:

1. Introduction to the time period
2. What we built
3. How we lived
4. What we made
5. Activities
6. Site visit information

For each section you will be provided with background information for each period; along with curriculum links and a selection of classroom activities.

In addition to the classroom resource, you will find a glossary of associated built heritage terms and guidance on study trips to built features and buildings in the area. This guide is primarily focused on the Key Stage 2 curriculum of primary school children.

This resource highlights three key ways you can fully engage the children in your class with their built heritage

1. Classroom: You will find a selection of activities tailored to the content provided at the end of the time period section. Answers are given for ease of use. There are also activities throughout each chapter.
2. Visiting sites: We have outlined potential site visits for each time period and you will find these at the end of each section.
3. Build it: Design, plan and make a building.



## Build it: How to Build a Building

By making a model of a building, children will fully engage with all elements of the landscape, materials, design of the building and how people lived in it. This task could be a stand-alone activity or carried out after a site visit. We have outlined the approach to get children interested in buildings below:

### Preparation

First – Pick a building!

To make a 3D model of a building you will need to get some appropriate materials to construct it: cardboard can be used to make most of the walls for whatever building you choose. If the roof is thatched, straw-like materials are available from craft shops or shredded paper could also be used to give the appropriate texture. Paint, felt-tip pens, modelling clay, polystyrene packaging and felt could all be used.

The colour scheme used will represent the natural landscape, therefore greens, blues, browns, greys and yellows will be important to have. These are suggestions, but be as creative with any materials as you like, eg cut up old magazines or brochures.

### Planning

Once you have chosen a building, ask children to work in pairs on the following themes:

**Landscape** – What features would be nearby? Water sources, trees, transport, animals

**External building shape and materials** – What shape is the building? How tall is it? Does it have windows? What traditional materials is it made from?

**Inside the building** – How many rooms are there inside? Is there any furniture?

Ask the children to draw and colour what they think the building should look like.

### Building Team

After the planning stage, children can work as a group in constructing their building. Then it's a case of BUILD IT!

# Buildings Through Time

This is a chronological selection of the buildings within the Ring of Gullion area from the Stone Age time to most recent times. It clearly shows the effect of the advances in technology and transport in the Ring of Gullion area. The built heritage left behind from industry, agriculture and domestic life also gives a clear indication of how people lived, worshipped and worked in the area and how this changed over time. The level of sophistication of the built heritage of the Ring of Gullion varies greatly throughout the ages and there are some clear connections that stretch through time.

From the tombs of the Stone Age period to the larger structures such as Craigmore Viaduct there is an obvious connection to the landscape and in particular the materials this landscape provides. Almost all the buildings in the chronology have harnessed the landscape or their location, celebrating the beautiful environment or employing local materials in their building.

8000 BC

**8000–4000 BC**

Limited evidence of human activity

4000 BC

**4000–2000 BC**

**Stone Age**

- Arrival of the first farmers from the shores of Britain and mainland Europe
- Time of change and population increase
- Most visible evidence of Stone age settlers are various types of tomb

## **Notable Buildings**

- Ballykeel Portal Tomb
- Annaghmare Court Tomb

2000 BC

**2000 BC – AD 400**

**Metal Ages**

- Period of warfare and hill fort building
- Visible evidence of settlement from this period is standing stones, linear earthworks and marker stones

## **Notable Buildings**

- The Northern Cairn On Slieve Gullion
- The Dorsey

**AD 400**

**AD 400 – AD 1600**  
**Early Christian Period**

- Numerous settlement sites found throughout Ireland dating from this period
- Co. Armagh was an ecclesiastical centre
- It was an age of transhumance, or the seasonal movement of people with their livestock

**Notable Buildings**

- Killeavy Old Churches
- Kilnasaggart Standing Stone

**AD 1066**

**AD 1066 – AD 1600**  
**Medieval and Norman Period**

- Anglo-Norman invasion which introduced new types of equipment and buildings
- Large earthworks and stone castles were new to the area.
- The majority of Norman buildings are fortified against attack

**Notable Buildings**

- Roche Castle
- Inishkeen Round Tower

**AD 1600**

**AD 1600 – AD 1714**  
**Plantation Period**

- English and Scottish settlers arrive in Ireland to colonise large parts of Ulster and Munster. Settlers brought with them new styles and craftsmen
- The new settlers felt under threat from the larger native Irish population and this was reflected in their defensive buildings
- Bawns, walled courtyards, battlements and corner towers were common features of plantation homes

**Notable Buildings**


- Moyry Castle
- Ardree Court House

**AD 1714**

**AD 1714 – AD 1830**  
**Georgian Period**

- The Georgian period was a time of new ideas and industrial and agricultural development
- The wealthy travelled through Europe on 'Grand Tours' and those who could afford it, returned home and built country houses in simple, symmetrical styles
- Transport options were limited so industry remained local as did the materials used in building.





**AD 1837**

### **Notable Buildings**

- Mullaghbane Scutching Mill
- Derrymore House

**AD 1837 - AD 1901**

### **Victorian Period**

- The Victorian period was a time of industrial revolution and expansion in Ireland and Britain
- Infrastructure allowed industries to thrive. Railways, canals and trams were some of the developments which helped to transport goods and increase the importation and exportation of goods in the area

### **Notable Buildings**

- The Institute, Bessbrook
- Craigmore Viaduct

# Visiting a Historic Building or Site

The information and activities within this resource should ideally be followed up with a visit to a historic building or site to reinforce classroom learning. A visit to a building or site will allow the physical investigation of information covered in this pack. Children will be able to engage with elements of a historic building or place in a real and tangible way. A field visit will reinforce curriculum outcomes and will link children with their local heritage.

## Before You Go

In some cases, the buildings or sites covered in this resource are on private grounds and therefore access to them may be restricted. However, they are included because of their wealth as a classroom learning resource and significance in the area. All the sites mentioned in this book are on the map in the Learning Zone on [www.ringofgullion.org](http://www.ringofgullion.org). Further, more detailed information, is provided for seven recommended star visits in the Ring of Gullion area that may be of interest:

1. Annaghmare (Stone Age Period)
2. The Dorsey (Metal Ages)
3. Killeavy Old Churches (Early Christian Period)
4. Castle Roche (Medieval Period)
5. Moyry Castle (Plantation Period)
6. Derrymore House (Georgian Period)
7. Bessbrook Village (Victorian Period)

## When Paying a Visit to a Rural Site, Use the Countryside Code

- Respect the people who live and work in the countryside
- Know where you are allowed to go
- Keep to public paths across farmland
- Use gates and stiles to cross fences, hedges and walls
- Leave gates as you find them
- Do not interfere with machinery, livestock and crops
- Keep dogs under control
- Protect wildlife, plants and trees
- Take your litter home
- Guard against all risk of fire
- Make no unnecessary noise
- Respect other recreational users
- Take special care walking on country roads
- Plan ahead and be prepared for inclement weather

## General Toolbox

Things you may want to consider before you go on your trip: (Tick as appropriate)

1. Does the site you are going to visit have public access?

☐

Yes

☐

No

2. Have you carried out a health and safety assessment?

☐

Yes

☐

No

3. Do you have insurance for your trip?

☐

Yes

☐

No

4. Has parental consent been obtained?

☐

Yes

☐

No

5. Do children have appropriate footwear and warm clothing?

☐

Yes

☐

No

6. Are pack lunches needed for your trip?

☐

Yes

☐

No

# Links to the Curriculum

## Language and Literacy

### Talking and Listening

- Listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources.
- Participate in group and class discussions for a variety of curricular purposes
- Know, understand and use the conventions of group discussion.
- Describe and talk about real experiences and imaginary situations and about people, places and artefacts

### Stone Age, Metal Ages, Early Christianity, Medieval, Plantation, Georgian, Victorian

- Participate in a range of drama activities across the curriculum
- Improvise a scene based on experience, imagination, literature, media and/or curricular topics

### Stone Age, Early Christianity, Medieval, Victorian

## The World Around Us

### Interdependence

- Explore the effects of people on the natural and built environment over time.

### Stone Age, Metal Ages, Early Christianity, Medieval, Plantation, Georgian, Victorian

### Movement and Energy

- Explore causes that effect the movement of people and animals.

### Stone Age, Metal Ages

### Change Over Time

- Explore how change is a feature of the human and natural world and may have consequences for our lives and the world around us

### Stone Age, Metal Ages, Early Christianity, Medieval, Plantation, Georgian, Victorian

## **Reading**

- Listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources.
- Participate in group and class discussions for a variety of curricular purposes
- Know, understand and use the conventions of group discussion.
- Describe and talk about real experiences and imaginary situations and about people, places and artefacts

### **Stone Age, Metal Ages, Early Christianity, Medieval, Plantation, Georgian, Victorian**

- Participate in a range of drama activities across the curriculum
- Improvise a scene based on experience, imagination, literature, media and/or curricular topics

### **Stone Age, Early Christianity, Medieval, Victorian**

## **Writing**

- Express thoughts, feelings and opinions in imaginative and factual writing

### **Early Christianity, Georgian**

## **Place**

- Explore how place influences the nature of life.
- Explore ways in which people, plants and animals depend on the features and materials in places and how they adapt to their environment
- Explore features of, and variations in places, including physical, human, climatic, vegetation and animal life.
- Explore change over time in places

### **Stone Age, Metal Ages, Early Christianity, Medieval, Plantation, Georgian, Victorian**



# Mathematics and Numeracy

## Number

- Estimate and approximate to gain an indication of the size of a solution to a calculation or problem

**Early Christianity, Medieval**

## Measures

- Develop skills in estimation of length, weight, volume/capacity, time, area and temperature
- Calculate perimeter and the areas and volumes of simple shapes

**Early Christianity, Medieval, Plantation**

## Shape and Space

- Develop skills in estimation of length, weight, volume/capacity, time, area and temperature
- Calculate perimeter and the areas and volumes of simple shapes

**Early Christianity, Medieval, Plantation**

**Develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas**

- Recognise the occurrence of the visual elements within the natural and manmade worlds.

**Stone Age, Metal Ages, Early Christianity, Medieval, Plantation, Georgian, Victorian**

**Evaluate their own and others' work and how it was made, explain and share their ideas, discuss difficulties and review and modify work to find solutions**

- Evaluate the experiences of making work, making considered comments in relation to their own and others' work
- Discuss and evaluate work produced in co-operation with other pupils, comparing their own contributions to group activities with what other group members have achieved, for example, explain the various roles and how they were allocated, consider how each contributed to the overall success of the work, and how successful the strategies adopted have proved to be.

**Stone Age, Metal Ages, Early Christianity, Medieval, Plantation, Georgian, Victorian**

## Drama

- Develop their understanding of the world by engaging in a range of creative and imaginative role-play situations.
- Explore a range of cultural and human issues in a safe environment by using drama to begin to explore their own and others' feelings about issues, and by negotiating situations both in and out of role
- Develop a range of drama strategies including freeze frame, tableau, hot seating, thought tracking and conscience.
- Develop dramatic skills appropriate to audience, context, purpose and task by exploring voice, movement, gesture and facial expression through basic exploration of a specific role, and by structuring dramatic activity to make meaning clear for a chosen audience.

**Stone Age, Early Christianity, Medieval, Victorian**

## Art and Design

**Engage with, observing, investigating, and responding to first hand experiences, memory and imagination**

- Look at a range of natural and man-made objects, exploring and investigating the characteristics of what is seen by close observation, touch and recording. Discuss what has been seen and handled.

**Stone Age, Metal Ages, Early Christianity, Medieval, Plantation, Georgian, Victorian**

- Visualise experiences of the real world and imaginative worlds when talking about memories, reminiscences, fiction, fantasies and dreams

**Stone Age, Metal Ages, Early Christianity, Medieval, Victorian**

- Visualise, describe and sketch objects, environments, places and entities

**Stone Age, Metal Ages, Early Christianity, Medieval, Plantation, Georgian, Victorian**

**Use a range of media, materials, tools and processes such as: drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction, selecting which is appropriate in order to realise personal ideas and intentions**

- Use modelling and construction techniques to make three-dimensional work, for example, choose the medium appropriate to intentions when planning how best to realise ideas

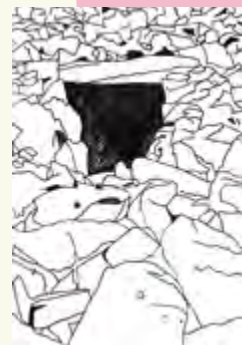
**Stone Age, Metal Ages, Early Christianity, Medieval, Plantation, Georgian, Victorian**

# Activities

## Activity

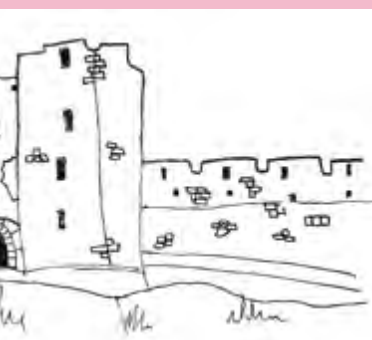
Cut around the buildings and place them in order from oldest to newest using them again for another activity.

Oldest



vest on the timeline. Remember not to stick them on-you will be

Newest











## Ring of Gullion Landscape

## Activity

What do you think each building was used for? Place the cut out building one building may have one or more function.

### Housing

Buildings where people lived.

### Worship and Burial

Special monuments or buildings where people were buried or went to worship their gods, saints or heroes.

Buildings from the previous sheet in the correct box below. Remember

### **Agriculture and Industry**

**Buildings where people worked and made things.**

### **Defence**

**Parts of buildings or whole buildings that were used for protection against attacks and raids to keep the people inside safe.**

# Why settle within the Ring of Gullion Landscape?

## Why is the Land so Important?

So, what did the first settlers see when they arrived in the Ring of Gullion over 6000 years ago? They did not colonise this area by chance. They settled here because the landscape could provide food, shelter, materials and defence.

The landscape within the Ring of Gullion has many features which made it a good place for Neolithic settlers to occupy. Humans have lived here for over 6000 years and the same features that attracted Stone Age Farmers still support communities and provide employment and tourism opportunities today.

### Activity

Look at the pictures below and discuss with a partner why the Ring of Gullion would be a good place to settle.





### Water

Many rivers and streams weave their way through the landscape bringing fresh water down from the mountain and depositing it into the loughs and eventually into the sea. A source of fresh water was essential to the survival of any community settling in the area.

### Trees and Fields

When the first settlers arrived the Ring of Gullion region would have been covered in thick woodland which offered a good supply of wood for building and fuel. Once the trees were cleared the low hills and flat plains offered ideal grazing and fertile land for farmers. Stone quarries supplied granite to build the Craigmore viaduct and other buildings in the landscape.

### Lay of the Land

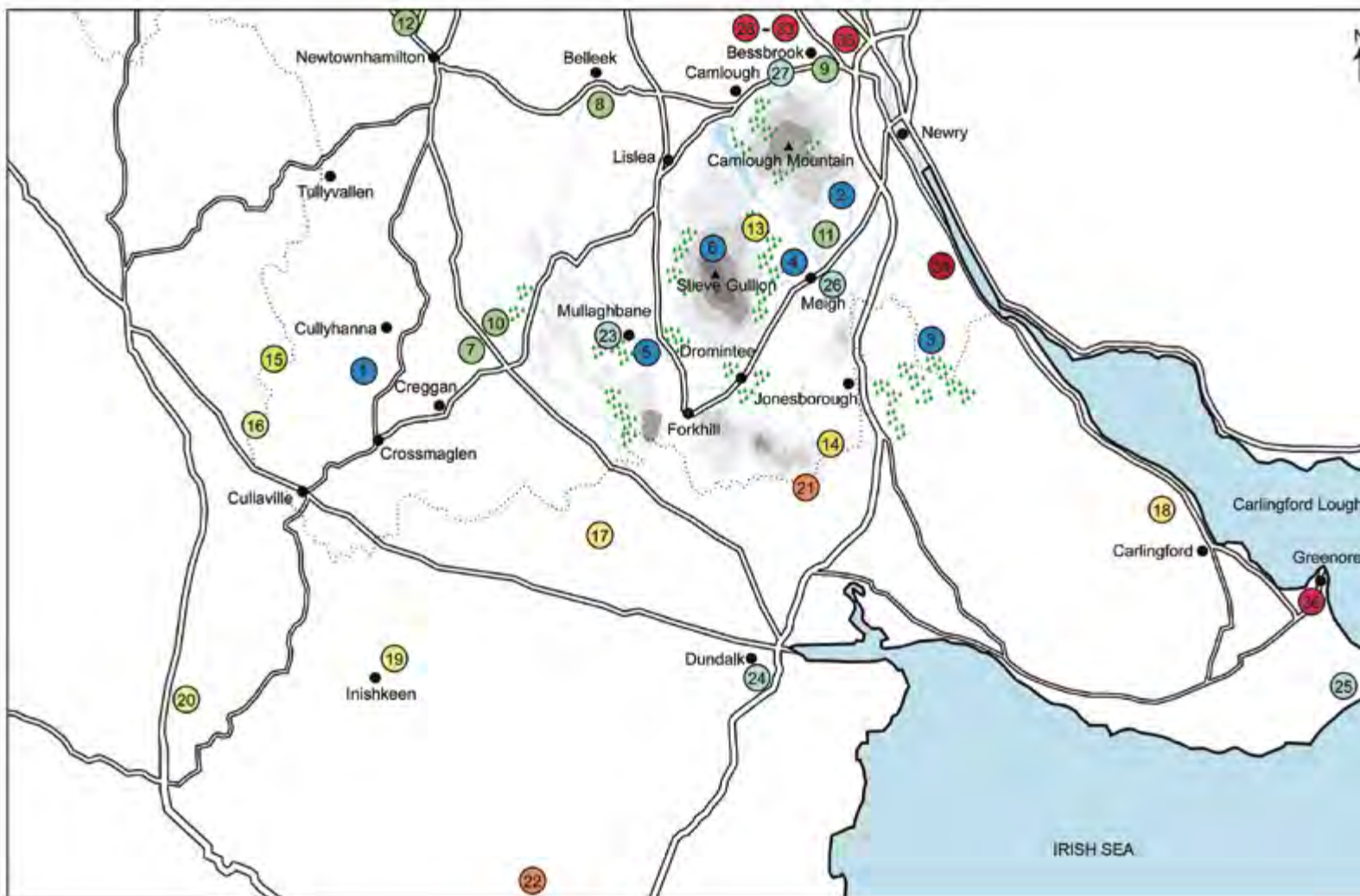
The mix of high and low ground provided by Slieve Gullion and the rolling hills allowed settlers to see approaching intruders from long distances from their advantageous positions. We will see in this resource that settlements tended to be placed on higher grounds for this reason.



# Places Of Interest In The Ring Of Gullion Area

## Activity

Look at the places on the map and talk with your partner about places you know or have visited.



# Stone Age

- 1 Annaghmare Court Tomb
- 2 Ballymacdermot Court Tomb
- 3 Clontygora Court Tomb
- 4 Clonlum Court Tomb
- 5 Ballykeel Portal Tomb
- 6 Slieve Gullion Passage Tomb

# Metal Ages

- 7 Tullynaval Standing Stone
- 8 Bellek Standing Stone
- 9 Mullaghglass Standing Stone
- 10 The Dorsey
- 11 Danes Cast

# Early Christianity

- 12 Corran Standing Stone
- 13 Killeavy Old Churches
- 14 Kilnasaggart Pillar Stone
- 15 Lisleitrim Fort
- 16 Corliss Fort

# Medieval

- 17 Castle Roche
- 18 King John's Castle
- 19 Inishkeen Round Tower
- 20 Mannan Castle

# Plantation

- 21 Moyry Castle
- 22 Ardee Court House
- 23 Mullaghbane Scutching Mill
- 24 Seaton Place Windmill
- 25 Whitestone Lime Kiln
- 26 Leo's Cottage

# Georgian

- 27 Derrymore House

# Victorian

- 28 The Institute, Bessbrook
- 29 No. 6 College Square East, Bessbrook
- 30 Lakeview, Bessbrook
- 31 The Spinning Mill, Bessbrook
- 32 The School House, Bessbrook
- 33 Tramway, Bessbrook
- 34 Victoria Locks
- 35 Craigmore Viaduct
- 36 Greenore Railway Village

# Setting the Scene

## How Man Made a Mark

What is the impact of man on the landscape within the Ring of Gullion and what footprints have been left behind? We will look at the connections between the built forms and the landscape and see that people have constructed certain structures suited to natural features or resources.

By looking at a selection of buildings in the Ring of Gullion in chronological order we will see how technological changes led to changes in built form, design and the use of materials. We will also be able to see similarities in the built forms, use of materials and placement in the landscape through the 6000 years of human settlement.

Within the Ring of Gullion area, there is a wide variety of building types from portal tombs to standing stones, domestic homesteads to relics of castles, and mills to viaducts. These buildings from different periods in history combine to create a unique pattern of the past.

### Activity

Look at the pictures. Discuss them with your partner. What do you think these buildings are? What were they used for? When do you think they were built? What was used to build them?





# Stone Age

4000 BC - 2000 BC

# Links to the Curriculum

## Language and Literacy

### Talking and Listening

- Listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources.
- Participate in group and class discussions for a variety of curricular purposes
- Know, understand and use the conventions of group discussion.
- Describe and talk about real experiences and imaginary situations and about people, places and artefacts
- Participate in a range of drama activities across the curriculum
- Improvise a scene based on experience, imagination, literature, media and/or curricular topics

### Drama

- Develop their understanding of the world by engaging in a range of creative and imaginative role-play situations.
- Explore a range of cultural and human issues in a safe environment by using drama to begin to explore their own and others' feelings about issues, and by negotiating situations both in and out of role
- Develop a range of drama strategies including freeze frame, tableau, hot seating, thought tracking and conscience.
- Develop dramatic skills appropriate to audience, context, purpose and task by exploring voice, movement, gesture and facial expression through basic exploration of a specific role, and by structuring dramatic activity to make meaning clear for a chosen audience.



## **Reading**

- Listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources.
- Participate in group and class discussions for a variety of curricular purposes
- Know, understand and use the conventions of group discussion.
- Describe and talk about real experiences and imaginary situations and about people, places and artefacts
- Participate in a range of drama activities across the curriculum
- Improvise a scene based on experience, imagination, literature, media and/or curricular topics

## **The World Around Us**

### **Interdependence**

- Explore the effects of people on the natural and built environment over time.

### **Movement and Energy**

- Explore causes that effect the movement of people and animals.

### **Change Over Time**

- Explore how change is a feature of the human and natural world and may have consequences for our lives and the world around us

### **Place**

- Explore how place influences the nature of life.
- Explore ways in which people, plants and animals depend on the features and materials in places and how they adapt to their environment
- Explore features of, and variations in places, including physical, human, climatic, vegetation and animal life.
- Explore change over time in places

## **Art and Design**

**Develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas**

- Recognise the occurrence of the visual elements within the natural and manmade worlds.

**Evaluate their own and others' work and how it was made, explain and share their ideas, discuss difficulties and review and modify work to find solutions**

- Evaluate the experiences of making work, making considered comments in relation to their own and others' work
- Discuss and evaluate work produced in co-operation with other pupils, comparing their own contributions to group activities with what other group members have achieved, for example, explain the various roles and how they were allocated, consider how each contributed to the overall success of the work, and how successful the strategies adopted have proved to be.

## **Engage with, observing, investigating, and responding to first hand experiences, memory and imagination**

- Look at a range of natural and man-made objects, exploring and investigating the characteristics of what is seen by close observation, touch and recording. Discuss what has been seen and handled.
- Visualise experiences of the real world and imaginative worlds when talking about memories, reminiscences, fiction, fantasies and dreams
- Visualise, describe and sketch objects, environments, places and entities

## **Use a range of media, materials, tools and processes such as: drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction, selecting which is appropriate in order to realise personal ideas and intentions**

- Use modelling and construction techniques to make three-dimensional work, for example, choose the medium appropriate to intentions when planning how best to realise ideas



# Stone Age

About 6000 years ago a new people arrived in our area. They were Stone Age farmers. They probably came in flimsy, animal-skin-covered boats from Britain and mainland Europe.

The land had more trees than it has today and had lush low-growing vegetation with fruit, nuts and berries. Brown bears, foxes, wolves and wild boars were roving the countryside.

There were trout, salmon and eels in the rivers. Stone Age farmers brought amazing new skills with them. They had new stone cutting tools, pottery and a settled way of life. They also brought foreign cereals like wheat, barley and corn, new breeds of cattle, pigs, sheep and goats.

Domestication of plants and animals meant they could stay in one place and farm, instead of having to follow animals to hunt them. Stone Age people lived in upland areas where the land had fewer trees and was easier to clear.

Eventually, with better tools, they were able to move down into lower lands where they cleared the trees to make fields.

There are only a few clues left from the Stone Age in the landscape, but if you look closely you can find burial monuments. They were made from stone and survived whereas people's homes, made from wood and reeds, have entirely rotted away, leaving no traces.

In this chapter, you will learn how life changed for people in our area when Stone Age farmers arrived.

## Activity

Look at the picture. Discuss it with your partner. What do you think is happening? What is the Stone Age man wearing? What do you think his clothing is made from? What is he making? How is he making it? What is he using?



# What We Built

The most visible monuments of the Stone Age in our area are tombs. These mark burial places. Stone Age people built tombs, mounds and stone circles. They also met for religious gatherings in large, circular enclosures known as causewayed enclosures (see the photograph below.)



The closest example of a causewayed enclosure to our area is Donegore in Co. Antrim.

Tombs are places where the bones of the dead are stored, a bit like the graves we use today. The tombs were built from stone and covered with a mound of earth for protection from the weather.

Some graves may have had a central passage, with several side-chambers containing sets of bones. It would have taken a lot of effort and hard work to build these monuments.



### Activity

**Who do you think these tombs were built for?**

They were built for the influential people in a society as a way to honour them. You can still see the remains of these tombs thousands of years later. The majority of these tombs are on higher ground.

### Activity

**Why do you think they were built on higher ground?**

We think this was to show respect for the important person or people buried there. There are three types of tombs in our area: Court tombs, Portal tombs, and Passage tombs.

### Activity

**Get into groups and discuss where you would build a tomb if you lived here 6000 years ago. What would you build it from? How would you transport and lift those huge stones?**

# 1. Court Tombs

There are remains of eight Court tombs in Co. Armagh. The most important feature of the Court tomb is the crescent or 'C' shaped court area before the entrance of the tomb. This court is outlined with upright stones.

The traditional Irish technique of dry stone walling was used because there was nothing to stick stones together like we have today. That means the shape of the stones was important so they could fit together like a jigsaw.

A mix of upright stones and dry stone walling called 'post and panel' was used. This technique was used to build Annaghmare and Ballymacdermot Court tombs.

Three-chambered Court tombs are not typical in Ireland but both Annaghmare and Ballymacdermot are of this kind with three clear chambers.

## Annaghmare Court Tomb

The Court tomb at Annaghmare is an exceptional site because many of its parts are still in place, even after 6000 years. It stands on rocky ground and the lower, once boggy surroundings are forested. The C-shaped court is at the southern end of the tomb and is lined with post stones, up to 1.9m high.

Burial ceremonies were performed in the court before the ashes were taken through the entrance and placed inside. The spaces in between the posts are filled with panels. The most unusual feature of the court is a small standing stone to the south-east of the centre.

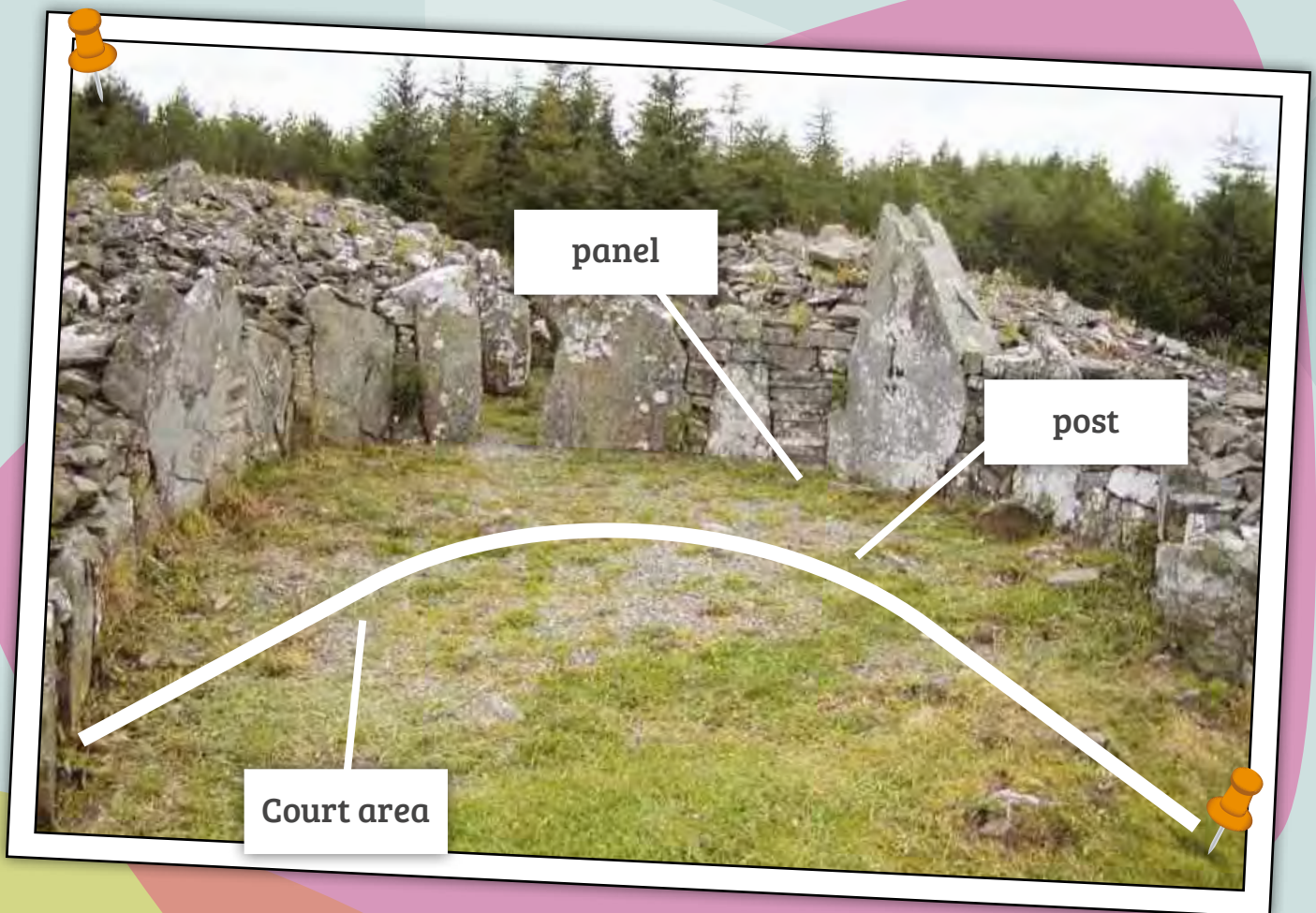
### Activity

If you visit the site, try to find the small standing stone.

Behind the tomb, there is a three chambered gallery around 7m long. Its curved roof remains in the inner chambers of the monument. You can get to those from the centre of the court.

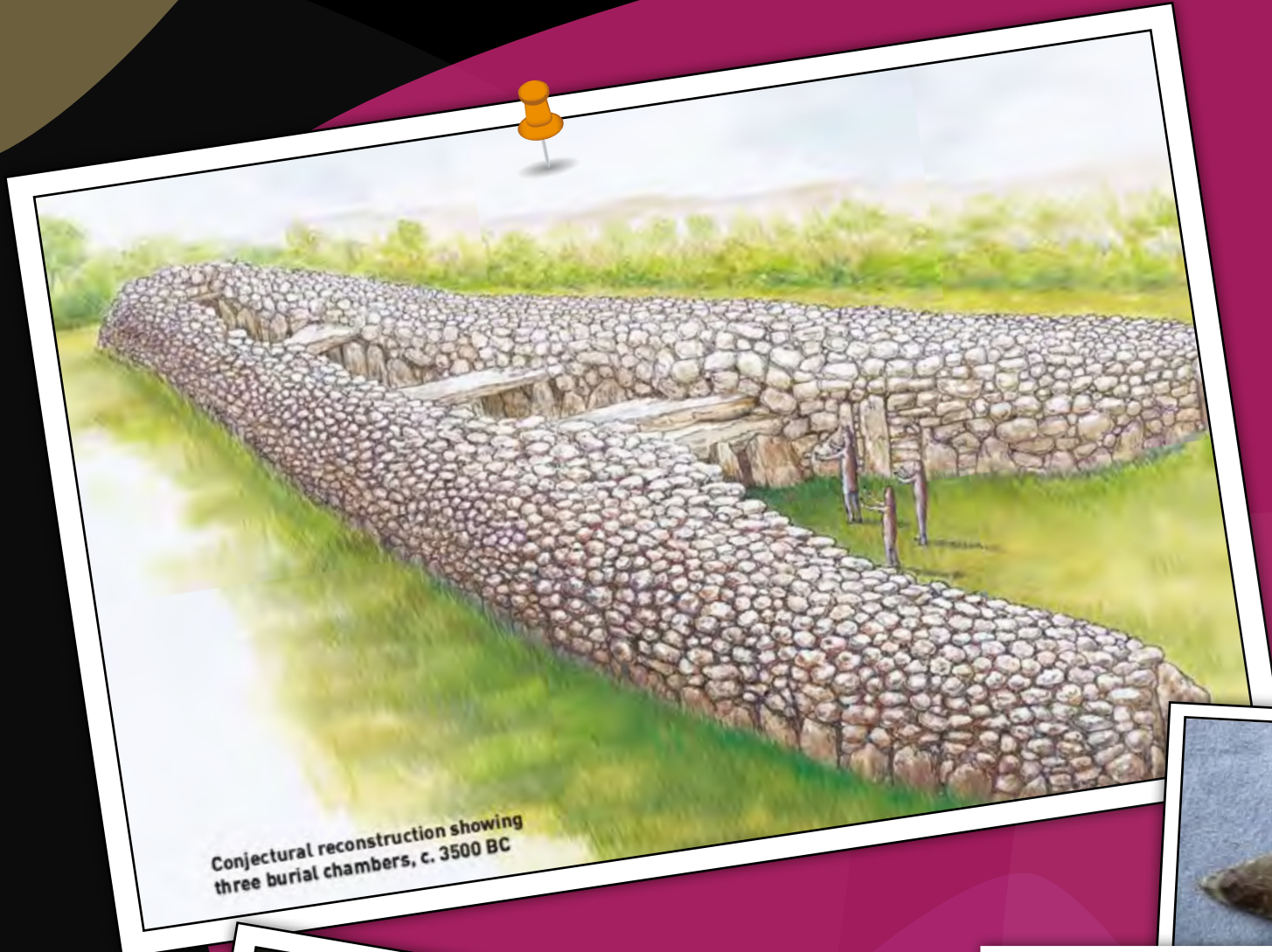
## Amazing Fact

Items from four burials were found here in 1963-4. These objects included flint scrapers, a javelin head, numerous pieces of pottery and a canine tooth from a bear!

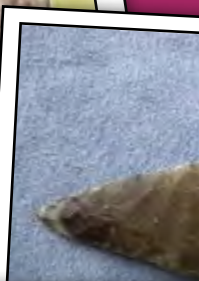


**Annaghmare Court Tomb**





Conjectural reconstruction showing  
three burial chambers, c. 3500 BC

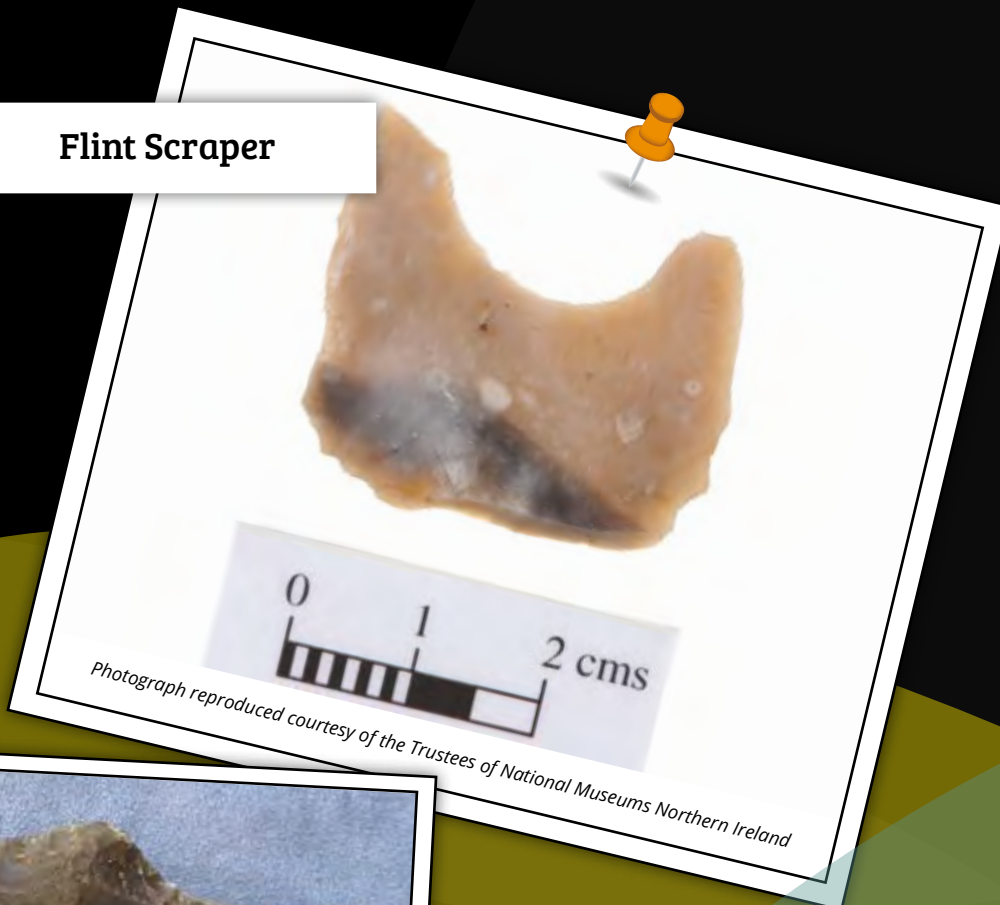


Javelin Head



Bear's Canine  
Tooth

**Flint Scraper**

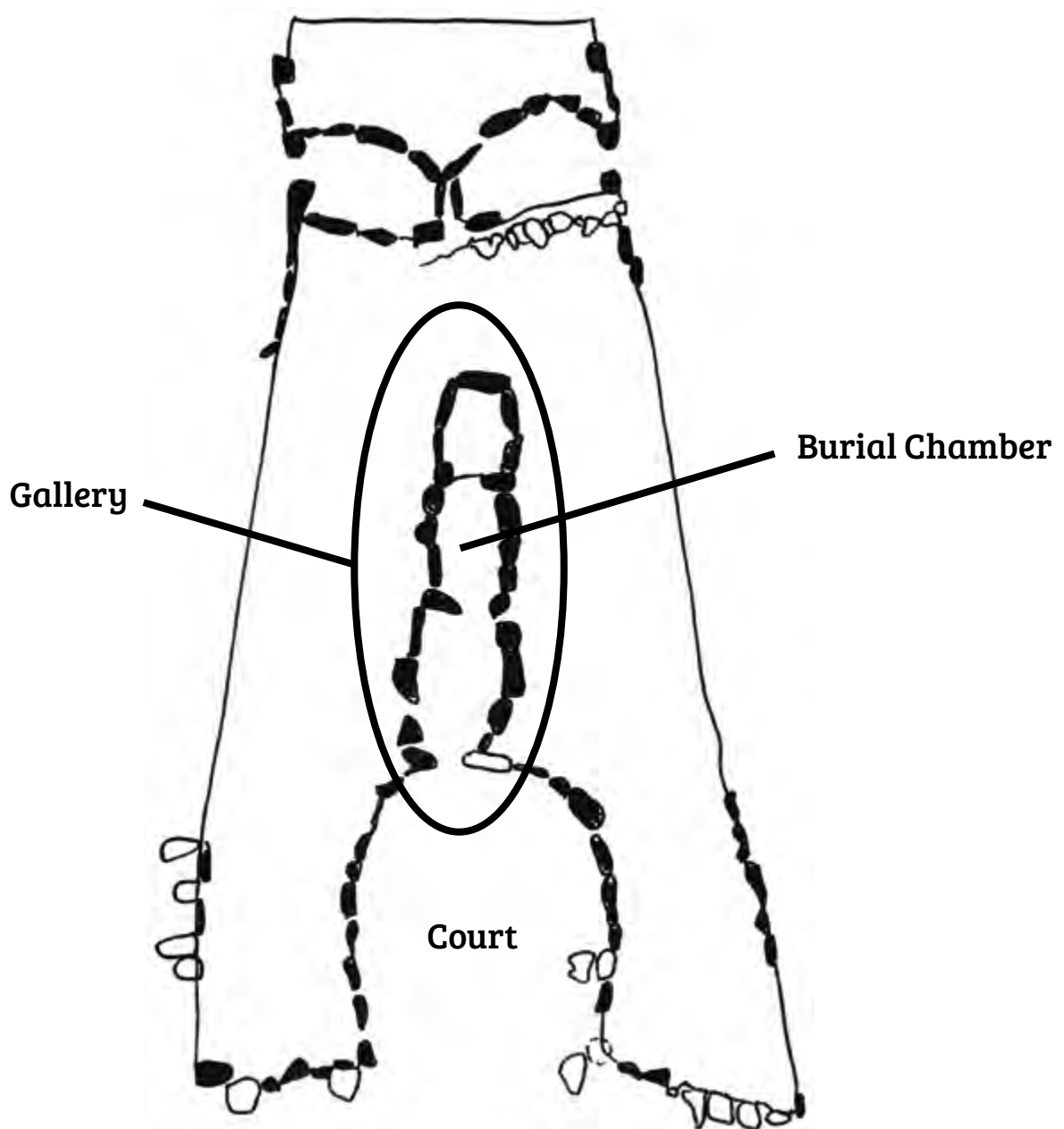


**Pottery**



## Activity

On the map of Annaghmare court tomb below draw and label how you think the burial ceremony was carried out? Where do you think the ceremony began? Where were the bones cremated (burned)? Where were the remains of the bones placed? Draw in the items found with the burials.



## Ballymacdermot Court Tomb

Another Court tomb in our area is on the south slope of Ballymacdermot Mountain and dates from around 3500BC – that's 5500 years old! It has three separate burial chambers in a gallery, entered from the court area.

Inside the tomb, on the right hand side, you can see stones that stick out called corbels. Corbels were used to support the wood and earth. How do you think people moved these vast rocks?



## Clontygora Court Tomb

Known locally as the 'King's Ring', this court tomb is south-east of Slieve Gullion. It was built for multiple burials by the early Stone Age Farmers.

It has a large wall of tall stones, some over 2.7 metres tall. This court tomb has a 'U' shape court. Two massive door-stones mark the entrance. Enormous split granite boulders support roof slabs and a large capstone. There are three chambers. Granite is a hard stone type found in this area. The rock may have come from the Mourne mountains.

### **Amazing Fact**

Over 200 years ago people took stones from Clontygora to use in the building of Newry Canal. These days we try and keep special places like Clontygora protected so that we and people in the future can visit them.

## **2. Portal Tombs**

Portal is another word for door. This type of tomb is the simplest but has the largest stones. There are about 175 portal tombs in Ireland and five of these are in our area, near to Slieve Gullion.

Unlike court tombs, portal tombs have only one chamber and don't have the impressive courts at the front.

### **Amazing Fact**

Portal tombs look like stone tables, and this is why they are also called dolmens. The word dolmen comes from the language spoken by Breton people in France. Their word "Tolmen" is made up of two words taol (meaning table) and men (meaning stone), which is why these tombs are often called stone tables.

The entrance, or portal, is between the two upright stones.

Portal tombs have two tall stones at the front with a lower one at the back topped by a massive roof stone which can weigh many tonnes.

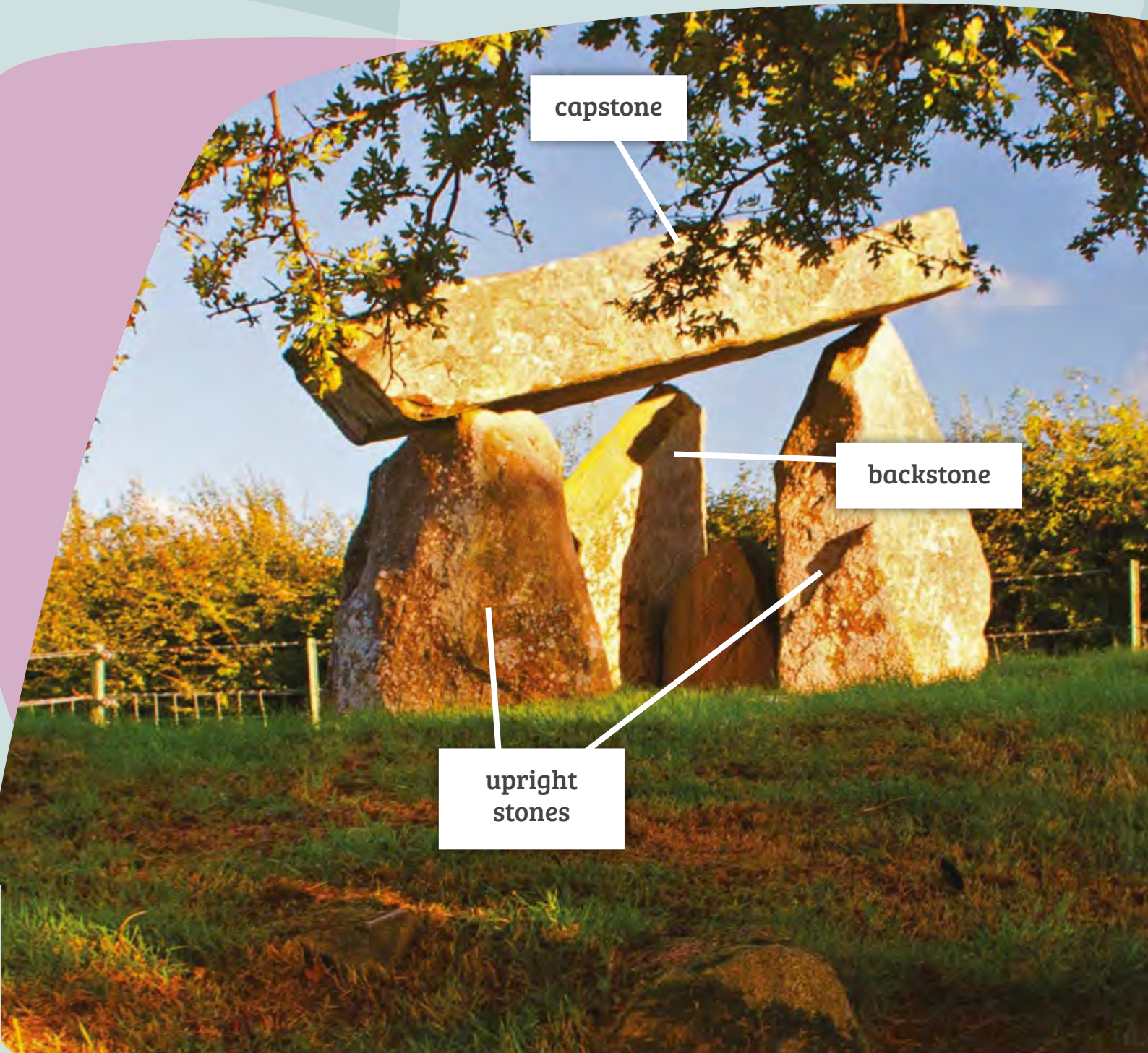
Local people have called them whimsical names and woven tales of fairies, giants and witches around the ancient monuments.



## Ballykeel

Ballykeel is known locally as the 'Hag's Chair', or Calliagh Berra's seat. In Irish mythology, the Cailleach Bhearra, a witch, is said to have lived on top of Slieve Gullion.

Most of the smaller stones that once surrounded this dolmen have now gone, but two parallel lines of carefully set stones along the edges are still visible. The entrance overlooks a stream of the Forkhill River. The magnificent capstone (the one on top), which slipped when the backstone split, was put back using a crane. The backstone was repaired using special cement.





### 3. Passage Tombs

Passage tombs are different from Court and Portal tombs as they have a narrow passage made of upright stones and roofed with lintel stones, which are flat stones placed above a door. The chamber may be rectangular or oval or cross-shaped. Large upright stones or “orthostats” form the walls of the chamber.



#### Slieve Gullion Passage Tomb

Slieve Gullion Passage Tomb is on the southern end of the top of Slieve Gullion. At a height of over 570m, it is the highest surviving passage tomb in Ulster. It has a circular cairn (mound of stones) about 30m in diameter and up to 4m high. It has a lot of massive, plain stones around the perimeter.

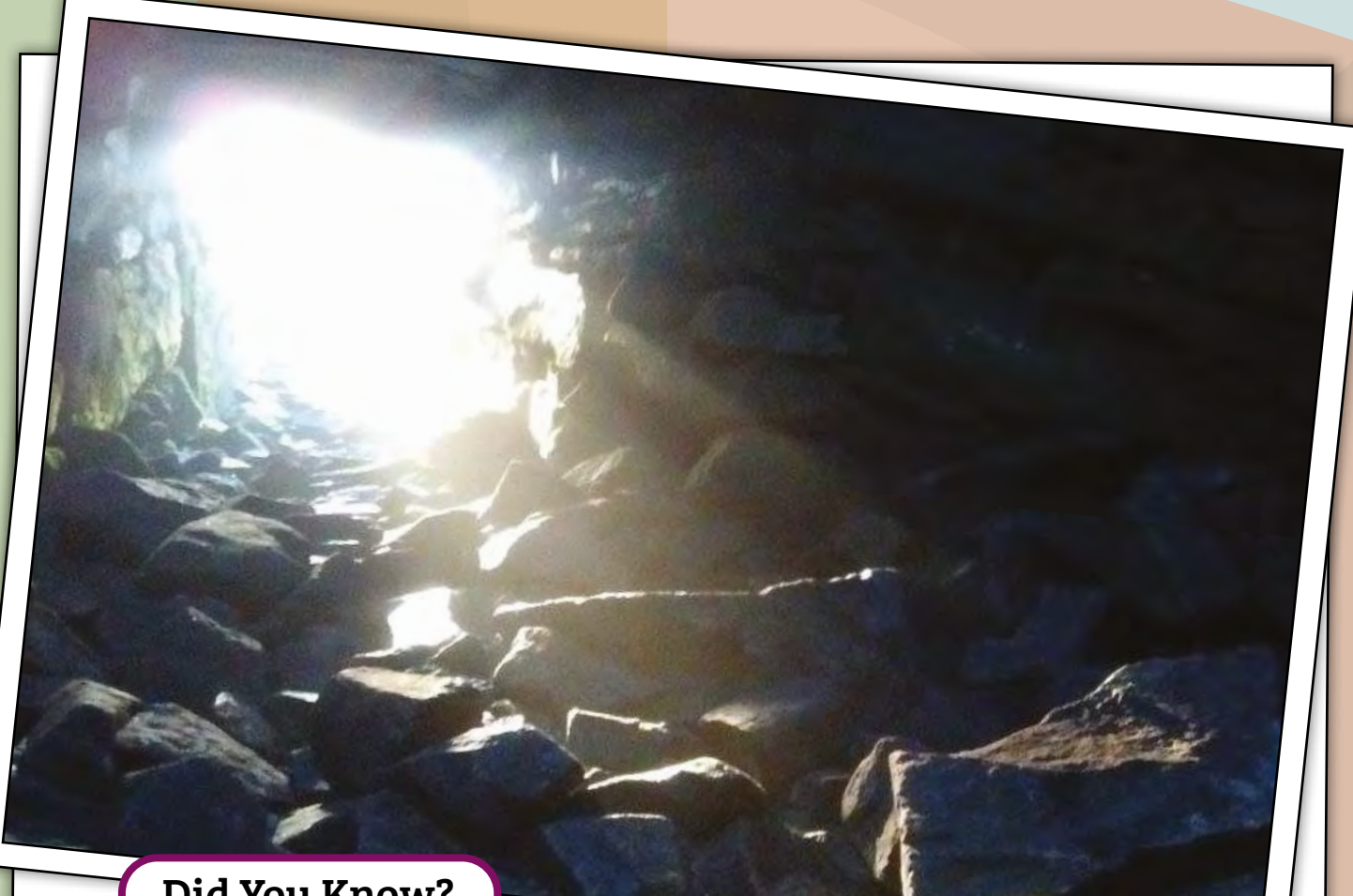


A slight indentation on the south-west marks the entrance to a short passage which leads to the octagonal (8 sided), curved roof chamber, which contains two stone basins.

This was the resting place of the remains of several people. But when the monument was opened in 1789 by locals searching for the witch Cailleach Bhearra, only a few human bones were found. Slieve Gullion dominates the landscape of the area and plays a central role in many folk tales.

### Activity

Find out more about the folk tales of the area. Choose one story and draw a comic strip of the story you research.



### Did You Know?

Did you know that the sun's rays at sunset on the shortest day of the year (the solstice) light up the very back of the chamber?

## Fionn MacCumhaill and the Calliagh Berra

Fionn MacCumhaill of the Fianna warriors was hunting in Slieve Gullion. He made his way to the lake near the summit, only to find a beautiful young woman crying at the edge of the water.

Upon reaching her, Fionn asked the lady why she was crying. She explained through her sobbing that her golden ring had fallen into the lake.

Fionn immediately tore off his clothes and dove into the water in search of the precious ring. Without a moment's hesitation, he grabbed it and swam to the surface, only to find a hideous old hag laughing hysterically at him. The Calliagh Berra had tricked Fionn into diving into the lake!

As he climbed out of the water, Fionn realised that he was now a withered old man. Weak and sorrowful, the old warrior made his way back down the mountain.

Much to his dismay, no one recognised him in his elderly state and didn't believe him when he tried desperately to explain what had happened on the mountain.

Just as he had given up hope, his dogs, Bran and Sceolang, recognised him as their master by his scent.

Now that he had convinced everyone of his identity, Fionn led the Fianna and his hounds back to the lake, where they forced the Cailleach Beara to restore Fionn's youth.

However, his hair remained white like an old man's for the rest of his life, forever reminding him of the day the Calliagh Berra stole his youth.



### Activity

1. Dramatise the story.

2. Talk about:

- why you think Fionn decided to look for the ring;
- what you think he felt when he got out of the lake;
- what you think his friends thought when they realised what had happened to him;
- how you think Fionn's friends forced the Calliagh Berra to restore Fionn's youth

3. Create a living picture or tableaux of the story.

(<https://dramaresource.com/tableaux/>)

4. Write a poem telling the story.

# How We Lived

Stone Age people changed from a life of just hunting animals and gathering nuts and berries to a life of farming with hunting and gathering. This change was the beginning of agriculture as we know it today. The early farmers grew wheat and barley. Some farmers grew beans and peas. Others cultivated a plant called flax which they made into linen for clothes.

Stone Age farmers kept many animals. They had herds of cows. These cows provided beef, milk and cheese. Sheep and goats provided wool, milk and meat. Semi-wild pigs lived in the woods nearby.

Dogs helped on the farms too. They herded sheep and cattle and worked as watchdogs. Dogs were treated as family pets like they are today.

The early farmers still went hunting and gathered nuts and berries, but they spent most of their time working on their farms. Their lives would have focused on growing crops, making clothes and drying animal hides.

They also knapped flint. Knapping is where people strike a piece of flint with another piece of rock to give it sharp edges. They used flint tools to cut and scrape animal skins.

## Research

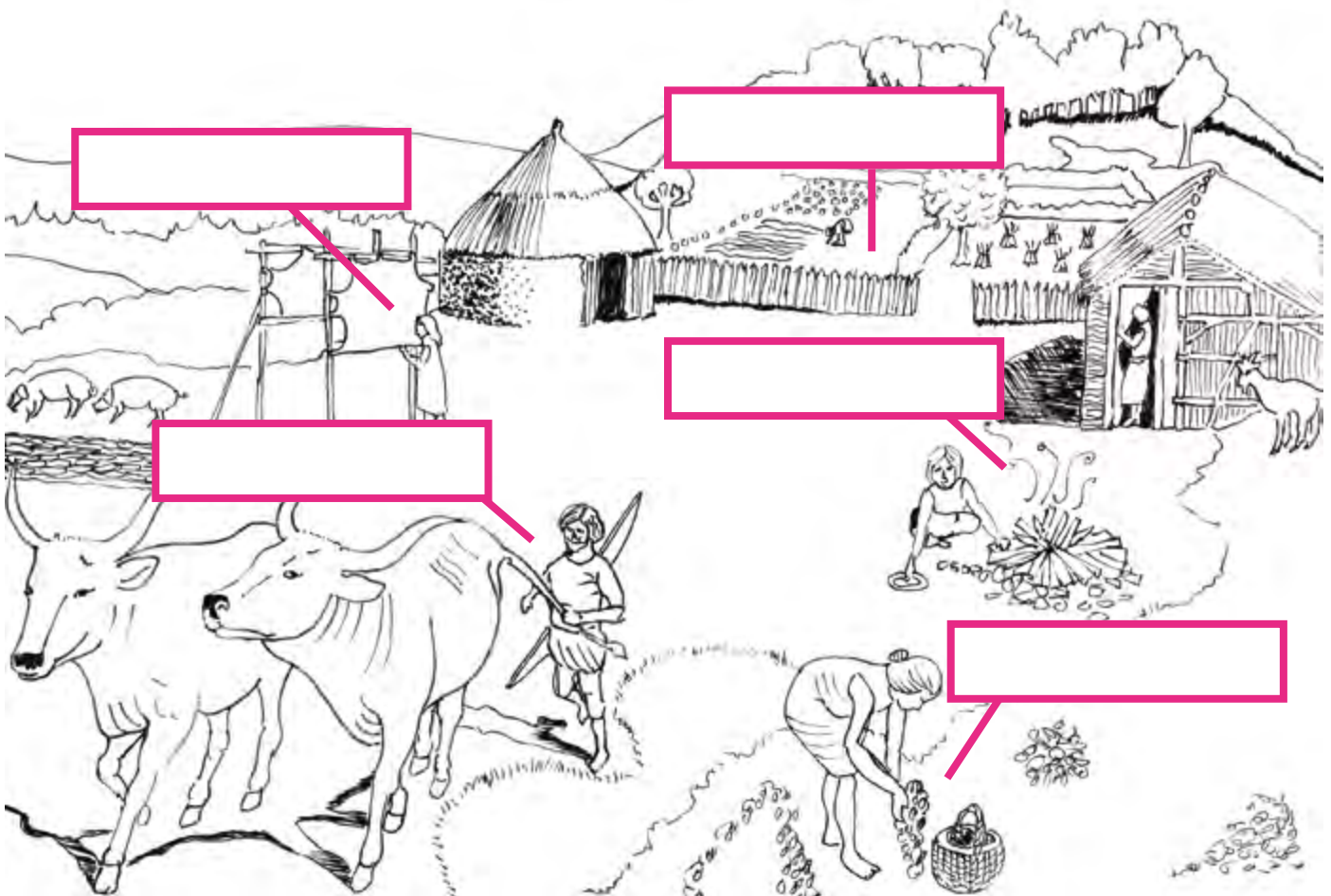
Go to [www.museumoflondon.org.uk/schools](http://www.museumoflondon.org.uk/schools). In Learning Resources, click on 'Stone Age to Iron Age', then search for 'Flint Knapping' (or type <https://goo.gl/UJUPEO> into your browser).





## Activity

In the drawing below label the activities which are being carried out. Use the paragraph above to find clues to help you.



Below is a drawing of a type of Stone Age home.





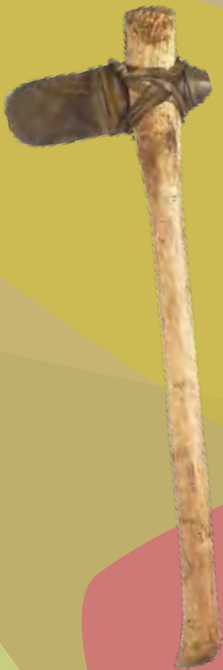
# What We Made

Stone Age people made a range of tools to help them in their daily lives.

Flint was used for tools because it was easy to break to make sharp edges. Stone Age people would have prepared large flint scrapers and hollow scrapers to create arrow-shafts and made animal bones into brooches and pins.

Polished stone axes are Stone Age axes with stone blades and wooden handles. The sharp-edged stone was tied in place with leather straps and used for chopping down trees. They were also highly prized objects that showed the importance of their owner.

Polished Porcellanite axes were not used for chopping and cutting, but they were significant status symbols. They showed the power and significance of Kings, Queens or Chieftains. This type of stone is unique to Northern Ireland.



## Activity

Read the words and their meanings, then test your partner.  
Keep a note of your score.

Word	Meaning
Causeway enclosure	a type of large Stone Age earthwork
Tomb	a stone monument marking a burial place
Court tomb	a tomb with a 'C' or horseshoe shaped part at the front of a tomb
Portal-tomb	a tomb that has two or more upright stones that have a capstone balanced on top
Passage tomb	a tomb that has a narrow passageway made of upright stones inside.
Gallery	a grouping of three or more burial chambers in a tomb
Lintel	a horizontal piece of rock or stone balanced on two vertical stones
Corbelled	a roof that has stones overlapped that support each other to keep the roof in place
Orthostat	an upright stone that is part of a bigger structure
Flint	a hard grey rock made of almost pure silica. Also known as Chert

## Questions

1. How many years ago was the Stone Age?
2. Name a Court tomb found in the Ring of Gullion Area?
3. Name a Portal tomb found in the area?
4. Where is the only passage tomb in the area found?
5. What did porcellanite axes show?
6. Why do you think Stone Age people buried their ancestors the way they did?

# Activities

## Activity

## Plan a model of a burial tomb

- Think about what type of tomb you would like to build.
- What form will it take? Court, portal or passage?
- What materials will you use to build it and why?
- How many burials will fit inside it?

## Once you have planned your tomb, build it!

## Activity

**Make a poster showing what you have learned about Stone Age people. Below is an idea of how you might display your work or you can use your own ideas if you like.**

[illegible]

## Activity

Find these words in the word search:

C	O	U	R	T	H	P	A	B	O
C	F	H	E	L	T	O	M	B	R
F	A	Z	Q	N	M	R	L	I	T
L	C	S	E	F	G	T	G	R	H
I	E	P	A	S	S	A	G	E	O
N	L	I	N	T	E	L	O	U	S
T	G	A	L	L	E	R	Y	V	T
C	O	R	B	E	L	L	E	D	A
C	A	U	S	E	W	A	Y	W	T
E	N	C	L	O	S	U	R	E	X

Court

Lintel

Causeway

Portal

Orthostat

Enclosure

Passage

Corbelled

Tomb

Gallery

Answers to questions: 1. 6,000-4,000 2. Annaghmore 3. Ballykeel 4. On top of Slieve Gullion 5. Status 6. Any appropriate answer

# Explore Some Stone Age Sites

Below are the addresses and information for Stone Age site visits. You can visit as many as you like. See a map on the website for exact locations of all the sites mentioned.



## Annaghmare Court Tomb

Annaghmare Road, Annaghmare  
Newry  
BT35 9BJ

South of Cullyhanna Village –  
Turn right off Cullyhanna to  
Crossmaglen Road

**Price:** Free

**Parking:** Small coach parking

**Shop:** No

**Refreshments:** No, children would be required to bring lunch.

**Toilets:** No

**Visitor Centre:** No

**Opening times:** All year

---

## Ballymacdermot Court Tomb

Bernish Road, Ballymacdermot  
Newry,  
BT35 8QA

Located off the B113 Cloughoge to  
Forkhill Road

**Price:** Free

**Parking:** A coach can drop off and park at  
Bernish viewpoint 200m away

**Shop:** No

**Refreshments:** No, children would be required to bring lunch.

**Toilets:** No

**Visitor Centre:** No

**Opening times:** All year

---

## Ballykeel Portal Tomb

Ballykeel Road, Ballykeel  
Mullaghbane,  
Newry,  
BT35 9UA

North of Mullaghbane Village – turn right off  
B30 Newry to Crossmaglen Road

**Opening times:** All year

**Price:** Free

**Parking:** Small coach parking available on road  
side just past tomb

**Shop:** No

**Refreshments:** No, children would be required to bring lunch.

**Toilets:** No

**Visitor Centre:** No



## Slieve Gullion Passage Tomb

89 Drumintee Road, Annahaia  
Killeavy,  
Newry,  
BT35 8SW

Follow the forest road up from  
Slieve Gullion Forest Park

900m walk from the top car-park halfway  
along the forest drive and ascent of approx.  
150m.

N.B forest drive is unsuitable for large coaches

**Opening times:** All year

**Price:** Free

**Parking:** Coach parking available

**Shop:** Gift shop

**Refreshments:** Café in Forest Park at the bottom  
of Slieve Gullion

**Toilets:** Yes in Forest Park

**Visitor Centre:** No

## Clontygora Court Tomb

Ferryhill Road, Clontygora  
Newry  
Co. Down

**Opening times:** All year

**Price:** Free

**Parking:** narrow road, no parking, coach could  
drop and collect on the main road and walk  
children across to single track road and the  
tomb

**Shop:** No

**Refreshments:** No

**Toilets:** No

**Visitor Centre:** No

## Bagenal Castle Newry Museum (archaeology session)

Abbey Road  
Ballynacraig,  
Newry  
BT34 2BY

**Opening times:** Mon – Sat, 10 am – 4.30 pm; Sun  
1 pm – 5 pm

Book an education session – children  
become an archaeologist for the day, visit  
an archaeological site, examining changes  
over time, handling artefacts and creating a  
personal piece of “Neolithic/stone age” pottery

**Price:** £1

**Parking:** In Lidl carpark

**Shop:** Gift shop

**Refreshments:** No

**Toilets:** Yes

**Visitor Centre:** Yes

# Preparing for your Visit

Children will get the most out of a site visit if they do some preparatory work beforehand.

- Learn in the classroom how people in the Stone Age period lived and worked, and how the landscape shaped their homes.
- Discuss the differences between how people lived in the Stone Age and how people live today. What do we have in our homes that, people in the Stone Age did not?
- Look at pictures of the court tomb, and ask them what they think of it as a burial place. What do they think of this type of burial compared to how we bury the dead?

## Activites

- Sketch the site and label the parts of the tomb.
- Discuss with a partner where you think the burial ceremony would take place? Where were the bodies cremated? Where were the remains laid to rest? Was there anything buried with the person?
- Act out in small groups how the ceremony unfolded.
- On a map, mark where you think building materials came from, where food grew, animals grazed, and where people got their water. Use the site map for Annaghmare Court Tomb that is available at the beginning of this section as a work sheet.
- Take a metre ruler or clicker wheel, and work out the perimeter and area of the site.
- Take part in the 'Archaeologist for the Day' session at Bagenal's Castle Newry Museum.

# Metal Ages

2000 BC - AD 400

# Links to the Curriculum

## Language and Literacy

### Talking and Listening

- Listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources.
- Participate in group and class discussions for a variety of curricular purposes
- Know, understand and use the conventions of group discussion.
- Describe and talk about real experiences and imaginary situations and about people, places and artefacts

### Reading

- Listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources.
- Participate in group and class discussions for a variety of curricular purposes
- Know, understand and use the conventions of group discussion.
- Describe and talk about real experiences and imaginary situations and about people, places and artefacts



## **The World Around Us**

### **Interdependence**

- Explore the effects of people on the natural and built environment over time.

### **Movement and Energy**

- Explore causes that effect the movement of people and animals.

### **Change Over Time**

- Explore how change is a feature of the human and natural world and may have consequences for our lives and the world around us

### **Place**

- Explore how place influences the nature of life.
- Explore ways in which people, plants and animals depend on the features and materials in places and how they adapt to their environment
- Explore features of, and variations in places, including physical, human, climatic, vegetation and animal life.
- Explore change over time in places

## **Art and Design**

**Develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas**

- Recognise the occurrence of the visual elements within the natural and manmade worlds.

**Evaluate their own and others' work and how it was made, explain and share their ideas, discuss difficulties and review and modify work to find solutions**

- Evaluate the experiences of making work, making considered comments in relation to their own and others' work
- Discuss and evaluate work produced in co-operation with other pupils, comparing their own contributions to group activities with what other group members have achieved, for example, explain the various roles and how they were allocated, consider how each contributed to the overall success of the work, and how successful the strategies adopted have proved to be.

**Engage with, observing, investigating, and responding to first hand experiences, memory and imagination**

- Look at a range of natural and man-made objects, exploring and investigating the characteristics of what is seen by close observation, touch and recording. Discuss what has been seen and handled.
- Visualise experiences of the real world and imaginative worlds when talking about memories, reminiscences, fiction, fantasies and dreams
- Visualise, describe and sketch objects, environments, places and entities

**Use a range of media, materials, tools and processes such as: drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction, selecting which is appropriate in order to realise personal ideas and intentions**

- Use modelling and construction techniques to make three-dimensional work, for example, choose the medium appropriate to intentions when planning how best to realise ideas

# The Bronze Age

## 2000 BC - 500 BC

The most significant changes from the Stone Age to the Bronze Age are the changes in pottery types, ceramics, how people made flint tools and how they started to create metal objects.

Around 2000 BC, people from Europe brought new skills to Ireland. The Beaker people were metal workers who knew how to work with copper. The strongest copper contained traces of arsenic mixed in with it.

Arsenic is a naturally occurring metal that is poisonous. Smelting copper with high levels of arsenic made robust tools but was very dangerous to the metal worker.

The people of Ireland learned how to make things from copper, gold and bronze. The earliest metal objects were made from copper, but copper is a soft metal even with arsenic in it. By adding tin to the copper, people made a new type of tougher metal called bronze!

Bronze making was a major technological breakthrough. Pots, tools and weapons were now much stronger. Archaeologists have also found beautiful gold earrings and fabulous gold half-moon shaped necklaces from this period.

### Research

A short video on casting bronze can be found at [www.museumoflondon.org.uk/schools](http://www.museumoflondon.org.uk/schools). Click on 'Stone Age to Iron Age' and search for 'About the Bronze Age' (or type this link into your search engine <https://goo.gl/z3rVQL>).

People made these beautiful intricate objects using moulds. A model of the object is made out of wax or resin, this is coated in clay which is then fired to make it hard, the heat also melts the wax which flows away leaving a hollow the exact shape of the object to be moulded. This space is then filled with molten metal. The clay will be smashed off to reveal the finished object.

The Beaker People lived in clans led by powerful chiefs. They had religious ceremonies in stone circles and buried their dead in circular graves.

### Activity

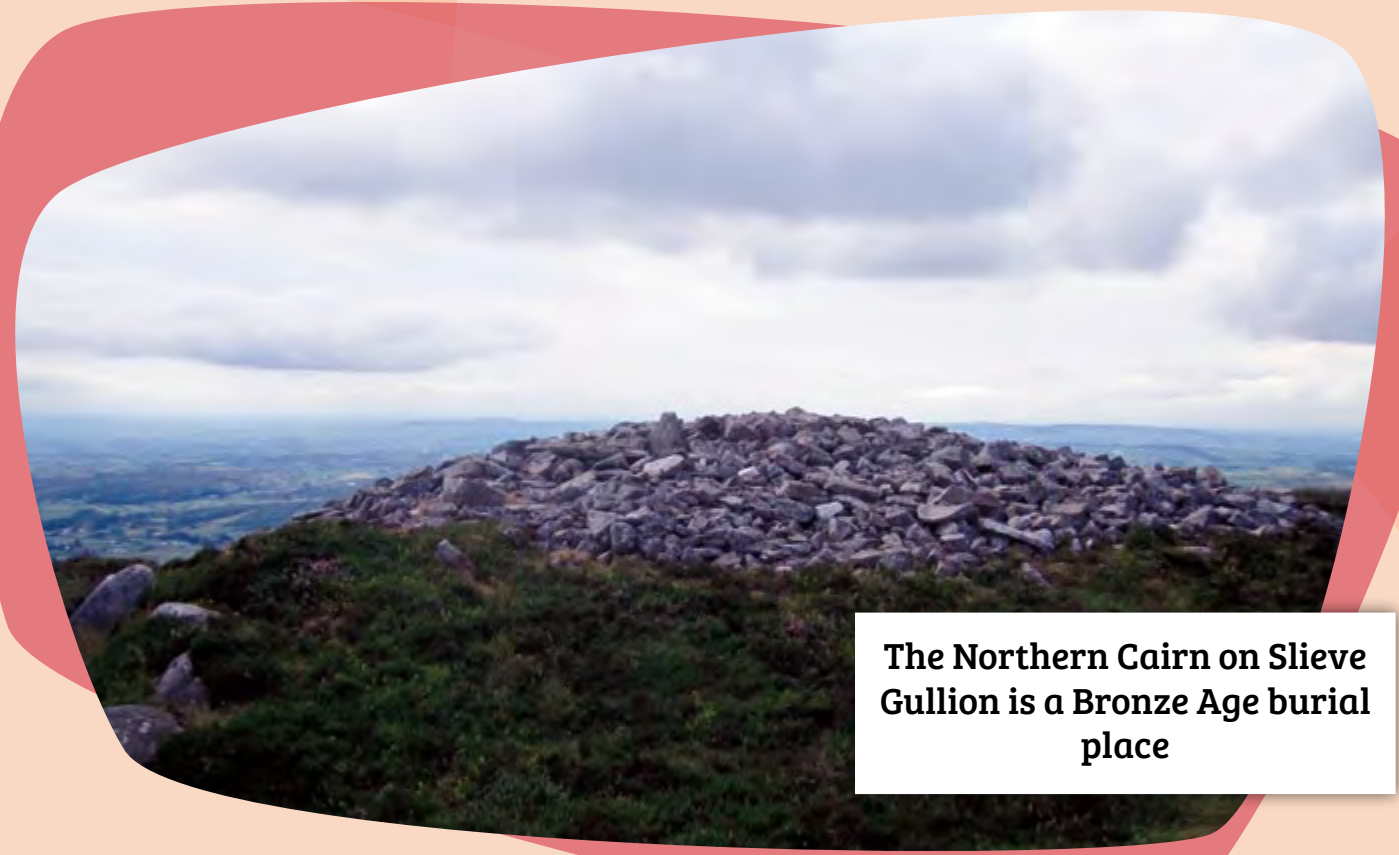
Look at the picture below. Discuss it with your partner.  
What do you think is happening?





# What We Built

To help us learn about what people built in the Bronze Age, we look out for their burial monuments in the landscape. The burial places were marked with stone which lasts through the ages and still exist today while they built their homes and settlements from wood and other organic material which quickly rotted away. During the Bronze Age, people were buried like we are today. A feast or a food offering would have taken place at the time of burial.



The Northern Cairn on Slieve Gullion is a Bronze Age burial place

## Standing Stones

Standing stones are the most common monuments of the Bronze Age. These stones were either grave markers, signposts for ancient pathways or boundary markers. There are records over the years of twenty-four standing stones in Co. Armagh, most of them in the Slieve Gullion area. However, today only sixteen of them survive. Here are photographs of some we can still see in the landscape today.



**Mullaghglass Stone**



**Ballard Stone**



**Corran Stone**



**White Stone**

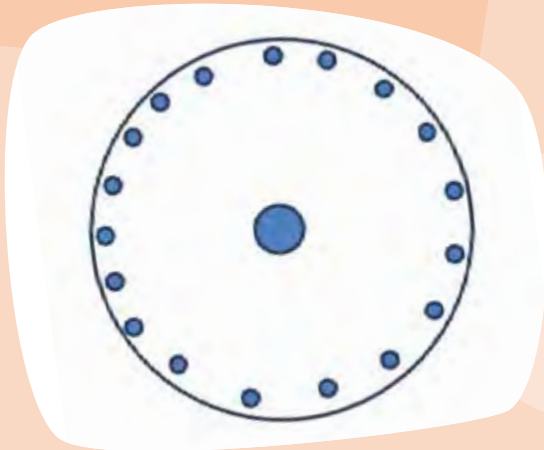
### **Activity**

Can you find out if there are any stones like the photographs above near your school or near your home? If you can find one, what do you think it was used for?



# How We Lived

Co. Armagh is especially important because of the site at Navan (Emain Macha), the ancient capital of the Ulster Kings. This royal site was very important. Navan is no ordinary home place. It is the only surviving Bronze Age site in our area. Navan Fort was used right through into the Iron Age.



People of the Bronze Age lived in 'Round Houses' which were circular. These had wall posts of wood or even stone, filled with wattle (woven wood) and daub (a mixture of mud and straw).

The round house would have had a central fire that people slept around to keep warm. The roof was made of animal skins, thatch or turf.



By 2000 BC people could weave wool into cloth, so Bronze Age people wore tunics with belts or jewelled clasps. Women wore long skirts and men wore leggings, cloaks and hats. The wealthier people displayed their wealth by using finer materials.



Farming became easier with bronze ploughs. Bronze axes were used to chop down forests and increased the land available for growing crops and grazing animals. People produced more food than they needed. So they could trade surplus or other things. Trade in metals and goods could take place over long distances due to improved sailing skills and better tracks and roads that could carry carts and wagons pulled by animals.

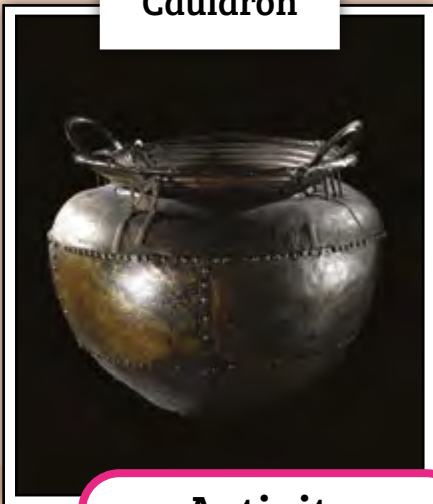
# What We Made

Bronze had a slow impact on the technology of the Bronze Age and it was over the course of a thousand years that bronze either replaced most items that had been made of stone or was used to develop new types of tools and technologies.

In some cases such as querns for grinding cereals, stone remained the only option and indeed today stone is still used as the best material for grinding grains. Using bronze meant craftsmen could produce a greater range of tools and weapons than had previously been possible. Metal working skills could also be used to produce household and luxury goods, as well as intricate jewellery.

As technology got better people were now able to make new and helpful tools such as metal horns, buckets, cauldrons, shields and swords. Gold became the metal for decoration and jewellery, especially gold bracelets, neck-rings, hair rings and earrings, which would have been prestigious items. Pins used for fastening cloaks were also common.

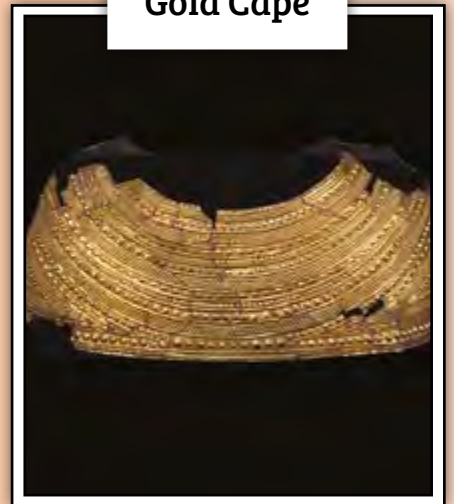
Cauldron



Bronze Shield



Gold Cape



## Activity

Design and make a Bronze Age shield or gold cape. From the images above you can see they have a lot of details which would have required a lot of skill to make. Draw your design first and then make it out of cardboard.



# The Iron Age

## 500 BC - AD 400

The next stage in the development of metalworking was the production of iron which led this period to be named the Iron Age. Iron working had a huge impact on everyday life and made farming simpler than before. The tribal people would have produced fine metal work and enjoyed feasting, music and poetry.

Iron was used in everyday life but bronze was valued for special items such as jewellery, since iron is destroyed quickly by rusting, whereas bronze is long lasting. Very little iron made during the Iron Age survives today except a few items preserved under special conditions, like bogs, where there is no oxygen.

### Did You Know?

The Iron Age is called the 'dawn of history'. It is the time of the heroic figures of Fionn MacCumhaill and Cú Chulainn.

The Iron Age was a violent time. People lived in tribes led by warrior kings. Rival tribes fought with deadly iron weapons. Many people lived on hill forts to keep safe from attacks.

The change from the Bronze Age to Iron Age is one of Ireland's most mysterious periods called the 'Dark Ages' because archaeologists know so little about it.

# What We Built

There is not much evidence of the Iron Age left in the Ring of Gullion area but Navan Fort in Co.Armagh helps us understand how people lived in the Iron Age.

Navan Fort was at the peak of its importance 300BC-95BC, although people had lived there since the Bronze Age. The chiefs of Navan Fort lived in the same place for a long time. Navan Fort shows us that people lived in round houses during this time.

## Amazing Fact

Items found there include a decorated brooch and the skull of an ape that came from North Africa! How do you think it got there?

Like in the Bronze Age linear earthworks were still built in the Iron Age. These include ditches, earthen banks and timber palisades (a fence of wooden stakes in a circle to form an enclosure for defence). These would have been made at important places such as passes or overlooking river crossings, and may also have served as boundaries of territories.

## Activity

Why do you think ditches and timber palisades were used for protection? Can you research Iron Age defences to find out?



# Linear Earthworks

The Dorsey is an Iron Age linear earthwork. It has a steep ditch with a bank built up each side. The Dorsey gets its name from the Irish “Doirse” meaning doors. It was a gateway to the North of Ireland.



The Dorsey has a circumference of about 4km. It may have been a cattle holding pen, a large ritual enclosure or used for defence.

Story-tellers say that the Dorsey could have been the home of Cú Chulainn, the hero of the Táin stories.



Map showing the size of the Dorsey

Whoever lived here was definitely very important! The Dorsey is thought to be a part of a larger group of defences known as the ‘Black Pigs Dyke’. This defence went as far as Co. Monaghan.



# How We Lived

In the Iron Age, many people lived in hill forts. Forts were defensive structures surrounded by walls and ditches where warriors protected their people from enemy attacks.

Inside hill forts, families lived in round houses. These were similar to the houses of the Bronze Age with simple one-roomed homes with a pointed thatched roof and walls made of wattle and daub (a mixture of mud and twigs). In the centre of a round house people cooked their meals in a cauldron over a fire. Around the walls, jars were kept for storing foods, beds made from straw covered with animal skins also nestled at the edges of the hut under the roof.

Iron Age farmers grew crops and vegetables. They also kept geese, goats, and pigs and had large herds of cows and flocks of sheep to provide meat, dairy and wool.

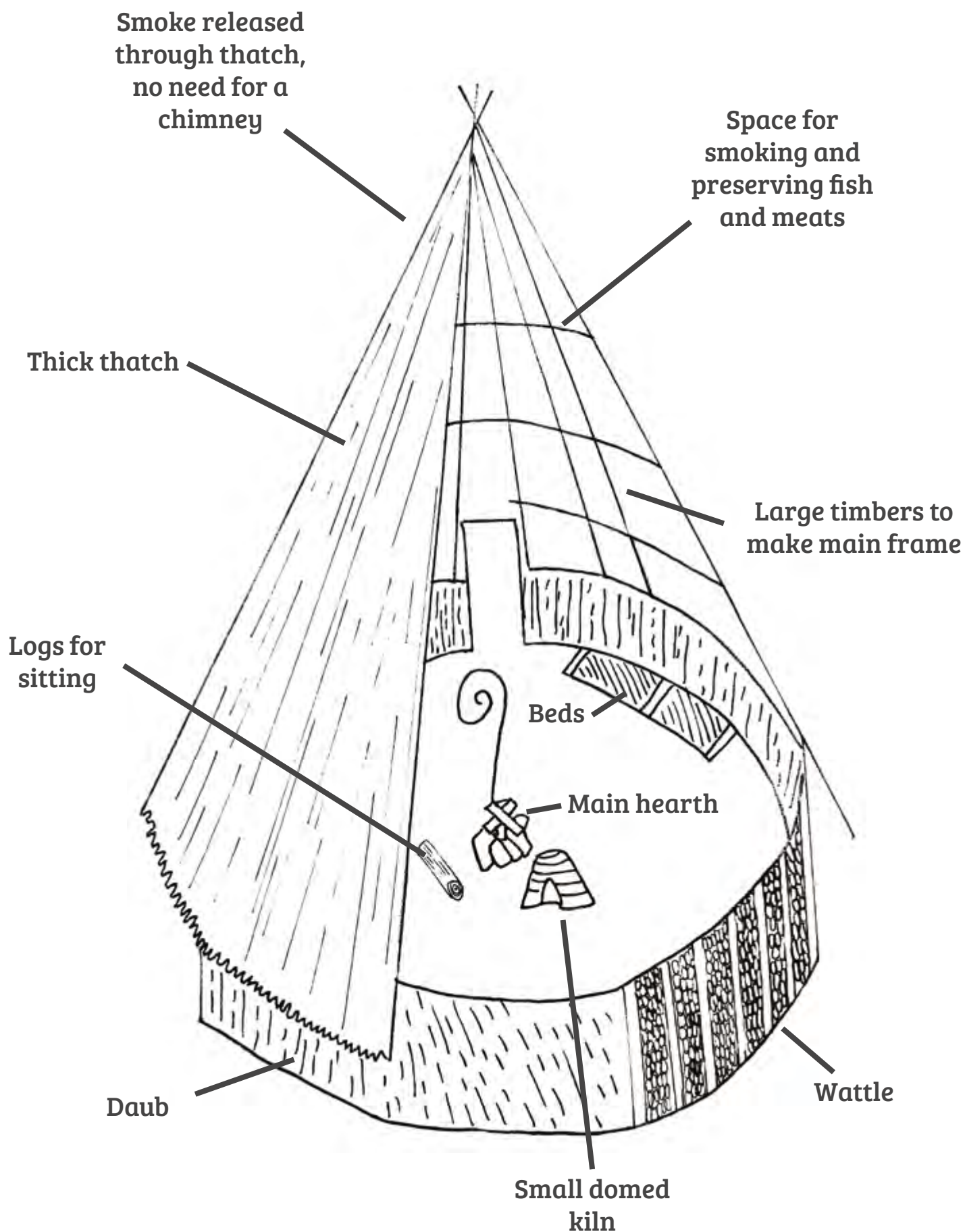
Iron ploughs (called ards) were more efficient than wooden ploughs. They could turn heavier soil more easily which meant that lower, wetter land could be farmed. Productive farming allowed the population to increase, but life was hard and diseases common and deadly with little medical treatment available. Only a quarter of children born during the Iron Age reached adulthood. Iron Age people only lived to about 25 years old on average!

The items discovered from the Iron Age were mainly domestic and would have improved daily life considerably. There is evidence of metal containers, weaving combs and dyes all made in the Iron Age.

## Activity

Imagine you were building your own round house. Discuss and plan out on paper what your round house would look like. Where would it be? Do you have any furniture? Do you have any animals outside? Use the paragraph above to help you.





# What We Made

How people dressed in the Iron Age would have been similar to the Bronze Age with fitted trousers (braccae), with a long tunic of either linen or wool, held at the waist with a belt. Men and women wore cloaks fastened at the shoulder with a brooch. The materials were dyed bright colours and woven with striped or checked patterns.

## Activity

Use the paragraph above to help you design some Iron Age clothing.



## Iron Making Tools

Iron Age blacksmiths made strong swords by heating a bar of iron over a charcoal fire. When the metal was white hot, the smith rested the bar on an anvil. Then he hammered it into shape before it cooled. Smiths worked with tongs and hammers and they used metal files to smooth off any rough edges from the finished sword.

## Rotary Quern

A rotary quern was used to grind grain into flour. The Quern may look quite simple but it was a technological revolution. It was made from two flat stones, one on top of each other. The quern was used mainly by women, they poured grain into a hole in the upper stone and then turned the top stone with a handle and because the bottom stone didn't move the grain was crushed between the two rough surfaces. The rotary quern made grinding flour much quicker and easier than before. As people began to produce and store more grain than they could use, they were able to trade what was left over.

# Iron-Tipped Plough

Sometimes known as an 'ard'. Ards were wooden the same as older designs but with an iron tip on the end of the plough to help it cut through heavy soil. A farmer guided the plough which was pulled by oxen. Farmers no longer needed to use antlers and stones to dig up their land.

*Photograph reproduced courtesy of The Museum of English Rural Life, University of Reading*



## Loom

Weavers hung long threads from a tall loom made from wood. These vertical threads (known as weft) were weighed down with stones. Then the weavers used a wooden tool called a shuttle to pass different thread between the vertical threads.



# Activities

## Questions

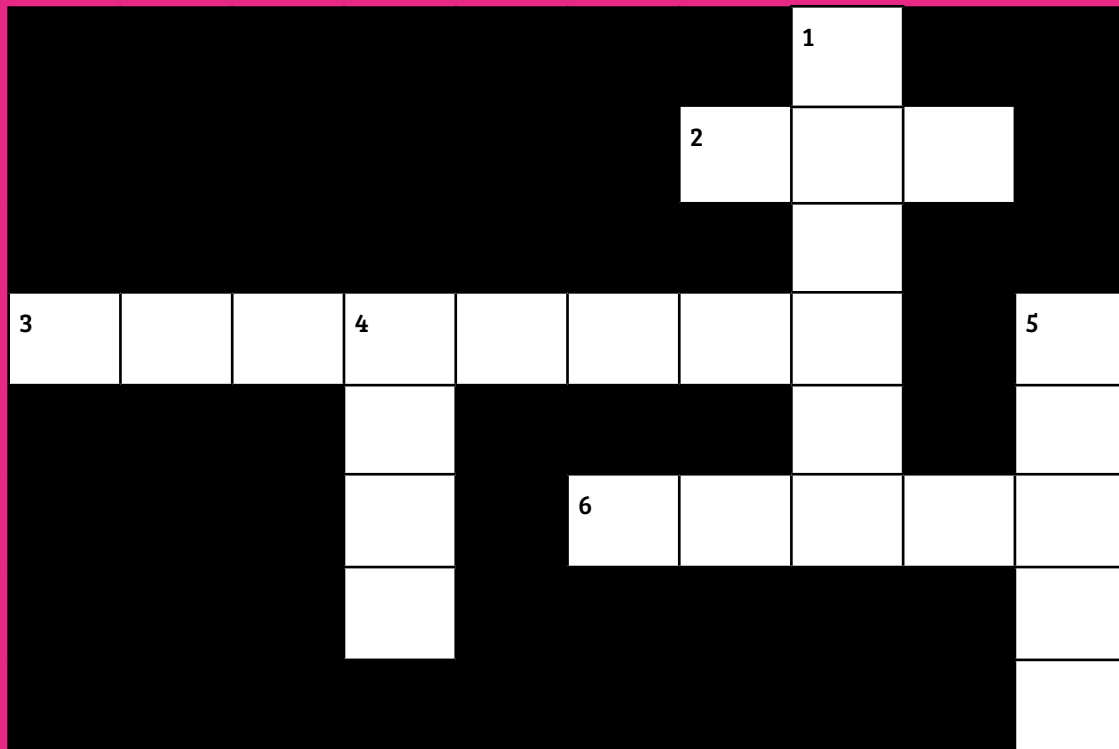
1. What is the name of the people who came from Europe at the start of the Bronze Age in Ireland?
2. What does arsenic do to copper?
3. Which heroic figures are associated with the Iron Age?
4. What is the most common monument type still found that dates to the Bronze Age?
5. What shape of houses did people from the Iron Age live in?
6. What is the Dorsey? What may it have been used for?

## Research

1. There are many myths and legends (stories) about Ireland. Try to find out about the heroes such as Fionn MacCumhaill and Cú Chulainn. Select one of these heroes, write about them and illustrate what you have written.
2. Many stone monuments have been found with inscriptions on them. The Ogham alphabet was used to write them. Research the Ogham alphabet and write a secret message to your friend.



## Activity



### Down

1. What was the first metal age (6)
4. Weavers hung long threads on this to make materials (4)
5. A blacksmith's tool (5)

### Across

2. Another name for an iron tipped plough (3)
3. This type of pot was used for cooking over a fire (8)
6. This was used to grind grain into flour (5)

## Activity

After learning about life during the metal ages draw your own picture of how people lived and what buildings may have been around.

Answers to questions: 1. Beaker 2. Makes it strong 3. Fionn MacCumhaill and Cú Chulainn 4. Standing stones 5. Round 6. Linear earthen work, 4km, enclosure, cattle pen or form of defence.

Puzzle Time: Answers down 1. Bronze, 2. Ards, 3. Quern, 4. Loom, Answers across 5. Tongs, 6. Cauldron.

## Activity

Read the words and their meanings, then test your partner.  
Keep a note of your score.

Word	Meaning
Copper	a reddish brown metal which is soft and malleable.
Arsenic	a toxic chemical element used to make bronze stronger
Linear Earthwork	a large mound of earth shaped in a long line across the landscape
Palisade	a tall fence made from wooden stakes to form a defence
Round houses	a type of house built in the metal ages
Ard	a type of plough used in the metal ages for turning the soil
Blacksmith	a person who makes and repairs things in iron by hand
Rotary quern	a small hand-held mill used for grinding grain into flour
Loom	an apparatus for making fabric for weaving thread or yarn
Wattle & Daub	a mixture consisting of woven twigs and sticks (wattle) stuck together with mud and clay (daub)

## Activity

Find these words in the word search:

C	O	L	I	N	E	A	R	P	P
O	E	A	R	T	H	W	O	R	K
P	W	A	T	T	L	E	R	A	S
P	A	L	I	S	A	D	E	T	Q
E	S	M	I	R	L	O	O	M	U
R	Y	O	H	O	U	S	E	S	E
D	A	U	B	U	B	R	O	T	R
A	R	S	E	N	I	C	H	E	N
T	Y	A	R	D	S	G	G	K	L
B	L	A	C	K	S	M	I	T	H

Copper

Round

Quern

Arsenic

Houses

Loom

Palisade

Ard

Wattle

Linear

Blacksmith

Daub

Earthwork

# Explore Some Metal Ages Sites

Below are addresses and information for the approved site visits for the Metal Ages. See map on the website [www.ringofgullion.org](http://www.ringofgullion.org) for exact locations of all sites mentioned.



## Navan Fort

81 Killylea Rd, Navan  
Armagh,  
BT60 4LD  
Short walk from carpark to visitor centre and  
walk around site

### Opening times:

Oct - Mar: 10am - 4pm  
Apr - Sep: 10am - 5.30pm

### Price:

#### Summer:

- Adult: £6.60
- Child/student: £5.45

#### Winter:

- Adult: £5.45
- Child/student: £4.05

**Parking:** Coach parking available

**Shop:** yes

**Refreshments:** Café on site

**Toilets:** Yes

**Visitor Centre:** Yes

---

## The Dorsey

Drumill Rd.,  
Tullynavall,  
Silverbridge,  
BT35 0ND

Located north-west of Silverbridge  
Turn right onto Drumill Rd of the B30  
Newry to Crossmaglen Road

**Opening times:** All year

**Price:** Free

**Parking:** Roadside parking on layby

**Shop:** no

**Refreshments:** No

**Toilets:** No

**Visitor Centre:** interpretation panel on site



## Slieve Gullion Northern Cairn

Follow the forest road up from  
Slieve Gullion Forest Park  
89 Drumintee Road, Annahaia  
Killeavy,  
Newry,  
BT35 8SW

900m walk from carpark and ascent of approx.  
150m, the exposed walk can be muddy along  
the ridge (this path is due for repair during the  
winter 2018-19)

**Opening times:** All year

**Price:** Free

**Parking:** Coach parking available

**Shop:** Gift shop

**Refreshments:** Café on site

**Toilets:** Yes

**Visitor Centre:** No

---

## Preparing for your Visit

Children will get the most out of a site visit if they do some preparatory work beforehand.

### Activites

- Act out how you think people used the Dorsey.
- Draw your interpretation of the Dorsey, and consider how people in the Metal Ages constructed this massive earthwork without the machinery we have available today.
- Talk about volunteer work to help preserve these sites.
- Take part in the education programme at Navan Fort.

# Early Christian Period

AD 400 - AD 1160

# Links to the Curriculum

## Language and Literacy

### Talking and Listening

- Listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources.
- Participate in group and class discussions for a variety of curricular purposes
- Know, understand and use the conventions of group discussion.
- Describe and talk about real experiences and imaginary situations and about people, places and artefacts
- Participate in a range of drama activities across the curriculum
- Improvise a scene based on experience, imagination, literature, media and/or curricular topics

### Reading

- Listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources.
- Participate in group and class discussions for a variety of curricular purposes
- Know, understand and use the conventions of group discussion.
- Describe and talk about real experiences and imaginary situations and about people, places and artefacts
- Participate in a range of drama activities across the curriculum
- Improvise a scene based on experience, imagination, literature, media and/or curricular topics

### Writing

- Express thoughts, feelings and opinions in imaginative and factual writing

## Drama

- Develop their understanding of the world by engaging in a range of creative and imaginative role-play situations.

- Explore a range of cultural and human issues in a safe environment by using drama to begin to explore their own and others' feelings about issues, and by negotiating situations both in and out of role
- Develop a range of drama strategies including freeze frame, tableau, hot seating, thought tracking and conscience.
- Develop dramatic skills appropriate to audience, context, purpose and task by exploring voice, movement, gesture and facial expression through basic exploration of a specific role, and by structuring dramatic activity to make meaning clear for a chosen audience.

## **The World Around Us**

### **Interdependence**

- Explore the effects of people on the natural and built environment over time.

### **Change Over Time**

- Explore how change is a feature of the human and natural world and may have consequences for our lives and the world around us

### **Place**

- Explore how place influences the nature of life.
- Explore ways in which people, plants and animals depend on the features and materials in places and how they adapt to their environment
- Explore features of, and variations in places, including physical, human, climatic, vegetation and animal life.
- Explore change over time in places

## **Mathematics and Numeracy**

### **Measures**

- Develop skills in estimation of length, weight, volume/capacity, time, area and temperature
- Calculate perimeter and the areas and volumes of simple shapes

### **Number**

- Estimate and approximate to gain an indication of the size of a solution to a calculation or problem



## Art and Design

**Develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas**

- Recognise the occurrence of the visual elements within the natural and manmade worlds.

**Evaluate their own and others' work and how it was made, explain and share their ideas, discuss difficulties and review and modify work to find solutions**

- Evaluate the experiences of making work, making considered comments in relation to their own and others' work
- Discuss and evaluate work produced in co-operation with other pupils, comparing their own contributions to group activities with what other group members have achieved, for example, explain the various roles and how they were allocated, consider how each contributed to the overall success of the work, and how successful the strategies adopted have proved to be.

**Engage with, observing, investigating, and responding to first hand experiences, memory and imagination**

- Look at a range of natural and man-made objects, exploring and investigating the characteristics of what is seen by close observation, touch and recording. Discuss what has been seen and handled.
- Visualise experiences of the real world and imaginative worlds when talking about memories, reminiscences, fiction, fantasies and dreams
- Visualise, describe and sketch objects, environments, places and entities

**Use a range of media, materials, tools and processes such as: drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction, selecting which is appropriate in order to realise personal ideas and intentions**

- Use modelling and construction techniques to make three-dimensional work, for example, choose the medium appropriate to intentions when planning how best to realise ideas

## Shape and Space

- Develop skills in estimation of length, weight, volume/capacity, time, area and temperature
- Calculate perimeter and the areas and volumes of simple shapes

# Early Christian Period

Following on from the Metal Ages is the Early Christian Period. This period was a time of great artwork with many people creating celebrated pieces of metalwork, manuscript writing, painting and sculpture.

Christianity spread quickly across Ireland. Many monasteries were built. These were where monks and nuns lived. Reading and writing started to develop during Christian times but mainly inside religious communities like monasteries.

Scribes wrote their documents in Latin using the Latin alphabet – which is the one we use today. Another form of writing was the local script of Ogham which used an alphabet of lines cut into a solid surface such as stone or wood. Only about 400 stone carvings featuring Ogham letters survive, although it was in use for 500 years.

## And then came the Vikings...

Viking people came from Norway and began raiding villages and towns. These early raids interrupted the golden age of Christian Irish culture and began two hundred years of warfare.

They arrived in “long-boats” or “dragons ships” these boats were fast and able to sail the seas as well as rivers. This made it easy for them to be hauled up on to a beach and raid the village. Their design also made it easy to escape if they were chased away.

Life was hard during this time because Vikings raided the monasteries. Monasteries held the wealth of towns and villages. Food was stored in round towers to be kept safe from the raiders. Builders used more complicated techniques and buildings were designed for protection.

As time went on, the Vikings began to settle in Ireland. They founded towns and married local people. By 1000 AD they also began to adopt Christianity as their religion. During this time there were also outbreaks of plague, a deadly disease which killed many people.

## Activity

Look at the picture. Discuss it with your partner. Who do you think the attackers are? Who is being attacked? Why do you think this? What buildings can you see?





# What We Built

## Churches

Churches were an essential part of Early Christian times. The first churches were small wooden structures with high pitched roofs and were later built using stone. Many of the monasteries and convents at this time were self-sufficient. Self-sufficiency means that the people made or grew everything they needed to live. The churches had large enclosures, with the church and living quarters in the centre. They had vegetable and herb gardens, areas for crafts and rooms for travellers to stay near the entrance gate.

### Killeavy Old Churches

This site is at the bottom of Slieve Gullion mountain and has two churches built back to back. The West Church dates from 11th Century and the East Church from 15th Century.

This site is an early monastery founded by St. Moninna in AD 517 and was an important monastery for nuns in Medieval Ireland.

The very long narrow church you see is really two churches joined together. The smaller and older church has a lower doorway built of three massive granite stones. The other building was an Augustinian Convent and has a very impressive arched window with angel carvings on the outside.

Close by is a large granite slab which is said to mark St. Monnina's grave. There is a holy well further up the hill that is still visited by pilgrims on her feast day of July 6th.





## Activity

If you visit Killeavy Old Churches find the angel carvings and draw pictures of them.

Find out about St. Monnina, who she was and what she did.

A map from AD 1609 shows that Killeavy once had a round tower but it was blown down in a storm in about AD 1768 and Labhrás Ó Ceallach, Captain Redmond O'Hanlon's harper, wrote a lament for it.

## Did You Know?

A lament is a passionate expression of grief or sorrow.

O steeple of Killeavy

My grief to have thee down

If the two Redmonds were living,

Thy top would not be broken.



# Raths

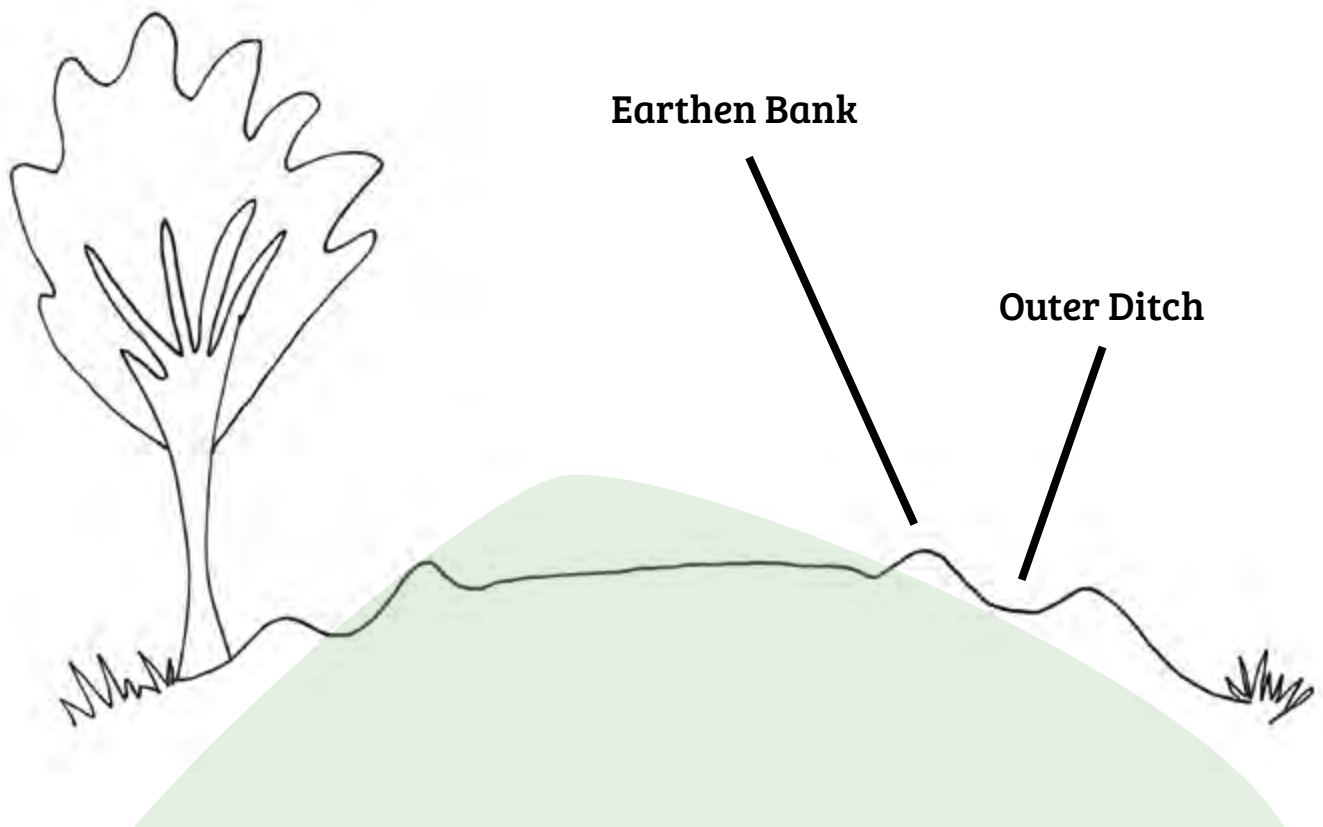
Also called ringforts, lios, forts, dun and cathairs. Rathes are the most commonly found field monument in Ireland. The locations of between 30-40,000 raths are known. Every townland may have had one.

Raths are where wealthy people lived. They were also used to house farming families and their animals.

They are usually oval-shaped with an earth bank and outer ditch. Rathes are around 30m in diameter. Some larger ones had more than one earth bank and external ditch. The larger size indicated a higher status of the person living there.

Corliss Rath has two banks and Lisleitrim Fort has three. The people who lived at these sites must have been very important.

People built raths to protect themselves, as well as their cattle and food stores, from cattle raiders and Vikings. A wooden palisade (fence) would have surrounded the fort to help protect the people who lived there from enemies.



## **Corliss Rath**

Corliss is a large rath with two banks and a deep ditch. It stands on top of a hill with views over the countryside of Co. Monaghan. It overlooks a crannog in Lough Ross. A crannog is an artificial island. Corliss Rath is known locally as 'The Beech Fort' or 'Donaghy's Fort'.



## **Rathtillick Rath**

Ráth na Trileac (the rath of three stones) is a ringfort found at the top of a hill overlooking the village of Middletown and is close to the border with Co. Monaghan. In the rath, there is a pentagonal shaped (5 sided) platform around 46m in diameter. Around some of the sides, a bank can be seen, standing about 1m high. Rathtillick may have been a royal site in the Early Christian period. It might also be where the O'Neills, a family who ruled the land in the area, lived.

## Activity

Folklorist and local historian George Paterson recorded a story about the farming of flax on the ringfort. Read this out loud. Discuss with your partner what it means. Who do you think the 'wee people' are?

Rathtrillick fort was laboured once.

That was a long time ago.

An ' Flax wus sowed in it.

Nobody thought it would thrive, but it did.

An' it wus the purtiest flax ye iver saw.

But shure the night before the mornin' it

Was to be pulled it vanishes right off the fort an' wus niver  
seen more.

An' the seed wus lost, an' the labour wus lost.

An' him that owned it nearly lost his head.

The wee people were heard dancing and holding

Races, and the old people heard music and the horses'  
hooves as they flew around the ring.



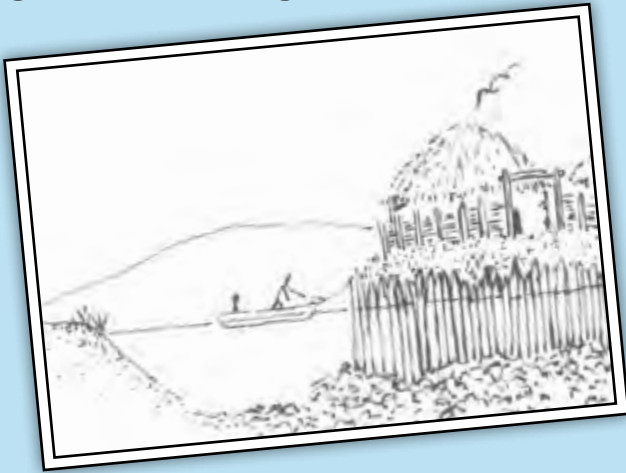
## Lisleitrim Fort

On a hilltop west of Cullyhanna is Lisleitrim Fort. It is also known as 'the grey fort of the ridge' from the Irish Lios laith droma. This rath has many banks and ditches around it. It overlooks a crannog in Lisleitrim Lough in the valley below. It is one of the most amazing multi-ditch raths in our area. The closeness of the crannog suggests that this may have been a royal rath.



# Crannogs

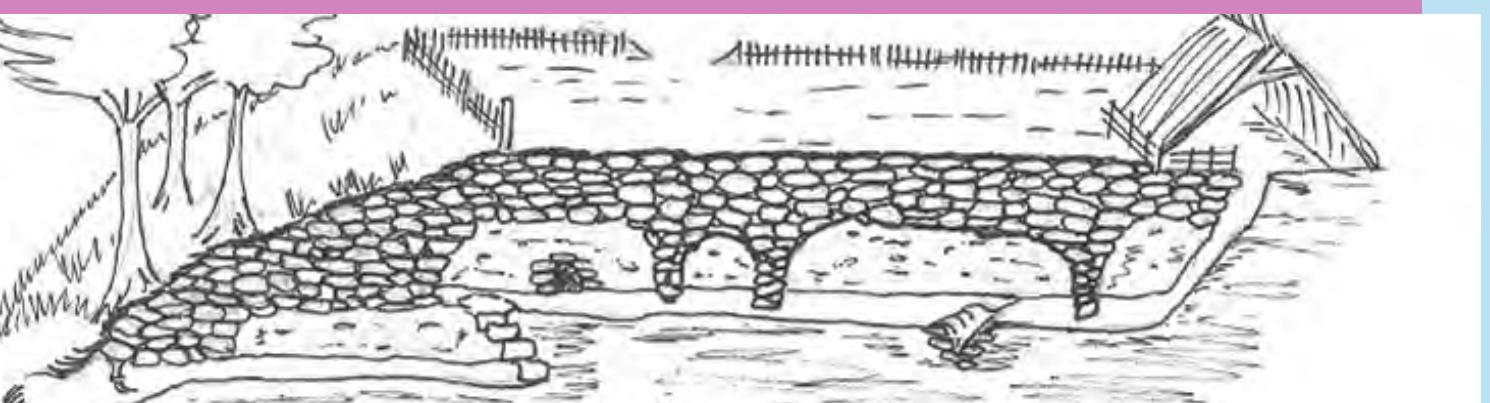
Crannogs are artificial islands built to defend settlements. They are often close to large raths like at Lisleitrim fort or Corliss rath. A crannog was built by dumping piles of stone and wood in a shallow place in a lake. A level platform was made to build houses. A pallisade of wooden stakes held the island together and protected the houses inside it. People used a canoe or boat to get to a crannog.



# Souterrains

Also known as caves, souterrains are underground tunnels found in raths, cashels and churches. Souterrains were for hiding in during cattle raids or later to hide from the Vikings, but they were also used for storage of farm produce like milk and grain, because underground the air remains cool. Remember there were no fridges to keep food cold!

Souterrains were often full of booby traps, like pitfalls or changes in level to trip up attackers and hidden alcoves where defenders could hide, leaping out to repel the invaders.



# Pillar Stones

The pillar stone at Kilnasaggart – Cill na Sagart or ‘the Church of the Priest’ is found in the legendary Gap of the North.

Kilnasaggart is located on one of Ireland’s five great main roads, the Slighe Midhluachra. This route ran from Tara through the Moyry Pass to Dunseverick in north Antrim.

The stone is a tall granite pillar. It stands in a small hedged enclosure in the townland of Edenappa. It is more than 2m tall. It is believed to be the oldest dated inscribed stone in Ireland!

There is a long inscription on the south-east face of the stone (INLOC – SOTANI – MMARNI – TERNOHC – MACCERAN – BICERCUL – PETERAP – STEL), between two large crosses. The inscription says the stone is dedicated to Ternoc who was a holy man.

On the other side are ten carefully carved crosses - nine of them in circles. Low down on the pillar-stone, you can see parallel line marks. These were thought to be ogham inscriptions (the local language) but are really knife-sharpening score marks.

Stories say that a crock of gold is buried below the pillar and treasure-seekers overturned the stone looking for the gold in the 1830s, but it was soon set back into its original position.

## Research

Look up the Ogham alphabet and use it to write messages or go to [www.nuacht1.com/ogham](http://www.nuacht1.com/ogham) and use this Ogham translator to write your name



## Story Time

The whole area of the west of Slieve Gullion is known as Gleann-na-Samhaisce, The Glen of the Heifer.

The Heifer according to legend lived in this glen, gave milk in abundance to all who came, always filling the bucket.

One day a person, through greed or malice, tried to milk the cow too much. The angry cow stamped her foot on the ground and then left the valley for forever. The shape of the hoof can still be seen on a stone beside the Kilnasagart pillar stone.



Kilnasagart  
Pillar Stone



# Round Towers

Roundtowers were built by the monasteries to protect the monks and their wealth from Viking raids. They were between 25-40m tall. They had wide bases and narrowed towards the top of the tower, a bit like a candle. The door to the tower is high above the ground making it difficult to enter. Monks would have used a ladder which could be pulled up quickly into the tower to stop the Vikings from getting in. There were four windows, facing North, South, East and West to provide views over the land in all directions. The towers were belfries. A belfry had a bell at the top to call the monks to service. There used to be a roundtower at Killeavy Old Churches.

## Inishkeen Roundtower, Co. Monaghan

Inishkeen is a rural village on the banks of the Fane River. Its early name was Innis Caoin Dega, 'the beautiful island of Daig'. St. Daig was said to have been a master Craftsman of reliquaries and shrines. An ancient song written in his honour said he made 150 bells, 100 croziers and the covers of 60 gospels.

The roundtower only has three storeys and it now has a modern roof. Now it is just 15m tall but it might once have been much taller. The entrance doorway is a few metres above ground level to protect the people and goods inside the tower from raiders. You would have had to climb a ladder to get through the door.

### Did You Know?

Local folklore claims that a woman with three aprons full of stones built the round tower in one night.

One third was built underground, another third above the ground and the last third disappeared over the years.

If you look carefully in the bed of the Fane River, a very large barefoot print can be seen, which is said to belong to the mystery woman.

# How We Lived

People in Ireland at this time lived in small kingdoms. Wealth was not measured in money, but by how many cows you had. Most people lived in the countryside. The ordinary people lived in open areas.

Wealthier people started to build 'raths' for safety and to protect their animals. Rathes were the homes of the most important people in society. The important people were Lords, wealthy farmers, craftsmen, poets, judges and kings.

People would have had fields of crops and animals like cows grazing. There were vegetable gardens, apple orchards, plum trees, and pigs in the woodlands for people to eat, sell or trade for other things.

The family house had an outhouse, lots of farming equipment, animal pens and hen coops and sometimes beehives. Sheep's wool was used to make clothing.

## Life in the Monasteries

Life in monasteries was simple. Monks and nuns studied the bible and scriptures, copied manuscripts, and produced great works of art. They followed strict rules and were self-sufficient in producing their food. They wore long tunics with woollen cloaks and shoes or sandals.

In more significant monasteries buildings were surrounded by a circular bank or wall - similar to a ringfort. Some even had two boundary walls. The main building of a monastery was the Church. The church was a simple structure made of wood or stone.

Other buildings may have included the Abbot's house, the rectory, where residents ate their meals, the scriptorium where monks wrote manuscripts and the guesthouse for visitors.

Monks slept in a single cell-type room. The church had its own graveyard where monks were buried in simple graves when they died.

## Activity

Look at the picture of this monastery and discuss with your partner what you think all the buildings might be.



# What We Made

The monks and nuns who lived in the monasteries were known for their particular skills and they made items such as:

## Illuminated Manuscripts

Decorated with initials, borders or illustrations. Monks used vellum, a type of paper made from calfskin, to write on.



photo of Book of Kells by Bernard Meehan

## Books

The Book of Kells is a world famous example of Early Christian art. It includes four gospels of the New Testament written in Latin. It is decorated with many illuminations and miniature images in bright colours. You can see it in Trinity College Dublin. This shows the four apostles from the Bible.

### Activity

Look at images of the Book of Kells online. Use the images to inspire you to create your own art. Can you think of a story in your own life that you could use?

## Chalices

These were used to dispense the Eucharistic wine to the congregation. They were two handled vessels with wonderful details. Some have over 250 different patterns and features made from metals, coloured enamels and large crystals.





# High Crosses

One of the best examples in Ireland is Muiredach's cross at Monasterboice in County Louth. Saint Buite founded Monasterboice in 521 AD. The High Cross shows scenes from the scriptures and is 5.2m in height.



## Amazing Fact

The tallest cross in Ireland stands here. It is an amazing 7m high. Almost as tall as a giraffe!

# Shrines

These were designed to hold the relics of saints. The Clonmore Shrine, created in Armagh in the 7th century was found in the Blackwater River in Armagh in the 1990s. It is on display in the Ulster Museum in Belfast.



## Crozier

A hooked staff carried by a bishop as a symbol of the church. These were decorated with rectangular or rhombus shaped panels or even animals.

drawing of Crozier by Margaret Stokes , via Wikimedia Commons

# Activities

## Questions

1. Give another name for a Rath.
2. Can you find out why many place names use Lis or Rath in their names?
3. What is a souterrain? Why would it have been used?
4. What is a crannog ?
5. Why were round towers so tall? What were they used for?
6. Tell your partner what you think life was like in a monastery?

## Activity

1. Using The Book of Kells to inspire you. design and decorate an illuminated manuscript or book cover with your initials on it. Look up pictures online.
2. If you were going to build a high cross, like Muriedach's cross at Monasterboice , what symbols would you include? Think about symbols that are important to you. Draw a high cross of your own design and label what your symbols mean.

## Activity

Find these words in the word search:

C	R	O	Z	I	E	R	S	S	T	C
P	O	L	L	K	O	A	C	H	E	R
Y	A	S	D	F	G	R	G	R	H	A
J	K	L	L	O	H	A	N	I	B	N
U	I	Z	W	L	A	T	I	N	B	N
P	S	R	E	X	M	H	O	E	P	O
C	H	A	L	I	C	E	S	S	F	G
S	O	U	T	E	R	R	A	I	N	S
V	M	O	N	A	S	T	E	R	Y	I
I	L	L	U	M	I	N	A	T	E	D
M	A	N	U	S	C	R	I	P	T	S

Ogham

Chalices

Crannog

Latin

Shrines

Souterrains

Monastery

Crozier

Illuminated

Rath

Manuscript

### Activity

1. In pairs or a group, imagine you live in a monastery and are being attacked by Vikings. Dramatise the situation.
2. Create a tableaux of the attack.
3. Use hotseating. Put a Viking/a monk in the hotseat.
4. Write a poem about Killeavy Old Churches.

### Research

Is there a church near your school? Can you go and investigate it like a detective?

Things you might want to explore:

- What shape is the building?
- What materials is it made from?
- How many windows are there?
- Do the windows display pictures on them?
- Can you find a date stone?
- Can you find out more about its history?



## Activity

Read the words and their meanings, then test your partner.  
Keep a note of your score.

Word	Meaning
Ogham	ancient Irish alphabet
Latin	the language of ancient Rome and the Roman Empire
Monastery	a group of buildings where monks or nuns live
Rath	a circular earthen wall serving as a fort for defence
Crannog	a man-made, artificial island
Souterrains	an underground passage or chamber
Illuminated manuscripts	a manuscript where the initial letters are decorated in ornate styles and have illustrations
Chalice	a large two-handled cup or goblet
Shrine	a place regarded as holy because of its association with a sacred person
Crozier	a hooked staff carried by a bishop as a symbol of church office

Answers to questions: 1. Ringforts, hies, forts, dun, cathars 2. Because almost every townland had one 3. Cave or underground tunnel and used to store food or for safety 4. An artificial island in a lake. 5. Tall so that people could see far into the distance, and used for defence against raids 6. Any appropriate answer acceptable.

# Explore Some Early Christian Period Sites

Below are addresses and information for the approved site visits for the Early Christian Period. See map on the website [www.ringofgullion.org](http://www.ringofgullion.org) for exact locations of all sites mentioned.



## Killeavy Old Churches

Church Road, Ballintemple,  
Newry  
County Down  
BT35 8LH  
3.5 miles South-West of Newry

Opening times: All year

Price: Free

Parking: Roadside parking

Shop: No

Refreshments: No, children would be required to bring lunch

Toilets: No

Visitor Centre: No

---

## Lisleitrim Fort and Grannog

Kiltybane Lake,  
Lisleitrim Rd.,  
Kiltibane Lisleitrim,  
Crossmaglen,  
BT35 0JX

South-West of Cullyhanna

Opening times: Contact the landowner via the Ring of Gullion office to organise access

Price: Free

Parking: At nearby Kiltibane lake

Shop: No

Refreshments: No, children would be required to bring lunch

Toilets: No

Visitor Centre: No

## Kilnasaggart Pillar Stone

Kilnasaggart Rd.,  
Edenappa,  
Jonesborough,  
BT35 8JA

The Stone can be found 2km south of Jonesborough in the townland of Edenappa, close to Moyry Castle and the border with County Louth.

**Opening times:** Contact the landowner via the Ring of Gullion office to organise access

**Price:** Free

**Parking:** room for one coach to park on roadside

**Shop:** No

**Refreshments:** No, children would be required to bring lunch

**Toilets:** No

**Visitor Centre:** No

---

## Inishkeen Round Tower, Co. Monaghan

Churchyard of Inishkeen Parish Church,  
Inishkeen Village,  
Co. Monaghan

Sits north of R178 halfway between Dundalk and Carrickmacross

**Opening times:** All year

**Price:** Free

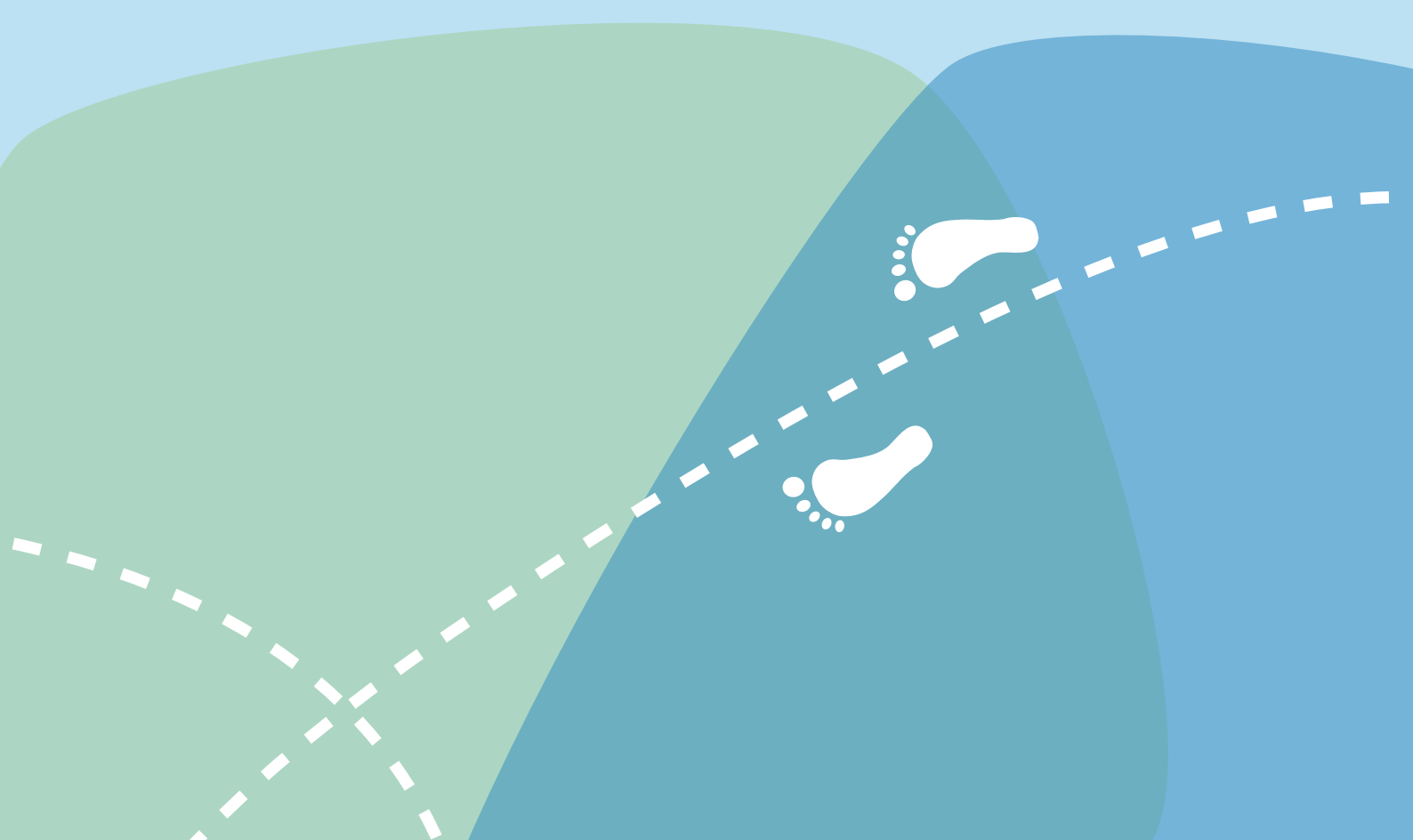
**Parking:** Available in the village of Inishkeen. A short walk

**Shop:** Not at the site. Shop available in village

**Refreshments:** No, children would be required to bring lunch

**Toilets:** No

**Visitor Centre:** No



# Preparing for your Visit

Children will get the most out of a site visit if they do some preparatory work beforehand.

- Children may also want to do more research into the Early Christian period in Ireland.
- Look at how nuns and monks would have lived in a monastery. What were their lives like?
- By looking at maps of the surrounding area identify where the nuns would find their water supply and other material resources.
- Talk about pillar stones and their different uses.

## Activites

While visiting the site you could do some of the following activities:

- At Killeavy draw the plan of the church.
  - Measure how long the walls are.
  - How many doors are there?
  - How many windows?
- In the graveyard find the oldest and youngest gravestone.
- Discuss with a partner how the people got onto the crannog at Lisleitrim.
- Act out in groups how you would defend your fort.
- Sketch Kilnasaggart pillar stone including all the inscriptions take rubbings of the crosses.
- Measure the height and width of Kilnasaggart pillar stone.



# Medieval Period

AD 1066 - AD 1600

# Links to the Curriculum

## Language and Literacy

### Talking and Listening

- Listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources.
- Participate in group and class discussions for a variety of curricular purposes
- Know, understand and use the conventions of group discussion.
- Describe and talk about real experiences and imaginary situations and about people, places and artefacts
- Participate in a range of drama activities across the curriculum
- Improvise a scene based on experience, imagination, literature, media and/or curricular topics

## Mathematics and Numeracy

### Number

- Estimate and approximate to gain an indication of the size of a solution to a calculation or problem

### Measures

- Develop skills in estimation of length, weight, volume/capacity, time, area and temperature
- Calculate perimeter and the areas and volumes of simple shapes

### Shape and Space

- Develop skills in estimation of length, weight, volume/capacity, time, area and temperature
- Calculate perimeter and the areas and volumes of simple shapes

## **Reading**

- Listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources.
- Participate in group and class discussions for a variety of curricular purposes
- Know, understand and use the conventions of group discussion.
- Describe and talk about real experiences and imaginary situations and about people, places and artefacts
- Participate in a range of drama activities across the curriculum
- Improvise a scene based on experience, imagination, literature, media and/or curricular topics

## **The World Around Us**

### **Interdependence**

- Explore the effects of people on the natural and built environment over time.

### **Change Over Time**

- Explore how change is a feature of the human and natural world and may have consequences for our lives and the world around us

### **Place**

- Explore how place influences the nature of life.
- Explore ways in which people, plants and animals depend on the features and materials in places and how they adapt to their environment
- Explore features of, and variations in places, including physical, human, climatic, vegetation and animal life.
- Explore change over time in places

## Art and Design

**Develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas**

- Recognise the occurrence of the visual elements within the natural and manmade worlds.

**Evaluate their own and others' work and how it was made, explain and share their ideas, discuss difficulties and review and modify work to find solutions**

- Evaluate the experiences of making work, making considered comments in relation to their own and others' work
- Discuss and evaluate work produced in co-operation with other pupils, comparing their own contributions to group activities with what other group members have achieved, for example, explain the various roles and how they were allocated, consider how each contributed to the overall success of the work, and how successful the strategies adopted have proved to be.

- D**
- Develop their understanding of the world through imaginative role-play situations.
  - Explore a range of cultural and human experiences to begin to explore their own and others' experiences both in and out of role
  - Develop a range of drama strategies including thought tracking and conscience.
  - Develop dramatic skills appropriate to exploring voice, movement, gesture and expression of a specific role, and by structuring drama for a chosen audience.



## **Engage with, observing, investigating, and responding to first hand experiences, memory and imagination**

- Look at a range of natural and man-made objects, exploring and investigating the characteristics of what is seen by close observation, touch and recording. Discuss what has been seen and handled.
- Visualise experiences of the real world and imaginative worlds when talking about memories, reminiscences, fiction, fantasies and dreams
- Visualise, describe and sketch objects, environments, places and entities

## **Use a range of media, materials, tools and processes such as: drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction, selecting which is appropriate in order to realise personal ideas and intentions**

- Use modelling and construction techniques to make three-dimensional work, for example, choose the medium appropriate to intentions when planning how best to realise ideas

## **Drama**

world by engaging in a range of creative and

issues in a safe environment by using drama  
ers' feelings about issues, and by negotiating

including freeze frame, tableau, hot seating,

audience, context, purpose and task by  
nd facial expression through basic exploration  
amatic activity to make meaning clear for a

# Medieval Period

Now we travel through the Medieval Period and discover what is left in the landscape. It is important to know that not all time periods happened one after another. Many earlier time periods over-lap as people and the way they live develop too.

During this time our area was divided into many small kingdoms called “tuatha”. Every man who owned land was called an “oenach”. These men created rules and declared war or peace on other groups. They could even decide who was king or get rid of their kings. The king did not own the territory. The free men living on the land held it. These men paid taxes for the king’s army and taxes for living on that land. Kings of a tuath were considered sacred. Clergymen and even the Irish poets were seen as sacred and did not have to perform hard working jobs.

## Norman Invasion

The Anglo-Normans arrived in the twelfth century and caused many problems in Ireland. Raiders came from England and Wales. The Norman invasion brought the creation of towns, many castles and churches. These changes stayed in place and the Normans changed the way land was used during this time.



# What We Built

Hundreds of years of war led to the development of defensive buildings to protect the kings and aristocracy.

The Motte and Bailey structure appears for the first time during the medieval period. The Normans invented them. Mottes functioned as sites of control and defence and were flat-topped mounds. Mottes had a lower mound alongside them which is called the bailey.

The first castles built on the mottes were wooden, but later stronger castles were stone built. The Bailey was a base for soldiers; it was rectangular and surrounded by a ditch. Castles were built in places that were difficult to attack. Castle sites are found along rivers, on the shores of lakes, and on hilltops or crags. Some castles were built near the sea so that defenders could see enemies who came by boat. There were holes called loops in the walls of a castle so that the archers could shoot arrows at an enemy. The hefty iron doors were difficult to open. Later on, castles often had curved or rounded walls to deflect large projectiles, like cannon balls, while absorbing minimal damage.

## Activity

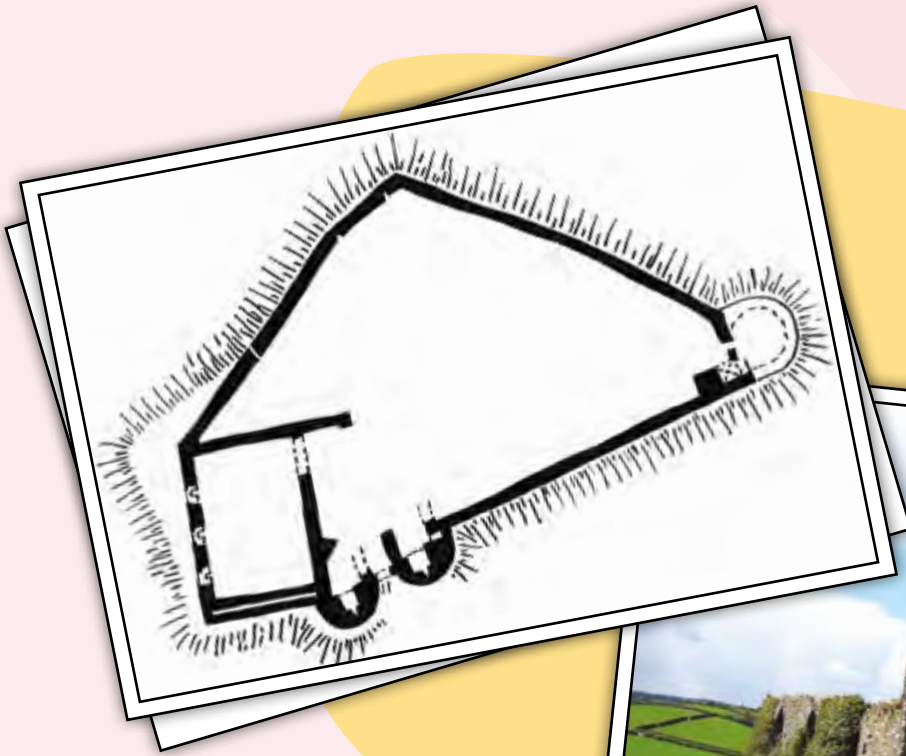
Work in pairs and discuss where you would build your castle if you lived in Medieval times. Where would be a good place for defence? How would you build your castle?

## Castle Roche, Co. Louth

Castle Roche was built in 1236 by Lady Rohesia de Verdun. She threw the architect out of the castle window to keep the design of the castle secret! The blocked up window is still known as the murder window. Her son John made a lot of changes to the castle. It was known as “Castellum de Rupe” or Castle on the Rock. It's triangular layout reflects the shape of the rock at its foundation. It has a high wall and a twin-towered gatehouse.



It once had an impressive Great Hall where the family feasted at banquets. There is a cliff on two sides and a rock-cut ditch protects the third side. It would have had a drawbridge.



### Activity

Look up the story of Roche Castle online. Illustrate the story.

### King John's Castle, Co. Louth

King John's Castle is a Norman Castle found on a high rock in Carlingford. It was the first fortified structure in Carlingford. This castle allowed the Normans to control the entrance to the lough.

The castle is oval in shape and its earliest parts date from about AD 1200. Its curtain wall on the west encloses a D-Shaped courtyard 30m across. It has a gatehouse and two rectangular towers to protect the entrance. This castle had many owners. In the 19th Century the Dundalk, Newry and Greenore railway dug out the land side of the castle making it even more visible in the land.





### Did You Know?

The name King John's Castle came from the fact that King John stayed here for three days in AD 1210.

### **Mannan Castle, Co. Monaghan**

Mannan Castle is very large motte with two baileys found on the top of a hill. Peter Pipard, an Anglo-Norman knight, began to build the castle in 1173. The original castle was probably wooden. The Lord established a stone castle in 1244 and a causeway (a raised track or path across wet ground) was constructed to join the motte to the bailey. Only the ruins of the castle and overgrown motte are visible within the grounds of Mannan Castle Golf Club. There is a local story connected to Mannan Castle.



The Motte at  
Mannan Castle

# The Treasure of Mannan Castle

There are three pools at Mannan castle. Local folklore claims that the wealth of Mannan is lying at the bottom of one of the ponds, and it could only be removed at certain times and under certain conditions. One of those conditions required the treasure to be removed using four pure white horses.

Tales tell that one dark night, treasure hunters, accompanied by four white horses, arrived to find the hidden treasure.

They clambered into the water and found a long chain that belonged to the treasure trove and quickly attached it to the horses. The horses pulled with all their might and the treasure began to rise from the depths. The treasure hunters were ecstatic! But, just as the treasure came to the surface of the pool, the chain broke and the treasure sank to the bottom.

In the treasure hunter's despair, they examined the horses more closely looking for the answer as to why this would happen and they found on one of the white horses a single black hair...

## Activity

1. Dramatise the story. What were the treasure hunters feeling when they arrived at the pool? When the treasure appeared on the surface of the pool? When the chain snapped? When they discovered the black hair on the horse? What would they have said to each other?
2. Create story board of the text above.
3. Write a poem telling the story. You can write an acrostic poem using the words MANNAN CASTLE or write a rhyming poem.

# How We Lived

Life in the medieval period was very different depending on whether you were born into a rich or a poor family. Most people led the same lives as their parents had before them.

## Peasants

A peasant's life was hard and the work was back-breaking. It followed the seasons. Farmers ploughed the land in autumn and early winter, seeds were sown in spring and the crops harvested in late summer. Work began at dawn, preparing the animals, and it finished at dusk, cleaning them down and putting them back into the stalls.

A peasant's hut was made of wattle and daub, with a thatch roof but no windows. It would have been very dark inside. Inside the hut, a third of the area was penned off for the livestock. The family and animals lived together. A fire burned in a hearth in the centre of the hut and the air was eye-wateringly smoky.

### Research

See this YouTube video from the Making History series:  
<https://youtu.be/VIJlFBAAjvE>

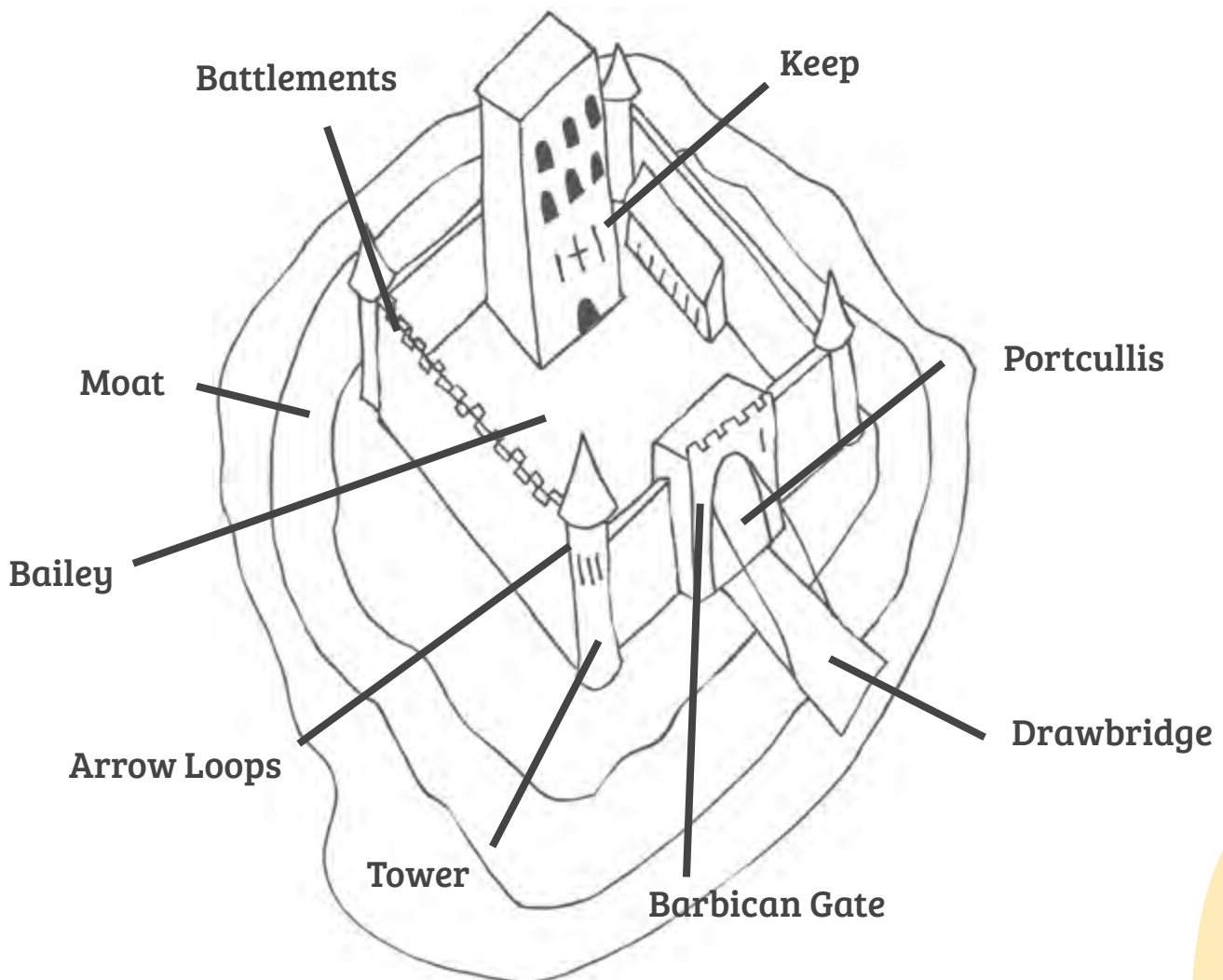
Peasant food was mainly vegetables, plus wild food like nuts, berries and nettles. They drank weak, home-brewed beer. Peasants ate black rye bread. The most challenging time was late spring when food stores were running out, and new food was not yet growing. A poor harvest meant that some of the villagers would starve to death.

Village life was not all misery. Holy days meant a day off work. Peasant fun was rough and involved wrestling, shin-kicking and bird-fighting.

# Lords and Kings

Life for the lords and kings was very different from that of the ordinary peasant. They lived in castles and fortified structures with many rooms. Although castles were dark and cold, everybody wanted to live in them because they offered protection from enemies. Maintaining castles and tower houses was very expensive and only kings, lords and other noblemen could live in them with their families.

People who lived in the castle were able to defend the surrounding land. The people in the villages around the castle brought food to the people who lived there to thank them for the protection. There was a large public room for eating and drinking, this great hall was the centre of castle life. A castle also had a big kitchen and many private bedrooms as well as bathrooms for the people who lived there. Compared to the peasants, life would have been a luxury!





# What We Made

The Medieval period was full of arts and crafts. Tapestries were woven telling famous tales and these same tales were told at recitals, often as long poems.

## Research

In groups or pairs research famous tapestries. Go to [www.English-Heritage.org.uk](http://www.English-Heritage.org.uk) and search for 'The Kids' Tapestry' (or type <https://goo.gl/V5vqcX> into browser).

As in the Early Christian era, the ordinary person had a skill-based job. Examples include blacksmiths, bakers, weavers and even entertainers and dancers for the kings.

Peasants had a loom in their hut and usually, the daughter would spin wool using a distaff and spindle, and the wife would weave it into rough cloth.

A male peasant would wear a rough tunic, with a hood and gloves, and leather shoes with wooden soles. Women wore a coarse gown over a sleeveless slip.

## Activity

The Bayeux Tapestry is one of the most famous. Can you design and create a plan for a tapestry for your local area by using a local story as inspiration? The stories about Inishkeen Roundtower and Mannan Castle could be used.

# Activities

## Activity

Find these words in the word search:

A	H	T	T	U	O	V	I	O	P	B
M	V	C	U	S	D	I	F	P	O	A
O	E	N	A	C	H	K	J	L	R	T
T	G	H	T	J	K	I	M	P	T	T
T	L	B	H	H	S	N	O	A	C	L
E	A	C	A	K	I	G	A	B	U	E
B	A	I	L	E	Y	S	T	C	L	M
E	N	X	F	E	G	T	A	D	L	E
G	A	T	E	P	O	D	C	F	I	N
B	A	R	B	I	C	A	N	G	S	T
D	R	A	W	B	R	I	D	G	E	S

Tuatha

Oenach

Vikings

Motte

Bailey

Keep

Portcullis

Drawbridge

Barbican

Gate

Battlements

Moat

## Research

With some wool and lollipop sticks create a weaving loom. Go to [tinkerlab.com](https://tinkerlab.com) website and search box loom or paste this link into your browser <https://goo.gl/9c7VHG>. This simple design uses a cardboard box and wool to make mini pieces of textile.

## Activity

Read the words below and their meanings, then test your partner. Keep a note of your score.

Word	Meaning
Tuatha	an old Irish word meaning people, tribe or nation
Oenach	an old Irish word meaning gathering
Vikings	Scandinavian pirates and traders who raided Europe and Ireland
Motte and Bailey	a castle consisting of a fort on a motte (steep hill) with a second smaller mound called a bailey surrounded by a defensive wall
Keep	a fortified castle
Portcullis	a robust, heavy grating that can be lowered on each side of a gateway to block it
Drawbridge	a bridge over a castle moat that can be pulled up to prevent people attacking it
Barbican gate	the outer defence of a castle especially a fortified gate
Battlements	the top part of a castle wall that is evenly spaced with gaps like 'teeth'
Moat	A deep, wide ditch surrounding a castle, usually filled with water to defend against attack

## Questions

1. What type of building was most common during this period of warfare?
2. What function did Mottes and Baileys have?
3. Do you know the name given to small kingdoms in Ireland?
4. What were loop holes used for?
5. What do you think life would have been like living as a peasant during this time period?
6. Would you have liked to have lived in a castle? Why?

## Research

Research one of the castles in this section and think about its features. Draw plans of the building. Include all the different rooms and think about what they were used for. You might also want to think about:

- What it looked like in the past?
- Were there windows? What were they like?
- Did it have defences?
- Can you find out any history about the castle?

## Activity

When you have completed the plan of your castle present your findings on a poster board and tell your class about the project.



# Explore Some Medieval Sites

Below are addresses and information for the approved site visits for the Medieval Period. See map on the website [www.ringofgullion.org](http://www.ringofgullion.org) for exact locations of all sites mentioned.



## Roche Castle, Co. Louth

Roche,  
Dundalk,  
Co. Louth

**Opening times:** contact the landowner via the Ring of Gullion office to organise access

**Price:** Free

**Parking:** No, if travelling by bus, arrange to drop children off safely and return at an agreed time.

**Shop:** No

**Refreshments:** No, children would be required to bring lunch

**Toilets:** No

**Visitor Centre:** No

---

## King John's Castle, Co. Louth

Liberties of Carlingford  
Carlingford  
Co. Louth

**Opening times:** it is not possible to get into the castle yet, but a walk round the exterior walls is fascinating. It is hoped the castle will open soon.

**Price:** Free

**Parking:** Parking is available 300m away from castle

**Shop:** In the town of Carlingford

**Refreshments:** Yes in the local shops

**Toilets:** yes, on Quay at base of castle

**Visitor Centre:** No, but nearby Heritage centre at Trinity Church has lots of information

# Preparing for your Visit

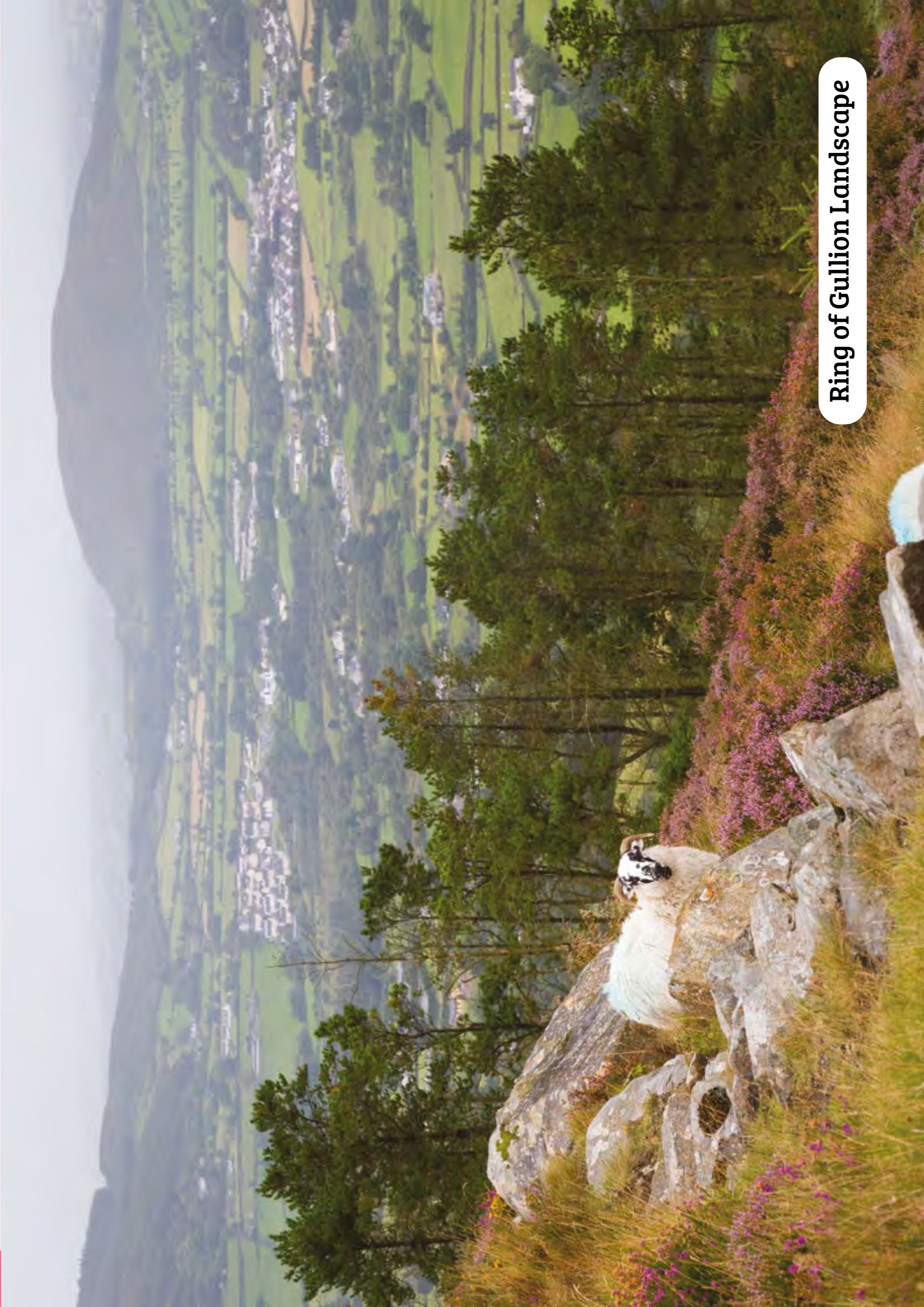
Children will get the most out of a site visit if they do some preparatory work beforehand.

- Discuss in pairs the features of a castle that make it good for protection
- Talk about the differences between the life of a peasant and a king

## Activites

- Use the site plan of Roche Castle and ask children to orientate themselves as they walk around. They could also mark the spots they visited.
- Discuss in pairs why the locations of both the Roche Castle and King John's Castle are very important.
- At Inishkeen roundtower, Castle Roche or King John's Castle estimate the height of the tower by using simple tools. (<http://www.wikihow.com/Measure-the-Height-of-a-Tree>)





Ring of Gullion Landscape

# Plantation Period

AD 1600 - AD 1714



# Links to the Curriculum

## Language and Literacy

### Talking and Listening

- Listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources.
- Participate in group and class discussions for a variety of curricular purposes
- Know, understand and use the conventions of group discussion.
- Describe and talk about real experiences and imaginary situations and about people, places and artefacts

### Reading

- Listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources.
- Participate in group and class discussions for a variety of curricular purposes
- Know, understand and use the conventions of group discussion.
- Describe and talk about real experiences and imaginary situations and about people, places and artefacts

## Mathematics and Numeracy

### Measures

- Develop skills in estimation of length, weight, volume/capacity, time, area and temperature
- Calculate perimeter and the areas and volumes of simple shapes

### Shape and Space

- Develop skills in estimation of length, weight, volume/capacity, time, area and temperature
- Calculate perimeter and the areas and volumes of simple shapes

# **The World Around Us**

## **Interdependence**

- Explore the effects of people on the natural and built environment over time.

## **Change Over Time**

- Explore how change is a feature of the human and natural world and may have consequences for our lives and the world around us

## **Place**

- Explore how place influences the nature of life.
- Explore ways in which people, plants and animals depend on the features and materials in places and how they adapt to their environment
- Explore features of, and variations in places, including physical, human, climatic, vegetation and animal life.
- Explore change over time in places

# **Art and Design**

**Develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas**

- Recognise the occurrence of the visual elements within the natural and manmade worlds.

## **Evaluate their own and others' work and how it was made, explain and share their ideas, discuss difficulties and review and modify work to find solutions**

- Evaluate the experiences of making work, making considered comments in relation to their own and others' work
- Discuss and evaluate work produced in co-operation with other pupils, comparing their own contributions to group activities with what other group members have achieved, for example, explain the various roles and how they were allocated, consider how each contributed to the overall success of the work, and how successful the strategies adopted have proved to be.

## **Engage with, observing, investigating, and responding to first hand experiences, memory and imagination**

- Look at a range of natural and man-made objects, exploring and investigating the characteristics of what is seen by close observation, touch and recording. Discuss what has been seen and handled.
- Visualise, describe and sketch objects, environments, places and entities

## **Use a range of media, materials, tools and processes such as: drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction, selecting which is appropriate in order to realise personal ideas and intentions**

- Use modelling and construction techniques to make three-dimensional work, for example, choose the medium appropriate to intentions when planning how best to realise ideas

# Plantation Period



In 1607, Hugh O'Neill, the great Gaelic chief, left Ireland for Europe along with many other powerful Irish Chiefs like Rory O'Donnell. The exodus became known as the Flight of the Earls. They hoped to get help from the king of Spain, but the earls never returned to Ireland. After the earls left, English laws and language took hold in Ulster.

In 1609, the Ulster plantation began on the orders of King James I and the lands of the O'Neills and the O'Donnells were confiscated and given to Scottish and English people. Ireland was unsettled and divided into two parts. The English Crown controlled the area around Dublin, known as the Pale. Irish clans led by local Chieftains controlled the rest of the island.

During the reign of Queen Elizabeth I, the English began a system of Plantations to replace native people with those loyal to the English Crown. The English felt that by creating areas where people obeyed English laws and held English values they could control and civilise the remaining Irish population. Irish clans who carried out raids on English settlements had their lands confiscated and given to English planters.



# What We Built

Many fortifications were built throughout Ireland by the English to protect those loyal to the Crown from attacks by the Irish people. One type of dwelling house was called a Tower House. These were initially built to protect the Pale but later became fashionable throughout the country.

In 1429 King Henry VI paid ten pounds to people to build the towers. These towers were square or rectangular in plan and three to five floors high. They were designed to be easily protected and had small windows. They had a wall walk around the top and extra protection around the main entrance such as a portcullis and sometimes a 'murder hole'; a hole above the door from where defenders could drop hot water or stones on whoever was trying to break in. Although safer than a cottage, living in a Tower House could be quite basic. Many didn't have built-in toilets and the kitchens were outside in a separate building.



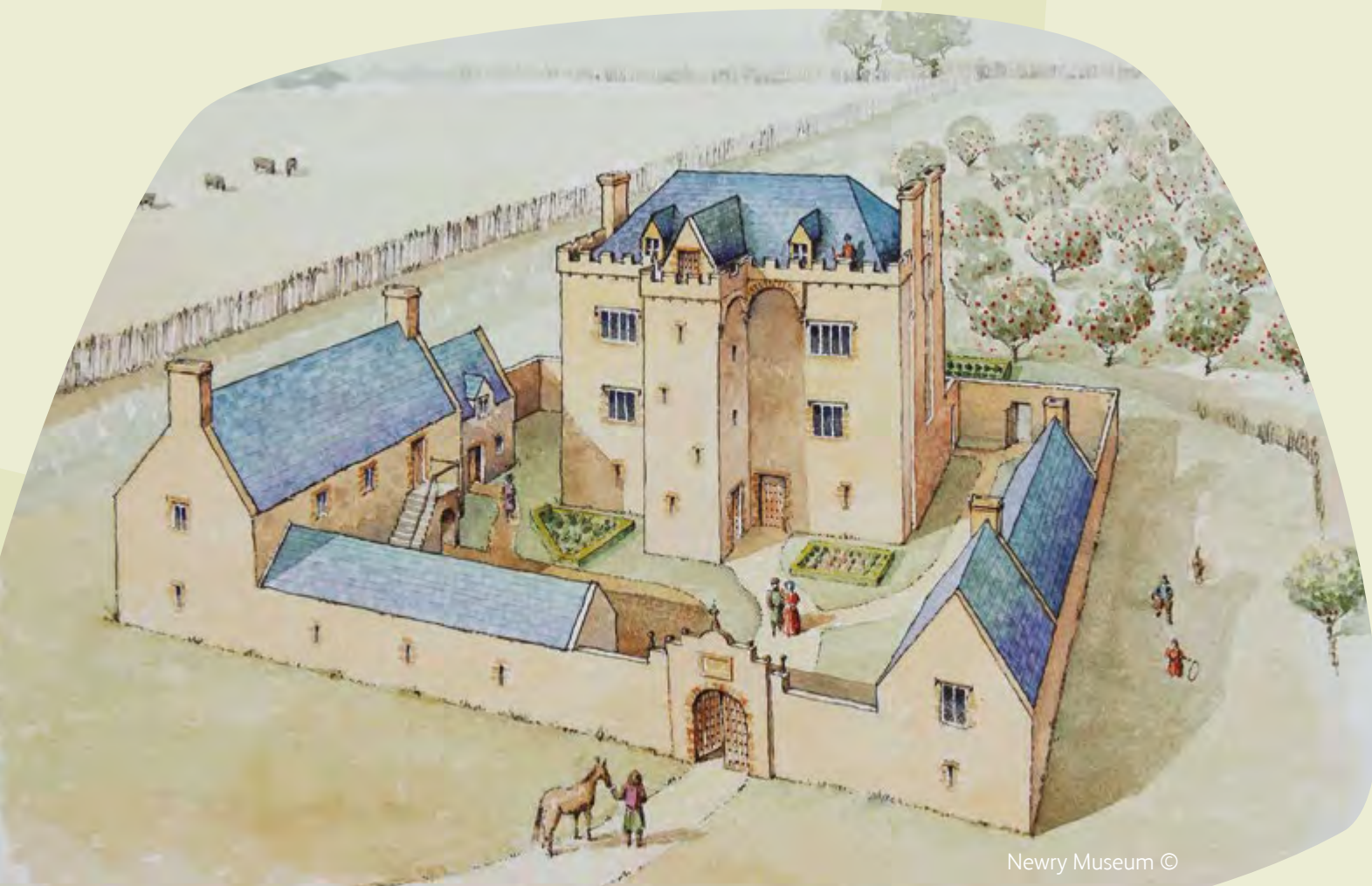
Newry Museum ©

# Bagenal's Castle (Newry Museum)

Bagenal's Castle is a sixteenth century fortified house and adjoining nineteenth century warehouse. The castle was actually "lost" for hundreds of years; it had survived enveloped inside the old McCann's bakery on Abbey Way, Newry. It was rediscovered in 1996 and was restored and preserved and now houses Newry and Mourne Museum.

During restoration work on the Castle, archaeologists uncovered many original features including fireplaces, windows, doorways, gun loops and a bread oven. Interpretation panels now explain these features for the visitors and beautiful drawings have been created to illustrate how the various living quarters of the castle would have functioned in the sixteenth century.

Although Bagenal's Castle was built before 1600 (in the 1560's) and is not technically a Plantation era building, Bagenal was given to the "Newry colony" as a reward for services to the crown and it was a precursor to the main Plantation of Ulster. The way the people in the Castle lived and built was similar that of later Plantation times and it later formed the centre of the Bagenal's estates in the Plantation proper.



Newry Museum ©



# Moyry Castle

Moyry Castle was built on a rocky hill in 1601 by Lord Mountjoy to help secure the Moyry Pass or the Gap of the North.

The Gap of the North is an ancient route between the provinces of Ulster and Leinster. The surrounding land was boggy, heavily wooded and mountainous. The wet and forested ground was difficult to move through.

The Gap of the North was narrow but an army could pass through it, making it a very important passage for anyone who wanted to attack or defend the area.

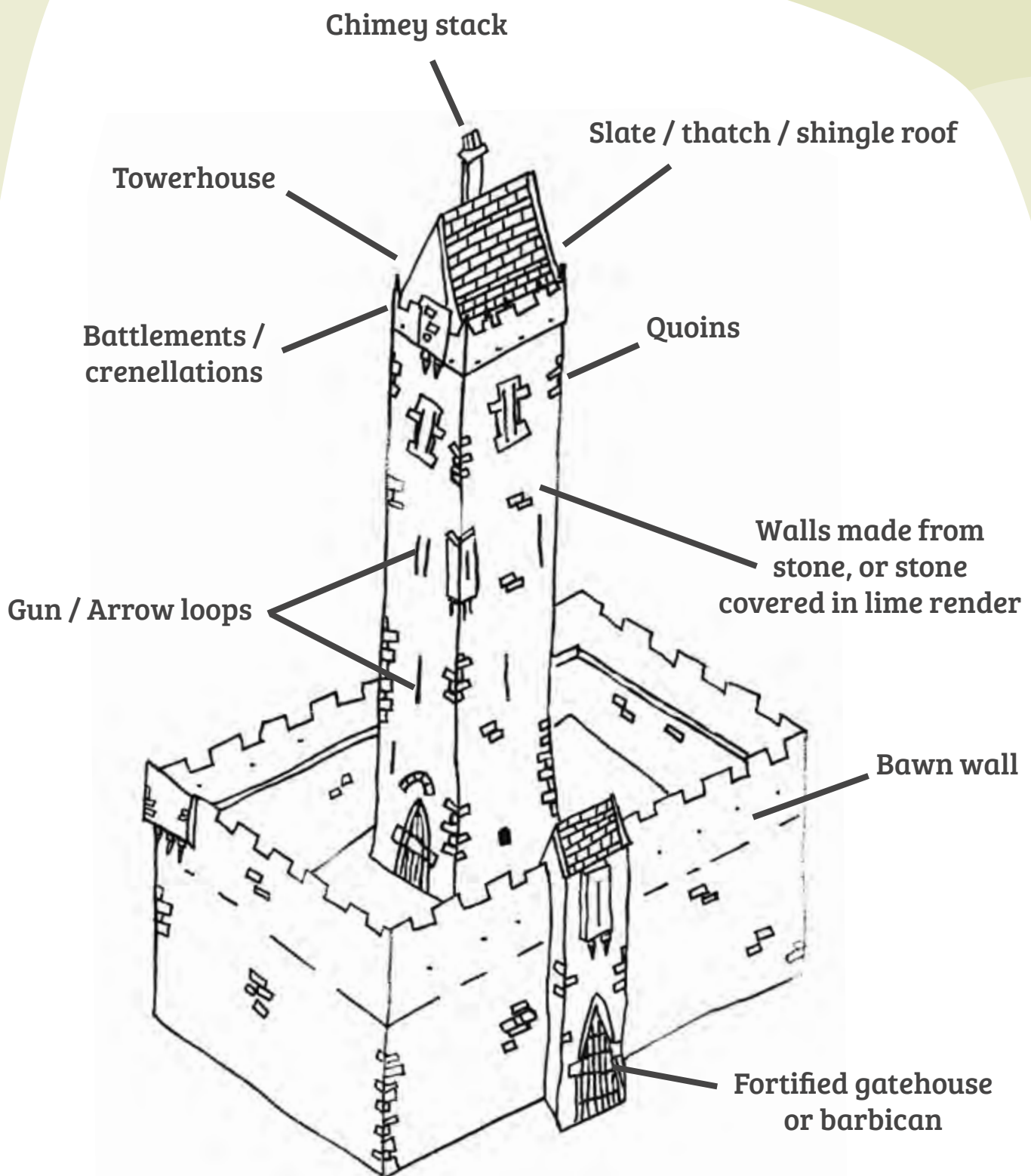
By the 1590s Ulster was the only part of Ireland still outside of English control. Queen Elizabeth sent one of her most ruthless and effective generals, Lord Mountjoy, to remove Hugh O'Neill, the Earl of Tyrone from power. Mountjoy knew that to control the area he had to capture the Moyry Pass.

The Gap of the North was a very strategic area for local clans to protect as it gave them an advantage when fighting the English. Mountjoy ordered his men to cut down the woods surrounding the Gap so nobody could hide in them. He was so worried about keeping his hold on the Gap that he built Moyry Castle in less than a month!

Moyry Castle is a three storey tower with unusual rounded corners. Originally Moyry castle was set inside a small bawn. A bawn is a defensive wall that protected the castle from attack. It also helped to keep animals from straying or being stolen.



It is a very simple castle and it was built so quickly that there are no stairs inside! The living quarters and bedrooms were on the upper floors and would have been reached by a ladder. Even though the castle is a ruin now and little survives inside, the fireplaces and windows on the upper floors show that this is where the soldiers would have lived.





At the very top of the castle is a wall-walk. This parapet is an essential feature for security and defence. A wall-walk was typically set behind battlements and was a wide flat area that soldiers could walk along to keep watch.

Soldiers could also fire shots at people trying to attack the castle from here and be protected by the battlements. The parapet above the entrance to the castle had a drop-hole, where soldiers on the wall-walk could drop missiles and hot water on attackers who were trying to break down the door.

A gun-loop to one side of the doorway protected the entrance. A gun-loop was a thin opening in a castle wall so soldiers could fire on attackers without being shot themselves.



## **Ardee Court House, Castle Street, Ardee, County Louth**

This castle was built around 1600, and is the most significant fortified town house left in Ireland. It was converted into Ardee Courthouse in 1850.

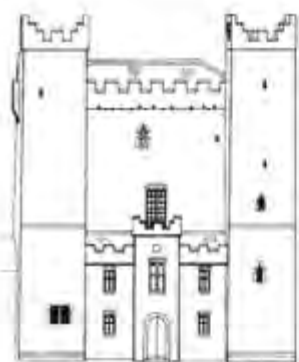
It is four-stories tall, rectangular and built from random rubble limestone. Two projecting turrets face the street and the battlements can still be seen at the top of the castle.

The original entrance was through a doorway beneath a pointed arch by a drop hole similar to the one in Moyry Castle.

## ARDEE

Court-house

Elevation & Section



WEST ELEVATION



SECTION

16th Century  
Modern

As an outpost of the Pale, Ardee was a 'walled town' and defensive. A stone wall was built around the town in the 14th Century to protect it. Rather than having its own bawn, the castle made use of the town's communal defences. The castle was a prison in the 17th and 18th centuries and its high, thick walls and small windows made it very suitable for this use.



### Research

Research other buildings that belong to the plantation period. Use books, websites and ask your parents if they know of any plantation buildings.



# How We Lived

When the Scottish settlers arrived they brought with them new ways of living and trading.

New towns had to be defended to protect those who lived within them from attack. Most had a defensive wall around the town and had a central fortified townhouse in the town centre, such as the one in Ardee.

The English and Scots also brought new architectural styles with them to Ulster. They used timber to build floors and stairways; ceilings were decorated with ornate plasterwork.

## Food

Life was very hard in Ireland in the 17th Century. The countryside was heavily wooded and very boggy. The few small areas suitable for growing crops were used for wheat and oats, as the potato wasn't commonly grown at that time.

Cattle were vital. They were used as currency to pay for goods and as a source of food and clothing. Cows were so important that they were eaten only on special occasions. Instead, people drank milk and ate cheese and butter all made from the cow's milk.

They also made 'bonnyclabber', a strong-flavoured soured milk, similar to yoghurt. Cattle were bled without killing them to make black pudding, blood was also mixed with milk for a nutritious drink.

Sheep were reared to provide wool for clothing and pigs were raised for their meat.

The Gaelic clans had no formal currency. Instead, they used a barter system where people swapped cattle, food and services for whatever else was needed.

# Working

People mostly worked the land by farming. The government wanted the settlers to live together in villages on each estate and not scattered here and there. However, in reality, most of the settlers did not live like this.

The new settlers brought with them new ways of farming such as better ploughs pulled by a stronger breed of horses. Much more land could grow crops. With better harvests the excess produce could be traded or sold between Ulster and Scotland. Farmers now produced extra food to sell at markets and fairs rather than just enough to feed their families.

The English began to plant orchards which created jobs for apple pickers. Field boundaries were built with dry stone random rubble walls or planted hedges to enclose space, rather than the countryside lying open. This enclosure of the land was a lasting change to the landscape that can still be seen today.

## Questions

1. What was the area around Dublin known as?
2. Why was the Gap of the North so important?
3. Who built Moyry Castle?
4. What was Ardee Court House before it was a court house?
5. What did most people work at during this time?
6. What was Bagenal's Castle hidden inside before its rediscovery in 1996?



# Activities

## Activity

Find these words in the word search:

T	H	E	P	A	L	E	A	E	I	T	O
D	F	G	H	D	C	A	T	Q	P	U	J
Q	W	R	B	N	B	M	E	U	E	R	O
W	A	L	L	W	A	L	K	O	O	R	L
T	O	B	E	O	W	R	B	I	N	E	G
Y	X	A	F	E	N	J	I	N	T	T	H
J	G	U	N	L	O	O	P	S	E	S	T
D	R	O	P	H	O	L	E	X	R	S	H
N	N	B	E	L	K	I	N	Z	F	G	I
T	O	W	E	R	H	O	U	S	E	B	T
B	O	N	N	Y	C	L	A	B	B	E	R

The Pale

Towerhouse

Bawn

Wall walk

Drop hole

Gun loop

Turrets

Bonnyclabber

Quoins

Answers to questions: 1. The Pale, 2. For safety, and to provide a vantage point against the attacking English, 3. Lord Mountjoy 4. A castle then a prison 5. Farming, 6. McCann's Bakery.

## Activity

**Make a model of a tower house.**

**Plan out how your tower house would keep you safe. Use the labelled diagram in this section to help you.**

**How many floors would you have? Would you have a murder hole?**

## Activity

**Read the words below and their meanings, then test your partner. Keep a note of your score.**

Word	Meaning
Fortifications	a defensive wall built to strengthen a place against attack
The Pale	a part of Ireland under English control
Tower House	a stone structure built for defence as well as living in
Bawn	a fortified enclosure around a castle
Wall walk	a walkway at the top of the castle wall for soldiers to keep watch
Drop-hole	a gap above the castle entrance where soldiers could shoot attackers or drop hot water on intruders
Gun-loop	a thin angled window to help aim arrow attacks
Turrets	a small tower at the top a wall, or the corner of a wall on a castle
Bonnyclabber	a strong flavoured soured milk
Quoins	masonry blocks at the corner of walls

# Explore Some Plantation Sites

Below are addresses and information for the approved site visits for the Medieval Period. See map on the website [www.ringofgullion.org](http://www.ringofgullion.org) for exact locations of all sites mentioned.



## Moyry Castle

Kilnasaggart Road, Carrickbroad  
Jonesborough  
Newry  
BT35 8JA

**Opening times:** All year

**Price:** Free

**Parking:** No, if travelling by bus it may need to drop children off safely and return at an agreed time.

**Shop:** No

**Refreshments:** No, children would be required to bring lunch

**Toilets:** No

**Visitor Centre:** No

---

## Ardee Court House

Castle Street, Townparks,  
Ardee  
Co. Louth

**Opening times:** Building not open but viewable from exterior.

**Price:** Free

**Parking:** Street Parking is available

**Shop:** In the town Ardee

**Refreshments:** No, children would need to bring lunch

**Toilets:** In town.

**Visitor Centre:** No

---

## Bagenal's Castle

Abbey Street, Ballynacraig  
Newry  
BT34 2BY

**Opening times:** 10am-4.30pm Mon-Sat and 1pm-5pm on Sundays

**Price:** £1 per child for education programme, free for unguided visit

**Parking:** Yes in Lidl carpark next to castle

**Shop:** small gift shop in museum

**Refreshments:** No, children would be required to bring lunch

**Toilets:** Yes

**Visitor Centre:** Yes

# Preparing for your Visit

Included in this section is information on how important the strategic position of Moyry Castle was in the Gap of the North. Children would benefit from learning about the Gap of the North and what fortifications are.

There is also a diagram to identify parts of a tower house which may aid the learning of specific architectural features.

## Activites

- At Moyry Castle measure the perimeter of the castle, and estimate the height of the walls. Use method outlined in Medieval section to calculate height. Draw a detailed diagram of the castle.
- Using the Tower House diagram, play Eye-Spy to identify different features of this fortification.
- Take photographs and stone rubbings to be used in a 'Build It' model of Moyry Castle.
- In Ardee town count how many buildings are historic.
- Spot the difference between old and new windows in Ardee.
- Book an educational visit to Bagenal's Castle and take part in their build a castle workshop.



# Georgian Period

AD 1714 - AD 1830

# Links to the Curriculum

## Language and Literacy

### Talking and Listening

- Listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources.
- Participate in group and class discussions for a variety of curricular purposes
- Know, understand and use the conventions of group discussion.
- Describe and talk about real experiences and imaginary situations and about people, places and artefacts

### Reading

- Listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources.
- Participate in group and class discussions for a variety of curricular purposes
- Know, understand and use the conventions of group discussion.
- Describe and talk about real experiences and imaginary situations and about people, places and artefacts

### Writing

- Express thoughts, feelings and opinions in imaginative and factual writing

## Art and Design

**Develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas**

- Recognise the occurrence of the visual elements within the natural and manmade worlds.

**Evaluate their own and others' work and how it was made, explain and share their ideas, discuss difficulties and review and modify work to find solutions**

- Evaluate the experiences of making work, making considered comments in relation to their own and others' work

# The World Around Us

## Interdependence

- Explore the effects of people on the natural and built environment over time.

## Change Over Time

- Explore how change is a feature of the human and natural world and may have consequences for our lives and the world around us

## Place

- Explore how place influences the nature of life.
- Explore ways in which people, plants and animals depend on the features and materials in places and how they adapt to their environment
- Explore features of, and variations in places, including physical, human, climatic, vegetation and animal life.
- Explore change over time in places

- Discuss and evaluate work produced in co-operation with other pupils, comparing their own contributions to group activities with what other group members have achieved, for example, explain the various roles and how they were allocated, consider how each contributed to the overall success of the work, and how successful the strategies adopted have proved to be.

## Engage with, observing, investigating, and responding to first hand experiences, memory and imagination

- Look at a range of natural and man-made objects, exploring and investigating the characteristics of what is seen by close observation, touch and recording. Discuss what has been seen and handled.
- Visualise, describe and sketch objects, environments, places and entities

## Use a range of media, materials, tools and processes such as: drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction, selecting which is appropriate in order to realise personal ideas and intentions

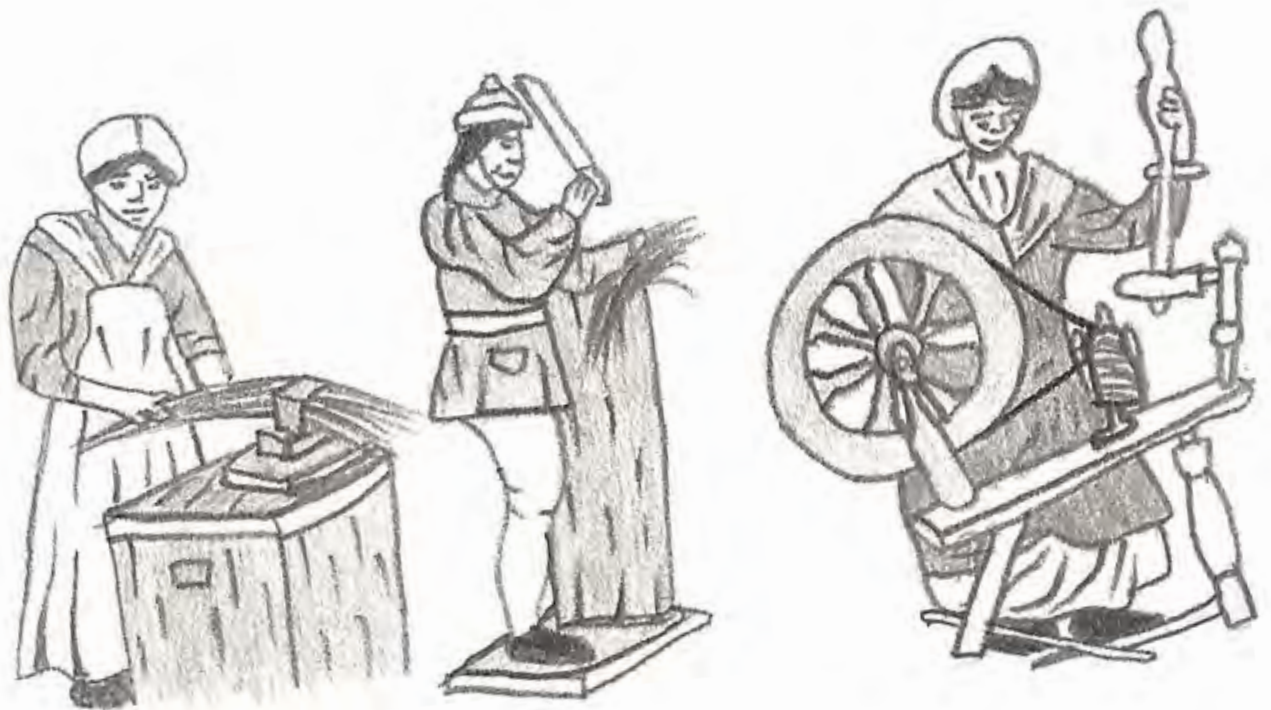
- Use modelling and construction techniques to make three-dimensional work, for example, choose the medium appropriate to intentions when planning how best to realise ideas

# Georgian Period

Linen production was the key to the new wealth of the Georgian Period. The beginning of the Industrial Revolution saw the creation of new machines. These machines could make larger amounts of linen in a shorter time.

Irish-made linen was so popular in other countries that by 1800 half of all exports from Ireland were linen.

The Industrial Revolution changed the landscape and how people worked in our area. At the start of the 18th Century, linen was traditionally hand spun in small quantities, in individual homes. People made enough linen for their families and a little extra to sell at market. Weavers used individual looms worked by hand and people used locally grown flax.





Over the next 100 years, many new mills were built and all the processes of linen making happened on a larger scale, in one place. Houses for the mill workers to live in were built near the mills so that workers could spend as much time as possible working in the mill. The prospect of jobs and new houses were attractive. Many people from rural areas left their villages and moved closer to the mills.

Architecture in Ireland became more sophisticated during this period and embraced Classical architecture. Classical design was greatly influenced by the buildings in Ancient Greece and Italy.

Knowledge of European architecture, art and culture became more popular. Wealthy young Anglo-Irishmen travelled across Europe in what was known as the 'Grand Tour' and wanted to build in the same styles they had seen abroad. The growth of the wealthy merchant class led to the building of many large homes across Ulster.

### Activity

Look at the picture on the left. Discuss with your partner. What do you think these people are doing?

# What We Built

The Industrial Revolution meant that many new types of buildings appeared in Northern Ireland. The invention of new machines changed how people made textiles, corn, flour and wool; buildings were then adapted and designed to suit the new machines.



## Mills

Linen manufacturing involves many stages. These were traditionally all carried out by one family on a small scale in their home as a “cottage industry”. The father would weave the linen yarn into material and sell it. He would train up his sons to do the same. The mother would teach the younger children how to prepare the flax for spinning. She would also be in charge of spinning the flax into yarn and teaching her daughters how to spin.

## Mullaghbane Scutching Mill And Flax Store

Mullaghbane was one of the earliest Scutching Mills in Ireland together with the adjacent flax store. The stone building that can still be seen was the Flax Store. The area around Mullaghbane was the perfect place for growing flax. It was on the outer edges of what would become known as the ‘Linen triangle’. An area of land in between Lurgan, Armagh and Dungannon, that produced the finest linen in Ireland.

The land here was suited for growing flax. After the harvest, the fibre was collected from the local area and stored in the Flax Store. Ireland was the first country in the world to have scutching mills. When scutching became mechanised it was a hazardous job. Large, heavy rollers were used to crush and break apart the flax. These were fast moving and slow to stop if there was an emergency. Scutching mills weren’t pleasant places to work. The air was dusty and there was a real risk of fires breaking out.

The Scutching Mill in Mullaghbane was very busy each autumn. Flax was harvested in July and August each year and left for six weeks to dry out before scutching could take place. As a small village, this meant the local workers could finish any outdoor farm work before moving indoors for a few months over winter to scutch the flax.

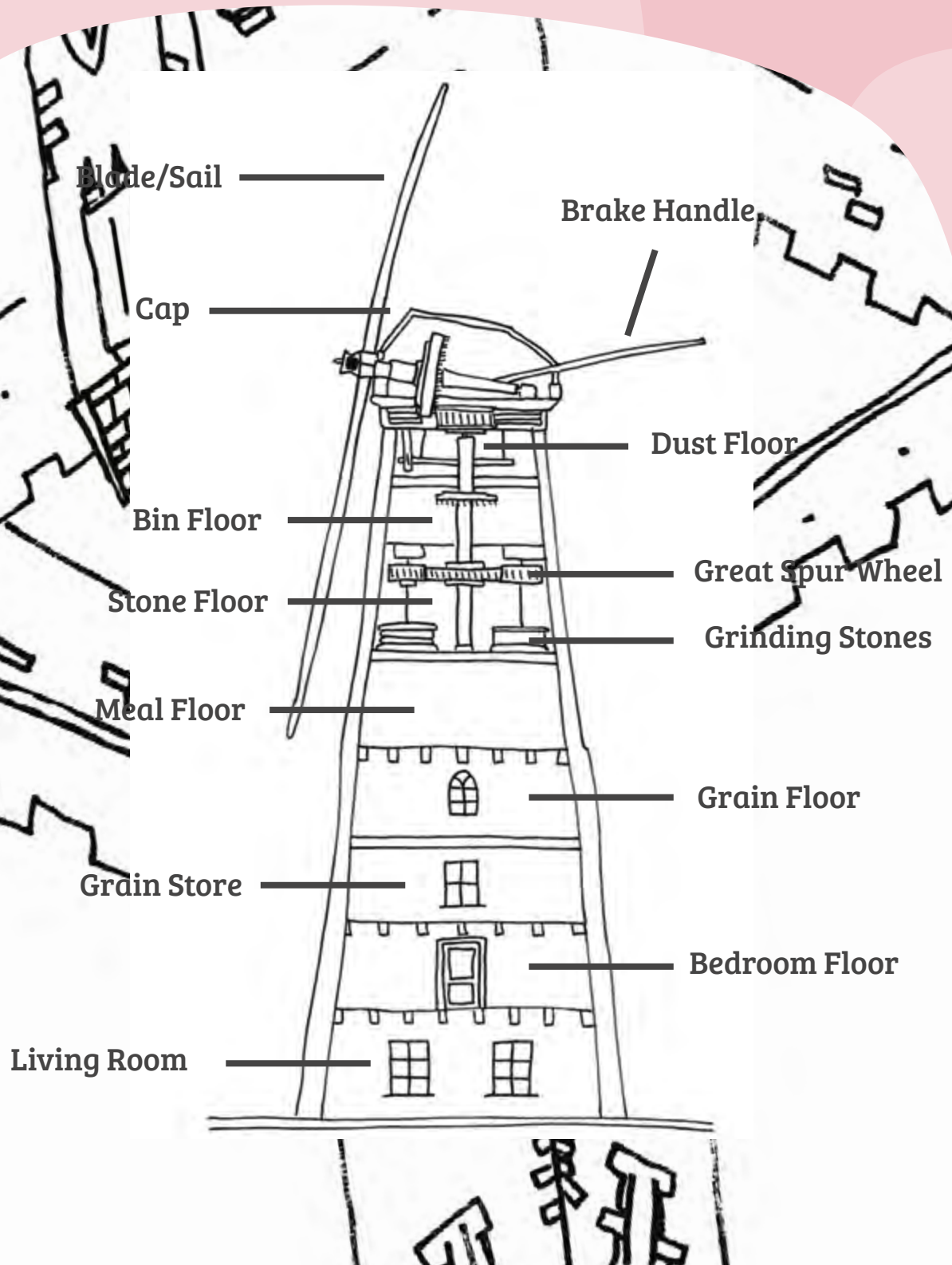
The building is of local stone built in a pattern called random rubble. This means the stones are not cut into rectangles before being used to build the walls. Instead, stonemasons lay them like a giant jigsaw puzzle where the big and little stones fit together. The mill is built over two floors so that it can hold a lot of flax over the winter.





# Windmills

Before the invention of electricity or steam powered engines, some types of mills used the surrounding natural resources to help power the mill. Water mills were built beside streams so that the running water would turn a water wheel which then operated the machinery inside the mill. Windmills were built in wide open spaces and used huge cloth sails to catch the wind and turn the grinding stones inside.





## Research

Look at some windmills online. Discuss how windmills have changed. What do windmills in our landscape look like today? Why are they important? Can you find out if there are any windmills close to your school?

### Seaton Place Windmill, Dundalk, Co. Louth

Seaton Place windmill was built around 1800 and owned by James Kieran. As the wind turned the sails, they turned the grinding stones inside. There were five pairs of stones within the mill which ground flour, oatmeal and Indian corn. The mill was closed down in 1855 but is still an important landmark in the local area and the surrounding roads are called Windmill Court and Mill Street.



This windmill has sadly lost its sails, but the eight storey high random rubble stone walls give an idea of how huge the mill would have been. The window openings were surrounded by red brick. Brick was used as it was easier to make a straight-edged window opening out of rectangular bricks than random stones. There are two doorways and many small holes on the outside of the windmill half way up. These show where a wooden walkway was built to let people walk around the outside of the mill. There was probably too much machinery inside to walk across the floor.

## Activity

Design a poster showing how windmills have changed from the Georgian Period to today. Think about how their use has changed and show that on your poster.

# What We Made

## Linen From Flax Plant to Cloth

It took a lot of hard work and a long time to make the flax into beautiful linen. Irish linen accounted for about half of Ireland's total exports at this time and was sent to Britain and even as far away as America.



Flax

Linen



### Did You Know?

The flax seeds are sown in the first two weeks of March and 100 days later the flax crop is harvested.

The time that the harvest occurs is vital to the condition of the linen. If the flax is collected a few days after flowering the linen will be very fine and will shine, the longer the flax is left the coarser the fibre.

### Rippling & Retting

‘Rippling’ is when the seeds are removed from the flax by combing it. Once all the seeds are detached, the lengths of flax are tied together and put into shallow pools of water. The flax stays in the water for a few weeks to break down the outer woody parts, this is called ‘retting’.

### Research

Watch this YouTube video on rippling and retting:  
<https://youtu.be/Yw1eXl9lh3o?t=5m3s>

### Scutching and Hackling

‘Scutching’ is the process used to remove the linen fibres from the woody flax. Traditionally scutching was done by hanging lengths of flax up and scraping a knife down the flax fibres to pull them away from the stalk. The fibres are then combed out which is called ‘hackling’.

## Research

**Watch this YouTube video on scutching:**

**<https://youtu.be/IXoSpLsGMQs>**

**Watch this YouTube video on hackling:**

**<https://youtu.be/WOpETzPmH8A>**

## Spinning and Weaving

The individual threads are spun together to create linen yarn. A loom was used to weave the fabric. When the demand for linen rose, the invention of new, faster machines changed linen making. The industry moved from people's homes to larger purpose-built mill buildings. Switching from hand production to mechanical production meant that people had to learn many new skills quickly. Children could now get a job at the new mills.

The Linen Board was responsible for setting up spinning schools throughout Ireland. The local landowner ran these schools for the Linen Board. The landowner provided the building, materials and a teacher. In return, they could keep the profit on any yarn spun in the school. The parents of the children in the spinning school received money each week from the Linen Board for their child's food and clothing.

## Activity

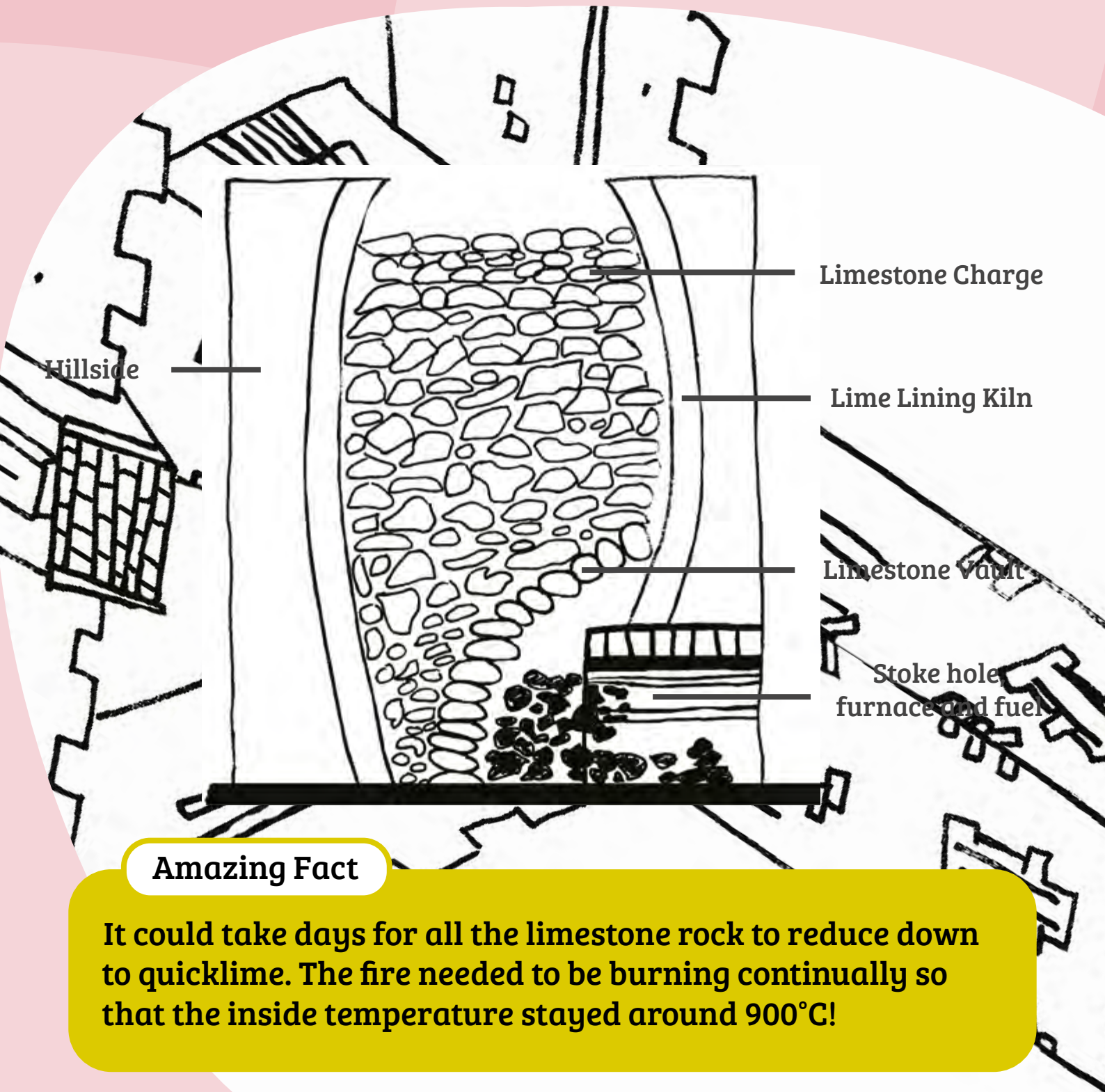
**Look at the picture at the start of this chapter again. Discuss with your partner. Do you have a clearer idea of what the workers are doing now?**

**Why not grow your own flax in the school garden or even in a window box or pots and have a go at making your own linen fibre. (Plant seeds mid-March harvest in mid-June ) Go to [wildfibres.co.uk](http://wildfibres.co.uk) then find the plant fibres tab and look for growing and processing flax or type this link into your search engine: <https://goo.gl/ac4QXn>**



# Making Lime in Kilns

Lime Kilns were used to turn limestone rock into quicklime by burning it. Quicklime was a valuable ingredient for building mortar and was also used by farmers on their soil to help crops to grow better. Lime was also used as a mortar and to stabilise mud floors. Kilns were prominent in 18th Century villages as they were a source of employment for local people and were a sign of wealth in an area.



## Amazing Fact

It could take days for all the limestone rock to reduce down to quicklime. The fire needed to be burning continually so that the inside temperature stayed around 900°C!

## **Whitestone Lime Kiln, Co. Louth**

This lime kiln was built around 1820 and is a freestanding lime kiln built into the hillside behind it. It is made from random rubble stone and has an arched opening at the base. This opening is lined with bricks. The smooth edges of the bricks show that they were made in a brickworks rather than locally made by hand.



### **Research**

You have learned about how linen was made, how windmills helped us to process grain and oats for flour and bread, and how limekilns helped us to farm in the Georgian Period.

Can you find out how these activities are done today? What are the differences between the Georgian Period and today?

Choose one industry to research: Textiles, food processes or lime production.

# How We Lived

Life was very different in the Georgian Period. People lived without many of the comforts and conveniences we take for granted today, like running water and electricity. Travelling long distances on foot was not possible, so homes had to be close to natural resources such as rivers or lakes for water and land that could be farmed or used for grazing animals. Travelling between places was also difficult and expensive. Therefore, only the very wealthy could use materials from far away to build their homes. Most building materials had to be grown or quarried very locally.

## Living in a Thatched Cottage

One type of house people lived in is called a thatched cottage. These types of building used to be a common sight in the Georgian landscape. A family traditionally constructed a thatched cottage out of locally gathered material.

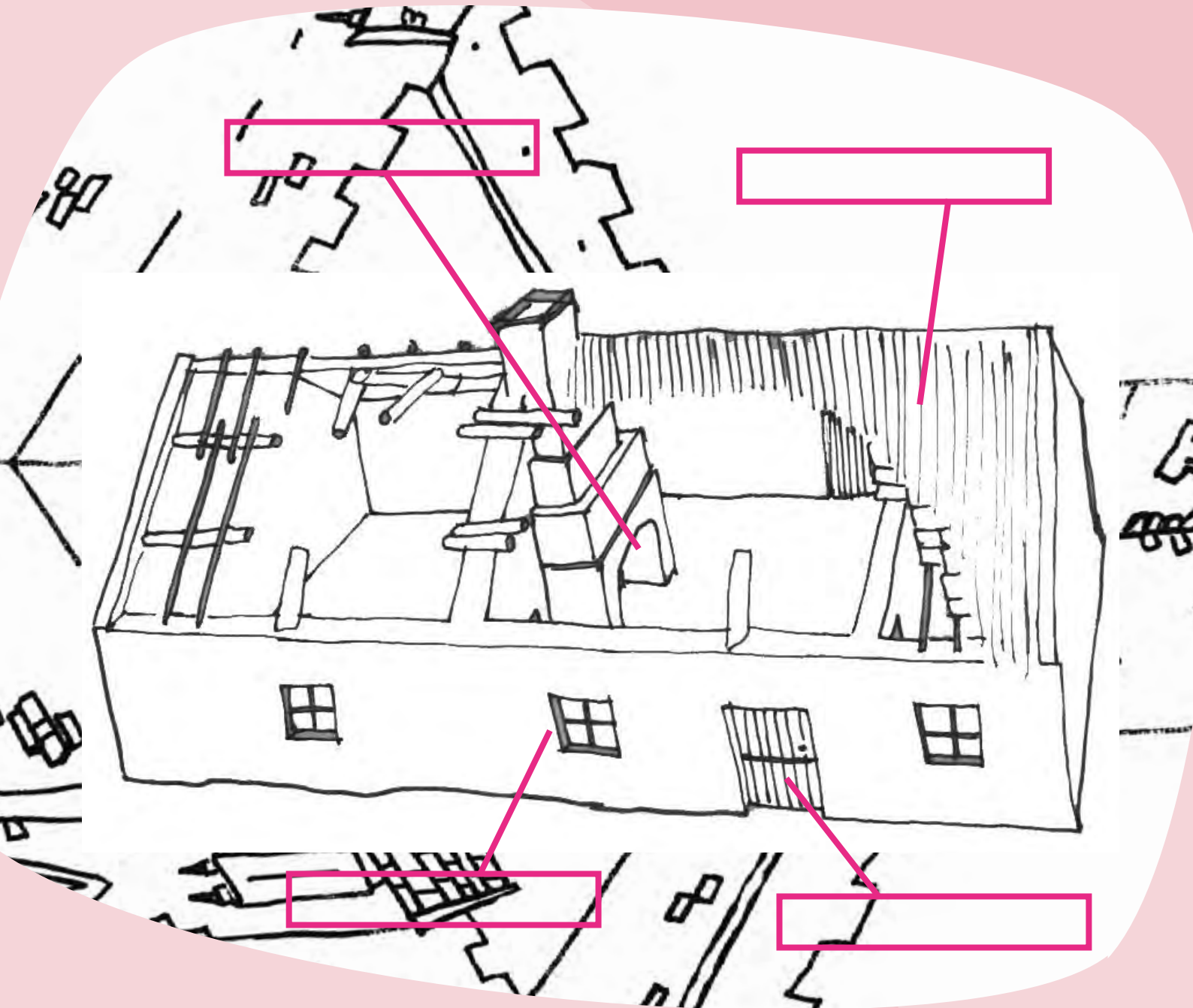
Usually, it was a simple rectangular shape with three rooms inside designed around a central fireplace. The walls were made of random rubble which was then lime washed to protect it from the weather. The windows and doors were wooden. The windows in the cottage are tiny, although light couldn't get in, heat couldn't get out, which was more important.

The main door was split into two sections called a 'half door'. The top part could be opened to let in light and air while the bottom half stayed closed, keeping the animals out.

The roof was made from wooden beams probably gathered from trees near the cottage and then covered in thatch. Thatch was the most common roofing material throughout rural Ireland.

Plants used for thatching grew locally, and were harvested and processed easily. Thatch would then provide a waterproof, weather tight roof covering. Flax, rye, oat straw, reeds, rushes and tough grasses have all been used as thatching materials, depending on what was locally available.





### Activity

On the diagram of the thatched cottage above, label the different features the building has.

What materials do you think these features made from? The door? The walls? The roof?



## **Hearty's Cottage / Redfella's Bar**

There are a few thatched cottages in the area but none are open to the public as they are private residences. Hearty's Cottage in Glassdrummond near Crossmaglen has been converted to a pub and the owners are happy to welcome visitors outside opening hours by prior arrangement.



In line with many thatched buildings of the period, Hearty's Cottage is now partially slated, however, the buildings are grouped around a farmyard and will show the size and shape of thatched buildings of the time. It is an excellent example of how older buildings can be adapted and updated to suit new situations.

To explore the interior of a real thatched cottage of this period a visit to The Folk and Transport Museum in Cultra is a great educational trip.

Thatching has become a specialised and rare skill. There is less demand for it now that we have other materials to use on roofs such as tiles and slates. There are fewer than 150 thatched cottages left in Northern Ireland and very few thatchers.

Three or more generations of a family could share one house. The family would have spent most of their time in the main central room around the fireplace. The main room was the heart of the home and served as a kitchen, living room and dining room. The large fire (hearth) was the only source of heat in the house. Two or three bedrooms led off this central space.

The family would gather each morning to light a fire in the fireplace to heat water to wash and then cook their food. All the food they ate had to be grown, harvested, reared, caught or bartered. There were no supermarkets to go and buy what you needed and a lot of work was required to get enough food.

Iron pots hung over the fire on a metal crane arm for cooking food and boiling water. The cookfire would need to burn continuously throughout the day. Gathering firewood or turf was an essential daily task.

The furniture was simple and scarce. Furniture was made by local craftsmen or the family themselves. Inside, the floor was made of mud and covered in straw or even had simple clay quarry tiles laid over it.

### Activity

Imagine you lived in a thatched cottage during the Georgian period. Write about a day in your life. What work do you do? What is life like in the cottage?

## **Derrymore House**

Though it has a thatched roof, Derrymore House is not a typical thatched cottage. It was built near Bessbrook, sometime before 1787 by the Rt. Hon Isaac Corry who was MP for Newry and Chancellor of the Irish Exchequer. While most thatched cottages were small, domestic and functional (or vernacular), Derrymore House was designed to look like a vernacular building but at the same time show off the wealth of the owners.



photo of Derrymore House by Alan Hopps

The main differences between cottages like Hearty's cottage and Derrymore House are their sizes and the number of windows.

In the Georgian period, glass was expensive to make. Additionally, the introduction of a window tax meant the more windows a building had, the more tax the owner had to pay to the government. Having many windows was a sign of wealth and that you could afford to pay the fee.



Having lots of windows had other advantages too. Without electricity, the only way to light the inside of a house was with oil lamps and candles. Both were expensive and left soot marks behind on the walls and furniture. Having many large windows let in lots of light meaning that people didn't need to burn candles and lamps during the day. Some large Georgian Buildings had fake windows painted on, so the owner could pretend that he could afford the tax.

The thatch used on Derrymore House is unique in style. Reeds from Norfolk, in England, were used in the 1950s. But these were replaced with local Northern Irish thatch in 2003 when it was rethatched with both water reeds and wheat straw.

Derrymore House is an important building historically as well as architecturally. Derrymore was donated to the National Trust in 1952 and the grounds of the house are now open to the public. From Derrymore, you can also gain access to the Quaker Graveyard where the Richardsons of Bessbrook are buried.



## Georgian Armagh

The growth of the merchants and their increasing wealth resulted in more houses built of stone and also a revolutionary new material – brick. The bricks were made in local brickworks. The houses were usually three stories high. Sash windows, that moved up and down, replaced the timber casements and were set flush with the outer face of the brickwork. They had solid frames divided into small panes with heavy moulded glazing bars. The windows were tall and narrow. The terraces of Georgian houses around Armagh Mall are particularly good examples of late Georgian Classicism. Their windows are much bigger than earlier Georgian housing and the detailing is finer.



# Activities

## Activity

Find these words in the word search:

R	E	V	O	L	U	T	I	O	N	Z
G	R	A	N	D	T	O	U	R	Y	U
E	R	E	T	T	I	N	G	Z	A	O
O	J	V	J	N	L	I	N	E	N	I
R	V	E	R	N	A	C	U	L	A	R
S	C	U	T	C	H	I	N	G	I	N
B	I	N	D	U	S	T	R	I	A	L
T	V	H	A	C	K	L	I	N	G	O
T	H	A	T	C	H	C	W	R	N	E
R	I	P	P	L	I	N	G	R	S	E
O	U	I	O	E	F	L	B	T	E	A

Industrial

Linen

Grand tour

Revolution

Rippling

Retting

Scutching

Hackling

Thatch

Vernacular

## Questions

1. What was the main industry in Northern Ireland?
2. Which countries did Classical Architecture come from?
3. When young gentlemen went to Europe to learn about art and culture, what was this known as?
4. Can you describe what rippling and retting is when cultivating flax?
5. Can you describe scutching and hackling?
6. What material was commonly used as a roofing material throughout Ireland?
7. How many rooms would a traditional thatched cottage have had?
8. What other special features did a thatched cottage have? Think about the walls, windows, and doors.
9. What do you think daily life would have been like living in a thatched cottage?
10. Can you identify differences between a simple cottage like Leo's Cottage and Derrymore House?

Answers to questions: 1. Linen, 2. Ancient Greece and Italy, 3. The Grand Tour, 4. Rippling is when the seeds are removed from flax by combing it. Retting is when lengths of flax are tied together and put in shallow pools for a few weeks to allow the outer woody parts to break down, 5. Scutching is the process used to remove linen fibres from the woody flax, and hackling is the combing out of the fibres, 6. Flax, rye, oat straw, reeds, rushes and tough grasses 7. three, 8. A half-door, small windows, stone walls, 9. Any appropriate answer, 10 Any appropriate answer.

### Activity

Can you plan and build a model of a traditional thatched cottage? In pairs or small groups plan what the landscape and surrounding grounds would look like.

- Plan what the exterior of the cottage will look like, and what traditional materials would be used.
- Plan the inside of the cottage. What are the important features inside? Think about what furniture would have been used.

### Activity

Read the words and their meanings, then test your partner. Keep a note of your score.

Word	Meaning
Industrial Revolution	a period between 1700 and 1800 when industry and technology made significant leaps forward
Linen	a cloth made from flax
Architecture	the art of designing and constructing buildings
Grand tour	travelling around Europe in the 17th Century, usually done by young men
Rippling	rippling is when the flax is combed to remove the seeds
Retting	when flax stays in the water for a few weeks to break down the outer woody parts
Scutching	the process used to remove the linen fibres from the woody flax
Hackling	the process after scutching where the fibres are combed out
Thatch	a roof covering made from straw or reeds
Vernacular	domestic and functional style of buildings

# Explore the Georgian Period

Below are some suggested site visits to explore the different buildings of the Georgian Period. See map on the website [www.ringofgullion.org](http://www.ringofgullion.org) for exact locations of all sites mentioned.



## Hearty's Cottage / Redfella's Bar

51, Lurgan Rd Glasdrumman,  
Crossmaglen  
County Armagh

**Opening times:** Pub opening hours but contact Redfella's Bar through their facebook page to organise a visit during school day

**Price:** None  
**Parking:** Yes  
**Shop:** No  
**Refreshments:** No, children would be required to bring lunch  
**Toilets:** No  
**Visitor Centre:** No

---

## Derrymore House

Camlough Road, Derrymore,  
Bessbrook  
Newry  
County Armagh

**Opening times:** Grounds open all year. Treaty room only opens on specific dates

**Price:** Costs may apply, please contact the National Trust. Telephone Number: 028 8778 4753  
**Parking:** Yes  
**Shop:** No  
**Refreshments:** No, children would need to bring lunch  
**Toilets:** No  
**Visitor Centre:** No

---

## Mullaghbane Flax Store

7 The Valley, Mullaghbane  
Mullaghbane  
County Armagh

**Opening times:** Outside access only. All year.  
**Price:** Free

**Parking:** Available at the community centre across the road  
**Shop:** No  
**Refreshments:** No, children would be required to bring lunch  
**Toilets:** No  
**Visitor Centre:** No



## Armagh Robinson Library And No. 5 Vicar's Hill and Cathedral

43 Abbey Street  
Armagh  
BT61 7DY

**Opening times:** various times, booking required  
028 37523142

**Price:** Great free educational tour of Georgian buildings in the City of Armagh

<https://goo.gl/QEEjzR>

**Parking:** At the Cathedral

**Shop:** No

**Refreshments:** No, children would be required to bring lunch but a meal room is available with Fridge and tea and coffee for teachers

**Toilets:** Yes at all sites on tour

**Visitor Centre:** Yes

---

## Ulster Folk and Transport Museum

153 Bangor Rd.,  
Ballycultra,  
Cultra,  
Co. Down,  
BT18 0EU

**Opening times:** 10.00am to 16.00pm (except Mondays)

**Price:** £4.50 (teachers free) pre-booking required

**Parking:** Yes

**Shop:** Yes

**Refreshments:** No, children would need to bring lunch

**Toilets:** Yes

**Visitor Centre:** Yes

# Preparing for your Visit

Children will get the most out of their visit if they carry out some preparatory classroom work beforehand.

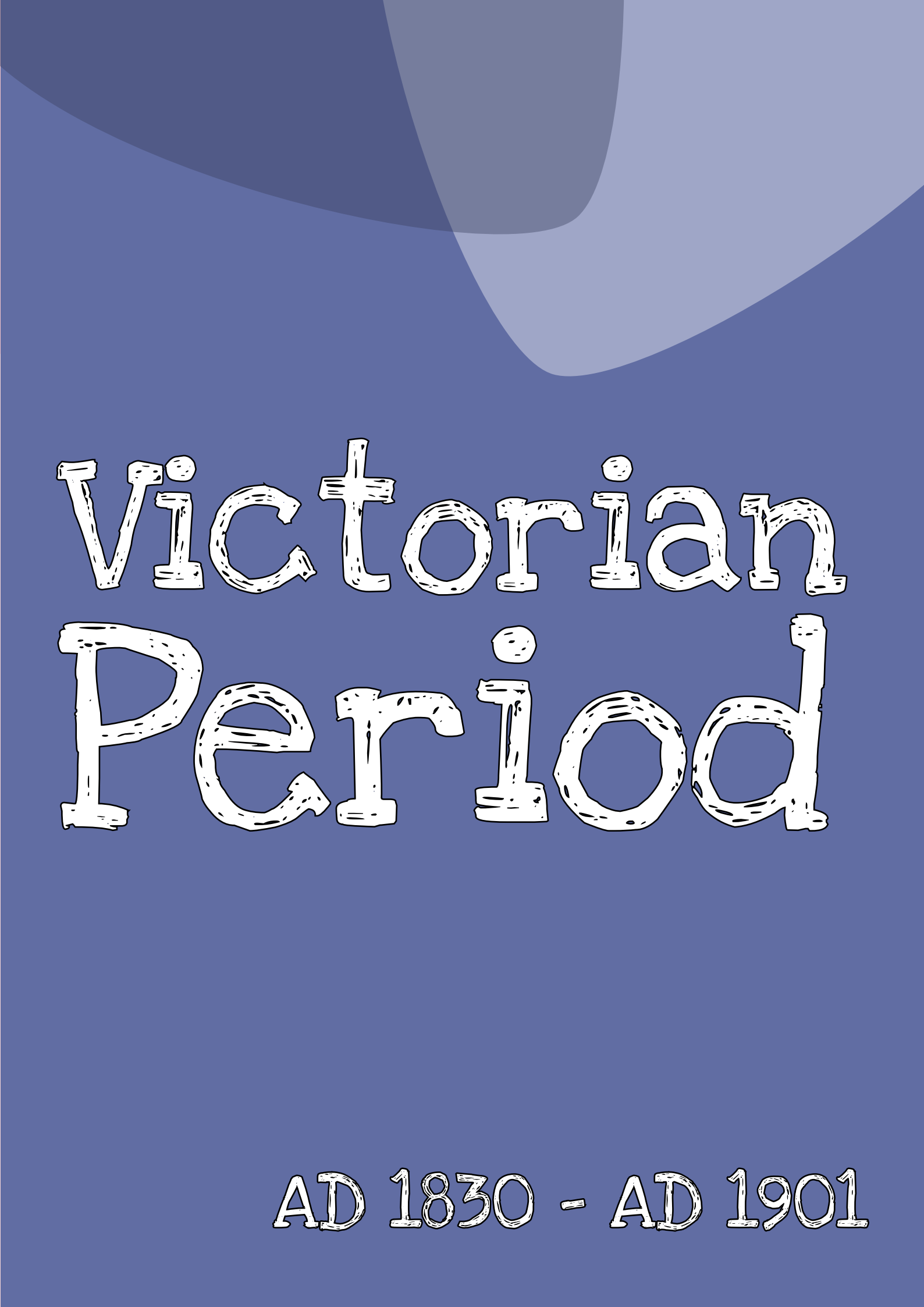
- Look at the differences between a traditional thatched workers' cottage and Derrymore House, and how they differ although both are thatched cottages
- Find out about Georgian architectural style and how these techniques have changed over time. Go to the website [www.homesthroughtheages.com](http://www.homesthroughtheages.com) click on Resources and go to Georgian Homes ([goo.gl/okb6Vc](http://goo.gl/okb6Vc)).

## Activites

Within the Georgian Period of this education pack, a classroom activity involves making a model of a thatched cottage.

What to do:

- Count how many windows Derrymore house has
- Discuss in pairs what type of person or people would have visited Derrymore House
- Sketch a traditional thatched workers' cottage to help you build a model of the cottage back in the classroom
- Talk about what is different between a traditional thatched workers' cottages and their own home
- Identify the materials used to build Mullaghbane Flax Store and make a drawing of the outside
- Take part in a free educational tour in Armagh visiting Robinsons library, No 5 Vicars Hill and the Cathedral



# Victorian Period

AD 1830 - AD 1901

# Links to the Curriculum

## Language and Literacy

### Talking and Listening

- Listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources.
- Participate in group and class discussions for a variety of curricular purposes
- Know, understand and use the conventions of group discussion.
- Describe and talk about real experiences and imaginary situations and about people, places and artefacts
- Participate in a range of drama activities across the curriculum
- Improvise a scene based on experience, imagination, literature, media and/or curricular topics

### Drama

- Develop their understanding of the world by engaging in a range of creative and imaginative role-play situations.
- Explore a range of cultural and human issues in a safe environment by using drama to begin to explore their own and others' feelings about issues, and by negotiating situations both in and out of role
- Develop a range of drama strategies including freeze frame, tableau, hot seating, thought tracking and conscience.
- Develop dramatic skills appropriate to audience, context, purpose and task by exploring voice, movement, gesture and facial expression through basic exploration of a specific role, and by structuring dramatic activity to make meaning clear for a chosen audience.



## **Reading**

- Listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources.
- Participate in group and class discussions for a variety of curricular purposes
- Know, understand and use the conventions of group discussion.
- Describe and talk about real experiences and imaginary situations and about people, places and artefacts
- Participate in a range of drama activities across the curriculum
- Improvise a scene based on experience, imagination, literature, media and/or curricular topics

## **The World Around Us**

### **Interdependence**

- Explore the effects of people on the natural and built environment over time.

### **Change Over Time**

- Explore how change is a feature of the human and natural world and may have consequences for our lives and the world around us

### **Place**

- Explore how place influences the nature of life.
- Explore ways in which people, plants and animals depend on the features and materials in places and how they adapt to their environment
- Explore features of, and variations in places, including physical, human, climatic, vegetation and animal life.
- Explore change over time in places

## **Art and Design**

**Engage with, observing, investigating, and responding to first hand experiences, memory and imagination**

- Look at a range of natural and man-made objects, exploring and investigating the characteristics of what is seen by close observation, touch and recording. Discuss what has been seen and handled.
- Visualise experiences of the real world and imaginative worlds when talking about memories, reminiscences, fiction, fantasies and dreams
- Visualise, describe and sketch objects, environments, places and entities

**Use a range of media, materials, tools and processes such as: drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction, selecting which is appropriate in order to realise personal ideas and intentions**

- Use modelling and construction techniques to make three-dimensional work, for example, choose the medium appropriate to intentions when planning how best to realise ideas

**Develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas**

- Recognise the occurrence of the visual elements within the natural and manmade worlds.

**Evaluate their own and others' work and how it was made, explain and share their ideas, discuss difficulties and review and modify work to find solutions**

- Evaluate the experiences of making work, making considered comments in relation to their own and others' work
- Discuss and evaluate work produced in co-operation with other pupils, comparing their own contributions to group activities with what other group members have achieved, for example, explain the various roles and how they were allocated, consider how each contributed to the overall success of the work, and how successful the strategies adopted have proved to be.

# Victorian Period



The Industrial Revolution brought a new way of living and a modern style of housing to Ulster; this new style followed the example of canal companies who built cottages for their lockkeepers. A lock is a device used for raising and lowering boats, and ships between stretches of water of different levels on river and canal waterways. Lock keepers operated these locks and were provided with housing near the canal so they could be readily available.

The owners of new industries such as mills and railways built small terraces of houses close to the mill for their workers. As these sectors grew they provided new challenges for architects and engineers, because houses, factories and mills were springing up and other structures such as roads, bridges and ports were needed to be built to transport the goods being produced.

# What We Built

Bessbrook Village is a great example of a village formed by the Industrial revolution in the 19th Century. It was founded in 1845 by the Richardson family to house the people who worked in their linen mill.

Bessbrook linen was known as some of the finest in the world. Most people living in Bessbrook worked at the mill. The linen industry boomed in the 1860s as the American Civil War led to a shortage of cotton. Linen production increased to fill the gap.

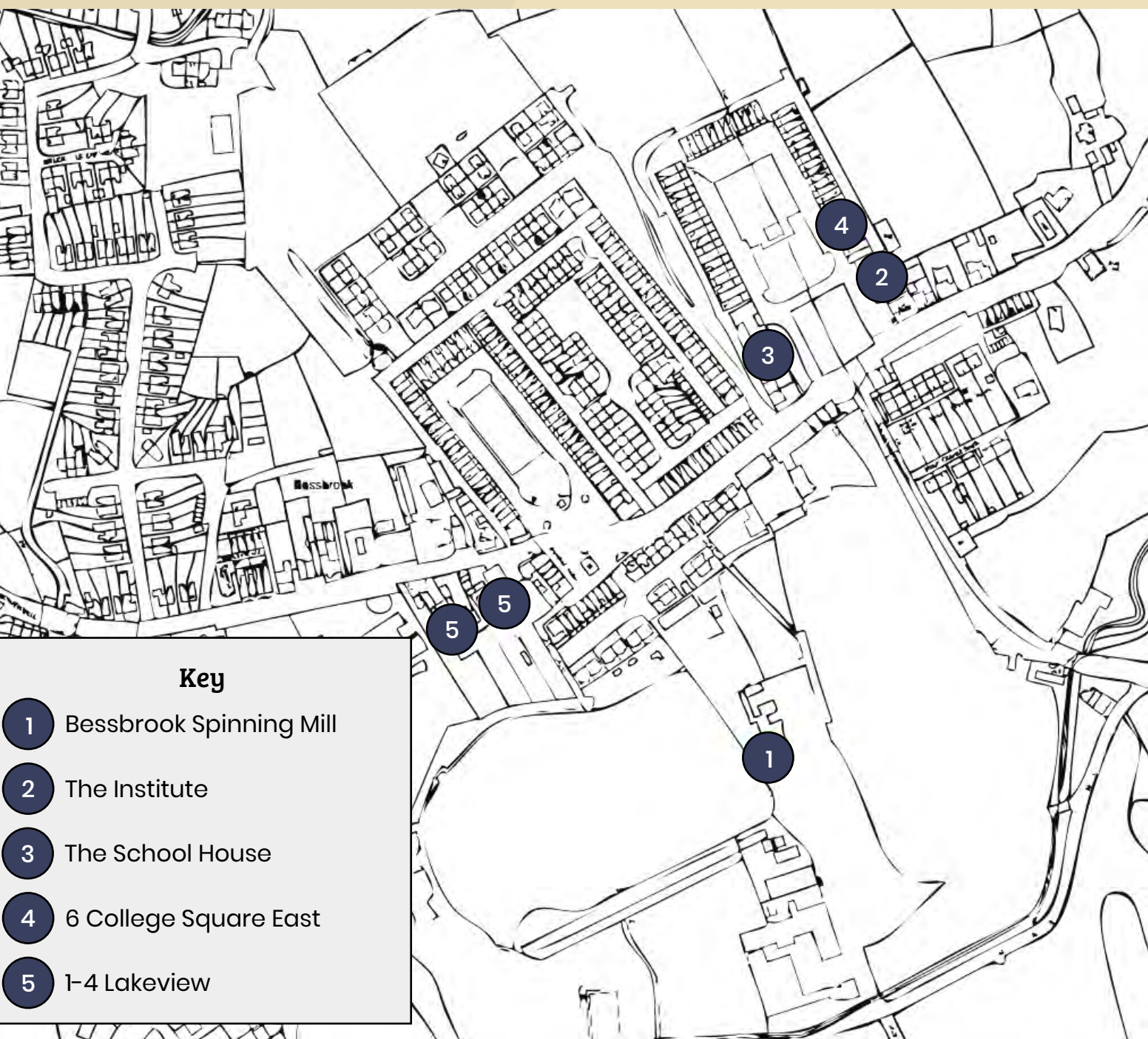
The area surrounding the mill was perfect for the production of linen. It was close to the Camlough River which powered the machinery through the Bessbrook pond. There was also excellent agricultural land for growing flax. The mill used large quantities of locally grown flax and turned it into beautiful linen.

Bessbrook was designed as a 'model village'. A model village was part of a social experiment in the 19th Century. This experiment used architecture and design to try and improve people's lives. They created villages with high-quality housing and facilities for the working class community, such as schools and libraries.

Usually, a model village was built by wealthy factory owners or landowners to house their workers. That way they would create a self-contained community.

Bessbrook was designed to have spacious streets and open green spaces for the people who lived there to use. The tenement houses built for the workers were made out of local granite. Each house was designed with an allotment garden so that every family could grow their own vegetables.





### Key

- 1 Bessbrook Spinning Mill
- 2 The Institute
- 3 The School House
- 4 6 College Square East
- 5 1-4 Lakeview

### Activity

Look at the map. Discuss with your partner what you think all the buildings might be.

# Model Villages

One of the most famous model villages is Bourneville in England which was founded by the Cadbury family to house the workers from their chocolate factory.

They wanted to create a village which would 'alleviate the evils of modern, more cramped living conditions'. The Cadburys were keen to make sure their workers were fit and healthy because they were able to work harder. They built parks and recreation areas in the village to encourage walking, swimming and outdoor sports.

Although Bourneville is better known than Bessbrook, Bessbrook was actually built 30 years earlier! The design of Bessbrook influenced the design of the Cadbury family's Bourneville.





Like the Cadburys, John Grubb Richardson, the owner of Bessbrook mill and the founder of Bessbrook village, was a Quaker. Quakers are members of a Christian group who are devoted to peaceful principles. He designed Bessbrook guided by the philosophy of the 'Three P's'. The Three P's stood for no public houses, no pawn shops and no police stations in the village.

He hoped that by removing the public houses and creating a place where people would be happy to live there would be no need for police in the village. Even today there are no public houses in the village. The Richardsons also built a school, a butcher's shop, a dairy, a savings bank, a dispensary, a village hall and several churches to provide the workers with what they needed, not just to survive, but to have a good quality of life.

### Activity

In pairs talk about how you would design your own model village. Make a list of everything you think a village would need to provide for the people who live there. Then draw a plan of your model village. Remember to think about all the members in your community. What would children like? What would adults like? What about old people?

## 1886-7 The Institute, Bessbrook

The Bessbrook Institute is the most significant building in Bessbrook after the mill. The size of the building is an indication of how important it is to the village. It was built from locally quarried blue granite between 1886 and 1887. The motto carved on it says:

**'In essentials: Unity, in nonessentials: Liberty, in all things Charity.'**

The windows frames are granite and the roof is made of a type of slate called a 'Bangor Blue' which comes from Bangor in Wales. Local architect William Watson designed the Institute in an architectural style called 'Gothic Revival'.



**This building was designed as a community centre for the people of Bessbrook. It was originally one of the largest assembly halls in Northern Ireland and could seat over 1000 people. It also contained a library, billiards room, lecture room and a newsroom which held all the latest newspapers.**

**The Institute was built on the request of Richardson's workers. To avoid any one worker getting in trouble for starting the petition, each worker who supported the idea carved their names around the edge of a wooden plaque so no one would be able to tell who signed it first!**

**Unusually, the founders of Bessbrook encouraged the workers who lived there to elect their own committee to oversee the running of the community centre. Mill owners generally didn't treat their workers well. So the Richardson's investment into the education and well-being of their workers was very unusual. For example, The Spinning Company established a dispensary in the village where a doctor and nurse, employed by the company, would give medical advice and dispense medications to the workers.**

**After the mill closed in 1972, the Institute became run down. In 1988 it was restored with Heritage Lottery Fund support and is now used as the local town hall.**





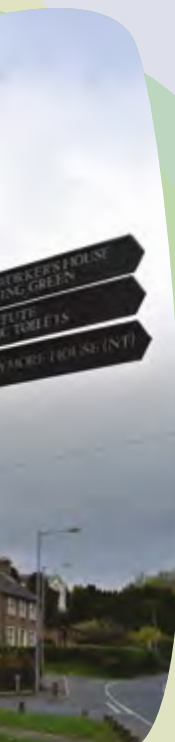
# How We Lived

Mill workers in the early 19th Century often lived in challenging and unhealthy conditions. Poor sanitation, small houses and overcrowding meant that diseases spread very quickly. Without cars, it took a long time to travel between the mill and home so many people lived within a few minutes' walk from where they worked. Lots of people moved from the countryside to the town to try and find work. With so many people trying to live in the same small area slums grew up close to mills. The Richardsons tried to address this by building larger family homes, each with their own garden.

There was not a lot of space inside the houses. Each house had a living room, a dining room and a scullery downstairs with two bedrooms upstairs. The kitchen was also in the living room with the main meals cooked over the fire. Food was stored and prepared in the scullery but without a fridge fresh food had to be bought daily. Milk, cheese and meat were very expensive and not eaten often. Having a garden was a luxury. Families could plant and grow their own vegetables that they would not otherwise have been able to afford. The mill workers didn't get a lot of time to eat when they were at the mill so they needed food that was quick and nutritious to eat. Gruel, a thin soup of oats and potatoes mixed with milk and water, was a staple. It was cheap and easy to make. Other everyday meals were oatcakes, porridge, bread and tea.

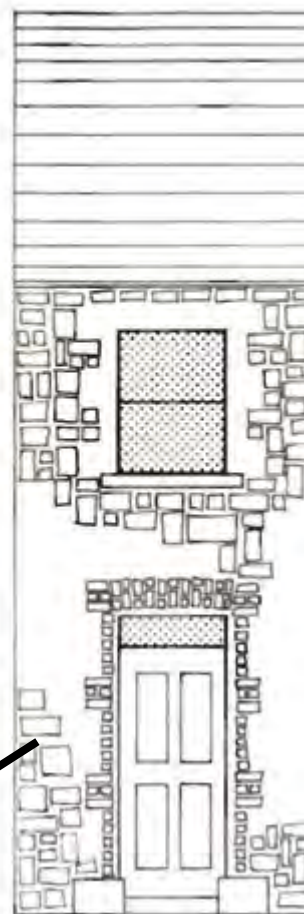
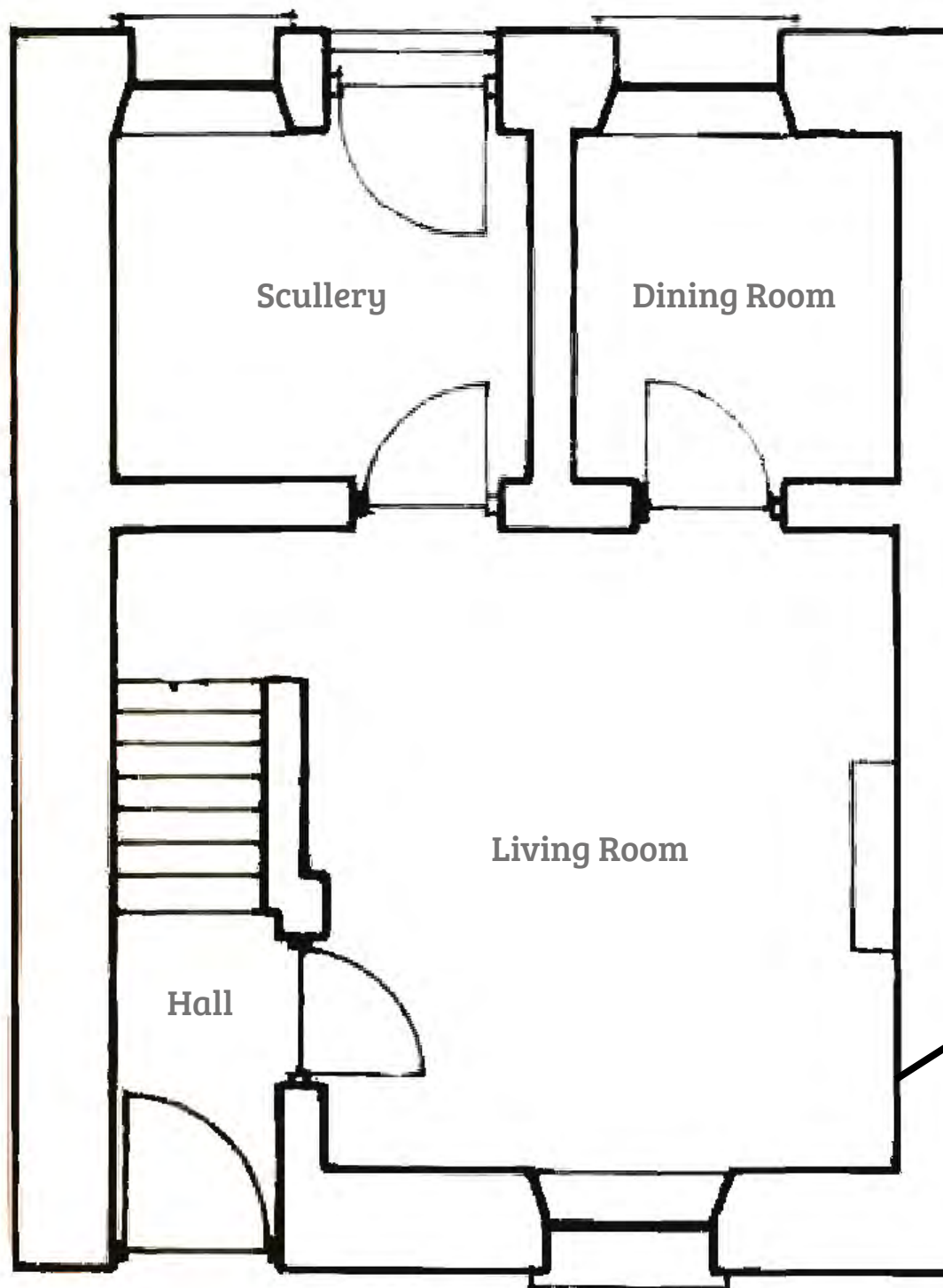
What is missing from the house that we would expect to find today is a bathroom. Water was brought in from outside when the family members wanted to wash. They would heat it over a fire and then pour it into a bathtub in the living room. It was such hard work to set up a bath that when one person got out of the tub, there would be a queue of people waiting to get in! Often a few houses would share an outside toilet.

Washing clothes without running water was also a difficult task. All the household clothes were washed by hand. Using boiling water to wash clothes was vital as it killed the lice and fleas that might be living in the clothes. After the water had been collected and heated, sinks in the scullery were filled with water to wash the clothes. It was hard work and dirt had to be pounded out of the clothes before they could be rinsed and hung up to dry.



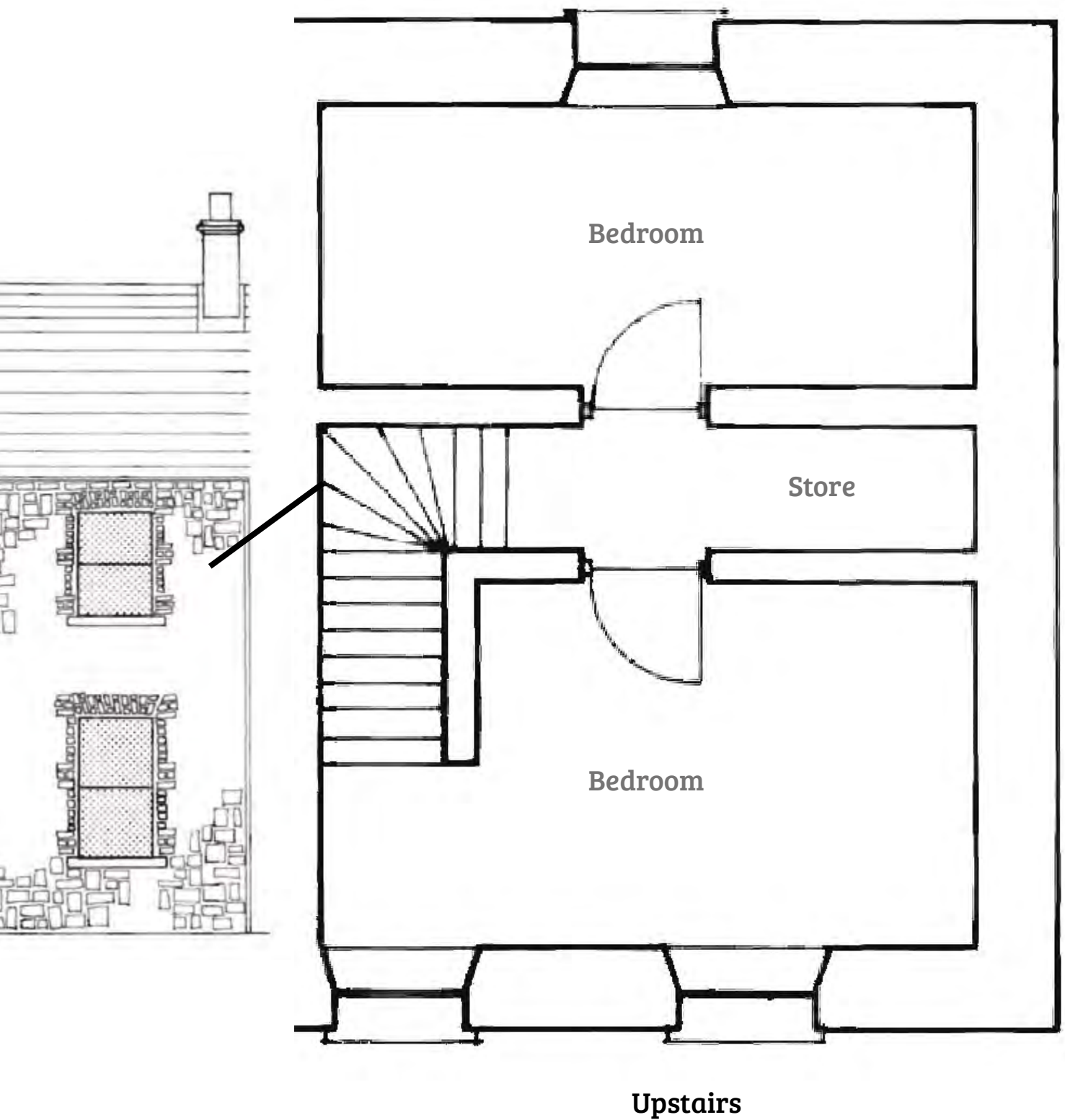
## Activity

Draw in the furniture you might expect to find in the upstairs and d



Downstairs

ownstairs plans of the mill worker's house below.



# No. 6 College Square East, Bessbrook

No. 6 College Square East is restored to how it would have looked when Victorian mill workers first lived there in 1881. At the time the mill employed just under 2000 people. New houses were needed to accommodate all the workers. The house would originally have sheltered a family of up to 12 people in five rooms! It was not unusual to find three or four children sharing a bed. No. 6 is part of a longer terrace called College Square East built in the 1880s. The whole square is built from stone from local quarries and red bricks surround the window and door openings, some now painted white.



The window tax introduced in 1695 was taken away in 1850. No. 6 College Square East was able to have more windows than it would have been able to forty years earlier. The type of windows seen in No. 6 is called a sliding sash window. These were the most popular type of window in the Victorian Period. The window had a top sash and a bottom sash. Each window had six panes of glass.



What makes them different to windows today is that rather than just opening and closing, they have a hidden mechanism inside the frame that lets them slide up and down. Both sashes could move separately. Opening both the top and bottom of a sash window by equal amounts allows warm air at the top of the room to escape, thus drawing relatively fresh air from outside

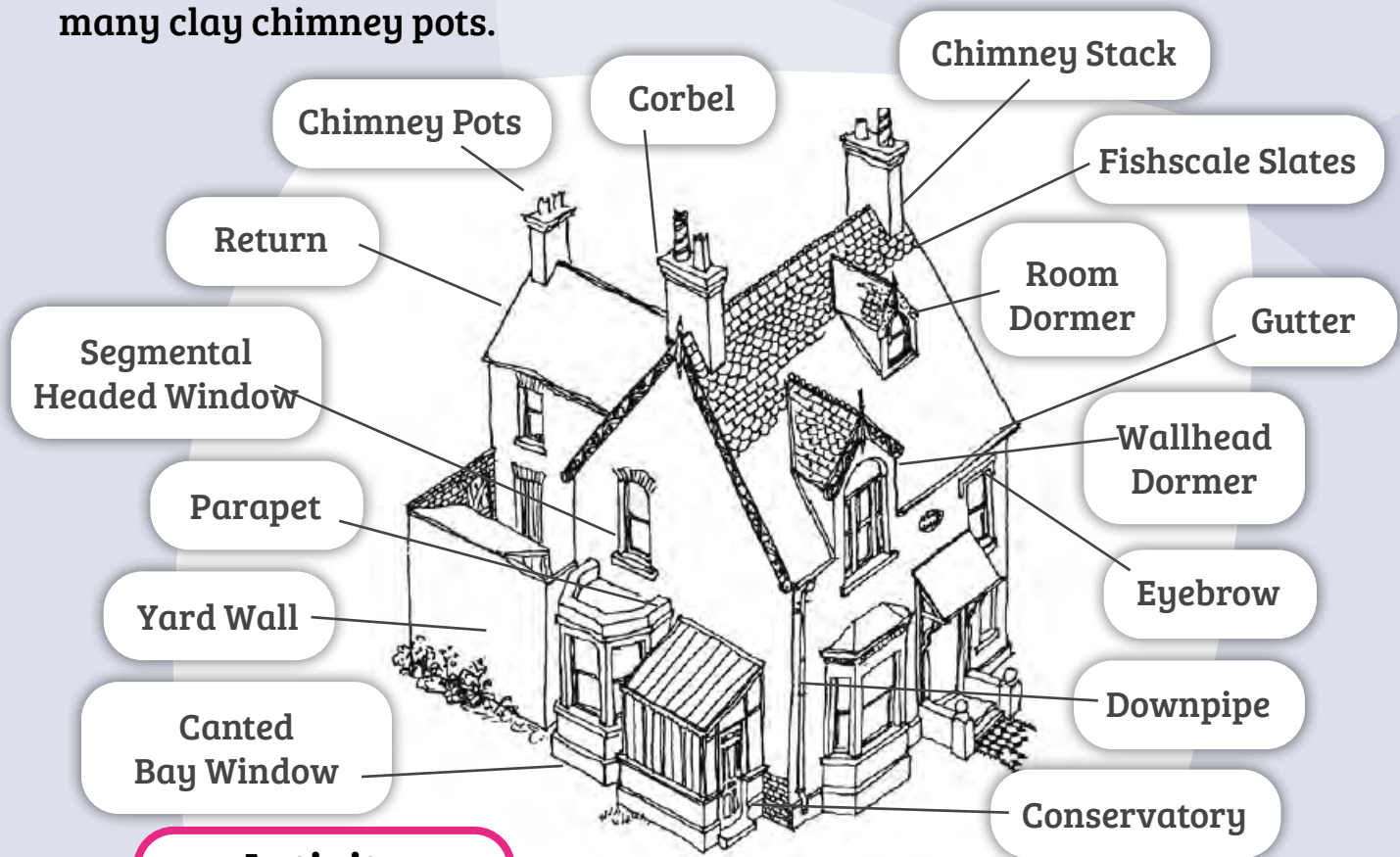
into the room through the bottom opening. As glass manufacturing became more sophisticated the size of panes of glass that could be rolled became bigger. The traditional 'six over six' style of window at No. 6 was replaced by sashes with three larger panes of glass. Sometimes sash windows feature single large panes above and below the sash.



# No. 1-4 Lakeview, Bessbrook

While the workers lived in small terraces, the senior management at the Bessbrook Spinning Company lived in large houses on Lakeview. These were typical Victorian villas with generous accommodation inside for the families who lived there. The front walls have projecting angled bays, designed to draw more light into the rooms. They also make each room larger as well as adding a decorative element to the front of the house.

The Victorians had a love of decoration. Even the projecting end beams below the roof were ornate. Instead of leaving the walls with exposed stone, each house was plastered. The plaster waterproofs the house, but also let owners add more embellishment and colour to the wall. The roof was Bangor Blue slates imported from Wales. The chimneys are very tall and elaborate with many clay chimney pots.



## Activity

Count how many buildings you can see with sash windows in your town or village?

Are there any other features you can see? Chimney pots? Painted render? Stained glass windows?

# How We Worked

Work in the mill was difficult and the days were long. Children as young as eight worked alongside the adults in the mill. Children worked half of the day in the mill and went to school for the other half. Adults usually worked between twelve and fourteen hours a day with only a half hour lunch break.

The huge steam powered mill machines ran all day and created lots of noise and heat inside the factory. The noise from the machines was so loud that workers couldn't hear themselves speak and became very skilled in lip reading! The machines weren't fenced off and it was the smaller children who had to move in the tight spaces between them.

The work was very dangerous and exhausting. Many workers died of injury or exhaustion. New workers often fell ill with what was known as 'mill fever'; they had to adjust to the high temperatures, dust, damp, noise and sheer exhaustion of the new job.





**John Grubb Richardson was aware of the terrible conditions for mill workers in parts of England. Mr Richardson wanted to make sure the workers living in Bessbrook had a better quality of life. He gave workers access to education, good housing and recreational activities. As well as improving the lives of the workers, Richardson invested in modern technology to improve their working conditions. He invested in the development of machinery that would make the process cleaner and quicker.**

**Bessbrook mill was a typical mill. The main mill building was originally four stories high with each floor used for a different process. The biggest and heaviest machinery was on the ground floor with the upper floors used for smaller machinery and hand processes. A typical day in the mill started at 6 am and if a worker wasn't inside the gates by 6 am on the dot, they ran the risk of being locked out and only let in after being fined. Each worker had a different job depending on which part of the linen making process they were working. Small children worked as 'doffers', replacing the full yarn bobbins on the spinning frames with empty ones.**



**Bessbrook Mill Today**

# Other Buildings from the Victorian Period

AD 1849

## Craigmore Viaduct



The Craigmore Viaduct is a granite railway bridge near Bessbrook known as the 18 Arches. It was formally opened in 1852 and spans the valley of Camlough River. John Benjamin MacNeill, who was an Irish civil engineer designed the viaduct. The building of the bridge began in 1849 for the Dublin and Belfast Junction Railway and cost £50,000. The viaduct consists of 18 arches each with a 60 ft span, the highest being 126ft. The Craigmore viaduct the highest viaduct in Ireland. It is around a quarter of a mile long. The viaduct now carries the Enterprise Train from Belfast to Dublin.

AD 1850

## Victoria Lock

Victoria Lock was built in 1850 as part of the Newry Ship Canal which opened in 1758. The Newry canal was opened to help move coal from the coal fields in Coalisland, Co. Tyrone and bring it through Newry and on to the Irish Sea at Carlingford.



Coal was very important for powering steam engines and industrial machines. Moving heavy loads by horse and cart was expensive and slow. Canal networks were built throughout Northern Ireland to move goods and materials. The Newry Ship Canal was also used to transport linen, grains and timber. Unfortunately when the Dublin to Belfast Railway line opened, the new, faster way of moving goods took over and the Canal was used less and less and fell into disrepair. The lock was repaired and automated in 2007 and now pleasure boats cruise along the canal as far as Newry.



AD 1853

## Former Schoolhouse, Bessbrook



Due to the success of the Bessbrook mill and the popularity of linen, the population of Bessbrook grew fast between 1860 and 1880. The original school building built in 1853 became too small and was enlarged in 1875. It is a single storey symmetrical building that bookended the main green along with the town hall. Girls and boys were education separately and there were two doors on the front, one for the boys and the other for the girls.

AD 1885

## Bessbrook Tramway



By the 1880s there were so many people and goods moving daily between Bessbrook and Newry that it was decided to build a tram to transport them. The tram used hydro electricity, and was only the second one in Ireland powered this way. Its designer Henry Barcroft used a very clever design with a flangeless wheel for the goods wagons which meant that they didn't need a track to run on. The wagons and carriages could run on roads or rails. The tram ran until 1948 and you can see one of the old tram engines in the Ulster Folk and Transport Museum in Cultra.



# Greenore Railway Village, Carlingford

Much like Bessbrook, Greenore was built by a company to house its workers. In this case, the London and North Western Railway Company (L&NWR) built the village. They built it for the port and railway workers who were building the railway terminal and the ferry port that opened in 1873. It was considered to be state of the art when it was built and was completely self-contained. As well as houses, L&NWR built a schoolhouse, beach cafe, lighthouse, hotel, golf club and police barracks.



# Activities

## Activity

Find these words in the word search:

S	E	A	G	W	C	H	S	Q	G	B
M	Y	L	R	O	X	A	N	I	Q	Q
H	I	M	E	C	T	G	N	Y	R	M
L	J	L	M	C	H	H	Q	A	A	M
Q	U	K	L	E	T	I	I	R	L	D
A	M	W	S	F	T	R	T	C	R	J
H	Y	D	R	O	E	R	I	E	R	Y
B	B	O	A	B	T	V	I	C	C	W
D	O	F	F	E	R	S	E	C	R	T
R	E	V	I	V	A	L	J	R	A	S
L	U	A	W	M	Q	G	R	U	E	L

Architect

Gruel

Gothic

Mill fever

Symmetrical

Revival

Doffers

Tram

Electric

Hydro

Canal



### Activity

Imagine you are a child who lived in Bessbrook during the Victorian Period – can you and some friends act out a scene of what it would be like to work there and what the conditions were like?

### Research

Research either the Bessbrook institute or the Bessbrook Mill?

Research answers to the following questions:

- How old is the building?
- How many floors does it have?
- What was it used for in the Victorian Period?
- What is it used for today?
- Do you like this building? What do you like/dislike about it?

### Activity

Now that you have carried out your research on the buildings in Bessbrook, put the information together on a poster board.

You can include drawings, photographs and anything you want to showcase and show it to your class.

## Questions

1. What type of revolution was happening in the Victorian period?
2. Can you remember the name of the model village which was built for the mill workers?
3. How many floors did the main building at Bessbrook mill have?
4. The mill workers in Bessbrook had better living conditions than other mill workers. How many rooms did their homes have? Can you draw a plan of their home and name what the rooms were used for?
5. What facilities do we have now in our homes that the mill workers did not?
6. What is the name given to the type of windows found at 6 College Square East?
7. What other Victorian built structures can we see in the landscape today? How did they improve the lives of people?

Answers to questions: 1. Industrial, 2. Bessbrook village, 3. four, 4. seven – hall, living room, dining room, scullery, 2 bedrooms and a store, 5. Bathrooms, with washing machines, etc. 6. Sash windows, 7. Craigmore viaduct, Victoria Lock, and appropriate answer for how they would improve lives.

## Activity

Read the words and their meanings, then test your partner.  
Keep a note of your score.

Word	Meaning
Architect	a person who designs and builds buildings
Engineer	a person who designs and builds machines, engines or structures
Gothic Revival	a renewed popularity of Gothic style architecture in the 19th Century. It was very highly decorated with lots of patterns, finials, scalloping, and lancet windows
Gruel	a thin liquid food made with oatmeal and water or milk
Projected Angled bays	a detailed feature on a Victorian house which gives more light and more room inside
Mill fever	an illness caught when new workers started at a mill because of the change in temperature, dust and poor conditions
Doffers	a person, usually a child, who removed bobbins of wool from a spinning frame and replaced them with empty ones
Symmetrical	something is symmetrical when one half is the mirror image of the other half
Hydro-electric tram	a tram that is powered by water flow that powers a turbine to generate electricity
Canal	a man-made channel made to allow a boat to pass through

# Explore Some Victorian Sites

Below are addresses and information for the approved site visits for the Victorian Period. See map on the website [www.ringofgullion.org](http://www.ringofgullion.org) for exact locations of all sites mentioned.



## Bessbrook Village

College Square East,  
Clogharevan,  
Bessbrook,  
BT35 7DR

**Opening times:** All year round. For tours and house visit to No 6 College Square East contact Samuel Hanna, telephone: 02830830415

**Price:** Costs may apply. Please note the villas at Lakeview are on private property but can be viewed from the Mill Pond.

**Parking:** Yes

**Shop:** Yes

**Refreshments:** Cafes are available, as well as picnic areas and playgrounds

**Toilets:** Public toilets are available

**Visitor Centre:** No – but a tour and house visit are available at No. 6 College Square East

---

## Graigmore Viaduct

Linear feature near Bessbrook. Viewed by bus passing under Egyptian Arches from Newry to Bessbrook, or for a good explore of the structure and how it was built, walk along old tramway footpath

<https://goo.gl/nC1p2v>

**Opening times:** All year

**Price:** Free

**Parking:** either view from coach en route for Bessbrook or for footpath option drop in bus stop and park coach in layby on opposite side of road

**Shop:** No

**Refreshments:** No, children would be required to bring lunch

**Toilets:** No

**Visitor Centre:** No

---

## Victoria Lock

Victoria Lock Picnic & Amenity Site,  
Omeath Rd.,  
Fathom Upper,  
Newry,  
BT35 8NY

<https://goo.gl/pMNWvn>

**Opening times:** All year

**Price:** Free

**Parking:** coach park on site

**Shop:** No

**Refreshments:** No, children would be required to bring lunch

**Toilets:** No

**Visitor Centre:** No



# Preparing for your Visit

Children will get the most out of a site visit if they do some preparatory work beforehand.

- Look at maps to see how the model village was planned out.
- What are the differences between the mill workers houses and the Victorian villas at Lakeview?
- Discuss what it was like working in Bessbrook Mill.
- Discuss how a canal lock works using this simple youtube video: <https://goo.gl/vNmfkD>
- Build a simple working model of a canal lock using the instructions in the 'Teaching Resources' section of the Ring of Gullion website.

## Activites

- Pick a building and draw it or take photographs of it.
- Write down its location, and record any special features about the building.
- Carry out spot the difference tasks, for instance – how many windows are sash or plastic?
- Guided tours of the village are available by prior arrangement, and a class can visit a restored mill workers house at No. 6 College Square East.
- In pairs discuss whether you would like to live in a Mill workers house or a Mill manager's house? Why?
- At Victoria Lock you can walk along the Middlebank section of the Carlingford Lough greenway into the city centre, a lovely way to explore the canal.

# Why Protect Our Built Heritage?

**You are the future caretakers of our historic buildings.**

This section will focus on the promotion of built heritage as a valuable asset which should be retained and reused. You will discover the reasons why we should protect our built heritage. You are the next generation who will look after our built heritage.

The built landscape of the Ring of Gullion area is a limited resource. If we lose those buildings, we will lose the buildings where our grandparents and their parents before them, worked and lived.

Buildings which are considered 'special' are often given protection to avoid damaging changes or even their removal altogether. However, many traditional buildings, like the farmsteads, are not given this protection. These buildings are at risk of being lost.

## Reasons Why Our Built Heritage is Lost

The building no longer meets the needs of the people. It may be too small for a family home. Or, a mill building may not be used anymore.

Neglect. Some building owners and communities forget to look after their buildings. It is important to keep buildings dry and well maintained.

Vandalism. Window breakages, graffiti and anti-social behaviour can contribute to why our special buildings are lost.

Lack of statutory protection. Buildings that are not 'listed' are at risk of being changed or even demolished.

**It is important to learn how our built heritage can help us all learn, and why it is important to us at a local level.**

**There are many reasons why we should avoid the destruction of historic buildings and why their protection and preservation should be encouraged. These include:**

### **Sense of Identity and Wellbeing**

**The historic environment is important as it helps us understand who we are and where we came from. Historic buildings act as a link between people of the past and the present. We can see how our area is special through the unique way buildings in our area were constructed, their style and the materials that were used.**



### **Record of Human Activity**

**Our built heritage is a physical link to the past. It is a record of how people lived and shaped the environment. We have evidence of the skills people from the past had and we can see how they worked so hard to build the structures.**

## Learning Tool

We can learn a lot from historic buildings. We can learn how people used to live and work by looking at their buildings and we can see how the landscape and environment have influenced why people chose to live there. We can learn how people built the structures and how they remain standing for hundreds of years.

## Economic Asset

Old buildings can be restored and used for something new. They can be used as tourist attractions or museums for example. If people have to pay to visit these buildings the money can be used to make sure the building is protected.

## Sustainability

The repair, adaptation and reuse of our existing buildings is sustainable as they reduce the amount of energy and materials lost through demolition and building from new. Around a quarter of the UK's yearly landfill and incinerated waste is generated by the demolition and construction of new buildings. Old buildings can be recycled! The restoration and reuse of old buildings also allow traditional skills and building techniques to be sustained. It also means a new generation of craftsmen can be trained, ensuring these skills are kept alive.



## Spot the Difference Between Now and the Past

New developments within historic landscapes such as the Ring of Gullion Landscape Partnership area should respect the significance of the setting and aim to produce a high quality of design that can be valued both now and in the future.

### Activity

Can you spot the differences between new buildings and buildings of the past?

Some key things to look out for might include:

- Materials – What are the walls made of?
- Windows – Are they traditional wooden sash or PVC?
- Can you count in your town or village how many buildings have traditional wooden sash, and PVC?

### Question

List 4 reasons why historic buildings might become derelict?

## Additional Resources

### Websites

**Homes through the Ages**

<http://www.homesthroughtheages.com/>

**Ring of Gullion**

<https://www.ringofgullion.org/>

**The Ulster Architectural Heritage Society**

<https://www.uaahs.org.uk/>

### Books

**Gap of the North** by Noreen Cunningham and Pat McGinn (out of print order from library)

**Story of Ireland** by Brendan O'Brien

**Borderlands** book and website



*Image Copyright of  
the Discovery Programme*