



National
Trust

Learning at Fountains Abbey and Studley Royal

Get stuck into history, science or art at this World Heritage Site

Why come to learn at Fountains Abbey and Studley Royal?

Discover many layers of history and culture in one place. From humble beginnings the magnificent abbey was established by devout monks seeking a simpler existence. The atmospheric ruins that remain are a window into a way of life which shaped the medieval world.

When the socially ambitious John Aislaby inherited Studley Royal, he set about creating an elegant water garden of mirror-like ponds, statues and follies, incorporating the romantic ruins into his design.

Green lawns stretch down to the riverside, riverside paths lead to the deer park with its ancient trees, butterflies flutter through the herb garden making the estate a wonderful place to search for and learn about wildlife in these historical and artistic settings.



What we offer for secondary schools

You can book a self-led school visit or a workshop session which our team will lead. Maybe visit for the whole day and do more than one activity.

Admission charges apply though this is free with Education Group Membership (for details of the benefits of joining please visit <https://www.nationaltrust.org.uk/features/educational-group-membership> and contact us to join; you can even join on the day of your visit).

Led workshops are £2.50 per child (if you choose to do two i.e. one in the morning & one in the afternoon, the total cost is £4 per child).

Please note that Art workshops are charged at £4 per child as they are full day.



Fountains Abbey from above



Statues in Studley Royal water garden



The cellarium in Fountains Abbey

Easily pick out which subject you'd like using the colours below

- History
- Art
- Science & Nature
- Cross-curricular



Led workshop	Suitable for Key Stage	Main areas of the National Curriculum covered
<p>Art – felt making</p> <p>Spend the morning sketching around Fountains Abbey and Studley Royal. After lunch, use your morning's sketches to inspire the design of your felt hanging. We use merino wool tops, which are in a glorious range of colours and unbelievably soft. Students usually work in teams on a group piece of work, which you can take back to school. We can extend the learning by discussing the properties of wool and the science behind felt making.</p> <p>(Duration – Full day workshop)</p>	3-5	<p>KS3 Art:</p> <ul style="list-style-type: none"> • to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas • to use a range of techniques and media • to increase their proficiency in the handling of different materials • about the history of art, craft, design and architecture including periods, styles and major movements from ancient times up to the present day <p>KS4 for example:</p> <ul style="list-style-type: none"> - DfE (2015) Art and design GCSE subject content includes to acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent; develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures • AQA Textile design – techniques and processes
<p>Art – mosaics making</p> <p>Use inspiration from sketches of the designs and colours in St Mary's Church or the abbey to create mosaics to take back to school. The students work in small groups, using mosaic tiles in a fantastic range of colours.</p> <p>(Duration – Full day workshop)</p>	3-5	

<p>Art – watercolours</p> <p>Spend the morning sketching around Fountains Abbey and Studley Royal. After lunch, use your morning's sketches to inspire your painting.</p> <p>(Duration – Full day workshop)</p>	<p>3-5</p>	<p>KS3 Art as above</p> <p>A level for example: AQA 3.4 Fine art – drawing and painting</p>
<p>Act the facts</p> <p>In this scripted drama, the students become different characters telling the entire story of the history of the abbey. Wearing their costumes (if you choose), we act out the drama in various locations of the abbey to try to solve the mystery of ‘Who destroyed the abbey?’ The session concludes with a living timeline showing the characters in chronological order.</p> <p>(Duration 2 hours)</p> <p>(This can be extended to a full day activity for older / more able students in which we explore the changes over the history of the abbey in more detail. The students are presented with an enquiry question: ‘Was Henry VIII right to close the monasteries?’ and then provided with sources of evidence to help them decide whether they agree or disagree with the dissolution of the monasteries)</p>	<p>3&4</p>	<p>KS3 History:</p> <ul style="list-style-type: none"> • A local history study • The development of Church, state and society in Medieval Britain 1066-1509 e.g. Christendom, the importance of religion; the struggle between Church and crown; monasteries, abbeys, the wool trade • The development of Church, state and society in Britain 1509-1745 e.g. the English Reformation (Henry VIII) <p>KS3 English: Reading & Spoken</p> <p>KS4 for example:</p> <ul style="list-style-type: none"> • OCR GCSE History B(Schools History Project): Component Group 2 History Around Us - The site study • Edexcel GCSE British depth studies: Option B3 Henry VIII Key Topic 3 – the dissolution of the monasteries

<p>Day in the life of a monk</p> <p>Don monks' robes (if you choose) to investigate the medieval monks' way of life through role play and discussion. With our “Abbot”, you can:</p> <ul style="list-style-type: none"> • Consider entering the monastery as novice Cistercian monks • Think about why it was a good place to build a monastery • Discover how often monks attended services, take part in a typical service and investigate the building • Find out about the chapter meeting, including punishments following confessions/accusations • Discover what a tonsure is and how often monks bathed • Investigate the Lavatorium in the cloister • Consider what the monks could eat • Discuss why Henry VIII dissolved the monasteries and what became of the monks <p>(Duration 2 hours; we can extend to 3½ hours with an illuminated writing activity using quills & inks.)</p>	<p>3&4</p>	<p>KS3 History:</p> <ul style="list-style-type: none"> • A local history study • The development of Church, state and society in Medieval Britain 1066-1509 e.g. Christendom, the importance of religion; the struggle between Church and crown; monasteries, abbeys, the wool trade • The development of Church, state and society in Britain 1509-1745 e.g. the English Reformation (Henry VIII) <p>KS4 for example:</p> <ul style="list-style-type: none"> • OCR GCSE History B(Schools History Project): Component Group 2 History Around Us - The site study • Edexcel GCSE History: British depth studies - Option B3 Henry VIII, Key Topic 3 – the dissolution of the monasteries
<p>Wildlife in their habitats (March – October only)</p> <p>As we walk along the bridle path to the deer park, we can discuss the use of transects for sampling and investigate the organisms along the hedgerow. As well as taking measurements of light levels, temperature and humidity, students can search for wildlife and signs / evidence of wildlife; for example, discover mice, vole and rabbit tunnels through the grass, insects visiting plants and flowers, cobwebs, feathers and fur. We catch terrestrial invertebrates in pots with magnifying lenses to view them. We can then consider their adaptations to their habitat and their interdependence, including food chains and webs.</p>	<p>3 & 4</p>	<p>KS3 Science: Biology – Interactions and interdependencies; Relationships in an ecosystem</p> <ul style="list-style-type: none"> • the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops • the importance of plant reproduction through insect pollination in human food security • how organisms affect, and are affected by, their environment, including the accumulation of toxic materials.

<p>In the deer park we search for and learn about the three types of wild deer. We also talk about the trees in the park and hunt for decomposers amongst the fallen dead trees. We can use sweep nets in the long grass to search for invertebrates.</p> <p>At Swanley Grange Learning Centre, you can handle deer skins and antlers. Contact us to discuss exactly what you would like to focus on to fit the time you have available.</p> <p>(Duration 2 hours)</p>		<p>KS3 Science: Working scientifically – Experimental skills and investigations</p> <ul style="list-style-type: none"> • use appropriate techniques, apparatus, and materials during fieldwork (and laboratory work,) paying attention to health and safety <p>KS4 Science: Biology – Ecosystems</p> <ul style="list-style-type: none"> • living organisms are interdependent and show adaptations to their environment
<p>Pond dipping (March – October only)</p> <p>Enjoy a walk through the beautiful water garden then dip into ponds to find a wealth of pond life including newts, water snails, dragonfly nymphs and caddis fly larvae. The students will take some physical measurements e.g. pH and water clarity as well as having the opportunity to use branching keys to identify the organisms surviving there. We focus on how the organisms can be used as biological indicators of the water quality and we talk about food chains and adaptation to habitat.</p> <p>(Duration 2 hours)</p>	<p>3 & 4</p>	<p>Science: Biology as above</p>

<p>Introductory abbey tour for GCSE local history study</p> <p>Download the Fountains Abbey local history pack from the website and then let us know what aspects of the history of Fountains Abbey & Studley Royal you would like us to specifically focus on. For example, we can point out specific features in the physical remains at the site and evidence for ways in which the site has changed over time.</p> <p>(Duration 1½ hours)</p>	4	OCR GCSE History B(Schools History Project): Component Group 2 History Around Us - The site study
<p>Post 1539 walk and talk for GCSE local history study</p> <p>Focusing on the history of the site after the dissolution of the monasteries noting specific turning points in the history. We can visit the mill, Fountains Hall and the Georgian water gardens as well as considering the current management of the site by the National Trust.</p> <p>(Duration 1½ hours)</p>	4	<p>KS4 for example:</p> <ul style="list-style-type: none"> OCR GCSE History B(Schools History Project): Component Group 2 History Around Us - The site study Edexcel GCSE History: British depth studies - Option B3 Henry VIII, Key Topic 3 – the dissolution of the monasteries
<p>Source-based workshop for A level history</p> <p>Using the abbey ruins and other sources of evidence, students are guided around to help them focus on the results of the Dissolution.</p> <p>(Duration 2 hours)</p>	5	<p>A level for example:</p> <p>AQA Component 1: Breadth study 1C The Tudors: England, 1485–1603 Part one: consolidation of the Tudor Dynasty: England, 1485–1547, Henry VIII, 1509–1547 Religion: renaissance ideas; reform of the Church; continuity and change by 1547</p> <p>AQA Component 2: Depth study 2D Religious conflict and the Church in England, c1529–c1570 Part one: the break from Rome, c1529–1547</p>

Self-led visit <i>Download the resources available on our website</i>	Suitable for Key Stage	Main areas of the National Curriculum covered
<p>Fountains Abbey local history pack</p> <p>To complement your visit, download this resource from the website. It provides information about the history of the site, sources of evidence and exam style questions to think about.</p>	3&4	<p>KS3 History:</p> <ul style="list-style-type: none"> • A local history study • The development of Church, state and society in Medieval Britain 1066-1509 e.g. Christendom, the importance of religion; the struggle between Church and crown; monasteries, abbeys, the wool trade • The development of Church, state and society in Britain 1509-1745 e.g. the English Reformation (Henry VIII) <p>KS4 for example:</p> <ul style="list-style-type: none"> • OCR GCSE History B(Schools History Project): Component Group 2 History Around Us - The site study • Edexcel GCSE History: British depth studies - Option B3 Henry VIII, Key Topic 3 – the dissolution of the monasteries
<p>Fountains Abbey self-led learning plan, Fun at Fountains & Fountains timeline</p> <p>Easy and fun maps of the Abbey to help you guide your students around.</p>	3	KS3 History: A local history study
<p>Fountains Hall trail</p> <p>Questions and activity sheet to use with your students as you explore this Elizabethan/ Jacobean Hall. Teacher's notes and answers available.</p>	3	<p>KS3 History:</p> <ul style="list-style-type: none"> • A local history study • The development of Church, state and society in Britain 1509-1745 e.g. the English Reformation (Henry VIII)

<p>Mill & Porter's lodge trail</p> <p>Questions and activity sheet to use with your students as you explore these areas of the abbey. Teacher's notes and answers available.</p>	<p>3</p>	<p>As above plus:</p> <ul style="list-style-type: none"> • The development of Church, state and society in Medieval Britain 1066-1509 e.g. Christendom, the importance of religion; the struggle between Church and crown; monasteries, abbeys, the wool trade
<p>Nature trail</p> <p>Choose a route to take around the estate spotting wildlife. Worksheets available to spot birds, deer, trees, pond life & bugs.</p>	<p>3</p>	<p>KS3 Science: Biology – Interactions and interdependencies; Relationships in an ecosystem</p> <ul style="list-style-type: none"> • the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops • the importance of plant reproduction through insect pollination in human food security • how organisms affect, and are affected by, their environment, including the accumulation of toxic materials

Not what you were looking for?

Get in touch and we can discuss other options for your group.

Call Janet Anderson (Learning Officer) on 01765 643196 or email janet.anderson@nationaltrust.org.uk

Cover image by Andrew Butler