

House Detectives

Education Pack

In this folder you will find :-

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|---------------------------------------|
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| BUILDING RECORDING SHEET |
| EXCAVATIONS AT WERN FAWR |
| HOUSE DETECTIVE FORM AND QUESTIONS |
| FURTHER READING AND CONTACTS |
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House Detectives: Notes to Teachers

Why are buildings important and what can they tell us?

- They can tell us about the people who lived, worked and worshipped in them.
- They tell us about social history - what was important in past communities and their aspirations.
- They tell us about social hierarchy - they hold up a mirror to the society that built and used them.
- They tell us about the interaction between people and the landscape. Every building is related to the landscape that it came from. The geology that the stone was quarried from, the aggregate in the mortar that binds the walls together, the thatch that retains the weeds and crops that were harvested.

Why is it important to record buildings?

- Buildings are undergoing change constantly, they are either being used and adapting to changing needs over time or they are falling into disuse and disrepair.
- By following this project we are providing an opportunity for children to physically capture a snapshot of the Tywi valley at this time in the 21st century.

How do we investigate buildings?

- By looking at historic documents, maps or old photographs.
- By looking at the architectural styles that have been employed in its construction or decoration.
- By studying the standing fabric or 'archaeology' of the building.

What do we look for?

- What function the building has - how might that have changed over time?
- Comparative examples
- What form does it take? Can you see what its original form took - has it been modified, how has it been altered?
- What materials have been used in its construction - where might they have come from - how did they get there?
- What features are there that might tell us about its history?

" Archaeology is not only about finding things, but about telling others about what has been found. To help do this, archaeologists write information on recording forms."

Below you will see that we have compiled a simple recording sheet for the children to fill out for each individual building.

When we are looking at and studying buildings, why do we need to use a recording sheet?

- It helps to jog your memory
- It makes sure that everyone collects the information in the same way.
- It helps with cross-referencing to other information you collect (such as photographs, finds or drawings)
- It helps when transferring the information to a computer database.

It's also good to take a camera along as photographs are very good especially if you want to return at a later date so that you can compare and contrast.

PLEASE ENSURE THAT WHEN GOING ONTO PRIVATE LAND THAT YOU HAVE THE LANDOWNER'S PERMISSION

BE SAFE - DON'T TAKE ANY RISKS!

Let us know how you get on and please feel free to send any of your work and photographs to the Dyfed Archaeological Trust, The Shire Hall, Carmarthen Street, Llandeilo SA19 6AF so that we can place them on our website.

EXPLORATION TYWI BUILDING RECORDING SHEET

Project name

School

Building Address: (or location description)

Date of recording:

Recorded by:

What type of building is it?

House ☐ Farmhouse ☐ Farm building ☐ Industrial ☐ Commercial ☐ Flat ☐

Bungalow ☐ Other ☐ Number of storeys ☐

Detached ☐ Semi-detached ☐ Terraced ☐

Is the building in use? Yes/No

If "yes" for what is it used? E.g a house/shop/garage

If "no" is the building in ruins? Yes/No

Explain why you think that the building is not used any more and how it is in such a state.

Is the building rendered? This means that the bricks and stones on the walls can't be seen because they are covered by something. Yes / No

If "yes," is the building:

Painted with lime (limewashed) ☐ Pebble dashed ☐ Slate hung ☐

Cement rendered ☐ Other ☐

What is the dominant building material? This means, what is the main material used in building the house?

Stone ☐ Brick ☐ Corrugated Iron ☐ Timber/Wood ☐ Earth / clom ☐

Concrete ☐

If "brick" is it:

Red Brick ☐ Yellow Brick ☐ Blue Brick ☐ White Brick ☐

Multi-coloured (polychromatic) ☐

What are the roofing materials?

Slate ☐ Stone tile ☐ Thatch ☐ Corrugated iron ☐

Clay tile ☐ Concrete tile ☐ Other ☐

Draw one of the windows:

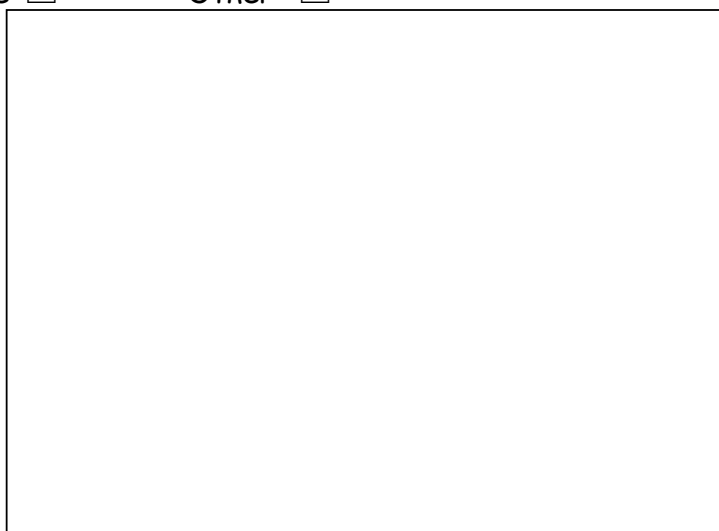
Is it?

Wooden ☐

UPVC (plastic) ☐

Aluminium ☐

Metal ☐



Use this area to draw and label the front wall (elevation) of the building.

When you have gathered information about a lot of buildings in your area, here are some questions that you can ask or research.

- When was it built?
- Why was it built?
- By looking at the building, what is its function, if it's a house, how many people do you think live there now?
- Is it the same as the other houses in the street?
- How are the houses numbered in the street?
- Was it always used for the purpose that it's used today?
- How many different people do you think it took to build the building?
- If I wanted to build today, how would I go about it?
- Have people always built in the same way? E,g would I have needed a garage in 1762? Why do we have windows and front doors and have we always had them?
- Study the gardens in your area - do we still use them to grow food?
- Where is the oldest building in your area and of course the newest too!
- If you have studied your school building, why do you think it was designed that way?
- Maybe you would like to design a house or new school for yourself?
- Can you find your building on a map?
- Would you like to live in a castle? List 10 good and bad things about living in a castle.
- Is there a castle in the Tywi Valley? Where is it? Who built it? What's its history? What does it look like today? How did it look when it was built? How long did it take? Has it been changed over the years and why?
- Study your own house. Who owned it before you? How was it built? Draw the floor plan of the ground floor on some graph paper.

WERN FAWR

Here at the Dyfed Archaeological Trust, we spent a week with schools in the Tywi Valley area recording a deserted farmhouse called Wernfawr. Below is the form that the children filled in to help them with their research. In order to help them with the form, we provided them with a copy of the census page for the dwelling and a picture of the house taken 2 days after the fire.

A complete Dig Diary for Wern Fawr can be found at the following link:

<http://www.cambria.org.uk/tywiimages/wernfawrdigdiary.htm>





Photograph of Wern Fawr after the fire

The undermentioned Houses are situate within the Boundaries of the Hamlet of Brynhafoed

[Page 7]

| No. of House | ROAD, STREET, &c., and NAME of HOUSE | HOUSES in the Hamlet | NAME and Surname of each Person | RELATION to Head of Family | CON. BIRTH | AGE at Birth | Rank, Profession, or OCCUPATION | WHERE BORN | Whether 1. Dead and Dumb 2. Blind 3. Imbecile or Idiot 4. Lunatic |
|--------------|--------------------------------------|----------------------|---------------------------------|----------------------------|------------|--------------|--|----------------------------|---|
| 28 | Brynhafoed Hall | 1 | Elizabeth Davies | Head | W | 36 | Widow, Farmer of 10 Acres | Llangathen Carmarthenshire | |
| | | | John Davies | Daughter | W | 5 | | Llangathen de | |
| | | | Morgan Davies | Son | W | 2 | | Llangathen de | |
| | | | Elizabeth Davies | Daughter | W | 10 | | de | |
| 29 | Wernfawr | 1 | Elizabeth Davies | Head | W | 64 | General Servant | Llangathen de | |
| | | | Mary Evans | Son | W | 87 | Farmer of 80 Acres | Llangathen de | |
| | | | Thomas Evans | Son | W | 29 | Farmer's Son | Llangathen de | |
| | | | William Evans | Son | W | 24 | de | de | |
| | | | Mariam Evans | Daughter | W | 20 | de | de | |
| | | | Elizabeth Evans | Son | W | 20 | General Servant | de | |
| 30 | Llangathen | 1 | George Bennett | Head | W | 57 | Gardener | Stollen Suffolk | |
| | | | Elizabeth Bennett | Wife | W | 36 | de | England Shropshire | |
| | | | William Bennett | Son | W | 13 | de | de | |
| | | | George Bennett | Son | W | 9 | | Carmarthenshire Llangathen | |
| | | | Frederick de | Son | W | 6 | | de | |
| | | | James de | Son | W | 3 | | de | |
| 31 | Brynhafoed | 1 | Thomas Harris | Head | W | 44 | Master of 1000 | Llangathen Carmarthenshire | |
| | | | David Harris | Son | W | 52 | de | de | |
| | | | David Harris | Son | W | 21 | de | de | |
| | | | James Harris | Son | W | 15 | de | de | |
| 4 | Total of Houses... | 4 | | | | 11 | 1871 Census Wernfawr, Llangathen Llandilofawr, Carmarthenshire RG10 piece 5484 folio 27 page 7 | | |

* Draw the pen through each of the words as are inappropriate.

Eng- Sheet B.

1871 Census return for Wern Fawr

The undermentioned Houses are situate within the Boundaries of the Hamlet of Brynhafoed

[Page 10]

| No. of House | ROAD, STREET, &c., and NAME of HOUSE | HOUSES in the Hamlet | NAME and Surname of each Person | RELATION to Head of Family | CON. BIRTH | AGE at Birth | Rank, Profession, or OCCUPATION | WHERE BORN | Whether 1. Dead and Dumb 2. Blind 3. Imbecile or Idiot 4. Lunatic |
|---------------------------------|--------------------------------------|----------------------|---------------------------------|----------------------------|------------|--------------|---|----------------------------|---|
| 47 | Wernfawr | 1 | Thomas Evans | Head | W | 33 | Farmer of 8 Acres | Llangathen Carmarthenshire | |
| | | | John Evans | Son | W | 18 | Farmer's Son | Llangathen de | |
| | | | Thomas Evans | Son | W | 14 | de | de | |
| | | | Mary Evans | Son | W | 14 | de | de | |
| 48 | Llangathen | 1 | Charles Morgan | Head | W | 44 | Farmer's Son | Llangathen de | |
| 49 | Llangathen | 1 | Elizabeth de | Head | W | 30 | Scholar | Llangathen de | |
| | | | Elizabeth de | Son | W | 12 | de | de | |
| End of the Hamlet of Brynhafoed | | | | | | | | | |
| 50 | Llangathen | 1 | Benjamin Jones | Head | W | 25 | Farmer's Son | Llangathen de | |
| | | | Mary de | Wife | W | 26 | de | Llangathen de | |
| 51 | Llangathen | 1 | John de | Son | W | 1 | de | Llangathen de | |
| | | | Elizabeth de | Head | W | 19 | de | Llangathen de | |
| End of the Hamlet of Brynhafoed | | | | | | | | | |
| 5 | Total of Houses... | 5 | | | | 3 | 1881 Census Wernfawr, Llangathen Llandilofawr, Carmarthenshire RG11 piece 5389 folio 28 page 10 | | |

* Draw the pen through each of the words as are inappropriate.

Eng- Sheet B.

1881 Census return for Wern Fawr

Administrative County of Bernardina

The undersigned Houses are situated within the Boundaries of the

Page 4

| Civil Parish | Municipal Borough | Municipal Ward | Urban Sanitary District | Towns or Villages or Hamlets | Rural Sanitary District | Parliamentary Borough or Division | Ecclesiastical Parish or Vicarage | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------|-------------------|----------------|-------------------------|------------------------------|-------------------------|-----------------------------------|-----------------------------------|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| <u>St. Margaret</u> | | | | <u>St. Margaret</u> | <u>St. Margaret</u> | <u>St. Margaret</u> | <u>St. Margaret</u> | | | | | | | | | | | | | | | | | | | | | | | | |
| House No. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | |
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| Reference = | | PUBLIC RECORD OFFICE | | 1 | 2 | 3 | 4 | 5 | 6 |
| RG12/4510 | | | | | | | | | |
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| COPYRIGHT - NOT TO BE REPRODUCED PHOTOGRAPHICALLY WITHOUT PERMISSION | | | | | | | | | |

1891 Census
Llangathen, Berthlwyd

1891 Census return for Wern Fawr

[illegible]

| CENSUS OF ENGLAND AND WALES, 1911. | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|-----------------|
| Before writing on this Schedule please read the Examples and the Instructions given on the other side of the paper, as well as the headings of the Columns. The entries should be written in Ink. | | | | | | | | | | | | | |
| The contents of the Schedule will be treated as confidential. Strict care will be taken that no information is disclosed with regard to individual persons. The returns are not to be used for proof of age, or for any other purpose than the preparation of Statistical Tables. | | | | | | | | | | | | | |
| NAME AND SURNAME | RELATIONSHIP to Head of Family | AGE last birthday | PARTICULARS as to MARRIAGE | | | | PROFESSION or OCCUPATION of Person aged 15 years and upwards | | | RESIDENCE of every Person | NATIONALITY of every Person born in a Foreign Country | INFLUENT | LANGUAGE SPOKEN |
| of every Person, whether Member of Family, Visitor, Boarder or Servant, who (1) passed the night of Sunday, April 2nd, 1911, in this dwelling and was alive at midnight, or (2) arrived in this dwelling on the morning of Monday, April 3rd, not having been enumerated elsewhere. No one else need be included. For order of relating names see Examples on back of Schedule. | Write "Single," "Married," "Widowed," or "Divorced," as the case may be, giving year of marriage, if known, and giving year of separation, if known, and giving year of divorce, if known. | For Males under the year give the age in months, or "one month," or "two months," or "three months," or "four months," or "five months," or "six months," or "seven months," or "eight months," or "nine months," or "ten months," or "eleven months," or "one year," or "two years," or "three years," or "four years," or "five years," or "six years," or "seven years," or "eight years," or "nine years," or "ten years," or "eleven years," or "twelve years," or "thirteen years," or "fourteen years," or "fifteen years," or "sixteen years," or "seventeen years," or "eighteen years," or "nineteen years," or "twenty years," or "twenty-one years," or "twenty-two years," or "twenty-three years," or "twenty-four years," or "twenty-five years," or "twenty-six years," or "twenty-seven years," or "twenty-eight years," or "twenty-nine years," or "thirty years," or "thirty-one years," or "thirty-two years," or "thirty-three years," or "thirty-four years," or "thirty-five years," or "thirty-six years," or "thirty-seven years," or "thirty-eight years," or "thirty-nine years," or "forty years," or "forty-one years," or "forty-two years," or "forty-three years," or "forty-four years," or "forty-five years," or "forty-six years," or "forty-seven years," or "forty-eight years," or "forty-nine years," or "fifty years," or "fifty-one years," or "fifty-two years," or "fifty-three years," or "fifty-four years," or "fifty-five years," or "fifty-six years," or "fifty-seven years," or "fifty-eight years," or "fifty-nine years," or "sixty years," or "sixty-one years," or "sixty-two years," or "sixty-three years," or "sixty-four years," or "sixty-five years," or "sixty-six years," or "sixty-seven years," or "sixty-eight years," or "sixty-nine years," or "seventy years," or "seventy-one years," or "seventy-two years," or "seventy-three years," or "seventy-four years," or "seventy-five years," or "seventy-six years," or "seventy-seven years," or "seventy-eight years," or "seventy-nine years," or "eighty years," or "eighty-one years," or "eighty-two years," or "eighty-three years," or "eighty-four years," or "eighty-five years," or "eighty-six years," or "eighty-seven years," or "eighty-eight years," or "eighty-nine years," or "ninety years," or "ninety-one years," or "ninety-two years," or "ninety-three years," or "ninety-four years," or "ninety-five years," or "ninety-six years," or "ninety-seven years," or "ninety-eight years," or "ninety-nine years," or "one hundred years." | Write "Single," "Married," "Widowed," or "Divorced," as the case may be, giving year of marriage, if known, and giving year of separation, if known, and giving year of divorce, if known. | Write "Single," "Married," "Widowed," or "Divorced," as the case may be, giving year of marriage, if known, and giving year of separation, if known, and giving year of divorce, if known. | Write "Single," "Married," "Widowed," or "Divorced," as the case may be, giving year of marriage, if known, and giving year of separation, if known, and giving year of divorce, if known. | Write "Single," "Married," "Widowed," or "Divorced," as the case may be, giving year of marriage, if known, and giving year of separation, if known, and giving year of divorce, if known. | Write "Single," "Married," "Widowed," or "Divorced," as the case may be, giving year of marriage, if known, and giving year of separation, if known, and giving year of divorce, if known. | Write "Single," "Married," "Widowed," or "Divorced," as the case may be, giving year of marriage, if known, and giving year of separation, if known, and giving year of divorce, if known. | Write "Single," "Married," "Widowed," or "Divorced," as the case may be, giving year of marriage, if known, and giving year of separation, if known, and giving year of divorce, if known. | Write "Single," "Married," "Widowed," or "Divorced," as the case may be, giving year of marriage, if known, and giving year of separation, if known, and giving year of divorce, if known. | Write "Single," "Married," "Widowed," or "Divorced," as the case may be, giving year of marriage, if known, and giving year of separation, if known, and giving year of divorce, if known. | Write "Single," "Married," "Widowed," or "Divorced," as the case may be, giving year of marriage, if known, and giving year of separation, if known, and giving year of divorce, if known. | |
| John Thomas | Head | 52 | Married | 3 | Years | Farmer | 150 | Employed | Carmarthen Valley | English | Both | English | |
| Katherine Thomas | Wife | 38 | Married | 3 | Years | Wife | 110 | Wife | Carmarthen Valley | English | Both | English | |
| Edgar Evans | Visitor | 19 | Single | | | Wife | 47 | Wife | Carmarthen Valley | English | Both | English | |
| Walter Davies | Servant | 17 | Single | | | Wife | 230 | Wife | Carmarthen Valley | English | Both | English | |
| <p>1911 Census</p> <p>Werngwr Llandilo Carmarthen</p> <p>Llandilofawr, Carmarthenshire</p> <p>Reference RG14PN32949 RG78PN1888 RD598 SD3 ED2 SN1</p> | | | | | | | | | | | | | |
| <p>(To be filled up by the Enumerator.)</p> <p>Write below the Number of Rooms in this Dwelling (Garden, Terrace, or Apartment). Count the kitchen as a room but do not count cellars, landing, lobby, closet, bathroom, nor washhouse, also, shop.</p> <p>6 Second</p> | | | | | | | | | | | | | |
| <p>(To be filled up by, or on behalf of the Head of Family or other person in occupation, or in charge, of this dwelling.)</p> <p>I declare that this Schedule is correctly filled up to the best of my knowledge and belief.</p> <p>Signature: John Thomas</p> <p>Printed Address: Werngwr Llandilo</p> | | | | | | | | | | | | | |

1911 Census return for Wern Fawr

Wernfawr House Detective Form

Ffurflen Dditectif Tŷ Wernfawr

Name / Enw

School / Ysgol

Class / Dosbarth _____ Date / Dyddiad _____

| Question/ Cwestiwn | Answer/ Ateb |
|--|--------------|
| What's the farm called? Beth yw enw'r fferm? | |
| How many people lived on the farm? Sawl person oedd yn byw ar y fferm? | |
| What animals were there? Pa anifeiliaid oedd yno? | |
| How did they cook and what did they eat?/ Sut oedden nhw'n coginio a beth oedden nhw'n bwyta? | |
| How do you think the fire started? Sut y'ch chi'n meddwl dechreuodd y tân? | |

Fedrwch chi enwi'r adeiladau fferm sy' ar fap Wernfawr 1841?

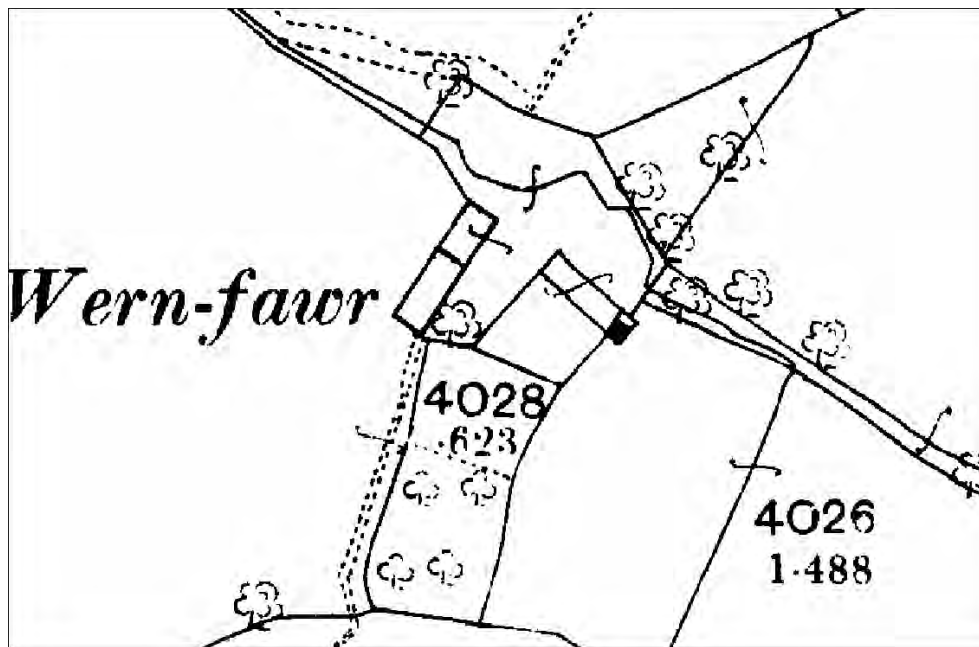
Can you identify the buildings in the farmstead on this 1841 map of Wernfawr ?



Label the map with as much information as you can. Colour the buildings.

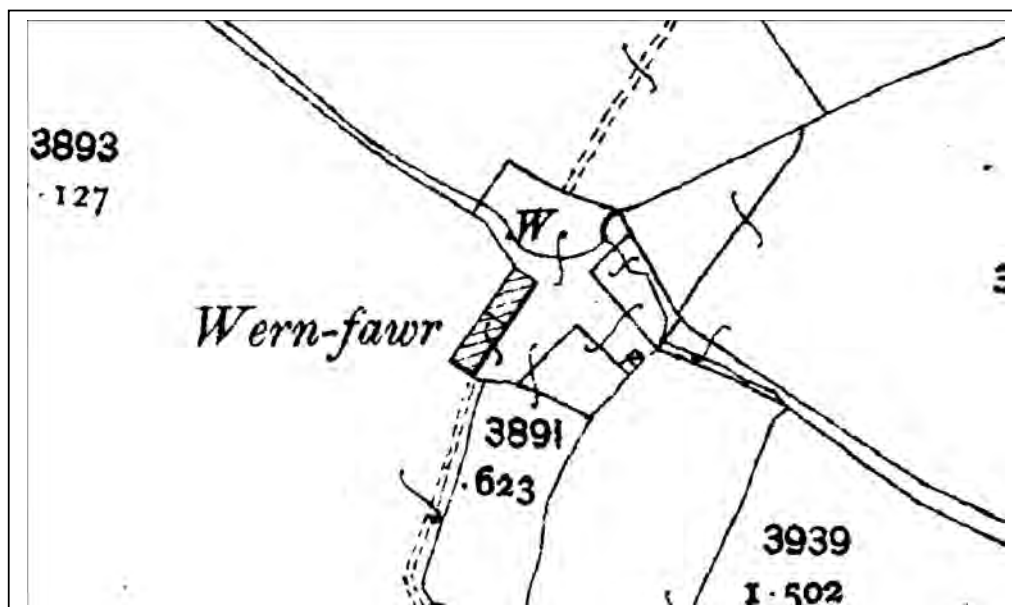
What do you think they were?

Labelwch y map gyda chymaint o wybodaeth a fedrwch chi. Lliwiwch yr adeiladau. Beth y'ch chi'n meddwl oedden nhw?



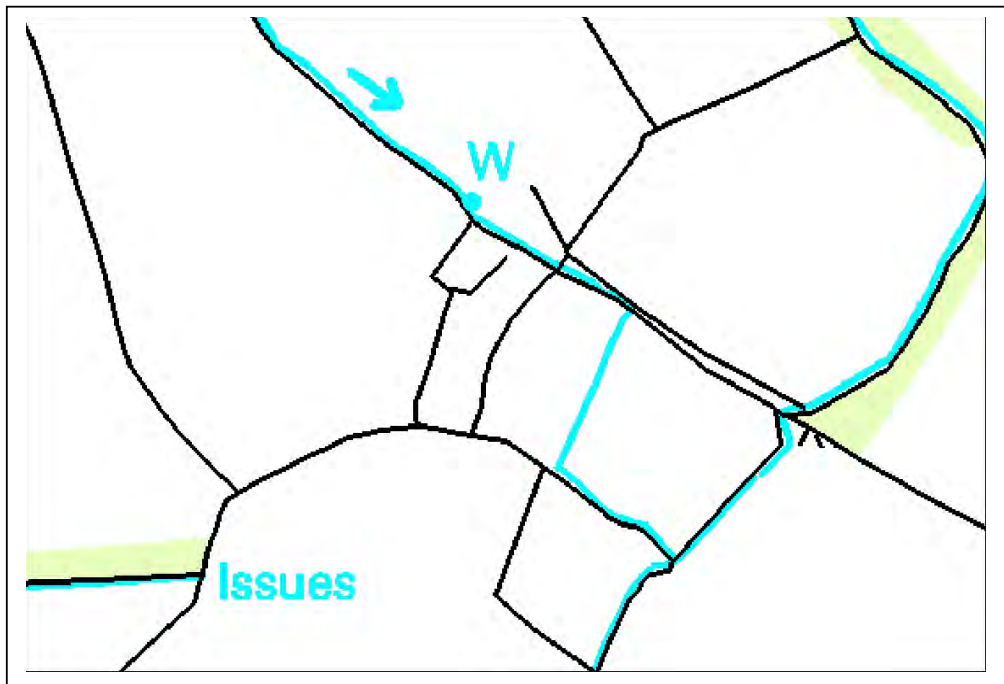
1886

How has it changed over 20 years? Sut mae wedi newid dros 20 mlynedd?



1906

Mark on the map how it has changed up to today? Marciwch ar y map sut mae wedi newid erbyn heddiw?



2010

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What was the roof made from?

Beth oedd defnydd y tô?

Thatch/*Gwellt*



Stone tiles/*Teils carreg*



Slate tiles/*Teils llechi*

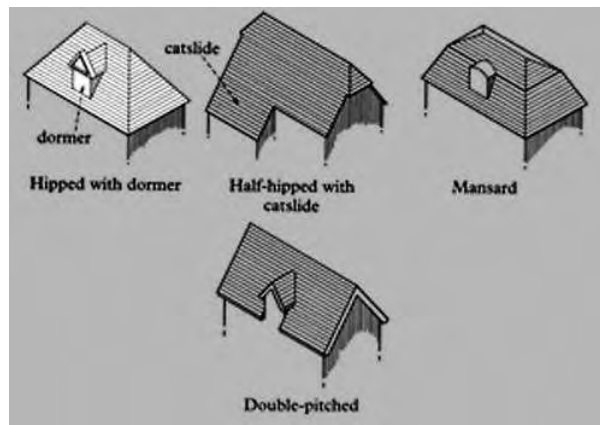


Tin/*Tun*



What do you think was the shape of the roof?

Beth 'dych chi'n meddwl oedd siap y tô?



Which of these windows were at Wernfawr?
Pa rhai o'r ffenestri yma oedd yn Wernfawr?



What colour were the walls? Were they painted or not?
Beth oedd lliw y walydd? Oedden nhw wedi eu paentio neu beidio?

White/*Gwyn*

Pink/*Pinc*

Brown/*Brown*

Green/*Gwyrdd*

Blue/*Glas*

The stone's colour/*Lliw y garreg*

How many chimneys and fireplaces were there?
Sawl simne a lle tân oedd yno?

| | |
|-------------------------|--------------------------------|
| Chimneys/ <i>simnau</i> | fireplaces/ <i>llefydd tân</i> |
| | |

What type of floors have been found at Wernfawr and where were they?
Pa fath o lorïau sy' 'di cael eu darganfod yn Wernfawr a ble oedden nhw?

Stone slab?/ slabïau cerrig? _____

Cobble stones?/ cerrig coblog? _____

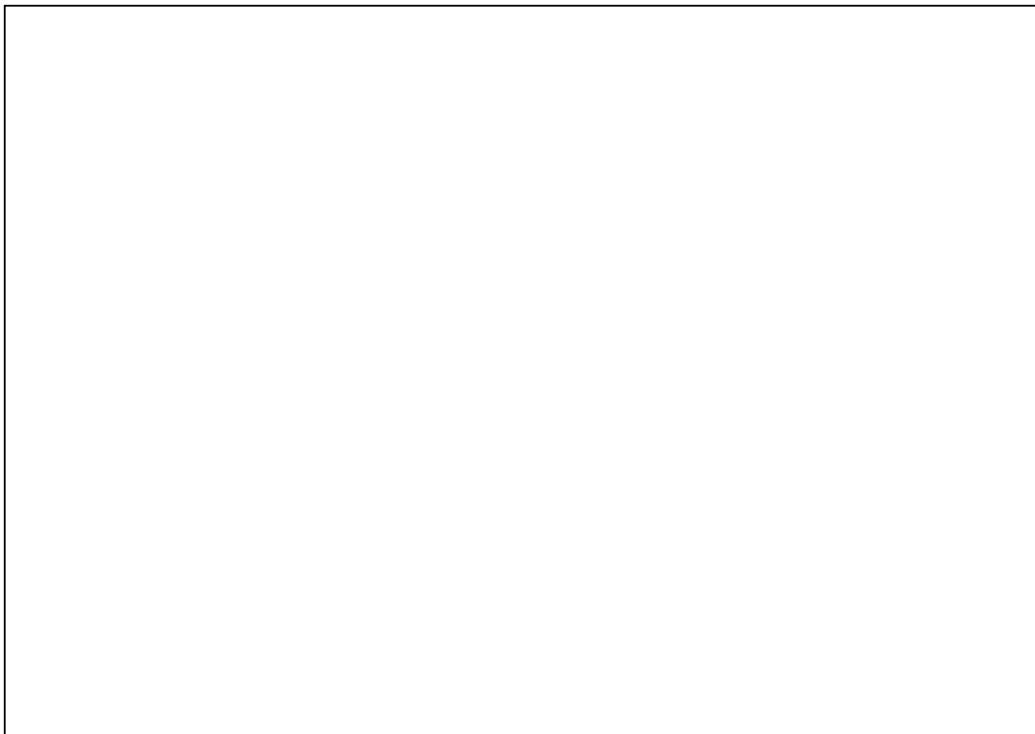
Wood?/ pren? _____

Mud?/ mwd? _____

Concrete?/ concrid? _____

Consider all the information that you have gathered and draw a picture of how you think the farmstead would have looked before it burned to the ground.

Wrth edrych ar y wybodaeth chi 'di casglu, darluniwch lun o sut 'dych chi'n meddwl byddai'r tŷ wedi edrych cyn iddo fe losgi i'r llawr.



FURTHER READING AND INFORMATION

There are a number of books and reference materials that can help to guide the building archaeologist, but not a lot that reference local building stock - its up to us to investigate and then write a guide to the buildings of the Tywi Valley!

There is - The Welsh House by Iorwerth Peate
 The Buildings of Wales: Carmarthenshire and
 Ceredigion by Tom Lloyd, Julian Orbach and Rob
 Scourfield
 The list of 'Buildings of Special Architectural or
 Historic Interest'
 The Historic Environment Record held by DAT.
 National Monuments Record held by the RCAHMS in
 Aberystwyth
 The Civic Trust for Wales -
 <http://www.civictrustwales.org/>

READING LIST

Alfrey J, 2007. The Language of its Builders: Stone in the Vernacular of Rural Wales during the Nineteenth Century, *Vernacular Architecture* Vol 37

Alfrey J, 2000. Carmarthenshire Farm Buildings: a source for socio-economic history, *Carmarthenshire Antiquary* XXXVI. 126-137

Brunskill R 1982. *Traditional Farm Buildings of Britain and their Conservation*. Gollancz

Cadw, 2006. *Traditional Agricultural Buildings in Wales. Care and Conservation*. Cadw

Cadw, 2004. *Converting Historic Farm Buildings in Wales. A Guide to Good Practice*. Cadw

Giles C and Wade Martins S. (ed) 1994. *Recording Farm Buildings*. Proceedings of a One Day Conference

Jones G, Lake J and Wade Martins S. (ed) 2002. *Rural Regeneration - A Sustainable Future for Farm Buildings*. Papers presented to the Historic Farm Buildings Group: One Day Conference.

Lloyd T, Orbach J & Scourfield R 2006. *The Buildings of Wales: Carmarthenshire and Ceredigion* Yale University Press

Murphy K & Ludlow N, 2000. *Carmarthenshire Historic Landscape Characterisation - Black Mountain And Mynydd Myddfai, Tywi Valley, Dolaucothi, Taf And Tywi Estuary Volume 1*

National Trust undated. *Home Farm Dinefwr: Significance*. National Trust Report

Peate, I 1940. *The Welsh House* Llanerch Press, Felinfach

Wade Martins S. (ed) 1991. *Old Farm Buildings in a New Countryside: Redundancy, Conservation and Conversion in the 1990s*. Papers presented to the Historic Farm Buildings Group: One Day Conference.

William E. 1986. *The Historical Farm Buildings of Wales*. Donald Publishers Edinburgh

CONTACTS

Ancient Monuments Society <http://www.ancientmonumentsociety.org.uk/>

<http://www.bricksandbrass.co.uk/>

Cadw <http://www.cadw.wales.gov.uk/>

Dyfed Archaeological Trust <http://www.dyfedarchaeology.org.uk/>

Campaign for the Protection of Rural Wales <http://www.cprw.org.uk/>

Countryside Council for Wales <http://www.ccw.gov.uk/>

Council for British Archaeology <http://www.britarch.ac.uk/>

Institute of Historic Building Conservation <http://www.ihbc.org.uk/>

<http://www.house-detectives.co.uk/>

National Trust <http://www.nationaltrust.org.uk/main/>

LEARNING OUTCOMES

Following a project that studies the buildings of your particular area is an excellent opportunity for cross curricular study as it can touch all subjects at various levels.

Language skills

There are opportunities for discussion, learning new vocabulary, listening to talks, research and creative writing and interpretation. It also develops skills of analysis of evidence and argument. Creating a list or catalogue of the buildings also aids in helping reading skills and analysis.

History

Placing the buildings in the context of local historical events. Creating a timeline for the buildings and placing them within an historical context. Looking at the social life of the people. Developing thinking skills through historical enquiry and coming to conclusions. They can learn to use sources of information critically, to detect bias and prejudice, and to construct an argument or interpretation of events based on evidence.

Mathematics

Looking at timelines to become more chronologically aware. Mathematically working out the age of a building. Creating a reference system. Studying census returns and statistics. Looking at measurement and calculation. Working with scale drawings and geometry.

Design, Technology and IT skills

There are opportunities for evaluating different kinds of materials and their uses. Simple architectural design. Using the computer to compile data bases and designing graphics for displays. Architecture e.g creating arches with flat stones. Use of the internet.

Art

Buildings can be recreated in the classroom. Different historical styles can be studied by looking at the buildings in the area and also pictures and art work. St Ffagan's has a fantastic collection of houses to visit. However, the Tywi Valley is a wonderful resource for the children to study, as the eclectic mix of buildings is diverse (artisan's cottages, farms and noble houses, council built houses) and, to a degree well preserved.

Geography

The study of maps and map making as well as the world picture can be studied though looking at buildings. Finding the local quarries and the trade routes as well as rudimentary surveying techniques are touched upon in this project.

Science

The environment can be studied through looking at different kinds of soil/rocks and flora and fauna in the area. Ask questions such as, why was a certain material used at a certain time to build a house? What type of roof is better? How can we make a house warmer and drier? Industry in the area, road building, geophysics.

Personal and Social Skills

There are opportunities for group work, structuring and taking responsibility for a project. Creating an opportunity for children to move from concrete to abstract; simple to complex; personal to the 'big picture'; familiar to unfamiliar; and supported to independent and interdependent. It also contributes to personal and social education by developing skills of enquiry and critical thinking; their understanding of different views and interpretations of people and events; and of the way in which people have affected their environment in the past. It gives learners an historical context in which to set their lives.

Curriculum Cymraeg

Here is an opportunity for children to make local and Welsh history a focus of the study and helping learn and understand the factors that have shaped Wales and other countries today. Finding out local words or expressions for the local buildings or materials.

Careers and the world of work

It provides an awareness of careers and the world of work in their understanding of the factors that have shaped the world of work in the past; some of the important economic, social and industrial changes which have occurred; the scale of the changes across different periods and within the same period; some major economic, social and technological changes that happened over the centuries.