

Elvaston Castle Country Park On Site Learning Activities

Architecture and Heritage Activities for Learning Outside the Classroom in Art and Design, History and Geography



Elvaston Castle Country Park

On Site Learning Activities

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The development of Elvaston

Aims of the activity:

- Understand the age of Elvaston Castle and Country Park and that it has changed and developed over time.
- To develop chronological understanding focusing on the changes to the site during different time periods and owners.
- To use historical sources, maps and images to introduce the history of the site.

Resources:

- Elvaston 'Sanderson' Map 1835
- Elvaston 'OS' Map 1891 – 1912
- Elvaston 'OS Modern' C2012
- Elvaston Old Images
- (From 'Architectives' section Elvaston Buildings – Teachers Notes)
- Development of Elvaston – A brief timeline

Activity guidelines:

- Introduce Elvaston Castle Country Park as a location (use an OS map or Google Maps so pupils can see where their school or setting is in relation to the site).
- Explain that Elvaston Castle and its estate grounds are old and have developed over time.
- Group leader to use the 'Development of Elvaston – a brief timeline' to draw out key points in the story of Elvaston. Link in to other learning that the pupils have done e.g. on Romans, Tudors, Edwardian or other periods or key events e.g. Domesday Book. You could even draw up a timeline for Elvaston if desired.
- Supplement the explanation of the changes at Elvaston using the Elvaston 'Old Images' so pupils can see what the particular features used to look like.
- Print out copies of the three Elvaston Maps through time (In A3 size if possible) one per small group. Give pupils the earliest map (1835) and ask them to note the key features they can see helping them to find the castle, grounds, village etc. Why do we not have many earlier maps that this?
- Issue the 1891 – 1912 map to each group and get them to pick out the key changes and developments on site. If able the pupils can cross reference with their timeline to see what was happening at this time.
- Issue the modern map and again pick out key changes to the site and grounds.

Teachers notes for map use:

1835:

- Large gardens established at Elvaston
- Can see the tree lined avenue running away from the main house/castle
- Elvaston village is a small settlement

1891 – 1912

- The castle and buildings have expanded significantly to include the kennels, stables and various out buildings.
- The development of the Farm and the 'drive lodge' can be seen at the eastern part of the site.
- There have been significant garden developments – the lake has been established, you can see the location of the golden gates, the patterns of the gardens to the south of the castle

can be made out including the Moorish Temple, Italianate and what was the 'Mon Plaisir' gardens.

2012:

- The layout of the park and gardens remains much the same.
- There are two caravan sites (just outside and one inside the park by 'Fox Covert').
- There is more housing in Thulston and Elvaston.
- The lakes and water by the caravan park are evidence of gravel extraction and later flooding of the land.
- The Cricket Ground has been added.

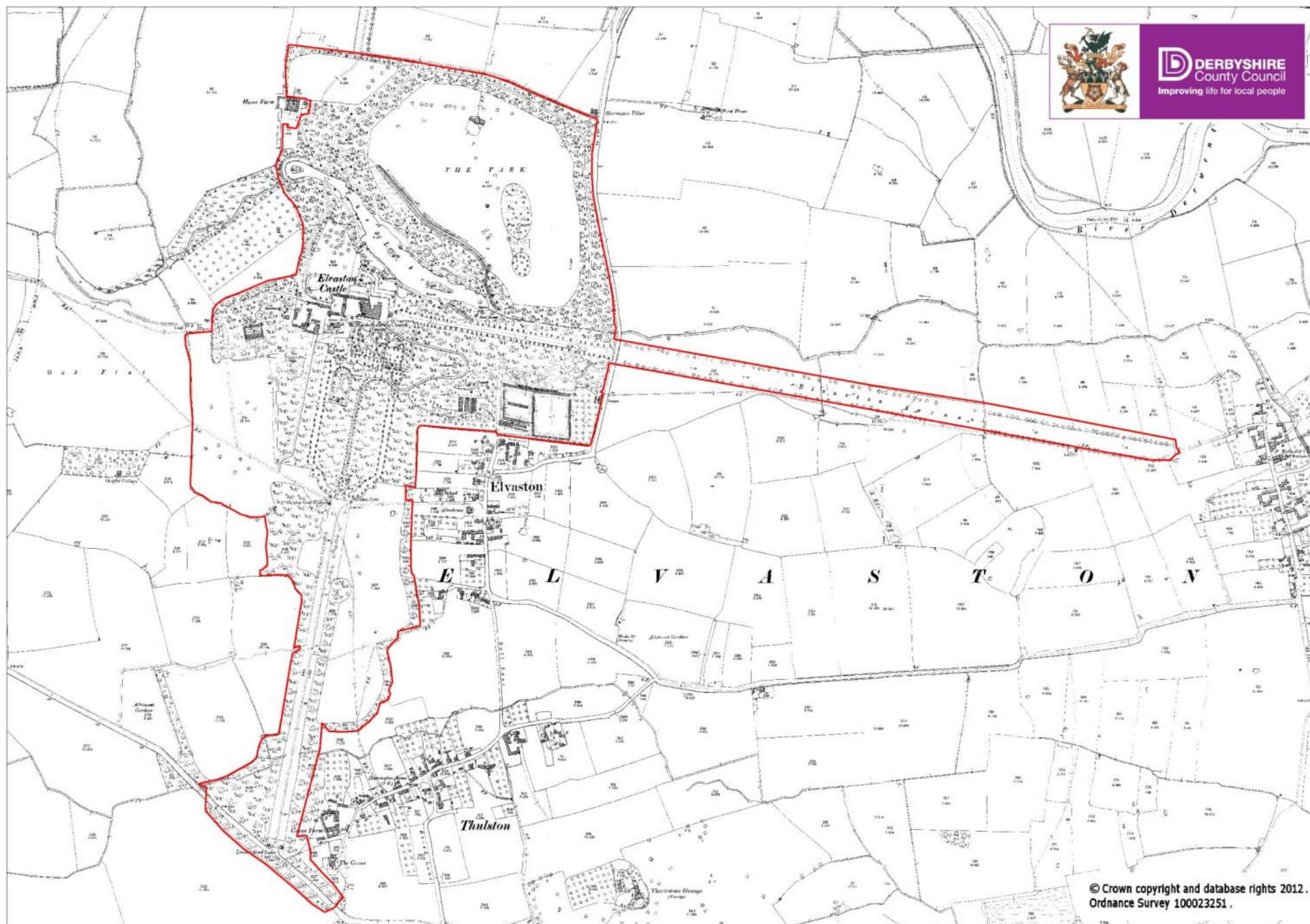
Possible on site supplementary activity:

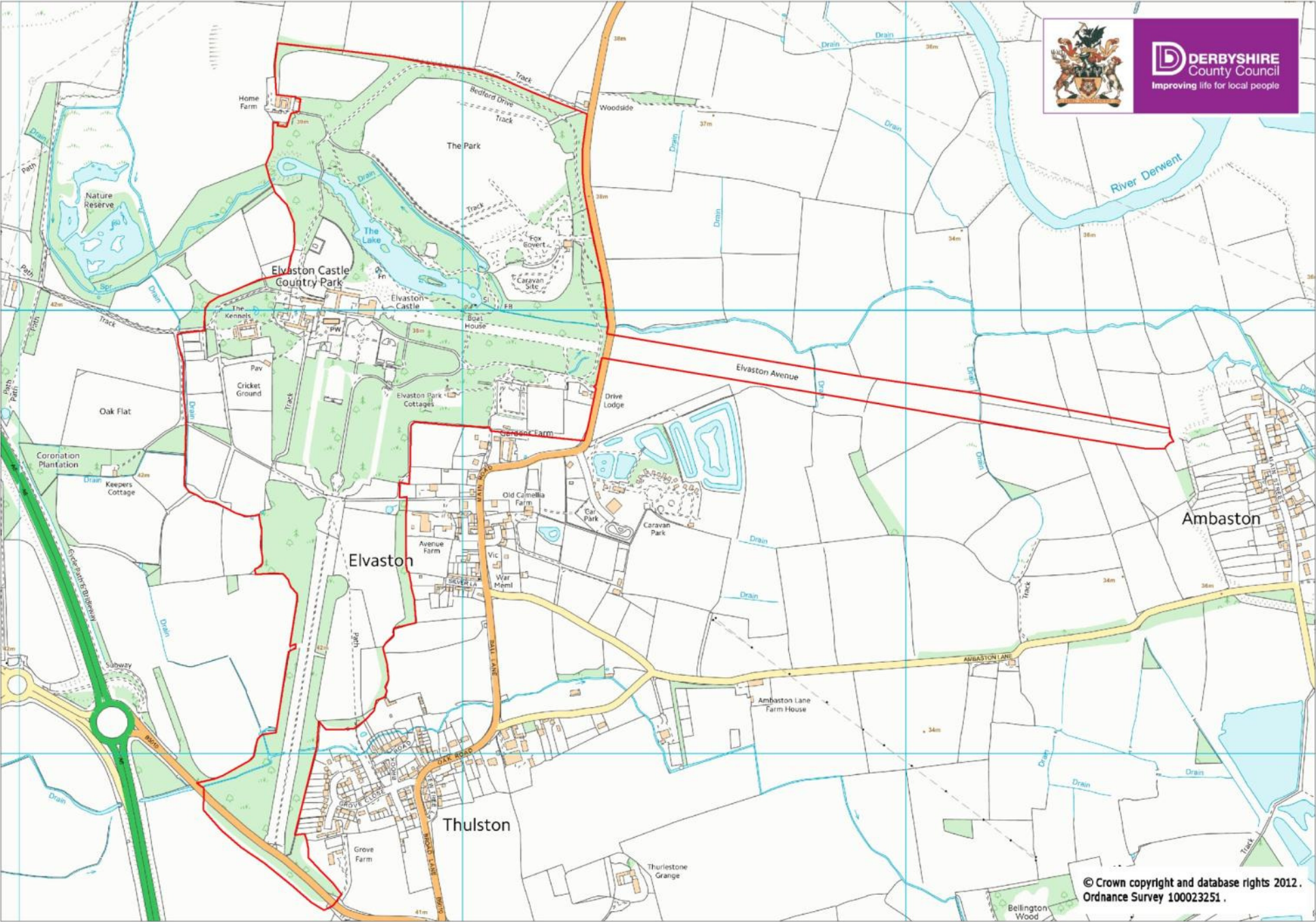
- Use 'Elvaston Old Images' 1 and 3 and challenge pupils to find the location where these images were drawn from on site and stand in the same place. Look at the view now in the present day and record what has changed (gardens, building, people, background) and what has stayed the same. Imagine what events and activities the building could tell us about if it could talk!

Elvaston 'Sanderson' Map 1835



Elvaston 'OS' Map 1891 – 1912





Elvaston – Old images

1. South Front of Elvaston Castle, showing part of 'Mon Plaisir' gardens. c1850's?
From www.picturethepast.org.uk



2. Elvaston Castle, Alhambra Gardens (with faint view of the castle in the background) c1858.
From www.picturethepast.org.uk



3. Elvaston Castle, south facade (showing the older original building on the right) c1823.
From www.picturethepast.org.uk



3. Left to right: From www.picturethepast.org.uk

Left: William Stanhope, 1st Earl of Harrington (1683-1756). Image from c1731-34:

"The Right Honorable William Lord Harrington, Principal Secretary of State and member of most Honorable Privy Council"

Middle: General Charles Stanhope, 3rd Earl of Harrington (1753 – 1829). Image from c1804

The son of William Stanhope (the 2nd Earl of Harrington and Lady Caroline Fitzroy). He was commissioned into the Coldstream Guards in 1769 and was briefly a Member of Parliament for Thetford and then for Westminster. He commanded the 29th Regiment of Foot's Grenadier company in the Saratoga campaign of the American Revolutionary War and was an 'aide-de-camp' to General John Burgoyne. He married Jane Fleming (daughter of Sir John Fleming) and had eleven children!

Right: Lord Petersham, Charles Stanhope (1780 – 1851) 4th Earl of Harrington (1830 – 1851). Image from 1804
He was the son of Charles Stanhope, 3rd Earl of Harrington. He entered the Coldstream Guards in 1795 and became Captain of the 10th (Prince of Wales's Own) Regiment of (Light) Dragoons in 1799. In 1803 he was Major of the Queen's Rangers and in 1807 Lieutenant Colonel 3rd West India Regiment. He designed his own clothes! He was married to Miss Foote, a Covent Garden actress, on 7th April 1831.



Development of Elvaston – A Brief Timeline

Pre-historic times	There are pre-historic remains showing that early man lived on the flood plains around Elvaston including crop marks and mollusc shells and bones thought to belong to horses, wolf and deer.
Roman times	A Roman route runs just north of the estate running towards the Trent and Fosse Way.
1086	The Domesday book records Elvaston, its church and a blacksmith, 52 acres of meadow and a mill on the Derwent. Records that after the Norman Conquest Elvaston manor which had been part of a holding by an Anglo-Dane called Tochi, came into the ownership of Geoffrey Alselin.
Medieval times 1200s	There is evidence that at this medieval time there was already a substantial house and garden at Elvaston. The original name of the settlement was Aleuoldestune suggesting it is no later than Saxon times that the village established. St Bartholomew's Church next to the castle is in part early 13 th Century.
1400s	The Estate passed into the hands of the Bardolph family and reverted to crown during the reign on Henry VI. Walter Blount who owned the house in 1453/4 had the house ransacked during the War of the Roses where every room was ransacked, chests forced open and bed hangings slashed.
Early 1500s	The house was sold by the 6 th Lord Mountjoy and acquired by Sir Michael Stanhope whose family owned and developed the property for the next 400 years.
1567–1625	The 'Jacobean period'. The oldest surviving parts of Elvaston Castle (house) are from around this period. At some point during the 1600s it is thought the Stanhope family bought the estate at Elvaston.
1638	Sir John Stanhope (Sir Michael's grandson) dies. His young son and heir is in the care of his wife Mary.
1643	During the Civil War the family was on the side of the King – Sir John Gell, Governor of Derby sent troops to search Elvaston for arms and they ransacked the house and destroyed Dame Mary's favourite flower garden.
1720s	William Stanhope (now owner of Elvaston) acted as British ambassador to Spain under George II and was a minister in Walpole's government.
1730 - 1756	William Stanhope is made the first Baron Harrington and rose to become the first Earl in 1742. He died in 1756.
Late 1700s and early 1800s	Charles Stanhope the 3 rd Earl of Harrington was prolific in the Napoleonic Wars and inherited the title in 1779. The third Earl commissioned architect James Wyatt to re-model Elvaston – in a 'Gothic' style which was designed around the older Jacobean building (you can still see part of the old building on the south face) – sadly Wyatt did not live to see his designs carried out. The 3 rd Earl also wanted to landscape his gardens and tried to get a famous gardener at the time to do it, Lancelot (Capability) Brown, but he turned the job down as the area was too flat!
1819	The 3 rd Earl acquires the Golden Gates which were on the Royal Palaces at Madrid and Versailles and had been owned by Napoleon Bonaparte. Originally these were placed in front of the castle within about 106 yards.
1829	The 4 th Earl of Harrington (Charles) inherits the title. He was quite a character and an eccentric. He was a trend setter and his friends (including the Prince Regent) copied his self-designed clothes, tea drinking and snuff addiction (he was said to have 365 snuff boxes).
1831	The 4 th Earl of Harrington (Charles) marries Maria Foote who becomes Lady Harrington. She was an actress and unmarried mother (both seen as unacceptable at that time) and they became a gossip point in society. They were shunned by polite society but Charles was very devoted to her and it is suggested he redeveloped the grounds of Elvaston to be a romantic pleasure garden for them both to enjoy.
1830s	To realise his dream of re-designing the grounds the 4 th Earl appoints a famous gardener William Barron. Around this time heraldry and crests were in fashion and this theme can be seen all around the grounds and buildings. A series of themed gardens were planned and started to take shape.
1830 - 1851	There were a team of 90 gardeners developing the grounds under William Barron. These included the Alhambra garden with the Moorish temple, the Italianate garden inspired by gardens in Tuscany, the Bower Garden or Garden of the Fair Star with a monkey puzzle tree in a star shaped bed. Lots of avenues of trees were planted and statues and clipped yew trees added. The large lake was created. Barron helped to develop modern gardening and horticulture. He developed techniques for transplanting mature trees so the Earl wouldn't have to wait for them to grow and specialised in yew trees and evergreens. The Golden Gates were repositioned to where they still stand today by Barron and mark the entrance to the core historic gardens. .
1851	4 th Earl of Harrington dies.
1851 - 1862	5 th Earl of Harrington (Leicester Stanhope) inherits the estate and opens the gardens to the public. Thousands of people come to visit even though the price was high at the time (three shillings) and they had to travel on special excursion trains.
1928	The 10 th Earl of Harrington dies in a hunting accident (just a year after having inherited himself). The 11 th Earl was just a boy.

1939	The 11 th Earl still a boy when war starts in 1939 goes to live with his family in Ireland. Elvaston no longer belongs to the Earls of Harrington
1939 - 1945	During (and after) the Second World War Elvaston castle became a teacher training college when the students were evacuated from Derby. All of the rooms were used to provide homes for 150 staff and students. The cellar became the air raid shelter, the Hall of the Fair Star (Gothic Hall) became a lecture room and common room.
1969	Derbyshire County Council buy Elvaston Castle and grounds to save the area from being excavated for gravel for the building trade.
1970	Elvaston becomes one of the first ever English Country Parks.
2012	Restoration of the Golden Gates, Walls and Moorish Temple is funded by English Heritage and Derbyshire County Council. The house is Grade 2 listed, St Bartholomew's Church is Grade 1 listed and the Gardens are Grade 2 star listed. Derbyshire County Council are exploring ways to try and restore them to their original state.

Self-directed investigations

Historical or Geographical Enquiry

Allow the pupils to decide on their own enquiry. Use spider diagrams and question and answer to find out what (if anything) they know about Elvaston. Then work together to develop a series of questions they could investigate on site (e.g. Who lived here and when? Why do the buildings look like they do? How long have the gardens been at Elvaston? How many visitors does the site get? What facilities are there on site for different kinds of visitors? How are visitors managed on site to prevent environmental damage? How do visitors navigate around the site?).

You may need to provide a certain amount of information and images to help prompt question development or provide access to the internet - The Elvaston Website might be particularly useful: http://www.derbyshire.gov.uk/leisure/countryside/countryside_sites/country_parks/elvaston/default.asp.

This approach enables the children to direct their own visit, your role as leader then becomes a facilitator to help them plan their visit and decide how they will collect the information they need on site. They will need to decide what to do on site, which parts to visit, what to gather from other sources and perhaps arrange to see a member of site staff or a specialist to interview. They might want to sketch, do interviews with visitors, traffic counts, take photographs, use maps etc.

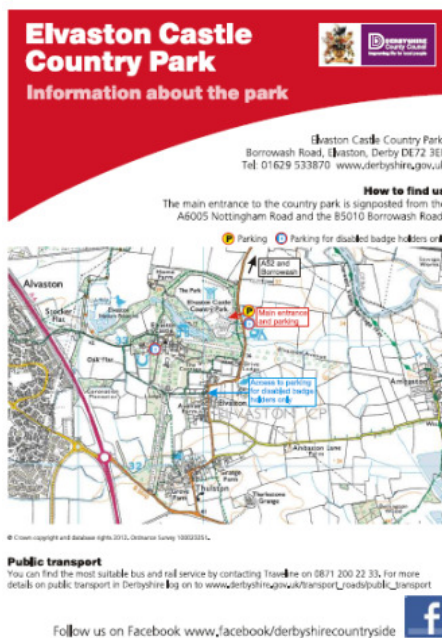
Ensure the pupils know how they are going to present their findings before they go on the visit e.g. a written report, poster presentation, powerpoint, video, drawings etc. as this will determine how they gather information during their visit.



Interpret Elvaston

Challenge the pupils to produce a piece of interpretation for the site. This could be in any format of their choosing or you could direct depending on your focus and curriculum needs. Again what the pupils decide on will dictate how they investigate the site and what information they need to gather during their visit:

- Create a leaflet for a tourist information centre about Elvaston Castle or Elvaston Country Park (different groups could produce different pages).
- Design and create a mock up of an interpretation board for a particular location on site.
- Plan a walking route around the site and a script to give a guided tour to another class or group that highlights things they know or are interested in.
- Create a sculpture that means something to a particular part of the site.
- Make a digital audio tour that could be downloaded and listened to on a smart phone or mp3 player around the site.
- Create a news report about Elvaston and its site and video it.



Design your own garden

The gardens at Elvaston were designed and created by the 4th Earl of Harrington and William Barron between 1830 and 1851. There was a team of 90 gardeners who created a series of themed gardens such as the Italian garden based on designs from Tuscany, the Alhambra garden including the Moorish Temple and the bower garden or 'Garden of the Fair Star'. There are lots of clipped trees (topiary) and avenues of yews, a large lake, rock structures, statues and many kinds of trees some of which were transplanted when quite mature. The techniques and styles used became famous and were renowned, attracting lots of visitors. Although they have been changed over the years much still remains and is now specially protected.

During a visit you could carry out a study on the different kinds of gardens at Elvaston and investigate the history of the special grounds on site. Carry out investigations into the kind of plants, trees and practice species identification. Work out which areas are good for wildlife and which are good for different kinds of visitors. Conduct evaluations at different locations on site scoring which parts of the grounds or which gardens the pupils like best. Do sketches of the patterns, views and designs used throughout the gardens.

Back at school get your pupils to design their own garden for Elvaston. Do they want it to be for wildlife, for fun, private, for chilling out, for adventure? What plants would they include? What other features might they include? If they owned Elvaston now what would they do to the grounds and gardens? Pupils could be encouraged to create plan designs to scale bringing in maths skills or do drawings, paintings, collage of views through and in their garden. They could even make models of their dream Elvaston garden.



How to Sketch a Building

Aims of the activity:

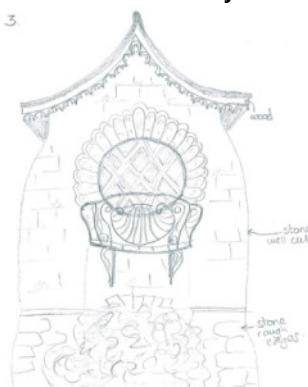
- To develop art and design and geographical skills and produce useful field sketches that capture the key building features or architectural features around Elvaston.
- Use simple techniques to ensure a good layout of sketch and improved results.
- Use observation and sketching to record key features and emphasise how sketching and annotation can be used to assist in evaluation of the buildings.

Resources:

- How to sketch buildings at Elvaston worksheet.
- Plain paper, pencils, clipboards.
- Architecture words (glossary for pupils if desired).

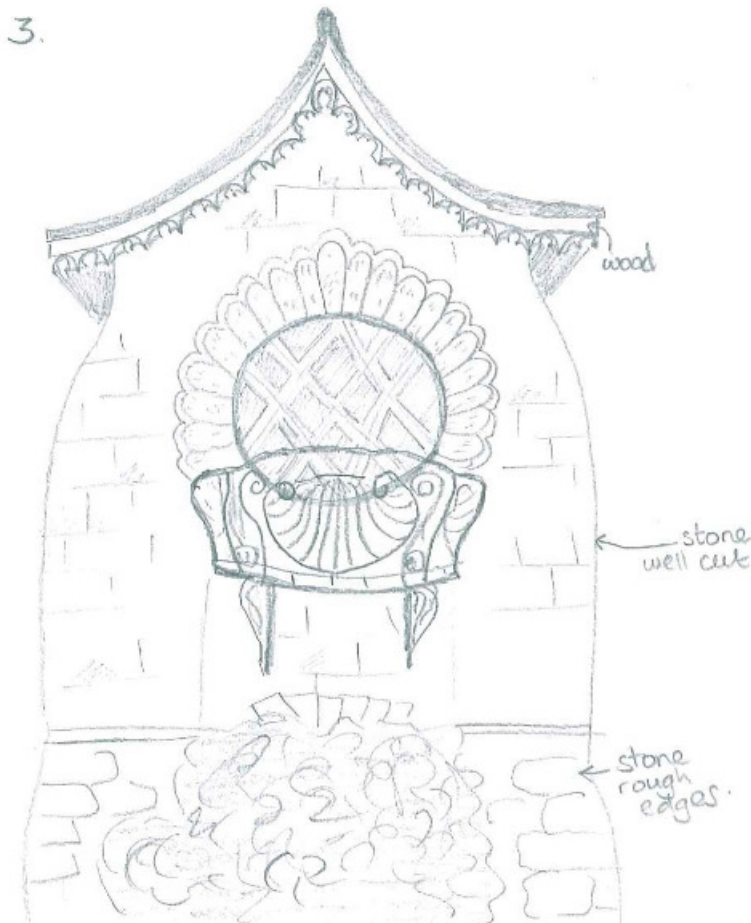
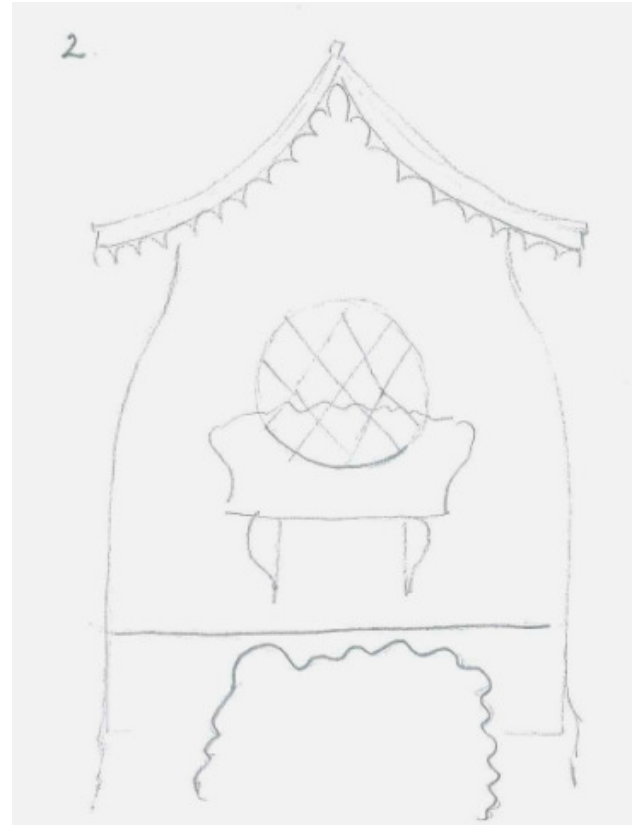
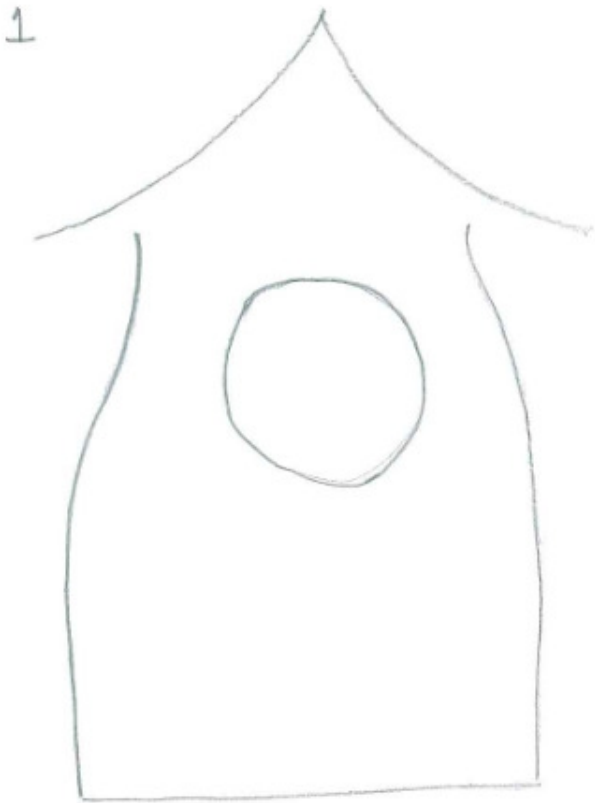
Activity guidelines:

- Before your visit to the site, practice looking at different buildings around the school and those that can be viewed from your school grounds (or look at photographs of different buildings). Look at the main key shapes that make up a building (square, rectangle, triangle, circles). Think about patterns, symmetry, how many floors, is it tall and thin or long and wide etc. Also look at the different materials and ensure that the pupils think about what the different parts of the buildings are made of e.g. brick, stone, glass, wood, metal, tiles, slate etc. If the pupils are not able to name the different materials encourage them to think and describe its key features e.g. shiny, rough, old, new, colours, texture etc. Discuss why the different materials might be used e.g. function, properties, decoration (e.g. glass needs to be see through to let light in but can also be used for decoration). Certain stone work is used for particular decorative properties or colours or might be local to the area depending on the age and style of the building.
- On site at Elvaston – tour the grounds and select a building to sketch (the key instructions are provided for a view of the main house/castle (looking at the south face), drawing the Moorish Temple and the Church tower. Different techniques and orientations are used for each. You could go as a whole class or split into groups following a trail or map route to each building in turn rotating around. If your pupils are not very confident start with a simple 'front view' first of a simpler building (e.g. the Moorish Temple) before building up to something more complex.
- Encourage the pupils to select which part of the building they are going to draw (they may select not to draw the whole building but simply one part). Explain to them about deciding on the orientation of their paper first (landscape or portrait) then put in the main outline or key shape of the building.
- Once the key shapes and proportions of the building are sketched the pupils can start to add detail to the sketch (if all of the windows have the same decoration they could decide just to draw one or do a larger sketch to the side of specific features).
- Once the sketching is complete encourage them to label (annotate) with things like materials, condition of parts of the building, their own opinions and evaluate the building so they have a vivid memory of it when off site. They can use the 'architecture words' glossary if desired.



How to Sketch a Building

The Moorish Temple at Elvaston Castle Country Park



Decide which way to hold your paper so it will fit the building on.

1: Draw the basic shapes that make up the building (rectangles, circles, triangles, squares). Don't press on too hard. Spend some time looking carefully and making sure the building looks in proportion.

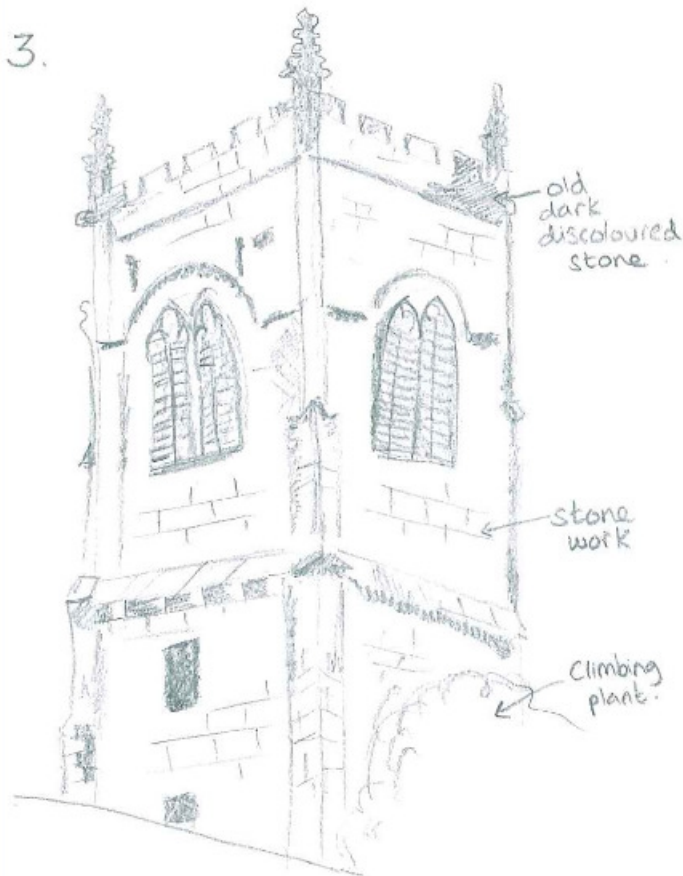
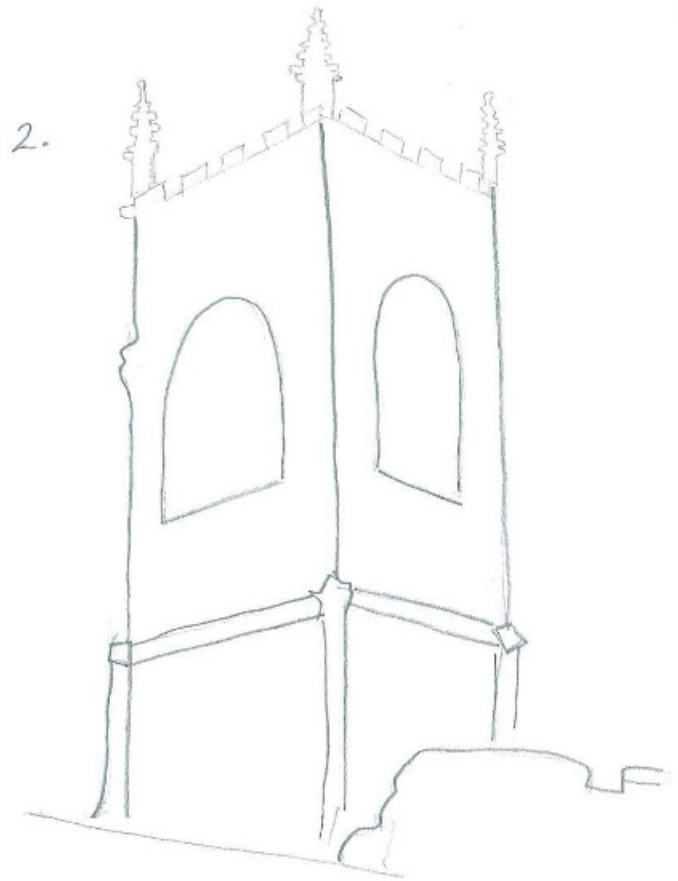
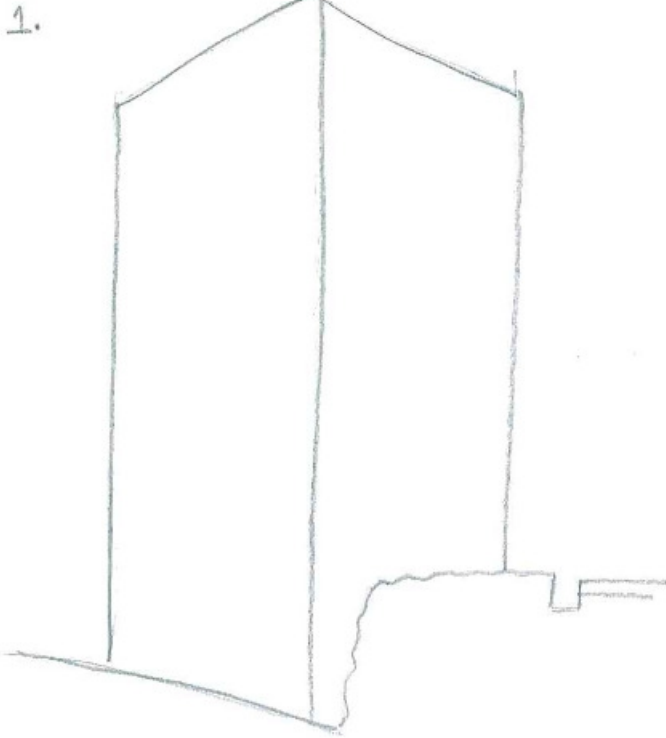
2: Now add some more detail to your sketch – put in all of the shapes that you can see.

3: Add the detail and shading to your drawing. Look carefully at the patterns or decoration on the building, the shapes around the windows, doors, brick work patterns and condition of the building. You don't need to draw in every brick or piece of stone just give a 'suggestion'.

4: Annotate your sketch. This means add labels that will help you remember what it looks like and what you feel about the building.

How to Sketch a Building

St Bartholomew's Church at Elvaston Castle Country Park



Decide which way to hold your paper so it will fit the building on.

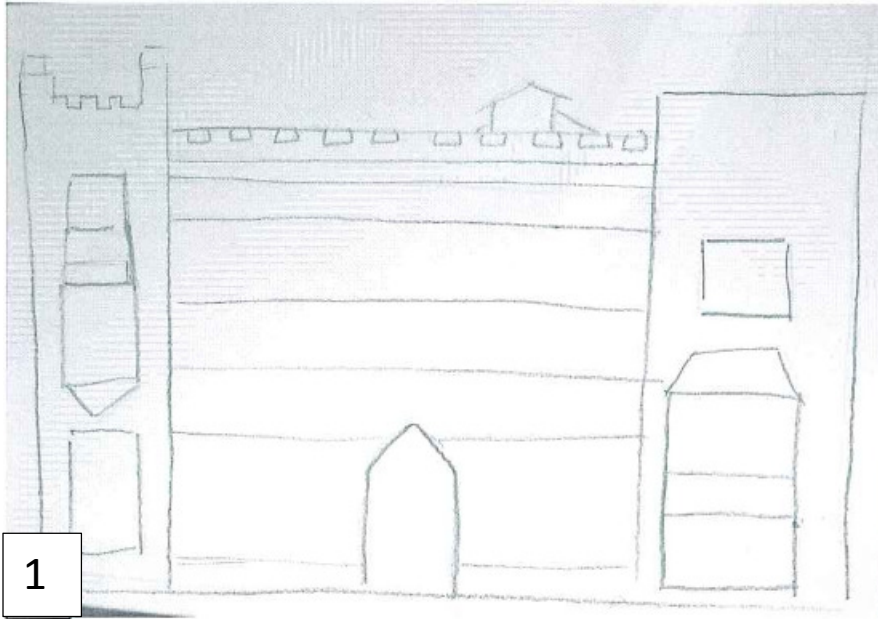
1: To draw the church tower so it looks three dimensional: Draw three vertical lines, the one in the middle should be taller than the other two. Join the tops of the lines to make the basic tower shape.

2: Add some more detail to your sketch with the other shapes and lines. Make sure all vertical lines are parallel and all the lines on the two 'sides' of the tower are parallel with the roof lines you drew in first.

3: Add the detail and shading to your drawing. Look carefully at the patterns or decoration on the building, the shapes around the windows, doors, brick work patterns and condition of the building.

4: Annotate your sketch. This means add labels that will help you remember what it looks like and what you feel about the building.

How to Sketch a Building: Elvaston Castle



Decide which part of the building you are going to draw. All or part of it?

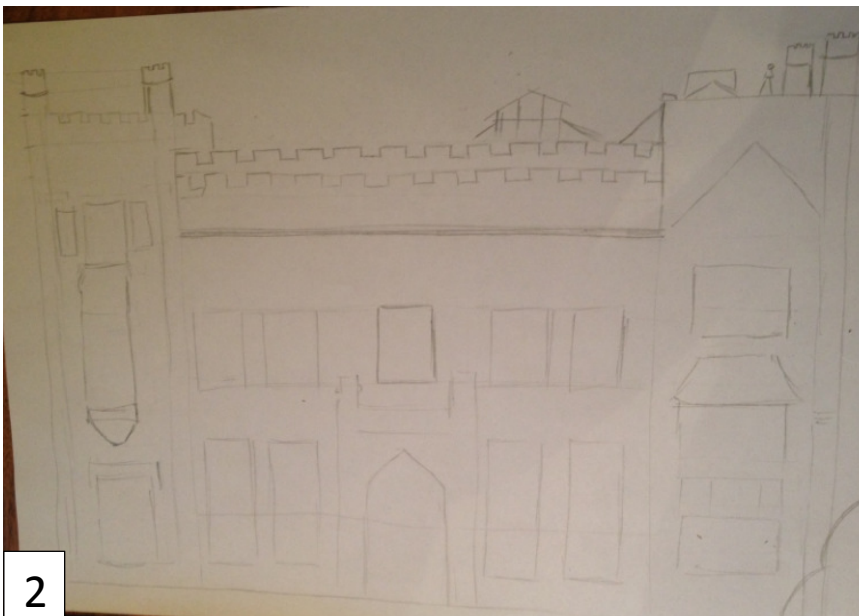
Decide which way your paper should be to fit your drawing on and use the whole piece of paper. **Landscape** means long horizontal sides or **portrait** long vertical sides

1. Stage 1: Draw the basic shapes that make up the building (rectangles, circles, triangles, squares). Don't press on too hard. Spend some time looking carefully and making sure the building looks in proportion. Look where lines run across the building or up and down and draw these in lightly.

2. Stage 2: Now add some more detail to your sketch – put in all of the shapes that you can see lining up doors, window heights and roof lines carefully.

3. Stage 3: Add the detail and shading to your drawing. Look carefully at the patterns or decoration on the building, the shapes around the windows, doors, brick work patterns and condition of the building. You don't need to draw in every brick or piece of stone, just give a 'suggestion'.

4. Stage 4: Annotate your sketch. This means add labels that will help you remember what it looks like and what you feel about the building. For example which parts do you like, what materials are the different parts of the building made of, which bits are in good or bad condition etc.



Decorative stone window frames

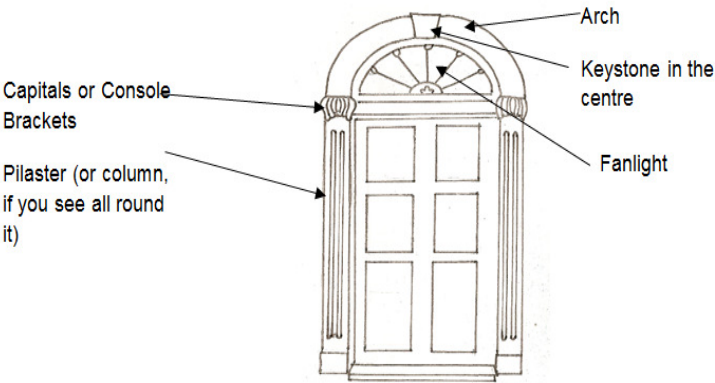
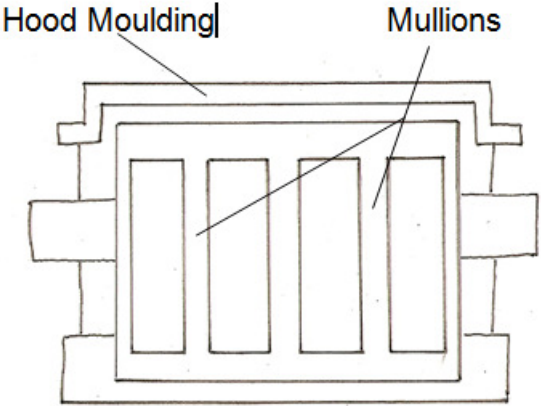
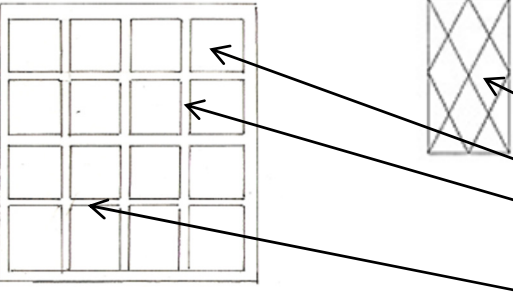
Dressed stone work

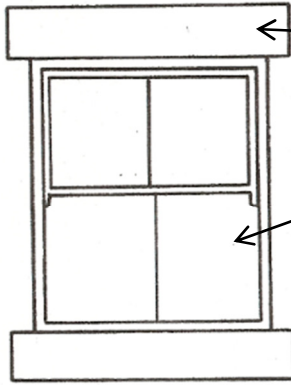
Older part of building – old thin bricks

4

Architecture Words

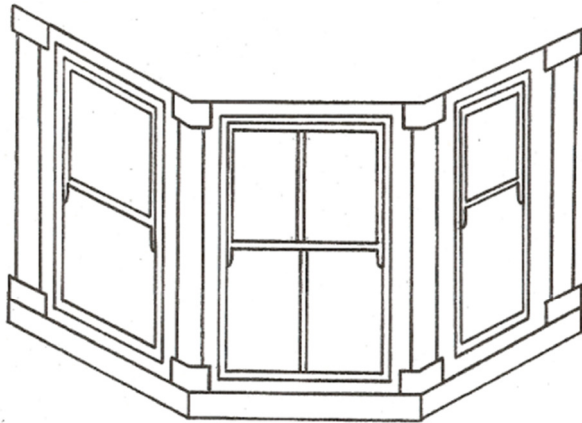
You can learn a lot about a building by looking at its different features.

Area of building	Key architecture words
Doors	
 <p>Capitals or Console Brackets</p> <p>Pilaster (or column, if you see all round it)</p> <p>Arch</p> <p>Keystone in the centre</p> <p>Fanlight</p>	<p>Most doors will have some of these features:</p> <p>Capital: The top of a column (often decorative feature).</p> <p>Console Brackets: a capital with an inward curving scroll at the top and an outward curving scroll at the bottom.</p> <p>Pilaster: A flat column, usually attached to a wall.</p> <p>Column: A free standing support (might support an arch).</p> <p>Arch: A curved opening.</p> <p>Keystone: The central block that locks together an arch.</p> <p>Fanlight: A semi-circular window over a door.</p>
Windows	
 <p>Hood Moulding</p> <p>Mullions</p>	<p>On really old windows (from the 1500s and 1600s) there is sometimes a stone line sticking out of the wall above them called a hood moulding.</p> <p>Hood moulding or drip moulding: a three sided moulding over a window or door to cast water away from the window.</p> <p>Mullion: Divides the window into sections vertically (wood, metal, stone etc.).</p>
 <p>Lozenge</p> <p>Light</p> <p>Leaded lights</p> <p>Transom</p>	<p>Windows from around the 1700s and early 1800s. These have lots of very small panes of glass held together by thin strips of lead or wood.</p> <p>Lozenge: A diamond shape (usually leaded).</p> <p>Light: An individual opening in a window.</p> <p>Leaded lights: Individual smaller panes of glass divided by lead or cast iron.</p> <p>Transom: Divides the window into sections horizontally (also the upper part of a door frame).</p>

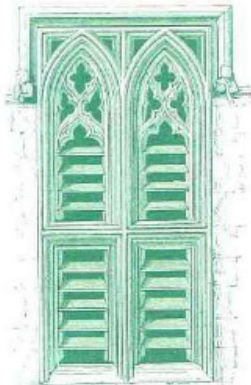


Lintel: A beam over an opening (can be wood, metal or stone).

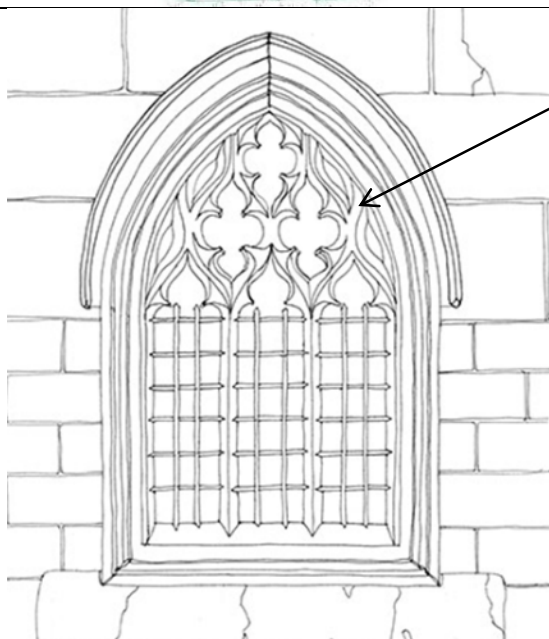
Sash windows: Sliding wooden frames that hold the glass frames (typical of the Victorian period).



Bay windows: Windows that stick out from the front of the building. Popular in the 1800s and 1900s

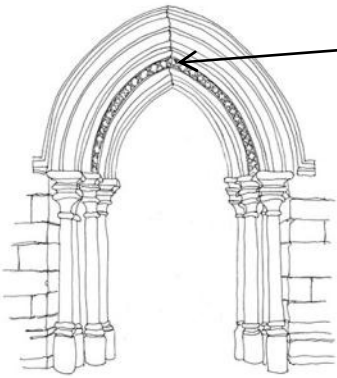


Bell window: These are found in a tower around the bell chamber. They have no glass so the sound can escape. Slats or louvers were often used to keep birds out.

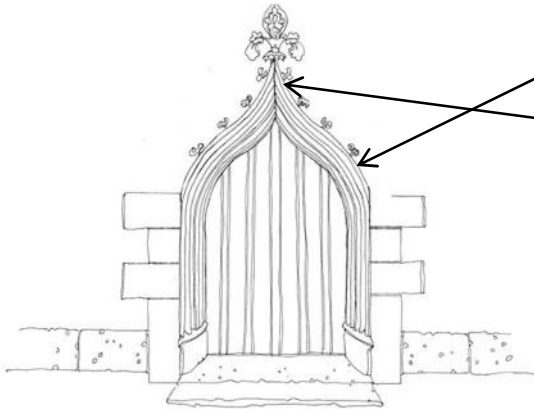


Tracery: These are the decorative shapes and patterns made up of stone bars and shapes in the windows. Tracery is often found in Gothic style windows and buildings.

Other building features

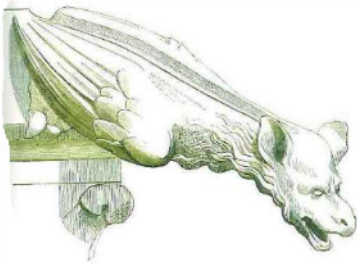


Gothic arch: An arch with a pointed top. Typical of the 'Gothic' period in Europe (around 1150 – 1500) and copied at times throughout history particularly in the late 18th and 19th century (the Gothic Revival period).

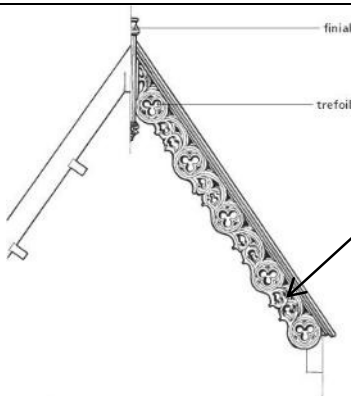


Ogee: An 'S' shape in a building. Convex first (curves outwards) and then concave (curves inwards).

Ogee Arch: An arch with two 's' shaped sides meeting in a point at the top.



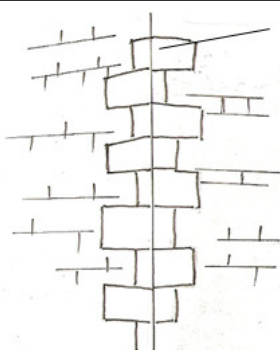
Gargoyle: Spouts that are used to push rainwater over and away from the sides of buildings. They are sometimes turned into animal or human shapes and faces. Sometimes these are intended to be scary and occasionally just used as decoration.



Bargeboards: A decorated board that covers the roof at the sides (the gable).

Finial: Decorative knob on top of a roof, post or fence upright.

Trefoil: A shape with three parts or 'lobes' a bit like a clover shape.



Quoins

Quoin: A large block used to strengthen angles and corners - The corner stones. Sometimes they are in a different coloured stone or material to the rest of the building.

Architectives

Aims of the activity:

- To investigate and observe different use of shapes, pattern and decoration on features around Elvaston Castle Country Park.
- To use different art techniques to record these different patterns.
- Possibly to learn some architectural words and use them in the correct context.

Resources:

- Leaders guide 'Suggestions of shapes, patterns and styles to look at around Elvaston'.
- 'Architecture words' worksheets for pupils.
- Architectives – shapes, patterns and styles around Elvaston – worksheet.
- Clipboards, pencils, crayons, digital cameras (if desired).
- Elvaston Buildings – teacher notes.

Activity guidelines:

- Select a route around Elvaston taking in features and buildings you may find of interest (you could use the 'Crest Quest' as a route finder and carry out an 'architectives' activity at each location).
- At a chosen location spend some time together looking at different parts of the building or feature. Focus on things like decorative features, materials used, shapes, textures, patterns and colours. Where appropriate use the architecture words to help pupils become familiar with them. You can also use facts and background information from the 'Elvaston Buildings – teacher notes' sheet to help add detail and interest.
- Invite the pupils to record either a particular feature or choose their favourite part of this building and record it on their 'Architectives' sheet. This could be to sketch a particular pattern, or brickwork design, take a rubbing of a particular texture and note down their observations. You might want to provide more than one Architectives sheet if you want them to visit a number of locations. You could easily differentiate this by providing the outline of a particular pattern or shape and allow pupils to fill in the detail or you could start a pattern and allow the pupils to continue it.

Suggestions of shapes, patterns and styles to look at around Elvaston.

On the Boat House (decorative barge boards)



On Elvaston Castle (old bay window with stone mullions)



In Elvaston gardens



Barge boards and window on the Moorish Temple



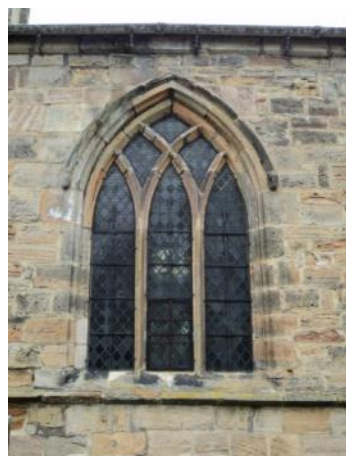
Balcony on the Moorish Temple



Decorative metalwork on the Golden Gates



Windows on St Bartholomew's Church



Architectives

Shapes, patterns and styles around Elvaston

	<p>Name of the building: _____</p> <p>This feature is made of _____</p> <p>It looks like _____</p> <p>I like it because _____</p> <p>_____</p> <p>Architectural name for parts of this feature:</p> <p>_____</p> <p>_____</p>
	<p>Name of the building: _____</p> <p>This feature is made of _____</p> <p>It looks like _____</p> <p>I like it because _____</p> <p>_____</p> <p>Architectural name for parts of this feature:</p> <p>_____</p> <p>_____</p>
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Elvaston Buildings - Teacher notes

Building	Brief notes
Elvaston Castle	Evidence of a large estate and gardens is present from medieval times. History of the ownership and development of the estate as a whole is available from http://www.derbyshire.gov.uk/leisure/countryside/countryside_sites/country_parks/elvaston/heritage/castle/default.asp and elsewhere in this pack. The current appearance of the castle is from James Wyatt's designs in a Gothic style that were developed for the 3 rd Earl of Harrington. It is very detailed and aims to show the patriotism and military pride of the Stanhope's. Although Wyatt died before work on the buildings was finished his drawings were taken on by Robert Walker who transformed the house into 'Elvaston Castle'. The castle includes the Gothic Hall or 'Hall of the Fair Star' which is covered with mottos and crests and was designed for the wife of the 4 th Earl.
St Bartholomew's Church	The Church is partly from the early 13 th Century. The chancel is from around 1200. The lancet windows with their tracery are from the late 13 th Century. Inside there are monuments to several of the owners of Elvaston including Sir John Stanhope, the 3 rd Earl and the 5 th Earl.
Moorish Temple	The Moorish Temple – although we can't be quite sure what it was built for it was likely to be a remote 'garden room'. The design is loosely based on Islamic design. The original garden in front of the temple would've been very geometric. In 2012 external features of the Moorish Temple had critical restoration. The roof was repaired and the fascia boards restored. Lattice work on the windows was restored with reinforced concrete (as was original). Restoration had to be done carefully as there are bats that hibernate in the basement and roosts in the roof where the bats have their young. The steps around the Moorish Temple have been re-laid. The balcony was repaired and the iron worker has allowed the rusting to protect the structure so the original details were not lost underneath modern paint.
Golden Gates	The 3 rd Earl acquired the Golden Gates which were on the Royal Palaces at Madrid and Versailles and had been owned by Napoleon Bonaparte. Originally these were placed in front of the castle about 106 yards away. By 1834 the gates were moved as part of the remodelling of the Castle and estate by the Third Earl. The motto above the gates says Deo Et Rege (God and King). The crests on the gates pick up the heraldry trend across the site. In 2012 the Golden Gates were restored with money from English Heritage and Derbyshire County Council. Paint scrapes and tests allowed restoration to the original turquoise. Areas formerly gold leaf are now painted with gold. The stone plinths that the gates rest on have been repaired and restored. The Alabaster piers (pillars to each side) with concrete statues on top have also been repaired. Although originally alabaster this is not a good stone for outdoors and they had become very damaged. Replacement alabaster came from Northampton and lime mortar and lime render has been used to protect the original 'Russian concrete' core of the piers. The statues are meant to be the labours of Hercules (on the left with a lion and on the right with a serpent and a lamb).
The Themed Gardens	The gardens were designed and developed to be a romantic pleasure garden for the Fourth Earl and Lady Harrington. To do this the Earl appointed a famous gardener William Barron. Around this time heraldry and crests were in fashion and this theme can be seen all around the grounds and buildings. William Barron helped to develop modern gardening and horticulture. He developed techniques for transplanting mature trees so the Earl wouldn't have to wait for them to grow

	<p>and specialised in yew trees and evergreens as well as topiary (trees trimmed into shapes of animals and objects).</p> <p>There were many private gardens including:</p> <p>The Alhambra Garden – The Alhambra was built as a fortress in 889 and turned into a palace in 1333, it is in Andalucía in Spain. It was rediscovered by European travellers in the 19th Century and is Moorish and Islamic in design with poets describing the buildings and woods and gardens around them as a 'pearl set in emeralds'. It became a fashionable style to copy and was used as inspiration for a garden at Elvaston.</p> <p>The Italianate Garden – this was to the right of the house with yew hedges.</p> <p>'Mon Plaisir' or Montplesier Garden – once the most striking of the gardens and several artists have depicted how the gardens looked before it was removed around 1970 and turned into what is called the Partier Garden to the south of the house/castle. Hedges, trees and topiary were used to line walkways and enclosed areas which had statues and spaces for stopping.</p>
Old English Garden	This garden was designed with a heated wall. Greenhouses were all along one side (see the iron clamps). This was so tropical and exotic fruits and plants could be grown in our climate. The Gardeners Bothey (the building next to this garden) was probably a gardener's house. There is also a water tower nearby.
Nursery Garden	This walled garden has a 'lean to' greenhouse which is still in place. Trees are trained along the walls allowing them to grow and fruit to be easily picked.
Ha ha Wall	The long extending avenue to the east would have had a ditch with a wall set in the base. This allowed the view to carry on uninterrupted but still provided a barrier. This is known as a 'ha ha' wall. The Ha Ha wall is by the road at the end of the East Avenue of the house. Over the road from the grounds is an area of gravel extraction, Derbyshire County Council originally purchased the Castle and grounds to prevent it being dug up for further gravel extraction.
The Boat House and Pump House	Obviously the Boat House is for storing boats that could be rowed on the lake. The neighbouring Pump House has the Harrington Crest on it. The water from here would be pumped to the water tower in the gardens and used for the garden fountains and watering the various gardens. It might have also supplied water into the house to power the hydraulic lift that was once used there.
Grotto	This area is the rock gardens and 'den' like structures created on the far side of the lake originally as further themed gardens to explore.
Upper stable yard (by the classroom and ranger base)	This area has what is now the classroom, ranger's base, offices and public toilets. The cobbled area that dips down with walls on either side is a carriage wash that would have been used by visiting horse and carriages.

Crest Quest

Aims of the activity:

- To develop simple map and navigational skills.
- To develop observational skills and awareness of repeating patterns and symbols on the site at Elvaston.
- To provide a potential activity for an independent route around the site.

Resources:

- Crest Quest Map.
- Crest Quest Pictures.
- Crest Quest Answer sheet.

Activity guidelines:

- Decide if the pupils are to work as one large group or as individual groups and to what level you need to assign an adult to each group or if you are happy for the pupils to safely and sensibly navigate independently (depending on their age and skill level).
- Give each group a copy of the Crest Quest Map and ensure they know their starting point, meeting point at the end and how long they have. There is no need to do the locations in numerical order and different groups could start at different numbers.
- Give each group a set of the 'crest quest pictures'. Their job is to navigate to each of the numbered locations on the map and at that location find the crest somewhere on the building or feature.
- On their 'crest quest answer sheet' they match the letter of the correct picture with the number of the location and fill in the answer sheet.

ALTERNATIVE

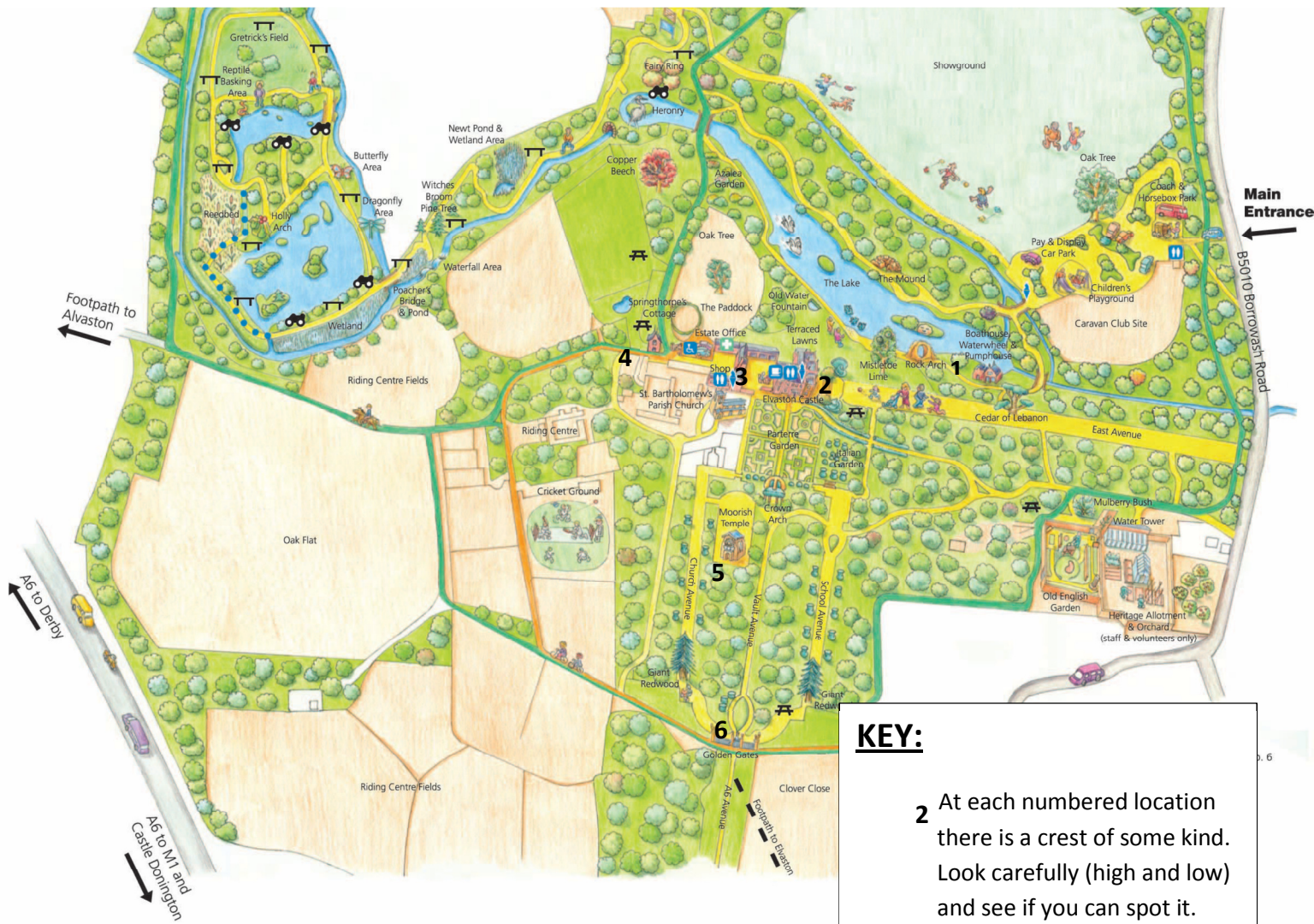
- Don't issue the 'Crest quest pictures' and ask the pupils to either photograph or sketch the crest they see at this location and bring those back to show you.

This activity is a useful way of visiting the key locations for other suggested on site activities such as 'how to sketch a building' or 'architectures' so it could be used as a group route planner. This way the group can navigate themselves between locations before undertaking other activities - developing spatial awareness and map skills in the process.

Answers for Crest Quest:

Location number	Crest letter	Location number	Crest Letter
1	F	4	C
2	D	5	E
3	A	6	B

Crest Quest Map



Crest Quest Pictures

A



B



C



D



E



F



Crest Quest Answer Sheet

The 4th Earl of Harrington who re-designed, re-decorated and developed much of the gardens and buildings on the site liked crests and heraldry. Heraldry is the use of coats of arms and symbolic badges. They are often used on suits of armour, shields and helmets or on buildings and normally show that someone is from a particular family or has a particular job or 'office' or that they are supporting them.

- Use the 'Crest Quest Map' to navigate to each of the numbered locations 1, 2, 3, 4, 5, 6.
- When you are at this location look around the area carefully until you spot a crest or a shield.
- Look at the 'Crest Quest Pictures' and match the correct picture to the location and fill in the table below.

Location number	Crest letter	Location number	Crest Letter
1		4	
2		5	
3		6	

Crest Quest Answer Sheet

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2		5	
3		6	

Visit follow up activities suggestions

- Complete work on pupil's own historical or geographical enquiries.
- Prepare their leaflets, on site interpretation boards or garden designs (these could even be sent into us at Derbyshire County Council to share with the site managers).
- Create your own 'quest' or treasure hunt route around another site, the school grounds or local park.
- Be an architect in your local area – compare the materials, shapes, patterns, style and decoration used in another area to provide a contrast with Elvaston. Are the buildings from a different era, or for a different function? How does this impact on how they look and feel?
- Sketch local buildings explaining which parts you like and compare them with Elvaston.