

# Teachers' Resource Pack for Sydney Garden Bath Heritage Trail for Kids



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# Teachers Resource Pack for Sydney Gardens Heritage Trail Designed for Key Stage 2

The Sydney Gardens Heritage Trail lends itself to many cross curricular activities. In this pack you will find seven lesson plans corresponding to each section visited on the trail. Designed to support your class's learning through continued exploration of the extraordinary archive of history that can be found at Sydney Gardens.

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# Make a timeline for Sydney Gardens

**Learning Objective:** to sequence events chronologically.

**Success Criteria:**

- children can order historical events chronologically using a timeline

**Vocabulary:** period, era, historical, chronological, timeline, Roman, Georgian, Modern, Victorian and Edwardian.

**Resources:** Heritage trail and example of a timeline.

**Introduction:** remind children that Sydney Garden's Heritage trail, steps through significant periods of British history that have influenced our lives today. What periods did we learn about on the heritage trail through the gardens?

**Main Teaching:**

**Activity 1:** look through the trail and pick out significant dates, periods and events. Make a list.

Year	Period	Event
1795	Georgian	Sydney Gardens
2011	Modern	Extension to Holburne museum completed
55BCE	Romans	Invaded Britain
2021	Modern	Roman coffin excavated at Sydney Gardens
1795	Georgian	Labyrinth visited at Sydney Gardens
1800	Georgian	Canal built
1840	Victorian	Railway line opened at Sydney Gardens
1911	Edwardian	Temple of Minerva built

**Extension (upper KS2):** ask children to think of other eras looked at in school, and add them to their table.

Model drawing and putting events on a timeline.

**Activity 2:** ask children to put events found on the trail on their own timeline.

**Extension:** challenge children to research and draw an image for each event to illustrate their timeline.

**Extra Challenge:** invite children to look carefully through pages 6, 8 and 10 of the trail, can they find examples of one period or culture influencing another?

**Labyrinth:** *Georgians influenced by the Greeks - what is the same and what is different?*

**Bridges:** *Georgians influenced by the Chinese - why?*

**Temple:** *Greeks influenced Romans, who influenced Edwardians - why?*

**Plenary:** ask children to self-assess the accuracy of their timeline by finishing modelled timeline as a class.

# Roman remains at Sydney Gardens

**Learning Objective:** to recognise that our understanding of history is created using a range of sources.

**Success Criteria:**

- children can research and interpret different sources
- children can create their own conclusions and hypothesis from different sources

**Vocabulary:** sarcophagus, cemetery, excavation, burial, evidence, era, hypothesis, funerary and votive offering.

**Resources:** Roman Burials Horrible Histories: (Secondary) <https://www.youtube.com/watch?v=AVq6IZEQCbY>

BBC News Article (Secondary): <https://www.bbc.co.uk/news/uk-england-somerset-57640337>

Digital models of Sarcophagus (Secondary): <https://sketchfab.com/lparcnaeology/collections/sydney-gardens-sarcophagus>

Presentation produced by RPS Archaeology for Young History Detectives fro Sydney Gardens Project (Page 10), access through: [www.bathnes.gov.uk/sydneygardenslearning](http://www.bathnes.gov.uk/sydneygardenslearning)

**Introduction:** Sydney Gardens have been lucky to have uncovered five Roman coffins. In 1861, 1867 and 1914 four Roman stone coffins were discovered in Sydney Gardens, within an area of Roman Bathwick now believed to have been part of Bathwick Roman Cemetery. And most recently in 2021 a stone coffin otherwise known as a Sarcophagus was discovered as the new play area was being built. **Can anyone remember where it was on the trail?**

The archaeologists have hypothesised that the two bodies inside were probably women and were buried at least 100 years apart. The archaeologists on the dig are still doing tests and carrying out research to see if they can find out more.

Archaeologists often have to make guesses about the objects and people they find as they can't travel back in time yet. These guesses are called hypothesis as they base them on evidence (such as artefacts) or research about that era.



**Activity:** ask children to imagine they are archaeologists and challenge them to hypothesise about why there were two people found in this sarcophagus using the links provided in the resources. Encourage them to create a rationale for their reasoning.

**Extension:** explain the terms primary and secondary sources. Can the children spot if these sources are primary or secondary? **These are secondary sources what were the primary sources that were found at the excavation?**

Archaeologists usually use a mix of both primary and secondary sources to help them hypothesise.

**Which sources did they find the most useful? Why?**

**Plenary:** share hypotheses, recap the notion that these are theories that may get proved or disproved overtime. Recap difference between primary and secondary sources and discuss what makes them reliable/unreliable.

# Persuasive writing, leisure and entertainment in the Georgian period

**Learning Objective:** to learn about leisure and entertainment in the Georgian Period to write a persuasive poster.

## Success Criteria:

- children can research leisure activities held at Sydney Gardens
- children can identify features of a persuasive text
- children can use persuasive language features to create a poster advertising Sydney Gardens

**Vocabulary:** Georgian, Sydney Gardens, empire, wealth, imports, sham castle, labyrinth, Merlin's swing and persuasive.

**Resources:** Sydney Gardens Heritage trail.

**Introduction:** the Georgian period was 1714 - 1837. Recap why was it called the 'Georgian period'? *When did Sydney Gardens open? Why was it also known as 'The Pleasure Gardens'?*

Explain that between 1714 - 1837 Britain gained a lot of wealth as its Empire expanded. The Empire was made of lands that explorers 'discovered', more often taken by force, and ways to make money were found from importing sought after goods such as tea and china.

The money made created many wealthy Georgians which meant they now had time for leisure and entertainment. This led to the creation of pleasure gardens

like Sydney Gardens. Recap what children have learnt from the trail about leisure activities in the Georgian period. Invite children to look back through the trail, paying particular attention to the: introduction page and Georgian labyrinth page (pages 2 and 5).

Ask children to note down all the activities, events that made these gardens so enticing in the Georgian period: labyrinth, Merlin's swing, sham castle, music concerts, horse riding, firework display and hot air balloons.

**Main Teaching:** look at the advert for Sydney Gardens aimed at children on page 11. What's changed, been added to the gardens? Can children spot new activities?

## Gala

**Illuminations** - beautiful lamps decoratively arranged and placed around the garden.

## Funny songs.

**Burning Mountain of Vesuvius** - this would have been a Cosmorama (illuminated picture using lenses).

**London by Moonlight** - this would also have been a Cosmorama (illuminated picture using lenses).

## Railway.

**Fire of Bristol** - this would also have been a Cosmorama (illuminated picture using lenses).

**Congreve Rocket**, a 38-Pounder (an artillery rocket).

Explain that this poster is an example of persuasive writing. *What is this piece of writing trying to persuade children to do?*

Can children spot any of the features of persuasive writing such as: distinct fonts, capitalised words, repetition, strong points of view/arguments, humour, powerful adjectives and a conclusion that repeats points of view.

**Activity 1:** ask children to brainstorm what would entice children to the park today and why.

Model structure of persuasive writing using children's brainstorm and features of persuasive writing.

**Activity 2:** children to write their own poster persuading other children to attend Sydney Gardens today using features of persuasive writing.

**Extension:** design a bright, bold eye-catching poster for their written advert.

**Plenary:** children to share their favourite line from their texts.

**CHILDREN**  
OF  
**BATH,**

Worry your Mothers to allow your Fathers to take you to SYDNEY GARDENS, Next Thursday, 11th September—Great Doings there—and all for A SHILLING. The Last Gala.

Promise them you won't be naughty for at least a week. Such beautiful Fire Works, you can't think—and such Illuminations, and Fire Balloons, and Funny Songs; and you'll see Naples, with the Burning Mountain of Vesuvius; and London by Moonlight—and the grand Railway, where they travel almost Fifty Miles an hour—and the great Fire of Bristol; then there's a Congreve Rocket, a 38-Pounder, to be let off.

**All this is to be seen for only 1s**

Therefore, worry your Mothers, I say; and if they don't let you go, never be good again.

DOORS OPEN AT HALF-PAST SIX.  
**NEXT THURSDAY,**  
11th SEPTEMBER.

# Art Lesson on Bernard Ollis

**Learning Objective:** to explore the work of Bernard Ollis and develop drawing skills using oil pastels.

## Success Criteria:

- children will create a piece of artwork influenced by Bernard Ollis's pictures of Sydney Gardens
- children will show a range of techniques for the oil pastels

**Vocabulary:** colour wheel, contrast, compliment, manmade, natural structures, blending, scraping and perspective.

**Resources:** pictures of Bernard Ollis's work, art paper, oil pastels, pencils, work from other artists such as Gauguin, Picasso, Hockney and a colour wheel.

**Introduction:** show children pictures of Sydney Gardens by Bernard Ollis. *Do they recognise any from the trail?*

Discuss similarities and differences in the pictures, likes and dislikes. Manmade structures and natural objects in each picture, all bright colours, none are perfectly accurate, they are all delightfully wonky, draw particular attention to the use of shadows.

*What material has the artist used?  
What techniques, scratching etc.*

*Can you spot his name in each picture?*

The more you look at his pictures the more you see. Draw children's attention to the colour wheel and note that Ollis uses contrasting colours from opposite sides of the wheel for vegetation and paths etc.

**NB:** Famous artists to explore who make similar use of colour and perspective are Gauguin, Picasso and Hockney.

**Main Teaching:** allow children time to play with colours choosing contrasting shades to place together and discuss their effect.

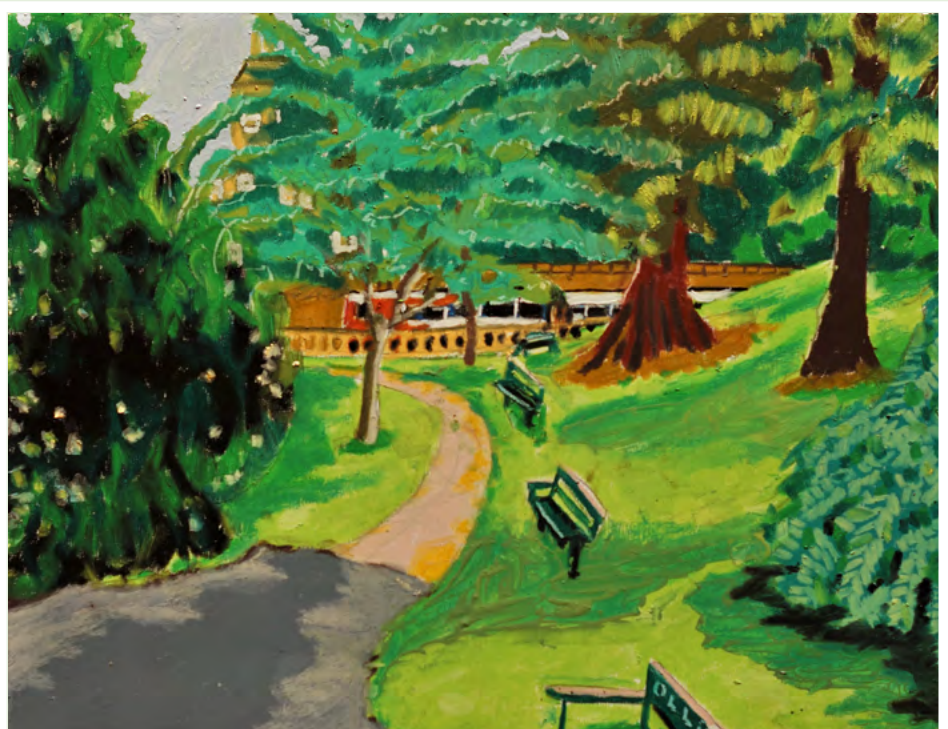
*Ollis spent a lot of time in the gardens as a child and has a real love for them, do you think it shows? How?*

Choose a subject preferably one that has a structure and some natural objects in it. For example, a part of the school with a tree, a structure near vegetation, if indoors a vase with flowers, fruit etc or use photos from your Sydney Gardens trip. If you limit the choice to only a couple of subjects the children can compare at the end their use of colour on the same subject.

**Activity:** model to the class different techniques that can be used with oil pastels and mark their contrasting colours before beginning. Demonstrate to the children how to sketch out the scene thinking about perspective. Make particular note to include the shadows. Children to have a go at their own picture.

**Extension:** draw children's attention to the technique of scraping away the oil pastel to create texture etc. Children carefully add this to one or two parts of their drawing.

**Plenary:** discuss as a class their use of colour and shadow.

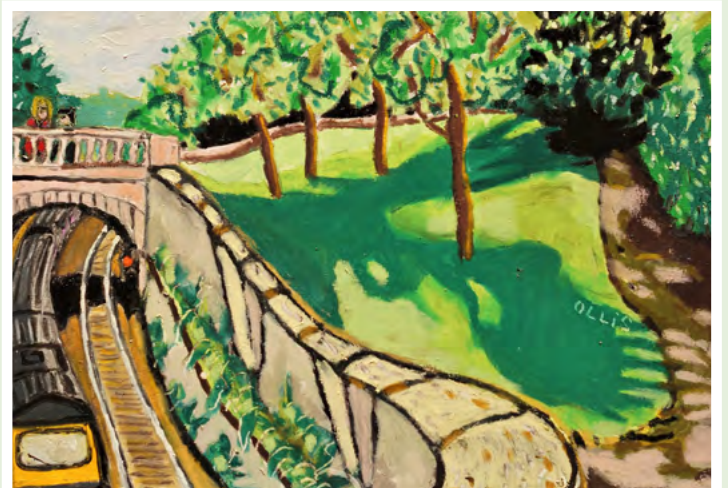


Painting by Bernard Ollis - Sydney Gardens Series 'Near Sydney Place' by Bernard Ollis Reproduced by kind permission of the artist.



Left: *Boy and Dog  
Kennet and Avon Canal*

Below:  
*Train Approaching  
Another Train*



Paintings by Bernard Ollis  
Reproduced by kind permission  
of the artist [bernardollis.com](http://bernardollis.com)

# Design and make your own bridge!

**Learning Objective:** to research, design and make a bridge.

**NB** this lesson is designed to span half to a full day or be stretched over 2 – 3 lessons.

## Success Criteria:

- compare and contrast researched bridges
- plan and make a bridge
- evaluate bridge against the design criteria

**Vocabulary:** Chinoiserie, Georgian, aesthetic, prototype arches, beam and suspension.

**Resources:** gather together resources for making a bridge that children can use; different thickness of card, string, tape, items for recycling such as tubes, bottles, straws, masking tape, elastic bands, lego, kinnex etc.

**Introduction:** introduce different types of bridges e.g., beam, arch and suspension and the different ways in which they are made to be structurally secure. *What different shapes can they see?* square, rectangle, triangle, if looking at John Rennie's chinoiserie bridges draw attention to circles but do not point out yet that these are held within triangles. *What do you notice about the supports?*

**Activity 1:** which 3D shape is the strongest? Children make each shape out of the same resources each time straws, kebab sticks, tape, elastic bands, blue tack and test its strength by counting the number of books the shape can hold up without crumbling. *Ask children how they could reinforce their shapes?*

If children do not work out how to reinforce the cube or cuboid by adding triangles in then demonstrate this when the activity is finished. Reference John Rennie's bridge with circles and draw attention to the triangles within the bridge, the circles could be decorative rather than structural. *Why is the look of the bridge important?*

Bring children back together and look at John Rennie's chinoiserie bridges, recap where John Rennie got his influence from and why. *What type of bridges are these?* Then look at John Rennie's stone bridges, what period do the children think these bridges were influenced by. *What types of bridges are these?*

**Activity 2:** compare and contrast three bridges from your program of study (Roman, Victorian or Chinese etc), identify type, function, materials, likes and dislikes.

*How do the different materials alter the construction?* Explain that the materials they are using are more likely to mimic the work of metal bridges rather than stone and to keep that in mind for their planning.

**Activity 3:** design your bridge.

**The Brief:** create a bridge prototype that would safely accommodate pedestrians and cyclists to cross over the canal at Sydney gardens. The bridge should be 30cm long and at least 10cm wide, it will need space below it to allow canal traffic to pass under it. The bridge must be able to support the weight of two toy people. It needs to show aesthetic influence from your period of study e.g., Roman/Victorian/Chinese.

**Step 1:** draw the plan of your bridge, include the shapes used, list of resources and a diagram of the four main stages of the construction.

**Step 2:** construct your bridge using your plan as a guide (where alterations are made make note for your evaluation).

**Step 3:** test your bridge, can it support the two toy people. If not, make notes and adjust the bridge accordingly.

**Evaluation:** evaluate your bridge against the design criteria.

- 1 Is it clear how cyclists and pedestrians can cross the bridge safely together (e.g., there's a sign asking cyclists to walk with their bikes, there's two separate lanes).
- 2 Is the bridge the correct size?
- 3 Can the bridge hold the specified weight?
- 4 Can you see influences taken from the chosen theme of study? Is it attractive?

**Plenary:** Evaluate other bridges that have been created in your class using constructive feedback; one WWW (What Went Well) point and one EBI (Even Better If) point.



# A biography for Brunel

**Learning Objective:** explore key moments in history and write a biography about Brunel.

## Success Criteria:

- children can research key points in history
- children can research an influential engineer
- children can write up their research and put it into a biography

**Vocabulary:** locomotive, steam power, engineer, innovation, inventor, engineer designer and docks.

**Resources:** <https://www.networkrail.co.uk/wp-content/uploads/2016/12/KS2-Live-Wire-Worksheet-1-Railway-history.pdf>

<https://www.bbc.co.uk/teach/class-clips-video/true-stories-isambard-kingdom-brunel/zjrtvk7>

<https://www.networkrail.co.uk/who-we-are/our-history/eminent-engineers/isambard-kingdom-brunel-1806-1859/>

<https://www.bbc.co.uk/bitesize/topics/zd4dy9q/articles/znj32sg>

**Introduction:** recap what types of types of transport could be found in use at Sydney Gardens before the arrival of the railway line in 1840? *Why do you think people were so excited by seeing the steam trains run through the gardens?*

**Activity 1:** cut out the timeline from the Network Railways Link and ask the children to find out about the history of trains in Great Britain by putting them into chronological order. *What facts did they find interesting? What surprised them?*

Give a small presentation about Brunel: Isambard Kingdom Brunel was an extremely innovative engineer, the railway line in Sydney Gardens was part of an ambitious project to link London to New York. The line ran from London to Bristol and then he designed steamships such as the SS Great Britain to cross the Atlantic to America. Along with many of his bridges and tunnels the trainline is still in use today, there is now even a university named after him in London!

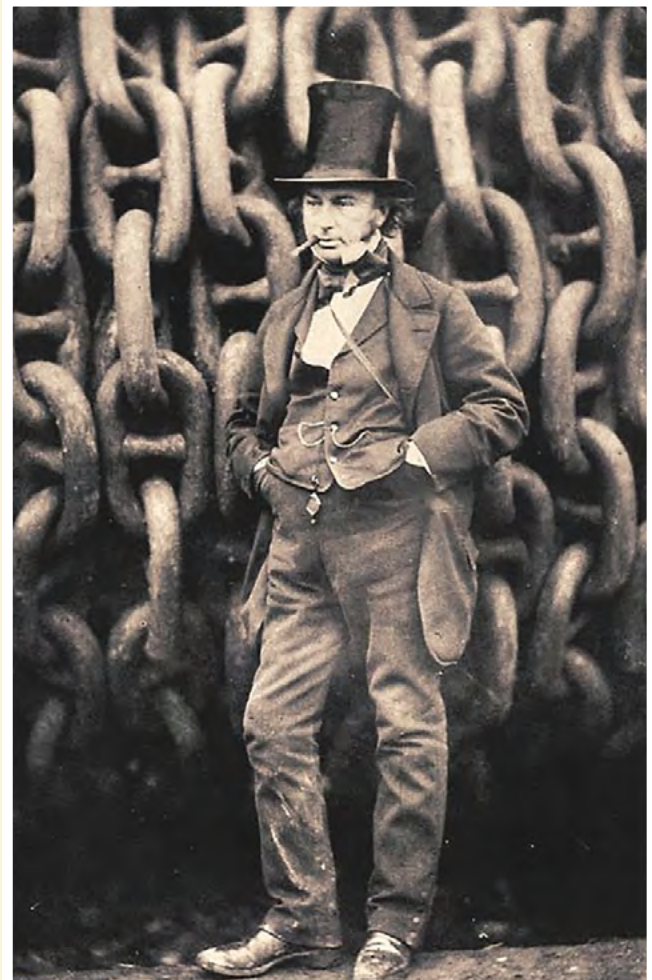
**Activity 2:** find out more about Isambard Kingdom Brunel to write his biography.

Using the links in the resources ask children to find out and take notes on:

- when he was born
- when he died
- why he is so famous
- facts about his childhood
- key achievements
- challenges
- decide why you think he is worth remembering

Once they have taken their notes, model structure and writing of biography. Children then create their own.

**Plenary:** share in class what the children thought were his greatest achievements and why he is worth remembering.



Isambard Kingdom Brunel against the launching chains of the SS Great Eastern at Millwall in 1857, photo by Robert Howlett (1831 – 1858).

# Greek architecture

**Learning Objective:** to learn about the influence and key features of Greek Architecture

## Success Criteria:

- children can identify features of Greek architecture
- children can research symbols associated with Greek gods and goddesses
- children can design their own frieze based on a Greek myth, god or goddess

**Vocabulary:** architecture, influence, centuries, frieze, temple, Athena, Minerva, Edwardian, symmetry and cella.

**Resources:** picture of the Temple of Minerva at Sydney Gardens, picture of the Parthenon, paper, rulers, pencils and colouring pencils. Link to find out more about the Greek gods and goddesses <https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zgt7mp3>

**Introduction:** recap, which period is the Temple of Minerva in Sydney Gardens from? *What period has it been copied from and influenced by?*

*Do you remember the different styles of columns that they used? Who else was influenced by the Greeks?* Walking around Bath you can spot many examples of these different columns particularly from the Roman and Georgian periods. *Can you think of any that you have seen?*

*The main examples of surviving Greek architecture today are their temples. Why do you think this might be?*

**Main Teaching:** one of the most famous surviving examples is the Parthenon also dedicated to the goddess Athena. *Take a look at a picture of the Parthenon and picture of the Minerva Temple. What similarities can you spot?* Look at the columns etc. They both celebrate the Greek goddess Athena. *Have you spotted the symmetry and the image/frieze carved into the temple at the top?* This sculpted and decorative image is called a frieze and they usually tell a story.

Inside the temples there would be a central room known as a Cella with the sculpture of a particular Greek God or Goddess, people would come here to worship their God and place an offering.

**Activity 1:** research a Greek god or goddess, note key aspects of their story and objects or symbols associated with them. To find out more about the Greek gods or goddesses follow this link <https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zgt7mp3>

Did you know that originally many of the Greek temples would have been painted in bright colours? Scientists have discovered traces of red and blue paints that have been weathered over time on the frieze of the Parthenon?

**Activity 2:** design your own frieze based on a Greek myth, god or goddess.

Think carefully about what symbols you will use and what they represent (as with the Minerva Temple using an owl to represent wisdom). Think about your use of colour, remember to make them bold so they attract attention and can be seen from afar as with the Parthenon.

**Plenary:** children to share one of the symbols they've used in their frieze design and explain what it represents.

## Visiting Sydney Gardens

### Getting to the park

**Walking:** You can walk from the City Centre in 10 - 15 minutes along Great Pulteney Street.

**Cycling:** About 5 minutes from the Centre along Great Pulteney Street. There are 3 cycle lock up points in the park: by loos, Bathwick entrance and in the play area.

**Bus: Routes:** 11, 94, D1. The 734 also runs near the park.  
**Stops:** Holburne Museum, Forester Road, Darlington Road.

**Parking:** Free parking is available around the edge of the park on Sydney Road (some bays are restricted to 2 hours, some are 4 hours between 8am to 6pm). They are often full, so leave plenty of time. There is also some free parking up the Warminster Road. The Holburne has a small car park beside it mainly for Museum visitors, and you need cash for the machine.

**Minibus drop off:** There is a pull in at the Holburne Museum gate at the very bottom of Sydney Road. Try calling the Holburne for further information about dropping off groups by minibus/coach on 01225 388569 or email [enquiries@holburne.org](mailto:enquiries@holburne.org)

**Toilets:** There is a public loo in the park (20p card payment access). There are also public toilets in the Holburne. There is a Changing Places facility in Sydney Gardens.

**Refreshments:** There are occasional food/drink carts in the park, and a café in the Holburne

**The play area:** Panna football court, basketball hoop, table tennis, climbing, swings, slides, a natural play area and a 'sham castle'.

# Extra reading and resources for Sydney Gardens Heritage Trail

## Heritage Trail for General Public

[www.bathnes.gov.uk/sydneygardenstrails](http://www.bathnes.gov.uk/sydneygardenstrails)

## History booklet about the 'Peace Oak' at Sydney Gardens and the 100th anniversary

[https://beta.bathnes.gov.uk/sites/default/files/peace\\_oak\\_16pp\\_a5\\_booklet\\_online\\_1.pdf](https://beta.bathnes.gov.uk/sites/default/files/peace_oak_16pp_a5_booklet_online_1.pdf)

## The Pleasure Gardens in the past:

<https://medium.com/sydney-gardens-bath/the-pleasure-gardens-in-the-past-51b28206017e>

## Bernard Ollis:

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

## Richard White's essays on Botany, Empire and Deep Time

<https://medium.com/sydney-gardens-bath/trees/home>

## The legacy of slavery at the Holburne Museum:

<https://www.holburne.org/about-us/the-legacy-of-slavery/>

Search 'Bath Colonialism Archive' on Google, or Bath Preservation Trust, and Bath Abbey.

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## Greeks

**Gods and Goddesses** <https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zgt7mp3>

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## Romans at Sydney Gardens

**BBC News Article** <https://www.bbc.co.uk/news/uk-england-somerset-57640337>

## Digital models of Sarcophagus

<https://sketchfab.com/lparchaeology/collections/sydney-gardens-sarcophagus>

## Roman Archaeology for Young History Detectives by Susana Parker,

### RPS Archaeology

[www.bathnes.gov.uk/sydneygardenslearning](http://www.bathnes.gov.uk/sydneygardenslearning)

## Talk by Kelly Madigan from L-P Archaeology

<https://youtu.be/wwfOglOnv5w?t=270Roman>

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## Georgians

## National Geographic Kids comic on Georgians

<https://www.natgeokids.com/uk/primary-resource/the-georgians-primary-resource/>

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## Isambard Kingdom Brunel

## Video about Brunel BBC

<https://www.bbc.co.uk/teach/class-clips-video/true-stories-isambard-kingdom-brunel/zjrtvk7>

## Facts about Brunel's life Network Rail

<https://www.networkrail.co.uk/who-we-are/our-history/eminent-engineers/isambard-kingdom-brunel-1806-1859/>

## Facts about Brunel's life BBC

<https://www.bbc.co.uk/bitesize/topics/zd4dy9q/articles/znj32sg>

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## WW1 History

## Sydney Gardens Project, booklet about the 'Peace Oak' at Sydney Gardens

[https://beta.bathnes.gov.uk/sites/default/files/peace\\_oak\\_16pp\\_a5\\_booklet\\_online\\_1.pdf](https://beta.bathnes.gov.uk/sites/default/files/peace_oak_16pp_a5_booklet_online_1.pdf)