



Known from its shape as 'the ship that never sailed', Blackness Castle has patrolled this corner of the Forth since the 15th century.

# INVESTIGATING BLACKNESS CASTLE

Information for Teachers





### Timeline

**c1440s** Blackness Castle built by Sir George Crichton on site of earlier castle

**1453** Castle annexed by James II

**1536** Major rebuilding and strengthening of castle; central tower converted into secure prison

**1543** Cardinal Beaton held for a month

**1650** Castle besieged and taken by Cromwell's troops

**1693** Spur tower raised and given upper gun battery; North Tower reduced in height

**1707** Castle becomes garrison rather than state prison; adapted for barrack use

**1759-1815** Castle used as transit camp for French prisoners of war

**1870** Castle becomes new central ammunition depot; altered accordingly

**1918** Castle abandoned as military depot

**1926-35** Victorian additions removed

**Known from its shape as 'the ship that never sailed', Blackness Castle has patrolled this corner of the Forth since the 15th century. Famous for its range of prisons, the castle is an evocative and exciting place for a field trip.**

### Historical background

Unlike many castles in Scotland, Blackness was for most of its life the property of the Crown. It has served the state in various different military capacities – fortress, prison, garrison and munitions depot. However, it was first built round about 1440 as a private residence for Sir George Crichton, a member of one of Scotland's most powerful political families. It was probably built on the site of a previous fort; the port at Blackness had for centuries served the royal burgh of Linlithgow.

Sir George did not have time to enjoy his castle for long, as in 1453 it was annexed by James II and has stayed in Crown hands ever since. It was used mainly as a state prison, solid enough to cast even the most optimistic of prisoners into despair.

In the mid-16th century the castle was massively strengthened in a climate of worsening relations between England

and Scotland. The more vulnerable landward walls were raised and strengthened to an incredible 5.5 metres thick and the tops of the walls reinforced to allow cannons to be mounted on top of them. When Mary Queen of Scots was born in 1542, it was planned for some time that she might be kept safe here during the 'Wars of the Rough Wooing'. Although the infant Mary never did come here, following her abdication in 1567 and the subsequent civil war in Scotland, the garrison at Blackness remained loyal to Mary, causing chaos to shipping in the Forth.

In 1650 Cromwell's men caused considerable damage to the castle following a siege during which the castle was bombarded from both land and sea. Built up again in 1660, the castle's role diminished in the 18th and 19th centuries. It was used as a transit camp for some of the 45,000 prisoners taken during the wars with France, Spain and America between 1759 and 1815.

From 1870 Blackness became the central ammunition depot for Scotland and was further remodelled by the army. Occupied again during the first world war, afterwards it took on its new role as ancient monument.



Central tower, looking south



## Supporting learning and teaching

A visit to Blackness Castle is particularly appropriate for teachers working on class study topics such as:

- **Mary Queen of Scots**
- **The Middle Ages**
- **Castles**

Indirectly, through its role as a state prison, it could support **Citizenship work on Human Rights**.

The **Curriculum for Excellence** aspires to motivate and challenge pupils through a wide range of varied learning experiences. Site visits have a particular role to play in joining up learning outcomes across the curriculum. A visit, and use of the supporting materials, will help to:

- **develop successful learners** by challenging pupils to consider how life has changed for people. It will help them to think critically about evidence and arrive at their own conclusions.
- **develop confident individuals**. Pupils will learn about aspects of their community's past, develop an understanding of social changes, establish some of their own values and communicate their views on different historical and social issues.
- **develop responsible citizens**. It will help to increase pupils' social and historical knowledge and understanding and encourage greater respect for their own historic and built environment.
- **develop effective contributors** by broadening pupils' knowledge and understanding through investigative, creative and critical thinking.

## Before the visit

- It is helpful if pupils have some of the architectural terminology of castles as this makes discussion on site easier. Words particularly relevant to Blackness might include: **gunhole, crenellations, drawbridge, pit prison, curtain wall, latrine, caponier, cannon, dovecot**. Other useful words are: **ammunition, garrison, siege, prisoner of war, barracks**. Pupils could produce an illustrated class dictionary to explain these and other terms.
- Help pupils gain a clearer grasp of the time scale by making a time line with them, counting back the centuries and then marking on key events in the history of the castle. This could be added to after the visit.
- Discuss the organisation of life in a castle. Pupils could investigate the roles of the key castle 'managers': **steward** in charge of household; **constable or keeper** in charge of castle security; **marshal** in charge of travel arrangements and communications; **chaplain** in charge of written communication and spiritual matters. Further details of this can be found in the Historic Scotland publication *Investigating Medieval Castles in Scotland*.
- There is plenty of good evidence on site relating to defending and attacking castles. Discuss with pupils the range of ways that castles could be attacked and defended.
- Some children find it hard to grasp that a castle was ever anything other than a ruin. Discuss how wind and weather can affect the look of a building as well as the many deliberate changes that people choose to make to buildings as their use evolves.

## Working on site

When exploring the castle, in addition to our suggestions for discussion, pupils should be encouraged to look critically at what they see and to make and test theories based on physical evidence. Some general starting points could include:

- What materials were used to build the castle? Why were these materials chosen? Are there any materials which might have rotted away or been stolen since then?
- Do you think this room has always looked like this? Can you see anywhere it has been altered? Why might it have been changed?
- What evidence is there for everyday life?

Pupils can record evidence by taking notes, sketching, taking photographs, recording impressions into a tape recorder.

On the Historic Scotland website: [www.historic-scotland.gov.uk/education\\_unit](http://www.historic-scotland.gov.uk/education_unit) teachers can find additional resources to help with work on site. These include compiling an *Evidence Record* and a *My Impressions Record*.

## Suggestions for follow-up work

Following the visit pupils can pool their findings in groups to create a fuller record of the castle. This could form the basis for a range of presentation activities, for example:

- A guide book or leaflet for future visitors
- A slide show with commentary
- Imaginative writing based on the lives of the people who lived or worked at the castle – even a prisoner
- A series of drama sketches showing snapshots of life in the castle through the ages.



## On the trail of Blackness Castle

Our suggested tour route guides you and your pupils around the site at Blackness. After the introduction, it doesn't really matter in which order you visit the locations, so you may prefer to split your class into groups and start at different points.

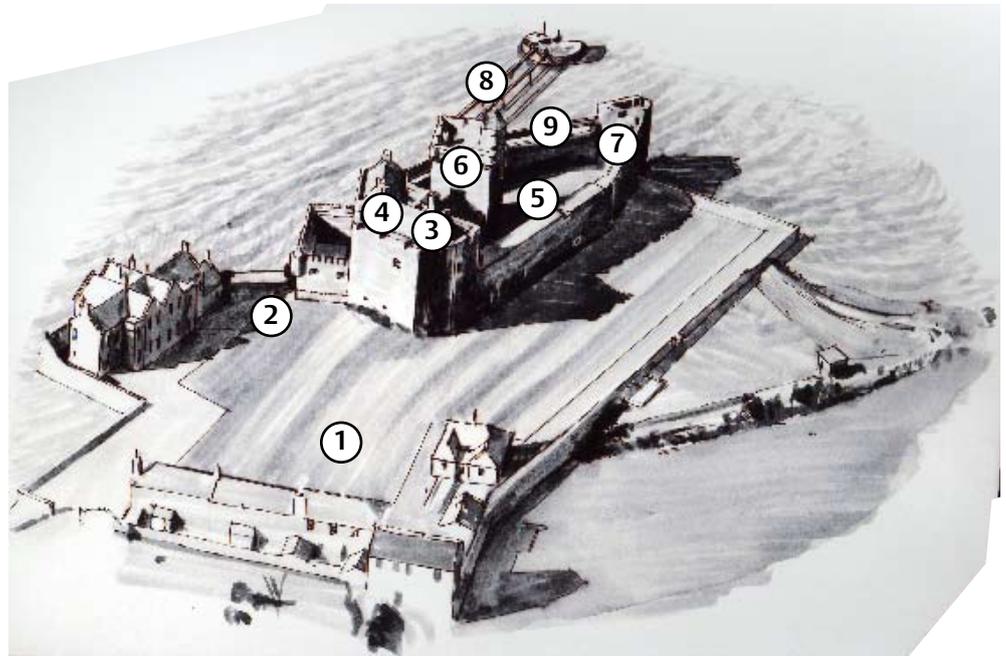
After checking in with the steward, we suggest you visit these locations, marked on the plan to the right:

1. Introduction: Outside the Castle
2. West Entrance and Spur
3. South Tower – ground floor
4. South Tower – the Hall
5. The Courtyard
6. The Central Tower
7. North Tower: the Prisons
8. Drawbridge and Jetty
9. Walkway and top of North Tower

**Background information** is given in the pack for each location. It is written in simple language so that it can be read aloud to pupils if desired. Also included are suggested **questions for discussion**.

Allow about an hour for the tour.

## Plan of Blackness Castle





### Did you know...

The name Blackness comes from an old Norse word 'nes' meaning a sticking out bit of land. It was built on a stretch of black rock that sticks out into the River Forth.



View north along east wall



Blackness Castle from the south

## Tour notes: On the trail of Blackness Castle

### Location 1: Outside the Castle

**Go and stand facing the castle by an information panel to the right of the castle by a cottage.**

**Background information for teachers. This can be read to pupils.**

- Blackness Castle has been here for over 550 years! It is also known as 'the ship that never sailed' – **can you guess why?** (shape of it, sticking out into the Forth, surrounded by water on three sides). But although it never sailed, this castle has had at least five different uses:
  - First of all it was built as a house for an important lord.
  - Next it was used as a fortress.
  - Later it became a prison.
  - Then it became a place for the army to stay.
  - Finally it was used as a place where weapons and ammunition were kept.
- It is unusual because it was in use from about 1440 right up to just after the first world war finished in 1918 – over 450 years. And for the last 80 years it has been a tourist attraction – another use again.
- Every time it changed use, the castle was altered in some way. As we go round the castle, we can look for clues as to how, where and why it was changed.
- At one point there was another ditch between where we are standing and the castle. There would also have been stables and workshops out here too. The other buildings outside the castle that we can see were built in the 1870s and were where soldiers lived.

#### Teacher prompts

What makes this a good place for a castle?

Look at the picture on the information panel. This is what the castle probably looked like when it was first built for Sir George Crichton in 1440.

How has it changed?

What has stayed the same?

The end wall we can see was made much higher and thicker in the 1540s. What can you see which tells you that by this time the castle was a fortress, rather than a grand house?

#### Desired pupil responses

Good look out point.

Built on solid rocks.

Useful to be beside the sea – ships could arrive here.

Changes: end wall much higher. No ditch in foreground. Used to be an entrance in this wall.

Holes for guns have been added.

Same: basic shape is the same.

Same wall all around.

Very few windows, specially not low down.

Huge 'gun ports' for cannons. 'Battlements' round the top

**Walk round to the left to the entrance to the castle. Stop just before you go through the low entrance gate.**



### Did you know...

The wars in the 1540s were called the **Wars of the Rough Wooing** – a rough way to try and force Mary to marry the English prince! In the end Mary went to stay with her French relatives for safety.

The invading English wanted to force the Scots to marry off the baby Mary Queen of Scots to the heir to the English throne. At one point the Scots planned to bring the baby Mary to Blackness to keep her safe. It was handy because it was very close to Linlithgow Palace, where Mary was born. Mary could have escaped by sea from the castle.



West entrance



Tower on spur

## Location 2: The West Entrance and 'Spur'

**Background information for teachers. This can be read to pupils.**

- This new entrance to the castle was built in the 1540s. At that time there were lots of problems between England and Scotland, and the Scots were worried that the English would attack. In 1544 they did invade, but they didn't come to Blackness. Other parts of this entrance spur were added later, like the top layer of the battlements.

### Teacher prompts

Imagine you are trying to defend your castle. How would you try to stop the attackers getting close to the entrance gate?

Now imagine you are attacking the castle. How would you try and get through the gate?

### Desired pupil responses

Look out from tower – could see enemy coming.  
Could attack with guns/bows and arrows from a distance.  
Could drop missiles from above once enemy got closer.  
Huge gun port to right of gate to attack.

Pupils' own ideas – batter it down with a battering ram? Attack doorkeepers?  
Avoid the gate and try to climb the walls with siege ladders.

**Go through the gateway and stop in the low, dark courtyard.**

Why do you think the passage here is so narrow, low and winding?

Look by the doorway to your right. Who might be waiting for you here, behind the hole in the wall?

The hole is called a **caponier**.

To slow down the enemy and confuse them.

To try and let only a small number of people get through at once – more easily dealt with.

Another defender could hide in this cubbyhole.

**Go up the steps to the right to the stone platform or 'spur'.**

What do you think the platforms up to your right were used for?

What was the point of the up-and-down battlements?

For placing cannons in position.

So that defenders could shoot out of the gaps (**crenels**) and be defended by the wall sections (**merlons**) while reloading.

**Pupils could try acting out an attack on the castle if they are split into two groups.**

**Go into the courtyard and up rocky steps to the right. Go through a large arch in the South Tower, just to the right of a wooden staircase. Stand in this area.**



### Did you know...

In castles like this there might have been 100 servants working here! They all had to be fed and have somewhere to sleep.



View through gunhole



Entrance to South Tower

### Location 3: The South or 'stern' Tower - ground floor

**Background information for teachers. This can be read to pupils.**

- King James II took over the castle from Sir George Crichton in 1453. From then on the castle was owned by the Scottish state or Crown. The castle was managed by a **keeper** – a kind of chief security guard.
- This tower was where the keeper of the castle lived. When the castle was strengthened, the walls were made much thicker.
- The bottom half of the tower was used for defending the castle.

#### Teacher prompts

Look through the gunholes. What would be the target if a cannon was fired from here?

Can you estimate how thick the walls are here?

#### Desired pupil responses

The way into the castle yard.

About 5.5 m thick.

**Go into the dark room on the right. Opposite the doorway you can see the entrance to a low tunnel with a grille on top of it.**

This is the entrance to the caponier. This is a small tunnel with a gun hole to shoot at people coming through the entrance way.

What would it be like if you were the defender down there?

Do you think you would feel safe in there?

Very dark, noisy, probably quite frightening.

Pupils' own responses.

**Retrace your steps. Turn left as you come out, go through another doorway and up stairs till you come to the Great Hall.**

- As you go up the stairs, you can look into some of the rooms, which were for guests or members of the keeper's family. They look bare now, but in those days there would have been wood panelling and tapestries on the wall to keep the rooms warm.



### Did you know...

Some castle kitchens had fireplaces which were so big that there was room for a small boy to sit in at the side. His job was to turn a spit for cooking meat over the fire. He was called the **turnbrochie**.



The hall



View up to minstrels' gallery

## Location 4: South Tower - The Hall

**Background information for teachers. This can be read to pupils.**

- The hall was the most important room in the castle. It was used mainly for entertaining and feasting. The keeper and the important guests would sit at one end, and the rest of the guests would sit on benches and tables ranged up and down the hall.
- The keeper and the guests would eat from silver plates and dishes and the others would eat off wooden plates. There might be dogs waiting to eat up scraps. On the floor there would be rushes or straw – no rugs or carpets.
- In the evenings the hall would be lit with oil lamps and candles.

### Teacher prompts

Later on this hall was altered. The ceiling was lowered to make another room above. What clues can you see to show us that there was another room?

You can see how thick the walls are by looking at the window areas. As well as giving light, what do you think these windows could be used for?

There was usually entertainment during the feasts. Musicians and singers, called minstrels, would stand high up in a gallery and sing while people were eating. Can you see where the gallery used to be?

The room next to the hall was used as a kitchen during feasts. Can you see where they would pass the food through for servants to carry to the tables?

### Desired pupil responses

Several fireplaces visible half way up the end walls.

Could be used as a look out area. Good place to sit and chat. Also were used for placing cannons.

Arched 'window' in west wall high up, partially blocked up.

Squarish hatch at left hand side of west wall.

In the small kitchen next door you can see an unusually elaborate sink with drainage outlet. It is likely that the main kitchen would have been elsewhere.

**You could try acting out a feast taking place in the hall.**

**Go down the stairs again and out into the courtyard. Go and stand by the entrance to the Central Tower.**

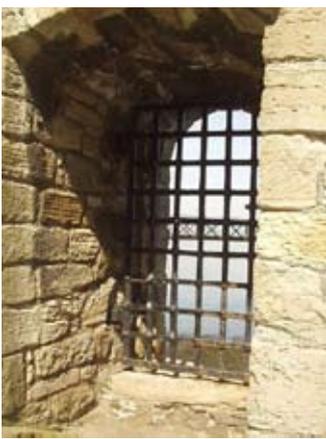


### Did you know...

People used to eat a lot of bread – about two loaves a day! The castle bakers were kept very busy. After the baking was finished, the bakers would use the oven to dry out herbs or even firewood.



Rocky ground of courtyard



Water gate

## Location 5: The Courtyard

**Background information for teachers. This can be read to pupils.**

- When the castle was first built, this area was probably always busy with servants rushing around, dogs, pigs and chickens everywhere and the sound of horses hooves.
- When it was used as a prison there would have been guard houses where the guards kept an eye on the prisoners. There were also bakehouses for making food and brewhouses for making ale to drink.
- Much later, when it was used as an ammunition depot, the army roofed over the whole courtyard with a concrete and iron roof. This castle is always changing!
- There are two entrances to the courtyard on the west side. One of them has a drawbridge leading to the pier which was added in the 1870s. The other one is called a **water gate**.

### Teacher prompts

Find the well beside the central tower.  
Why was it so important for this castle to have a supply of water within the castle walls?  
Why is it surprising that the well is here?

In an old picture of the castle, you can see that the well has a little roof over it.  
Why do you think it had a roof?

You can still see the rock which the castle is built on. Why do you think they didn't smooth over the rock?

What do you think the water gate was used for?

### Desired pupil responses

In case it was besieged and cut off; they would always have a supply of water.

Because there is salt sea water all around – and the well is fresh water.

To stop things blowing into it. Also as a support for a winding handle for pulling up heavy buckets of water.

Maybe it was covered with earth which has since been removed. Maybe they thought it could be another obstacle to slow down invading enemies.

For entering or leaving the castle by sea.

Also useful for offloading supplies from boats.

**Go into the tower and climb the steps to the first floor room.**



### Did you know...

One of the most famous prisoners to be kept here was a man called Cardinal Beaton. In the 1540s he was an important church leader who was also involved in politics. When Mary Queen of Scots was a baby, someone had to rule for her, and he and some of the Scottish lords thought it should be him. Others disagreed! He was in prison here for a month and was then kept a prisoner in his own home in St Andrews.



Prison Room in central tower



View from top of central Tower

## Location 6: The Central Tower

**Background information for teachers. This can be read to pupils.**

- This tower is sometimes called the 'main mast' tower. It was probably where Sir George Crichton and his family lived when they first built the castle. Later, it was used as a prison and the living rooms for the keeper were over in the other tower. Blackness Castle became an official state prison for Scotland, and was often used for important or specially difficult prisoners.
- In the old days, if you were a rich or important person who had done something wrong, or something that the king didn't like, you were kept in a better prison than ordinary people. You would bring your own furniture and even your own servants.
- By the late 1600s probably all of the rooms here were used for keeping prisoners in.
- In the late 1700s, Britain was often at war with France and her allies. Any prisoners that the British captured in battles were called prisoners-of-war. Most of the prisoners in Scotland were kept at Edinburgh Castle, but Blackness was sometimes used as a place to keep them when they first arrived.

<b>Teacher prompts</b>	<b>Desired pupil responses</b>
Look into the little room on the right. What do you think this is?	A latrine (toilet).
Look around the room. Although it may not look very cosy for us, there are several things which make it quite a comfortable prison. What are they?	Quite a big room Windows. Latrine in a separate room. Fireplace.
What does this tell us about the kind of prisoners who were kept here?	Rich or important people were kept here.

**Climb up to the top of the stairs to come out on to the top of the tower.**

This was also used for the prisoners – what do you think they used it for?	Exercise yard.
You can get a good view of the land around the castle from here. Where do you think the people who lived in the castle would have got their food and supplies from?	Some food supplied by ship – wine, foreign goods, etc. Some food would be grown locally – grain, oats, fruit, vegetables. Some food would be hunted e.g. rabbits, birds. Fish from the sea.

**Go down the stairs. Turn left at the bottom and cross the courtyard to go up the wooden stairs to the North Tower.**



### Did you know...

Toilets in castles are sometimes called **garderobes** – a place where you would keep your clothes or robes. People thought that the smell from the toilet would keep moths and bugs away!



North Tower from top of Central Tower



Fireplace in cell in North Tower

## Location 7: The North Tower – prison rooms

**Background information for teachers. This can be read to pupils.**

- This tower used to be much higher. Less important guests used to stay here. It was rebuilt after Cromwell had been here. They built strong platforms for cannons to defend the side of the castle facing the sea.
- The bottom parts of the tower were used as prison cells in the 14-and 1500s.

<b>Teacher prompts</b>	<b>Desired pupil responses</b>
Look at the prison room. How is it different to the prison rooms in the other tower? How is it the same? Do you think the prisoners who were kept here were more or less important than the prisoners in the other tower?	Much smaller, darker. Has a latrine, and a fireplace. Less important.
Look down the latrine, if you can. Where does it empty?	Straight into the sea.
Look down the square grid in the floor. This is another prison cell, called a pit prison. It is washed out twice a day – when the tide comes in! What kind of prisoner was kept here?	Ordinary criminals – not important people at all.
How do you think they got into the prison?	Thrown down or lowered down a rope or ladder.
What would it be like down the pit?	Very dark, very cold, wet at high tide – very scary.
Why do you think the French prisoners of war were kept at Blackness when they first arrived?	Handy for offloading prisoners from ships.
Do you think it's fair to treat prisoners differently? Should it make a difference what kind of crime they committed? Should it make a difference how rich or important they are? Do you think prisons should be uncomfortable?	Pupils' own views.

**Go back down the stairs. If you want to go along the jetty, go back round the central tower and then out through the wide doorway in the west wall.**



The castle from the jetty



The jetty



Drawbridge from courtyard

## Location 8: The Drawbridge and Jetty

**Background information for teachers. This can be read to pupils.**

- This drawbridge looks very old, but in fact it's one of the newest parts of the castle. It was built in the 1870s when the army was using the castle as a place to keep ammunition. It was one of the very last drawbridges ever to be built for use in Britain.
- They also built the jetty sticking out into the Forth at this time.

### Teacher prompts

Why do you think they needed to build a jetty?

Look at how the drawbridge works. Can you see how the chains pull up the bridge?

Do you think it's right that they blasted a hole through the castle wall to build the new entrance?

### Desired pupil responses

So that ammunition like gunpowder could be offloaded from ships at any time – not just at high tide.

Obvious.

Pupils' own views.

**You can walk out on to the jetty to get another good view of the castle, but pupils must be very closely supervised.**

**Finally, go back into the courtyard. It's fun to walk round the walkway and to get a different view of the castle and the surrounding area. Go up the wooden steps close to the South Tower and walk along to the area at the top of the North Tower.**



### Did you know...

Pigeons used to be so valuable that if you shot one of the lord's pigeons, you could be punished with forty days in prison!



Walkway and Central Tower



View over the Forth

## Location 9: Walkway and North Tower

**Background information for teachers. This can be read to pupils.**

- This tower used to be much higher. It was made smaller and stronger about three hundred years ago so that the army could put heavy guns on top of it.

### Teacher prompts

Can you see where the three cannons used to be?

What do you think they would have been aiming at?

How easy do you think it was to aim a cannon?

Nowadays you can see the two bridges. How would people have crossed the Forth in the old days?

### Desired pupil responses

Obvious.

Aimed at ships at sea who were attacking or besieging castle. Cannon balls would have sunk the ships.

Could also attack ships to prevent them passing.

Difficult to aim because they were so heavy to move around.

Using ferries – at North and South Queensferry.

Behind the ticket office, near the beach you can see the remains of a small building called a dovecot (pronounced doo-cot). This was used for keeping pigeons – a useful supply of fresh meat and eggs all year round.

**As you go down steps to leave the platform on the top of the North Tower, you can visit another prison cell before continuing around the walkway to finish on top of the spur.**

**Our suggested tour of the castle is now at an end. If you wish, however, you can follow the signs to see the remains of the chapel and dovecot on the small hill behind the ticket office. The chapel was destroyed by Cromwell's troops when they cleared the space to bombard the castle.**



## FAQ

**Q** What is the minimum number of adults required for supervision?

**A** 1 adult to 10 pupils.

**Q** Is it possible to have a guided tour?

**A:** Ask about this when booking.

**Q** Is there disabled access?

**A** Uneven ground and cobbles within the castle make it difficult for wheelchair users. Access to the upper floors and walkway is via steep steps.

**Q** Are there lunch facilities?

**A.** Pupils can picnic outside or in poor weather it may be possible to use one of the rooms above the steward's office.

**Q** Where are the toilets?

**A** There are toilets next to the steward's office – sadly, up a short flight of steps so inaccessible to wheelchair users.

**Q** Do you carry out risk assessments on behalf of schools?

**A** Risk assessment of the site is the responsibility of the teacher in charge of the group. Hazard information sheets available on the Historic Scotland website provide information that can help teachers prepare their risk assessments.

## Visiting Blackness Castle

**Pre visits:** We strongly recommend that teachers make a **free** visit to the castle to familiarise themselves with the site and to make a risk assessment before bringing school parties.

**Booking a visit:** Phone 01506 834807 to book a visit, discuss your needs and confirm opening times with the Steward.

**Cost:** Admission is free to a range of educational groups including school parties. More information about who qualifies for free visits can be found on the Historic Scotland Education Unit website (see below).

**Location:** 6km north east of Linlithgow on the Firth of Forth off the A904.

**Parking:** There is a reasonable sized car park within the castle grounds.

**Health and safety:** Please note the following:

- Pupils should be supervised at all times, particularly on the dark stairs, the uneven ground of the courtyard, the roof of the central tower, the walkway and the jetty.
- Pupils should not climb on the walls.
- As part of our commitment to Green Tourism, we ask that all litter be disposed of back at school.

### Historic Scotland Education Unit:

For further information about school visits, activities and resources for teachers linked to Blackness Castle, visit: [www.historic-scotland.gov.uk](http://www.historic-scotland.gov.uk)

It may also be possible to combine a visit to the castle with a Seashore Safari along the coastline, led by a Historic Scotland Ranger. Contact the Ranger service on: **01506 842065**

## Additional resources

### For teachers:

Iain MacIvor *Blackness Castle Historic Scotland* 1993. The official guidebook; giving further details on the architecture and history of the site.

Historic Scotland Education *Investigating Medieval Castles in Scotland* Historic Scotland 2005. An excellent booklet designed for teachers, with lots of background on castle life and suggestions for class activities.

Chris Tabraham *Scottish Castles and Fortifications* Historic Scotland 2000.

[www.undiscoveredscotland.co.uk/blackness/blacknesscastle/index.html](http://www.undiscoveredscotland.co.uk/blackness/blacknesscastle/index.html)

This site has some lovely photographs and a good historical overview.

### For pupils:

Terry Deary *Horrible Histories: Bloody Scotland*, Scholastic 1998.

Phil Roxbee Cox *What were Castles For?* Usborne Publishing Ltd 2002.

[www.nationalgeographic.com/castles/enter.html](http://www.nationalgeographic.com/castles/enter.html) Explore a virtual castle.

<http://home.freeuk.net/elloughton13/castle1.htm> A good source of pictures of castle life which can be downloaded.

[http://kotn.ntu.ac.uk/castle/castl\\_fm.html](http://kotn.ntu.ac.uk/castle/castl_fm.html) Activities based on Nottingham Castle.

[www.bbc.co.uk/scotland/education/as/burghlife/](http://www.bbc.co.uk/scotland/education/as/burghlife/) Explore 16th century burgh life in Scotland.

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