

Offa's Dyke

The Longest Monument in Wales

Teaching Resource

Supporting the Curriculum for Wales
Progression steps 2 and 3



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Front page image Offa's Dyke Path on the Dyke at Sedbury, Glos.

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1 - How to use this resource

This resource has been created to support teachers to help pupils explore the history of Offa's Dyke.

The resource is an excellent way to develop and promote the Curriculum for Wales and provide cross curricular activities and integral skill development as well as activities to explore Cynefin. The activities have been designed to support pupils to reach progression step 3 but can be adapted by teachers for older/younger children.

Offa's Dyke

Offa's Dyke is owned by hundreds of individual landowners, farmers and other occupiers; there is also a section in the Guardianship of English Heritage. Most of it is legally protected as a Scheduled Monument which means that permission is required from Cadw or Historic England to undertake certain works to the Dyke. It is illegal to use a metal detector anywhere within a Scheduled Monument. It is an important historical monument. However, there has only been limited archaeological work carried out to date so there are still many questions. There is still a lot to be done to understand its length, what it was used for, its structure, the reasons for why it was built, as well as its relationship to other monuments.

During the 6th century Wales and England did not exist as nations. The invasion of the Anglo-Saxons in the 5th and 6th centuries meant that only Wales and parts of Scotland still contained a native British population by the time King Offa came to power. The resource will therefore refer to the British population in relation to Offa's Dyke as Welsh and the English kingdoms like Mercia individually or as Anglo-Saxons.

Using the activities

The Curriculum for Wales Humanities Area of Learning emphasises the importance of learners investigating and exploring the human experience in their own localities and elsewhere in Wales, as well as in the wider world, this can help learners discover their heritage and develop a sense of place and cynefin.

These activities aim to inspire pride in pupils about their local area and empower them to make positive changes. These activities have also been designed to allow pupils to investigate a monument of local and national significance and link with schools throughout Wales to share and compare different experiences in relation to the monument.

Each activity has instructions, key Areas of learning, skills and an equipment list.

The activities encourage cross-curricular learning by helping to support progression steps as well as developing skills and knowledge. These will be highlighted alongside the activities.

A copy of any activity/information sheet will be in each section appendix and is linked in the activity.



Erosion to Offa's Dyke caused by walkers using the National Trail' near Cefn Bronydd
Dave.Dunford, CC BY-SA 4.0

2 - Offa's Dyke History

Timeline

- 730 — King Offa is born to Thingfrith son of Eanwulf.
- 757 — He seizes the throne after fighting and killing his cousin Aethelbald.
- 760 — Raiders from Wales attack and defeat him in Hereford.
- 764 — Offa invades Kent and defeats King Sigereð.
- 768 — Offa marries Cynethryth and has four children; Ecgrith, Eadburh, Aethelburh and Aelfflaed.
- 770 — Queen Cynethryth is the first queen to appear on a coin.
- 779 — Offa defeats King Cynewulf of Wessex.
- 786 — Offa becomes overlord of Wessex and places Beorhtric on the throne. His daughter Eadburh marries Beorhtric.
- 794 — King Aethelbert of East Anglia is beheaded.
- 796 — Offa dies and is succeeded by his son Ecgrith.

Offa's Dyke, near Knill
Raymond Perry, CC BY-SA 2.0

2 - Offa's Dyke History

King Offa

Offa's Dyke is thought to have been built by King Offa, who ruled the Anglo-Saxon Kingdom of Mercia from 757 AD to 796 AD.

Offa inherited an already powerful Mercian state from his predecessor, his cousin, King Aethelbald (716-57). Through his military campaigns and alliances, he had control over most of what we now call England.

Offa's kingdom covered the area between the Trent/Mersey rivers in the North to the Thames Valley in the South, and from the Welsh border in the West to the Fens in the East. At the height of his power King Offa controlled Kent, East Anglia, Lincoln and had alliances with Northumbria and Wessex. Two of his daughters married their kings.

Offa crowned his son co-ruler of Mercia which had never happened before. Offa had links to Frankish leader Charlemagne, the most important political figure in Western Europe, who treated Offa as an equal. He created new coins which had his name on them which could be traded locally and abroad.

King Offa's power is thought to have been demonstrated through his ability to build Offa's Dyke as the resources needed would have been huge.

It is thought that Offa's Dyke would only have had a brief period of use and it mostly became a physical or symbolic border. The earthwork though would have had an impact over the way people settled in the area, as well as being a distinctive feature in the landscape.

Offa, King of Mercia, silver penny
Public Domain



2 - Offa's Dyke History

Today

Offa's Dyke is a Scheduled Monument. This means it is a nationally important archaeological or historic site which is given protection against unauthorized change. Offa's Dyke is one of the most important Early Medieval Monuments in Western Europe and is Britain's longest linear monument. Today it passes through 6 counties in England and Wales – Flintshire, Wrexham, Powys, Shropshire, Herefordshire and Gloucestershire (Forest of Dean). It is divided into many sections due to modern land use, roads and settlements and sits within different types of landscapes.

It is a linear earthwork, most of the monument comprises of a bank, with a ditch to the west, that passes through the Marches between what is now England and Wales. It was designed to relate to and be seen from the landscape around it and was deliberately built this way.

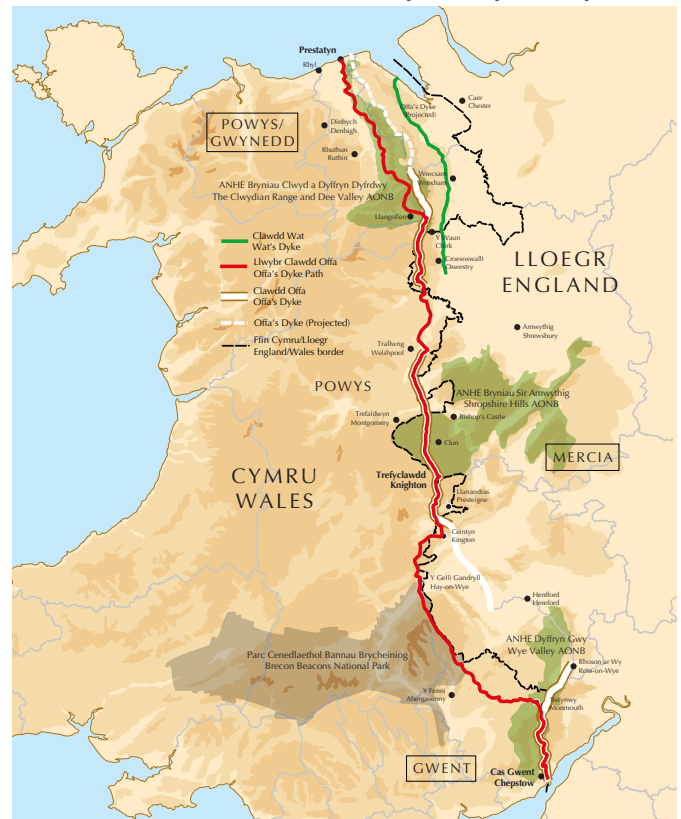
What survives varies. This could be due to natural decay for example burrowing animals, deliberate destruction over the last 1,200 years and the differences in how it was built, as it was not built the same in all places. There is significant archaeological potential as only small parts of the Dyke have been excavated.

The part that remains has also inspired the creation of the Offa's Dyke Path, opened in 1971 (177 miles) which follows the Dyke for half of its length. This has led to an increase in tourism along the path, from refreshments to accommodation, interpretation and tour guides.

Offa's Dyke by shellac CC BY 2.0



Map of Offa's Dyke Path and monument
Courtesy of Powys County Council



A defined section of Offa's Dyke on Edenhope Hill
by Colin Park, CC BY-SA 2.0



2 - Offa's Dyke History

What is debated

Offa's Dyke has very few excavated parts so we do not know the exact date it was built. The parts that have been excavated date to the middle of the 8th Century. Although new carbon data shows there may be earlier parts. There is evidence that some of the Dyke was built over the top of a Roman site confirming it was built post Roman occupation.

The length is also disputed. The earliest source to mention Offa's Dyke is in 'Life of King Alfred' by Bishop Asser (895 AD) who states:

There was in Mercia in recent times an energetic king called Offa, terrifying to all the neighbouring kings and provinces around him, who ordered a great ditch to be made between Britain and Mercia from sea to sea....' (Ray & Bapty, 2016: 20)

This was written 100 years after Offa's death and 'from sea to sea' has been challenged by historians as this could have had other meanings. In 2018 a report stated that Offa's Dyke extends from east of Treuddyn in Flintshire in the north, to the west bank of the Severn estuary, south-east Sedbury, Gloucestershire (Forest of Dean) in the south. This is 132 kilometres, 82 miles long. 56.5 miles of this are protected. It is not a continuous earthwork; the intervening gaps being filled by natural features such as slopes and rivers. This is still debated.

Offa's Dyke, Montgomery, Shropshire
by Rosser1954, CC BY-SA 4.0



Offa's Dyke, near Knill By Raymond Perry, CC BY-SA 2.0



Offa's Dyke Path by Eirian Evans, CC BY-SA 2.0



A defined section of Offa's Dyke on Edenhope Hill
by Colin Park, CC BY-SA 2.0



2 - Offa's Dyke History

What is debated

The reason as to why Offa's Dyke was built is also debated. It is agreed by most writers that it was linked to the border zone between Anglo Saxon Mercia in the east and Welsh Kingdoms in the west. However, the conclusion as to why it was built varies from a singular purpose to a mixture of many reasons. Some of these are listed below:

A border: Sir Cyril Fox (1882-1967), archaeologist and museum director at the National Museum of Wales suggests it was not a military border, but a boundary between the Anglo-Saxons and the Welsh (British).

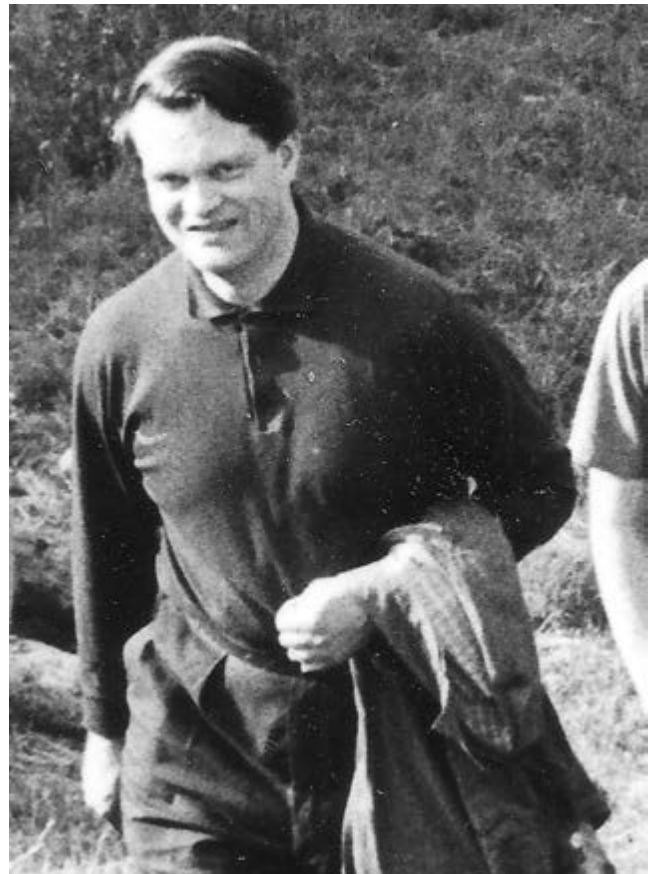
Defence: Frank Noble (Offa's Dyke Association Founder), David Hill and Margaret Worthington (who worked on the Offa's Dyke project) argue it is a control line, set within the Mercian lands. That it was used in part for military purpose and could not be crossed accidentally. It was a defensible earthwork rather than a defended one and built to stop the raids of the Welsh (British).

Power/Wealth: Keith Ray and Ian Bapty (archaeologists) argue it was built to demonstrate to other kingdoms that Offa had the power and wealth to build this structure. The way it was built, to be viewed from the west, was to enhance its visual presence to the Welsh (British). It is also argued it was to demonstrate Offa's power beyond the borderland in Britain but to continental Europe as well.

Trade: There is the debate that the gaps may be significant and indicate there were parts of the Dyke which could be used as trading points between the Welsh (British) and the Anglo-Saxons. There were conflicts between the Mercians and the Welsh but there were also groups which formed alliances. It has also been suggested that there were places to collect taxes.



Cyril Fox, Public domain



Frank Noble, Pinner's Hole, by Suzie Drew

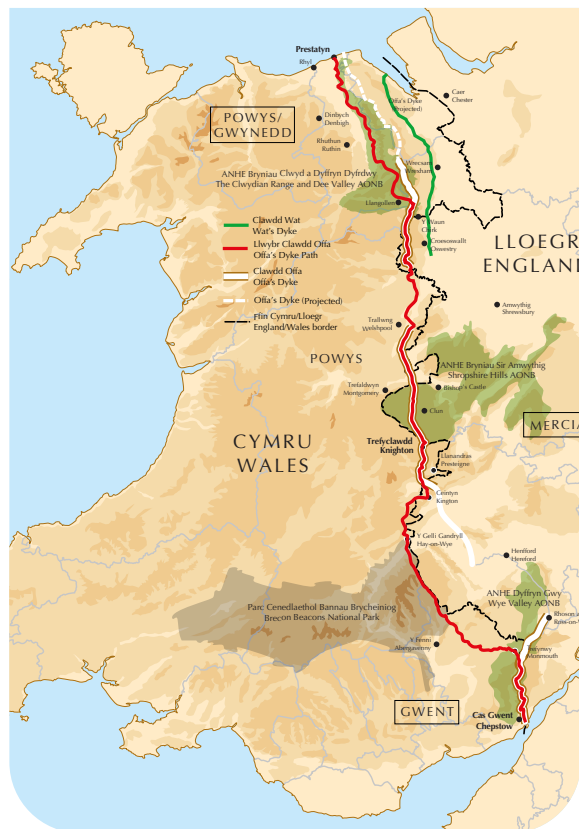
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[Blog](#)
[Partners](#)
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[Careers](#)

A Conservation Fund: The ODA operates a Conservation Fund, which supports practical conservation projects along the Dyke. The fund helps to pay for activities such as:

- Partnerships:** The ODA is in partnership with Cadw, Historic England and Shropshire County Council as a member of the steering group managing the Offa's Dyke Conservation Project. This long-term project seeks to turn back the tide of 'benign neglect' of the monument by carrying out remedial conservation works and by influencing its future management out in the field. The Project Officer works with the Offa's Dyke Path National Trail Officer to divert those sections of path that are on the crest of the Dyke onto level ground alongside where there is less risk of damage and erosion.

Volunteers look after the ODA's walkers' Passport scheme stamping boxes. Sales of the Passport support the ODA's Conservation Fund.

- Public talks and events
- Educational programs for schools and community groups.
- Interpretive displays and exhibitions at the Offa's Dyke Centre.

 Offa's Dyke Association

2 - Offa's Dyke Map



Activity 1: What?

Objective:

The activities below encourage pupils to investigate what Offa's Dyke is. English Heritage states that it 'consists of an earth bank, which in places still stands to a height of 12 feet (3.5 metres), fronted by a deep quarry-ditch with a total width of up to 60 feet (18 metres)'. Excavation has confirmed that a wooden breastwork ran along the top of the bank, and in places this was later rebuilt in stone.

Pupils could:

- Investigate what Offa's Dyke is. They could use the following websites:
 - [Offa's Dyke Association](#)
 - [Visit Wales: Offa's Dyke](#)
 - [BBC: Offa's Dyke](#)
 - [English Heritage Offa's Dyke](#)
- Use Appendix 1 and evaluate their findings and discuss:
 - What they think Offa's Dyke was.*
 - What they think Offa's Dyke looked like.*
- Use Appendix 1 and draw what they think Offa's Dyke looked like.
- Present their findings including photos, drawings and text through PowerPoint, displays or collages.
- Investigate other Welsh monuments in Wales and compare them to Offa's Dyke. Pupils could use:
 - [Cadw Records: National Historic Assets of Wales](#)
- Evaluate their research skills and discuss what worked well and what they could have improved on.

Skills

- Investigation
- Literacy
- Communication
- Oracy
- Curiosity
- Digital Competence
- Creativity and Innovation
- Critical thinking and problem-solving
- Personal effectiveness
- Planning and organising

Equipment

- The Internet
- Appendix 1

Areas of Learning

- Humanities
- Languages, Literacy and Communication
- Expressive Arts

A defined section of Offa's Dyke
on Edenhope Hill
by Colin Park, CC BY-SA 2.0



Appendix 1 Evaluate your findings

Name _____

What do you think Offa's Dyke was? _____

What do you think Offa's Dyke looked like? _____

Draw what you think Offa's Dyke looked like

Activity 2: When?

Objective:

The activities below encourage pupils to investigate when Offa's Dyke was built and what life was like in Wales before King Offa came to power and during his time as ruler. King Offa had seized power during a time when there was unrest between those on the Welsh and Anglo Saxon borders. The growing power of the Anglo Saxon Kingdom of Mercia meant that land belonging to the Welsh (British) was being lost to the Anglo Saxons.

Pupils could:

- Investigate life in Wales after the Romans left Britain and before Offa came to power. Pupils could think about:
 - Who was living in Wales during this period.*
 - If this was a period of unrest or peace. They could investigate Wat's Dyke (another earthwork that runs parallel to Offa's Dyke) and why this was built.*
 - Who the Anglo Saxons were, where they came from and who were the different Welsh tribes. Use the map in Appendix 2 to create a map of the locations of the Welsh Tribes at that time.*
- Investigate what life was like in Wales when King Offa was in power. They could think about:
 - Who was living in Wales during this period and what impact did Offa coming to power have on Wales. Use their map from Appendix 2 to compare before and after Offa came to power.*
 - If this was this a period of unrest or peace.*
- Present their findings including photos, drawings and text through PowerPoint, displays or collages.

Skills

- Investigation
- Literacy
- Communication
- Oracy
- Curiosity
- Digital Competence
- Creativity and Innovation
- Critical thinking and problem-solving
- Personal effectiveness
- Planning and organising

Equipment

- The Internet
- Appendix 2

Areas of Learning

- Humanities
- Languages, Literacy and Communication

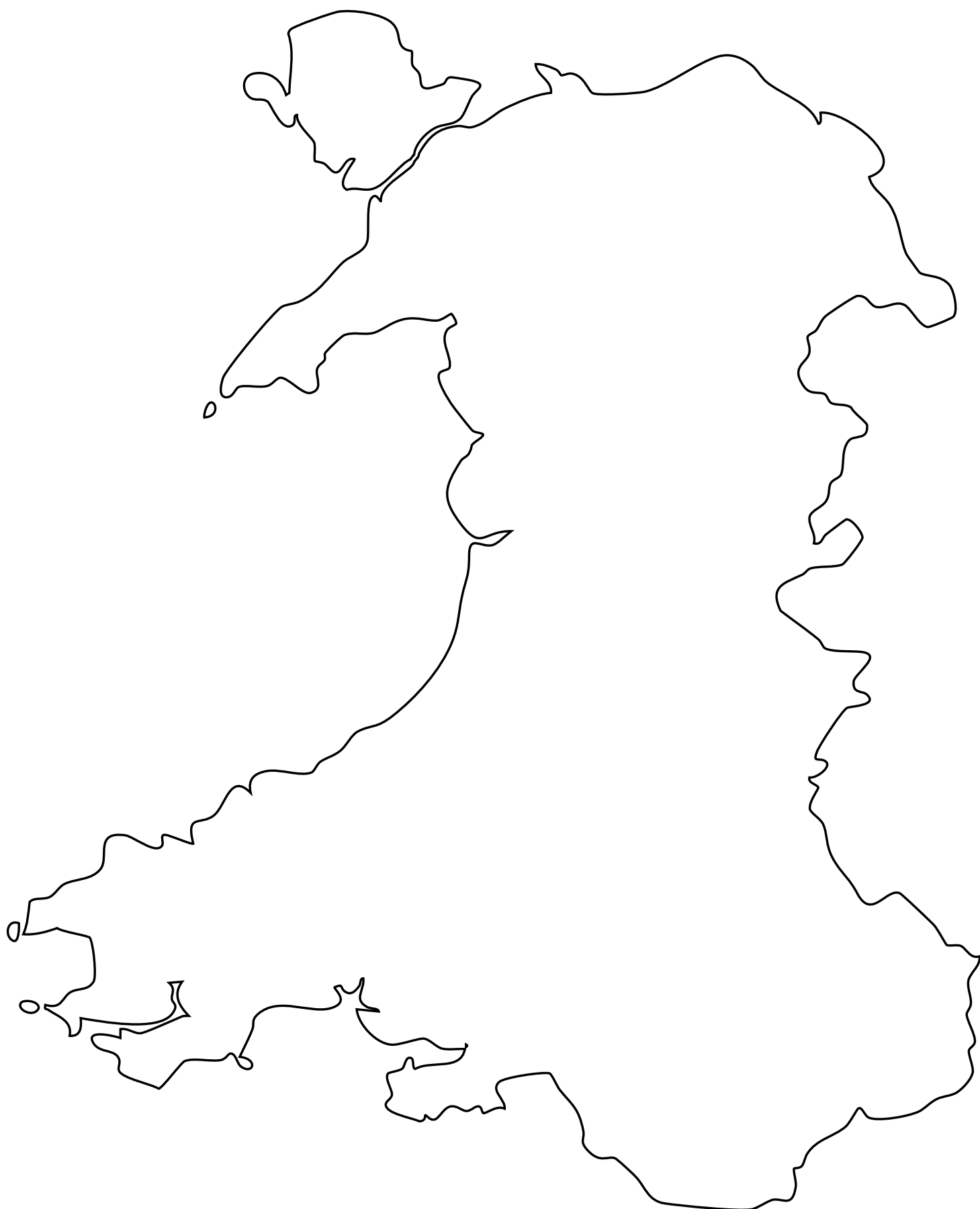
Links

- [BBC: The creation of Medieval Wales](#)
- [English Heritage: Anglo Saxons](#)

View of Offa's Dyke
by Dave McGlade

Appendix 2 Tribes of Wales

Name _____



Activity 3: Who?

Objective:

The activities below encourage pupils to investigate who King Offa was and who was living in Wales during his reign. Offa is known for uniting Southern England through attacking and defeating his rivals, destroying any resistance and building a great powerful Kingdom. The Welsh (British) during this time were not united tribes, but rather people living in small settlements who lived mostly in a rural landscape.

Pupils could:

- Investigate who King Offa was. They could think about:
 - Who was in power before him.*
 - How he came to power.*
 - What made him such a powerful leader.*
- Use the timeline and template in Appendix 3 to record King Offa's qualities and skills as well as his key achievements.
- Make a list of questions they would like to ask King Offa. Then take turns in the role of King Offa answering the questions.
- Use Appendix 4 and imagine they were part of a Welsh settlement during King Offa's reign. They could:
 - Design their own settlement.*
 - Think about what resources they would need.*
 - Think about how they would survive e.g. food, shelter, attacks from the Anglo Saxons.*

Skills

- Investigation
- Literacy
- Communication
- Oracy
- Curiosity
- Digital Competence
- Creativity and Innovation
- Planning and organising

Equipment

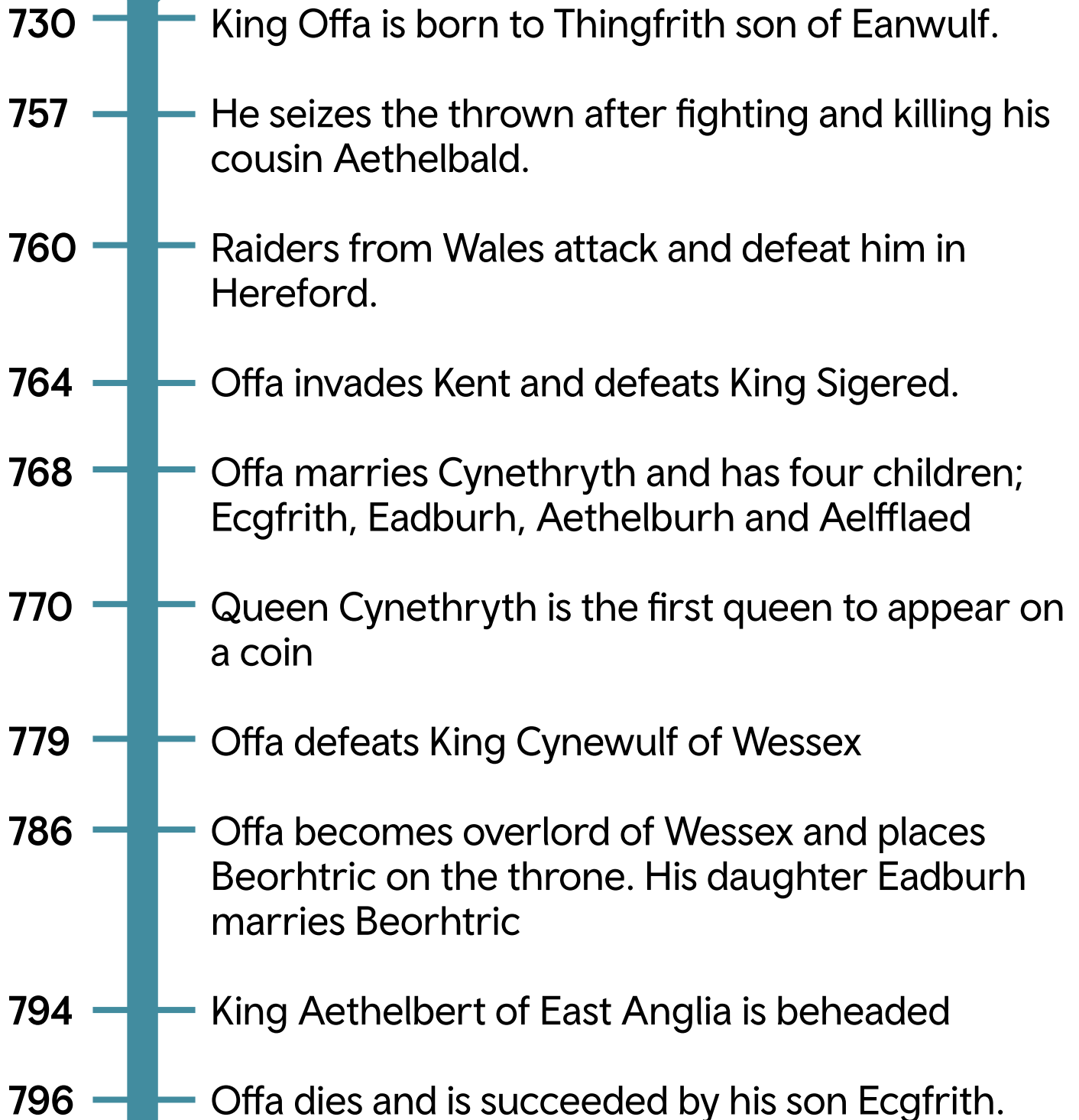
- The Internet
- Appendix 3
- Appendix 4

Areas of Learning

- Humanities
- Languages, Literacy and Communication
- Expressive Arts

Offa, King of Mercia, silver penny
Public Domain

Timeline

- 
- 730** — King Offa is born to Thingfrith son of Eanwulf.
 - 757** — He seizes the throne after fighting and killing his cousin Aethelbald.
 - 760** — Raiders from Wales attack and defeat him in Hereford.
 - 764** — Offa invades Kent and defeats King Sigereð.
 - 768** — Offa marries Cynethryth and has four children; Ecgrith, Eadburh, Aethelburh and Aelfflaed
 - 770** — Queen Cynethryth is the first queen to appear on a coin
 - 779** — Offa defeats King Cynewulf of Wessex
 - 786** — Offa becomes overlord of Wessex and places Beorhtric on the throne. His daughter Eadburh marries Beorhtric
 - 794** — King Aethelbert of East Anglia is beheaded
 - 796** — Offa dies and is succeeded by his son Ecgrith.

Name _____

===== KING OFFA =====

Offa, King of Mercia, silver penny

QUALITIES



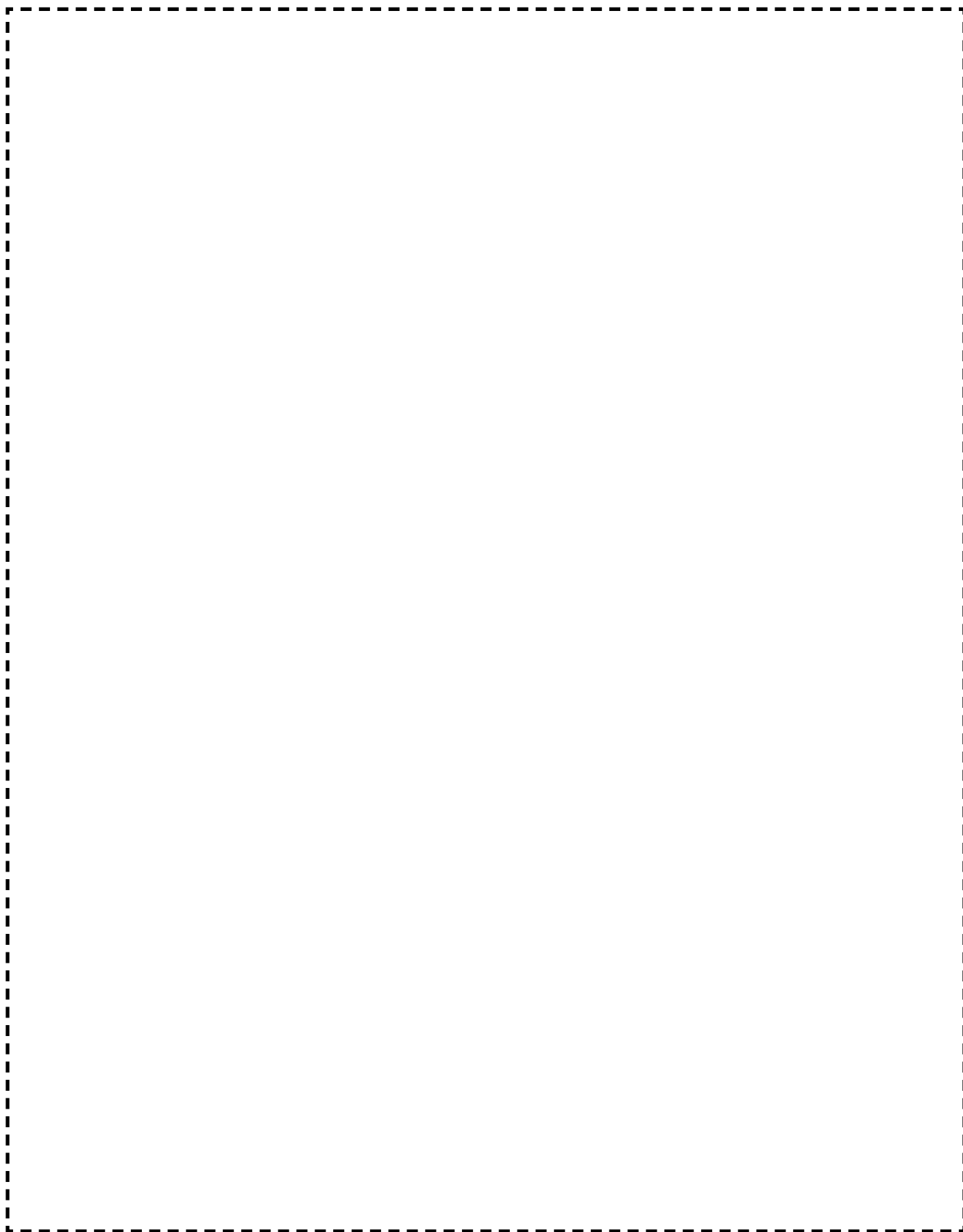
SKILLS

KEY ACHIEVEMENTS

Appendix 4 Design your own Welsh settlement

Name _____

Draw a plan view of your settlement

A large dashed rectangular box, intended for drawing a plan view of a settlement. The box is empty and occupies most of the page below the instruction.

Appendix 4 Design your own Welsh settlement

What resources would you need?

Write how about you would survive (e.g. food, shelter, attacks from the Anglo Saxons)

Activity 4: Where?

Objective:

This activity encourages pupils to use their map skills to find out where Offa's Dyke was built and why they think these sites were chosen.

Pupils could:

- Use the map in Appendix 5 to explore where Offa's Dyke was built.
- List the different types of landscapes the Dyke would have run through in that period.
- Discuss in groups why King Offa chose to build the Dyke along this route. Pupils could think about:
 - *The different types of landscape*
 - *The places on either side of the Dyke*
- Investigate which parts of Offa's Dyke are left today near their school.
- List the different types of landscape the Dyke runs through today.
- Find their nearest part of the Dyke. Use the recording sheet in Appendix 6 to record the its condition. Visit the site and video/take pictures/sketch what they can see and add to the report.
- Report back to the class the differences between the landscape in the past and the landscape now.

Skills

- Investigation
- Literacy
- Communication
- Oracy
- Curiosity
- Creativity and Innovation
- Critical thinking and problem-solving
- Personal effectiveness
- Planning and organising
- Digital Competence

Equipment

- Appendix 5
- Appendix 6

Areas of Learning

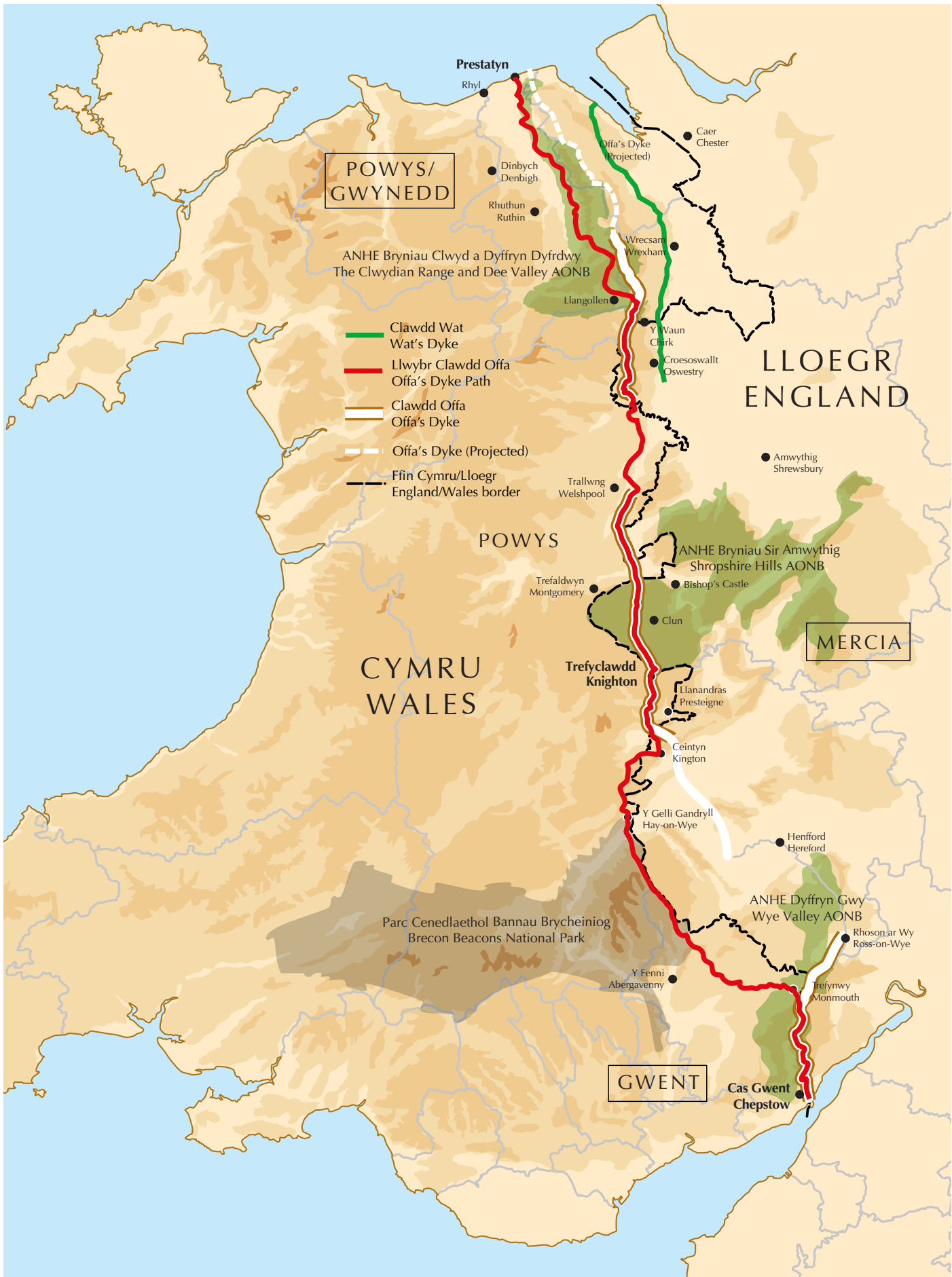
- Humanities
- Languages, Literacy and Communication
- Expressive Arts
- Health and Well-being

An image from a fixed point photo sequence, Knighton by Dave McGlade



Appendix 5 Offa's Dyke Map

Name _____



Appendix 6 Recording Sheet

Name _____

Tick the box which most applies to the condition of the monument as you see it

No Damage

Full grass cover



Some Damage

Bare soil and erosion



Major Damage

Severe erosion or vandalism



Write notes about the changes that you have noticed at the monument since your last visit

Draw a rough sketch of the monument highlighting any changes from your last visit

Activity 5: How?

Objective:

This activity encourages pupils to think about how Offa's Dyke was built. The earthwork is thought to be 82 miles long. Building something of this length would have taken money, manpower and great organisation skills.

Mantle of the Expert: *"Mantle of the Expert does not mean the students are magically endowed with expertise. In the real world they are still children. It is only inside the fiction they work 'as if' they are experts. That is in the sense that they take on the powers and responsibilities of a team of experts, working on important assignments, caring about the things they do, and taking pride in their status."* [How does MoE work?](#)

Pupils could:

- Use 'Mantle of the Expert' to take on the role of King Offa. Use Appendix 7 to plan out how they are going to build the earthwork. Pupils could think about:
 - *What the earthwork looks like and how it was built.*
 - *What the landscape is like and how they would overcome obstacles e.g. rivers, hills, forests.*
 - *If any other earthworks have been built. Research these and write down what they think works well (e.g. Wats Dyke).*
 - *The types of jobs which would need doing.*
 - *The number of people that would be needed.*
 - *What materials would be needed.*
 - *Where the materials would have come from.*
 - *Where the workforce would live.*
 - *What the workforce would eat and where would this food come from.*
 - *How the workforce would communicate with Offa and each other.*
- Present their findings to the class and debate their results. Who do they think is the most accurate?

Skills

- Investigation
- Literacy
- Communication
- Oracy
- Curiosity
- Creativity and Innovation
- Critical thinking and problem-solving
- Personal effectiveness
- Planning and organising
- Digital Competence

Equipment

- Appendix 7

Areas of Learning

- Humanities
- Languages, Literacy and Communication
- Expressive Arts
- Mathematics and Numeracy

Offa's Dyke near Cwm
by Jeff Buck, CC BY-SA 2.0

Appendix 7 Mantle of the Expert

Name _____

Take on the role of King Offa and plan out how you are going to build Offa's Dyke

What types of jobs need doing?

- _____
- _____
- _____
- _____
- _____
- _____
- _____

How many people do you need?

Where will the workforce live?

What will the workforce eat?

How will the workforce communicate with you
and how will they communicate with each other?

Appendix 7 Mantle of the Expert

Name _____

What is the landscape like and how would you overcome obstacles?

What materials are needed?

- _____
- _____
- _____
- _____

Where will the materials come from?

- _____
- _____
- _____
- _____

Draw a side view of what your defences might look like



Activity 6: Why?

Objective:

This activity encourages pupils to explore the reasons why Offa's Dyke might have been built. Many people have written about why Offa's Dyke was built but a lot of this is guesswork based on the limited evidence presented. Pupils will use the current thinking and evidence to present their findings.

Pupils could:

- Use Appendix 8 and their own research to explore why people think Offa's Dyke was built. Theories include:
 - *For a border*
 - *For defence*
 - *To demonstrate power and wealth*
 - *For trade with those over the border*
- Investigate other earthworks and the reasons why these were built to help shape their research.
- Present their findings to the class through PowerPoint, class discussion or a collage.
- Use Appendix 8 to help shape their ideas and arguments and list the pros and cons of each theory in Appendix 9.
- Pick one of the theories and take part in a debate and argue for their chosen theory.
- As an individual/group/class decide which theory they think best describes why Offa's Dyke was built.

Skills

- Investigation
- Literacy
- Communication
- Oracy
- Creativity and Innovation
- Critical thinking and problem-solving
- Personal effectiveness
- Planning and organising
- Digital Competence

Equipment

- Appendix 8
- Appendix 9

Areas of Learning

- Humanities
- Languages, Literacy and Communication

Links

- [Wat's Dyke](#)

View of Offa's Dyke
by Dave McGlade



Appendix 8 Why was it built?

Name _____

A border: Sir Cyril Fox (1882-1967), archaeologist and museum director at the National Museum of Wales suggests it was not a military border, but as a boundary between the Anglo-Saxons and the Welsh (British).

Defence: Frank Noble (Offa's Dyke Association Founder), David Hill and Margaret Worthington (who worked on the Offa's Dyke project) argue it is a control line, set within the Mercian lands. That it was used in part for military purpose and could not be crossed accidentally. It was a defensible earthwork rather than a defended one and built to stop the raids of the Welsh (British).

Power/Wealth: Keith Ray and Ian Bapty (archaeologists) argue it was built to demonstrate to other kingdoms that Offa had the power and wealth to build this structure. The way it was built, to be viewed from the west, was to enhance its visual presence to the Welsh (British). It is also argued it was to demonstrate Offa's power beyond the borderland in Britain but to continental Europe as well.

Trade: There is the debate that the gaps may be significant and indicate there were parts of the Dyke which could be used as trading points between the Welsh (British) and the Anglo-Saxons. There were conflicts between the Mercians and the Welsh but there were also groups which formed alliances. It has also been suggested that there were places to collect taxes.

Appendix 9 Why do you think it was built?

Name _____

A border?

Defence?

Appendix 9 Why do you think it was built?

Name _____

Power/Wealth?

Trade?

Activity 7: Now?

Objective:

This activity encourages pupils to think about Offa's Dyke today. Offa's Dyke has an 'Offa's Dyke Conservation Management plan' which sets out the importance of the Dyke and how it can be preserved for the future. It highlights the threats affecting the monument and makes recommendations of how it might be improved. It also highlights the varied interests that different sectors have when it comes to their needs and goals for the Dyke and the surrounding areas.

Pupils could:

- Investigate what the Dyke looks like today. Pupils could use the information gathered in the 'Where' section to think about where the Dyke is today and what types of landscapes it runs through.
- Research the words below and the job roles connected to them and use Appendix 10 to record their findings.
 - *Heritage Conservation - Heritage Officer*
 - *Environmental Conservation - Environmental Officer*
 - *Tourism - Tourist Officer*
 - *Farming - Farmer*
- Use their findings in Appendix 10 to take on the role of one of the following people and interview each other.
 - *Heritage Officer*
 - *Environmental Officer*
 - *Tourist Officer*
 - *Farmer*
- Take part in the debate 'Which should be prioritised first; the heritage, environment, tourism or agricultural use of the Dyke?'

Skills

- Investigation
- Literacy
- Communication
- Oracy
- Creativity and Innovation
- Critical thinking and problem-solving
- Personal effectiveness
- Planning and organising
- Digital Competence

Equipment

- Appendix 10

Areas of Learning

- Humanities
- Languages, Literacy and Communication
- Expressive Arts

Erosion caused by walkers crossing the National Trail stile and onto the crest of the Dyke
by Dave McGlade



Appendix 10 Types of people

Name _____

Job Title

(e.g. *Heritage Officer, Environmental Officer, Tourist Officer, Farmer*)

Job Description

Skills Needed

-
-
-
-

Qualifications Needed

-
-
-
-

Personal Qualities Needed

• <div></div>	• <div></div>
• <div></div>	• <div></div>
• <div></div>	• <div></div>

Activity 8: What can you do?

Objective:

This activity aims to encourage pupils to think about what they can do to protect and conserve their nearest part of Offa's Dyke.

Pupils could:

- Use **Mantle of the Expert** and the information they gathered in Appendix 10 to research and take on the role of one of the following:

- *Cadw Heritage Officer*
- *Council Environmental Officer*
- *Visit Wales Tourism Manager*
- *Offa's Dyke Centre Heritage Manager*

Then use Appendix 11 to put together a plan as a group to achieve the following aim *'pass Offa's Dyke on to the next generation, both better understood and in better condition'*

Pupils could:

- *Make a list of their main aims and why they are important to their role.*
- *Think about how they would share the aims of their role with the public.*
- *Think about how they could work with the other roles and other people/organisations to fulfil their aims.*
- *Create a poster as a group to advertise Offa's Dyke using the ideas in Appendix 12 for inspiration.*
- Take part in an Offa's Dyke wide project. This could include:
 - *Recording their own part of the Dyke yearly and noting the changes through photos or sketches.*
 - *Contacting other schools both locally within Wales and England and sharing data.*
 - *Contacting the Offa's Dyke Association and asking how they could use this research to help protect the Dyke.*

Skills

- Investigation
- Literacy
- Communication
- Oracy
- Creativity and Innovation
- Critical thinking and problem-solving
- Personal effectiveness
- Planning and organising
- Digital Competence

Equipment

- Appendix 10
- Appendix 11
- Appendix 12

Areas of Learning

- Humanities
- Languages, Literacy and Communication
- Science and Technology
- Expressive Arts

Links

- [Cadw: Looking after your scheduled monument](#)

View of Offa's Dyke
by Dave McGlade

Appendix 11 Making history your own

Name _____

Which one are you? *(tick a box)*

Heritage
Officer

☐

Environmental
Officer

☐

Visit Wales
Tourism Manager

☐

Offa's Dyke Centre
Heritage Manager

☐

Make a list of your
main aims:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Make a list how you would share
your aims with the public:

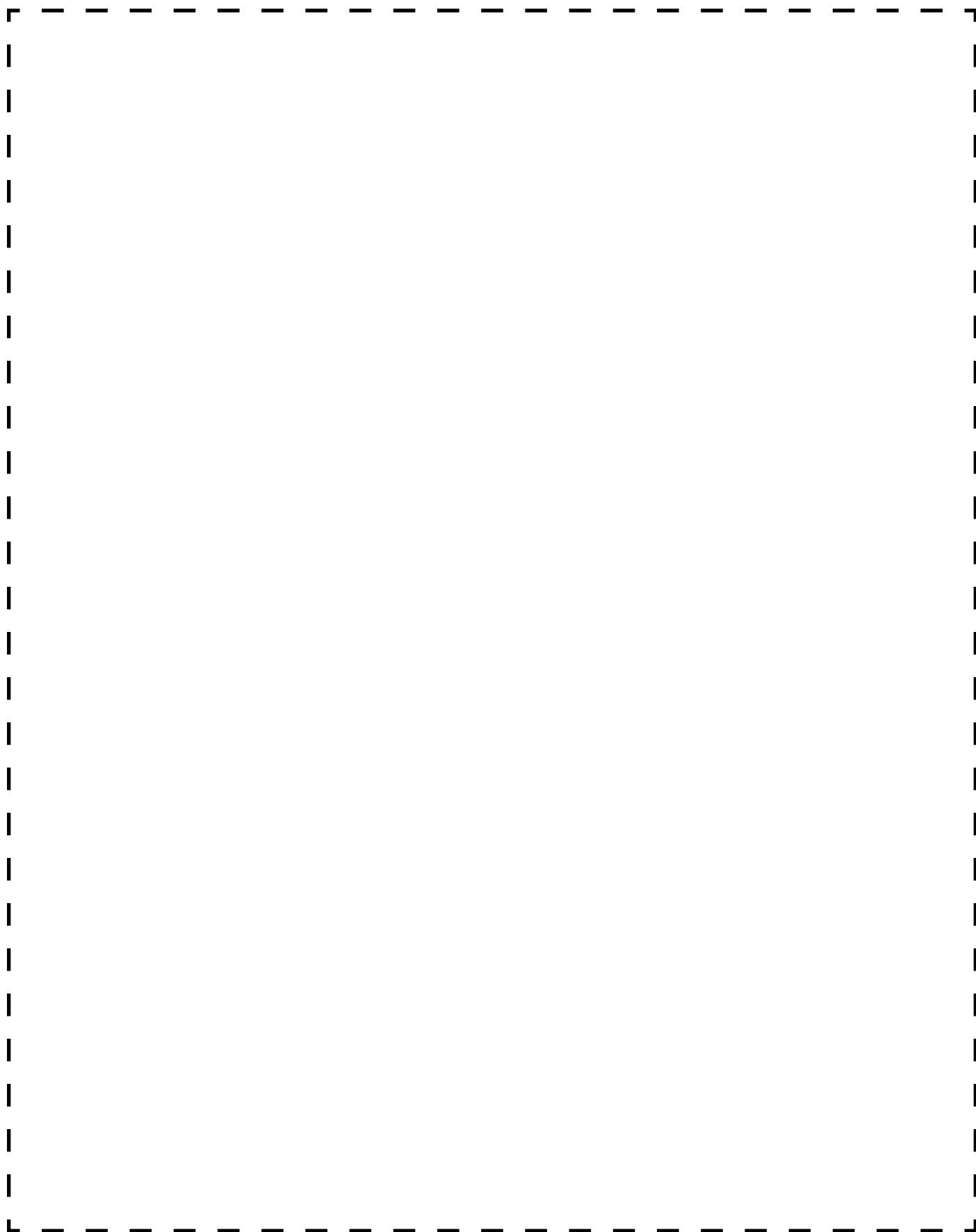
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

How would you work with the other roles/organisations to fulfil the aims on your list:


Appendix 11 Making history your own

Name _____

Work with the other members of your team to design a poster to advertise Offa's Dyke. Remember to include everyone's aims.

A large rectangular area defined by a dashed border, intended for designing a poster. The border is composed of short horizontal and vertical dashes, creating a frame for the poster design.

Example of a conservation message to visitors on Hadrian's Wall Path




EROSION CONTROL

Help us to protect the archaeology

Please do not walk in single file

Avoid walking in worn lines in the grass

NATIONAL TRAIL 

Thankyou from the National Trail team



www.nationaltrail.co.uk/hadrianswall



Pasbort Tymhorol Llwybr Clawdd Offa

Offa's Dyke Path Seasonal Passport



<p>Y Gymdeithas a'i gwaith cadwraeth</p> <p>Cymdeithas Clawdd Offa (ODA) yw'r unig sefydliad sy'n ymwneud â Chlawdd Offa ar ei hyd, yng Nghymru a Lloegr, ac nid dim ond yr hanner cant y cant sy'n cyd-fynd â'r Llwybr Cenedlaethol. Lleolir Cymdeithas Clawdd Offa yng Nghanolfan Clawdd Offa yn Nhref-y-clawdd lle gall ymwelwyr ganfod mwy am Clawdd Offa a'i berthynas â'r Llwybr Cenedlaethol.</p> <p>Yng hyd â Cadw, Historic England a Chyngor Sir Swydd Amwythig, mae Cymdeithas Clawdd Offa yn aelod o'r grŵp llywio sy'n goruchwyllo Prosiect Cadwraeth Clawdd Offa. Mae'r elw o werthu'r Pasbort yn cefnogi Cronfa Gadwraeth Cymdeithas Clawdd Offa ei hun ar gyfer y Clawdd.</p> <p>Cefnogi prosiectau cadwraeth ar hyd Clawdd Offa</p> <p>Trwy brynu'r Pasbort hwn rydych yn dangos ymrwymiad i helpu Cymdeithas Clawdd Offa i hyrwyddo a chefnogi'n ariannol brosiectau cadwraeth ar hyd y Clawdd.</p> <p>The Association and its conservation work</p> <p>The Offa's Dyke Association (ODA) is the only organisation concerned with all of Offa's Dyke, in both England and Wales, and not just the fifty percent that is coincident with the National Trail. The ODA is based at the Offa's Dyke Centre in Knighton where visitors can discover more about Offa's Dyke and its relationship with the National Trail.</p> <p>Along with Cadw, Historic England and Shropshire County Council, the ODA is a member of the steering group overseeing the Offa's Dyke Conservation Project. Proceeds from the sale of the Passport support the ODA's own Conservation Fund for the Dyke.</p> <p>Supporting conservation projects along Offa's Dyke</p> <p>By buying this Passport you are showing a commitment to helping the ODA promote and financially support conservation projects the length of the Dyke.</p>	<p>Cymdeithas Clawdd Offa</p> <p>Sefydliad Corfforedig Elusenol Rhif: 1203068</p> <p>Offa's Dyke Association</p> <p>Charitable Incorporated Organisation No: 1203068</p> <p><i>Gosod draeniad ac wnebb i amddiffyn y clawdd</i></p> <p><i>Installing drainage and a sacrificial surface to protect the monument</i></p>   <p><i>Mae'r strwythur hwn yn pontio Clawdd Offa i felhau sathru'r llwybr dan draed cerddwyr</i></p> <p><i>This structure bridges Offa's Dyke to remove risk of erosion from walkers</i></p> <p>Enghreifftiau o waith cadwraeth a gefnogir gan Gronfa Gadwraeth Cymdeithas Clawdd Offa</p> <p>Dysgwch fwy am ein gwaith cadwraeth yn www.offasdyke.org.uk</p> <p>Examples of conservation work supported by the ODA's Conservation Fund</p> <p>Find out more about our conservation work at www.offasdyke.org.uk</p>
	<p>Pasbort Tymhorol</p> <p>Mae tymor y Pasbort yn rhedeg rhwng y Pasg a mis Hydref pan, mewn blwyddyn arferol, mae priddoedd y Clawdd yn sychach dan draed. Yn ystod misoedd y gaeaf mae'r priddoedd yn wlyb ac mae llawer mwy o risg o erydu i'r heneb, yn enwedig lle mae'r Llwybr yn dal i fod ar frig y Clawdd. Y nod, pan fydd y Llwybr wedi ei ddargyfeirio oddi ar y brig, yw ymestyn y tymor.</p> <p>Aelodaeth o Gymdeithas Clawdd Offa</p> <p>I ddod yn aelod o Gymdeithas Clawdd Offa, ac i gael tystysgrifau cyflawniad personol, bathodynau cwblhau, arweinyddiaeth, mapiau a chofroddion Clawdd Offa ewch i www.offasdyke.org.uk</p> <p>Seasonal Passport</p> <p>The Passport season runs between Easter and October when, in a normal year, the Dyke's soils are drier underfoot. In the winter months the soils are wet and there is much greater risk of erosion to the monument, especially where the Trail is still located on the crest of the Dyke. The aim, when the Trail has been diverted off the crest, is to extend the season.</p> <p>Offa's Dyke Association membership</p> <p>For ODA membership, personalised certificates of achievement, completion badges, guidebooks, maps and Offa's Dyke souvenirs visit www.offasdyke.org.uk</p> <p><i>Lun y Clawr: Clawdd Offa ar Ffyn-y-fynnon gan yr arlunydd Elaine Morgan</i> facebook.com/elainesartwork</p> <p><i>Cover: Offa's Dyke on Springhill by Elaine Morgan</i> facebook.com/elainesartwork</p> <p>Mae'r pasbort hwn hefyd yn gymwys ar gyfer Oriel Anfarwolion y Llwybr Cenedlaethol</p> <p>This passport also qualifies for the National Trail Hall of Fame</p>