

Conservation

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bulletin

Children and Place



The new National Curriculum wants children to be better connected to the past – which means we need to help teachers and heritage specialists to work together to unlock the stories of historic places.

Students from the Holy Family Catholic School in Walthamstow admire the ornate cast-iron Victorian roof of Leadenhall Market – the London Curriculum uses the capital as a uniquely rich and concrete context for young Londoners to better understand and engage with their city. © Greater London Authority

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ENGLISH HERITAGE

Editorial: Connecting Children to their Past

Today's young people are tomorrow's guardians of our heritage – which is why they need to understand and care about their historic surroundings.

I am delighted to introduce this issue of *Conservation Bulletin*, which covers the theme of children and place.

Historic buildings and places can have a major impact on children's lives and their education. The publication of new research and the launching of a new national curriculum create an opportunity to re-examine the relationship between children and their role in shaping our heritage.

Historic buildings can establish bridges between generations, making the lives of those people who built them and used them easier to imagine. The ability to stand in the same room, run your hands over the stonework and occupy the same space as people from long ago is often much more powerful than seeing their possessions in a showcase. Buildings can make the intangible seem tangible. The new national curriculum places a welcome emphasis on visiting local historic places and looking at national stories in a local context. Our historic environment provides the ideal canvas for this, especially when learning about people in the very distant past, as primary school children will do from this year.

Historic buildings and places can help children to develop a strong sense of personal identity. Learning about the heritage of the area in which they live can create a very strong sense of place and local pride. Knowing the significance of the heritage on their doorstep, or understanding the archaeology which may lie hidden underneath their homes and schools, can make their place special to them and show the merits of preserving them for future generations.

Research commissioned by English Heritage in 2011 found that teenagers cited historic buildings as factors that gave them a sense of identity and pride in relation to their local surroundings and allowed them to feel attached to their area. Despite this, schools have made little effective use of much of their local built heritage. English Heritage's Heritage Schools programme, funded by the Department for Education, is working to ensure that teachers include the heritage of the areas around their schools as part of their work with their pupils. To date, this programme has reached over 100,000 children.

Children have played a major role in shaping our built heritage. There is increasing academic interest in historic buildings and places created for or used by children. Research on these places of education, work, welfare and play has focused not only on their architectural significance, but also on what these buildings tell us about the changing attitudes of society towards young people.

Past issues of *Conservation Bulletin* have demonstrated the contribution of the historic environment in generating economic growth, creating sustainable communities and contributing to a sense of national pride and identity at times of celebration and commemoration. It is vital, therefore, that we ensure that a new generation of young people grow up knowing and caring about their built heritage – they are its future guardians.

Sir Laurie Magnus
Chairman, English Heritage

Conservation Bulletin is published twice a year by English Heritage and circulated free of charge to more than 5,000 conservation specialists, opinion-formers and decision-makers. Its purpose is to communicate new ideas and advice to everyone concerned with the understanding, management and public enjoyment of England's rich and diverse historic environment.

When you have finished with this copy of *Conservation Bulletin*, do please pass it on. And if you would like to be added to our mailing list, or to change your current subscription details, just contact us on 020 7973 3253 or at mailinglist@english-heritage.org.uk

Places of Childhood

Memories of yesterday's children are all around us – in the places where they played, were educated and sometimes put to hard physical work.

In this opening section we look at the study of childhood through time and how it has recently become a subject in its own right. One of the great advantages is that so much primary source material survives – the physical remains of schools and playgrounds, toys, images and even children's own writings.

Many of the places in which children were born, educated or played were specifically designed for them (Darian-Smith and Healy pp 3–5; Tolan-Smith pp 5–6). The impact that children have had on our architectural and physical surroundings are still around us today, especially the legacy of school buildings and playgrounds (Franklin pp 6–8) What is it that we regard as significant about these places? And how can those that are now heritage assets in their own right be cared for and protected for future generations to enjoy?

Some are protected through listing. Others have been revived and made fit for purpose through new design that is sympathetic to the original (Brennan pp 8–9). Play was of course a fundamental part of the lives of youngsters in the past as it is now (Duterloo-Morgan pp 9–11). Designed playgrounds and the use of the wider natural and historic environments can invite play as much now as it did when these places were created (Groves pp 11–13).

But for many children school and play did not feature as much as hard work and illness. This harsher reality is examined through research into children's lives at Stott Park Bobbin Mill (Riley p14), while the diaries of Mary Glynnne give us a very different view of a wealthier more comfortable life (Hann p 13). The diaries have provided an insight into the past that serves as the foundation for creative interpretation. These physical remains and materials give us a fascinating insight into the world these children experienced. They are a rich source of primary material and can provide a route into the past for children living now in the 21st century.

Research into children's lives in the past is undertaken by a host of specialists – from historians and archaeologists to curators, conservators and architects. Without their expertise we would be unable to unravel the stories that can inspire the interest of the young people of today, nor care for the precious resource of primary material for the benefit of their own children and grandchildren. ■

Amanda Feather

Head of Capacity Building, English Heritage

Children, childhood and cultural heritage: an international perspective

Kate Darian-Smith and Sianan Healy

University of Melbourne

Historical interest in children, childhood and childhood heritage

Recent decades have seen an expanding scholarly interest in the past experiences of children and a growth in histories of children and childhood. This has inspired, and been inspired by, efforts to preserve childhood heritage whether this be buildings where children lived, studied or worked or the cultural heritage of children as expressed through their play-lore, creativity and experience.

In London, the V&A's Museum of Childhood houses children-related artefacts from 1600 to the present day, with a current exhibition exploring the effects of environment and design on teaching and learning. In New York, the recent exhibition *Century of the Child*, now online, explores the way that progressive design shaped children's everyday lives throughout the 20th century. At Museum Victoria in Melbourne, the Australian Children's Folklore Collection is an ever-growing archive of children's intangible heritage: games, songs, rhymes and other lore. Such collections and exhibitions, not surprisingly, have a strongly school-based focus. Schools are central to children's lives, and as part of a new interest in children's heritage, are now being placed on heritage lists around the world. This inclusion is recognition not only of the architectural significance of particular school buildings, but also the cultural and social meanings within the community.

This article focuses on one such school in Australia: Newlands Primary School in Victoria. Designed by the prominent Chief Architect for the Victorian Public Works Department, Percy Everett, in the late 1940s, this 'revolutionary' school was added to the Australian Heritage Database in 2000. While the school was an attempt to create the ideal learning environment, archival research reveals that its early pupils contended with a very different reality. Investigating the archival records of the school enriches our view of its heritage listing, and brings us closer to understanding the intersection between children's history and childhood heritage.

Understandings of childhood heritage are deep-

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ened by historical research, although this often shows how adults have conceived of childhood. Much of the material culture of childhood – from utilitarian items such as furniture or clothes through to leisure-related toys and games – has been made by adults, although these items are frequently adapted in their usage by children. Architecture scholar Clare Cooper Marcus has demonstrated how the places valued by children in play activities are often makeshift and ephemeral, such as a cubby house in the forest or a sandcastle at the beach (Cooper Marcus 1992). How, she asks, are these places so beloved by children to be preserved? Researching children's experiences of sites that include the home, the street and the school also raises questions about how to go about preserving and representing this heritage in all its tangible and intangible dimensions.

Designing Australian Schools Project

The school building is where children's lived experiences come up against the ideological preoccupations and social expectations of adults. Researchers at the University of Melbourne have been exploring the history of Australian school design in the 20th century from a historical, pedagogical, social change and transnational perspective. How did architects and educators respond to prevailing and changing ideas about the child and learning in designing school buildings and classrooms? To what extent did dialogue between Australia and other nations, particularly the UK and USA, influence Australian design? While a school such as Newlands is an exemplar of 20th century-school design in Australia, it is also representative of international trends.

Everett's hexagonal classroom design, as used in Newlands Primary School, was a response to new post-war emphases on the environmental conditions of a classroom, including the necessity for perfectly balanced lighting and ventilation. These imperatives were influenced by what was happening overseas – Australian public works and education officials travelled regularly to conferences in the UK and USA – as well as acknowledging local climatic conditions. The hexagonal classroom was also designed to allow communication and vision between pupils and teacher, and was planned 'around the pupils', a nod to pedagogical developments regarding 'child-centred' teaching.

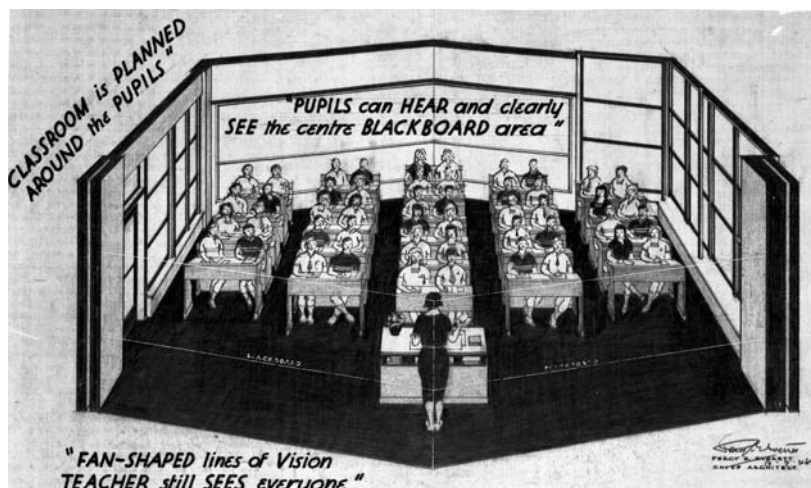
However the lived reality for children attending Newland Primary School was very different, demonstrating how design plans can come up against realities of financial constraints. Letters to



the Education Secretary painted a vivid picture of a school infested with rats, and lacking basic facilities such as coat racks, shelter sheds in the playground and external fencing. 'Riding of horses up the steps, across porches, play and assembly grounds is common practice', Mr Harding, Chairman of the Newlands State School Committee complained; 'exercising dogs; motor parking and bottle parties during the evening; wandering stock, etc.; each one leaving unpleasant evidence of their visit'. An open drain through the school grounds was a potential 'death trap', with one child experiencing concussion after falling in. The drain also carried household waste, 'and the stench arising from it is not only most obnoxious but could also be a serious menace to the health of those children and teachers who cross the drain on their way to, and from, the school'. Teachers also had to share the pupils' toilet block. Mr Harding took the school's concerns to the local press: 'Whoever was responsible for this state of affairs must have been half asleep. And yet this school is supposed to be the most modern of its type in Victoria'.

Newlands Primary School, Victoria, 1951: a 'revolutionary' attempt to create the ideal learning environment. Reproduced with the permission of Coburg Historical Society

Illustration of a hexagonal classroom by Percy Everett, 1948. Reproduced with the permission of the Keeper of Public Records, Public Record Office Victoria, Australia



Wallsend Health Centre: the main elevation illustrating the use of restrained Art Deco modernism in mellow brown brick with Portland stone dressings.
© North Tyneside Council



While the problems at Newland Primary School were eventually overcome, this correspondence illuminates the disjuncture that can exist between the heritage-listed school as example of a famous architect's work and the past lived experiences of its teachers and pupils.

Conclusion

Schools are a vital aspect of childhood heritage, central to our historical understanding of the spatial and tangible elements of childhood. However, the buildings on their own cannot provide us with an adequately complex understanding of children's experiences. Archival research into the histories of school buildings, and into their social and historical context, can enrich our understanding of their heritage and of their meaningfulness to the children whose lives were so closely bound up with them. ■

ACKNOWLEDGEMENT

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Wallsend Health Centre: 'Better Than Home'

Myra Tolan-Smith

Senior Designation Adviser, English Heritage

The new Wallsend Health Centre was officially opened by the Mayor on 21 December 1940, when Dr R Rutherford, the Medical Officer of Health, described it in the following words: 'every mother-to-be in Wallsend can now obtain consultation and examination from her own doctor with as much privacy, and more medical facilities, than is possible in her own home'. The state-of-the-art facilities were built at a cost of £22,000 and brought together in a single building a range of mother-and-child centred public health services that included school clinic, maternity unit and child welfare facilities, described at the time as one of the finest and best-equipped clinics in the country. In his speech Dr Rutherford also drew attention to the contrast the new building and its services provided with the poor conditions he had become familiar with in industrial Tyneside over the previous twenty years.

Public health provision in England during the inter-war period varied but was generally very poor. Only London and Middlesex county councils led the way with comprehensive health centres, the most renowned being the Finsbury Health Centre designed by Berthold Lubetkin (1935–8, Grade I). Outside of London, Kingsway Health Centre, Widnes (1938–9, Grade II) is a rare provincial survival. Maternity and child healthcare, however, was a preoccupation of medics at a time when maternal mortality was rising even as infant mortality fell.



As a result, specialised ante-natal and infant-care out-patient centres, or mother-and-baby clinics, became more common with one of the earliest being the Neo-Georgian Shoreditch Maternity Child Welfare Centre, Hackney (1923, Grade II) and perhaps Wallsend's closest parallel, Walworth Clinic, Southwark (1937, Grade II). It is unclear exactly how extensive were the range of facilities offered at Wallsend. Reports of its opening ceremony focused on the mother-and-baby element, but locally it is said to have also been known as 'the sunray clinic' for its treatment of rickets.

The late 1930s saw considerable innovation in health provision; Wallsend takes its place as one of a series of pioneering health centres built at this time and some years in advance of the 1946 National Health Services Act which made their construction a duty of health authorities. The building demonstrates the importance that Wallsend Borough placed upon the health of its citizens, and the strong political will of the local council to make improvements to the town's healthcare provision.

The building, with its determined adoption of a restrained Art Deco modernism was designed by the Borough Surveyor, John Blench. Incorporating strong geometry and a crisp symmetry, it comprises a double-height central waiting hall embellished with engaged Art Deco columns and caps and a stepped parapet, which proudly bears its name, surrounded by lower flat-roofed blocks with elevations stepped back and forward to enliven the composition. The consistent use of mellow brown brick contrasts with the bright white of the pointing, and visual emphasis is achieved by the use of vertical brick and Portland stone bands. Entrances on the east and west sides have Portland stone mouldings and metal-framed overlights, and the west entrance has a prominent loggia with a colonnade of octagonal brick and tile columns, possibly a pram shelter.

The Art Deco-influenced exterior is continued to some degree within the interior through the use of stepped door cases and hexagonal columns with

fluted capitals. The building is thought to have originally included accommodation for an ante-natal department, sunlight rooms, school clinic, child welfare services, nurses' rooms and an isolation room. Its design and layout maximises space and light for the benefit of the patients by incorporating features such as the loftily proportioned double height waiting hall and numerous large windows throughout. These features echo the best contemporary health care design principles nationally.

The forward-thinking Wallsend Borough had erected a good, modernist inter-war health centre with a specific focus on mother, baby and child welfare, which anticipated by nearly a decade the will for improved health and welfare provisions later encapsulated in the National Health Service. The significance of the building in a national context was recognised in December 2012 by its designation at Grade II. ■

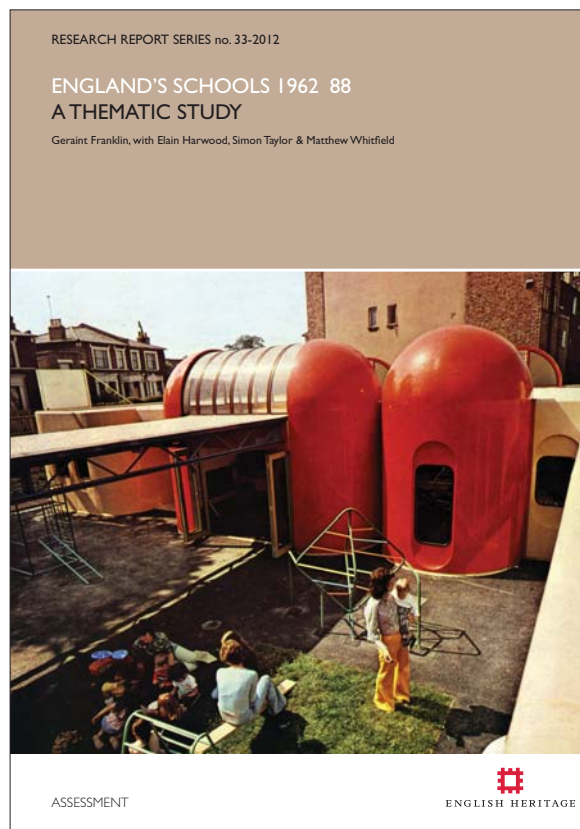
Wallsend Health Centre: detail of stepped parapet proudly inscribed with the name of the new facilities. © North Tyneside Council

Understanding historic school buildings

Geraint Franklin

Assessment South Team, English Heritage

Talk of new schools often leads us back to older ones. This was the case after the government's Building Schools for the Future (BSF) programme, launched in February 2003, promised the renewal



England's Schools 1962-88 was produced by members of English Heritage's Assessment team. The cover shows the Vanessa Nursery School in West London, its bold, bright shapes realised in glass reinforced plastic. © English Heritage

Ilkeston School, Derbyshire of 1910–14 by George Widdows, Architect to Derbyshire County Council. It was upgraded to Grade II* in 2009 as a result of English Heritage's Widdows project.
© English Heritage



of hundreds of schools and the extension and refurbishment of many more. It soon became apparent that baseline knowledge of the schools estate was not consistently being taken into account in the capital programmes that ensued. English Heritage's Schools Working Group was set up to promote a better understanding of historic school buildings through a combination of research, design and assessment guidance. It commissioned a series of internal and external projects that included an accessible introduction in the 'Informed Conservation' series (Harwood 2010) and research on regional board schools, rural schools and schools of the 20th century. As a result of this work and the dozens of studies of educational buildings undertaken by the heritage sector at large, our understanding of historic schools has developed significantly over the past decade.

England's Schools 1962–88 (Franklin *et al* 2012) examined the national picture of school design in the later-20th century. The best schools of the period, with their bold colour schemes, sophisticated natural lighting and child-sized fittings, are an educational resource with huge and largely untapped learning potential. Through a combination of site visits, documentary study and interviews we identified distinctive regional approaches developed in London, Hampshire, Leicestershire and Nottinghamshire, while independent and voluntary schools represented test beds for private

architectural practices. Overarching trends of the period – such as the tension between standardisation and bespoke design, enclosure of learning space to reflect a set curriculum and the role of the private-sector architect – can anticipate and inform current educational debates.

Other projects have enhanced our understanding and protection of fairly tightly focused subjects. English Heritage's designation team re-examined the work of George Henry Widdows, the architect to Derbyshire's Education Committee from 1904 and the County Architect from 1910 to 1936. The planning innovations of Widdows' early-20th century schools, which open up classrooms to abundant daylight and cross ventilation, are clothed in a distinctive and creative Arts and Crafts idiom. The project looked at the surviving 51 schools, of which nine were already listed. A further seven were identified for listing at Grade II, and Ilkeston School, of 1910–14 was upgraded to Grade II*. Existing listing descriptions were provided with clearer and more accurate information for the benefit of those managing change.

The importance of rural schools to their communities and landscapes is highlighted in a study carried out as a result of a partnership between English Heritage, the Norfolk Record Office, the University of East Anglia, the Norfolk Historic Buildings Group and a team of 30 volunteers (Longcroft and Wade-Martins 2013). An analysis of

almost 500 Norfolk schools throws light on the educational patronage of local landowners and philanthropists and the spatial relationships between schools and other rural landmarks such as parish churches, parish boundaries, greens and commons. With remoteness came licence to try new educational ideas, including Andrew Bell's 'Madras' system of using older children to tutor their young classmates and the so-called Prussian plan, where classrooms were ranged around a central hall.

Where next? Rich and comparatively unexplored topics include landscapes of childhood (including non-school assets such as adventure playgrounds), education and disability and pre-school provision. The Building Schools for the Future era itself now feels like the distant past, and scholars are already getting to grips with its built legacy! Schools are intensively used yet sensitive places, and patterns of management, organisation and teaching methods can be dynamic. The ability to flag significance at an early stage, consult with owners, and provide clarity on the extent of special interest will all help inform change to historic schools. ■

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Historic buildings – modern schools

Tim Brennan

Senior Regeneration Adviser, English Heritage

While almost everyone in the heritage sector believes in the capacity of historic buildings to accommodate new facilities, this message is often difficult to communicate to others. The perception can be that change and remodelling is unlikely to be allowed, and that their listed status will inevitably lead to complexity, delay and greater risk in any redevelopment proposals.

It was therefore inevitable that the announcement in 2004 of the Building Schools for the Future (BSF) programme and its multi-billion pound budget for capital investment would generate tensions about the implications for historic

school buildings. On the one hand, local education authorities and schools saw the biggest investment programme for 50 years as an opportunity to transform teaching, with school buildings and facilities (particularly ICT) being updated to reflect both the evolving national curriculum and the changing needs of students and staff.

On the other hand, the heritage sector had concerns that the significance of these buildings would fail to be considered in the decision-making process, as councils and schools sought to take advantage of a once-in-a-generation flow of funding. There was also a fear that the perception of historic schools as outdated, inflexible and difficult to modernise would count against them when local authorities weighed up their priorities. The demolition and replacement in 2006 of Bonner Street Primary School in London, designed by E R Robson in 1876, seemed to exemplify some of these fears, with the local authority and school management failing to be persuaded that it could be updated successfully. So, from the perspective of 2014 can we be clear whether either of these viewpoints had foundation?

Any building needs maintenance and investment to ensure it remains fit for purpose and fulfils its intended lifespan. This is especially true for schools – as teaching methods evolve, so do the way classrooms are used and the types of equipment they need. The BSF programme attempted to address sustained under-investment, but ultimately fell victim to the dramatic reductions in public spending after the 2010 election, while also attracting significant criticism for its slow pace, bureaucracy and missed targets. But it can be argued that there were a significant number of BSF-funded projects

King Edward VII School, Sheffield during renovation.
© English Heritage



Walthamstow School
for Girls: the old and
the new.

© English Heritage



that had hugely successful outcomes for historic buildings.

These encompass the spectrum of listed school buildings – from Victorian and Edwardian to inter-war and post-war – but all demonstrate a number of common approaches. Perhaps the most important of these is a comprehensive understanding of the heritage significance of the buildings in question before design proposals are drawn up. Sheffield City Council commissioned listed-building strategies for all of their historic school buildings as part of their preparations for BSF funding. This enabled the ‘ring fencing’ of the most sensitive buildings and areas during the development of proposals and allowed a greater focus on areas where there was potential for change, including at the listed King Edward VII and High Storrs schools.

In addition to understanding significance, using it to inform design proposals was also a key factor in the most successful outcomes. At Walthamstow School for Girls, the architects were able to use the existing Grade II listed buildings to guide the development of their scheme for refurbishment and remodelling of the school. The result is new buildings, facilities and landscaping that reflect their context and enhance the historic character of the school.

This is not to say that there were no problems created by BSF proposals for historic buildings – and it would be disingenuous to argue that redevelopment schemes for historic school buildings do

not occasionally encounter extra challenges. But at a time when capital investment remains scarce and any available funding for school buildings is hugely oversubscribed, successful BSF projects offer extra evidence that refurbishing historic buildings can yield positive results. Understanding and preparation are crucial elements of this type of project, and applying what is learnt during these phases to the design stage can help ensure successful outcomes.

Despite its flaws, there can be no doubt that BSF created a number of wonderful learning environments in historic schools that will be used and enjoyed by staff and students for many years to come – and that it offers useful lessons in modernising historic school buildings for future programmes. ■

A short history of playgrounds

Fridy Duterloo-Morgan

Designation Adviser, English Heritage

Informal play transcends ages and cultures, and is likely to have been performed by children as long as humans have existed. Children living in 12th-century London played tag and ball games, ran races, rolled hoops and watched cockfights. Nevertheless, outdoor play was informal and mostly unsupervised.

In 1837, the German educational reformer Friedrich Froebel opened his first Play and Activity

Institute in Bad Blankenburg, which he renamed Kindergarten in 1840, referring to the garden next to the school where young children could play and grow their own plants and vegetables. Froebel is widely perceived as the father of modern child-centred education. He actively promoted play and believed that every town should have its own *spielplatz*. In 1850, following a campaign by the Prussian authorities against democratic movements, Froebel's kindergartens were banned and as a result many of his followers came to Britain. The Froebel Society was formed in 1874 and in 1892 the Froebel Educational Institute was founded in London to train teachers in accordance with the ideas of Froebel.

In Victorian England the benefits of playgrounds were fully recognised. Most 19th-century schools included a playground enclosed by walls and lined with shelters. Play grounds first appeared in the public parks of Manchester in the 1840s, and like them were funded by local philanthropists. They included areas for games (archery, skittles and bowling) and special play equipment (climbing poles, see-saws and swings). In the early 20th century the businessman and manufacturer Charles Wicksteed began to supply many public parks with his play equipment, which was also displayed at Wicksteed Park, his own amusement park in Kettering, now registered Grade II.

In 1925 the National Playing Fields Association (NPFAs) was founded. It promoted access to playgrounds for all children and provided an important forum for discussion on playgrounds. Through its funding and guidance to local authorities the NPFAs had a profound influence on the development of playgrounds in England.

During the Second World War, the Danish landscape architect Professor C. Th. Sørensen noticed that children enjoyed playing on bombed and derelict sites, and subsequently became one of the first advocates of the junk or waste playground (later called the adventure playground). Sørensen's first junk playground, designed with the architect Dan Fink and the play-leader John Bertelsen, was created in Emdrup (Denmark) in 1943. In 1947, the Public Works Department in Amsterdam, faced with a city scarred by the war, commissioned the Dutch architect Aldo van Eyk to design small playgrounds on bombed and derelict sites in the city centre. Between 1947 and 1978 van Eyk created more than 700 playgrounds and the impact on the character and urban planning of Amsterdam was profound. A far cry from the free-spirited junk playground, they display strong geometrical designs



influenced by modern city planning, including tubular steel play structures.

In post-war Britain playgrounds were provided by local authorities through the Physical Training and Recreation Act 1937, the Education Act 1944, the National Health Service Act 1946, the Children Act 1948 and the Housing Act 1957. Their design was influenced by both the informal junk playground and formal architect- or artist-led designs. In 1953, after her visit to Denmark, Lady Allen of Hurtwood introduced the adventure playground to the UK. The first one, funded by the NPFAs, was created in 1954 on Rathbone Street in Liverpool. During the 1950s and 60s her ideas and expertise influenced local and national government policy on the provision of play environments. During the 1970s the adventure playground remained popular and extended its reach to play environments for older children. In the 1980s many playgrounds, like public parks, fell into decline. Their designs also became increasingly standardised, involving mass-produced play equipment bought from catalogues.

No formal survey of historic playgrounds in England exists. Surviving examples of 19th-century school playgrounds are rare and where appropriate may be listed as part of the school they serve. Although the sites of 19th-century playgrounds may survive, and sometimes remain in use as parts of registered parks and gardens, their original layouts and equipment have long gone. This

Playground at Biscay Road Board School, Hammersmith, Greater London, 1886.

© English Heritage (BL06690)



Playground at a 1970s housing estate by Andrews Sherlock & Partners, London.

© English Heritage (AA070641)

also appears to be true for post-war playgrounds: in order to meet current health and safety standards, play equipment and surfaces have generally been removed and replaced. Like parks and other elements of the urban public realm they are also at an increased risk of redevelopment. ■

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The pleasures of simple play.

© Linden Groves

Beyond the playground: the adventure continues

Linden Groves

Landscape historian specialising in children's play

Peering over parapets, squinting at sundials, mock battles, sketching, tag and leap frog, sailing boats, den building, hoop rolling, kite flying, botanising, star gazing, bathing, ponies, dogs, traps, go-carts, bicycles, fishing, harvesting and the occasional homemade see-saw or swing ... generations of children have enjoyed mooching in gardens.

Historically, this mooching has usually taken a simple form, with often fairly improvised activities. So how in the past few decades have we contrived to make the issue of young people in old gardens such a complicated and fraught one?

A garden may have enchanted generation after generation as a family home, but apparently things change once it becomes a Visitor Attraction, as these new 'public children' are somehow different and need something special.

I worked for many years as a conservation officer with the Garden History Society (GHS); as a statutory consultee in the planning system we saw a steady flow of applications for playgrounds in parks and gardens.

Some were of dubious virtue with only fleeting appeal, consisting of predictable equipment, safety surfacing and a fence. Many were highly damaging



to the heritage asset in which they sat as they obstructed views, created bright visual distractions, confused readings of the historic design, caused honeypots of noise and activity or necessitated the altering of historic features.

We were prompted to produce a *Planning Conservation Advice Note on Play Facilities* that recommended ways to mitigate the detrimental effects of playgrounds in historic landscapes. A bespoke site-specific approach is usually the key and the adoption of this has been gratifying, although we now see an unfortunate rivalry for ‘Garden with the Most Expensive, Unique and Site-Specific Destination Playground’.

Inevitably, the best mitigation is to have no playground at all – the landscapes don’t have to accommodate intrusive modern features, and the children are left undistracted to focus on the historic location. Out of this principle came *Beyond the Playground*, a call-to-arms that I wrote for the Garden History Society to encourage historic garden managers and other professionals to consider fresh approaches to children at their sites.

Since its publication in 2010 *Beyond the Playground* has been hungrily received by well over a thousand garden managers, owners, visitor staff, landscape architects, education officers and play professionals from heritage organisations, local authorities, schools and individually owned gardens.

So what’s changed? Personally, a business running traditional play sessions in historic settings grew out of a frustration at hearing ‘we love *Beyond the Playground* but don’t want to deal with actual children ourselves because they’re simply too shouty and snotty and we can’t remember what to say to them’ (or words to that effect).

More broadly, and arguably led by the National Trust’s ‘50 Things to do Before You’re 11¾’ campaign, many sites have remembered that there is much value in the simple pleasures of the past, such as nature, freedom, space, and their marketing has acknowledged and encouraged this.

But I am not so easily satisfied, and am concerned that we are now using generic natural play as a catch-all solution for child engagement. If we have grown out of the lazy use of tokenistic equipment, have we developed a quick-win obsession with ‘nature’ instead, where every site trumpets an increasingly tired offering of fallen tree trunks and den building?

We need to appreciate that the places we are talking about are not merely the Outdoors, rather they are Historic Parks and Gardens – cultural



assets with complex stories to tell about our culture and our past. Children love tales about our ancestors so why have we excluded that from our new approach to historic garden visiting?

So how do we refine this new enthusiasm for children at our sites into something more intelligent and sophisticated? Here are three suggestions:

- Does research into a site’s past reveal any play activities? If so, re-enable these! (eg if Edwardian residents had a makeshift see-saw in the woodland, put it back, or if they enjoyed digging on the banks of a river, leave a little bucket and spade there)
- If not, look to the site’s past for elements with potential for children’s amusement that could appropriately be reinstated. (eg if garden staff used a horse-drawn lawnmower, bring it back and leave it on a quiet corner of the lawn for imaginary rides)
- If you cannot find suitable precedent in the past, but are convinced there is a justification for specifically providing for children’s play at your site, then consider some light-touch play opportunities with a relevance to the site rather than a dedicated playground. (eg a swing from a woodland tree, or chickens roaming the kitchen garden, or an empty statue plinth that children can pose on ... all spread out so as to have minimum impact on the landscape but maximum interest for the children).

In other words, we must employ the same skills dictated by good conservation practice – looking

Bank rolling at
Wrest Park,
Bedfordshire.
© Linden Groves

for site-specific solutions that are rooted in the significance and values of a place – to offer our child visitors an experience that whether low-key or high-octane is appropriate to the landscape in which they find themselves. ■

To learn more about opportunities for children's play sessions in historic environments visit www.outdoorchildren.co.uk and www.hahahopscotch.co.uk.

Diary of a Georgian childhood

Andrew Hann

Properties Historians Team Leader, English Heritage

Early 19th-century children's dairies can be very rewarding, though at times frustrating documents for the historian to work with. Often kept as an exercise, rather than through choice, diary entries tend to be brief, often mundane, but, when viewed as a whole, they provide a fascinating insight into the daily life of children in the past. The diaries of Mary Glynne, kept from 1824–31 and now deposited in the National Library of Wales, Aberystwyth, are no exception. As a child, Mary was a regular visitor to Audley End in Essex, and from the pages of her journal we catch a glimpse not only of her life, but also the lives of her cousins, the Braybrooke children. These insights into childhood at Audley End in the 1820s have proved invaluable when putting together the new nursery exhibition in the house, which opened to visitors in April 2014.

Mary was born on 6 January 1812 at Hawarden Castle, North Wales, the youngest of four children of Sir Stephen Glynne, Baronet, and his wife, Mary, second daughter of Richard Griffin, 2nd Baron Braybrooke. Her early life was marked by tragedy



The new nursery exhibition at Audley End allows these young visitors to step back into the Georgian childhood world of Mary and Catherine Glynne.

© English Heritage



Mary Glynne with her siblings Catherine, Henry and Stephen at Audley End, drawn by Edwin Upton Eddis.

Source: *Mrs Gladstone*, by Mary Gladstone Drew (1920)

with the death of her father in Nice when she was only three years old. Sir Stephen had travelled with his wife to the south of France in the vain hope of curing his consumption (TB). The children were left at Audley End in the care of their grandfather, Lord Braybrooke, and devoted aunts Catherine and Caroline.

Hawarden Castle perhaps brought back too many painful memories for the widowed Lady Glynne for she spent little time there, preferring to stay at Audley End or Billingbear with her parents, or visit other relations around the country. As a result, young Mary, her sister Catherine and brothers Stephen and Henry got to know the Braybrooke family well.

Mary was particularly close to her grandfather, old Lord Braybrooke, noting on many occasions in her diary, 'Rode with Grandpapa' or 'Dined with Grandpapa'. When he died in 1825 both sisters were distraught, Catherine writing to her brother Stephen, 'It is melancholy not to see dear Grandpapa and you cannot think how dull the house looks without him'.

Mary and Catherine were inseparable, and many of the diary entries record them riding together in the grounds of Audley End, or out for a drive in the chaise with Mama or Aunt Jane (Jane Cornwallis, wife of the 3rd Lord Braybrooke). Catherine, the

elder by a year, was the more spirited of the two, a better horsewoman and archer, and usually the leader in any of their escapades. Mary records them dancing with the Braybrooke children, visiting the menagerie on Ring Hill and walking 'to the village & to the almshouses to see the poor people'. We get the impression of a carefree childhood of fun and adventure.

In their teens the two girls were both considered great beauties and attracted many suitors, who they skilfully rebuffed. They both eventually married on the same day, 25 July 1839, in Hawarden church; Mary to George William Lyttelton, 4th Lord Lyttelton, her sister to the future Prime Minister, William Ewart Gladstone. ■

Telling the story of working children

Bronwen Riley

Head of Content, National Collections, English Heritage

We often have precious insight into the lives of privileged children in the form of surviving portraits, sketchbooks, diaries and treasured toys passed down through the generations. However, the children whose families worked so hard as servants, peasants and labourers to make these lucky children's lives so comfortable are often invisible. Yet painstaking research carried out at English Heritage sites allows a rare glimpse into the lives of poor children who were put to work at an early age. What follows is just one of those stories.

The late 18th and early 19th century had seen huge population growth; by 1826 almost 40% of the population was under 15 years old. Up to a third of all children were growing up in fatherless families, separated by war, migration, disease or simple abandonment. The many stories involving orphans in Victorian literature reflect a grim social reality.

Many of these poor broken families ended up in the new-style workhouses which came into being under the New Poor Law of 1834. In contrast to the old poorhouses, mothers were now separated from their children, sisters from their brothers. Children became institutionalised and often found it much harder to enter the outside world than previously. Many boys – especially the tough ones – were sent to sea or into the army. Girls left the workhouse at the age of 13, invariably into domestic service, usually ill prepared and vulnerable.

Others were sent to work in mills and factories, boys such as Edward Mashiter who in 1865, at the age of 12, came to work at the Stott Park Bobbin



A young boy working in the new lathe shop at the Stott Park Bobbin Mill in c. 1906. © Kendal Library, Cumbria County Council

Mill in Cumbria from the nearby Ulverston Workhouse. He served an apprenticeship for six years and stayed at the mill for the rest of his life. Only one girl is known to have worked in the mill – Emily Curwen – a 13-year old girl 'bobbin borer' in 1891.

Stott Park Mill, founded in 1835, was one of several in the area providing bobbins for the great Lancashire cotton mills. The southern Lakes may nowadays seem like a beautiful place to work, but in reality working at the Mill was unhealthy, repetitive and sometimes dangerous. The boys, some as young as 10, were expected to work 13 hours a day, six days a week for which they only received an annual 'pocket money' allowance, food and clothes. As one boy bobbin turner at a nearby mill at Staveley admitted in 1864, 'it is so dusty and stuffs you up so ... The dust chokes up your stomach, and you are obliged to spit it up or you couldn't get on. It stops you breathing ... Sometimes your hair is as white as it can be with the dust.'

It wasn't only work inside the mills that was dangerous. One 13-year-old apprentice at Stott Park, Kit Cloudesdale, was sent on an errand in terrible weather at the end of November 1849. He lost his way on the fells and died of hyperthermia.

The story of the Bobbin Mill has now been brought to life with a brand new exhibition and a hands-on family trail that helps 21st-century children to imagine what it was like to work at the mill. ■

Heritage and Education

Local history is a hugely powerful educational resource – but it needs expert knowledge and skills to help teachers and children to unlock its stories.

There is nothing new about teachers using heritage to support students' learning. However, recent changes in the education system present a timely opportunity to think a little more deeply about how effective this relationship is. The contributors to this section explore the wider context around heritage and education and current opportunities for schools and heritage organisations to work together.

Melanie Jones from the Historical Association (pp 16–17) illustrates the opportunities for the heritage sector presented by the recent changes to the national curriculum while Laura Gander-Howe from Arts Council England (p 18) discusses the work of the Cultural Education Partnership – an initiative that exemplifies some of the government's ambition for cultural education and in which heritage has played a significant role. It is not only the cultural sector that is focusing on work with schools. Jim Burt (pp 18–19) describes a DEFRA-funded initiative from Natural England that encourages children to learn outside into green spaces and from which many useful parallels with heritage can be drawn.

If exploring local history and using historic places to support learning is to be really useful and engaging, then teachers need to be trained properly. Teacher training courses are very pressured in terms of time but Dean Smart from the University of the West of England (pp 15–16) discusses a truly innovative approach to helping trainee teachers understand primary historical sources.

Funding is an ever-present issue for schools and heritage organisations alike but Miranda Stearn from the Heritage Lottery Fund (pp 20–21) is able to offer some practical advice about how to make a successful funding application. Finally, Julian Richards (pp 21–2) and Nicole Crockett (pp 22–3) describe two innovative projects that have helped children to become excited and inspired by their local historic environment.

Sandra Stancliffe

Head of Education and Inclusion, English Heritage

Training In Place? New teachers and the historic environment

Dean Smart

University of the West of England, Bristol

The University of the West of England's (UWE) most popular and long-established route to teacher training is the PGCE: nine very intense months in which to demonstrate the skills, knowledge and professional behaviours against which all of England's teachers are measured throughout their careers. It's a roller coaster ride – a challenging and rewarding year during which trainees learn why our heritage education sector and teacher training are both international models of excellence.

Building breadth and depth of experience into the training is a vital way of channelling the enthusiasm of trainees, building their repertoire and offering them new ideas for capturing the interest and curiosity of learners. During their year UWE trainees participate in early residential fieldwork modelled on a partner school's fieldwork using the historic environment and historic sites and museums. Trainees stay in a youth hostel, carry out risk assessments, discuss managing groups outside of school and consider timings and practicalities in different settings.

A basic aim is to reflect on the many benefits and challenges of learning outside the classroom. They discover that each of them has some knowledge to share and that they can learn from each other as well as from heritage-sector professionals. We talk about the man-made landscape and settlement development, about managing learning inside museums and on streets. They also learn how local history needs its champions but has an amazing richness with which to link the local to the national and the international, and to teach about diversity and the unique.

Back at base we use academic research by UWE staff members to create walking trails in Bristol: a slavery trail (www.footsteps.net) and a diversity trail. Recently UWE students helped the Architecture Centre in Bristol with feedback on its historic buildings trail. If the weather allows, we walk the oldest city streets with a history professor to see things like the remnants of the castle and the less-visible Jewry districts – and to hear stories of the



demise of both. We spot fragments of the past in the city's buildings and talk about linking sources and artefacts to narratives of change and development. The group visits the English Heritage Archive in Swindon, working with staff there to look at the value of the resource: building photographs and aerial photography; listed building and guidebook descriptors, maps and plans that create a sense of place and raise questions. Both at Swindon and in highly rated sessions with the National Archive's education team at UWE we look at how online materials offer the potential to enhance and even transform learning.

Our programme includes three deep-learning weeks, the last of which involves teaching 350 children in schools, and 500 over two days at Chepstow Castle, thanks to the support of the university's Widening Participation fund and access kindly provided by CADW. Seventy-five trainees and UWE staff in medieval costume and self-made turnshoes greet the visitors on site.

A guided tour of the castle includes the opportunity to interview eight historical characters of different rank from the castle's medieval period. Haughty Lady Isabella and imperious Lord Fitz-Osbern demand the visiting 'peasants' show some respect, while the talkative cook, knowledgeable mason, pious monk, garrulous musician and eager squire all appear more friendly. The fayre on the green offers hands-on activities, 'medieval' food to taste, two (smallish) trebuchets to fire and entertainment by musicians. Our potter works a wooden kick-wheel and teaches plate-making; heraldic pennants can be stencilled, period table and field games played and armour and costume tried on. The apothecary and surgeon explain their trades, while in other activities the nature of warfare, etiquette and society are explained. It is a very full pair

of days: physically exhausting, logistically complex and tremendous fun – and for trainees and pupils alike entirely unforgettable.

Over the year our trainees get a very thorough initial grounding in how to develop a sense of place – and also discover that memorable learning is more likely to achieve deep and sophisticated learning. The scale of learning about place can be small or large, the work simple or complex. Above all, it is the partnerships between education and the heritage sector that help to make our work internationally recognised. ■

Incorporating historic places in the 2014 National Curriculum.

Melanie Jones

Education Manager, The Historical Association

The new National Curriculum for England requires students to 'know and understand' the stories of these islands and 'gain historical perspective' by placing their growing knowledge into different contexts. At Key Stage 1, pupils should learn about significant historical events, people and places in their own locality. At Key Stages 1 and 2 they are expected to build their understanding of change over time and at Key Stages 1, 2 and 3 children are expected to carry out a local study which can feature a historic site. In addition, the curriculum asks them to examine the features of the landscape of particular historical eras, for example, Skara Brae, Stonehenge, Iron Age hill forts, medieval villages, Lindisfarne, Canterbury to name just a few of the suggested examples.

With its rich history, the British Isles has something to offer no matter what the period of study. It is therefore possible to incorporate historic sites and buildings into most units at Key Stages 1–3. Teachers may be surprised by the depth of historical evidence on their doorsteps from prehistory to the present. Lists of historic sites can be found through a simple visit to Wikipedia, or via the local Historic Environment Record (www.heritage-gateway.org.uk/gateway/CHR) or the National Heritage List for England (www.english-heritage.org.uk/professional/protection).

There is no set way in which historic sites should be used in the curriculum, provided that it is carefully planned and forms part of an innovative, creative unit of study. In the current climate, schools need to justify trips and visits and their relationship to the curriculum more closely, so it is vital that visits to historic sites are effectively planned into the unit of study.

Is this pig's head real sir? 'Oh yes!'
© D Smart/UWE



The new National Curriculum makes the study of the past an important part of children's learning, especially when it involves the history of their own area.

Source: Historical Association

There are many different ways in which a school might wish to incorporate historic sites into units of study. An enquiry-based approach is the most effective method. For example, an examination of the evidence surrounding Stonehenge can make for a fascinating enquiry into prehistoric beliefs and practices. The landscape of the British Isles is littered with other henges and circles. What does the evidence suggest these were used for? Which interpretation does the evidence best support?



Learning the discomforts of medieval life at Bodiam Castle.

© Melanie Jones

Specific sites can also be used to measure change over time. The Tower of London, for example, provides an insight into the changing use of the buildings over nearly a thousand years. The chronological unit also provides scope for sites to be used as part of a wider examination of changes in beliefs over time – from early stone circles burial sites via Christian churches and abbeys, to mosques, synagogues and gurdwaras.

Alternatively, a chronological unit might explore the concept of homes over time, for rich and poor. Starting with prehistoric dwellings from sites like Skara Brae, it could continue on to consider Roman villas, medieval and Tudor houses, Georgian and Victorian homes through to the high-rise and suburban estates of the 20th century.

Sites can also be used to highlight specific turning points in history. Why, for example, was the Ironbridge in Shropshire so significant in the context of the time? The Key Stage 3 curriculum still provides obvious significant links to historic battlefields. Interesting possibilities also arise from the comparison of sites from the same era in more than one country – for example the buildings of the early middle-eastern civilisations with the simple wooden houses of Bronze Age Britain, or the royal buildings of the Mughal dynasty at its height with the palaces of Elizabethan England. Historic sites are also a wonderful way of examining significance within the locality and possibly on a national scale.

The new curriculum will have an inevitable impact on heritage providers. Heritage sites may find that they need to refocus the emphasis of what they offer in terms of interpretation. At the moment the bulk of visits are from primary schools and may sometimes involve sites offering connections to particular periods of history such as the Tudors or Victorians. The new curriculum does not mean an end to this. It will still be perfectly possible for schools to explore these periods of history through the lens of the post-1066 chronological unit, or the local history unit.

The possibilities really are endless if schools, subject-interest groups and heritage properties are prepared to be creative, innovative and to work together to ensure that educational visits continue to form a valuable part of the school history curriculum. ■

The Historical Association has been working to support the lifelong learning and enjoyment of history for all since 1906 and will continue to provide support, resources and guidance to enable schools to access the historic environment. You can visit us at www.history.org.uk

The Cultural Education Partnership Group

Laura Gander-Howe
Arts Council England

Following Darren Henley's review of cultural education in 2012, Arts Council England, the Heritage Lottery Fund, the British Film Institute (BFI) and English Heritage came together as the Cultural Education Partnership Group (CEPG), believing that together our individual efforts in cultural education can add up to more than the sum of their parts.

We have tested our approach to aligning activities and resources in three pilot locations: the City of Bristol, Great Yarmouth and Barking and Dagenham (see Gyves, pp 26–7). The Heritage Schools programme, Film Academies, and the Museums and Schools projects have been established in all the pilot areas. We are demonstrating real impact on infrastructure, collaboration and opportunities for young people.

In Great Yarmouth, for example, the CEPG has fed into the development of a local heritage strategy and projects with the library and the Museums Service. The Local Heritage Education Manager, a key part of the Heritage Schools infrastructure, now sits on a local steering group and members of the CEPG have been collaborating on plans for First World War commemoration activities and funding bids. The Stories of the Sea project at the town's Time and Tide Museum has been shortlisted for a national museums and heritage award.

In Bristol the CEPG led a successful bid to the Creative Employment Programme to create paid internships and apprenticeships for local young people; the SS *Great Britain* Museums and Schools project has won national awards for its interactive game about Brunel. The local Heritage Education Manager is also working closely with the Place-Based Learning group on an online heritage trail and plans for First World War trails for school groups across the city.

Funding for our network of 'bridge' organisations has been key to the success of the CEPG pilots. The model will be replicated by bridge organisations from 2015 onwards, galvanising local partnerships with the combined power to lever in additional resources and increase direct impact on children and young people through joint working.

Nationally we have collaborated, through bridges, to negotiate a bespoke cultural offer for schools in England's biggest academy chain, AET. The relationship, initiated by Arts Council



England, will have its first fruits in a cine-literacy project delivered by BFI. It has been a successful test of our ability to advocate on each other's behalf and bring the collective power of our organisations together.

In a separate CEPG initiative, Arts Council England has developed a database of support material for teachers (www.nfer.ac.uk/culturaleducation-resources) that brings together resources from some of the nation's finest arts organisations, museums and education specialists. They are designed to generate creative new ideas and inspire teachers of subjects at Key Stage 1 – 5 across the curriculum.

The National Foundation for Educational Research is evaluating the CEPG pilot projects and we await their findings later in the year. In the meantime, our own experience tells us that they have had a strategic impact, through the building of sustainable local partnerships, as well as making a meaningful impression on the lives of individual children and young people. ■

Local natural environments as resources to support learning

Jim Burt

Programme Manager, Outdoor Learning, Natural England

More than 150 schools in areas of deprivation across the South West are working with Plymouth University and its five Hub Leader Organisations to deliver the innovative Natural Connections Demonstration Project. This project, funded by DEFRA, Natural England and English Heritage, is testing the assumption that learning in natural environments (LINE) can deliver a range of posi-

Children from Great Yarmouth enjoying Stories of the Sea at the town's Time and Tide museum.

© Norfolk Museums Service

tive outcomes for children – increasing knowledge and understanding, developing skills, changing attitudes and behaviours, and improving health, well-being and engagement with learning. Its design has been led by evidence from both literature and insight research with teachers.

A recent research synthesis showed that children are losing connection with their local natural environment at an alarming rate. Surveys also show that the majority of those live in areas of disadvantage. For example, the National Children's Bureau's *Greater Expectations* report says that children living in deprived areas are nine times less likely than those living in affluent areas to have access to green space and places to play.

In response to these challenges the government's 2011 Natural Environment White Paper affirmed that '... every child should experience and learn about the natural environment'. Furthermore, government should 'remove barriers to learning outdoors and increase schools' abilities to teach outdoors' through projects that promote learning both in and about the natural environment.

Natural England's insight research confirmed that teachers and school leaders want to do more LINE, but that they face significant local barriers – including the very fragmented support being offered by the various delivery sectors, including the heritage and natural environment communities.

To help break down those barriers Natural Connection is testing a new delivery model that provides practical support to schools within their local communities. Local independent brokerage, clusters of schools working in partnership to offer peer support, and CPD provision are all being used to

build school capacity for delivering and the benefits that arise from LINE and quantifying the impact on individual school priorities.

The priority natural environments are those within walking distance of the school – as well as school grounds they include urban parks and playing fields, natural areas of coastline or woodlands, local archeological sites, farms, and industrial sites such as canals, water mills and mines.

Early evaluation shows that LINE, far from being pigeon-holed into science or learning about nature or environmental conservation, is being used to support subjects right across the curriculum and is delivering positive outcomes throughout the full range of learning outcomes. Evaluation will also tell us more about how local green spaces are being used by schools, including how they help children engage with their local heritage. For example, Egg-buckland Community College in Plymouth has established 'time-travel' journeys around the village using old maps to identify historical and geographical changes in the landscape.

So what next? We are now investigating the possibility of extending the project or mirroring it in other areas with specific challenges, for example in relation to subjects such literacy, science or history. At the same time, we are in conversation with Public Health England and other partners about assessing the health outcomes for children through school-based LINE. Natural England, DEFRA and English Heritage are also piloting national indicators: the proportions of children visiting natural environments, who they are visiting with, what sorts of places they are visiting. For example, the pilot will report the percentage of children visiting heritage sites and whether this is influenced by socio-economic group or ethnicity.

Natural England and English Heritage have a shared aspiration to engage children in their local heritage, whether built or natural. As well as wanting to understand how this can help develop a sense of place and community we are also keen to learn how these experiences might spark the interest that will eventually build the conservation skills to manage our natural and built environments into the future. ■

For further information on Natural Connections Demonstration Project, please visit: www.naturalengland.org.uk or contact caroline.emmerson@naturalengland.org.uk. If you would like to get involved in local events, please sign up to the newsletter by emailing naturalconnections@plymouth.ac.uk

Children from Wadebridge Primary School in Cornwall learning about cooking and shelter building through the ages, with a focus on fire lighting.
© fotonow CIC/ Natural Connections at Plymouth University



Funding heritage education

Miranda Stearn

Heritage Lottery Fund

Inspirational heritage education experiences require imagination and expertise, but also resources – appropriate spaces, skilled staff and volunteers, equipment, materials and often digital tools. The Heritage Lottery Fund (HLF) recognises this need, and can fund all these things; learning has been embedded in our funding model since the late ‘nineties, and since 2002 all our grantees have been encouraged to incorporate opportunities for learning within their projects.

A Lasting Difference for Heritage and People, HLF’s current strategic framework, sets out 14 outcomes that projects might deliver for heritage, for people and for communities. Learning is a ‘weighted outcome’ for all our grants – good news for everyone interested in furthering heritage education.

HLF has a range of funding programmes offering grants from £3000 all the way up to £5 million and beyond, with smaller grants having a lighter-touch application process. Information about all the programmes can be found on our website (www.hlf.org.uk), along with good-practice guidance that includes learning and involving young people in heritage. Anyone interested in applying for funding can get feedback by submitting a short project enquiry form. We also have case studies of past projects so applicants can learn from others’ experience.

People of all ages take part in both formal and informal learning activities through HLF projects. Supporting schoolchildren, and their teachers, to make the most of the learning opportunities offered by the historic environment is an important part of this. We have given more than £1.5 billion to over 4,600 projects that include activity to help children and young people learn about heritage. We have also funded more than 1,150 heritage education posts and created over 650 spaces for learning. Recent projects have included the creation of new or upgraded learning spaces and programmes as part of award-winning capital developments, for example at Royal Albert Memorial Museum in Exeter and Kenwood House in London. As well as supporting the development of heritage learning infrastructure in this way, we fund lots of activity projects, so if you have an idea you would like to test out, it is fine to start small.

Whoever you are intending to involve, it is important to put the learners at the heart of your planning. Consulting with teachers and making



sure your project fits children and young people’s needs in relation to the curriculum is vital. Remember, the historic environment can provide engaging learning experiences to support a wide range of curriculum areas, not just history. Talk to teachers about how your site might support learning in literacy, art and design, science, geography, maths, design and technology, computing or citizenship. If you are working in England and interested in supporting the new history curriculum, find out which age group studies the period of your site, but don’t forget that you might also be able to support the requirement for a local history study for other age groups.

Working with teachers to find out what kinds of resources they and their children find useful, accessible and inspiring will help ensure that the outputs of your project are fit for purpose. Would they use a traditional teachers’ ‘pack’ or would a short ‘taster’ film be more welcome? Is there an opportunity to test out ideas with groups as part of the project you ask us to fund? How can you ensure resources created are accessible to learners with different needs? Is there an emerging local curriculum that your project could link to? Find out what others are offering locally and make your offer complementary rather than competitive, and think about what it is that your organisation is uniquely well placed to offer in relation to schools’ needs.

Heritage education projects are likely to make a difference to people in variety of ways – for example by allowing them to develop skills, have an enjoyable experience, change their attitudes or behaviour, or volunteer. Projects can also play an important part in ensuring that a larger number and wider range of people engage with heritage. Work-

Schoolchildren taking part in activities as part of the East London Voices outreach project at the National Trust’s Sutton House in the London Borough of Hackney.

© National Trust/Lydia Evans

ing with schools allows relationships to be built up with children and young people, and through them families, who might not have chosen to visit independently, enabling heritage organisations to play a fuller part in their local communities. ■

To find out more about our funding go to www.hlf.org.uk

What's under Your School?

Julian Richards

Archaeologist and educator

The seeds of the What's under Your School (WUYS) project were sown in work carried out by Julian Richards and Claire Ryley, a qualified teacher and museum education officer, in 2010/11. In Dorset and Wiltshire we developed and delivered projects to four schools in which we explained the archaeological process and how to investigate the past.

We then decided to try to expand our offer of carrying out a genuine, evidence-based investigation using a wide range of accessible resources (including HER data, aerial photographs and documentary sources) and potentially involving small-scale excavation. A catchment area around Shaftesbury in Dorset was defined and all 146 schools within it were invited to participate. Of these 49, mainly primary schools, responded positively and so, with a defined 'market', a Heritage Lottery Fund (HLF) application was made. This failed but fortunately the project went ahead due to the generosity of Dr Alistair Somerville Ford of the Institute of Commercial Management.

Our offer to individual schools was flexible

(potentially a problem with our HLF application) and we discussed with each school the nature of the project that they would like to undertake. Some wished for a period-based approach to fit with an already defined curriculum; others wanted to explore either the school itself or to carry out an enhanced local study. In most cases we worked with a single year group but occasionally found ourselves delivering our introduction to archaeology to the entire school. This introduction took the form of 'archaeology is rubbish' which examined the survival of evidence using modern examples, divided into 'rot and 'not rot'. The 'indoor dig' that followed examined the idea of stratigraphy and, linked to 'rot' or 'not rot', the use of surviving evidence to reconstruct the past. Films of both of these activities are available on the project website www.whatsunderyourschool.org.uk.

From these beginnings we developed the individual projects, which ranged widely in their scope and ambition. Some schools simply required resources in order to enhance ongoing work, while others embraced the potential and developed highly ambitious schemes. We led many walks to explore the local environment, asking fundamental questions about settlement location, origins and development. Pupils carried out home garden searches, with interesting results, and quizzed older inhabitants for local knowledge and finds. Projects that focused on prehistory were an excuse for pottery making and firing – genuine experiments with unpredictable outcomes that illustrated the resource potential within the local environment.

The intention was always to allow schools where there was an obvious research question to develop their projects further. We provided geophysical survey to investigate sites as varied as a walled garden, a lost Jacobean manor house, a medieval church, and a possible Roman temple. Beyond this we carried out three small-scale excavations, but only when the pupils involved had defined a research objective, carried out background research and demonstrated that their question could only be answered by digging. These excavations, though small, were carried out to professional standards by primary-age pupils who then processed finds and undertook preliminary analysis.

The project was rewarding but exhausting. In hindsight nearly 40 schools was perhaps too large a sample for what was effectively a pilot study. One of the fundamental lessons learnt was the need to more rigidly structure individual school projects, setting time and session limits and defining projected outcomes more closely. A loss of flexibility

How many pupils can you get in a roundhouse? The end of an indoor dig session.

© Julian Richards





The joy of discovery – some potentially Mesolithic flints in the centre of Durrington village. © Julian Richards

would have to be balanced against better project planning. An evaluation of WUYS has been carried out by Chris Elmer of Southampton University as part of his post-graduate research. He also helped to deliver some of the later sessions

So what have the outcomes been? Nearly 40 schools participated in an archaeological project and more than 1200 pupils have been able to explore their own school, landscape or time of special interest. In addition 200 primary-age pupils have experienced a real excavation and the thrill of being the first person to hold a piece of pottery or worked flint for hundreds or even thousands of years. The results of the schools' work was displayed in a 6-month changing exhibition at Salisbury Museum, giving many pupils their first museum experience, while the website showcases their projects and will be a place for developing resources.

As the next stage in CBA Wessex's education programme we have just established a field school, the Wessex Academy for Field Archaeology (WAFA), at Stourpaine in Dorset (www.cba-wessex.org.uk, www.wafa.org.uk) and will be using this as a base to develop schools' involvement in landscape archaeology. We are also hoping that the seeds sown by the original WUYS project will take root and similar projects will develop in other parts of the country. We are always here to offer advice and support! ■

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Place-based learning in Schools

Nicole Crockett

Chief Executive, *The Building Exploratory*

Using the historic buildings that are on offer in the immediate environment might seem like an obvious choice for learning, yet so few schools pick up the gauntlet on a consistent basis. Using local historic buildings and spaces without support can be daunting and time consuming for teachers busy delivering the demands of the modern curriculum. Yet our local historic environments offer unique opportunities for learning that can both enhance children's understanding of their curriculum topics and deliver unexpected social outcomes, including an increased sense of belonging and pride in their neighbourhoods.

Over the last fifteen years the Building Exploratory (www.buildingexploratory.org.uk) has introduced many thousands of children to historic buildings and environments across north and east London using an approach that seeks to make learning relevant to young people's lives. The workshops, visits and projects the organisation has devised demonstrate how successfully the local area can be used in the delivery of the core curriculum – not just the obvious humanities subjects of history and geography but also to help embed maths, science and technology. In addition, opportunities to deliver across curricula and to assist children in making connections between subjects are increasingly being sought out by schools. Teachers report light-bulb moments for some students thanks to the Building Exploratory's interactive workshops: 'Children who had difficulties grasping topics such as scale have had no problem participating in this workshop. It has significantly improved their understanding of some key concepts in maths'.

The benefits of learning outside the classroom are well documented. Visits to historic buildings support different styles of learning, and experiential learning is widely recognised to help all students consolidate and expand upon what has been learnt inside the classroom. The building visits supported by the Building Exploratory aim to help children develop not only their curriculum knowledge but also their understanding of local history – how the areas around their homes and school have developed and changed over centuries. An additional opportunity to explore cultural diversity is presented in their visits to places of worship, which is of particular relevance in one of the most culturally diverse parts of the country.



Sandy's Row Synagogue – a faith building that opens the eyes of Hackney-based secondary students to the long and diverse history of their neighbourhood. ©The Building Exploratory

Participating in one of the Building Exploratory's annual visits with the Bridge Academy to two local places of worship, Sandy's Row Synagogue and Suleymaniye Mosque, is a moving and inspiring experience. It is also a logistical feat that involves a carousel of visits for all eight Year 8 classes (aged 12 to 13 years) of this Hackney-based secondary school's students to these two remarkable buildings within the space of four hours.

Crucial to the success of the day is the generosity of the faith communities who each provide volunteers to introduce the building to the children and tell them how it is used. Every class group of children spends one hour at each building.

The history of Sandy's Row Synagogue as a building is like that of many others in east London – built by one faith community it was later adapted for use by another. Constructed in 1766 by refugee French Huguenots, Sandy's Row became a synagogue in 1854 when Dutch economic migrants bought the building and set about making the changes necessary for Jewish worship. Learning about the transformation of the Huguenot chapel to suit its new hosts and identifying the features that are important to its Jewish worshipers has a noticeable impact upon the young students. The fact that committee-member Rose is an ex-headteacher is an added bonus.

In addition to the feeling that we have been invited into two very special buildings that we would not otherwise have visited, the freedom of students to explore faith and to increase their



Visits to historic buildings support different styles of learning as well as helping students to increase their understanding of different faith groups. ©The Building Exploratory

understanding of different faith groups is important. Students visiting the mosque and synagogue have a unique opportunity to ask questions about the practices of each faith group, to learn how they use their respective buildings and to hear about the similarities between Islam and Judaism – something that is particularly instructive when explained by the faith groups themselves. Many of the teachers are clearly also moved by the visits commenting on: 'A unique opportunity for us to learn with our students'.

The Building Exploratory is increasingly working further afield in south and south-east London, allowing it to spread its message of the benefits to be gained from contextualising learning through the use of local buildings and places. At one level it stresses the value of the historic environment as a tool to deliver the curriculum and empower students by helping them to increase their knowledge of their local neighbourhoods and celebrate its diversity. At another it helps students to understand that physical and demographic change is a normal and continuous process in cities – something that they can learn to embrace with confidence rather than fear. ■

Place-based Learning

Connecting children with local history is now part of the curriculum – which is why teachers need to learn about the past of their own neighbourhoods.

In this section we illustrate some of the many powerful ways in which children can be helped to connect with place through the historic environment. I begin by arguing that the relationship between the heritage and education sectors needs to be changed so that children can gain a better understanding of their local heritage. Lois Gyves (pp 26–7), Daisy Horsley and Emily Aaron (pp 27–9), Michael Gorely (pp 38–9) and Rowena Riley (pp 29–30) go on to discuss the aims of the Heritage Schools project funded by the Department for Education and present practical case studies of how it has been working on the ground.

There is a plethora of resources which support place-based learning. Charlotte Hill and Mary Mills (pp 35–6) describe the way in which aerial photographs from the Britain from Above collection can help teachers tell the story of their school's own local neighbourhood. Hilary Jones (p 34) then goes on to highlight the best of the rest, while David Souden (pp 39–40) discusses how the Engaging Places project and website can be used to encourage teachers to take a place-based approach.

Perhaps there is no better example of putting place at the heart of children's learning than the London Curriculum and we are given some insight into what has been achieved to date (pp 30–31). Carenza Lewis (pp 32–3), Keith Emerick (p 41) and Catherine McHarg (pp 37–8) conclude the section with some great practical examples of what can be achieved through creative partnerships with both children and their teachers.

Sandra Stancliffe

Head of Education and Inclusion, English Heritage

Heritage in a locally relevant curriculum

Sandra Stancliffe

Head of Education and Inclusion, English Heritage

There is a long tradition in the UK of schools taking children on visits to local museums and using local historic sites to support their learning. Having worked in the sector for 25 years, however, I am firmly of the view that there are huge opportunities still being missed by the heritage sector and by schools. As an example, two of the museums services I have worked in owned significant Georgian houses, which were all but ignored by schools because the Georgians were not on the curricu-

lum. What teachers failed to realise was that these buildings had many stories to tell, only one of which was about the Georgians. All local schools could have been frequent visitors, using the houses to teach children of all ages about topics as diverse as economics, politics, design and architecture.

Most people blame the national curriculum for this. Nothing in education excites opinion from academics, politicians and the national media more than the content of the curriculum, particularly its history component. However, the content of the national curriculum, even in its latest form, is not as prescribed as most people think. Whatever successive governments deem to be essential to the development of children, it has always been necessary to work out how to make that relevant to their local circumstances. It means learning about remarkable local places because they are there, not because they fit with one narrow curriculum topic. It is easy to understand why a curriculum which enables children to understand their immediate area and which makes use of local resources is going to be more

Pupils from Eastbrook Comprehensive School in the London Borough of Barking and Dagenham researching locations for their film about the First World War.

© English Heritage





Teachers on a Heritage Schools training day in Manchester learning about the city's Grade-I listed town hall.
© English Heritage

engaging and inspiring, but actually doing this can be very challenging for teachers.

Teachers face multiple pressures and juggle many competing demands on their time. It can be difficult for them to know what resources are available locally and there is often a lack of cohesive information. What little there is tends to focus on places available as destinations for 'trips'. The pressure to 'get through' the curriculum is intense and it is often easier to stick with the tried and tested so teachers can be sure that they are at least meeting the statutory requirements. It is also easier to work with resources the school already has or that are available on the internet rather than creating new materials. Most teachers enter the profession with no knowledge or experience of designing a curriculum, let alone one which delivers the national expectations in the context of their school.

Teachers need help, but they need it at the right point in the school's planning timetable. Curriculum content is usually planned in isolation and once the topic has been decided on, teachers look at what is available locally to help deliver it. What if that were turned round? What if the starting point for curriculum planning was the Grade 2*-listed church, mosque, or farmhouse on their doorstep? I suggest that this is the most useful way for schools and the heritage sector to work together.

Local heritage providers are well placed to advise schools on what is significant in their locality and teachers are in the best position to work out what will excite and inspire their children, what is appropriate for different age-groups and what will support the statutory elements of the national curriculum. Schools therefore need to open their doors to partners with expert local knowledge while the curriculum is being designed, not simply when it is being delivered.

The Heritage Schools project funded by the Department for Education and delivered by English Heritage (see also Gyves, pp 26–7) has developed one way of doing this. Local Heritage Education Managers, all of them experienced teachers, broker relationships between schools and the heritage sector that enable schools to change their curriculum by making more effective use of the heritage on their doorstep. The project is currently being delivered in 200 schools spread across eight local authority areas and is already having a significant impact.

Our experience is that a locally relevant curriculum planned in partnership with local organisations and individuals develops stronger community connections. Schools develop new, independent and sustained relationships with heritage providers, including archives, local historians, planners, architects, theatres and film makers. In turn, those providers see a whole new generation of children wanting to find out more about their local heritage. They also gain the satisfaction of seeing their materials and expertise being used in new and inspiring ways.

There are also clear benefits to society as a whole. Children grow up understanding more about their locality. With that knowledge they develop a sense of local pride. In summary, better partnerships between schools and heritage will allow a generation of children to feel connected to and proud of their local area – and thus to be better equipped to become the active and well-informed citizens of the future. ■

Heritage Schools

Lois Gyves

Heritage Schools Programme Manager, English Heritage

Heritage Schools is a programme to help school children develop an understanding of their local heritage and its significance (www.english-heritage.org.uk/heritageschools). Running for three years, it is funded by the Department for Education and delivered by English Heritage. It includes clusters of schools in eight English local authorities (Barking & Dagenham, Bristol, Great Yarmouth, Leicester, North Tyneside, Manchester, Telford & Wrekin and North Yorkshire).

The aim is to make sure that all the children taking part are proud of where they live but there are other desired outcomes too:

- Children understand how their local heritage relates to the national story.
- Teachers are more confident about using local heritage in the curriculum.
- Local history is embedded in the school's curriculum.
- Heritage providers are more connected to the needs of local schools.
- Parents are engaged in their children's learning
- Communities are more deeply involved in the life of the school.

In each area a Local Heritage Education Manager works with a cluster of schools to broker partnerships with local heritage and cultural providers. A Lead Teacher from each school is taught how to embed local heritage learning opportunities in the school's curriculum. Schools are provided with funding to develop the programme and cover costs to release the Lead Teacher for training and cluster meetings. Training opportunities are also extended to other members of staff and in some schools to the entire teaching complement if their specific needs and development plans warrant it.

In all eight clusters teachers have been inspired to develop projects and schemes of work to engage pupils in learning about the heritage on their doorstep – something that is particularly important at a crucial time of change and development in the National Curriculum, particularly in history. From September 2014 all children in key stages 1, 2 and 3 will be required to look at local history.

Without this programme many of the treasures of local heritage would have been overlooked in the curriculum development plans, either because teachers were unaware of the opportunities or



because they simply did not have the time to uncover the local stories that can bring history to life.

The programme has resulted in a vast number of projects in partnership with the heritage sector. There are now 150 schools and 53,000 children directly benefitting from Heritage Schools and other schools and teachers have access to training and the resources being produced.

The Churches Conservation Trust is the Heritage Schools national partner and delivers a parallel programme to promote the use of the properties in their care as learning resources and will extend learning opportunities to over 50 additional schools (see Riley pp 29–30).

The needs of the teachers have been very similar, despite the diverse range of schools involved, and it is clear that the programme is addressing a national demand for local heritage learning and high-quality Continuous Professional Development for teachers.

The sustainability of the programme lies in the development of strong local partnerships and in embedding local heritage learning into the curriculum. Engaging experiences are remembered by pupils and teachers alike and successful projects will be repeated and developed for subsequent cohorts of children. The development of accessible online resources will provide existing schools with on-going support and also extend the reach of the programme to additional schools.

Teachers from Heald Place Primary School in Manchester receiving the Heritage Schools Award from the Lord Mayor.

© English Heritage

A range of case studies on the Heritage Explorer website (www.heritage-explorer.co.uk) provide a springboard for ideas and projects which can be adapted in other areas of the country. The 'Teacher Kits' and 'How to Guides' on the site show teachers and heritage partners how to research and develop learning activities, while a series of Heritage Schools film projects will in due course provide further inspiration. Valuable online learning resources are also delivered via the Heritage Schools E-Newsletter which has a growing number of subscribers from the Heritage Schools' clusters, attendees at Heritage Schools' events around the country and visitors to the website. In addition, an online Heritage Schools Network will soon allow teachers and partners to share resources and good practice and take part in local and national forums

The potential of the built heritage sector for learning is enormous and the programme is now looking to develop educational activities which support the National Heritage Protection Plan. Engaging today's teachers and pupils with conservation and designation is the best way of making sure that the next generation can in its own turn learn about and care for our rich and diverse built heritage. ■

Pupils from Water-ville Primary school explain their Heritage Schools' exhibition to a visitor to the old Low Light Museum in North Shields.
© English Heritage



Blackley Forest: a Heritage Schools project in Manchester

Daisy Horsley

English Heritage, Local Heritage Education Manager, Manchester

Emily Aaron

Bowker Vale Primary School

Teachers at Bowker Vale Primary School in Blackley, Manchester, planned and carried out a scheme of work based on the history and heritage of Blackley Forest. Supported by English Heritage, as part of the Heritage Schools Programme (see Gyves, pp 26–7), students were encouraged to investigate why Blackley Forest was replanted in commemoration of the suffering of local people during the Second World War, and in celebration of Queen Elizabeth II's Coronation in 1953. They worked with local heritage partners, examined archive photography, wartime bombing maps and newspaper reports, oral testimony and council records.

The National Curriculum for history provides a fantastic opportunity for schools to use their local area to study the past. The nationwide Heritage Schools Programme, introduced by English Heritage in April 2012, supports this. Schools are helped to develop schemes of work, using local heritage resources and the built historic environment, so that the children can find out about, and take pride in, their local heritage in the context of national historical events. Bowker Vale, which serves a large and diverse community, is one of 18 schools in Manchester taking part in the programme.

A number of CPD sessions were organised to train teachers in the skills needed in a local study, such as oral history and using archive maps and plans. A range of targeted resources, including maps, archive photos and newspaper articles were also provided for the Lead Teacher to develop her knowledge of the site and its history. Contact was made with local archive services, the council and local heritage partners, including Friends of Blackley Forest, and armed forces veterans associations. They helped to provide the time, resources and information to make the project a success.

As a result, the children created a local heritage display that showcased their history, literacy and art work. They also staged a commemoration event to remember the suffering of local members of the armed forces in past and present conflicts. And as a lasting legacy, they planted trees and placed a memorial bench.



Children from Bowker Vale, along with local soldiers and veterans, remembering the contribution of the armed forces during wartime
Daisy Horsley © English Heritage

The project faced many challenges. It proved difficult to contact and then coordinate so many groups of people, all with busy schedules and different priorities. The oral history element proved problematic because many of the older people approached were either reluctant to speak on tape and/or to children, or had not lived in the area at the time. Finally, carrying out this project with Year 6 students meant that the pressures of SATs were looming! The teacher had to devote enough time to literacy and numeracy to meet her statutory obligations, as well as the local heritage project.

All that aside, the pre- and post-project student evaluations show that the children enjoyed their investigation of Blackley Forest and that their knowledge of local history and heritage had improved. They had developed a sense of pride in the perseverance of local people during times of suffering and hardship. Feedback from the Lead Teacher and the Head Teacher at the school indicate that they felt the project had been a success and that it would be a lasting part of the Year 6 Curriculum:

What a wonderful way for the children to put history into a real life context.

Rachel Jacques, Headteacher, Bowker Vale Primary

Lasting relationships were made between the school and local heritage partners,

Manchester Archives, council representatives and local armed forces groups.

I thought the commemoration event was wonderful. It has been suggested to me that we hold another anniversary event next year on Armistice Day.

Dot Keller Friends of Blackley Forest

The project, the commemoration event and its legacy is a credit to the school and to the Heritage Schools Programme.

Dave Barlow, Manchester City Council

As for the future? The scheme of work is now firmly established in the Year 6 Curriculum and the Lead Teacher on this project has produced an additional scheme of work that she is now leading with other year groups across the school. She also intends to organise a ‘Coronation Tea Party’ oral history event to encourage people in the community to share their memories. The commemoration event will be repeated on or around Armistice Day each year and the children will take care of the memorial bench and trees. Additional local projects are now being planned so that local heritage is incorporated across the school year-groups. ■

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Empty old churches and new education

Rowena Riley

Heritage Learning Officer West, The Churches Conservation Trust

Take one musty old church and one techno wiz child stuffed full of digital play, and what do they make of each other? There's no heating, and the wind flicks the dead butterflies across the floor. Adults expect muted behaviour, strangely since no one is there. But this church is cared for by the Churches Conservation Trust (CCT), and it is partnered with English Heritage's Heritage Schools Project – the norm no longer applies.

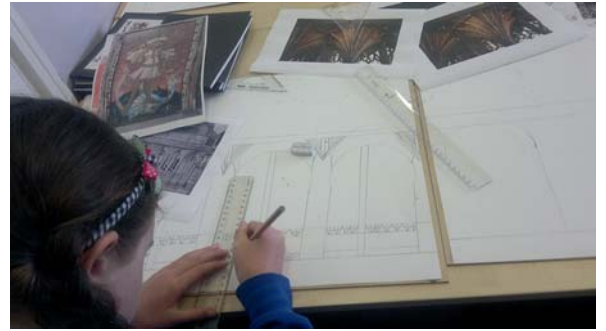
The CCT looks after 345 churches representing more than a thousand years of English history; all of them remain consecrated but are no longer regularly used for worship. English Heritage funds three CCT Heritage Learning Officers to encourage schools to use them as historic classrooms. Even from the most romantic perspective they make an unlikely setting, out of the comfort zone of instant electrics. Think laterally, though, and they are time machines containing every aspect of culture – and they often seethe with wildlife.

At St John-in-the-Walls church in Bristol we deliver curriculum 'Science of Sound' sessions for



Amy Moakes', a Year 5 pupil at Thurlbear C of E School, created this action packed design for a stained glass window showing the murder of Beckett after she had researched British Library manuscripts.

© CCT Heritage Schools Project



Planning their own murals and rood screens taught the children of Thurlbear CofE school how to solve practical problems at the same time as developing their imaginations.

© CCT Heritage Schools Project

9 year olds. What better way to discover that sound is made by vibration than to blast on the organ to learn about oscillating air in giant pipes, to ring the bells and explore how shape and material create frequencies, and then do mad polyphonic singing in the crypt.

On Portland in Dorset our Georgian St George's has 5 acres of monument-studded churchyard overlooking the coast. Rare and unique species speckle the limestone grassland and we are offering local schools the opportunity to manage the churchyard for conservation study in connection with the Portland Living Landscape Project.

Conversely over at Stansted Mountfitchet in Essex, a group of secondary school students have created a Wordpress blog about the First World War memorials at St Mary's Church. They researched the soldiers' lives and, using photographs and video, interpret this history with the work of the artists and poets of the time.

We partner schools to churches. But what is the impact on learning?

The pulpit is designed to awe the congregation with the wise words of the pastor, and to ring conviction through his words. We also know that 'All the world's a stage', which is why Kelly Powell, Heritage Learning Office North, compared oratory in church and in the theatre with primary pupils. They read scripts, made costume, copied the Bard's words with quills and spouted from the pulpit, at which point their confidence soared.

Down in our Victorian church in Tetbury, Gloucestershire, I ran a Poetry Sounds workshop with 8 year olds from St Mary's School. They played alliteration games, read Rossetti and Tennyson, wrote their own poems, but began by delivering tongue-twisters from the pulpit with the same magic affect on their self esteem. The secret it seems is to employ the functions for which the church is designed but in a lateral way.



Designed by Pugin, Tetbury's St Saviour's Church inspires a Year 2 pupil from St Mary's C of E Primary School. © CCT Heritage Schools Project

Now consider the bare walls of an ancient Norman church. Thurlbear C of E school in Somerset wished to study religious faith through art, but all of the once-rich internal decoration of St Thomas's has vanished. The children set to researching medieval church art. They measured, planned and designed their own murals and rood screens. They learnt creative problem solving; to apply their knowledge in design; to research and develop imagination; and discovered the Bayeux tapestry along the way.

It is vital that children have the chance as part of their learning to be set a challenge, get into a mess and have to find their own solutions. They need to experiment and manage risk. No better place than the challenge of Europe's empty religious buildings.

Our trials in the project are common in the heritage sector. The curriculum is under pressure, dominated by closed targets. Schools find it difficult to respond in short time scales, so we build relationships with them gradually. We aim that they will adopt their church and use it without us, so that we can start new school church pairings. We work strategically to tempt them, offering curriculum delivery through menus of activities, and leading initial school development projects. We create a broader offer through partnerships with local heritage and conservation organisations, and we disseminate resources through our website.

What are the consequences of *not* doing this

work? Would we leave our children to conceive of the past solely through fantasised histories on screens? The future of ancient churches, full of the evidence of almost every dispute in our history, lies in the minds of children. ■

What is the London Curriculum?

The Education and Youth Team
Greater London Authority

The London Curriculum forms part of the Mayor's Education Programme, thus placing the capital at the heart of modern learning (www.london.gov.uk/london-curriculum).

It uses the capital city as a uniquely rich and concrete context for learning. In so doing it will ignite young people's thirst for knowledge and help to strengthen their ability to grasp new concepts and ideas, as well as to learn about unfamiliar places, times and cultures. It will help young Londoners better understand and engage with their city, and support their knowledge of the places, people and events that have shaped it. Fifteen teaching units supporting the new national curriculum for English, music, art and design, geography and history will be available to schools who register on the programme from September 2014. These units have been developed in partnership with subject experts and 27 London secondary schools.

Key Stage 3 students at the Museum of London – just one of the many places where the London Curriculum encourages children to explore the history of their city.

© Greater London Authority



Each London Curriculum unit is structured in three parts:

Discover: lesson plans and resources that use the city and its heritage to bring to life the subject's core concepts.

Explore: the chance for students to extend their learning out in the city, through its museums, galleries, theatres and institutions, its architecture, parks and river banks.

Connect: suggestions for a final project that draws on students' new knowledge and skills gained in the classroom and around the city.

The London Curriculum has been designed to enable teaching in one subject to support learning in another. Cross-curricular links are suggested in all the subjects:

English

Tales of the river: The Thames in writing, as a metaphor for writers' hopes and fears and the city itself. Featured writers include Joseph Conrad, Charles Dickens, Oscar Wilde, Sam Selvon and Carol Ann Duffy.

Mysterious metropolis: From the Gothic novel to a modern-day mystery: the darker side of the city and its literature. Authors include Sir Arthur Conan Doyle, Bram Stoker and Siobhan Dowd.

The London limelight: Exploring the stories of the London theatre scene.

Art

Riverscape: The history of art through the paintings of artists drawn to the river.

The Art of Walking: Exploring landmarks, architecture and public art.

London People: Introducing portraiture through the stories of intriguing London artists and subjects.

Music

Sounds of the city: London's musical heritage, from classical (including the Proms) to grime.

Global city: The musical impact of London's global and maritime history.

City on the move: Composition inspired by a journey across London.

Geography

Mapping London: Introducing the city through the medium of maps.

My London: The geography and identity of students' neighbourhoods.

Managing the urban environment: From transport to green spaces.

History

World city: Global trade links and migration to the capital from the Romans to the present day.

Social reform in Victorian London: The impact of an influential group of Victorian reformers.

London at war: the impact of the Second World War on life in city.

Around 100 representatives from the cultural and heritage sectors attended an event in City Hall in September 2014 to hear more about the London Curriculum and add their insights to the development of a full and rounded offer to schools from the sector. This could include a 'London Curriculum week', competition or festival, promoting the offer to schools and encouraging them to get out of the classroom and explore! ■

Teenagers, archaeology and the Higher Education Field Academy 2005–11

Carenza Lewis

University of Cambridge

The University of Cambridge Higher Education Field Academy (HEFA) (www.access.arch.cam.ac.uk/schools/hefa) involves teenagers in new archaeological excavations within English rural settlements. While the *research* aim is to reconstruct the development of today's villages, hamlets and small towns, the *social* aim is to raise the educational aspirations of state-educated 13–15-year-olds and instil skills which will help them fulfil those ambitions. HEFA began in 2005, when it was funded by Aimhigher, itself set up in 2003 to increase the number of young people from lower socio-economic groups and disadvantaged backgrounds attending university. HEFA was supported by English Heritage between 2009 and 2011. HEFA's track record since 2005 has enabled it to weather policy U-turns and deep funding cuts, delivering

more than 12,000 learning days to c 4,000 young people interested in subjects ranging from accountancy to zoology. Rigorous monitoring shows that more than 90% of HEFA participants rate it good or excellent and that after completing HEFA, 80% feel more positive about post-16 education, 85% have developed new skills and more than 90% plan to attend university, a rise of 25–60%.

Each HEFA involves around 40 teenagers working for two days in four-person mixed-school teams completing all stages of one of 10 simultaneous 1m² 'test pit' excavations on different sites within a single settlement, most in private gardens volunteered by owners. Learners excavate their pit in 10cm spits, sieving spoil for artefacts, supervised by university archaeologists who brief learners on the archaeological process, identify and contextualise finds and provide encouragement and advice as needed. On the third day, in the University of Cambridge, participants learn about applying to university, experience university life and analyse their finds. Afterwards, they write a report on their



Dr Carenza Lewis, Director of HEFA, with students from Denbigh High School in Luton working on their test pit in a beautifully tended garden in Sharnbrook (Bedfordshire). © Access Cambridge Archaeology

excavation and ultimately receive a detailed assessment of their performance covering the wide range of skills – academic, technical, social and personal – they have developed on HEFA, many of them ‘soft’ skills not included in the school curriculum whose absence can significantly handicap young people from disadvantaged backgrounds. The value of HEFA is reflected in its endorsement by the OCR exam board as a programme which promotes worthwhile learning.

HEFA harnesses the unique capacity of archaeological excavation to enable novices to make discoveries that they know for certain are new – because they themselves have unearthed them. For HEFA participants, this aspect is transformative: many can barely believe they are being entrusted to carry out a ‘real dig’, expecting instead to be excavating some sort of pre-prepared sand pit.

I enjoyed the knowledge that we were working on a genuine excavation with genuine tools and artefacts, rather than an artificial mock-up.

LW, Thorrington 2007

HEFA also benefits from its focus on *place* because participants’ research is about, with and within rural communities. Learners are empowered not only by taking responsibility for excavating (and restoring!) residents’ gardens but also by generating archaeological knowledge which is of interest to their host communities. The fact that the excavations take place in accessible ‘ordinary’ towns, villages, hamlets also brings the experience, and its aspirational impact, closer to HEFA participants’ own daily lives.

It opened my eyes discovering things that have not been touched in hundreds of years just inches beneath the ground.

LW, Thorney 2010

That HEFA can potentially take place in *any* rural settlement enables it to target areas where it is most needed.

Learners’ sense of achievement in completing the physical and mental challenge of excavating a ton or more of spoil against the clock is further enhanced by seeing how the tiny fragments of pottery they have recovered generate distribution maps reconstructing the development over centuries of more than 50 settlements as,

sherd by sherd, they piece the past together

I enjoyed finding out more about the history of Norfolk and knowing that I was a part of discovering it.

AE, Binham 2010

Over ten years, HEFA has capitalised on one of archaeology’s greatest assets – its potential to educate and inspire, not just about ‘heritage’, but much more widely, demographically and geographically, building social capital well beyond typical heritage consumers. In making a proven difference to the lives of thousands of teenagers, HEFA showcases archaeology as a resource and a discipline relevant not just to the past, but also the present and the future. ■

The whole academy was brilliant. I particularly enjoyed how the study of archaeology surprised me. It certainly has inspired me.

RB, Binham 2009

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Two HEFA students carefully plan a subtle feature showing as a soilmark in their test pit sited in the garden of a moated site in Little Hallingbury (Essex).
© Access Cambridge Archaeology

Place-based learning for schools

Hilary Jones,
Education Resources Manager, English Heritage

Place-based learning – using the local environment to find out about the past – is gaining popularity in schools throughout the country. It is a brilliant way not only to connect a school with its local area but also to invest in it – its stories, people and places.

Resources to support place-based learning

Teachers who think that schools in their area would benefit from some place-based learning will find that there are lots of resources that can help them. Many have been developed in association with local authorities and some by individuals, but they are all out there already, being successfully used by schools. Here are some particularly good examples:

Know Your Place (Bristol)

<http://maps.bristol.gov.uk/knowyourplace>

A website that allows you to search your neighbourhood with historic images, maps and additional information.

Heritage Explorer www.heritage-explorer.co.uk

A website from English Heritage, Heritage Explorer offers more than 10,000 images for use in the classroom along with great practical guides such as ‘how to start a local study’, and ‘how to trace the history of a school’.

Cultural Resources for Schools

www.nfer.ac.uk/CulturalEducationResources

Now run by the Arts Council, the database collects teaching resources from some of the UK’s leading museums, organisations and educators.

My Learning www.mylearning.org

My Learning offers free user-contributed resources from arts, cultural and heritage organisations such as the Marks and Spencer Company Archive and the Imperial War Museum, and is searchable by subject and age group.

Re-using and adapting existing resources vs commissioning or creating a new resource

One of the most important things to consider when commissioning or creating a resource is ‘does what I’m looking for already exist?’. If it does, then save yourself the trouble of starting from scratch and capitalise on what is available. The chances are that if it is being used by teachers it’s because it’s good and satisfies their curriculum needs.

If you cannot find exactly what you want, there is a wealth of other resources that can be modified to suit your project. Adapting and re-using these is likely to save both time and money. Material can even be offered back to the learning community with your own project ideas placed on it.

If none of the options above provides the answer, teachers still have the option of creating their own bespoke resource.

Who is it for?

The first step is to be clear about who the resource is for and what they expect from it. Is it for teachers to use in class, or is it for students themselves? In either case, will the writing be appropriate for the intended audience and avoid jargon? And will it help pupils to learn?

Telling the stories of historic places in an engaging way is the key to capturing the attention of young minds – and thus hopefully laying the foundations for a life-long interest in their shared past.

© English Heritage



In house or external?

Can someone in your team create the resource or are you going to have to pay a specialist? If you don't have anyone who knows about learning, then it will probably be worth paying someone else to do it.

Commissioning

Advertising the the contract on the Group for Education in Museums job list (www.gem.org.uk) is one of the best ways to find someone who really knows what they are talking about. It is a very active website used by lots of dedicated and innovative museum and educational freelancers.

Payment

You can expect to pay anything from £200 to £20,000 depending on the scope of the resource. The lower figure would buy a simple photocopiable trail based on information that you provide. Research done on your behalf to create a resource will always cost more.

Make use of enquiry questions

Whoever is creating the resource, enquiry questions are a great way to structure place-based learning. For example, a simple question like 'what did our village look like in the past?' can offer a huge topic with many themes branching from it. The enquiry can be supplemented with photos, images, conversations with local residents, map work, walks and much more.

However you choose to use your local environment, you can be sure that it will inspire another generation to begin a journey of discovery about their area in the past, making it an indelible part of their future. ■

**Britain from Above**

Charlotte Hill

Britain from Above Project Manager, English Heritage

Mary Mills

former Archive Education Manager, English Heritage

'What can I draw? There is nothing interesting around where I live.'

Year 5 pupil, Whitehall Primary School, Bristol

In 2007 English Heritage and the Royal Commissions on the Ancient and Historical Monuments of Scotland and Wales jointly acquired one of the UK's most important pictorial archives – the Aero-films collection of more than 1.2 million photographs recording the changing face of 20th-century Britain from the air. With help from the Heritage Lottery Fund and the Foyle Foundation the earliest 95,000 images (1919 to 1953) have been conserved and made available online at the project's interactive website www.britainfromabove.org.uk.

The Britain from Above project has ensured that this enthralling collection has been saved and made accessible to the public for the first time. There is a growing community engaging with the collection online – sharing their memories, identifying previously unknown locations and immersing themselves in this unprecedented visual record of the nation's history. These 'virtual volunteers' have made more than 180,000 contributions to the website since it was launched in 2012. Users with specific interests can set up their own groups, adding comments and modern imagery. The groups set up so far include London's East End, Beside the Seaside and Chocolate Factories!

One audience identified in the original bid to the Heritage Lottery Fund was teachers and their pupils, which is why education officers from England, Scotland and Wales have been working hard to encourage them to use the website. The history and geography components of the new curriculum emphasise the importance of pupils learning about the historic environment of their local area. Photographs from the collection have therefore been included in the resource packs provided to schools participating in the Heritage Schools project (see Gyves, pp 26–7) along with directions about how to find more local images through the Britain from Above website. Collections of captioned images on curriculum-related themes such as natural features, industry, agriculture and leisure have been created to help teachers and pupils find relevant photographs. Thanks to a partnership with Teachit (www.teachit.co.uk) educational resources writ-



Discovering the story of the Whitehall district of Bristol from aerial photographs: Deep Pit, the Clay Hill brickworks and the Atlas locomotive works as they were in 1921. EPW005552 © English Heritage

ten by history and geography teachers have also been added to Britain from Above's own 'resources' page (www.britainfromabove.org.uk/resources).

Teachers are also being encouraged to set up school groups to enable pupils to study their local historic environment and upload comments, photographs and an account of their project. Whitehall primary school in Bristol set up a heritage club and asked the question 'What lies beneath Whitehall?'. The pupils created local heritage maps with places, people and things that they considered an important part of the local heritage. They worked with Michael Gorley from the Heritage Schools project and a local historian to make a heritage

trail. They looked at aerial photographs from the Britain from Above site. They discussed how to use key shapes and features such as the church, railway line and the distinctive curved outline of Greenbank cemetery to orientate the photograph and match it with an historic map. They were able to pick out key sites including Clay Hill, the site of a 19th-century clayworks. Even the girl from Year 5 found something interesting to draw, from around where she lived! ■

See page 45 for another case study about children and Britain from the Air.

Confidence is the key to the future of our past

Catherine McHarg

Archive Education Manager, English Heritage

History, thankfully, is still one of the most popular subjects taught in schools today. However, recent alterations to the national curriculum and to the way new teachers are trained mean that history teaching in England is about to undergo some of the biggest changes in a generation. For those of us acting as ‘brokers’ between teachers and the heritage sector the road ahead is filled with new challenges and opportunities in roughly equal measure. So the question is – how can we provide teachers with what they need to inspire the next generation of archaeologists and historians?

To start with the good news, local history is now formally required as part of both the primary and secondary history curricula. This is the best news that we, as keepers of the built environment, could ask for. The potential to get students engaging with and valuing their own local environment is huge. The challenge comes with reaching their teachers, many of whom while passionate about teaching lack the confidence and depth of knowledge to create new and exciting local studies.

It is important to remember that most primary school teachers are not history specialists; around

half of trainee primary teachers in England do not even have a GCSE in the subject. There is also no formal requirement for them to teach or be observed teaching a history lesson during their training. This is why it is so important for historic environment professionals to help teachers to develop the skills to use the streets, buildings, sites and monuments that are right on their doorsteps.

The same also applies to secondary teachers. As history specialists, they are of course armed with the investigative and analytical skills that all historians possess, but their specialist knowledge tends to be confined to the 20th century and modern world. Like their primary-school counterparts, they have little experience of using their neighbourhood built environment for local studies. Nor are they equipped to meet the new GCSE requirement to study the Medieval (AD 500–1500) and Early Modern (1450–1750) periods alongside the Modern (1700–present day) one to which the syllabus was previously confined.

In response, English Heritage has established a programme of teacher training to address some of these issues that has already resulted in some fantastic local history work being done. Our ‘How to do a Local Study in 4 Easy Steps’ training session encourages teachers to dip their toes into the vast ocean that is local history. Step 1 helps them develop a basic tool kit of skills to get them started

Pupils admiring their hard work. After attending a training session on local history run by English Heritage a teacher from a school in Barking decided to make the local area the focus of their history work the following term.
© English Heritage



– what is a sash window?; how can you tell a Georgian sash from a Victorian sash?; what does a Georgian door look like?; what can a terrace of houses with chimney pots tell you?; how can Google Street View turn you into a history expert and save you hours of legwork?

Once teachers have learnt how to recognise some of the most common features of the streets in their towns and villages they feel empowered and confident to use them in their teaching. And training just one teacher guarantees that this new knowledge is passed on to a minimum of 30 students, and more probably several hundred over the full span of a teaching career.

It is also important to get across the message that local history doesn't require a teacher to research the entire history of their local town or village. The chances are that someone else has already done this. This might at first sight seem to make local history less engaging – why are we doing this ourselves instead of just buying the book? – to which our answer is 'why let someone else have all the fun – start your own study!'. By focusing on a single street, or even just one house or building, the students can actively take part in their own unique investigation. It is the knowledge that no one else has done this particular study before that gets them engaged and actively wanting to find out more.

It takes a lot of courage to stand up in front of a class, but to stand up and say 'do you know what, I don't know the answer to that question, so let's find out together' takes real guts. If students can become learners alongside their teachers everyone is learning together as they discover new facts as part of their study – exactly what great education is all about! In the process they will be creating a generation of children who not only value their local environment, but also possess invaluable skills of questioning, investigation, analysis and interpretation. What more could we ask for?

The world of teachers and students is rapidly changing in terms of the technology available to them. Not least, it allows heritage professionals to provide them with online training as a supplement to traditional face-to-face instruction. With this in mind, English Heritage has created a video guide and set of resources to accompany its programme of training in local studies. This means that teachers can access not just primary resource materials but also advice about how to use them. Combined with our other online resources, such as Heritage Explorer (www.heritage-explorer.co.uk), this should leave teachers feeling much better-equipped to rise to the challenges ahead of them. ■



A teacher attending a training event in Manchester is shown how to use aerial photographs from the English Heritage Archive as part of her teaching
© English Heritage

Characterising local neighbourhoods

Michael Gorely

Local Heritage Education Manager, English Heritage

The Bristol Historic Environment Record (HER) and the Heritage Schools programme managed by English Heritage recently joined forces to develop an 'Our Place' project for the city's children and wider community.

The aim of Our Place was to enable communities, including schools, to identify and map the character of the local area to help create a greater understanding and appreciation of Bristol's heritage. This dovetails perfectly with one of the main aims of the Heritage Schools programme – to help children engage with their local heritage with the support of local heritage partners (see Gyve, pp 26–7).

In January 2014, architect and planner Richard Guise of Context4D and Peter Insole, the Archaeological Officer for Bristol City Council, delivered a training session to teachers from the 18 Bristol Heritage Schools on the techniques and methodology behind the Our Place project with the intention that these ideas could be used in schools in the following months. The teachers went out into the

Year 2 pupils from Victoria Park School in Bedminster, South Bristol, learning how to read the history of their local neighbourhood. ©Victoria Park School



streets of Broadmead and used the symbols created by Richard to annotate large-scale maps of the area, recording such things as landmarks, views, rooflines and green spaces onto the maps. This was followed with a group discussion on how this might be implemented in schools.

In the following term, at Victoria Park School in Bedminster, South Bristol, the Year 2 classes' enquiry was entitled: 'What are our neighbourhoods?'. Richard Guise met with the Heritage Leader at the school, Tracy Halford, to discuss the organisation of the project, and what might be expected of the children. This was especially important because an Our Place project had not previously attempted to work with a group this young. Tracy and Richard walked around the potential study areas in the vicinity of the school, discussing the types of feature which might be looked at and relating the notation to the streetscape. Peter Insole subsequently made maps available via the City Council (A3 sheets at 1:1250 scale). This is a crucial aspect, as OS map coverage is not always easy to access by teachers.

The overall challenge was for the children to think of a way to improve their neighbourhood in terms of its physical attractiveness or by improving its amenities. To this end they began by taking a walk around the area, looking at architectural features, identifying Victorian and modern houses and looking for clues as to how the area may have changed over time. The children used the Bristol City Council *Know Your Place?* website (www.bristol.gov.uk/knowyourplace) to look at how and why the local area had changed through time and, using Google Earth, they traced their routes to school looking closely to identify pleasing areas and places that they would like to improve.

Richard then came in to the school to introduce the symbols and maps to the children and to talk about the role of an architect and planner. He then supported the children when, in small groups, they used the symbols to annotate their maps as they went out to explore their neighbourhood once more. The idea was that the children would really look closely at the individuality of each road and record its characteristic features as a town planner would when considering change.

Back in class the children pieced together a large map of the area with their notation. To conclude the project, pupils made a 3D junk model of their neighbourhoods, which was exhibited to their parents. Richard returned to the school for this exhibition and the children were thrilled to see him once again. An interesting legacy of the project is that many still say they want to be an architect and town planner when they grow up! ■

Encouraging place-based learning

David Souden

Sponsor, Special Projects in Conservation and Learning, Historic Royal Palaces

The Heritage Alliance is the umbrella organisation for the non-government heritage sector in England (www.theheritagealliance.org.uk). With over 90 member organisations it extends from the National Trust to small transport heritage groups. The Alliance is able to offer help from larger bodies to smaller ones, and to give smaller organisations a platform from which to be heard. Although issues of recognition, planning, taxation and tourism predominate, there is a strong emphasis on encouraging learning and participation, for which a members' advocacy group on Inclusion and Learning takes the lead.

One of the fruits of collaboration is Engaging Places (www.engagingplaces.org.uk) which champions teaching and learning through the whole built environment, from grand historic houses to the streets and neighbourhoods where we live. This was originally a joint initiative between English Heritage and CABE (the Commission for Architecture and the Built Environment). The election of the coalition government in 2010 and attendant cuts in funding meant that Engaging Places needed a new home. It is now one strand within Open-City, the built environment powerhouse for learning in London (www.open-city.org.uk).



On certain days during the school holidays, families are able to dress up in high-quality, hand-made Tudor costumes in Knole's Great Hall. The costumes are also used during school visits when the children are dressed as the people who lived, worked or visited Knole 400 years ago. © National Trust

Encouragement has always been key in Engaging Places: providing models for others to follow, advising, and developing work programmes inside and outside the classroom. Involved from the start, the Heritage Alliance was a natural partner for developing Engaging Places. Some project legacy funds were used to encourage place-based learning and provide further exemplars for the website, through a series of four free workshops in 2013 and 2014. These were held in London, York and Peterborough, led by Rebecca Bewick of Cultural Learning. The emphasis was on the practical, and giving encouragement to historic places that were nervous or inexperienced about providing for learners. What do schools need? What do children want? How do young people learn? How can historic places encourage learners? What special elements do they have that others may learn from? Perhaps as much as anything else: What does the new national curriculum have in store?

The key message was that there is a wealth of experience and good practice, and, like the Alliance, there is mutual benefit. Within the Historic Houses Association or the National Trust, individual members or properties were encouraged to take part. What it revealed was how much activity

takes place already, enthusing children and young people, and how many ideas can be borrowed and used elsewhere.

Participants were often despondent with changes in the national curriculum that seemed to mean that a core constituency – primary schoolchildren for Tudor or Victorian topics – would no longer come. With some lateral thinking, now the emphasis is on developing and fine-tuning what historic places have in ways that meet the needs of children and schools. This might be work in subjects other than history, local history topics, drama and reconstruction, or stories of famous people. What always emerges is the exciting power of place. History happened here, the palpable feeling of the past that historic properties can give. For places engage children, and children engage with places. ■

The illustrations to this article were originally kindly supplied by the credited heritage organisations to be part of the Engaging Places/Heritage Alliance online resource described above.



Foundation Phase and Key Stage 2 children from a local school helping build 'Bug Hotels' at Dolaucothi Gold Mines in North Wales. © National Trust

Children Engaging with Place

St Leonard's Church, Sand Hutton, North Yorkshire

Children from Sand Hutton Primary School in North Yorkshire played an active role in conservation work on their local scheduled church, which has now been removed from the Heritage At Risk register.

St Leonard's church, probably built in the 12th century but partly demolished in 1824, was already on the Heritage at Risk register in 2005. In February 2008, an earthquake in Yorkshire dislodged stone from the south wall of St Leonard's putting it further at risk.

Grant aid from English Heritage was matched by local funding to tackle the conservation work. The village primary school was also invited to hold a competition to design a monument to commemorate the earthquake. The children chose the best images from a number of drawings to be translated into a carving by a local stonemason. The mason visited the school to explain his work and the completed monument now sits in the nave of St Leonard's.

The village filmed the progress of the conservation work and held a formal dedication ceremony in July 2014.

Keith Emerick

Inspector of Ancient Monuments, English Heritage



© English Heritage

News from English Heritage

Good Practice Advice

Consultation on three English Heritage Good Practice Advice (GPA) notes ended on 5 September: *Historic Environment in Local Plans* (GPA 1), *Decision-Taking in the Historic Environment* (GPA 2); and *The Setting of Heritage Assets* (GPA 3). The GPAs will replace the existing *PPS 5 Practice Guide* (2010) and other documents as part of a wider review of English Heritage guidance to be completed by April 2015. They will in turn be supported by more-detailed information provisionally termed Technical Advice in Planning.

The documents have been developed with the support of a drafting group from the Historic Environment Forum that included the Association of Local Government Archaeological Officers, British Property Federation, Civic Voice, Council for British Archaeology, Country Land and Business Association, Heritage Alliance, Historic Houses Association, Historic Towns Forum, Joint Committee of National Amenity Societies, Institute for Archaeologists, Institute of Historic Building Conservation and National Trust. Although these organisations have not formally endorsed the texts, they are content for the consultation to proceed.

The aim of the replacement notes is to express the same principles as before but more succinctly; no increase or reduction in protection is therefore implied. Other advice notes are planned on Neighbourhood Planning, Enabling Development, Managing Change to Heritage Assets (formerly Part 6 of the *PPS 5 Practice Guide*), Local Designation, and Conservation Area Designation, Appraisal and Management.

The *PPS 5 Practice Guide* remains in place for the time being but we are expecting that government will cancel it once the post-consultation versions of these advice notes are published. We hope this will be in early 2015.

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Heritage Counts 2014

Heritage Counts (www.heritagecounts.org.uk) is an annual publication that brings together arguments and evidence to demonstrate the value of a vibrant and healthy the historic environment and the benefits it can bring to communities. This year's edition, to be launched at the Heritage Champions conference on 12 November, will focus on grassroots data that can help amenity societies and neighbourhood groups to inform local decision-making.

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National Heritage Champions conference 2014

The next biennial Heritage Champions conference takes place on 12 November 2014 at the Museum of the Order of St John in Clerkenwell, London. Sir Laurie Magnus, the Chairman of English Heritage, will open the conference and Ed Vaizey, Minister of State for Culture and Digital Industries, will also speak.

The focus of this year's conference will be heritage-led regeneration, with presentations from individual local authority Champions, the Local Government Association, Historic Towns Forum and Heritage Lottery Fund (www.helm.org.uk/heritage-champions/national-heritage-champions-conference)

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World Heritage Sites

The 38th Session of the World Heritage Committee was held in Doha at the end of June. Amongst other topics, the Committee gave serious consideration to whether the UK's Westminster and Cornwall and West Devon Mining WHS should be added to the List of World Heritage In Danger because of the impact of new developments. It eventually decided not to do so, but has asked a monitoring mission to advise it about the impact of the new supermarket development in Hayle Harbour in advance of next year's session in Bonn.

The effect of new development on the OUV of Westminster will also be considered again by the Committee next year. Meanwhile, Liverpool remains on the list of World Heritage In Danger list as a result of the Committee's concerns over the way in which the Central Docks may be developed as part of the Liverpool Waters scheme.

Liverpool and Westminster both illustrate the challenges in bringing forward major new developments in urban centres in a ways that does not compromise OUV – a problem shared with other dynamic global cities with World Heritage Sites at their heart. Although the character of world heritage cities should be able to inform and inspire new development without doing avoid substantial harm to OUV, achieving this in practice can prove difficult. There is also a risk that views will become polarised and that 'constructive conservation' will be the loser.

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CAP Reform and the New Environmental Land Management Scheme

The vast majority of England's 20,000 scheduled monuments are on agricultural land and many other important heritage assets are also found in *rural areas*. It has long been understood that some rural land management practices can degrade or damage this heritage, which is why English Heritage has been working over many years with Defra and others to try and preserve it. Last year, for example, Defra's Environmental Stewardship Scheme (managed by Natural England) removed more monuments from the Heritage at Risk Register than any other initiative, and has continued to represent the primary source of funding for heritage assets in the countryside..

Environmental Stewardship's successor, currently known as the New Environmental Land Management Scheme (NELMS), will open for applications in 2015 with the first agreements beginning on 1 January 2016. £2.2bn of the £3.1bn agri-environment budget for 2015–20 is already committed to existing Environmental Stewardship agreements, which is why ministers have confirmed that new NELMS agreements will be focused on the requirements of the Habitats, Birds, Species and Water Frameworks Directives, leaving the historic environment and landscape amongst a number of secondary objectives.

Natural England and Local Nature Partnerships have been tasked to produce targeting statements for the whole of England, based on National Character Area boundaries. English Heritage and its local authority partners are reviewing the draft statements to ensure that significant archaeological and historical features can be fully included in future NELMS grants.

It is estimated that NELMS will only cover half of the area previously included within Environmental Stewardship agreements (35% of the agricultural area of England). Careful monitoring will therefore be required to ensure that this reduced coverage does not diminish the protection that Environmental Stewardship afforded to our rural heritage and that the conservation opportunities of NELM are realised to the full.

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Parliamentary update

Before the summer recess, heritage organisations came together to voice concerns over clause 20 of the Infrastructure Bill, which introduces automatic discharge of conditions if the local authority has not responded within a 'reasonable time'.

English Heritage is seeking safeguards to ensure that historic environment conditions such as pre-construction archaeological investigation are properly discharged and that 'reasonable time' makes allowance for the local authority to make the necessary consultations. Replying to concerns raised in the House of Lords by former English Heritage Chair, Baroness Andrews, Baroness Stowell confirmed there would be no reduction in the level of protection for the historic environment as a result of clause 20 and that proposals could still be refused. The Bill will continue through its stages in the House of Lords and into the Commons, where similar assurances will no doubt be sought.

The Communities and Local Government Select Committee is carrying out an inquiry into the operation of the National Planning Policy Framework during its first two years. Initial responses suggest that the NPPF is working satisfactorily.

Prior to recess, the Culture, Media and Sport Select Committee announced an inquiry into tourism and has requested evidence on encouraging tourism outside London, building on London's success as a tourist destination and reversing the long-term decline in seaside destinations.

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Achieving Local Outcomes

On 11 June English Heritage and the Local Government Association ran a joint seminar for Heritage Champions and portfolio holders in Birmingham. Speakers from several local councils and the Heritage Lottery Fund highlighted the work of Heritage Champions across the country in making the best use of their historic environment to achieve local outcomes. Delegates particularly enjoyed sharing best practice and finding out more about funding opportunities, which is why we and the LGA are hoping to run similar events in 2014/15 (www.helm.org.uk/heritage-champions).

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National Heritage Collections

News and Events

Childhood and Place in the English Heritage Archive

The English Heritage Archive is not just a resource for researchers looking at photographs of the built environment. It can also be a valuable record of social and cultural change. Many photographs depict children, ranging from middle-class Victorian children posed outside country houses to their working-class counterparts employed in munitions factories during the First World War.

A series of photographs of Punch and Judy shows, taken over a period of 130 years, show how this entertainment developed from street theatre, aimed at an adult audience, into its now familiar form, associated with children and seaside holidays.

With his roots in the Italian Commedia dell'Arte of the 16th century, Punch arrived in England in the 17th century. By the 19th century, the portable booths in which these puppet shows took place were a familiar sight on London streets, as well as in country fairs and increasingly in seaside resorts.



Above: Children gathered around a Punch and Judy show on the beach in Lowestoft – a photograph from the Hallam Ashley Collection (1931–1980) that records disappearing ways of life and people about their daily routines.

Reproduced by permission of English Heritage

Right: A York & Son stereoview of people watching a Punch and Judy show in Waterloo Place, City of Westminster in c. 1870–90. Small children are gathered at the front but a number of hatted gentlemen appear to be enjoying the show as well.

Reproduced by permission of English Heritage



New Acquisitions

At the end of the First World War a large part of the German fleet was scrapped but some vessels unexpectedly escaped this fate. In 1921 six vessels from a small fleet of submarines were taken to Falmouth by the Royal Navy were driven onto rocks in a heavy gale. This dramatic incident was recorded by Captain Jack Casement in the form of 46 photographs donated by his descendant Patrick Casement. The views also include the unique submarine salvage vessel *Cyklop*.

A set of mounted photographs donated by Andrea Ruddick appears to be a retrospective record of 27 views of the work of the Victorian architect John Gibson. They include churches, banks and houses and were all taken in 1889–90. Gibson is best known today as the architect of the National Provincial Bank (later taken over by the National Westminster Bank) whose classical Head Office on Bishopsgate (1864) is now listed Grade I.

One of six captured German submarines that were wrecked during a storm in Falmouth Bay in 1921.

Reproduced by permission of English Heritage



National Provincial Bank, Bishopsgate, City of London, by John Gibson 1864 taken 1889. Clearly influenced by Soane's Bank of England, this richly embellished building is considered one of the best surviving bank buildings in the City of London.

Reproduced by permission of English Heritage



Britain from Above through a child's eyes

Britain from Above is a four-year Heritage Lottery funded project to conserve and make available 95,000 of the earliest and most fragile aerial photographs from this unique collection showcasing Britain's changing landscapes in the first half of the 20th century (see Hill and Mills pp 35–6 for further details).

In Levenshulme, Manchester, Year 4 pupils from a local primary school worked with a garden designer to create 'Around the World in a Manchester Garden' for this year's RHS Flower Show at Tatton Park. The students interpreted Aerofilms photographs of Levenshulme to find out how gardens in their local area used to look. To get ready for the show, pupils grew vegetables that would have been in a Dig for Victory allotment, painted bricks as a reminder of the local industrial heritage still visible in the 1930s, and built model houses representing Manchester's well-known back-to-backs.

One 9-year-old pupil learnt 'that the olden times didn't have nice gardens and parks. Also I've learned there are lots of houses that are tiny and ours are big'. An educational resource created by the project manager and garden designer, Angie Turner is available on www.britainfromabove.org.uk

Inspired by aerial photographs of Levenshulme in the 1930s, pupils from Crowcroft Park Primary School designed a garden that took visitors on a journey through Manchester's heritage to its vibrant present.

© Angie Turner



Services and on-line resources

The English Heritage Archive collections comprise around 12 million items relating to England's historic environment, 70% of which are photographs dating from the 1850s to the present day, as well as reports, drawings, and plans.

To find out more go to:

<http://www.english-heritage.org.uk/professional/archives-and-collections>

Or contact: Archive Services, The English Heritage Archive, The Engine House, Fire Fly Avenue, Swindon SN2 2EH
Tel: 01793 414600, fax: 01793 414606 or email: archive@english-heritage.org.uk

English Heritage Archive

www.englishheritagearchives.org.uk

The Archive Catalogue includes descriptions of more than 1 million photographs and documents

Portico

www.english-heritage.org.uk/portico

In-depth histories of English Heritage sites

Heritage Gateway

www.heritagegateway.org.uk

National and local records for England's historic sites and buildings

PastScape

www.pastscape.org.uk

England's archaeological and architectural heritage

Heritage Explorer

www.heritageexplorer.org.uk

Images for learning; resources for teachers

The following **Designated Datasets** held by English Heritage are available for download via the English Heritage website,

<http://services.english-heritage.org.uk/NMRDataDownload/>. They are suitable for use in a Geographic Information System:

- Listed buildings
- Scheduled monuments
- Registered parks and gardens
- Registered battlefields
- World Heritage Sites
- Protected wreck sites

Education Visits

Are are free at English Heritage properties, www.english-heritage.org.uk/education

Legal Developments

The Big Issue of Little Harm

Mike Harlow, *Governance and Legal Director, English Heritage*

‘Creeping normality’ refers to the way a major change can be accepted as normal if it happens in unnoticed increments even though it would be regarded as objectionable if it took place in a single step. It is a serious potential problem for heritage conservation.

If we are to look after what matters about our historic buildings and sites – their heritage significance – then we need to not just worry about the major proposals for change, but also about the cumulative effect of the small things.

Fortunately, heritage planning law and policy is as concerned with the small changes as it is with the big and this has been underscored in a couple of important judicial review cases this year.

First came Lyveden New Bield in which English Heritage was directly involved (*Barnwell Manor Wind Energy Limited –v– East Northamptonshire District Council and ors* [2014] EWCA Civ 137). This concerned a wind farm’s impact on the setting of Lyveden, a Grade I listed building owned by the National Trust. An appeal inspector had given permission, judging the harm to the setting of Lyveden to be minor. The issue was not his grading of the harm so much as the weight he had given to this level of harm in comparison to the benefits of renewable energy.

The Planning (Listed Buildings and Conservation Areas) Act 1990 says that a planning decision must pay ‘special regard to the desirability of preserving’ a listed building and its setting. The Lyveden case reaffirmed that this means the conservation of a listed building should be afforded ‘considerable weight and importance’.

The National Planning Policy Framework (or NPPF) says that ‘great weight should be given’ to the conservation of all designated heritage assets and that harm of any level requires ‘clear and convincing justification’ (paragraph 132). The inspector in Lyveden was using the predecessor heritage policy, PPS5, but the phraseology was essentially the same.

The fault in the Lyveden case that led to the courts overturning the inspector’s decision was that he did not seem to apply the sense of weight or importance that the law and policy require when balancing the minor (or ‘less than substantial’ in NPPF terms) harm with the benefits of the wind farm. Paragraph 134 of the NPPF says that less than substantial harm ‘should be weighed against the

public benefits of the proposal’. But put that with the ‘great weight’ of paragraph 132 and you should appreciate that minor harm does not mean merely a minor concern.

This may seem like arid semantics, but if you join the dots the result is straightforward and vital to conservation. Any harm is to be given ‘great weight’ whether it is serious, substantial, moderate, minor or less than substantial. Whatever adjective you choose to describe it and however the harm is caused – directly or through an impact on the setting – every decision should acknowledge the general priority afforded to heritage conservation in comparison to other planning objectives or public benefits.

If you search for ‘weight’ in the NPPF, you find that ‘great weight’ is to be given to designated heritage, National Parks, Areas of Outstanding Natural Beauty, mineral extraction, creating schools and outstanding design. ‘Substantial weight’ is to be given to green belt and ‘significant weight’ is to be given to economic growth. There are of course many other sustainable development objectives set out in the NPPF, but their priority is not given an explicit emphasis.

So there is a clear sense of order or priority to planning concerns in national policy and heritage is up there with the most important. For listed buildings alone there is an additional statutory consideration that means the preservation of the building and its setting should be afforded considerable weight and importance, but this is entirely consistent with the NPPF’s ‘great weight’ for conservation, said the judge in another recent judicial review case on the point: *North Norfolk District Council –v– Secretary of State for Communities and Local Government and another* [2014] EWHC 279 (*Admin*).

I am pleased to say that these Planning Inspectorate decisions were the exception. The great majority thoughtfully and clearly reflect the court’s interpretation. Minor harm to a heritage asset can add up to major and irreversible damage. It is obviously right that planning decisions reflect on this threat each and every time.

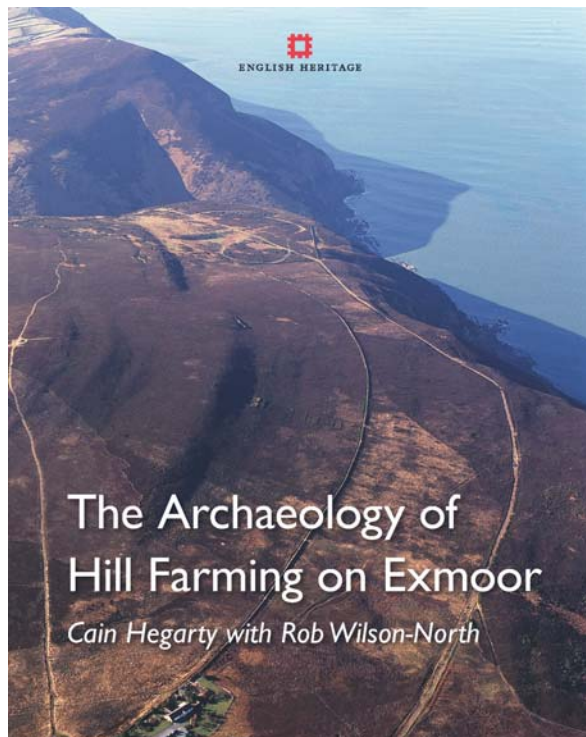
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Cain Hegarty with Rob Wilson-North



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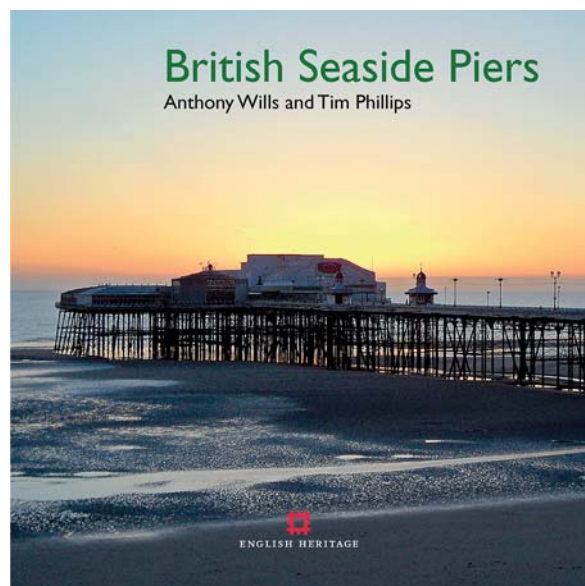
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Anthony Wills and Tim Phillips



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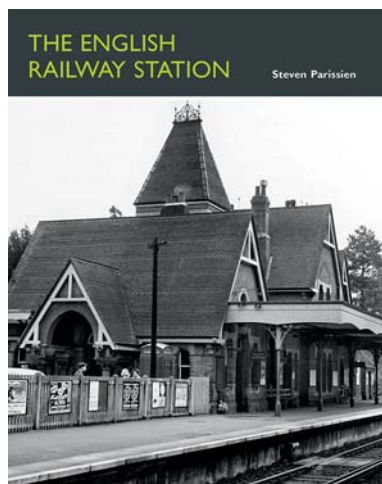
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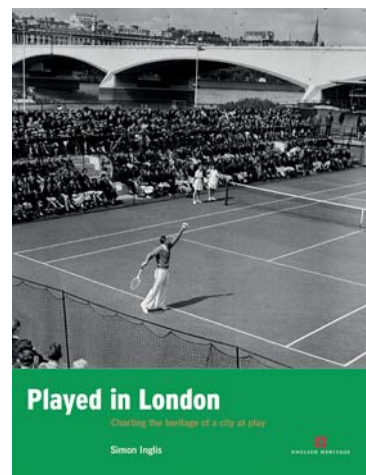
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