



Local History

Culture on your doorstep

Researched and written by Sally Fort, on behalf of Curious Minds

INTRODUCTION

Local History

Culture on your Doorstep

Recent years have seen a growing shift in emphasis towards local history, which culminated in autumn 2014 with the new National Curriculum.

Local history is now mandatory for all maintained schools. This publication responds by presenting some of the exciting work that has taken place between schools and cultural organisations across the North West to explore the new curriculum.

Every heritage, arts and cultural organisation can help a school on its doorstep to engage with local history and culture.

We have produced this publication to share some inspiring projects in the North West, with case studies of work that have engaged children with culture and heritage. These are drawn from nationally co-ordinated programmes such as Arts Council England's Pennine Lancashire Museums and Schools programme, and Historic England's Manchester Heritage Schools. These case studies are complemented by examples from locally driven work such as the Liverpool Curriculum and Culture Pilot, the Blackpool Schools Cultural Programme, and Animate Barrow.

Alongside case studies we have asked our experts to provide:-

- Practical activities
- Images
- Top tips

So that the reader can transfer these ideas to their own setting.

In many instances the themes naturally lent themselves to a combination of **history with literacy, geography, art, music, drama, dance or digital media**, becoming cross-curricular.



In some case studies you will see reference to 'enquiry questions' and 'enquiry based learning'. If this is new to you, it is a pedagogical approach using open ended questions so that children and young people become investigators. Educators provide some structure by prompting with questions and signposting to information or evidence. This shifts the role from teacher to facilitator so that children actively generate knowledge as well as receiving it.

Such creative projects are an opportunity for children to achieve individual recognition by working towards Arts Awards. More information about how to embed Arts Award into a history project can be found on p18. You might be a teacher looking to work with an arts or cultural organisation. Only a few are mentioned in this resource, but a full bank of many more such organisations around the North West can be found at www.culturehubs.org.uk

We conclude, in the spirit of the Area Based Curriculum approach described by Keri Facer in our foreword, by championing the value of local heritage, art and culture.

In the words of the charity, Common Ground,

“often it is the most commonplace things, the locally abundant, the places and wildlife on our very doorstep, that we take for granted, that slip through our fingers.”

We hope you are inspired by this set of case studies and resources.

Dr Stephanie Hawke

Partnership and Development Coordinator: Schools and Heritage.



ACKNOWLEDGEMENTS



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- Nicole Johnson, Roose Community Primary School, Barrow in Furness

The resource was researched and written for Curious Minds by Sally Fort
www.sallyfort.com

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Blackpool Council

Cumbria
County Council

CF
creative futures
Cumbria



Historic England

Lancashire
County Council

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Liverpool



FOREWORD

Area Based Curriculum Foreword

What is an Area Based Curriculum? At its simplest, it is the idea that 'it takes a village to educate a child'. In other words, that young people's learning will be enhanced by an education that draws on and is connected with the rich resources of the communities beyond the school walls.

This is an urgent and important idea today. The world is changing – new technologies are developing, populations are becoming more diverse, economies are undergoing rapid change, and the environment is threatened. In these contexts we have to stop assuming that schools alone can provide the educational experiences that young people need. Instead, we must look outside the school to recognise that cultural, heritage, charitable, public and community assets can also play a role in developing children's capacities to understand and contribute to a changing world.

An Area Based Curriculum encourages students, children and parents to see the world outside the school as a rich source of formal and informal educational experiences. It connects curriculum to places, spaces and resources of a local area.

In so doing, it builds on a long tradition, from the city-based environmental education of Colin Ward, to New York's Museum school, from Chicago's Summer of Learning, to The RSA's work in Manchester and Peterborough, and Bristol's 80by18 project.

When it works, an Area Based Curriculum can be transformative. It connects young people with their own heritage and histories. It transforms teachers' understanding of the resources available in local communities to support them in their role. It encourages the communities and cities of which schools are a part, to recognise that they too can play a role in supporting children's education. It builds bridges between often highly fragmented communities and cultures in our cities and regions.

Getting an Area Based Curriculum right takes fantastic teachers, some early effort, risk taking and great local collaborations. But it also builds the personal and institutional relationships that lay the foundation for a new understanding of education as something that is the responsibility not only of teachers and parents, but of whole communities. In other words, it creates a new educational landscape adequate to the complexities and richness of the world our children are growing up in today.

Professor Keri Facer,
University of Bristol



CHESHIRE CASE STUDY

Investigating a Heritage Site

Independent history advisor, Andrew Wrenn, has developed an approach to exploring a local heritage site. Rather than focusing on a particular period of a site's history, Andrew suggests ways in which pupils at Key Stages 2 and 3 can look at change over time. Below is an adaptation of Andrew's approach applied to Dunham Massey, a National Trust run stately home, park and gardens in Cheshire.

Guiding Principles:

- Go beyond looking at a site or venue from one moment in time. Explore a chronology of periods investigating when, why and how ownership, usage or design changed
- Organise activities around historical enquiry questions to pose learning objectives as accessible, rigorous problems to be solved. Build knowledge and facilitate intrigue
- Build a balance of focussed (deep) and overview (broad) enquiry questions on top of one another so pupils make use of prior learning from earlier questions
- Take into account what learning the class has already undertaken and how this can be consolidated or extended with a heritage visit
- It is important to combine reliable, accurate historical information with research opportunities that can develop pupils' skills



A short history of Dunham Massey

14th Century	15-16th Century	17-18th Century
The first known house on the site was a medieval moated manor house on land given to the Norman knight Hamo de Massey as a reward for services to William the Conqueror at the Battle of Hastings. The Massey family were owners of the estate for around 400 years.	By the mid-1400s, the wealthy and influential Booth family acquired the estate. Some say the Massey line died out, others that it was passed on for financial reasons, and another possibility is that it moved over through marriage. In 1587, 21 year old Sir George Booth inherited Dunham Massey and spent many years transforming it from medieval manor to the beginnings of the present hall.	For over a hundred years, heirs lost the family's fortunes through lifestyle choices and Civil War rebellions. In 1700 Sir George Booth married a wealthy merchant's daughter, doubling his family's finances. In 1732 he commissioned architect John Norris to remodel the house, leading to a Georgian red brick façade, impressive collection of fine and decorative art inside, and landscaped park designed around five avenues of trees based on the shape of a goose's foot.
Summary of changes	Summary of changes	Summary of changes
Estate won through war – de Massey family	Change of ownership – Booth family, renovation	War, finances lost and gained, and further redevelopment

TIMELINE

ACTIVITIES

1. CREATE A TIMELINE FROM ENQUIRY QUESTIONS: USING DUNHAM MASSEY AS AN EXAMPLE

Work with enquiry questions which build on one another, e.g.

- How do we know what Dunham Massey was like when it was first created?
- When did the greatest change happen to the building and why was this?
- How did Dunham Massey change between then and now? When, why, and how was it different?
- Why is Dunham Massey presented today like it is? Pupils can present their answers as a timeline.

2. RESEARCHING CHANGE OF USE

Pupils can annotate their timelines. The following questions could be used to inspire further research or group discussion:

- Why was the site / building important locally?
- Did any national or international events influence the change over time?
- Who owned the building / site and how did they come to own it?
- Who looked after it and how?
- Who used it and why?

3. USING IMAGES AS EVIDENCE IN RESEARCH

Pupils can add images to their timeline or research; or create a new visual timeline, showing its change over the years. Talk about how useful or reliable images are as a source. What extra

information can they offer a researcher? To what extent can we trust them and what might we have to consider when using them for historical research?

4. CREATIVE INVESTIGATION

Pupils can

- Learn from creative resources, studying drama, song, art, poetry, storytelling which may be from artwork of the time; or recreations by professional artists, performers etc
- Create their own performance, song, art, poetry, story, film etc.

Then work in pairs or groups to reflect on this experience, thinking about the way in which their interpretations were similar or different. Discuss why it might be important to compare different pieces of evidence when researching history.

5. CHARTING RESEARCH AS GRAPHS

Based on Activities 1 and 2 and any subsequent research, ask pupils to think about

- How important the building / site would be locally, regionally or nationally, then give scores out of ten for each
- How important they think it would be at times a,b,c or d from Activity 1, and score those out of ten too

Then create graphs from their scores. They could create graphs from different combinations, working individually or in teams, and annotate their graphs to explain how each score was reached. They can compare combinations and graphs to document how and why values changed over time.

18-20th Century	20th Century	21st Century
<p>Sir George's daughter Mary managed the estate until the mid-1700s when Grey ownership began as her husband the Earl Grey and later her son became the landowners. By the 1850s the building was left empty as the Greys stayed away to avoid local scandal, having married a circus performer into the family.</p> <p>In 1883 the direct bloodline ended and in 1905 distant cousin William Grey and wife Penelope Stamford moved in. From 1905-1908 they restored many original features, decorated internal rooms in the Edwardian style and added an imposing stone entrance.</p>	<p>William's son Roger Grey inherited Dunham Massey in 1910. In World War One, the home became the Stamford Military Hospital, treating 282 soldiers from 1917-1919. The Saloon became the main ward; the Great Hall was the soldiers' recreation room; the stairwell of the Grand Staircase became a small operating theatre and the Billiard Room was a staff room for nurses. Following the war Roger dedicated his life to reassembling the family's decimated collections of fine and decorative art; as well as protecting the ancient deer park and adding to the estates by purchasing surrounding farm land.</p>	<p>In 1976, with no family to succeed him, Roger bequeathed Dunham Massey to the National Trust. 30 years later, it welcomes 500,000 visitors to its tree-lined avenues, herds of fallow deer, Britain's largest winter garden, and the home. Dunham Massey is popular with families, wildlife fans and schools. The estate is now a wedding venue, and runs a busy events calendar and a learning programme offering activities exploring the working classes, game keeping, Victorian festivities, and flora and fauna. In 2015, the National Trust recreated the World War One hospital at Dunham Massey, for the centenary anniversary of the outbreak of WW1.</p>
Summary of changes	Summary of changes	Summary of changes
Change of ownership – Grey family, decay and major restoration	War: rooms take on new purpose, and major internal and external development	End of family ownership, start of charitable ownership, contemporary mixed usage and visitors

MANCHESTER CASE STUDY

South Grove 100 Years Ago

Focus: Investigating a local street

Plymouth Grove Primary in Manchester worked on a whole school project to investigate the history of a nearby street. South Grove is on the edge of Victoria Park. A hundred years ago Victoria Park was a gated community for prosperous businessmen and their families.

Partners:

Historic England's Heritage Schools Programme and Plymouth Grove Primary School

Objectives:

- Help pupils learn about Victorian / Edwardian life
- Focus on the lives of local people
- Help pupils feel excited about history
- Build a sense of local pride in the pupils
- Create lasting links between school and local heritage / history organisations

Project:

Using maps and photographs

Pupils used archive maps and Google Maps to view the local area from above; compared photographs from around 100 years ago and now; and researched local residents from the past via street directories and the 1911 census records. Different classes explored different themes including home, school, work, leisure and money.

Outside the classroom

They visited contrasting areas of South Grove, a street built for working class families, and the nearby Plymouth Grove, an area of large houses for the wealthy inside the gated community of Victoria Park. They answered questions using primary source material and visited Elizabeth Gaskell's House, a museum that was once home to the famous author, at 84 Plymouth Grove.

Literacy

Each year group developed their literacy as part of the project, with simple labelling activities, writing in character as a local resident and producing reports about their visits. Year 6 also worked with Manchester Guided Tours to create their own tour of the area, picking out key stopping points and creating a leaflet with descriptions and images.

The school then held a popup exhibition and celebration event at historic Victoria Baths, before creating a permanent display back at school.

Legacies & Outcomes:

- A permanent display and wealth of bespoke resources for future use by the school
- Staff in school see history through a different lens and are inspired and confident to do more
- New relationships between the school and Elizabeth Gaskell House, Manchester Guided Tours, and Victoria Baths
- A new resource created by Historic England, based on the project, which can be used by other schools. This includes a full scheme of work, lesson plans and a menu of relevant trips and visits

Further Information

Historic England Heritage Schools
bit.ly/HEHSchools
Heritage Explorer **bit.ly/HExplorer**
National census records **bit.ly/NCRRecords**
Historical Directories Online
bit.ly/HDOOnline
Elizabeth Gaskell's House **bit.ly/EGHouse**
Victoria Baths **bit.ly/VicBaths**
Manchester Guided Tours **bit.ly/MGTours**
Ancestry **bit.ly/LocalAncestry** or Find my Past **bit.ly/FMPast**
Google Maps **bit.ly/AerialMaps**
Manchester Archives **bit.ly/MArchives**
Archives+ **bit.ly/ArchPlus**

ACTIVITIES & TOP TIPS



TOP TIPS:

1. Get teachers out of the classroom to see and feel the history first, ideally with a guided tour around the area, site or venue
2. Use Google Maps (satellite view) to find a street around 100 years old. Zoom in to spot terraces with chimneys, bay windows / sash windows, and possibly a small back yard and / or simple stained glass, all of which are period features
3. Cross reference the street with archive maps from the time, historical street directories and the 1911 census, to help identify when the street was built. Although this can be time consuming, once done, the resources can be used again and again
4. If photos from the exact date and location needed cannot be found, use similar ones from elsewhere, with similar features, trades, dress, industry etc. Sometimes professional historians have to piece together a 'best fit' if the exact evidence can't be found

ACTIVITIES:

SET A BRIEF OR ENQUIRY QUESTION:

- Enthusiasm can be raised by explaining that pupils will be the first people ever to research this unique history. A special event could be staged, for example, 'Queen Victoria' came to Plymouth Grove to set the pupils their challenge

GET TO KNOW YOUR CHOSEN STREET:

- Compare archive maps with Google Maps (street view and satellite view); compare old and new photographs; visit the street to look at details which could be sketched or photographed (check with residents for permission). Find out who lived on the street using old street directories and census records

THINK ABOUT LIFE FROM DIFFERENT ANGLES:

- Plymouth Grove found out about home life, school life (using the school's own log books), used old maps to look for clues about leisure time, and compared the different lives of very rich and very poor people around the area

INCLUDE CROSS CURRICULAR LINKS:

- Developing labelling activities for younger pupils, exploring creative or documentary writing with older classes, and creating tour guides, all contributed to pupils' literacy. Studying maps and becoming tour guides enabled links to geography; and research based artworks were developed by all year groups
- Present research in creative, engaging ways: Year 6 created a guided tour, planning the route, key locations, researching interesting facts and designing a tour leaflet. Every class made artwork that was exhibited for the public



INVESTIGATING A LOCAL STREET

LIVERPOOL CASE STUDY

The Stone, Bronze and Iron Ages

Focus: Investigating a historical period

King David Primary wanted to investigate how local heritage and learning outside the classroom could make history tangible for Year 3 pupils. As part of the school's curriculum review, the teachers were keen to develop new approaches, trying new partnerships and methods.

Partners:

School Improvement Liverpool and King David Primary School with Calderstones Park, The Reader Organisation and World Museum Liverpool

Objectives:

- Develop knowledge and understanding about Stone, Bronze and Iron Age times, specifically around challenges and achievements, as well as farming, tools, clothing, and how life changed as new materials were discovered
- Identify how a handling collection, field trips, and learning outside the classroom can support a term long school topic and larger curriculum redevelopment
- Increase pupils' engagement in history by exploring cross curricular ways to make the past more tangible and developing their investigative skills through enquiry based learning

Project:

Opportunities through partnership

Calderstones Park helped King David Primary identify outdoor sites to increase pupils' understanding of the Stone, Bronze and Iron Age periods by maximising cross curricula potential.

Outside the classroom

They visited the Calder Stones, which once formed part of a chambered Stone Age tomb, looking closely and making sketches. They visited woodlands similar to the Stone Age environment at Black Woods to develop their vocabulary and role played an attack on an Iron Age hill fort at Camp Hill. At The Mansion House they worked with the Reader Organisation to explore the topic further.

Working with a museum

The school also worked with World Museum Liverpool and its handling collection of artefacts connected to the Stone, Bronze and Iron Ages. Museum staff provided information and questions to prompt investigations and help pupils imagine life in those times. Working in groups, pupils explored stone axe heads, a stone quern, animal skins and scrapers and metal tools, answering questions and consolidating their learning about the changes in Britain from the Stone Age to the Iron Age.

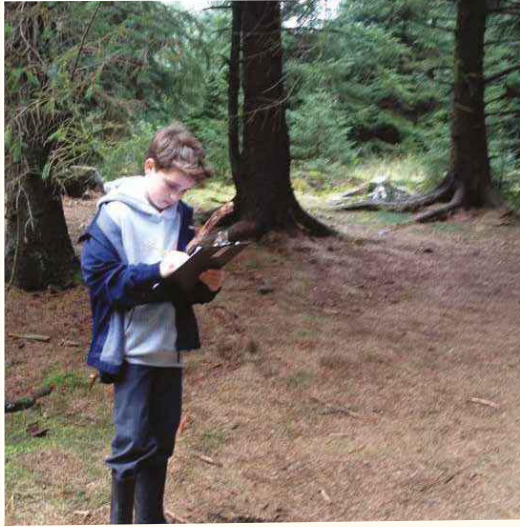
Legacies & Outcomes:

- Teachers helped the museum develop their existing offer by piloting and feeding back on adapted workshops to support the new curriculum, ensuring their value to other schools in the future
- Pupils learned a lot about the Stone, Bronze and Iron Ages in a short space of time
- Working outside the classroom and using authentic historic artefacts and locations helped pupils feel closer to historic times, understanding the subject more tangibly, and increased their engagement in learning
- The school identified how a museum workshop and handling collection can complement a larger topic, part way through the term
- Teachers have a stronger understanding of how a field trip can use and support creative and enquiry based learning across the curriculum. They are more likely to embed visits and field trips when planning topics
- Teachers have a stronger understanding of how a local study can fulfil a number of curriculum requirements

Further Information

Calderstones Park bit.ly/Calderstones
Friends of Harthill & Calderstones Park
bit.ly/FHCPark
The Reader Organisation
bit.ly/TROrganisation
World Museum Liverpool bit.ly/WMLiverpool

ACTIVITIES & TOP TIPS



TOP TIPS:

1. A conversation between teachers and heritage organisations can identify at what point in a topic the visit will occur, so the session can reinforce prior learning and build new knowledge and skills
2. A preparatory visit can help teachers and heritage educators to identify contacts, resources and further opportunities. By making a visit to Calderstones first, teachers were able to make links with literacy and get access to artefacts not readily available to the public
3. Encourage pupils to use all their senses by using handling collections, sketching, listening to descriptions; readings or the sounds of the environment; exploring contrasting sites through touch; vision and movement (like the sensory immersion in the Black Woods and the cries of the Celtic warriors on the hill fort)

ACTIVITIES:

HANDLING COLLECTIONS:

- Object based lessons are a great way to encourage historical enquiry. Find out if your local museum has a handling collection available to loan, or source replica artefacts from educational suppliers. Group the objects according to themes or periods. Pupils can work in teams and move carousel-style from one collection to the next, acting as detectives asking and answering their own questions. Support this activity with additional facts and questions

EXPLORING TOPOGRAPHY:

- Use maps, photographs and field trips to identify Stone, Bronze and Iron Age features in the landscape

CREATIVE INVESTIGATION:

- Creative activities encourage attention to detail. For instance: sketches of stonework details, landscapes, symbols and artefacts can help pupils look at things differently and prompt different kinds of questions; role play helps history become more tangible and supports deeper understanding; creative writing and listening to experts generates new vocabulary



INVESTIGATING A
HISTORICAL PERIOD

BLACKPOOL CASE STUDY

Bright Lights: Blackpool Illuminations

Focus: Creative engagement with maths

Mereside Primary worked with the cultural and archives team at Blackpool Council to develop a numeracy teachers' cluster and teaching resource for Key Stages 1 and 2, investigating the creative maths potential of the Blackpool Illuminations archives.

Partners:

Blackpool Council, Blackpool Illuminations Collection and Mereside Primary School

Objectives:

- Address the ongoing maths priority identified by local schools
- Support and improve maths attainment
- Ensure clear learning outcomes for engagement with the Illuminations collection
- Offer children and young people an insight into / connection with local heritage and identity
- Develop new relationships with numeracy co-ordinators to increase the reach, capacity and expertise of a well-established cultural learning partnership between cultural and school staff

Project:

Building on relationships

Building on a successful programme of curriculum development inspired by heritage and the strong relationships this created, Blackpool Council responded to requests from numeracy coordinators to collaborate on a heritage themed resource for maths.

Working with heritage resources

Lightworks is the depot where the Illuminations are manufactured. It also houses a rich archive of designs and drawings. Teachers worked with staff from the archive and cultural services to explore the Lightworks archive looking for pattern, symmetry, angles, shapes, measurements, time and other connections to the maths curriculum.

Outside the classroom

Everyone was surprised to find out that half of the children participating had never visited the Illuminations and even fewer knew about the Illuminations depot or the large artworks celebrating the end of the Illuminations known as the 'tableaux'.

A pilot project involved:

- Coach trips for staff, pupils and parents to see the display and tableaux in its entirety
- A workshop at Lightworks to learn about the archives and enjoy creative activities
- A guided tour of Lightworks focussing on maths

A toolkit

The team produced a teacher toolkit covering the Primary Maths Curriculum, with a timeline of the development of the Illuminations and ten sections. The sections each include an illustration from the Lightworks archive, a fictional story inspired by the images and suggested maths and creative activities.

Legacies & Outcomes:

- Nearly 200 children and parents visited the tableaux for the first time, with almost 400 children and parents visiting overall
- Over 300 children and 40 teachers visited the Illuminations archives and historical collections at the Lightworks depot for the first time and have increased knowledge of their local history
- Every school in Blackpool now has a copy of the resource

Further Information

Blackpool Illuminations blog
bit.ly/BIIlluminations

Blackpool Heritage Collections
bit.ly/BHeritage

Lightworks bit.ly/BLightworks

ACTIVITIES & TOP TIPS

TOP TIPS:

1. Work in partnership to identify and respond to a need, building relationships and possibilities collaboratively
2. Don't make assumptions about the previous experiences of children. Learning outside the classroom can be more effective by using pre and post visit opportunities and resources to stimulate and consolidate learning
3. Start where there is an interest and a will. Teachers from just six schools were involved at the outset. Now all schools in the area have a copy of the resource
4. Keep resources flexible. Some teachers may follow them to the letter though many will pick and choose excerpts and adapt them to fit with their own topics and plans
5. Use heritage to bring something unique and special to a subject. Schools saw the benefit of working with Lightworks because maths was at the heart of the project, but numeracy co-ordinators were looking for cross curricular potential. Local heritage stimulated all kinds of creative activities related to, for example, history, art, literacy, PSHE, geography and music
6. Combining collections, environment and local personal expertise created the maximum impact
7. Involving parents early on can make a significant difference to primary aged children's immersion in their learning

ACTIVITIES:

KALEIDOSCOPE EXCERPT FROM BRIGHT LIGHTS TOOLKIT:

If you take a kaleidoscope and look through it then turn it slowly you can see the mosaic moving, shaking and changing into different patterns, diamonds, triangles, squares bumping and shifting. Blackpool magic makes the kaleidoscope see things in a different way. The kaleidoscope is passed round Blackpool children. Every time they twist it they can see Blackpool in the past and Blackpool in the future. They see people come alive dancing, walking on the pier, building sandcastles, riding donkeys, eating ice creams.

SAMPLE CREATIVE ACTIVITIES:

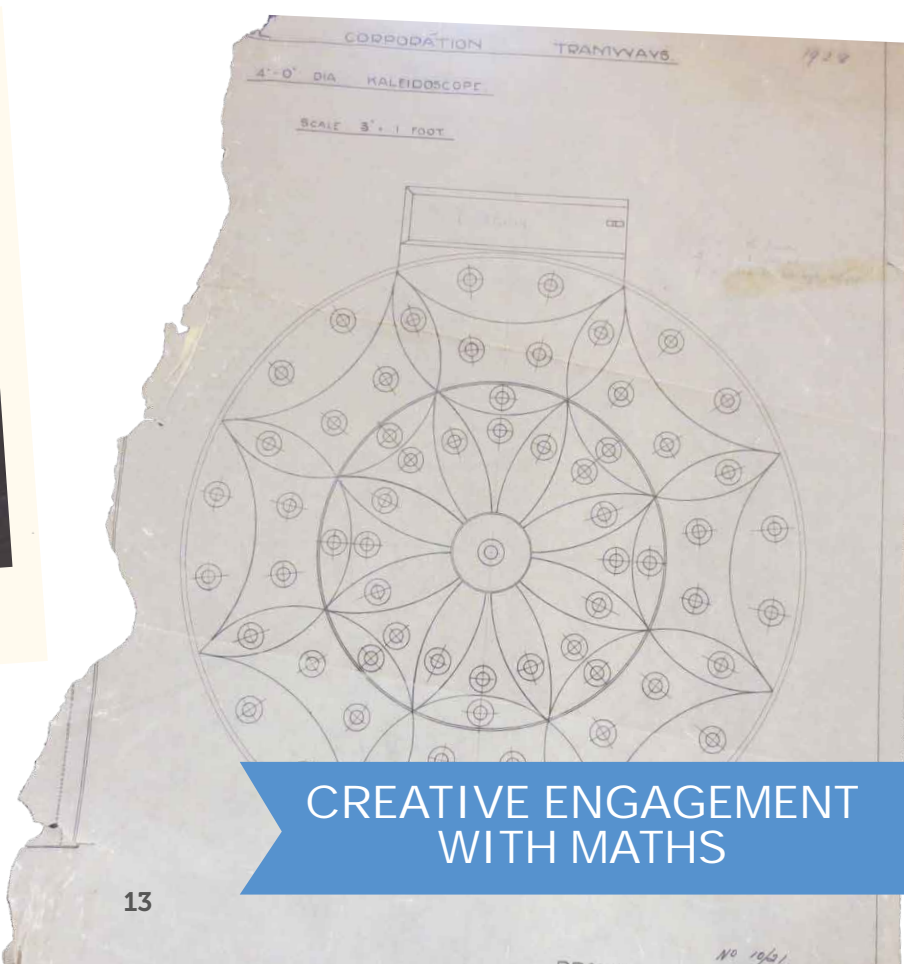
- Research mosaics and create a mosaic sample board to explore different designs
- Make mini-mosaics into books with different stories. Where are the mosaics? Whose buildings, homes, who walks over them, what story does the mosaic tell us?

SAMPLE MATHS ACTIVITIES:

- Use 2D shapes to make kaleidoscope pattern, discussing and naming shapes appropriately (Year 1)
- Fill in missing half of kaleidoscope shape by reflecting existing half using tracing paper to complete the symmetry (Year 4)



image credits: Archive illustrations of kaleidoscope illumination designs held at Lightworks, copyright Blackpool Council Historic Collections



CREATIVE ENGAGEMENT
WITH MATHS

CUMBRIA CASE STUDY

Memory Café

Focus: Exploring the the local town

Barrow Archive & Local Study Centre helped Year 5 pupils at Roose Primary explore the industrial past of their local town. The pupils collected local memories to add to their research, and shared their findings in a digital artwork.

Partners:

Barrow Archive & Local Study Centre and Roose Community Primary School with Creative Futures Cumbria and Shaun Blezard

Objectives:

- Use local heritage resources to deepen pupils' knowledge and understanding of the local area and its uses over time
- Build pupils' knowledge and understanding of the town's local mining history and find evidence of past industries in today's town
- Inspire pupils to create art which demonstrates local knowledge
- Achieve Arts Award

Project:

Partnership

Creative Futures partnered a Year 5 class at Roose School with Barrow Archive & Local Study Centre and artist Shaun Blezard to explore the history of Roose.

Visiting the Archive

Pupils worked in three groups which swapped around to cover:

- Local population growth through maps and census records, noting the significance of buildings like worker's cottages, the workhouse and the new school
- Life at the workhouse through dietary records, rules and regulations, a guardians' minute book, plan of the building, and admission and discharge registers
- Why and how archives operate, with exclusive access to storage areas and hands on activity such as turning the wheels of the mobile storage stacks.

The class extended their learning by taking a photography walk and researching online.

Sharing with the wider community

They held a memory café where local residents brought their memories, photographs, documents and newspaper cuttings. Artist Shaun Blezard helped the class use the Comic Life app and they worked in pairs to create comics based on their research. Copies of the comics were given to everyone involved and the class presented their work in assembly.

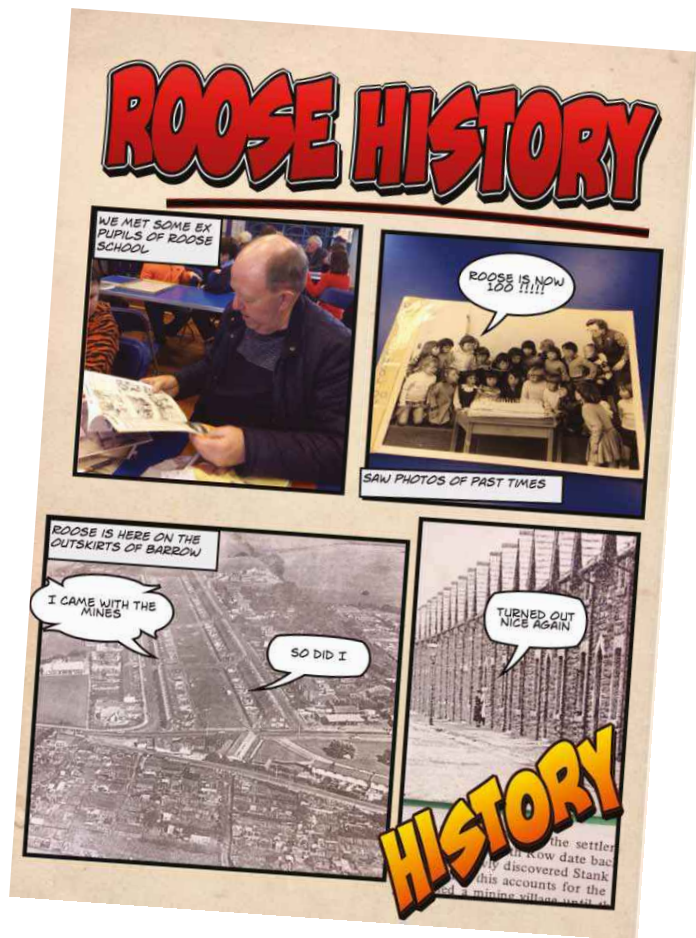
Legacies & Outcomes:

- For the archive this led to new audiences in and out of school. The pupils had never visited before, and awareness of the archive and study centre was spread to family and other community members
- Pupils developed new skills in understanding historic documents such as maps and written documents. Having special access to usually inaccessible areas helped heighten their engagement and immersion in their learning
- Pupils developed personal and local pride by sharing their work with others, and increasing their knowledge of the historic identity of their town – having a personal relationship with the area and building their sense of place
- The project acted as a vehicle for community building through the memory café and by circulating the comic strip throughout the school and local residents. Community relationships have been created and strengthened as the school and residents continue to meet in fortnightly coffee mornings
- The pupils found names linked to their own family at the archives. As a result the school hopes to create a future project around this discovery, connecting more pupils and their families with the archives
- The school has since booked another workshop with the archive, exploring iron mining and shipbuilding histories
- All the pupils achieved Arts Award Discover and the teacher is now a trained Arts Award adviser

Further Information

Roose: The Comic bit.ly/RTComic
Animate Barrow: Roose School project bit.ly/ABRoose
Barrow Archive & Local Study Centre bit.ly/BALStudies
Creative Futures Cumbria bit.ly/CFCumbria
Shaun Blezard bit.ly/SBlezard
Cumbrian Cultural Learning Networks bit.ly/CCLNetworks

ACTIVITIES & TOP TIPS



TOP TIPS:

1. Make the most of the unique opportunities a heritage visit can offer by including access to special places and first hand historical artefacts. Schools can't get this from anyone else
2. School and heritage partners can identify educational needs together, and respond to them with a bespoke package of activity
3. Merge historical projects with creative outcomes. It inspires and promotes excitement in pupils, helps them focus, and provides memorable experiences
4. Do something different and outside of usual comfort zones. The lead teacher explained that the Memory Café was one of the most successful parts of the project, but at the start she was unsure and doubted it would be useful or successful
5. Plan a basic structure to a project but don't feel the need to stick to it rigidly. Be prepared to change direction when you are working in partnership with other organisations
6. Heritage educators can often deliver activities in school, particularly for schools that find it difficult to make educational visits. For heritage educators, this is a great way to demonstrate the quality of what is on offer for schools and can increase the likelihood that a school will choose to make a visit in the future

ACTIVITIES:

SECRET SPACES:

- Arrange a tour of storage or access to 'staff only' areas. Access to 'secret' special places not normally available helps pupils feel more immersed in learning and heightens their engagement. This is a feature heritage organisations are uniquely able to offer

MEMORY CAFÉ:

- Run a memory café at school or the heritage site. Invite local residents to bring memories, family stories and items from the local area. Themes can be set to help keep the event focussed and bring a particular topic to life. Create a community museum in school with the items, or record the stories, photograph objects, and copy documents - (with owner's permission). This can be done professionally with the help of a heritage partner, or as a research activity by pupils

CREATING CHARACTERS:

- Ask pupils to identify a location and a person from the town's past. Tell a story (real or imagined) using this setting and character, using digital video, comic or poster making apps. These can be launched at a special event for the school community at the heritage venue, in the school and / or online.



EXPLORING THE
LOCAL TOWN

LANCASHIRE CASE STUDY

The Barrowford Loom

Focus: Investigating a local hero

Pennine Lancashire Museums invited teachers to work with them to create new education resources and activities. Barrowford Primary responded, with an interest in the local textiles industry, and rhythm and poetry for Year 4 pupils.

Partners:

Pennine Lancashire Museums and Barrowford Primary School

Objectives:

- Teachers to bring new ideas to museums about how collections can be used by other teachers
- Help museums see the different ways they can support the curriculum
- Develop activities to explore rhythm, speech and poetry and increase engagement in literacy
- Explore history of the local town and a relevant historic figure

Project:

Working with a museum

A Year 4 teacher was invited to meet with the Lancashire Museums team to explore ideas. The teacher learned about a textiles handling collection which was then sent as a loan box to school and used to introduce a local history topic to the class.

Bringing history to life in the classroom

A costumed actor visited school soon after, using the loan box to help portray local inventor, James Bullough who helped develop the Lancashire Loom. He worked with pupils to create 'The Barrowford Loom' where each child chose a part of the loom, created an action and sound for it, and worked with others to create and perform a moving human loom. They performed this again at Queen Street Mill museum (home to fully operational Lancashire Looms).

Outside the classroom

At the Museum, they took part in two workshops:

- One creating music and rhythms with the pirns (shuttles) from the looms
- The other using onomatopoeia to inspire the writing of poems with sounds from the mill

The teacher added to the topic by taking children to a large local sculpture of a flying shuttle, and helping them make their own small shuttles in class.

Arts Award

The children and teachers collected evidence through photographs and writing which the children then used to achieve Arts Award Discover.

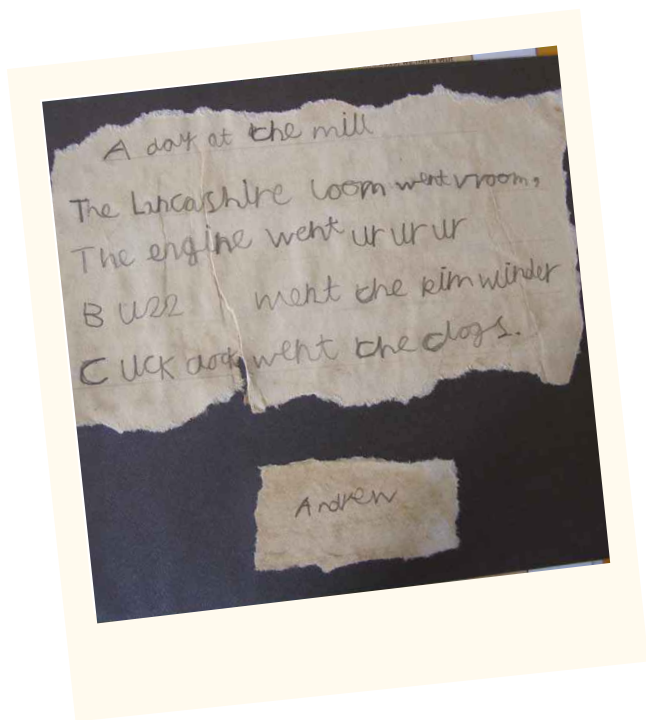
Legacies & Outcomes:

- The museum and school developed strong relationships and four classes from the school have since visited the museums group
- Lancashire Museums have so far supported 120 pupils from the school in achieving their Arts Award through the partnership
- Pupils shared learning with families during and at the end of the project, increasing wider community awareness and enthusiasm for the local museums
- The school worked with the museums again to develop art workshops at a different site
- Both sets of workshops are now part of the museum's learning programme and have attracted other school groups
- Pupils' enthusiasm for and learning about the local heritage of the area increased, leading to greater engagement and achievement in their literacy skills and knowledge
- Lancashire Museums saw their sites and collections in new ways and increased the range of curriculum subjects they can now support, expanding from a history focus into literacy, music, dance, drama and art
- The museum offers a wider range of options to teachers now: loan boxes can be borrowed before a visit, and costumed characters can be booked before or after a visit

Further Information

Pennine Lancashire Museums bit.ly/PLMuseums
Queen Street Mill bit.ly/QSMill

ACTIVITIES & TOP TIPS



TOP TIPS:

1. Look at the cross curricular potential of heritage visits, and be open to discussions and negotiation. Don't make assumptions about what might be possible. Schools often want more than history alone, and museums can often adapt or create activities and resources according to requests
2. Heritage organisations and teachers can collaborate to create new sessions. Teacher panels can be difficult to establish and sustain, so working with individual teachers or existing local clusters can be another useful option
3. Add value to the museum offer by including links to other local resources such as local public art and landmarks
4. Build Arts Award in and do it as you go along rather than trying to cover it retrospectively
5. "Don't prejudge anything, be experimental with themes!"
Gill Brailey, Lancashire Museums



ACTIVITIES:

LOAN BOXES:

- Create or use these to support pre-visit learning in school. Include information about each handling object and some suggested activities with curriculum links and specialist vocabulary. Some teachers may adapt these, and may or may not use the suggestions. Offering layers and options means teachers can work to their individual needs

ROLE PLAY:

- Use this to bring historic characters to life. This might be something the heritage organisation creates and provides, or an activity pupils develop based on their research

HUMAN EXHIBITS:

- Select a machine or mechanical object from the period studied. The object might represent a local invention or industry. Encourage pupils to observe as many of its features as possible and notice how they all connect. Discuss what shapes and sounds they might make when put together or used in a particular environment. Ask / support pupils to make a human recreation, portraying the shapes, movement and sounds they've noticed, then practise it and perform it for an audience

VOCABULARY BANK:

- Talk to pupils about what a historic industrial site would have looked, sounded, smelt and felt like (even tasted if you can!) See how many words they remember from the descriptions and create word banks (individually or collectively). These can be used as the basis for writing poems, short stories, songs, posters, scripts, newspaper articles, adverts or banners to focus on a particular element of their experience and bring all their learning together



INVESTIGATING
A LOCAL HERO

ARTS AWARD

Arts Award's unique qualifications support children and young people up to the age of 25 to develop a range of creative, communication and leadership skills. Arts Award can be achieved as part of any local history topic that involves visits, creative learning and sharing through the visual arts, music, dance, drama or any other art form.

Arts Award has five levels: Discover, Explore, Bronze, Silver and Gold. To run the award, you need to attend Arts Award adviser training which is widely available – book online at www.artsaward.org.uk/training

Exploring local history and the culture on your doorstep? Here are some suggested activities that can support Arts Award:

- Visits to a museum, heritage site or historic house
- Taking part in a workshop or activity and using it to inspire creative work
- Curators, artists, heritage educators or living history characters visiting the classroom
- Object handling sessions or museum loans boxes used to inspire creative work
- Exploring art and design within a museum, site or collection
e.g. architectural features, interior design, fine arts, ceramics, sculpture, textiles or the music, dance or drama once performed within that space
- Finding out about artists and craftspeople local to your area
- Finding out about artists and craftspeople whose practice is represented in a historic collection
e.g. painting, sculpture, pottery, textiles, stone masonry, wood carving, furniture design or glassware
- Responding to heritage and history through the arts
e.g. drama, dance, music, painting, pottery, sculpture, photography, poetry, film, animation, art, design and media
- Sharing learning through performance or exhibition at a museum or heritage site

Arts Award is managed by Trinity College London in association with Arts Council England working with 10 regional Bridge organisations. Curious Minds is the Bridge organisation for the North West.

To find out more visit www.artsaward.org.uk

For further details or support in developing Arts Award in the North West, contact Teresa.East@curiousminds.org.uk



Further Information

Watch short films to see how children have achieved Arts Award in museum settings
www.culturestreet.org.uk/artsaward/films.php

Read case studies from museums running Arts Award and get resources at
www.artsaward.org.uk/museums

Curious Minds produced this short, fun film with Historic England to show how children can achieve Arts Award through a history or heritage project:
<https://vimeo.com/114865540>





Curious Minds is the North West's lead agency for cultural and creative education. We are funded by Arts Council England to bridge the education and cultural sectors. Our aim is to ensure every child and young person has the opportunity experience arts and culture. We do this through our fast growing networks and partnerships, working with schools, building on good practice, encouraging quality, providing infrastructure for key programmes such as Artsmark and Arts Award, and stimulating new investment. We look forward to hearing from you and taking children and young people's talents to the next level.

Feel free to get in touch : info@curiousminds.org.uk 01282 435835 www.curiousminds.org.uk

Culture Hubs is our North West network where educators, group leaders, practitioners, and creative or cultural organisations across the region can find out about one another. Look up who is in your area, and show your commitment to arts, culture and creativity for children and young people by adding your details to the network. www.culturehubs.co.uk



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