

Learning from the Past

A Short Course for Teachers

Educational Use of Museums, Ancient Monuments and Historic Buildings

Monday 11 April – Saturday 16 April 1988 at the College of Ripon & York St John, York

The central theme of LEARNING FROM THE PAST will be the investigation of the educational and interpretative aspects of visits to historical monuments, sites and buildings and their inter-relationship with the educational use of collections in museums, galleries and archives.

It is planned mainly as a practical course. It will employ discussion, practice with a range of skills and materials, and the exploration of resources provided by particular sites. The educational methods developed during the course are intended to have wider applications than simply to the individual sites studied so that course members can put into practice what they have learned, using their own local resources, whatever their discipline or the age group with which they work.

Evening sessions cover subjects of more general interest in developing a variety of approaches to the use of museums, monuments and buildings. Optional sessions give the opportunity to preview a wide selection of films, video and tape-slide resources available from English Heritage and other institutions.

The course will be limited to 80 members who will be asked to state in advance their particular interests and who will work in small groups on selected themes.

Archaeology, the Anglians and the Vikings

The way we study and interpret the evidence for the past changes from generation to generation; ways of presenting that evidence also change. This theme will look at the way archaeologists have discovered, recorded and are presenting the evidence for the Vikings and Anglians at two sites: York (at the Jorvik Viking Centre) and Heslerton (a major rescue excavation).

The emphasis of this theme will be to develop skills to enable course members to make use of an archaeological excavation and to study the evidence for the Anglians and the Vikings.

A deserted medieval village: Wharram Percy

Wharram Percy is probably the best known of the 'deserted medieval villages'. Survey and excavation since 1950 have revealed evidence from the prehistoric period through to the nineteenth century. At the site itself there is much to see and investigate from the medieval period – hollow way, house platforms, mill pond, fish pond and the church.

Course members will be able to develop ideas of using the 'humps and bumps' of earthwork sites, upstanding buildings, excavated archaeological evidence and documentary evidence for classroom and site-visit work.

Studying a parish church: All Saints North Street, York

For most teachers the nearest historic building is the parish church; several thousand of them are medieval and, unlike many historic buildings, are still being used for their original purpose. This group will focus upon All Saints North Street, in the heart of York. It is famous for its medieval windows and, like so many churches, it has an interesting morphology, changing shape and function over the years. This will appeal especially to those interested in imagery and art, and we shall look at All Saints as a reflection of medieval merchant town life since it is very well documented. Comparisons will be made with other York churches.

A railway community: York Railway Museum

Based at the Railway Museum in York, the group will explore the growth and the development of the local community in the nineteenth century, as it was affected by the North East Railway Company.

Consideration will be given to the curriculum process using local resources including buildings, rolling stock, archive documents and collections in the production of small group studies for teaching purposes.

A study of the military and domestic aspects of castle building: Helmsley & Middleham Castles

The course will aim to give members practical experience of how to use a castle to illustrate the development of military architecture, domestic planning and family life, and will focus on the activities appropriate to children of junior and lower secondary school age. The importance of relating site work to other resources and to areas of the curriculum will be illustrated.

Course members will be expected to contribute to the general work of the group during the course by undertaking an individual study on an agreed subject.

A city street: Bootham

Due to the size of York it is not practical to study the whole city. It is proposed to focus on the single street of Bootham. This will be surveyed using a range of topics, resources and techniques applicable to a whole town/city study. Topics will include an overview of Bootham, which could include video and computer elements (dependent on available resources), photography, 3-dimensional modelling (in clay or card) and drawing techniques. Individual building studies will be selected to describe the development of the street from site observation and recording of structural and archival evidence.

The country house: The Treasurer's House, York

The objective of this group will be to consider how country houses might be more effectively used in teaching. After considering a variety of strategies and sharing expertise existing within the group, course members will work on individual projects.

The Treasurer's House is a mainly seventeenth century building which has been in use as a residence through several changes of ownership. Its earlier character has been restored this century, notably through the enthusiasm of Frank Green, an enlightened Wakefield industrialist who lived in it from 1898 to 1930. The natural interest of the building is now complemented by period furniture and fittings collected under his patronage.

The course has been designed primarily for teachers from schools and museums, lecturers and advisers. Applications are also welcome from English Heritage and DoE staff, museum staff, owners, administrators and guides of historic buildings, members of the National Trust, the Historic Houses Association and other comparable organisations and institutions. European teachers and lecturers are also invited to apply through Council of Europe Scholarships.

There will be no charge for tuition. It is hoped that the costs of board and lodgings will be approximately £125. In addition to the resident members a limited number of non-residents whose homes are within reasonable travelling distance of York will be accepted.

Those requiring financial assistance with the expenses involved in attending the course should apply to their local education authority. In the case of teachers such assistance is within the discretion of local education authorities.

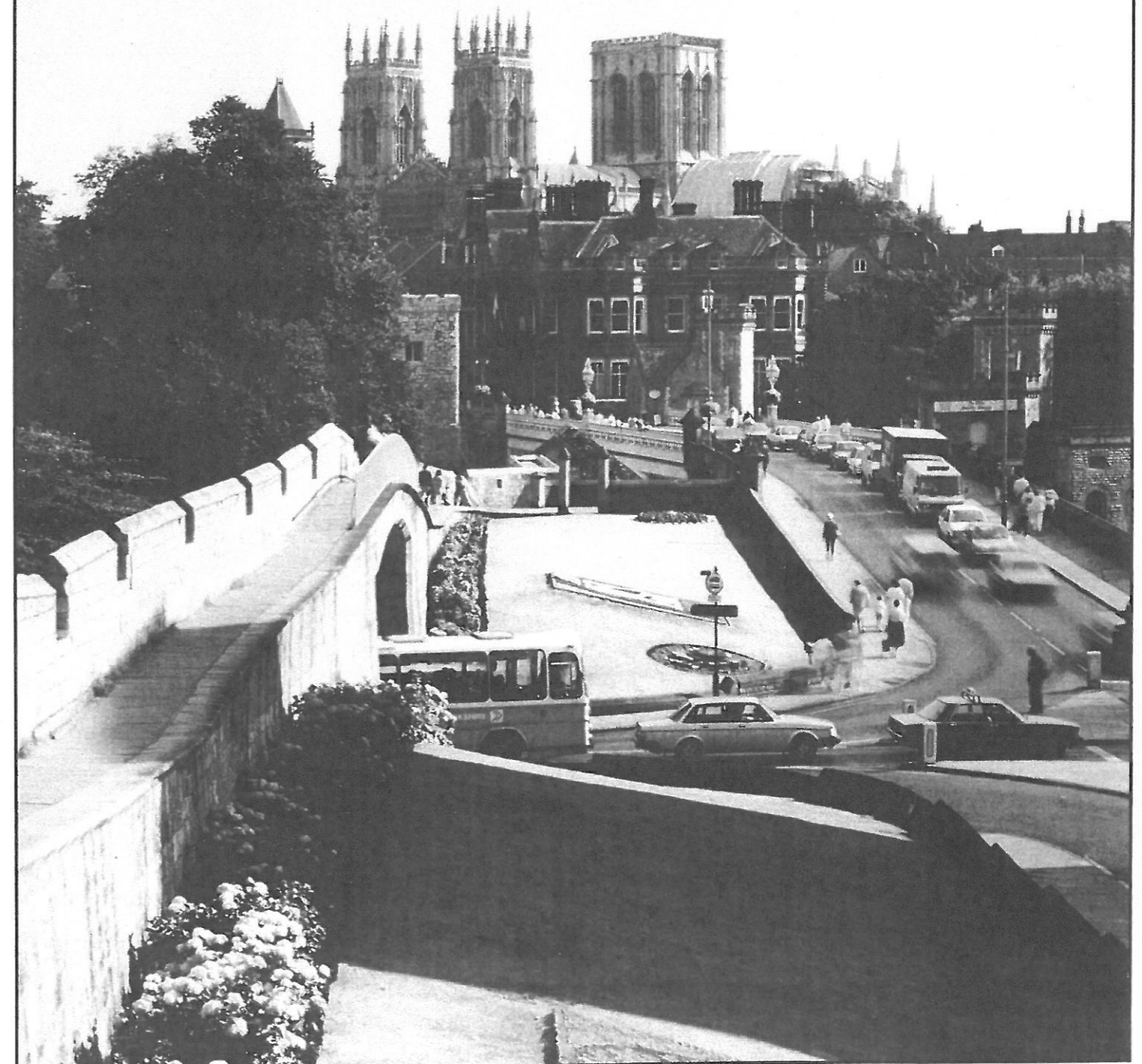
A form of application to the course (Form TT15) is attached. It may also be obtained from local education authorities or from the Department of Education and Science, Elizabeth House, York Road, London SE1 7PH. **Completed forms should reach the Department of Education and Science by 29 January 1988.**



English Heritage
Department of Education and Science
Department of the Environment

Learning from the Past

Monday 11th April – Saturday 16th April 1988



Completion of all sections on this page will help us in processing your application

SURNAME MR/MS FORENAMES		AGE	FOR DES USE
ADDRESS		LEA	
Telephone Number			
SCHOOL		POSITION ON STAFF	

Please write your name and address in the space provided below (including post code)

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DEPARTMENT OF EDUCATION AND SCIENCE

Form TT 15 (Revised 1980)

Application to attend a short course organised by the Department of Education and Science for teachers and others engaged in the Educational Service in England and Wales

	1988	(For use at the Department) SERIAL NUMBER
1 COURSE for which you are applying	Name of Course: LEARNING FROM THE PAST: YORK Dates: from 11 to 16 April 1988 Department's Programme Number: N228	
2 FIRST NAME AND SURNAME	M	Your age
3 QUALIFICATIONS — give particulars including the name of the institution and dates Degree: Training: Certificate: One Year or One Term Supplementary Course: Any other specialist qualifications:		Dates
4 EXPERIENCE (additional to 5 below) Types of educational service with number of years in each (e.g. Primary, Comprehensive, Adult, Youth, Advisory, Administration, College of Education etc)		Number of years
5 PRESENT POST Name, address and telephone number of establishment Age range of pupils/ students Type of establishment (e.g. Primary School, Comprehensive School, College of Technology etc) Maintained or Independent If maintained, name of local education authority Position on Staff (e.g. Head, Head of Department, Assistant, Lecturer etc) Full-time or Part-time (if latter give number of hours per week)	Telephone Number	Number of years
		Number on roll
		Number of hours