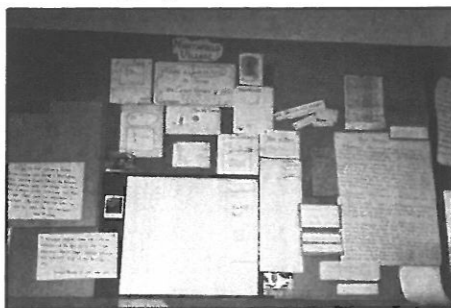


geographical, historical and social influences than we had time for.

**What Ought To Be?** It would seem arrogant to attempt an answer on such a brief acquaintance and no personal involvement in the place. The question would, however, be more pertinent to a study carried out by the children of the locality. The place is, after all, theirs!

The culmination of the work of all the members of our group was a combined display and shared talks about our efforts. It was incredible how everyone's investigations interlocked to provide a comprehensive overview of Northfield Old Village. Even more satisfactory was how we had all learned new skills from each other and witnessed the differing emphases that the different phases of education give to methods of historical enquiry. A most worthwhile experience.

Lyn Staszewska  
Education Liaison Officer, Norfolk  
Archaeological Unit



Using a database to study census returns

five days relief from the usual tasks and pressures of work and household - time and space to think - was not entirely distasteful! And in fact my expectations were more than met, as I hope to show in this article.

Of the available options, I chose 'Northfield: Village to Suburb' for several reasons: firstly, Northfield (a local suburb of Birmingham) was an area about which I knew nothing at all, and I wanted to approach my project entirely from scratch; secondly, this option would give me practice in finding and using primary sources for local history, and thirdly, it would show me some of the problems teachers might encounter when trying to build up a local studies element in their curriculum.

Within this option group, we worked in pairs, and our remit was to follow a particular line of enquiry, at our own level, then to work out ways of using what we had learned in the classroom, and finally to present our work to colleagues from the other groups. We were given a minimal introduction to the area, told where to go for further information, and taken for a walk around the Conservation Area in Northfield. Then, with three days to work on our project, and the assurance that our leaders, Peter Stone and Tony Boddington were 'at our disposal', we were left to get on with it!

At this point, panic threatened! Where to start? Shouldn't we have been given more information? We felt like amateurs

in a very specialised field - what if we got it wrong? (Whatever 'it' was). Should we, after all, have opted for another, more familiar, and thus less threatening, subject, with tried-and-tested guidelines? As we later realised, this was a calculated strategy on the part of the leaders - we would learn more by doing than by being spoon-fed! By the end of the second day, we had all found our lines of approach, all different - the use of drama to enter into the life of an imaginary Victorian pupil in Northfield, a graveyard survey, analysis of early maps and census returns, oral history, a project on the church and our own project trying to find explanations for certain topographical features we had noticed on our introductory walk.

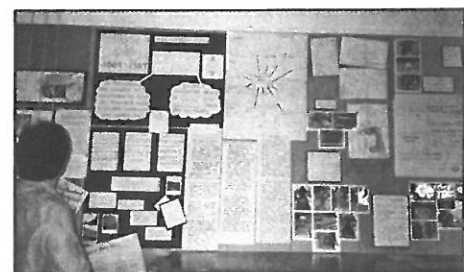
We all became immersed in our individual projects, going to local and city libraries, doing additional fieldwork, and reporting back daily. It was good to experience the excitement of doing our own bit of original research, and to be able to share our minor triumphs with the rest of the group. There was considerable overlap in the material we were using, so information and insights could be exchanged. I think these report-back sessions helped keep the momentum going, and prevented us from becoming absorbed in our own research to the exclusion of all else.

The necessity to share our work with others focused the mind wonderfully on the third day, and an atmosphere of suppressed hysteria prevailed (you know what it's like before a School Open Evening) - much cutting and sticking, competing for wall space, time on the word-processor, long scissors and the best coloured mounting card. However, any resultant stress was completely dissipated by the course dinner and party held on the Friday evening!

There was much else to do. One needed to be selective - it wasn't possible to take in or try everything that was available. I particularly like the 'Market of Ideas', where colleagues gave brief accounts of their work, and, as a computer-illiterate, I appreciated the opportunity to try out various programmes with an archaeological/historical slant, under the patient guidance of Sue Bennett. There were displays of work, books, and videos to watch, as well as two evening lectures, but despite all this solid content there was nothing heavy about the atmosphere which remained buoyant throughout.

Looking back, I remember the course as thoroughly enjoyable in every respect. What has remained with me is a renewed realisation of the importance of discovery in learning - made possible because we were simply given time and opportunity to do just that for ourselves. For that reason alone I would commend this course to anyone wishing to Learn from the Past.

Rachel Shaw  
Education Officer,  
Northamptonshire Archaeological Unit



The 'Village Group's' display, involving role-play and drama

What better way of breaking myself in gently to the new term than by spending the last week of the Easter holidays attending the 1989 English Heritage course 'Learning from the Past'? Not being quite sure what to expect, I hoped, at least, to learn some new techniques and approaches applicable to my own work, I looked forward to meeting new colleagues, and, of course, the prospect of



Tony, John, Rachel and Gilian, members of 'the Village Group'

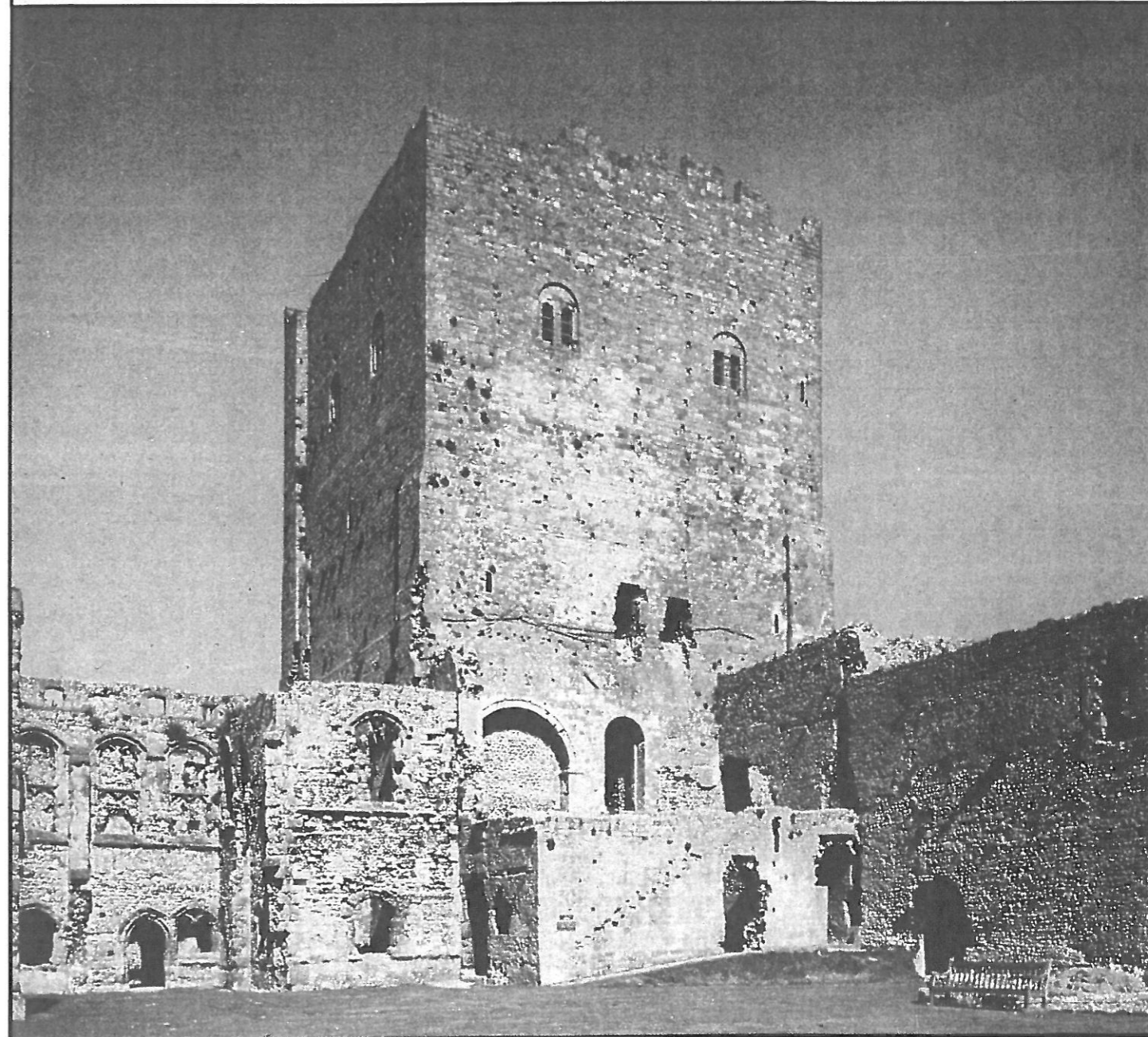


English Heritage  
Department of Education and Science  
Department of the Environment

# Learning from the Past

**A Short Course for Teachers**

Educational Use of Museums, Ancient Monuments and Historic Buildings  
Monday 2 April — Saturday 7 April 1990 at La Sainte Union College, Southampton



# Learning from the Past

## A Short Course for Teachers

Organised by English Heritage, Department of Education and Science and Department of the Environment  
Educational Use of Museums, Ancient Monuments and Historic Buildings  
Monday 2 April — Saturday 7 April 1990 at La Sainte Union College, Southampton

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 together with 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. Course members will relate some of their

work to specific targets in National Curriculum programmes of study. There will be opportunities to explore the applications of information technology. 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 including workshops

will 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 choose one of the following fieldwork groups in which they will be encouraged to develop an in-depth investigation:

### Prehistoric Landscapes

The group will look at the ways in which prehistoric and historic occupation of the landscape can be recognised through physical remains. Focusing on the major prehistoric environments of Wessex the group will visit Stonehenge (having the opportunity to actually go into the stone circle), Avebury, and a number of other prehistoric and historic sites in the area. We will particularly explore the cross-curricular potential of landscape and environment and will discuss a range of published materials that show how previous educational groups have used the area and others that discuss how we perceive the landscape.

### The Romans — soldiers and civilians

Two outstanding sites have been chosen for this group to study. One is the late Roman fort of Portchester, which was later re-modelled as a castle, and the other is Fishbourne Roman Palace. Both sites are well preserved and easily accessible for school groups.

The members of this group will be encouraged to develop skills to enable them to make use of the evidence both on the sites and in museums, and to become familiar with some of the documentary and literary evidence.

### Castles and Forts

The course will aim to give members of this group practical experience of how to use military remains as part of planned curriculum work. The importance of relating site work to other resources and to other areas of the curriculum will be illustrated. The main sites chosen are Portchester Castle (a Roman fort re-modelled by the Normans) and Fort Brockhurst (a 19th century fort built to defend Portsmouth). Course members will be expected to contribute to the general work of the group by undertaking an individual or joint study on an agreed subject.

Overleaf: Portchester Castle

### The Medieval Abbey

The ruins of Netley Abbey are substantial and so closely resemble other monastic monuments that they can serve as a model for curriculum work throughout the country. Abbeys were social as well as religious communities so this group can explore how the layout of the buildings serves as a key to understanding their function; this reveals the human activity which nowadays is elusive to pupils visiting such a site. Studying an abbey is a field where cross-curricular approaches can flourish. For example creative and expressive work in art and language can be stimulated by the ruins. There will be a visit to Winchester Cathedral for comparison.

### Medieval Merchants

Southampton was an important international trading centre in medieval times. Structures from this period survive, one of the most notable being the Medieval Merchant's House, a timber-structured building which has been restored and redecorated with replica furnishings and furniture. The members of the group will use structural and documentary evidence together with the collections from the city's museums to devise effective teaching strategies which can be adapted for us in their own teaching situations.

### Naval Heritage

The objectives of this group will be to consider how naval heritage can be most effectively used within the National Curriculum. Group members will share expertise and consider a variety of approaches before selecting the project which will be of most use to them in their place of work. There will be opportunities to approach the topic from a cross-curricular viewpoint for example environmental education, and from those of individual disciplines eg science, English, mathematics, technology and art.

### Victoria's Island

Osborne House is Queen Victoria's private home on the Isle of Wight and since it was no longer lived in after her death it is a fine example of Victorian taste. Since not all schools are within range of such a rich resource the emphasis of the week will be on developing transferable teaching skills rather than studying the history of the house in depth. After considering a number of strategies and sharing expertise existing within the group, course members will work on individual projects.

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 for residents will be approximately £140. In addition to the resident members a limited number of non-residents whose homes are within reasonable travelling distance of Southampton will be accepted. The cost for non-residents will be approximately £70.

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.

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. Please complete all the sections of this form. It will help us in processing your application. Completed forms should reach the Department of Education and Science by 31 January 1990.

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

<b>LEARNING FROM THE PAST: SOUTHAMPTON</b> 2 to 7 April 1990		Department's Programme Number: N422	
		(For use at the Department)	
1990		SERIAL NUMBER	
<b>2</b> FIRST NAME		Your age	
SURNAME			
<b>3</b> QUALIFICATIONS — give particulars including the name of the institution and dates		Dates	
Initial Qualification:		Degree	
		Training:	
		Certificate:	
One Year or One Term Supplementary Course:			
Any other specialist qualifications:			
<b>4</b> EXPERIENCE (additional to 5 below)		Number of years	
Types of educational service with number of years in each (e.g. Primary, Comprehensive, Adult, Youth, Advisory, Administration, College of Education etc)			
<b>5</b> PRESENT POST		Number of years	
Name of Institution			
Address			
Telephone No			
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)		Number of hours, if part-time	
<b>6</b> State names and dates of the courses run by the Department of Education and Science which you		Dates	
a. have attended previously.			
b. have applied for but have not been accepted.			
c. are applying for this year in addition to this course.			

# Games for the classroom

## 9. Hoops

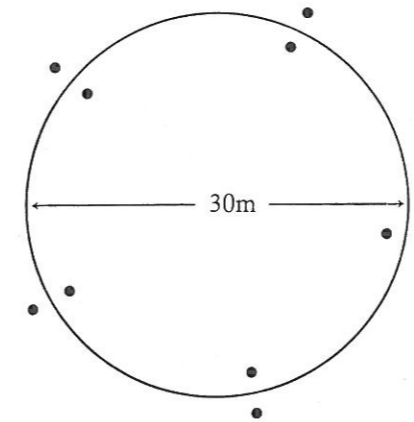
Hoops have been used as a pastime in most periods of history. The Greeks used them in the gymnasium to improve their fitness and Hippocrates in about 300BC recommended them as a gentle form of exercise for those with weak constitutions. In Roman times the poet Martial complained of being disturbed by the noise the metal hops and sticks made in the street. Some were even fitted with bells.

There are fourteenth century illustrations of people jumping through hoops but by the eighteenth century one writer said they were troublesome in contemporary streets and referred to trundling as a childish game.

By Victorian times they were only for children and the Revd Wood in *The Boy's Modern Playmate* lists several games:

**Racing** - hoops should be of matched size or the small hoops be given a start.

**Tournament** - two or more hoops are driven against each other at speed and the one that remains standing is the winner.



**Turnpikes** - players draw lots for the hoops and those that don't get them become tollkeepers. A large circle, 30 metres across, is marked out and on this at equal distances each tollkeeper places a couple of large stones about 10 cms apart. This is the turnpike and the trundlers are bound to drive their hoops through every turnpike on the road. If the hoop misses the turnpike or touches it then the tollkeeper and the trundler change places.

**Posting** - as above except that each player has a stick and as trundler approaches the posting house he gives the hoop an additional impetus and hands it over to the player stationed there. Any one who lets a hoop fall misses a turn.

Teachers studying the 1950s with their classes and who remember the hula-hoop craze could perhaps demonstrate their skills.

Gail Durbin  
Regional Education Officer  
South East, English Heritage

## History in the Landscape

John Porter  
Oxford University Press  
ISBN 0199133158 £2.95  
(hardback £4.95)  
Age range: Lower secondary.

This is one of a series of topic books designed to complement OUP's "Presenting the Past Books 1-3". It is an attractive, colourful publication with good photographs and lively, clear plans and diagrams that are well tied into the text and questions.

The author has chosen 13 places in England and Wales to illustrate how today's landscape holds a wealth of vital evidence from the past. Readers are taken from the problems confronting the builders of Stonehenge, through the interpretation of fossil landscapes, place names, and Domesday book to the creation of deer parks in the 14th century.

The selection of sites for inclusion must have been extremely difficult, but I cannot help feeling that the book would have benefitted from a slightly wider perspective - both geographically and chronologically. Why, for example, is it that prehistory is always represented in such books almost exclusively by sites from Wessex? Does Scotland really have no site (prehistoric or historic) worthy of inclusion? And what about mentioning the long history of human occupation before the neolithic - or, indeed, after the 14th century? There are no imposing physical remains from the former but we should not fail to point out the length of time the islands have been occupied and there is palaeolithic and mesolithic evidence available. Again, the abundance of more recent remains - seen everyday by children in their immediate environments - could be used as a path into discussing some of the more interesting and complex issues surrounding archaeology, heritage management and - what the National Curriculum History Working Group have called - "inheritance".

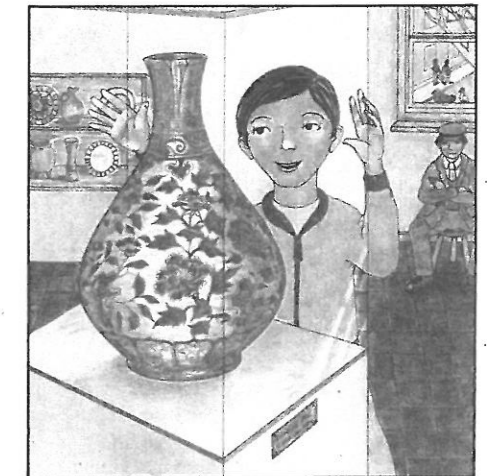
The book really does attempt to ask questions from the physical remains and to link concepts between sites and periods. The questions are simple (perhaps too simple in some cases?) with clear instructions that often encourage analysing both written and illustrative material. The photographs should stimulate a real desire on the part of teachers and children to get out and actually visit the sites.

However, my overall feeling is that the book seems unduly restricted by its own scope. I left every page wanting to know more, to ask other questions and to develop different arguments. And then again, is this its strength...?

Peter Stone  
Regional Education Officer  
South West, English Heritage

## Packed Lunch for the Museum

Steve Eales  
Mantra 1987  
ISBN 852690 16 X (hardback) £2.25



We've got one like that at home!

This book for 6 to 9 year olds takes its readers on a journey to 'The Museum' with Mrs Grace's group - part of a lively, happy class. The group's extrovert is Chirag.

On arrival group members view a selection of the more spectacular exhibits from the wide range available; they also discover that their practical needs are catered for as there is a place to 'meet back here if you get lost', a cloakroom, lavatories - and a room in which to each packed lunch. Chirag has something to say in most parts of the museum - he's quite a comedian!

The text is brief but enjoyable. The illustrations contain amusing detail and capture the stance and expression of individual teachers and children particularly well. Those reading the book will find the story interesting in its own right and will also look forward to their museum visit.

One aspect of the book is worrying however: Chirag is seen too often on the wrong side of the ropes which protect the exhibits. Mrs Grace is shown to be either unaware or unworried, perhaps because she considers Chirag to be excitable but harmless. Accidents do happen Mrs Grace! However, this could be a point for class discussion.

*Packed Lunch for the Museum* is especially welcome because it is in dual language. It therefore increases confidence and encourages the interest of those for whom English is not their first language. The text I read was in Hindi and English but it is also available in Bengali, Gujarati, Panjabi and Urdu.

It would be nice to see sequels to this book in which children visit the museum to explore in more detail exhibits relating to a particular topic.

Rosie Barker  
Education Officer  
Historic Royal Palaces

<p><b>7 CHOICE OF FIELDWORK GROUPS</b> Please specify your first and second choice of fieldwork groups. It may not be possible for you to have your first choice as numbers in each group are limited.</p>	<p>FIRST CHOICE:  SECOND CHOICE:</p>
<p><b>8</b> Please indicate if you wish to be resident or non resident.</p>	<p style="text-align: right;">Tick</p> <p>I wish to be resident <input type="checkbox"/></p> <p>I wish to be non-resident <input type="checkbox"/></p>
<p><b>9</b> If selected for admission I shall be prepared to attend throughout the course and comply with any conditions laid down by the Course Director.</p> <p style="text-align: center;">HOME ADDRESS (for use of the Course Director)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Home Telephone Number: _____</p>	<p>Signature of applicant _____</p> <p>Date: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>10 APPROVAL</b></p> <p><b>A. LEA SCHOOLS</b> If you work for a LEA school please pass this form to your Director of Education to sign if the authority agrees that you should attend. Please ensure that arrangements for supply cover are taken into account.</p> <p><b>B. NON-LEA SCHOOLS/FHE</b> Pass this form to your 'employer' who will sign it if he can agree that you should attend. You should negotiate financial arrangements as a separate issue. This form should be countersigned by the head teacher, principal or other designated officer.</p>	<p>A. Countersigned by officer of LEA and official stamp.</p> <p>_____</p> <p>B. Signed by "Employer".</p> <p>_____</p> <p>and countersigned by Head teacher, principal or other designated officer</p> <p>Date: _____</p>
<p><b>After Countersignature this form should be sent to: The Secretary, Department of Education and Science, Short Courses Room 1/27, Elizabeth House, York Road, London SE1 7PH in time to reach the Department before 31 January 1990.</b></p>	