

Learning from Sites and Objects

An Invitation Conference

Woolley Hall, near Wakefield, West Yorkshire. 25-27 September 1991

This Invitation Conference is being organised jointly by HMI and English Heritage. It has developed from the successful 'Learning from the Past' courses. The main aim of the Invitation Conference is to show how teachers can develop strategies for learning from sites and objects to enable pupils to satisfy the requirements of attainment targets in a range of subjects of the National Curriculum including English, Technology, History, Geography and

Art. In addition, cross curricular aspects such as multi-cultural education, environmental education and citizenship will be addressed.

The conference will consist of workshops using museum resources, case studies of good practice and fieldwork at one of the following sites: Monk Bretton Priory, Sandall Castle, the Yorkshire Mining Museum, the Yorkshire Sculpture Park and Wakefield town centre. The ideas developed at these sites

will be transferable to sites in teachers' own localities.

The conference will be of value to advisers and teachers with responsibilities for curricular areas in Key Stages 1, 2 and 3. The cost of the conference is £92, including residential costs. Please return your application form to the Department of Education and Science by 8 July 1991.



ABOVE: Woolley Hall.
RIGHT: Yorkshire Sculpture Park.
BELOW: Monk Bretton Priory.
BOTTOM RIGHT: Yorkshire Mining Museum.

APPLICATION FORM

REF. INV CON 36/91

LEARNING FROM SITES AND OBJECTS — AN INVITATION CONFERENCE WOOLLEY HALL 25 — 27 SEPTEMBER 1991

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 8 July 1991.

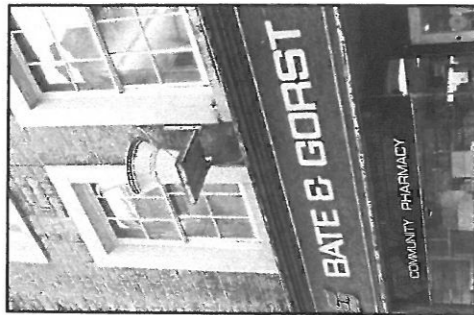
1	FIRST NAME	SURNAME	Your age
2	QUALIFICATIONS — give particulars including the name of the institution and dates		Dates:
	Initial Qualification:	Degree:	
		Training:	
		Certificate:	
	One Year or One Term Supplementary Course:		
	Any other specialist qualifications:		
3	EXPERIENCE (additional to 4 below) 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
4	PRESENT POST Name of Institution	LEA (If applicable)	Number of years
	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		Number of hours, if part-time
5	HOME ADDRESS If selected for admission I shall be prepared to attend throughout the course and comply with any conditions laid down by the Course Director.		
	HOME ADDRESS (for use of the Course Director)		Signature of applicant _____
	Date _____ Home Telephone Number: _____		
6	APPROVAL by the Head of your Institution _____		Date _____
7	COURSE FEE Please note that this conference is residential. A cheque / P.O. for £92.00 should be made out to 'Wakefield M.B.C.' and paid on registration at Woolley Hall. 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 8 July 1991.		



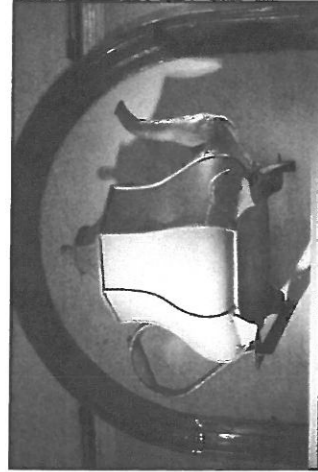
STREETWISE

Found! Hanging around in the high street

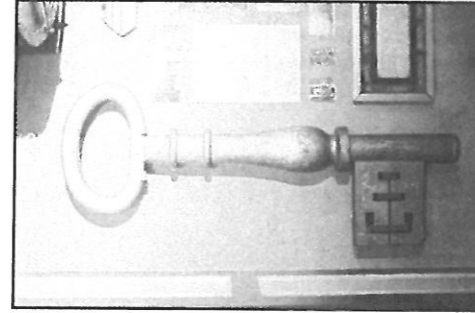
Not all the surprises on the high street are in shop windows. Signs hanging above shops offer clues to the sharp-eyed about how people used to find the shops they wanted in the days before streets were numbered. Many towns banned hanging signs as dangerous in the eighteenth century but their use continued.



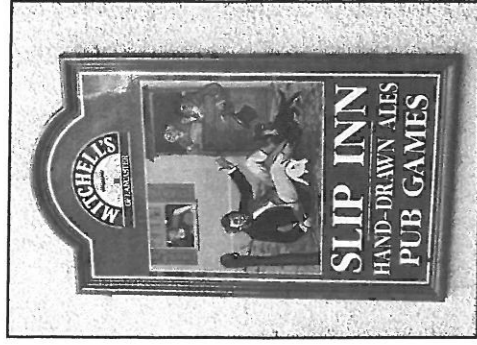
△ Most people know that a red and white pole means a barber's shop. Three golden balls is the pawnbroker's symbol while other signs, such as the mortar and pestle (for grinding medicines) hanging above this Lancaster shop, show it is a chemist's. The rocking horse in the same street, hangs above the toy shop.



△ In the past towns were full of signs to help those who could not read. There would be a gold ring for a goldsmith and a teapot (or perhaps a tea caddy) indicated a grocer while a huge key (or a padlock) hung above the locksmith's.



Streetwise investigates clues to the past that can often be found in the streets near your school.



△ Signs still play an important role in our towns today.



The bright-eyed sleuth should visit the local library or museum with a good magnifying glass to check their collection of old photographs and plot on the street map how many of these signs can be discovered and then compare them with today's streets.

Text and photographs by Ross Jeffrey
Thanks to Andrew White and Lancaster City Museums

Images of Prehistory

Text by Peter Fowler, Photographs by Mick Sharp
Cambridge University Press, 1990. ISBN 0-521-35646-6. £19.50

This is a beautifully produced book of marvellous black and white photographs supported by a brief text and informative captions. It landed on my desk on the same day as the National Curriculum Interim Report for Art and it could easily become an essential text for the proposed Art Attainment Targets 1 and 3 ('Understanding and evaluation' and 'Observation, research and developing ideas'). However, its possible uses go far beyond this as the interesting and thought-provoking text raises questions of understanding and perception that should be central to an interesting teaching of many National Curriculum subjects.

For instance, the text raises issues of objectivity and subjectivity that are fundamental to any study of the past: 'The monuments, the landscapes . . . are all 'real' in that they exist and are photographable; but their significance is largely a matter of individual perception and, in the case of prehistory, this involves the creation in our own minds of an entirely intellectual construct'.

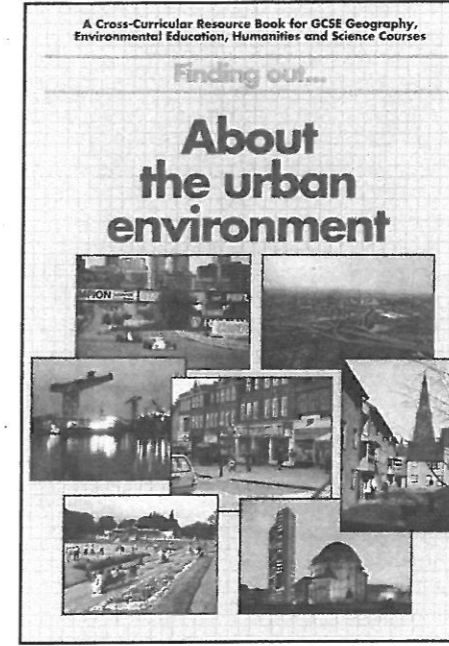
The authors also point out that, by its very nature, their work is further constrained by only being able to show what is photogenic — thus limiting an already fragmentary record. Such limitations lead to the ability to frequently understand the 'what' and 'how' questions of prehistory but rarely, if ever, the 'why' questions.

However, far from being regarded as an insurmountable drawback Fowler argues that these limitations should be accepted as the challenge that they are, that the various (occasionally entirely dubious by any rational criteria) constructions of the prehistoric past should be seen in the light of their contemporary meaning and significance — or, in National Curriculum terms, as part of an individual's inheritance and citizenship. He thus questions the virtual exclusion of the prehistoric past from the contemporary

education system, arguing that 'our lives can only be made richer by a well-founded knowledge of where we have come from'.

This is a good book in which text and photographs combine to excite and provoke the reader into thinking about the relevance of the fragmentary legacy of our prehistoric ancestors. Not only should it grace school and college bookshelves — it should constantly find itself on the desk being read and re-read.

Peter Stone,
Regional Education Officer,
South West, English Heritage



Finding out . . . About the urban environment

This cross-curricular resource book is one in a series published by Hobson Publishing in association with the Civic Trust. Aimed at GCSE Geography, Environmental Education, Humanities and Science courses, it covers a wide range of issues from case studies of conservation and planning to a section on regeneration schemes in urban areas. The 48 page A4

booklet is illustrated in full colour throughout, and is a very practical source of teaching ideas as well as for student projects. Copies cost £2.30 including P&P (cheques payable to the Civic Trust) and are available from:
Civic Trust Education Group
17 Carlton House Terrace
London SW1Y 5AW
Tel. 071-930 0914

Archaeological Booksellers

A. P. & R. Baker produce a regular catalogue of books which may be of interest to teachers. For a free copy write to:
A. P. & R. Baker Ltd.
Laigh House, Church Lane, Wigton,
Newton Stewart, DG8 9HT.
Tel. 09884-3348

Apology

Our article 'Hands on History — make your own castle' in Remnants 13 inadvertently miscredited the photographs of competition entries. Our apologies to Rosebery School, Epsom, winners of the Best Secondary Portfolio, whose model we credited to another school. Congratulations again to all the winning schools.

Framing Opinions

Our new Streetwise feature has already produced some lively correspondence. 'Unmasked — the disguise in the high street' in Remnants 13 inadvertently drew attention to 'nasty conversions' and their acceptability as part of our local environment. English Heritage has just launched a national campaign, Framing Opinions which aims to raise public awareness of the decline in the local character of historic areas often caused by replacement of traditional windows and doors in misguided ways by home improvers. This is an aspect of your local area which could be a source of study. Schools can play a part and John Fidler who is directing our campaign will be setting out some ideas for teachers in Remnants 15.

Information for Teachers

Our new **Information for Teachers** booklet is now available. This has been specially rewritten to give practical ideas on how to link the use of historic sites into the National Curriculum, along with ideas for preparation, on-site and follow up work, a gazetteer of all English Heritage sites, how to book free visits and a booking form.

Please complete the slip below for a free copy and return it to:

English Heritage Education Service, Keysign House, 429 Oxford Street, London W1R 2HD



Please send me a copy of the 1991 **Information for Teachers**.

NAME

ADDRESS

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