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 settings 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 £8.00, including residential costs. Please return your application form to the Department of Education and Science by 8 July 1991.

APPLICATION FORM

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

2. SURNAME

Year age

Dates:

2. QUALIFICATIONS — give particulars including the name of the institution and 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

Signature of applicant

HOME ADDRESS
(for use of the Course Director)

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 £8.00 should be made out to ‘Woolley Hall 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.
Images of Prehistory

Text by Peter Fowler, Photographs by Nick Sharp

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 Achievement Targets 1 and 3 ("Understanding and evaluation" and "Observation, research and developing ideas"). However, it's possible uses go far beyond this: it is an interesting and thought-provoking text which 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, the 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 be found itself on the desk being read and re-read.

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

About the urban environment

Framing Opinions

Our new Streetwise feature has already produced some lively correspondence.

Unmasked — the disguise in the high street in Remnants 13 inadvertently misinterpreted 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.

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 valuable practical source of teaching ideas as well as for student projects. Copies cost £2.50 (including P&P: cheques payable to the Civic Trust) and are available from:

Civic Trust Education Group
7 Carlton House Terrace
London SW1 Y 5AW
Tel: 0171-930 6996

Archaeological Bookshops
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.
Lahui House, Church Lane, Wigtown,
Newtown Stewart, DG8 9HT
Tel: 0888 935 1345

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

POST CODE

Signature

Date

Return this slip to the address below.