PART FOUR

Education

Marion Green, Education Officer

Our key concern continues to be how best to assist Kent teachers to deliver National Curriculum History programmes to their pupils. One of the most effective ways to reach numbers of teachers is through in-service training (INSET) and as a result of our discussions with lan Coulson, considerable time last year was devoted to the planning of a one day course for Key Stage 2 teachers needing to deliver the study unit then known as Invaders and Settlers (now Romans, Anglo-Saxons and Vikings in Britain). At the time of writing this event has just taken place and was very well received; more in next year’s report.

Appropriate written resources are of course essential to an education programme. Our publication Roman Canterbury was a sell out and we have now reprinted it with the aid of a generous donation from Land Securities Properties Ltd. Their show of generous support demonstrates Land Securities’ continuous commitment to the archaeology of the city of Canterbury and to education in archaeology more generally. I would like to thank Mike McGuinness of Land Securities for his part in the negotiations.

Helping to Meet National Curriculum Needs in Primary School

During the past year we have maintained our usual service and in addition provided input for a number of specific projects initiated by schools and which have been designed to accord with the curriculum.

Schools Adopt Monuments (SAM)

The Trust is assisting in setting up a project in Canterbury known as ‘Schools Adopt Monuments’ and has membership of an advisory committee (composed largely of representatives from local educational bodies) to help oversee the project.

The initiative for the project began in Naples where local school children chose ‘monuments’ of cultural interest (statues, streets, houses, churches, gardens...). They researched the monuments and in some cases carried out physical maintenance.

There was ample opportunity for this on many of the churches in Naples. The children were encouraged to develop a sense of responsibility towards their heritage and to promote their chosen monuments amongst other children, parents and the local community through various media.

The concept of raising awareness of cultural heritage attracted the interest of the Pegasus Foundation, a European cultural association founded in 1991 by Members of the European Parliament from all countries of the Community and all political groups within the Parliament. Its aim is to show a commitment to the concept of a united Europe by ‘promoting, disseminating and sponsoring any action intended to develop the perception of the European cultural identity, in its complex and rich diversity’.

To promote and co-ordinate SAM, Pegasus established a network of non-governmental organisations from participating EU member states. These numbered twelve at the start of the project. The Education Service of English Heritage agreed to be the ‘correspondent organisation’ for England and it proposed Canterbury as a suitable city to take part in the project.

To date nineteen Canterbury district schools have signed up to the project and others may well join at a later date. Schools are being encouraged to choose monuments which have previously received relatively little attention rather than high profile sites. There are plans for an international exchange of children’s work (in the form of exhibitions, presentations and perhaps pupils themselves) at the end of the three year period in 1997.

This is potentially an inspiring endeavour and the Trust is very keen to help it develop in Canterbury.

A Development Proposal for Canterbury’s Tannery Site (see also Canterbury’s Archaeology 1993–94,57)

Last spring we were involved in a project with 10 and 11 year old pupils at St Peter’s Methodist Primary School in Canterbury. The aim was to allow children to research the Tannery site (currently owned by Connolly Leather) and its environs to
establish its redevelopment potential and then submit proposals to the Planning Department of Canterbury City Council. The Tannery is a site already designated for redevelopment and so this was a ‘real’ project. Two of St Peter’s teachers, together with specialist architects from Arch. Ed. (Architecture in Education) and English Heritage Education Service, worked to plan the project and then asked for the help of local planners, builders, architects, local interest groups, Canterbury Urban Studies Centre and archaeologists from the Trust in order to consider all aspects before producing a development plan.

Mark Houliston has been closely involved with the Tannery excavations and joined forces with me to brief the children on the archaeology of the site. We began with a short session with the project teachers giving them some background about the site, going on to spend a morning at St Peter’s talking to the children about the work of archaeologists, the aims and techniques employed, and then more specifically about our investigations and discoveries at the site. Next the children visited a working excavation where they could see archaeological techniques in operation and think about how their study site might be affected. The children went back to school keen to try things out for themselves and set about laying a grid in the grounds and plotting finds from a shallow ‘dig’.

The project had clearly been planned very well by the school and every possible subject in the National Curriculum was catered for. At the end of the school term Mark and I were invited with other guests to see the results of their work, presented by the pupils themselves. The children had obviously enjoyed the exercise and gained much from it. A feature by Jonathan Barnes (Head Teacher) appeared in Heritage Learning (English Heritage journal for teachers), September 1994, Issue 1.

Visits to Schools

- Ashford School (Juniors) (the Romans)
- Herne Bay County Junior School (Tudors and Stuarts; the Romans)
- Brabourne C of E Primary School (the Romans)
- Wingham County Primary School (the Romans)
- Sturry County Primary School (the Romans)

Site Visits to Buckland Anglo-Saxon Cemetery

The extraordinary site at Buckland, Dover is reported on pp. 27–31. The Anglo-Saxon period is taught specifically at Key Stage 2 in National Curriculum History (7 to 11 years) but can also be introduced to younger children at Key Stage 1 when investigating 1 aspects of the way of life of people in Britain in the past beyond living memory’ (History in the National Curriculum, DFE 1995).

Buckland was such a visually exciting site that it couldn’t fail to captivate young people. The archaeology of the cemetery was in itself very simple to explain and children could clearly see the processes of trowelling, planning, and lifting of bones and finds at very close range.

We took the opportunity to invite a number of local Dover primary schools to visit the site on selected days at the end of the summer term. Mark Houliston assisted in co-ordinating the visits. We split the groups so that some could see the site while others handled artefacts on display in one of the building contractors site huts. It was not possible for children to handle finds from
Buckland so we took more durable artefacts from Broad Street. I would like to thank Mark for his assistance, Adrian Murphy for providing some reproduction clothing and armour for the children to try out and Denns, contractors for the site, for their help in setting up the hut and kindly supplying drinks for the young visitors.

In-Service Training (INSET)

In addition to our INSET planning, we contributed again to the GEST History course for Kent primary school teachers (Canterbury’s Archaeology 1993-94, 57). The aim of the session was to illustrate the role of Archaeology in historical enquiry and give examples of how to relate it to the experience of children. As last year there were two groups. Teachers in the Canterbury-based group at Christ Church College came from schools in Deal, Whitstable, Folkestone, Saltwood (near Hythe), Margate, Bridge, Faversham, Broadstairs and Herne Bay. Teachers in the Maidstone-based group at the Kent History Centre in Maidstone came from Rochester, Ashford, Chatham, Rainham, Sevenoaks, Swanscombe and Gravesend. Opportunities like these are very beneficial as they also enable open discussion with teachers about their classroom needs.

An Unusual Collection at Hailing Primary School

In the spring I visited Hailing Primary School on behalf of the Kent Archaeological Society to view a very impressive collection of artefacts and documents which the school had acquired over a period of time. The collection spanned various periods some of the most objects relating to the Victorian school and the local area. The collection is used regularly by pupils and is the particular interest of Margaret Crowhurst the Deputy Head Teacher Ms Crowhurst had made a request to the K.A.S. for a small grant to purchase adequate storage equipment. She was concerned to see the material properly cared for particularly as the school hopes to move to new premises in 1996.

Some of the most charming things were from the school itself. A white Victorian blouse had been found in the attic and was in excellent condition. Pages of pupils’ exercise books had been stuffed into a ‘cavity’ wall (?as insulation) and had been discovered during renovation works. The children at Hailing Primary are very fortunate to have this collection which is certainly worthy of the funds given by KAS to ensure its safe keeping during the move to new premises and for the benefit of future generations. We suggested that the school might consider loaning materials to other schools in the immediate locale.

Involvement with Secondary Schools

Work Experience Placements

Placements continue to be very popular. Students came from:
- Sir Roger Manwood’s School, Sandwich
- Highstead School, Sittingbourne
- Sir William Nottidge School, Whitstable
- Simon Langton Girls School, Canterbury
- Simon Langton Grammar School for Boys, Canterbury
- The North School, Ashford

In addition, two talks were given to students at the Simon Langton Girls School relating to the work of archaeologists and career opportunities within the field of archaeology. Girls from Highstead School, Sittingbourne, have become annual visitors to the Trust to see archaeological processes at work and several girls have now gone on to work with Trevor Anderson (osteo-archaeologist) for their individual projects.

Higher/Further Education

Four more students from the University of Kent spent a week with us last May gaining practical experience of medieval history (see Canterbury’s Archaeology 1992-93, 661. 1993-94, 57). We were also able to help a student from Canterbury College taking a Building and Surveying course. She wanted to devise a hypothetical development plan for the West Gate car park area in Canterbury and required the type of assistance given to the children of St Peter’s Methodist School prior to their Tannery project (above).

Co-operation with other Educational Bodies

It is important to maintain awareness of resources and services provided by other educational organisations in the area and to this end, an informal local network has developed, principally involving the Trust, Canterbury Museums, Canterbury Urban Studies Centre, English Heritage Education Service, Canterbury Cathedral Education Centre and Christ Church College. Each has its own particular role to play, but we all work together in pooling experience and comparing notes on projects and new ventures. We meet as a group on a regular basis.

Archaeology and Education Workshops

The Cresswell Heritage Trust at Welbeck, Nottinghamshire has initiated a series of one-day workshops designed for archaeologists and those educational professionals involved or interested in the area of Archaeology in Education.

The first workshop was held in March this year and was aimed at those people, like myself, with a particular interest in primary school education. The Friends of Canterbury Archaeological Trust agreed to finance my trip to Cresswell, Derbyshire, where the workshop was being held.

I found the content of the workshop most interesting and useful. Participants came from a wide range of organisations with individual educational roles varying considerably. From the discussions, it seems that, comparatively speaking, the Canterbury Archaeological Trust has so far managed to achieve a considerable amount in its work with Kent schools. Many people discussed at some length the problems of how to successfully reach the teaching profession. In this respect the Trust is extremely fortunate in that we work closely with Ian Coulson who sits on our KAS/CAT Education Committee and is without doubt a person very aware of the needs of Kent school teachers at this time.

I would like to take this opportunity to thank both Kent County Council and of course the Kent Archaeological Society for their continued support of our education work.

The Victorian blouse from Hailing CP School.