

# The Book of HERO

## An insight into the HERO Project 2003-2006

**EXPLANATORY NOTE** In 2003 the Heritage Education Trust started Heritage Education Regional Outreach (HERO); a project which was intended to raise the bar for heritage education, to recognise the broader benefits of learning in the historic environment and contemporary agenda in education, without neglecting the traditional goals of heritage education.

This book incorporates elements of Heritage Education Regional Outreach Project: an Evaluation 2006, with the permission of its authors, Neville Stankley and Felicity Baber, of the Centre for Museum and Heritage Management at Nottingham Trent University. Their report, in full, can be found at [www.theheroproject.org.uk](http://www.theheroproject.org.uk).

The Heritage Education Trust has always been proud of its unique contribution to raising the standard of education within the historic environment through the granting of Sandford Awards for excellence in heritage education. Through the many visits to historic sites throughout the United Kingdom and Ireland we became aware that the development of learning programmes had often become moribund and were not necessarily meeting the full needs of schools with changes in curricula and delivery.

After wide consultation we agreed to take the lead in developing more meaningful programmes for the contemporary agenda. As a small organisation with limited resources and no salaried staff, it was a challenge to set up the Project, to fund and resource it. Through our own network, resources from The Living Landscape Trust and primary grant from The Heritage Lottery Fund, 'HERO' was born.

We have worked principally in the East Midlands region of England, but throughout the three year Project, it has been the intention that our outcomes be shared on a national basis. The methodology employed, programmes developed and the outcomes are worthy of wide consideration and dissemination. This report, and the accompanying DVD, set out our work.

I hope that owners, curators, heritage education professionals, teachers and, most of all, children benefit from our work and that the HERO Project forms the basis of much good interpretation and delivery in years to come. The Heritage Education Trust is committed to introducing HERO principles of innovation and inclusiveness to the Sandford Award for Heritage Education scheme, whenever and where ever relevant. HERO is for all to take and use.

Wilf Weeks, OBE. CHAIRMAN,  
THE HERITAGE EDUCATION TRUST

“It inspired the children and gave them an enthusiasm that classroom teaching could not impart.” (JANE READ, FINDERN PRIMARY SCHOOL.)

## Background to the Project

The Heritage Education Trust was set up in 1977 by Lord Sandford, the Minister for the Environment to continue the lead in opening historic buildings to the public that had been established in the European Year of Architecture. With fellow Trustees, who were the Chairmen of English Heritage, The National Trust and The Historic Houses Association, Lord Sandford was keen to introduce children to the built heritage of Britain. The Trust continues today and seeks to recognise and promote good practice in education, in and concerning the historic environment. Recognition comes through the annual Sandford Awards Scheme operated by the Trust, whilst promotion and dissemination of good practice was fostered by the occasional conference and networking.

With the turn of the millennium, the Directors of the Heritage Education Trust determined that the standard of education provision within the heritage sector should be reviewed, and designated a symposium to consider the then current state of provision and future aspirations. The outcomes of this wide ranging debate showed that whilst there was good practice, many of the programmes on offer had been running for many years, and although evolving, they had, in most cases, not moved as quickly as the changes in the National Curriculum and the demands from schools necessitated.

This view was reinforced through assessment visits made to the diverse range of Sandford Award holding sites throughout the United Kingdom. Therefore, the Trust sought wider consultation and concluded that it should lead the sector by developing a range of new programmes to initiate educational models which would fit the changing demands of the National Curriculum and the requirements of schools. These programmes were to demonstrate what was possible within the historic environment, for a range of different types of property, which could be transferred across the sector, and broaden the appeal to new audiences, including ones which had not found existing programmes of relevance to themselves, or to those who had felt excluded.

For the Project the Trust found funding from an associated private charitable Trust and then approached the Heritage Lottery Fund for the main funding. This enabled the Trust to undertake this work, now referred to as "Heritage Education Regional Outreach" or "HERO". For the sake of ease of direction, it was decided to undertake the work in one of the administrative regions of England; the East Midlands being chosen as a representative microcosm of modern Britain. Five partner properties were chosen to host the Project, each of which had differing geographical location, type of ownership, backgrounds in current provision and potential audiences.

**KEDLESTON HALL** near Derby, which is owned by the National Trust and is home to Lord Curzon, is a magnificent Robert Adam designed mansion, which was built predominantly as a show house. The education on offer was often very traditional, although the National Trust was seeking to develop new programmes. A common, perhaps misinformed, observation of Kedleston, was that it did not offer much to the National Curriculum. Kedleston, whilst being on the western fringe of Derby, is in a rural setting, but with a neighbouring urban population with a large ethnic mix. It had never previously applied for a Sandford Award.

**DODDINGTON HALL** is in a rural setting to the west of Lincoln. A Tudor Manor House with Georgian interiors, Doddington is home to the Jarvis family. It is a private family home with a history of educational programmes based on the House and its varied collections. It had a firm commitment, but no dedicated education team, making it difficult to develop and maintain new programmes. It had previously won a Sandford Award in 1979 and 1986.

**GRIMSTHORPE CASTLE**, also in Lincolnshire, is a Vanbrugh designed property in a very rural setting in the Lincolnshire countryside, to the south of Grantham. It is home to the Willoughby de Eresby family and administered by a charitable trust. It has a scattered local catchment area, a commitment to education, but again with no dedicated team. It had been unable to develop meaningful programmes, and whilst it had submitted for a Sandford Award in the past, it had never achieved one.

**NOTTINGHAM CASTLE** Museum and Art Gallery is a local authority museum based in an historic building in the centre of Nottingham. Hence it is an inner urban site, with an urban catchment area. Nottingham City Museum Service has a firm commitment to education, with a dedicated officer at the Castle, which had previously failed a Sandford Award Assessment, but was keen to improve and maintain its programmes.

HOLDENBY HOUSE is home to the Lowther family. Originally an Elizabethan palace, Holdenby sits across the fields from Althorp in rural Northamptonshire, seven miles from Northampton. It is a private family home with a very strong commitment to education and is very successful with a range of programmes principally aimed at Key Stages 1 & 2, which are heavily booked throughout the year. Holdenby had previously received four Sandford Awards.

This range of properties, it was envisaged, allowed the Trust to develop themes, which were as diverse as the sites themselves, leading to greater opportunities for transferability.

The grant funds allowed the Heritage Education Trust to appoint an Education Officer to undertake the development work. Adam Clarke took up the post in September 2003, and has worked directly with the Chief Executive of the Trust, Gareth Fitzpatrick, ensuring that the programmes developed fit the aspirations of the Trust, the needs of the individual property and the requirements of the schools.

“The project brought a sense of awe and wonder to the children, some were convinced it was . . . a time machine. You can’t recreate that in a classroom.”

(NICOLA MADDOCK, HARPOLE PRIMARY SCHOOL.)

## The Broader Context

“The Government looks to a future in which the full potential of the historic environment as a learning resource is realised.” (DCMS, A FORCE FOR OUR FUTURE, 2001, P9)

The context for the development of the HERO Project lay in the attention being given at national, regional and local level to the issues of learning, attainment and social inclusion. English Heritage’s Power of Place (2000) document included a MORI survey of a representative 3,000 people in England and found that: 98% believed schoolchildren should be given the opportunity to find out about England’s historic environment. It was following this that the DCMS produced, in 2001, A Force for Our Future in which the

educational potential for heritage was fully recognised; it also emphasised initiatives to widen access and participation by developing new and existing audiences.

The DFES 'Excellence and Enjoyment' initiative stated that:

" . . . Education is about children experiencing the joy of discovery, solving problems, being creative in writing, art, music, developing their self-confidence as learners and maturing socially and emotionally." (DFES, EXCELLENCE AND ENJOYMENT, 2003, P4)

The DFES promoted 'Education Outside the Classroom Manifesto', is attempting to take the 'Excellence and Enjoyment' vision into new learning environments. The draft vision read, "We believe . . .

high quality education outside the classroom can stimulate and inspire; foster independence; aid personal and social development; and can often motivate reluctant learners." ([www.teachernet.gov.uk/teachingandlearning/resourcematerials/museums/outsideclassroom/](http://www.teachernet.gov.uk/teachingandlearning/resourcematerials/museums/outsideclassroom/) P1)

The HERO Project maximizes the use of the built environment and the contribution of the heritage sector, as evidenced in publications such as the DCMS document 'The Learning Power of Museums: a Vision for Museum Education (2000)', and also the Attingham Trust document 'Opening Doors: Learning in the Historic Environment' (2004).

The rationale for developing heritage education opportunities within this context was further supported during the consultation process of the project:

"There is a real agenda for both learning and enjoyment in primary and secondary education at the moment . . .

Young people love handling original material and taking in awe and wonder, and this links to Citizenship." (SARANJIT SHETRA, DERBY CITY LEA.)

More recently, how we measure the value of heritage has been of great interest to the government and the sector. This debate has resulted in several publications which further served to support the aims of HERO:

"In emphasizing the need to deliver results against quantitative targets, great importance has been attached to . . . outputs (e.g. pass rates at history GCSE) but not to outcomes (e.g. increasing cultural awareness, skills and identity). Yet outcomes come closest to demonstrating the impact of heritage." (DEMONSTRATING THE PUBLIC VALUE OF HERITAGE, THE NATIONAL TRUST AND ACCENTURE, 2006, P9)

## The aims of the HERO Project

The HERO Project identified five key goals that were to make each opportunity it developed be:

### ● INNOVATIVE

Programmes that are not available elsewhere, but recognise existing good practice; programmes that respond, where appropriate, to contemporary agenda in education; programmes that utilise educational opportunities within the historic environment; programmes that are developed as a result of wide consultation within and outside of the heritage and educational sectors.

### ● SUSTAINABLE

Programmes that are able to continue beyond the three year funded period, within the capacity of the partner organisations; programmes that recognise the sustainable development agenda; programmes that can be adapted to remain relevant to schools and to contemporary issues in education.

### ● TRANSFERABLE

Programmes that can be disseminated as examples of good practice and used by other organisations in whole or in part and where relevant.

### ● INCLUSIVE

Programmes that recognise diversity; programmes that offer opportunities to users who have been excluded from engaging with the historical environment, for whatever reason.

### ● FUN

This is an important part of the learning agenda and cannot be underestimated. As 'Excellence and Enjoyment' states, "We want schools to continue to focus on raising standards while not being afraid to combine that with making learning fun." (DFES, EXCELLENCE AND ENJOYMENT, 2003, P3)

## The objectives of the HERO Project

- Promote learning in the historic environment wherever and whenever possible
- Outreach to schools, engaging in dialogue with teachers and children through site visits and partnerships
- Create new partnerships
- Consult widely through focus groups, forum meetings, teacher INSET, news groups, email listings etc
- Investigate and instigate networks.

## Methodology

### THE PLACEMENT PARTNER SITES

Sites were carefully chosen for their diversity in organisation, type and geography. This careful selection was important to test the transferability and sustainability aims of the HERO activities. All HERO activities were developed:

- to be more than a visit to an historic property
- to give school children a real sense of the property's heritage
- to have differing aims and objectives
- to be cross-curricular
- to adapt to differing needs and abilities.

### FOCUS GROUPS

For the Project to be innovative, it was agreed that it was important to consult a broad range of 'stakeholders'. How and what children learn is of interest to a range of organisations, let alone individuals. Therefore it was thought appropriate to invite the opinions of as wide a range of people as time and resources allowed. Initially, 'focus groups' were convened at each property, where broad and creative discussions came from familiarisation sessions. In each case a consensus on the direction that the programme should take was achieved. Through research and further consultation pilot visits at each site came to fruition.

### EVOLUTION AND OPPORTUNISM

As the project developed, partnerships were formalised, schools engaged in pilot visit opportunities and focus groups evolved into teacher INSET and in-house guide training opportunities. These events had mutual benefits: teachers and property staff were both able to engage in continued professional development opportunities and contribute to the formalisation of HERO's programmes.

Teacher Training Opportunities	Volunteer/Guide Training Opportunities
Benefits of learning in the historic environment	Good practice (e.g. 'meet and greet', using appropriate language, questioning techniques (e.g. use of open and closed questioning))
Roles and responsibilities	"Customer" service skills
Applying contemporary agenda in education to learning in the historic environment	The contemporary curriculum
Risk Assessment	Working with children and young people e.g. CRB Disclosure, child protection procedures and guidelines
Cross-curricular opportunities /Identifying QCA scheme of work links	Identifying personal skills and skills gaps
Visit planning	Team working
About 'The Sandford Award'	About 'The Sandford Award'
Working with guides and volunteers	Working with teachers

“I learnt that keeping old things is good as you can keep them as a memory.” (JOSHUA, YR 5.)

## The Programmes

### Kedleston Hall “KEDLESTON NOW!”

Kedleston Hall in Derbyshire, on the outskirts of the city of Derby, is a superb Georgian mansion. It is managed by the National Trust.

Kedleston contains splendidly restored Robert Adam-designed rooms and the “Eastern Museum” is filled with the collections of Lord Curzon, Viceroy of India. The Project sought to work with the wealth of experience from the National Trust volunteers at the property. Initially, it took ideas from the volunteers which were discussed at focus groups and blended into an educational resource. The result was ‘Kedleston Now!’, a resource primarily aimed at Key Stage 2. It is based on a visit to Kedleston Hall and incorporates History, Art and Design, Information and Communication Technology, English, Mathematics and Citizenship. Children are set a clear and achievable task: redesigning a room at Kedleston Hall in ‘teams’. This encourages a practical hands-on approach for a visit to an historic site. The activities at Kedleston give the children the opportunities to develop their investigative, team working, ICT and presentation skills.

“Kedleston Now!” seeks to offer children:

- Purpose, by providing a task which is SMART (specific, measurable, achievable, realistic and timely)
- Context. Learning is related to, and partially takes place in, a real place and gives the opportunity to meet learning objectives and understand a historic site as it is, as it was and/or as it could be
- An audience for the participants’ work, providing a powerful motivation to work to a high standard.

Where appropriate these three components are encompassed within the other four HERO Programmes.

## Holdenby House “HerARTage”

Holdenby House is a private family home set in rural surroundings with nearby urban developments. There is a well developed education department, which hosts school visits to the site, for a variety of existing programmes throughout the academic year.

The activities at this site were particularly aimed at cross-phasing, with a range of age groups from secondary and linked primary schools working together, in what is a unique and neutral environment. Children of different ages can meet, be inspired and thus ease the transition of pupils from primary to secondary schools.

Children are met by historical figures that feature in the history of Holdenby (including Elizabeth I and Charles I) and there are opportunities for still-life, portrait and landscape drawing. There is a ‘wet space’ where teachers and artists can deliver painting and clay demonstrations and where children and young people can begin to work-up their original sketches into fully-fledged works of art. Throughout the day children are assisted by a professional artist, who demonstrates and offers advice on skills and techniques.

There are also opportunities for drama and creative writing. The programme has been adapted and delivered as a session covering the KS1 scheme of work, ‘Famous People’.

## Grimsthorpe Castle “CACHE POINTS”

Grimsthorpe Castle, part of the Grimsthorpe and Drummond Castle Trust, is set within rural surroundings. Grimsthorpe Castle has been enlarged since the 13th century and retains a magnificent Sir John Vanbrugh façade of 1716. It is set within 3,000 acres of historic parkland and remains the home of the Willoughby de Eresby family. It is located in south Lincolnshire, near Bourne and Grantham.

Beyond the Castle walls the parkland provides a great opportunity to access and investigate a variety of habitats and sites within a diverse landscape. Through imaginative activities children step back in time and consider the future through the local environment – above their heads and under their feet. Hidden within the landscapes a number of artefacts are carefully placed in cache boxes waiting to be investigated.

Resource boxes are ‘hidden’ around the parkland, holding documents and artefacts related to the specific location. Pupils are given clues to the locations and once found these resource boxes or cache points provide a wealth of stimuli and an insight into the historic and environmental importance of the surroundings.

By focusing on up to four separate cache points there are a range of opportunities and interests to be explored – from dinosaurs to monasteries; from the gentle sounds of music to the chase of the Tudor hunting party. The resources are very flexible and are designed to inspire follow-up activities or to reinforce traditional classroom lessons.

The four sites on the parkland have been selected for their diversity of character and historical and environmental interest:

#### **CACHE POINT 1: THE LAKESIDE**

The lakeside was the scene of the accident that killed the composer Thomas Linley, a contemporary of Mozart. The lake is surrounded by a range of habitats and is an opportunity to study Man's impact on the environment, continuity and change.

#### **CACHE POINT 2: VAUDEY ABBEY**

The site of the Cistercian abbey inspires historical investigation, primarily the Tudors (covered in depth by QCA schemes of work during Years 3 and 4), role-play, debate and a spiritual education.

#### **CACHE POINT 3: STEELS RIDING / DEER PARK**

It is said that Henry VIII hunted on the Grimsthorpe Estate. The nature and habitats within Steels Riding lead to activities relating to countryside management and conservation within a historical context.

#### **CACHE POINT 4: POTS AND PANS DISUSED QUARRY**

The limestone quarries on the Estate enabled the building of the original Castle, Vaudey Abbey and the current House. Stone is still quarried on the Estate to this day for its own upkeep. Limestone quarries are also worthy of study for their habitats and aid learning about 'Rocks and Soils' (a QCA Year 3 Science scheme of work).

As focus groups recommended, a visiting group can use this resource to suit their own needs. Cache contents can be, should the teacher(s) request, changed or modified to suit individual teacher requirements; activities are presented as a guide rather than a fixed scheme of work.

## EDUCATION FOR SUSTAINABLE DEVELOPMENT

This resource explicitly responds to 'Education for Sustainable Development' (ESD), a National Curriculum approach to the whole curriculum and management of schools. Through ESD opportunities are created to encourage the protection of natural resources for future generations. These are identified through the following seven concepts:

- Interdependence
- Citizenship and stewardship
- Needs and rights of future generations
- Diversity
- Quality of Life
- Sustainable Change
- Uncertainty and precaution

## Doddington Hall "SAVE DODDINGTON HALL!"

Doddington Hall is a Tudor house on the outskirts of Lincoln. Once the home of the Delavals, of Seaton Delaval in Northumbria, in 1830, George Jarvis inherited the property and it has remained in the Jarvis family ever since.

At Doddington, consultation suggested that we develop a resource which showed Doddington as it is, a warm family home with a rich history, diverse collections and eccentric inhabitants, as it has been since it was built in 1600.

A period of research led to the development of a resource that enabled children to enjoy the collections, consider conservation and address issues of personal safety. Through developing an interactive house tour, led by former occupant Edward Hussey Delaval (known for developing the lightning conductor in Europe at the same time as Benjamin Franklin), 'Save Doddington Hall!' enables children to decide which item they would prefer to save within the House if it was struck by lightning, leading to an understanding that the single most important consideration in the event of a fire is themselves.

**ALLIED TO THIS ACTIVITY ARE TWO FURTHER OPPORTUNITIES.** Firstly, many of the previously hidden collections within Doddington have been made accessible to children as a result of a partnership forged with the Conservation Studies degree programme at the University of Lincoln. Artefacts have been restored and many are now available for handling, enabling children to investigate objects actually used by families and workers on the Doddington Estate for centuries. The activities related to these objects are well associated with the Victorian period and thus to years 5 and 6 of Key Stage 2.

However, as with all HERO programmes, the activities are designed to be flexible and cross-curricular: particular focus at Doddington Hall is given to the development of speaking and listening and citizenship skills, partly through using sensory activities.

Secondly, an exploration of the gardens, during which children can concentrate on areas of the curriculum such as History, Geography, Art and Design, Numeracy and Literacy, depending upon the primary reason for visiting. Those visiting to study the Tudors (Years 3 and 4 in Key Stage 2) are offered a Tudor herbs workshop, where children can touch and smell herbs, whilst they learn of their uses in Tudor times in comparison with their uses today.

## Nottingham Castle “JOURNEYS TO NOTTINGHAM”

From the outset, at the focus group stage, it was recognised that although Nottingham Castle welcomed thousands of school children a year, those schools closest to the Castle, urban schools, were underrepresented. There was also a perceived negative view of the city, relating to crime which was arguably, in part, perpetuated by local and national media. Therefore, a key goal of HERO’s programme development in Nottingham was to promote to local children a positive view of their city.

‘Journeys to Nottingham’ is innovative by incorporating the journey from school to site within the resource. Schools are advised to use the city’s new Nottingham Express Transit ‘supertram’ system to take them to the start of their ‘interactive walk’ on the day of their visit.

The visit is complemented by a pre-visit session which introduces children to aspects of their own local history through the use of primary and secondary sources; developing an understanding of historical perspective, time-lining and the environmental impact throughout Nottingham’s history, since a castle first sat on Castle Mound in 1067.

Journeys to Nottingham explores the local area with the use of four main themes:

1. Transport links – how they have changed and why
2. Industry – how they have influenced people’s lives and the infrastructure of the City
3. The built environment – housing and development
4. Local people – how they used to live and how we live now.

To explore these themes the pupils will take on the role of ‘researchers’. Their end product is to be a leaflet for tourists who may be considering visiting Nottingham, with Nottingham Castle the focal point. This provides the pupils with a target ‘audience’ for their leaflet from the outset. Key Stage Two pupils bring a reporter’s notebook in which

to take down the information that they collect along the way. To carry on the theme of a leaflet producing company the group of researchers must also have an 'Editor in Charge' – The class teacher!

The activities are designed to stimulate and inspire, in a fun and interactive manner, whilst also linking well into the National Curriculum across the four identified themes. Activities are interchangeable and adaptable, taking in much of the local environs, the museum and art gallery and utilising primary sources, such as directories, census returns and paintings.

**“Children retained knowledge better in this environment and were enthusiastic about learning . . . It reinforced what they had learned at school-a great motivator too!”** (A. SHIPSTON, EARL OF DYSART SCHOOL, GRANTHAM.)

Nottingham Trent University's Department of Heritage and Museum Studies was given the brief of evaluating the HERO Project. The evaluators were asked to view a snapshot of the Project and chose to observe visits to Grimsthorpe Castle, Holdenby House and Kedleston Hall. The evaluators were privy to all feedback collected during the Project and contact details of teachers and other partners, who had taken part across the five HERO sites.

#### **RESULTS FROM THE OBSERVATION DAYS AND INTERVIEWS**

The Centre for Museum and Heritage Studies evaluation came at the end of a long process of research, partnership development, focus group sessions and immense creativity from all parties involved in the delivery of the HERO Project. Necessarily these could not be evaluated, but the strength of the planning process is crucial to the success of actual delivery. Therefore comments made in their report on the success of the observed activities reflect very well on the planning process.

On the extent to which the HERO aims were met, Nottingham Trent University said . . .

## **SUSTAINABILITY**

A remarkable amount of effort was put into making this Project sustainable. HERO used INSET days to train teachers and promote ownership of the idea among National Trust volunteers, so that the lead of HERO is less important.

As regards the training of onsite staff, the sites have different resources, skill levels and time constraints:

Holdenby is well used to delivering learning activities. Grimsthorpe, however, has less of a tradition for delivering child-centred education, and there is currently nobody based at Grimsthorpe who can run the activity in the future.

Consequently, HERO has developed a resource in consultation with teachers and Grimsthorpe staff, which can be teacher led. The resource boxes can be put out and positioned in the correct places prior to a school's visit. HERO has piloted further INSET days to provide the school with considerable support and training to use the boxes; pre-site visits also ensure they will be competent to run the day alone. Or, external freelance deliverers can be used, at an additional cost to schools.

At Kedleston, through volunteer training delivered by HERO, the activity is being incorporated into the property's learning programme. Kedleston Hall is adapting the activity for a single day visit for primary schools, which will work alongside the full HERO Project programme.

The National Trust, at regional level, has already been encouraging properties to contact the Heritage Education Trust, so that the HERO methodology might be transferred to other sites.

The response of the teachers is universally positive as the activities match curriculum needs and the Government's promotion of out of class learning. Their flexible nature is a testament to the focus group work with teachers, undertaken by HERO in the planning of this Project. In providing opportunities to work with the National Curriculum, HERO has put an immense amount of effort into giving teachers a justification for future activities.

Regarding the handover stage, the HERO Education Officer emphasised that sustainability is dependent upon the properties being prepared and able to show teachers the benefits of undertaking a programme and believing in creative learning.

Transport costs are a real issue affecting sustainability. During the Project, HERO covered all transport costs, but post-Project, for any future visits, the schools must be able to fund themselves, as in most other 'out of classroom' activities. The teachers interviewed though were unanimous about future visits, provided the activities remained relevant to curricula.

The Project includes the provision of a website, which details the programmes and is accessible to all, but is aimed especially at teachers and heritage professionals:  
[www.theheroproject.org.uk](http://www.theheroproject.org.uk)

## **INNOVATION**

The Project demonstrated the potential and scope of what could be achieved at historic properties for staff and, particularly, for teachers. The new methodology used by HERO has worked, and the activities are unique and innovative, without being gimmick or trend led.

## **TRANSFERABILITY**

The detailed planning that has gone into the learning activities has ensured a high level of transferability. Wide dissemination, through such mechanisms as the HERO Project website and this document, should enable other organisations in the heritage sector to adopt the HERO methodology.

The Heritage Education Trust recognises that an activity is transferable as long as other properties are willing to be involved and have the facilities to set it up.

The methods and work schemes instigated by HERO in this Project should be adapted and trialled for use in the developing Extended Schools programmes, where they offer immense potential.

## **ACCESSIBILITY**

The HERO Project has provided a great opportunity for historic properties to widen their audience. The activities are such that they can be used by a broad range of educational providers. Therefore the planning process ensured that access was as wide as possible.

The pilot studies have tried to target potential new audiences to the historic environment. Lynne Fairweather (teacher, Caythorpe Primary School) noted that it made her new audience of pupils "far more enthusiastic about heritage".

HERO particularly targeted groups with a perceived disengagement from historic sites. All activities were designed to be adaptable, to meet the needs of new potential users. SEN and diverse ethnic groups benefited from the Project, children from urban schools visited rural sites and vice versa and gifted and talented groups were also targeted.

## FUN

The level of fun the pupils seemed to be having was a constant theme. The feedback from the children is unanimously positive reflecting the sheer enjoyment that they had during their HERO activities. This engagement is analogous to the Government's 'Excellence and Enjoyment' initiative.

## Conclusions of Nottingham Trent University

- The HERO Project has produced quality, flexible educational activities that would suit a wide range of educational establishments and historic properties. They match both school curriculum needs with the Government's agenda for learning and the historic environment.
- No negative feedback has been received from the pupils, staff and volunteers involved with HERO. It has clearly tackled accessibility and increased the potential for using the historic environment as an educational resource.
- Every effort has been made to ensure that systems are in place for this Project to continue without external funding, including continued training and support of staff and volunteers at partner properties.
- The Project can, and should, be sustained, within the capacity of the partner properties. Training has been given to staff and volunteers and HERO has worked closely with freelance education workers and the volunteers assisting in the process.
- The potential for HERO programmes within the Extended Schools initiative is immense. We should certainly encourage HERO to strive to engage a wider audience with their historic environment and heritage, from early years learning to family groups and communities; this in an innovative and sustainable way that is fun and enjoyable for all.

# Recommendations

by Nottingham Trent University

- Continue the HERO Project, with appropriate funding to establish a virtuous circle with pilot properties.
- Embed methodologies within schools and other sites within the historic environment.
- Undertake a survey of education provision in the East Midlands to establish range and uniqueness.
- Test transferability by brokering similar partnerships promoting the sharing of experience and peer mentoring within the sector.
- Pilot the HERO Project with secondary schools.
- Encourage similar schemes to enable longer term evaluation of the benefits to the schoolchildren for assessment of out of classroom teaching within the historic environment.
- Monitor the effect on partner properties, with a view to guaranteeing sustainability.
- Continue and develop property staff training schemes to aid sustainability.
- Demonstrate that HERO work schemes and innovative thinking is adaptable to the Extended Schools programme.

## The Verdict

of Nottingham Trent University

“The Centre for Museum and Heritage Management was commissioned by the Heritage Education Trust in June 2005 to produce an evaluation for the HERO Project. The challenge was to examine the activities the Project had been engaged in and seek to evaluate the activities against project aims and objectives.

Heritage Educational Regional Outreach (HERO) was a three year project, which aimed to develop new heritage education programmes working in partnership at five sites within the historic environment of the East Midlands. Each site developed a distinct heritage education opportunity, demonstrating best practice to the education and heritage sectors. In this way this project was intended to have a flagship role, to demonstrate how a project like this could operate, and to provide a model for future use by other sites within the historic environment.

The objective of this evaluation was to measure, qualitatively and quantitatively the success and effectiveness of the Project in delivering the Project objectives, in particular:

- Innovation; programmes that utilise educational opportunities within the historic environment that are not available elsewhere
- Sustainability; programmes that are able to continue beyond their funded period
- Transferability; programmes that can be disseminated as examples of good practice
- Inclusiveness; programmes that recognize diversity.
- Fun; programmes that make learning fun

From the qualitative interviews with key individuals at host sites and teachers, it is clear that the Project has made an important contribution to the educational use of the historic environment. There is also undoubtedly a continuing demand for the programmes and a warm recognition of the HERO Project. In evaluating the work there is:

- Direct qualitative evidence that the HERO Project has provided quality, flexible learning activities.
- Evidence for HERO Project's role in diversifying opportunities for users to become engaged with the historic environment.

- Qualitative and quantitative evidence of the short term positive effect of the HERO Project on participants.
- Evidence of substantial efforts being made through the HERO Project to ensure the sustainability of the activities.
- Ample qualitative evidence that the programmes have been fun.” (VERBATIM, FROM NTU’S EVALUATION)

**DEAR MR CLARKE,**

Thank you for inviting us to Kedleston Hall. I really liked the tour around the house it’s not just me who enjoyed it but all my friends did too. On Wednesday we started to do our presentation with Mrs Zaman our supply teacher. She didn’t know what Kedleston Hall looked like so we told her. Then she got a good picture in her head what it looked like. We really enjoyed working in groups to do our presentation, we especially liked the bit where we had to show our presentation in front of a big crowd . . .

Yours Sincerely, KATIE

**DEAR ADAM,**

. . . We very much appreciate the time and energy that you have used to put together such a worthwhile experience. We know that our children, even though they are quite young (5, 6 and 7 years old), will have finished the project with a lot of good memories and having lots of fun . . .

With best wishes, ALISON MCKINLAY, LENTON PRIMARY SCHOOL

**DEAR ADAM AND GARETH,**

I just wanted to say how great it has been to be involved in the HERO Project. . . You have put so much time and effort, energy and enthusiasm into HERO and it has definitely paid off in terms of the results for us, and I’m sure, for the other partners involved... We now have a fantastic educational resource that has been tried and tested and which is not just a ‘one-off’, but which fits very well into our existing educational programme and is sustainable.

Yours sincerely, JO KEMP, LEARNING & ACCESS MANAGER, NOTTINGHAM CITY MUSEUMS & GALLERIES

# Friends of HERO\*

Ashley Keech (Voiceover Artist)  
Alan Mitchell (Head teacher, Kirk Langley CE Primary School)  
Alison McKinlay (EMAG Teacher, Lenton Primary School)  
Andy Rice (Teacher, Woodlands Community School)  
Beryl Toule ('Doddington HERO')  
Bill Roys ('Kedleston HERO' and National Trust volunteer)  
Bishop Grosseteste College  
Blackadder Costume Hire  
Blow by Blow Productions  
Bob Moulder (WEA)  
Celia Tapping ('Kedleston HERO' and National Trust volunteer)  
Chenderit School and Visual Arts College  
Cynthia Slater (Pear Tree Community Junior School)  
Doddington Hall  
Elizabeth Saunby (Teacher, Horncastle Community Primary School, Lincs)  
Esther Fitzpatrick (Designer)  
Focused Learning  
Frances O'Neill (Artist and Educator)  
GEM  
Gerald Claridge (Teacher, Maplefields School, Corby)  
Gill Dewey (Teacher, Welton St Marys Primary School, Lincs)  
Ginny Beckett (Tourism Manager, South Kesteven District Council)  
Glass Page (web designers)  
Global Education Derby  
Grimsthorpe and Drummond Castle Trust  
Groundwork Greater Nottingham  
Harry Webb ('Doddington HERO')  
Heritage Lottery Fund  
Hillary Lucas (Galleries of Justice, Nottingham)  
Historic Houses Association  
History Squad  
Holdenby House  
Hugh James (Creative Director, Creative Partnerships, Nottingham)  
Ian Middleton (Northamptonshire LEA)  
Jane Marsden ('Doddington HERO')  
Jenny Hinton (Teacher, Merrill College, Derby)  
John Fletcher ('Kedleston HERO' and National Trust volunteer)  
John Wiltshire (Artist and Educator)

Joy Hawken (Artist and Educator)  
Karen Main  
Kate Woolrich (Open Industry)  
Ken Round (Outdoor Education Advisor, Lincolnshire County Council)  
The Living Landscape Trust  
Lowenhoff Design  
Lynne Fairweather (Caythorpe Primary School, Lincolnshire)  
Margaret Keep ('Kedleston HERO' and National Trust volunteer)  
Mark Strawbridge (IHBC)  
Marilyn Sumner (Independent Heritage Education Consultant)  
Martin Smith (Outdoor Education Advisor, Nottingham City Council)  
Martin Adler (Teacher, Portway Junior School, Derby)  
Mary Inglis (Costume Maker)  
Miriam Bentley (National Trust at Woolsthorpe Manor)  
Miriam Core (The National School, Grantham)  
MLA  
Naomi Hawkins (Teacher, Rectory Farm Primary School, Northamptonshire)  
Nicky Cox ('Doddington HERO')  
Nancy Dobson (Stamford Endowed Junior School)  
The National Trust  
Northamptonshire Black History Project  
Nottingham City Museums Service  
Nottingham Trent University Centre for Museum and Heritage Studies  
Outdoor Classroom  
Paul Bracey (Lecturer, University College Northampton)  
Peter Hammond (Freelance Heritage Education Practitioner)  
Sarah Bosworth (Artist and Educator)  
Sarah Cheng  
Seranjit Shetra (Head of Primary Support, Derby City LEA)  
Sheila Dowling (Lecturer, University College Northampton)  
Sue Bradley (Derby City Pupil Referral Unit)  
Tony Breslin (The Citizenship Foundation)  
Tracey Crawley (Stamford Museum)  
The Tudor Pedlar  
University of Lincoln  
Valerie England (Brixworth CE Primary School)  
Vic Hughes ('Doddington HERO')  
Virginia Johnstone (Churches Conservation Trust)

\*This intends to be an exhaustive list of all who have in some way contributed to and/or benefited from the HERO Project. Please accept our apologies for any accidental omissions. Deliberately omitted, for brevity's sake, are all the schools who took part in the Project through visits, and who were, undoubtedly, the key ingredient to HERO's success.

The Heritage Education Trust gratefully recognises the assistance from The Heritage Lottery Fund and The Living Landscape Trust, without which this Project would not have been possible.

In this book we have tried to let children, whose views are often neglected, do some of the talking, both through images and quotes. One pupil, after his journey to Nottingham Castle, summed up the whole project, with a child's turn of phrase, rather succinctly and correctly:

**"IT WAS TIRING AND IT WAS COOL . . ." (MARCUS, YEAR 5.)**

# Appendices

## Indicating how HERO meets the Museums, Libraries and Archives Council's Generic Learning Outcomes\*

### GENERIC LEARNING OUTCOMES EVIDENCE

#### KNOWLEDGE AND UNDERSTANDING

- Knowing what or about something "I learned that rats used to spread the plague to people and people spread it on to other people" (LOUISE, YR 5)
- Learning facts or information "I didn't know people lived there for 400 years" (FRASER, YR 3)
- Making sense of something "We learnt that the lake's water was the water source for the Grimsthorpe Castle. (JORDAN, YR 5)
- Deepening understanding "There was an increased awareness of the process of gathering visual information" (FRANCIS O'NEILL, CHENDERIT SCHOOL)
- How museums, libraries and archives operate "I learnt that the National Trust has got so many buildings" (AISHA, YR 6)
- Making links and relationships between things "Children retained knowledge better in this environment . . . It reinforced what they had learned at school . . ."  
(A. SHIPSTON, EARL OF DYSART SCHOOL)

#### SKILLS

- Knowing how to do something "I learned how to measure the tower with Tudor equipment" (PETER, YR 5)
- Being able to do new things "I enjoyed making the memory stick, collecting all the flowers and leaves" (ABI, YR 6)
- Intellectual skills "I learned that when a deer gets too hot it goes and sits in the mud. But when the mud dries, the flies can't go up through the hair and bite the skin" (JESSICA, YR 5)
- Information management skills "I enjoyed it when we presented our work to you all. I liked working on the PowerPoint part of the presentation the best" (JAY, YR 5)
- Social skills "I learnt that you have to work as a team" (CALLUM, YR 6)
- Communication skills "I learnt that if you don't have any ideas you can listen to other people" (ADREES, YR 6)
- Physical skills "I learnt to climb safely" (COURTNEY, YR 3)

## ATTITUDES AND VALUES

- Feelings “We thought it was lovely to be in the trees and grass with all the cows and deer” (CLASS 3 & 4, EARL OF DYSART SCHOOL)
- Perceptions “It was excellent . . . You learn new things, so I will give it 8 out of 10” (DANIEL, YR 5)
- Opinions about ourselves (eg self esteem) “I learnt to work with other people as a group and to listen to what other people have to say and to learn from my mistakes . . .” (DORCUS, YR 6)
- Opinions or attitudes towards other people “Working with the older Chenderit children was a good mix” (MARIAN JONES, CHIPPING WARDEN SCHOOL)
- Increased capacity for tolerance “It involved all pupils including our ethnic minority pupils in the history of ‘their’ town” (ALISON MCKINLAY, LENTON SCHOOL)
- Empathy “We got to dress as monks at the abbey and look at what different jobs they had” (EMILY YR 6)
- Increased motivation “It was nice, but if we don’t do that much work it’s not going to be that much fun” (MOHAMMED, YR 6)
- Attitudes towards an organisation (eg a museum, archive or library) “It was fun because you have to describe pictures and I loved it when we went to the museum” (SHARMIN, YR 5)
- Positive and negative attitudes in relation to an experience “I learnt how to blow a horn and never to touch ragwort again” (ALEX, YR 5)

## ENJOYMENT, INSPIRATION, CREATIVITY

- Having fun “I had fun looking for the boxes and I hope the next class has good fun too” (ALEX, YR 3)
- Being surprised “I liked the deer because I have never seen a deer before with proper antlers, so that felt amazing to me” (BRYONY, YR 5)
- Innovative thoughts “I like the idea of having ‘mystery boxes’ on each site in the context of using the environment and imagination” (DAVID FLYNN, WILLIAM STUKELEY SCHOOL, LINCOLNSHIRE)
- Creativity “Many lower ability children, who had been dissatisfied with their drawings, produced good claywork” (HAZEL STAGG, CHIPPING WARDEN SCHOOL)
- Exploration, experimentation and making “It was very big and exciting to explore” (TOM, YR 4)
- Being inspired “Its extremely good and my little brother would love to come and see all the paintings of the battles and soldiers. My mum would also love the gardens, especially the different trees” (HAYLEY, YR 4)

## ACTIVITY, BEHAVIOUR, PROGRESSION

- What people do “The project made use of kinaesthetic learning as well as audio/visual . . .” (NICOLA MADDOCK, HARPOLE PRIMARY SCHOOL)
- What people intend to do “I will be more confident to use local resources for trips as pupils really enjoyed it” (JOANNA SLATTERY, LENTON PRIMARY SCHOOL)
- What people have done “The children have completed paintings, sketches, charcoal and chalk pictures in school . . . The children have also completed an article on the visit. Some have done newspaper reports” (ELAINE SULLIVAN, ST. MARY ST GILES CE JUNIOR SCHOOL, NORTHAMPTONSHIRE.)
- Reported or observed actions “The project was one which could engage the imagination of both boys and girls and was very up to the minute” (CELIA TAPPING, NATIONAL TRUST VOLUNTEER)
- A change in the way that people manage their lives “I learnt about seeing, hearing and concentration” (ADAM, YR 6)

\*([WWW.INSPIRINGLEARNINGFORALL.GOV.UK](http://WWW.INSPIRINGLEARNINGFORALL.GOV.UK))

## INDICATING THE CROSS-CURRICULAR NATURE OF HERO AT KEY STAGE 2

An indicative table of National Curriculum links for Key Stage 2 can be found at [www.theheroproject.org.uk](http://www.theheroproject.org.uk). The table attempts to dispel the myth that some historic sites do not fit into the National Curriculum because they have no (for example) Medieval, Tudor, Victorian, World War 1 or World War 2 connection. An historic site can be an inspiring resource for a wide range of activities relevant to the National Curriculum, across all Key Stages. Encouraging schools to engage with the historic environment in this way is a task worth undertaking.

The National Curriculum is flexible. HERO programmes allow links to the National Curriculum to be ‘cherry picked’ to suit the needs of the visiting group. Programmes are designed in such a way that they can be refreshed and adapted to suit, as yet, unforeseen requirements. Therefore, the table on the HERO Project website is neither exhaustive, nor are all potential links covered when a heritage site is engaged with by a Key Stage 2 group. The table also does not account for pre or follow-up work that is teacher led.