



PART SIX

How to engage and work with formal and informal education groups

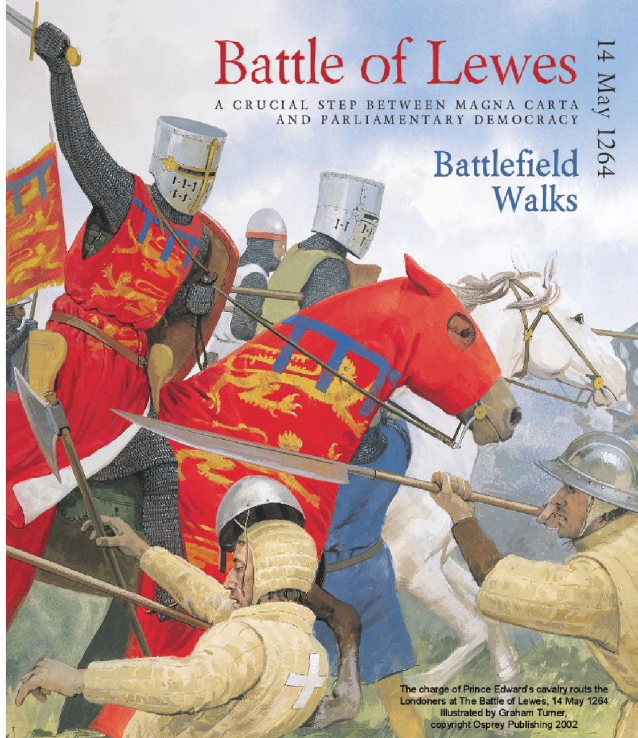


The Magna Carta Armoury





- 1 Lewes Castle built by the De Warenne family, loyal supporters of the monarchy since the lands were granted to them by William the Conqueror after the Battle of Hastings in 1066. Base for Prince Edward.
- 2 The High Street inhabited by many Lewesians who were injured or killed when their houses were set ablaze during the Battle of Lewes. Escape routes from the walled town were few, one being over the bridge 3. Parts of the medieval town wall still exist at Westgate Street 4.
- 3 Lewes Priory King Henry III arrived on the 12 May for the celebration of the feast of St Pancras. The King returned here after the battle and was joined by Prince Edward.
- 6 Probable site of mill at epicentre of battle (opposite the Black Horse pub).
- 7 Official battlefield site on Landport Bottom.
- 8 Anne of Cleves House C15, Sussex Past Museum.



Further information on the Battle of Lewes can be found on www.battlefieldstrust.com and www.sussexpast.co.uk.
Information on Lewes Priory can be found on www.lewespriory.org.uk and opening times for Lewes Castle on www.sussexpast.co.uk.
Information on Landport Bottom is on www.lewes.gov.uk.
For information on Magna Carta 800th commemorations visit www.magnacarta800.com



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Two walks

- 1) Battlefield walk on the Downs at Landport Bottom, with views over Lewes
- 2) Town Centre visiting Lewes Castle and the Priory

How to engage and work with formal and informal education groups

Reaching out to other groups and audiences around you for the project is important, both for building support, sharing your findings and securing a sustainable interest and potential group.

If you are enthusiastic about what you have discovered or are beginning to discover, it is also likely that you will want to inform others and ensure they know about their local history.

The obvious group to want to share your findings with are young people, however, before picking up the phone to your nearest school pause and read the following advice.

Working with schools

First of all ask yourself or your group the following questions:

- Why should we offer/share this project with local schools?
- What can this project offer a school?
- Do we want the pupils to deliver/produce/be part of the project development or just receivers of its outcomes?
- What age group would the work we have been doing suit?

- Is there anyone here that has an existing connection to a school?
- Is this an easy thing for schools to engage with?
- Are schools the best way to engage young people or are there other ways?

Some basic facts of working with schools for a Magna Carta – local history project:

1. Magna Carta will fit into the Key Stage 3 History curriculum (secondary schools); however, the history curriculum for the three years that pupils have to study history at secondary is from the year 1066 to today. Magna Carta along with many other subjects is not statutory, but it is a suggested topic. Magna Carta as a suggested topic does not mean that schools have to teach it or teach it in any depth.
2. Lots of schools do their planning for lesson content a year in advance and all for a term in advance. That means they cannot just add things in because you would like them to.
3. Local history is a significant component for schools at Primary and Secondary level, schools are looking to be engaged with local issues (if it meets their overall learning needs).
4. For the anniversary of Magna Carta, a number of organisations have produced schools



Model of King John's Castle delights visitors to Odiham.
Photo courtesy of the Odiham Society.

materials. Those materials are specifically designed to support the school curriculum and have often been given/supplied to the schools free of charge. Therefore they may feel that they are already covering the subject in the best way for their pupils.

5. Most schools require anyone that enters into a school in any type of educational capacity to have a DBS (CRB check) even if they are not going to be left alone with the pupils, except in certain circumstances.

However, as with schools the groups will want some reassurances before they get involved. The same questions can be applied to informal groups as well as school groups; however, they will not be constricted by school curriculums and timetables.

It is important to consider – do you want young people involved as participants in a project or as an audience? The answer to that question should help you determine how or if you approach organisations involving children and what your expectation is.

Projects for schools work best if:

- They come from a e.g. a local charity, a national charity, a personal introduction through a known contact known source
- Allow the pupils an active role or opportunity to participate
- They meet a number of learning needs
- Are planned well ahead of when they need the pupils input or engagement
- They have a clear set of outcomes that can be measured
- There is a specific time frame for the project/young person engagement
- The school has an idea/understanding of the whole project and there is a clear school/pupil role

Schools are not the only way for local history groups to engage with young people through organised channels.

Other groups with young people members

Scout groups, guide groups, local youth clubs, church groups etc. are all involved with their local communities and may wish to be involved.

Money

Most schools have tight budgets and informal education groups are just the same. They will not be in a position to fund your project and may be put off if they are asked to pay for materials or for transport to any local event or site.

Finally, engaging with young people in your local community is always a good way of spreading information and providing a legacy to a project. Although it is not always straight forward to work with schools and groups, creative ways to ensure that young people find out about their local area is always beneficial.

Tips

Young people as part of a family. If you find it difficult to get local school or groups to be part of your project then consider how your activities can have a family dimension. Families with children are often looking for things they can do at weekends, make sure that some of your activities have are attractive to families, such as walks, trails, and creativity workshops and then you will have the attention and participation of young people through that.