



WINTERBOURNE MEDIEVAL BARN

HLF Bid Reference HG-15-04570

Supporting Information

WMB5B – Education Study



A Learning Plan for Winterbourne Medieval Barn

prepared for

Winterbourne Medieval Barn Trust



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Community Heritage Projects

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A Learning Plan for Winterbourne Medieval Barn

This document can provide a 'blue print' for designing and delivering an effective, and meaningful education programme in and around the barn complex.

Some assumptions have been made in this document, in order to consider the best possible scenario in which an education programme can be delivered at the barn complex:

- That this 'working document' will be modified, according to what can actually be delivered from all of this recommended activity, once funds, practicalities and staffing are considered.
- That the barn will ultimately be open on to the public on a regular basis, particularly in the summer months.
- That an education team will be recruited for a Heritage Lottery Funded project. The assumption has been made that there will also be administrative and managerial support.
- That the adult education courses will be hosted at the barn, and will ultimately charge participants. This may not be acceptable as part of the initial HLF project, but these courses could later become a key area for income. The suggested courses, are ideas only, seen to be popular by the author in similar learning environments, and appropriate for the site and its key themes.
- That activity will begin with an HLF project, and then become self-funding through raised awareness of education possibilities, an established network of schools and user groups, and the possibility of charging visiting groups for staff time, beyond the scope of the project.

The recommendations made in this document, are done so objectively by the author acting as a heritage education professional, with a background in teaching historic rural livelihoods and with a basic understanding of the intentions of Winterbourne Medieval Barn Trust. The recommendations are not subject to any influence by any one member of the existing Trust, Friends or Volunteers.

The recommendations, are indeed only this, and are made with the highest of hopes for education at the Winterbourne Medieval Barn.

Contents:

- 1 The need for learning at the barn**
- 2 Overall education objectives**
- 3 Audience development**
 - a. Schools;**
 - b. Adult education;**
 - c. Family learning;**
 - d. Early Years;**
 - e. Non-traditional heritage audiences;**
 - f. British Minority Ethnic Groups;**
 - g. Visitors with disabilities;**
 - h. Older people**
- 4 Audience development contd.**
 - a. Visitors – day/ holiday**
 - b. Other heritage organisations**
- 5 Delivery programme, including volunteers and staffing**
- 6 Learning programme delivery summary - example**
- 7 Example lesson plan – formal education**
- 8 Learning and site interpretation**
- 9 Areas of potential income for the barn**

1. The need for an education programme at the barn

Information regarding local population demographics, and education provision regarding learning outside of the classroom will help to identify a strongly suspected local need for a learning programme at the barn.

Demographics:

Age, gender, education, ethnicity, engagement in informal learning;

Other centres of learning that deliver similar programme objectives and the geographical areas that they serve;

Destinations visited by schools, colleges, adult education, family learning, pre school, community support groups (e.g. mental health, older people etc);

Heritage and environment learning destinations within an hour's travel time;

The author also suggests qualitative and quantitative data collection regarding local heritage and environment awareness, and the appetite and interest in this amongst the population of local villages. Opinions on local heritage provision should also be collected. This will help to capture base line data, and the impact of intervention from WMBT can be evaluated more easily

The hard work of committed members of the Winterbourne Medieval Barn Trust should be acknowledged here, and indeed puts the Trust in a good position to reach out into the community further, having established a strong and positive presence in the village. The volunteer Trustees have already carried out significant research into the potential uses of the barn, and have identified the appetite amongst local people to spend time there and learn from the experience. This is reflected in the existing community events programme, which can attract hundreds of people at once.

2. Overall Education objectives

Each formal and informal lesson plan, event, workshop or tour should work to deliver at least one of each of these learning, behavioural and emotional objectives. By establishing what these are, the WMBT will be able to focus thinking regarding their reasons for wanting to offer learning at the site, and for their ultimate motivations. This will help to identify reasons to believe in the potential an experience of the barn to have a positive impact on people, and the ways that this can be achieved.

Learning Objectives

Encourage understanding of agricultural landscape

Encourage understanding of barn in context of contemporary buildings and their uses

Encourage understanding of the use of primary sources – archives, archaeology, historic buildings

Encourage understanding of food, farming and local food sourcing

Encourage understanding of rural skills (and their inherently sustainable nature)

Encourage understanding of sustainable living (and the role for rural skills)

Encourage understanding of local wildlife

Behavioural

Greater use of primary sources/ new interest in local history (and therefore engagement in local issues)

More time invested in sourcing local food/ growing their own

More involvement in the local community/ demonstrable increased respect for the character of the village/ landscape

Increased interest/ learning around history & historic skills

Increased interest & demonstrable time investment in sustainable living

Increased sensitivity to local wildlife habitats and engagement in decision making for its benefit in the home and garden

Emotional

Feel more ‘at home’ with increased understanding of the natural and historic environment around them (greater ‘sense of place’)

Feel inspired by the story of the barn and its buildings, and the livelihoods it represents

Feel inspired to make greater use of primary sources: unafraid to use archives or public archaeology records

Feel engaged and interested in the sourcing of local food and inspired to explore growing opportunities

Feel an appreciation for the value of historic rural skills, plus how to go about working on them/
making use of them

Feel inspired and motivated to work for the benefit of local wildlife, at home and in the countryside

3. Audience development

Work needed to establish delivery partners, and to raise awareness of new opportunities

a. Schools

It is important that, from the outset, formal learning on offer at the barn, or in the classroom by barn staff, is developed with the National Curriculum guidance in mind. Despite recent changes to the Curriculum, designed to give primary school teachers more freedom, when it comes to history, it is the 'traditional' schemes of work that have been followed for the last decade, which get explored. These represent opportunities to attract classes for an out of school visit, or outreach by barn staff.

Secondary teaching is, of course even more bound to the curriculum, especially in the later years, and so any resources or workshop sessions would need to be developed in close consultation with Heads of Year and subject coordinators, not only history.

The barn environment may be used as a stimulus to explore several core subjects in the curriculum, and cross-curricular packages with have more appeal for teachers.

Curriculum opportunities:

While there should be some standard lesson formats, in order to deliver a general experience of the barn, the Education Officer should work closely with teachers to develop sessions relevant to other topics. Here are some examples of topics which might be relevant and interpretive 'hooks' for finding relevance at the barn:

Key Stage One

History - Homes in the past (role of the barn in domestic life – labourers and Bradestone family)

Key Stage Two

History – Local history

History – “Invaders and settlers” (looking at farming ways of life in early British society)

Science – plants – e.g. ‘plants and me’ – the different role that both wild and cultivated plants have in our lives

Key Stage Three

History – Key Concept; cause and change – analysis reasons for major change and the impact of events: the barn in the time of the plague. Winnowing and grinding – demonstrate the manpower needed to make bread; discuss the impact of decreased population; archive and map work.

Key Stage Four

Geography – ‘aspects of physical and natural geography’: geology of the area, creation of top grade soil; local stone; dry stone walling; map work to track population growth; the barn at the centre of the very early village population; discuss ‘local distinctiveness and landscape characterisation’.

Standard Workshop examples – a suite of 2 hour sessions to choose from

Medieval day

Archives & map work

Ancient grains – sowing, threshing, ploughing, winnowing, grinding

Hurdle making

Natural dyeing

Wattle and daub – basic 14th C building material

Science

Measure the Ph balance and other conditions of the soil

What grows here naturally? Why?

Landscape character assessment – using indices by Natural England

Visit to Monk's Pool - including 'earth walks' and environmental games

Local skills

Dry stone walling

Basket making

Traditional uses for herbs

'What our ancestors can do for us now' – the 'green' tips from the past e.g. composting

The arts

Tour of the barn complex, Monks Pool etc,

Reflection on human stories represented in the landscape

Collaborative art piece e.g. collage

Poetry workshop

Prose workshop

Come together to share

Building an audience with schools

It will be important for a barn Education Officer to make face to face contact with key members of staff, initially at very local schools in Winterbourne, Frampton Cotterell, Stoke Gifford, Coalpit Heath, and villages in South Gloucestershire.

Once the format of the lessons has been tried, tested and evaluated, it can then be marketed to the wider area, with an emphasis on South Gloucestershire and North Bristol, as the key learning objectives for the site reflect a very local history, which it is most important for us to share.

Despite this, there is huge potential for the barn complex to become a centre for experiential learning around a large range of history topics, to include experiencing historic lifestyles, hands on experimental archaeology, sowing and harvesting and so on, as will be later detailed.

b. Adult education

Day or evening courses could run several times a year, or each month. This would place the barn at the local forefront of rural skills training. Freelance tutors would be required, but these associations would put the barn in a strong position to host training workshops for more challenging audiences, with expertise building so that courses might be affiliated to national accrediting organisations, such as the Open College Network. Adult education courses might require a courses administrator and online prospectus and booking, however.

c. Family learning

Family learning opportunities may be offered with the guidance of the family learning team at SGC. Activities which are already developed at the barn could be altered to suit parent and child ‘hands on’ activities together, for example, a fortnightly ‘Dad’s club’ could build a Saxon style ‘wendy house’ with their children, using woven hazel, daub and thatch.

d. Parent/ carer and toddler

The walls, garden and barn provide a new and interesting venue for activity with young children. A regular group meeting could explore environmental games, plus provide a great summer environment for usual games with parachutes, balls etc and a great space for stories.

e. Non-traditional heritage audiences

Non-traditional heritage audiences who are not expected to visit the barn under their own steam, could be the focus for bespoke outreach projects, delivered in partnership with organisations which represent them. It is important, however, to examine motivations for getting these audiences involved, as they are often included as a ‘box ticking’ exercise. Non-traditional audiences might include people ‘disengaged’ in local society, maybe represented by user groups in the area such as mental health service users, those on a low income with more immediate priorities, or young, unemployed people. In reviewing our overall learning objectives, the emotional objective to inspire a life enhancing ‘sense of place’ may be offered to individuals and group leaders as a worthwhile reason to get involved. This may be done via collaborative artwork, working together on temporary exhibits, or on learning new skills together.

f. BME groups

It may be considered especially relevant for immigrants to the country (and indeed the county), to be offered the chance to get involved in exploring the heritage of their local area. An outreach worker might explore working with existing groups who already meet, and explore working with these groups to make use of their existing skills and interests to enhance understanding of the barn complex for other people. It is important for BME populations to be able to celebrate their own culture in the

context of looking at our own – groups might explore themes common to everyone such as historic architecture and vernacular buildings in their own countries and celebrate this through art or exhibition.

g. Disabilities

The barn complex is an evocative environment, and it should be written into the objectives for the site that it is inclusive and open to all. In each learning ‘arena’ – the barn itself, the new interpretation facilities and the format of tours and workshops, physical access issues should be acknowledged and, where appropriate, overcome. See section 7 - Learning and site interpretation.

h. Older people

Older people in the local community may be engaged in the Barn and its learning programme, through bespoke projects offering them opportunity to learn at the barn through talks, tours, craft workshops, music or arts events. Where possible, there should be provision for older people to share their skills and understanding with others, so that it might enhance understanding of the barn. Very local older people may be able to contribute to understanding of the role of the barn in the past. This could be done through organised memory capture, as well as a space in the interpretation scheme for people to leave recollections of the local area, or of the barn complex in the past. The less able older people will be considered as with all disabilities, in the practical planning of events and learning spaces, as previously discussed. This would be an audience which should be approached via proactive outreach, as part of the responsibility of an outreach officer.

4. Audience development contd.

a. Visitors – day, holiday

Winterbourne Medieval Barn is situated in a highly populated area, on the outskirts of a major city and represents increasingly invisible historic rural livelihoods. There is potential for it to attract day visitors, and repeat visitors from all over the area, and possibly the region.

Key to this will be the ability for the visitor experience to remain dynamic and interesting. With the learning objectives in mind, and the success of existing events, it seems fitting that this changing programme and ‘offer’ should move with the seasons, as the uses of the original building would have done.

If the barn is to attract general visitors, who are not visiting for a specific learning event, the experience of the visit should be multi-sensory, engaging, informative and unusual. These following elements might make up a positive visitor experience of the barn.

These will be explored further in the ‘Interpretation’ section of this document.

- A welcome & orientation
- The barn itself
- Interpretation
- Casual learning opportunities
- Changing exhibits
- Sign posting – how to follow up your visit/ when to come again
- Catering

Building this audience will require significant investment in marketing and advertising, making use of free listings and opportunities to submit articles to magazines and press wherever possible.

Establishing this audience will be the work of permanent staff.

b. Other heritage organisations

Winterbourne Medieval Barn should become a significant contributor to the understanding of local history and environmental issues, as well as to heritage sector issues such as audience building. In this guise, the barn should host networking events and workshops on its particular areas of expertise for other organisations – such as celebrating rural livelihoods and engaging local audiences.

As a previous event has proven, the barn is also a great case study for exploring rural regeneration, and literature and support materials for other organisations could be part of its long term vision.

The WBMT wisely formed sub groups within their members several years ago, and the Restoration Group have made many links with heritage conservation organisations, and some of these have led to great activity happening on site already. The threshing floor has been reinstated sympathetically, and a second entrance to the barn complex has been built, in accordance with planning requirements and has taken into account the distinctiveness of the conservation area. The Trustees hard work in conserving the standing structure at the advice of English Heritage has placed the barn on the map of important medieval and agricultural structures, and ways to build on increased awareness of its significance are always being worked upon.

One potential partnership that would bring great activity onto site is between the barn and the Carpenters Fellowship. The Fellowship is a Guild of craftsmen and discussions so far have been with their development officer. Both parties have agreed that there is potential for workers of the Guild to carry out important and essential renovation on site, using it as a teaching resource/ venue. The activity might then become an interesting aspect of the site to interpret to tours and other visitors. This excellent link is a great example of how the skilled and experienced Trustees have been networking in order to raise awareness of the barn and what it can teach the wider public.

5. **Delivery programme – including volunteers and staffing**

Schools

Schools work should begin immediately, with lesson plans drawn up within one month of the start of the project, and based on the results of consultation with education providers in Stage Two of the bid.

The first three months should concentrate on delivery to local schools/ inviting local schools into the barn, and on asking staff to evaluate these sessions.

The following weeks should be spent making appropriate changes to the lessons/ delivery so as to make them as relevant and accessible as possible.

Schools programme – staffing

F/T or P/T Education Officer

P/T Education Assistants x 2

A small team of Education Volunteers

Schools – capacity

A part time Education Officer should be able to realistically deliver one session a week (half or full day). This will be in addition to planning, schools engagement, working with other audiences. This will be with the help of at least one education assistant, plus an education volunteer.

A full time Education Officer should be able to deliver two full days a week, with 2 Education Assistants and Education Volunteers. As the staff become more familiar with delivering the sessions, this capacity may build.

The capacity of the amount of pupils on site at any one time will rely on many practical considerations. However, with the appropriate Health and Safety considerations, it should be possible to deliver sessions to one class of thirty at a time, with the possibility of another class/ school visiting for an afternoon session.

Schools – regularity

Factors to consider regarding the regularity of school visits to the barn:

- Season - Summer is likely to be more popular than winter.
- Curriculum focus at different times of year
- Space – learning spaces available
- Staff – there should be a ratio of at least one member of barn or school staff to each 5 pupils. In a class of 30, this requires 6 staff, e.g. barn Education Officer, Education Assistant, volunteer, Class teacher and two Teaching Assistants.

At the start of the project, for the first six months it is reasonable that there may only be one school visit per fortnight, as awareness of the barn is being spread. Later on, one full day or two half day visits should happen at least once a week.

This sort of capacity will build enough regularity for approximately 30 schools to be involved in an annual visit to the barn.

Any session at the barn could be exchanged for an outreach visit by barn staff to the school, if it is required by the school.

Schools – engagement

This should be carried out by the Education Officer, via face to face contact with teachers, a regular newsletter, and free school assembly visits, plus pupil ‘challenges’ to be set by the barn and carried out as ‘homework’ as a way to raise awareness of the education programme.

Schools – Evaluation

Evaluation of the lessons/ sessions should be carried out via questionnaires to the teachers. These should seek to establish if the learning objectives of the session have been met, and the relevance of the session to the curriculum. Changes to the sessions should be acted upon as soon as possible, where there is significant evidence that it is required.

Pupils' responses to the sessions should also be evaluated, using fun, responsive games to capture likes, dislikes and understanding.

Delivery - Outreach projects

These will be designed and delivered in order to reach particular new audiences for the barn, including BME, family learners, young people, older people, adults with disabilities, mental health service users. Some detail for these projects should be drawn up in Stage Two of the bid.

Establish partnerships with local service providers, to deliver learning and volunteering opportunities via bespoke outreach projects, for example, young people from youth organisations establish a herb garden.

Staff

There should be a dedicated Outreach Officer, either F/T or P/T, but their hours will obviously have an impact on the amount of projects that can be delivered.

Through careful recruitment, it would be beneficial to have two regular outreach volunteers, who are experienced in working with more challenging audiences.

Regularity

Work with one group on on-going projects at the barn at any one time. These projects may take the form of contributing to the visitor experience at the barn, and will engage participants in new skills. For example, young people involved in fence building, planting crops etc.

Work on one focussed community project at any one time, in addition to leading visiting groups. For example, meeting regularly with a group of mental health service users to engage them in walks near the barn and production of a collage piece representing the historic landscape.

Summary: work with 2 groups at a time, one regular and one on short term projects.

Delivery – Adult education/ short courses

The inclusion of these in the overall learning programme will provide opportunity for people to learn declining rural skills, and conservation/ environmental knowledge. Therefore, these can be as regular as seems necessary to achieve this. One short course a month would be good: making use of skills amongst staff, and of ‘consultant’ tutors in organic farming, willow hurdles etc.

Delivery – Use of volunteers

If the barn is to continue to host learning events on a scale which will have a significant impact on the community, and if it is to continue to exist as a public space, it will always need the support of volunteers. A volunteer coordinator will be crucial to the positive experience of the volunteer team, and therefore the effectiveness of their input. A part time coordinator could manage a team of 15-20 volunteers, working on 2 –3 key learning activities. However, a full time Volunteer Coordinator could manage a team of 20 – 40 volunteers, working on a whole range of activities. The Volunteer Coordinator would be responsible for volunteer training and development, plus team building exercises.

The success of the barn’s current public engagement programme is already a testament to the work of dedicated volunteers. In fact, all restoration, fundraising, organisational and education work has been carried out by volunteer Members and Trustees. The huge achievements of the group are a core asset for the future of the barn and its use. Already a regular, varied and interesting events programme is being very professionally delivered by these committed individuals, some of which are similar in nature to those activities suggested in this report.

However, at the beginning of an HLF project, volunteers will need to be allocated to, or recruited for specific areas of the learning programme – mainly Education support or Outreach support. This will be in addition to other roles for volunteers on site, for example, volunteer first person interpreters, who might welcome, meet and greet visitors, explaining the history, maintenance and use of the site.

It will be crucially important for WMBT to carry out a ‘volunteer audit’, before embarking on increased activity relating to education. It may be that existing volunteers can contribute to the learning team, and bring with them the valuable knowledge and experience of the barn that they have accrued over the past decade.

Regularity

There will need to be volunteers on site each day that learning is delivered either at the barn, or on outreach visits.

Engagement with volunteers

At the beginning of the project, existing volunteers should be briefed regarding the new opportunities that have arisen. A formal recruitment process should take place regarding the Education Support Volunteers and the Outreach Support Volunteers, in order to ensure that a high quality programme is offered. These posts may be advertised on national heritage recruitment pages, such as the Guardian Online, or Leicester University Museum Studies Jobs Desk.

Delivery - Social media

Weekly updates to social media groups should be made by the Outreach Officer, who will also be responsible for media contact and contributing to the marketing programme.

Delivery - Education Resources

The Education Officer should upload new education resources online to social media and web pages, and send links to existing teacher contacts. These resources may take the form of PDF documents of tried and tested activity ideas.

Delivery - Tours, talks and public events

If the barn is open to the public, volunteer guides/ first person interpreters should be available at all times for visitors to speak to. This will ensure that meaningful messages regarding the barn and its complex will always be being shared with people.

Tours and talks for local interest groups may be delivered when requested, and when there is staff time to do so.

With so many ways for local people to get involved, the public events programme should be reduced to those larger, seasonal events which attract large amounts of visitors, and all staff should be expected to help deliver these – Medieval Fayre, Apple Day, etc Children's activities at these events may be borrowed from the portfolio of activities offered elsewhere, in order to make use of professionally developed activities, and minimise extra preparation; efficiency will be key when delivering large events at a busy site.

6. Learning Programme Delivery Summary - Example

An annual programme of learning activity for the barn may look like this:

Activity/ Month	Schools visits	Outreach projects – specific audiences	Public Events	Short Courses	Volunteers activity	Social media updates	Educatio n Resource s shared (uploade d)
January	3	1 – regular maintenance work 2 – history workshop – arts outputs	0	2 History of Winterbourne & archive sources Firemaking & storytelling (ancient techniques followed by collaborative story)	Site maintenance, learning support	Weekly	1 – beginning of term
February	4	2 – as above	0	1 Basket making	As above	Weekly	0
March	4	2 – as above	0	1 Hazel hurdle making	As above	Weekly	0
April	5	2 – as above	1	2 Dry stone walling The sustainable past; green skills from across the centuries	As above, plus event support	Weekly	0
May	6	1 – regular maintenance Outreach officer makes plans for second one	0	1 Ways with wildflowers	Event support, daily visitor guides, learning support	Weekly	1 – beginning of term
June	8 - 10	2 – maintenance	0	1 Summer cooking from the veg plot	As above	Weekly	0

		& bespoke project					
July	8 - 10	2 – as above – 2 nd project now contributing to something new on site	2 Medieval Fayre Archaeology Day	1 Poetry workshop in the landscape	As above	Weekly	0
August	0	2 – as above	0	1 Lammas/ corn dolly making	As above	Weekly	0
September	3 – new term history topics Education officer makes plans for activity during the term	2 – as above	0 (Heritage Open Day would not apply if the barn was open at all times).	1 Natural Dyeing	As above	Weekly	1 – beginning of term
October	4	1 – regular maintenance work Outreach officer makes plans	1 Apple Day	2 Cider pressing Hedgerow foraging	As above	Weekly	0
November	4	2 – regular maintenance group 2 nd group – outreach to them – e.g. developing history trail for visitors with disabilities	0	2 ‘Up cycling’ for presents Leather working	Site maintenance, Learning support	Weekly	0
December	2 Learning staff make changes/ plans for new term	2	1 Carols in the Barn	1 Wreath making	As above	Weekly	1 – Festive theme

Example lesson plan

Year Two

From the Department for Education website:

“Local history study at Key Stage 2

‘A study investigating how an aspect in the local area has changed over a long period of time....’

Historical enquiry at Key Stage 2

[1] Knowledge and understanding of events, people and changes in the past

Pupils should be taught: a. about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past b. about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world c. to identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied d. to describe and make links between the main events, situations and changes within and across the different periods and societies studied.

[2] Historical interpretation

Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this.

[3] Historical enquiry

Pupils should be taught: a. how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources (for example, documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites) b. to ask and answer questions, and to select and record information relevant to the focus of the enquiry.

[4] Organisation and communication

Pupils should be taught to: a. recall, select and organise historical information b. use dates and historical vocabulary to describe the periods studied c. communicate their knowledge and understanding of history in a variety of ways (for example, drawing, writing, by using ICT).”

Areas where this lesson plan feeds directly into the learning objectives for the topic, are highlighted in red and referenced 1 – 4.

‘Medieval livelihoods in South Gloucestershire’

Half or full day school visit

Suitable for up to 35 Key Stage 2 pupils

Staff requirements: Three paid barn staff, three – four school staff

Arrive: 10 am

10 – 10.10 Leave bags, toilets, dress appropriately (wellies, sun screen etc)

10.10 – 10.30 Welcome talk outside of the barn

[4] The opening discussions/ role play will encourage good organisation/ communication of the period later on – setting the scene about the past and the totally different ways of life.

Welcome – staff names

What to expect – brief format of day

Intro to barn – when built – line up pupils to represent how many generations have lived since it was built.

Why was it built?

What could you see here then?

What would you eat if you lived then? (combination of cultivated and wild food – eat a piece of nettle to drive home the point – pupils say “ewgh”).

Guesses – what’s it made from?

Come inside!

10.30 – 10.40 From inside you can see clues as to why it was built

What is the roof made from? Massive trees! What a lot of effort! What would be so important to you, that you needed to go to such effort, before machines were invented? Food!

Use pupils to demonstrate the crop wagon entering.

Off load the crop. Send them out of the opposite, lower door.

Threshing – quick demo – we will do some of that later.

How else can we find out about the past, apart from looking at the buildings?

(Pupils likely to say, “we can look at books!”)

Explain role of other primary sources in telling us about the past.

Today, we are going to use a mixture of experiments and primary sources to find out what it was like to live here in the past, and to use this barn.

10.45 – 11.15

[1] The practical sessions on Threshing, grinding, and later, hurdle making and dry stone walling will help with historical understanding of the context of the period, and the livelihoods that relied on the barn.

Group One - Threshing

Group Two - Map work - estate, Diocesan maps – comparing historic map to contemporary one using acetates to over lay one onto the other – sourced from the Historic Environment Record

[2, 3] Historical enquiry/ interpretation skills can be learnt here through ‘doing’ and repeated in classroom follow-up work.

Group Three - Grinding (hand querns)

11.15 – 11.45 All swap

11.45 – 12.15 All swap

12.15 Lunch

- 13.0 Recap of map work – set them a simple task for in class using resources given.
- Now you have seen the maps, where was all of this grown? Talk about field systems
- This afternoon, we will look at how the fields were divided – how are the fields divided today? (walls – has anyone noticed them?)
- We will also have a think about keeping animals for food. How would you keep them together?
- Explain – three groups – one dry stone walling
- one hurdle making
- one treasure hunting (handling collection)
- 13.30 – 14.00 Three groups – activity one
- 14.00 – 14.30 Activity two
- 14.30 – 15.00 Activity three
- 15.00 Come together – fire making demonstration (using old methods – e.g. bow and drill; in barn if H&S cleared
- Story telling (around the fire) – staff start off the story, pupils tell the rest, weaving in the medieval ‘treasures’.
- [1] Life around the fire was a daily occurrence for those who built the barn; this will help with general historical understanding of the period.**
- 15.30 Bags and goodbyes
- 15.31 Evaluation sheets/ handover follow-up resources for teachers

8. Learning and Site Interpretation

Many aspects of the learning programme will influence requirements for the interpretation of the barn, as the two aspects of activity are closely linked, and in fact some learning activity should feed into and complement the permanent interpretation.

Summary of factors influencing design of new interpretation

This will be divided into areas of the barn and audience needs/ expectations regarding the learning plan for that particular area, *e.g. inside the barn: permanent interpretation should not use up lots of space – many audiences require the barn to appear as untouched as possible for practical reasons and for reasons of historical understanding.*

Outside spaces – the courtyard & cow byres

Good first impressions and a welcome space will be essential near to the gates of the barn. Any on site advertising of forthcoming events etc should be presented on boards/ panels provided by the interpretation company so that everything visually ties together.

General visitors will require a definitive welcome and orientation, as will visitors at public events.

Learning groups will require somewhere to assemble for an overview of the complex.

All visitors, staff and volunteers will require an Assembly Point for Fire regulations.

The learning programme will feature some outdoor activity, which will be of a semi-permanent nature in the courtyard, such as experimental archaeology. Other visitors will better understand this ‘working area’ of the barn, if there is signage and or interpretation to explain what goes on there.

The buildings in the barn complex which are not part of the main barn, but which tell the story of the place will need some sensitive interpretation.

There is a general desire for local people to use the barn as an outdoor space to enjoy – a special community space, as it once was. Some interpretation/ activity that encourages this would be beneficial, for example attractive, sensitive sculpture/ wooden signage depicting the historic community living and working in and around the barn. This should be placed anywhere where casual visitors may dwell – to make time spent at the barn appealing and unusual and to enhance the local

distinctiveness of the complex.

Indoor spaces – current WMBT ‘classroom’/ office, kitchens etc

Appropriate signage will be required by the interpretation company in the same style as the interpretation.

The content of this signage will depend on the function of this area during the project. It may be that only signs saying ‘offices, no public access’ are required, or, if this is to be an area for catering, it might be that signage is required to orientate people.

General visitors and day-trippers are attracted to destinations which offer catering or refreshments and a space to pause and reflect. As the barn is away from other services in the village, it would be of great benefit for refreshments to be on offer in this area when the barn is open in the summer months.

Participants in learning activity may need to make use of this space as a classroom, if other areas of the complex have not been developed for this purpose.

The Barn

Permanent interpretation in the barn should be sensitive, and have as little visual impact as possible. However, it should also entice visitors to explore the site further, and to look at the space from many different perspectives, including as evidence of a social history, and also an architectural style.

The interpretive themes covered in the barn should include:

- When and how built
- What purpose
- It’s fate over the centuries
- Its regeneration
- Its role once again as a community space

A key factor in the placing of the interpretation will, of course, be conservation considerations.

There should also be intriguing hints, or obvious signposts towards how to find out more/ get involved in aspects of the barn, for example, where to find out about events and course programme, what you can discover in the new interpretation/ learning area.

The interpretation in the barn will need to serve as an **introduction for visitors who are to dwell** on the whole site, as well as **an overview for those busy on other activities**, such as large public events, or courses. The complete package of services/ experiences on offer should be communicated here.

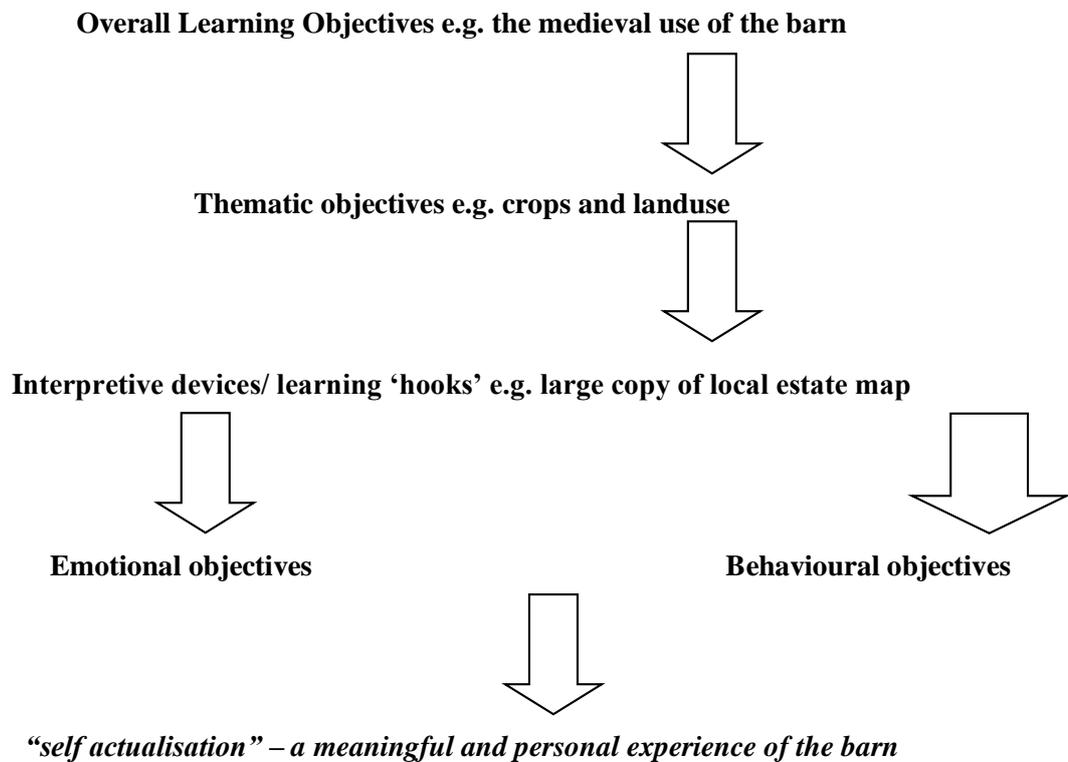
New interpretation facilities – the west bay

A ‘working’ interpretation plan for the West Bay

Interpretation at the barn should be developed in keeping with the learning plan for the whole site. Part of this interpretation will be thematic, with the two key areas being inside the barn, and inside the new learning areas in the South Wing. As a ‘working plan’, the following topics may be included, but this will be subject to contributions from Trustees, volunteers, consultants and historians who will suggest both historic, environmental and other themes to be represented in the permanent interpretation.

A Thematic Interpretation Plan to be developed, based on this interpretive planning model.

Consultation with WMBT historians required.



Audiences' needs regarding new interpretation provision

Visitors – day and holiday, public events

Interpretation of the barn will turn it into a destination, and should offer an engaging and dynamic experience, whilst being sensitive to the surroundings.

It would be good for the interpretive devices to include digital media, Apps and QR codes. Nearby visitor attractions at Bristol's M-Shed and @Bristol have set high standards in the use of interactives. It will be necessary for this type of presentation to be in a bespoke space, however, and for it to not to compromise the integrity of the visitor experience inside the historic barn.

Wishing to give visitors a reason to return time and again, there should be a changing element to the presentation – perhaps an area for a changing display such as creative work by the learning audiences, or a space for visitors to make their own contribution. The links to digital media could also be changing and highlight new work achieved on site or new research into the areas of relevance to the barn.

Learning participants

Formal groups visiting the barn may work a visit to the permanent interpretation into their study. The interpretation should be developed so that it may act as an introduction to key themes at the barn, and key messages drawn from it easily by all, including younger audiences. With this in mind, it may be helpful for it to include an associated children's trail to help pick out key messages. A pdf digital file of this should be commissioned and developed so that it may be printed off in the future and used as and when needed.

As discussed, it will be helpful for there to be a space/ 'narrative' which welcomes a written or artistic contribution to the interpretation by learning groups.

The interpretation will need to be developed to best balance the pressures of space when larger groups are visiting.

Visitors with disabilities

Intellectual and physical access to the interpretive messages should be maximised and balanced with other influencing factors, such as health and safety where possible.

It would be particularly positive if those visitors who have disabilities could have the opportunity to

describe / contribute what they have experienced about the barn, along with others. The multi-sensory atmosphere of the building invites a strong reaction from visitors who come to that space. The challenge of allowing visitors to contribute their reactions to the barn, including those with disabilities should be set to the interpretation company. One approach might be to record reactions using voice-recording equipment.

9. A sustainable future for education at the barn?

Once the barn has established a reputation as a centre for excellence, there is potential for the education staff to charge schools and groups for visits.

The author has direct experience of working in a similar environment, and where the charge for a full day with one tutor was 250 GBP. All permanent staff had an equal fee, so that large school groups who stayed all day brought in 500 GBP a day for the site.

In order to cover salaries, the number of school groups could increase, and perhaps more research carried out into wintertime sessions that would appeal to schools.

Other sources of revenue reflect the current situation at the barn – public events, but also short courses. Venue hire could be offered to organisations who would be sensitive to the barn environment, so as to boost income from month to month.