

Heritage Learning and the Curriculum for Excellence

A response to the Curriculum for Excellence by the
Heritage Education Forum (HEF)
September 2008



The Heritage Education Forum (HEF) – Who we are

HEF is a forum comprising representatives of the heritage organisations of Scotland. We aim to:

1. Share information and best-practice
2. Establish active partnerships across the heritage sector
3. Ensure effective use of resources for all learners
4. Promote the value of and increase access to heritage learning

Heritage learning is a dynamic process through which individuals interpret and experience objects, artefacts, manuscripts, wildlife, landscapes, buildings and monuments. Direct involvement with a Surrealist painting, the Stone of Destiny or an original historical document gives power and immediacy to learning encounters. Learning in this context can be highly charged, challenging and creative. Young people learn about the natural environment and their own past and the ways in which this has informed who they are and how we as a nation have evolved.

HEF member organisations

AS	Archaeology Scotland
engage	engage Scotland
GEMS	Group for Education in Museums Scotland
HS	Historic Scotland
MGS	Museums Galleries Scotland
NAS	National Archives of Scotland
NGS	National Galleries of Scotland
NLS	National Library of Scotland
NMS	National Museums Scotland
NTS	National Trust for Scotland
RCAHMS	Royal Commission on the Ancient and Historical Monuments of Scotland
SNH	Scottish Natural Heritage



The Curriculum for Excellence and heritage learning

HEF welcomes the Curriculum for Excellence and fully endorses the values and principles upon which it is founded. It provides a valuable opportunity to integrate heritage learning into curriculum teaching, so ensuring all Scottish children can learn about their past and begin to understand their own position in relation to this. HEF recognises the importance of learning outside of the classroom and using a wide range of resources. More systematic engagement with heritage learning would ensure the vast array of resources offered by **HEF** member organisations are utilised more effectively across curricular areas.

Greater integration of heritage learning into the curriculum would help to encourage innovative approaches to teaching; increase opportunities for non-classroom based learning and provide contexts whereby cross-curricular links are facilitated. See **Appendix 1** HEF Case studies.

How can HEF partners support the Curriculum for Excellence?

HEF partners can support the Curriculum for Excellence by providing:

1. Information and advice to the Scottish Government, LTS and related curriculum developers
2. Access to internationally significant collections, archives, etc.
3. Opportunities for a wide range of out-of-school learning opportunities
4. Expertise and specialist knowledge about heritage learning and materials
5. A wide range of teaching resources, guides, packs, fact-sheets, etc
6. Numerous internet, e-learning and face-to-face learning opportunities
7. Content for online services such as Glow and Scran
8. Opportunities for cross-curricular working

See **Appendix 2** HEF Support for learning



HEF and Curriculum for Excellence Principles

The following sections indicate how heritage learning complies with the principles for curriculum design.

Challenge and enjoyment

Based as it is upon the interpretation of real world events, documents, objects, paintings, the built and natural environment; heritage learning is necessarily an engaging, challenging and critical process. Interpretations are politically charged, bound as they are by time, place, class, and gender, social and ethnic orientation and so on. By viewing the achievements of others and the best of Scottish culture, students gain the confidence and ambition to raise their own standards.

Breadth

As highlighted, the collections and resources represented by **HEF** spans the full range of Scottish culture and history and encompass an impressive array of natural environments. The broad range of learning material enables heritage learning to span the entire curriculum. As such it is fully concordant with the principle of cross-curricular working. The variety of formats in which it is presented, through live interpretation, teachers packs, guided tours, interactive displays, nature trails, performances, handling sessions and so on, also ensures learning takes place in a variety of contexts.

Progression

By engaging with heritage materials from an early age, children can progressively build upon their knowledge. The issues and ideas presented range from the very simple such as early agricultural tools to the sophisticated philosophical debates of the Scottish Enlightenment. As such, learning materials can be accessed at an increasingly complex level to suit the development of individual learners.

Depth

By exploring the development of Scottish society, individually and through group work, children are exposed to fascinatingly different perspectives on the world and contrary ways of thinking. They can access these ideas at a variety of levels and with increasing intellectual rigour.

Personalisation and choice

In her keynote speech to the SLF in 2007, Fiona Hyslop the Cabinet Secretary for Education and Lifelong Learning, highlighted the importance of nurturing young people so that they 'leave school with a range of knowledge and skills that we agree adds up to a general education' and are 'challenged and engaged by their learning.'

The breadth and depth of learning materials available through heritage learning makes it uniquely positioned to facilitate personalisation and choice. These materials can be freely adapted to support any conceivable range of interests, aptitudes and talents.

Coherence

Heritage materials can provide coherent learning content by elaborating links between specialist subject areas or through progressively in-depth study of a particular interest through the different stages of a school career.

Relevance

Through comparative example students are introduced to the context within which current events, issues, ideas and interests were formed. The existence of local collections does roots investigative learning into the immediate conditions of a local area, so ensuring relevance to learners.

HEF strongly advocates discussion on the following points. How can we:

1. Ensure heritage learning has more direct, significant and sustainable input into the Curriculum for Excellence (particularly as a cross-cutting theme)?
2. Work effectively with other developments such as Glow to consolidate the use of heritage learning materials?
3. Improve information sharing and partnership working between LTS, **HEF**, SQA and the Scottish Government?
4. Work together to provide a more integrated and fluid learning infrastructure which involves the full range of learning providers?
5. Improve and embed CPD provision offered by the heritage sector to teachers and nursery staff?



Appendix One

HEF Case Studies for the Curriculum for Excellence



Case Study One	
Project summary	<p><i>Discovering the Iron Age</i></p> <p>Archaeology Scotland education staff worked with teachers and S1 pupils to deliver Iron Age activities as part of the S1 curriculum for pupils at schools that cater for children on the autistic spectrum. We introduced staff to the evidence for the Iron Age and key aspects of the period through an INSETT day. Teaching staff then developed activities particular to their subject area. Pupils were introduced to the programme through a series of hands-on activities: such as a simulated excavation in the classroom where they learnt the skills involved in recovering evidence and about different types of evidence. They then used what they had learned to re-enact life in the Iron Age in a series of drama sessions. This was followed by field visits to Iron Age remains and participation in an Iron Age activity day in Edinburgh.</p>
Date	June 2006 - present
Organisation	Archaeology Scotland
School/nursery	Kaimes School, Edinburgh
Cross-curricular links	<p>Social Studies - Historical enquiry, interpreting evidence, understanding past societies and environments.</p> <p>Literacy – Site report writing, desk-based documentary research.</p> <p>Expressive Arts – Imaginative role-play and drama sessions.</p> <p>Science - Following a scientific process, sorting and categorising finds.</p> <p>Health and Wellbeing – Outdoor learning on a follow-up field visit, cooking from iron-age recipes.</p> <p>Technologies – Looking at use of surveying equipment and aerial photography.</p>
The four key capacities	<p>Successful Learners –By engaging in non-classroom based learning and acquiring a range of new practical and social skills.</p> <p>Confident Individuals – By working positively with other adults outside the classroom environment and achieving success in practical tasks.</p> <p>Responsible Citizens – By learning about the past environment there is greater understanding of the present environment.</p> <p>Effective Contributors – By learning through team-work and being given roles like ‘digger’, ‘surveyor’ and ‘finds-expert’.</p>



Case Study Two	
Project summary	<p>Junior Guides</p> <p>Historic Scotland's Junior Tour Guides Scheme started over 20 years ago at Linlithgow Palace, where P6/7 pupils from Linlithgow Primary School are trained each year to be costumed tour guides for visiting school groups. In March 2006 Historic Scotland began an expansion of the scheme with schools local to Claypotts Castle and Doune Castle. P6 pupils, who wanted to participate, received training about the history of 'their' site as well as in public speaking and story telling techniques. The Linlithgow Palace Guides gave them additional tips on how to hold an audience. During the summer term, the new guides practised giving tours to other classes within their school. As fully fledged P7 guides in 2006-07, they delivered costumed tours of 'their' site to visiting schools and helped to train the next generation of Junior Guides. This process is now embedded in learning programmes at both schools and they, in turn, have assisted P6 pupils at Stanley primary school to become junior guides at Stanley Mills. The scheme is set to expand further during 2008-08.</p>
Date	March 2006 to present
Organisation	Historic Scotland
School/nursery	Linlithgow Primary School; Claypotts Castle Primary School, Dundee; Doune Primary School, Doune; and Stanley Primary School, Stanley near Perth
Cross-curricular links	<p>Social Studies: People, past events and societies – appreciation of their local and national heritage; engaging in entrepreneurial activities which stimulate an enterprising attitude; establishing firm foundations for lifelong learning.</p> <p>Expressive Arts: Drama – working on own and with others to create, adapt and sustain different roles, experimenting with movement, expression and voice; creating and presenting scripted or improvised drama .</p> <p>Literacy: Communicating, collaborating and building relationships; responding and acting on feedback to improve; extending and enriching vocabulary; using suitable vocabulary for their audience; developing confidence when engaging with others within and beyond their place of learning.</p> <p>Education for citizenship: Establishing a sense of ownership of their local historic site and the desire to play their part in preserving this for the future.</p> <p>Health & Wellbeing: Building confidence, resilience, self-awareness and worth; offering their skills to help encourage learning and confidence in others.</p>
The four key capacities	<p>Successful learners: By engaging in non-classroom based learning and acquiring a range of communication and social skills.</p> <p>Confident individuals: By working positively and providing a valued service for pupils and adults outside their own school environment.</p> <p>Responsible Citizens: By establishing a sense of ownership of their local historic site and the desire to play their part in preserving this for the future.</p> <p>Effective Contributors: By learning through teamwork.</p>



Case Study Three	
Project summary	<p>Scottish Archives for Schools (SAfS) Outreach NAS education staff worked with P7 pupils and teachers during their class project on WW2. We introduced them to unique records – which schools now have access to using SAfS resources - and supported them through a journey of discovery considering the facts, impact and ethics of war and how we come to know about it today. We used government reports, family letters and diaries, photographs, newspaper articles, reminiscence and film clips.</p>
Date	Mar 2006 - present
Organisation	NAS
School/nursery	Callander Primary School
Cross-curricular links	<p>Social Studies – observing different types of evidence, historical enquiry, interpreting evidence, discussion and developing awareness of sequence and chronology.</p> <p>Literacy – development of listening, reading and writing skills; engagement with a different range of texts and media; documentary research; note taking and report writing.</p> <p>Expressive Arts – Imaginative role-play and drama sessions, art and design work.</p> <p>Religious and Moral Education – development of understanding and appreciation of different values and viewpoints on moral issues, development of basic critical thinking and reasoning skills, ability to analyse and express their own beliefs, ideas, values and opinions.</p> <p>Technologies – work with sound files and film clips.</p>
The four key capacities	<p>Successful Learners – by inspiring motivation and enthusiasm for learning; by delivering opportunities for independent and group learning.</p> <p>Confident Individuals – by giving pupils their first experience of working with archives to investigate the past for themselves.</p> <p>Responsible Citizens – by providing activities that develop pupils' knowledge and understanding of the world and Scotland's place in it, with opportunities to develop informed views on complex issues.</p> <p>Effective Contributors – pupils work together to evaluate primary sources of evidence and communicate their findings in different ways and settings.</p>



Case Study Four	
Project Summary	<p><i>The Gallery</i></p> <p>This pilot project involved three Edinburgh schools, a creative team of high-profile individuals, Edinburgh-based Stellar Quines Theatre Company, David Hughes Dance Company, the City of Edinburgh Council and the NGS. The aim of <i>The Gallery</i> was to develop a model of learning that encouraged collaborative interaction between various art forms. Pupils, supported by a writer, dancer, director and a designer, used <i>The Tourists</i>, by American artist Duane Hanson, as the inspiration for their own performance artworks. The pupils at Holy Rood RC High School created individual 'Devised Drama' pieces as part of their Advanced Higher Drama. Gracemount High School chose to work in film and animation, while Pilrig Park School used the project as the starting point for their annual dance performance at the Festival Theatre held in June 2007.</p>
Date	June 2006 – Dec 2007
Organisation	NGS
School/ nursery	Gracemount High School, Holy Rood RC High School, Pilrig Park School
Cross-curricular links	<p>The project resulted in the creation of new 'cross-arts' performance artworks inspired by NGS's modern art collection. Learning outcomes included the opportunity to use art works as a starting point to devise creative work, the chance to work with and learn from professionals, as well as to focus on the team skills required to produce a collaborative performance. Outcomes specific to the Curriculum for Excellence included:</p> <ul style="list-style-type: none"> ▪ openness to new thinking and ideas ▪ using technology for learning ▪ thinking creatively and independently ▪ achieving success in different areas of activity ▪ understanding different beliefs and cultures ▪ applying critical thinking in new contexts ▪ learning independently and as part of a group

Appendix Two

HEF Support for learning

Member	Resources	Learning Activities and Projects
Archaeology Scotland	<ul style="list-style-type: none"> ▪ over 1000 members representing the amateur and professional archaeological community in Scotland ▪ access to local experts ▪ 'artefact Investigation' kits and archaeology workshops ▪ online resources ▪ educational Resource Pack 	<ul style="list-style-type: none"> ▪ information and advice on archaeological activities and lesson planning ▪ workshops and kits available as loans ▪ <i>Volunteer Outreach Project</i> in Midlothian ▪ opportunities for active involvement through initiatives, such as <i>Adopt a Monument</i> and <i>Scottish Archaeology Month</i> ▪ management of the Young Archaeologists' Club in Scotland
engage Scotland	<p>National Association for Gallery Education</p> <ul style="list-style-type: none"> ▪ over 100 members representing over 40 organisations, art galleries, artists and freelance gallery educators ▪ regular e-newsletters, publications and events for members 	<ul style="list-style-type: none"> ▪ programme of research into increasing access to contemporary visual art through interpretation (2007). This will be delivered through 4 arts education action research projects at venues across Scotland ▪ programme of events supporting those working in access and education in visual arts venues in Scotland
Group for Education in Museums	<ul style="list-style-type: none"> ▪ publications, including GEM News, JEM ▪ supporting website which hosts the GEM email forum 	<ul style="list-style-type: none"> ▪ regular area meetings exploring relevant issues ▪ provides a programme of training days throughout the UK ▪ annual conference focusing on a current education theme ▪ manages the <i>Grass Roots</i> project which aims to enhance the learning services of member museums through resource notes, practical training and a mentoring programme ▪ liaises closely with various government and cultural bodies
Historic Scotland	<ul style="list-style-type: none"> ▪ a free educational visits scheme to 345 historic properties across the whole of Scotland 	<ul style="list-style-type: none"> ▪ annual schools programme of activities to support 3-18 curriculum ▪ CPD for teachers in training and in

	<ul style="list-style-type: none"> ▪ travel subsidy scheme for school visits ▪ downloadable and printed resources for teachers and pupils ▪ monthly e-newsletter to schools ▪ access to knowledge and expertise of Historic Scotland staff 	<p>service</p> <ul style="list-style-type: none"> ▪ careers days for primary and secondary school pupils ▪ on-site resources for teachers at selected properties
Museums Galleries Scotland	<ul style="list-style-type: none"> ▪ over 341 museums (142 local authority run) ▪ over 12 million objects ▪ 10,885 staff (53% are volunteers) ▪ Nearly 1,000 descriptions of individual museum collections due to be posted online 	<p>SMC provision:</p> <ul style="list-style-type: none"> ▪ Over £300,000 annually in grant aid, priorities for which include learning and access work ▪ <i>A National Learning and Access Strategy for Museums and Galleries</i> ▪ CPD for teachers ▪ How To Guide publication for teachers ▪ <i>Lasting Impressions: A guide to getting the most out of learning in the heritage sector</i> ▪ Grant aid (over £30,000 from 04-06), training and workshops for Cultural Coordinators <p>SMC member museums provision:</p> <ul style="list-style-type: none"> ▪ 87 learning staff ▪ Learning activities and resources throughout museums in Scotland
National Archives of Scotland	<ul style="list-style-type: none"> ▪ access to archival expertise ▪ over 70kms of records ▪ online catalogues ▪ access to digital images ▪ supporting websites 	<p>Learning activities in support of Curriculum for Excellence and National Qualifications:</p> <ul style="list-style-type: none"> ▪ website, CD, downloadable and printed resources for teachers and pupils ▪ annual schools programme of workshops to support Levels 1-4 and senior. ▪ CPD workshops for teachers <p>2008-09 Project:</p> <ul style="list-style-type: none"> ▪ pilot videoconferencing project with primary schools in East Ayrshire and secondary schools in Fife to support the teaching of History and Social Studies.
National Galleries of Scotland	<ul style="list-style-type: none"> ▪ 5 galleries in Edinburgh 	<ul style="list-style-type: none"> ▪ comprehensive education

	<ul style="list-style-type: none"> ▪ 2 outstations in Aberdeenshire and Borders ▪ houses the national collection of art from the 13th century to today ▪ hosts exciting temporary exhibition programme across all galleries ▪ over 1.5 million visits in 2006/7 	<ul style="list-style-type: none"> programme for school visitors including guided visits and practical workshops ▪ annual national art competition for schools, and creative writing competition ▪ tailor-made long-term partnerships with schools ▪ learning opportunities for families, young people, communities, and adults, as well as outreach programmes across Scotland
National Library of Scotland	<ul style="list-style-type: none"> ▪ Collects and makes available the recorded knowledge of Scotland. ▪ Reference library in Edinburgh housing approximately 13 million items and with regular public exhibitions ▪ world's leading centre for the study of Scotland and the Scots ▪ Includes the John Murray Archive, business papers, correspondence and manuscripts relating to the writers and thinkers who shaped the 19th century, and Scottish Screen Archive, Scotland's national moving image collection. ▪ one of six legal deposit libraries in the UK 	<ul style="list-style-type: none"> ▪ free curriculum based workshops (primary and secondary levels) delivered on site and in venues across Scotland ▪ CPD events for teachers (primary and secondary levels) delivered on site and in venues across Scotland ▪ online & downloadable resources for teachers and pupils (e.g. digital library) ▪ temporary and touring exhibitions ▪ Longer term projects with individual schools or groups of schools
National Museums Scotland	<ul style="list-style-type: none"> ▪ 5 museums: <ul style="list-style-type: none"> - National Museum of Scotland - National War Museum (Edinburgh) - National Museum of Flight (East Lothian) - National Museum of Rural Life (nr East Kilbride) - National Museum of Costume (Dumfries & Galloway) ▪ care of over 3 million objects and specimens of national and international importance ▪ over 1.4 million visits in 2007 ▪ 4 million virtual visits in 12 months ▪ www.nms.ac.uk 	<ul style="list-style-type: none"> ▪ Free resources and activities for school groups ▪ Free CPD programmes for teachers ▪ Wide range of programmes for formal and informal learners ▪ 60,000 participants in schools programmes and 150,000 informal learners in 06/07 ▪ Resources for teachers and pupils available on-line ▪ Outreach programme for schools and communities
National Trust for Scotland	<ul style="list-style-type: none"> ▪ Scotland's biggest Conservation 	<ul style="list-style-type: none"> ▪ Workshops

	<p>Charity caring for countryside, coastline, historic buildings and sites</p> <ul style="list-style-type: none"> ▪ schools programme ▪ education Web site with downloadable images and resources ▪ education membership scheme ▪ environmental education programme delivered by countryside rangers ▪ team of regional education officers and property based education staff 	<ul style="list-style-type: none"> ▪ Educational Events ▪ CPD opportunities for teachers ▪ Living History events ▪ CD resources
<p>Royal Commission on the Ancient and Historic Monuments of Scotland</p>	<ul style="list-style-type: none"> ▪ Online Information on 250,000 buildings or sites ▪ 70,000 digital images available online ▪ 1 million aerial photographs ▪ 2.5 million other photographs drawings and manuscripts ▪ 90 staff and 25 volunteers 	<ul style="list-style-type: none"> ▪ <i>Sir Basil Spence Archive Project</i> delivering education workshops, exhibitions and online resources to young people and community groups, 2005-08 ▪ <i>Telford in the Highlands</i> delivering education workshops and developing exhibition and online resources with secondary schools, 2007 ▪ <i>A Union for a' that</i> delivering learning activities and resources to primary and secondary schools, 2007
<p>Scottish Natural Heritage</p>	<ul style="list-style-type: none"> ▪ 2 National Parks ▪ 52 National Nature Reserves ▪ 36 Country Parks 	<ul style="list-style-type: none"> ▪ grants to schools to improve their grounds ▪ teaching resources ▪ information to help lesson planning ▪ advice on places to take pupils and people to help do this ▪ sharing good practice events