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beaford
exploring our land, lives and future



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Hidden Histories

A **'Community Trails'** project

Education Pack that is

Broad and Balanced, Creative and Cross-Curricular

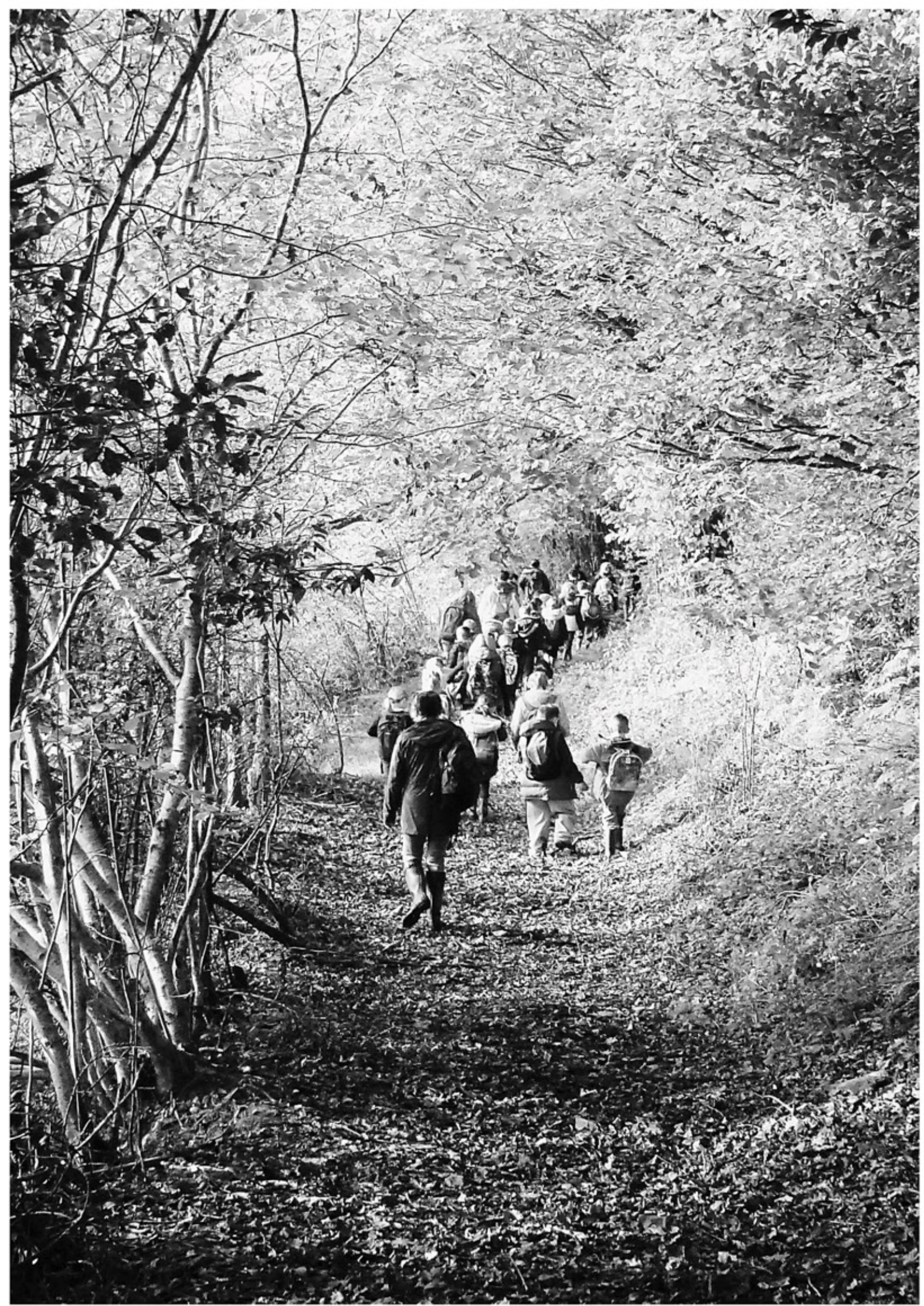
with **Teaching and Learning** both **INSIDE and OUT!**



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Hidden Histories: A Community Trail Teacher's Pack

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Research links and references

Hidden Histories: A Community Trail Education Pack

Watch our 2 minute Community Trail Trailer here to quickly understand the project in action: <https://beaford.org/community-trails> or <https://www.youtube.com/watch?v=iarNIPrKtnU#action=share>





Introduction SUM=Beaford&BeafordArchive+6artists+DevonWildlifeTrust+6PrimarySchools*1year=CommunityTrails

In this pack you will find visual examples from our 6 Community Trail projects across North Devon, presented with information and instructions that we hope will be useful and illustrative to inspire your own trail. The 'Visual Timelines' demonstrate each phase of the project, followed by thorough detail to support your lessons in the 'Appendices: Activity Sheets'. This detail forms a range of in-depth guidance designed to give background context, planning and delivery techniques for each step of this project.

In 6 different schools we worked with one class in each school from Yr2 to Yr6 children. We delivered the project over one year to record seasonal change in the community and develop cross-curricular learning. We selected a breadth of communities from small rural village schools, coastal schools and busy market towns. This pack applies to all...

Your Local Community

This is an opportunity to deliver a project with your class that is inspired by the place where they go to school and the things they feel make it special. Key 'Community Trail Characters' are introduced to make it clear to the children what they are investigating and why – what skills and techniques they will develop – and to encourage them to think from different perspectives. There are a wide range of characters so that every child will feel confident that there is something that will interest and engage them during the project. They can also develop their own/use ones that the school may have such as 'Tommy Team Worker' etc...

A Greater sense of 'self'

"...they have developed excellent skills in working independently and collaboratively, decision making, critical ability, self-reflection and self-motivation. They have been fully engaged and have all valued the experience of working in this way. The project has provoked a lot of discussion about what is unique in our community and landscape." – Clare Russell, Local Artist, Arts Coordinator and Teacher, Woolacombe Primary School





Feedback, examples and nuggets of information:

- **“THIS IS THE CURRICULUM”** – Director of Teaching and Learning upon seeing the project exhibition in Woolacombe.
- ***“The project could not have been better for our students and it was able to be incorporated into the curriculum easily - many aspects of the work will become fundamental to the way we run topics across the curriculum in the future.” Rob Norton – Head Teacher, High Bickington***
- Inspired by the work of James Ravilious one boy even asked for his own second-hand digital SLR for his birthday and hopes to become a photographer one day. In fact, he plays the role of James in all of the Appledore films.
- ***“I’ll be honest, our class don’t normally get on very well with each other but we have worked together as a team all week to achieve this and it is brilliant.” (-Speaking of a life-sized shire horse sculpted by the children and made entirely of cob that they’d mulched themselves, with their artist in residence and helpful community and family members.)***
- Poor Rob Turner (our map designer) who created each trail map, was asked by the children to re-design his South Molton map because he’d missed Sainsbury’s out! The pair of children responsible for representing ‘Trade’ on the trail really understood the importance of documenting their ‘now’ in comparison to the past.



Project Aims

Our project aims were to...

- Encourage children to take pride in their community, celebrate it, and ask questions of it
- Develop study into local environment, history and geography in exciting ways
- Advocate for creative and cross-curricular teaching and learning
- Support and enhance community connections and team work in class, school and with local partnerships, organisations and people
- Use arts, culture, heritage and environment as the means to learn, inspire and respond to the topic of place, locality, community, change and continuity
- Think about past, present, and consider the future
- Encourage the children to become custodians of their community and the environment to value and know its importance to pass down through future generations
- Embed cross-curricular learning through the arts, environment and community

"Thank you so much for an inspirational project. A fantastic opportunity for our children to learn about, document, and actually make history." – Jeremy Cooper, Head Teacher, Appledore Primary School

"I now feel more a part of this community" – Teacher not local to the school





Project Objectives

It is important for a project like this to include the children in making decisions about what is interesting to them in their community. In this pack we build the structure to facilitate this creative and investigative process together, giving you the teacher the tools to lead it. (Especially if you don't know the community very well as some of our case study teachers didn't.)

Our project's objectives were to...

- Support children in thinking about the past, present and future of their local environment
- Encourage learning both inside and outside of the classroom
- Notice change and continuity through time and across the seasons
- Make a creative Community Trail for others to walk and experience through the eyes and voices of every child
- Work well together to investigate, plan and explore
- Develop a 'living archive' for school representing different generation's thoughts and memories about what makes their place special

"Children who are supported to create a 'Living Archive' leave a legacy of local learning for future generations. What is exciting is that through this project they can do it in a fun, accessible, interesting and easy to understand way for their peers." – Caroline Preston, Education Leader, Beaford





Project Outcomes

At the end of this project we had worked with each school to...

- Create a map of the local area
- Populate it with information about 'Points of Interest'
- Develop a local walking guide through the eyes of the children
- Create art and text to present findings through ICT/sketchbooks
- Take photographs and write about historical and seasonal change/continuity
- Compare past and present through archive and interview research
- Get to know each other and the community better through team work





Examples of how the aims and objectives developed across our project

- Support children in thinking about the past, present and future of their local environment:

In some of the schools we worked with, the teacher didn't live in the community, or was new to it. This can be scary if leading a project like this. However, there was a lot of mutual learning, investigation, and enjoyment that developed as a consequence. This supported the teaching-learning relationship – *“a palpable sense of excitement”* in embarking on this journey together – Rob Norton, Head Teacher, High Bickington Primary School.

- Community connections and learning together:

In many of our case study schools – South Molton, Hatherleigh, Appledore - Teaching Assistants and school staff had generations of family who had lived in the area. They were the key, along with local community members and the family members of local children in class, to unlocking our research. This was an excellent starting point in thinking about change and continuity in our communities and making connections with people who could help the class discover the past and present stories of the local area.





Project Example Outcomes

- Develop study into local environment, history and geography in exciting ways:

In Appledore Primary the children used the knowledge of locals who became the characters of class interviews in re-enacted films of archive photos. These perfectly illustrate the exciting learning and creative journey the class went on to discover local facts about environment, history and geography:

Watch their films here: <https://beaford.org/community-trails> get the popcorn and enjoy!

Upon seeing this work at the Community Trail school launch which was part of the school fete, they received this wonderful feedback which echoes the importance we feel the project has on the children's lives:

"If we don't understand where we and our community come from and have been, then how can we understand who we really are?"

This is a really exciting project with brilliant ideas and work by all the students!" – Chris Fuller, Economic Development Officer at Torridge District Council





Project Legacy

- Encourage children to take pride in their community, celebrate it, and ask questions of it

The children of Woolacombe felt so strongly about their sense of pride in the community, they achieved (more than) two notable things after completing this project:

- Started their own 'Save the Waves' plastic free campaign
- Sold copies of their work to local developers for exhibition within new properties in the community for visitors to see and learn from. The company then funded the school to purchase new art materials
- **Make a creative Community Trail for others to walk and experience through the eyes and voices of every child**

Here they are: <https://beaford.org/community-trails/> 6 Community Trails that evidence how our aims and objectives were met above and beyond our expectations! Please make your own and let us know... or get in touch to work with us on your own project – info@beaford.org

These are now being passed on to the next class to develop their own work, and to document and record: A Living Archive! The sketchbooks remain in school to inspire others. The art is on location!

The snake-like streets go on and on...

...What would we do if this place was gone?

By Edie Taylor aged 10

Photographs: Right: 'People, donkeys and carts above Barricade Beach on the old Woolacombe - Mortehoe Road', date unknown, from the Beaford Old Archive. Below: responding to the archive & trail, 2018.



These photographs were taken by James Ravillious for the Beaford Archive on 7th September 1973. Above: 'Car park barrier & attendant' Below: 'Bus on road at Woolacombe'. Look out for what has changed and what has stayed the same.







S



Left: Past: 'Savoy – cinema' 03/1974 compared with 2018: 'Savoy scaffolding' Present? Document its change & share it with us: www.beaford.org

Right, Beaford Old Archive:
Sent 1903, 'Broad Street' & 'Street Scene with Inn', Barnstaple Street, date



PROJECT CONSIDERATIONS WHEN PLANNING

Locations:

No matter where you are, urban or rural, there is always nature to observe through the seasons, as well as community activities and local history.

Your children could be the community catalysts to get more families learning outdoors together. This is true during the project and also after it as you pass the learning on. Publishing your trail is an important way to do this. It also makes the children realise the importance of their work. Your class might decide that your work becomes available online through the school website, as well as printed and available within your wider community

Learning Legacy:

Our trails, to give the example of locations where your map and research could be displayed, are situated in school receptions, community libraries, local venues such as shops/restaurants and tourist information. They are also available to download online, and used on social media throughout the year to encourage people to explore 'Seasons of Change' together, encouraging others to join in and respond. This will then give us source material for further study and inspiration.

If you are local to North Devon, encourage your school families to try them out by downloading them. This will give your class great ideas for their own...

Past and Present

This project is an excellent way to introduce archives and history to young children by looking for local records and finding out the stories on their doorstep. We used our extensive archive for our project. With 80,000 photographs as our starting point we firstly needed to decide what was important to each community. Keywords, and talking to locals helped, and the theme 'Hidden Histories' made us more aware of what we could discover. Try searching it for ideas and inspiration here, especially if you are a North Devon school, to see what you can find in your area:

<https://beafordarchive.org/>

Then talk to your class and colleagues about where history can be found, then make a start for your own Community Trail.

We hope our 6 trails, artwork, and education pack will help you step-by-step.

Working with other experts and organisations

This project is an excellent opportunity to collaborate with other organisations, from arts to environment, heritage to community organisations and businesses. They will be able to give a valuable insight and bring external information and expertise to your project, allowing you to explore areas of local environment and heritage with confidence.

Together you may find there is local funding available to support your aims. Our project was created by Beaford, an arts organisation, who were awarded funding from Heritage Lottery Fund and Paul Hamlyn Foundation, to deliver it. More background on this can be found on the next page.

New opportunities

ARTISTS: This project has generated new opportunities for many: artists are working with schools who wish to create their own artwork similar to those they have seen in Community Trail schools

TEACHERS: Arts co-ordinators are collaborating with other schools to lead and support curriculum change, especially within MATs, including leading whole-staff CPD with increased confidence and SLT support.

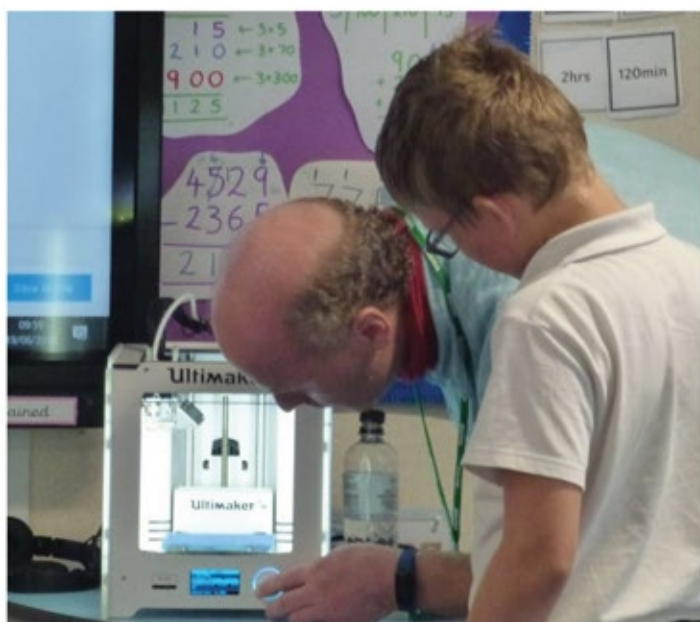
COMMUNITY: In South Molton, the local Museum were so excited by the project and the photos the Trails showcased, that they invited the school/Beaford to create a display for their temporary exhibition space, improving links between the Museum and the school and introducing the children's work to a whole new section of the community.

FAMILY: Schools that created the opportunity for children and families to work together in the class for this project have created more opportunities for this to continue in their curriculum planning. This has seen parents and grandparents coming into class to enjoy learning and creating together. For example, a community quilt was created in Woolacombe that celebrated everything of importance to the community and represented the things that were special to them all.

Risks and expectations

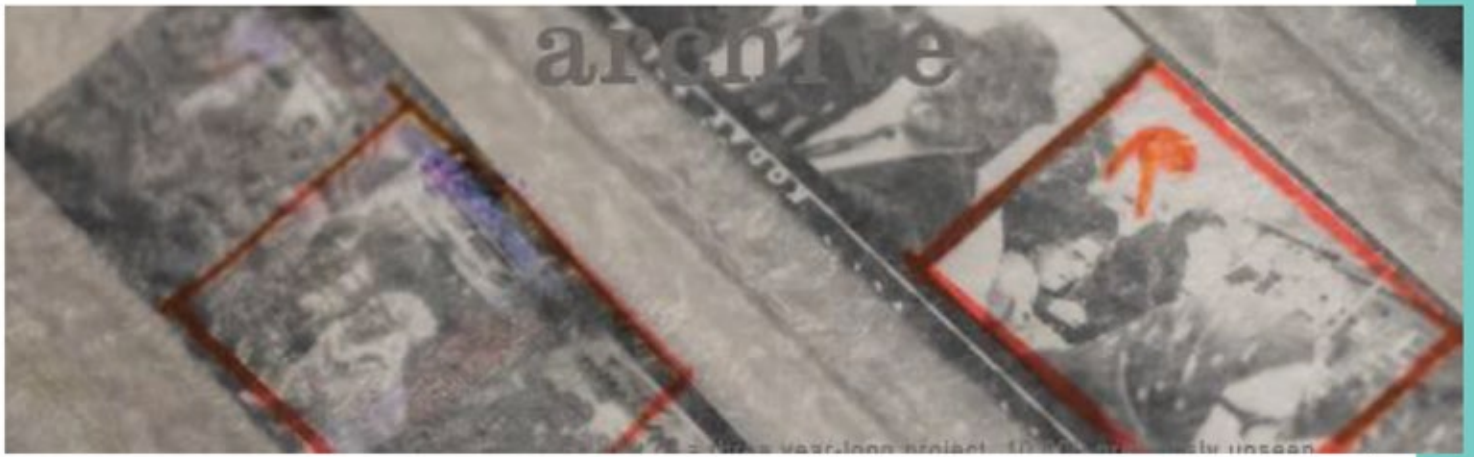
Of course there are risks involved when collaborating and working in partnership, where pre-planning, agreements and paperwork make things run much more smoothly. Consider for example:

DBS; photography permissions; health and safety: poisonous plants; roads; weather conditions; etc... in preparing for a project like this by undertaking and following standard school procedures.





**Discover next
what we did
and how....**



Background: 'Beaford' Who are 'WE' ?

Beaford is an arts organisation funded by Arts Council England, established in 1966 by Dartington.

Beaford applied for in-depth heritage funding to run the 3 year Hidden Histories project in which this Community Trail sits – a one year project.

Our ambition was simple:

To physically preserve the heritage of the Beaford Archive for future generations and create a dynamic and accessible heritage resource for future generations, enabling the engagement of local and wider communities for the purpose of learning, education, creative practice, and enjoyment.

With additional funding from Paul Hamlyn Foundation, we were able to develop more case studies than we had hoped through working with 6 Primary Schools to develop this programme of work.

We now publish this educational document about this work, and include the approaches to each phase of the project in order to develop the content and engagement required to achieve our aims for each school to complete their own Community Trail.

As an arts organisation we were able to employ artists through this funding so that each school also had an ARTIST IN RESIDENCE for a minimum of 3 days, maximum of 7 days in total to produce artwork for the trail in response to our archive and the community.

What was unique about this?

The class children selected their artist. (Beaford brokered this relationship between artist and school after an application round, receiving 44 applications. We shortlisted and offered each school a range of artforms and artists to inspire them.) This was the start of their journey, and resulted in a cob horse, 3D paintings, textile wall hangings, and 10 short films in addition to their Community Trail work documented here. If you have the funds, or have local artists or specialist teachers to work with, we would always recommend working with an artist to breathe creative life, new perspectives, and specialist skills and techniques to ignite the imagination and inspire the children, but we understand this may not be possible, so have not focused on it in this pack. (If you would like to do this and want to discuss it, please do contact us.)

Our Archive Photographers?

James Ravilious and Roger Deakins were commissioned by Beaford to document North Devon from the 1970's. This vast collection and an Oscar Award later...you could say the rest is history?!

We recommend searching for our photographers to find out the full details on our website. Who knows...maybe you are teaching the next generation who will go on to make history...?



Background – Devon Wildlife Trust (DWT)

Established over fifty years ago by a small group of volunteers, Devon Wildlife Trust (DWT) is the only charity that exists to protect all wildlife in Devon and to safeguard Devon's unique natural environment. DWT is part of a network of 46 Wildlife Trusts across the UK.

The Northern Devon Nature Improvement Area (NIA) is one of 12 nationally important landscape scale wildlife schemes across England, identified by Defra in 2012. NIAs work towards an ambitious, shared vision for landscape-scale management of the local environment. Devon Wildlife Trust leads the NIA partnership programme within the North Devon UNESCO Biosphere Reserve, with 14 organisations actively involved (including Beaford) together with local farmers, landowners and communities.

To develop this 'Community Trails' concept, DWT's NIA Project Manager, Lisa Schneidau, was funded to work with Beaford on school and trail activities, and contribute her wildlife perspective and nature knowledge to each trail. Working with experts is invaluable in terms of the experience, expertise, and understanding that they can share.

In her own words, watch Lisa here speaking of the importance of archive photography in thinking about land management from past to present:

<https://www.youtube.com/watch?v=LWkuTTUbqTA>

I've hugely enjoyed working with Beaford and the schools of Appledore, Chulmleigh, Hatherleigh, High Bickington, South Molton and Woolacombe on this project. The development of Community Trails has allowed DWT to share ideas with the schools in a very creative way. Being wildlife explorers, we have followed the trails of history, geography, science and story in looking at the world around us. The Beaford Archive has been a very thought-provoking focus point for these activities.

Personally, I have learned a great deal from the children, the schools and the Beaford team, and about the stories of these places. I am sure the legacy of the project will reach into these communities for many years to come.

Community Trails are brilliant – go out and make your own – and contact your local Wildlife Trust to contribute!



Community Trails

We introduced the project to the class like this:

We need your help. How?



You could...

- ...become **story explorers**: find the stories hidden in our photos about the people/places we see
- ...become **photographers**: take new photos like ours to compare old and new
- ...become **trail adventurers**: find our photos by walking and marking them on a map
- ...become **environment experts**: spot changes in the landscape and across the seasons
- ...become **artists and makers**: work with us and our artists to make new creative work
- ...become **researchers and historians**: interview local people/family to collect their memories of life here









Community Trail Characters:

During this project your class will have the chance to become key characters. This will help them with making their investigations exciting, and encourages them to think about their talents. This also supports their understanding of careers in their local area and the wider world.

Introducing our Characters:

They will help your children develop their ideas, making them think about the project from different perspectives:

<p>The mind of a story seeker</p>  <p>English Link</p>	<p>The excitement of an environment explorer</p>  <p>Geography/Science Link</p>
<p>The curiosity of an adventurer</p>  <p>Outdoor Learning Link</p>	<p>The eye of a photographer</p>  <p>Computing Link</p>
<p>The thoughts of a historian</p>  <p>History Link</p>	<p>The awe and wonder of a scientific seasonal searcher</p>  <p>Science Link (KS1)</p>



The research of a joyful journalist



English Link

The creative thinking of artists, designers and makers



Art and DT Link

The ideas of an intuitive and investigative interviewer



English Link

The fantastic documentary of a Film maker



Computing / English Link

The language and literacy loving creative writer



English Link

These characters and those of the school/your designing help associate the learning from this project with the curriculum subjects and class work. Whilst they are a starting point we are sure you can think of your own according to your class and school setting, so we've left space on the page for your illustrations/ideas!



Visual Timelines...

Part One – Visual Timeline

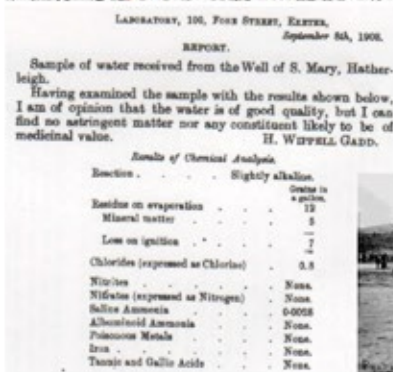
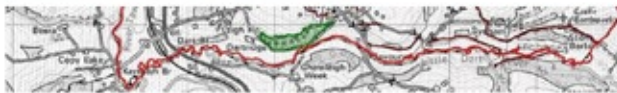
Background and development

Part One - Background and Development

1. Geography - Map research and Risk Assessments
2. History - Archive research
3. Environment - Wildlife data
4. Planning - Trail Recce
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6. Literacy - Word cloud and word association
7. Art and Design – Landscape, view, perspective
8. History and Photography - Contact sheets and photos through time



1



2

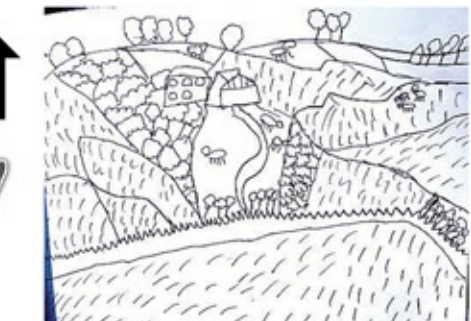


Common name	Species name	Notes
Field Maple	<i>Acer campestre</i>	
Southern Hawker	<i>Aeshna cyanea</i>	
Kingfisher	<i>Alcedo atthis</i>	Protected
Ramsons	<i>Allium ursinum</i>	Woodland / springtime
European Eel	<i>Anguilla anguilla</i>	Scarce / protected
Slow-worm	<i>Anguis fragilis</i>	Scarce / protected
Hard-fern	<i>Blechnum spicant</i>	
Buzzard	<i>Buteo buteo</i>	

3



8



7



Enjoy this local research phase as you plan this project for the class.



4



5



6



Part One

Background and development

This phase is all about collecting: information, ideas, connections, contacts and activities. With an open-minded approach, start with ideas, develop them but also allow the project to grow organically if time and resources allow. This can mean weaving in the project with other work elsewhere, following up local contacts and seeing where they lead to, and allowing connections to inform the work. Invite the children to join in with the investigations and see what they find.

In the activities for this phase, we have given examples of some of the key information you might want to investigate. This will depend on resources and time available, as well as the community in question. Often, it's a case of following a lead with one activity, and seeing where it takes you. Do make sure that you think of practicalities as you go along: for example, what is safe and accessible for a public trail, as well as interesting.

Example...

For our trails, in High Bickington the wildlife maps and rights-of-way search threw up very little information, and it was only when we stopped for refreshments in the local community shop at the end of a long walk that we turned a corner in making connections and getting ideas for the trail – there was a hidden gem of history books, leaflets and locals with knowledge. Hatherleigh was very different: we met with representatives of the Local History Group in the local pub at the start to tell us as much as we could gather in the time available, fortuitously we were met by a number of very knowledgeable nonagenarians who were there for their weekly social lunch!

List of project activity to plan for in the appendices linked to this part:

1. Geography - Map research and Risk Assessments
2. History - Archive research
3. Environment - Wildlife data
4. Planning - Trail Recce
5. Photography – Looking, learning, responding
6. Literacy - Word cloud and word association
7. Art and Design – Landscape, view, perspective
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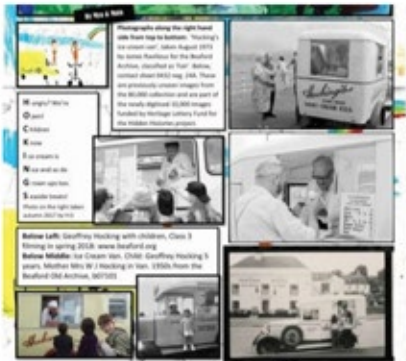


Part Two – Visual Timeline

Trail walk – Activities for a day, repeated in different seasons



1



2



3



4 & 5



6



7



8



1. Geography and PE – Map orienteering
- Locating points of interest
2. Community and Citizenship -
Landscape Features, People and Place
3. Art - Drawing from observation
4. Design - Photography- Walking with a
photographer's eye
5. History, Photography and Geography
– Eye Spy 'X'
6. Science and Nature - Species
Identification
7. Environment - Seasonal Observation
8. Language - Storytelling Traditions
9. Geography and History - Stories of
Place – past to present



9



Photographs
from Appledore
and High
Bickington trail
walks



Part Two

Trail walk

This phase is about discovery, working with the children to walk the potential trail and learn about local life together from different perspectives – teacher’s, wildlife, photographer, artist, child, local elder... AS WELL AS THE ‘COMMUNITY TRAIL CHARACTERS’!

The activities are those we developed through discovering our particular trails, and encouraging the children to see the world through a number of different ‘lenses’. You may have different approaches that could also be turned into activities – for example, a particular historical perspective, trade or story could be developed much further/a school topic explored, and curriculum requirements met in this project.

Example...

On our trails, in Appledore, the children were encouraged to see life from the perspective of shoreline creatures, and act out how they would react at times of low and high tide. In High Bickington, the children counted the species in a stretch of hedgerow and then thought about the story of a hedge, why it was there and how it was managed. They became so interested in this hedge research that they went back and recorded its progress through the seasons.

List of project activities to plan in the appendices linked to this part:

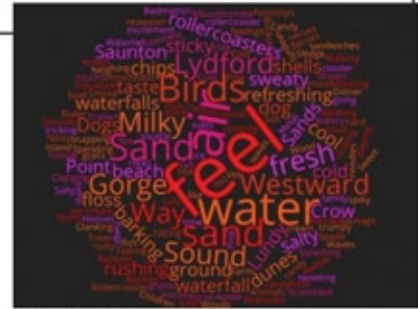
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6. Science and Nature - Species Identification
7. Environment - Seasonal Observation
8. Language - Storytelling Traditions
9. Geography and History - Stories of Place – past to present

Part Three – Visual Timeline

Class activities and responses *(Examples of activities)*



3. Sensory word harvesting



Visualisations:

5. Sensory Stretch –

9. Drama – POI through the senses

13 – Creative Writing – Transform & challenge

Standing or seated, indoors or out... We use visualisation techniques for creative development of ideas. Adding movement helps to stretch, wriggle, then focus to start a lesson.

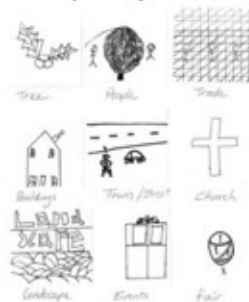


7. Design Technology – ‘Story and memory boxes’ created from a net design to collect local hiStories!

6. History and Drama - Role Play – interviewing and interpreting a photograph



8. History and Geography - Researching Points of Interest (POIs)



10 & 11. Poetry and Design - Adjectives, Similes and Symbols



12. Art for Literacy - Drawing and Story Mapping POIs

14. Art, Craft and Design – Text and Image – POI

Concertina Class Sketchbook



Part Three

Class activities and responses

Phase Three brings the community trail back to the class and together you will be able to shape it and explore the trail from different perspectives. It is important that the children feel ownership of the project particularly at this stage. Many of these activities start to prepare for the final trail to be presented to the community, and produce various tangible interpretations (words / art / images / stories) that can be shared later on.

This part of the project is an opportunity to bring in other artists and locals able to provide/support activities and encourage wider community collaboration. All of the activity sheets that follow will help you create an entire portfolio of work for the project, and you can tailor and adapt to suit your curriculum and class. We have also made suggestions for independent learning in term/during the school holidays. We found that independent learning helped a child/pair to take more ownership of their point of interest or follow a particular line of enquiry; find out about family and community connections; investigate the local area from a new perspective. They were excited to walk the trail with family members to share their learning and/or develop particular interests such as story, art, science, history, geography, photography...

RESIDENCIES - For our projects we also delivered artist residencies to enrich the experience and support the skills and development of all involved. They too were selected by the schools in partnership with us.

After the project we asked: Can arts-based learning contribute to deeper and more engaged knowledge across a number of subject areas?

The feedback from our CPD event with the teachers and in their written surveys described a variety of subject areas they were able to apply the themes of the project to – including Art (all schools reported an improvement in their class's standard of artworks), History (particularly through Then & Now projects inspired by the photos), Geography (Chulmleigh Primary used the Trail to carry out a digital mapping project of the local area and school), Literacy & Drama (High Bickington expanded the storytelling activity into playwriting and performance), Science (several schools used what they'd learnt with DWT to lead species identification sessions), RE (Woolacombe explored one of their Points of Interest further with a trip to the village church and a project in symbols), Design & Technology (South Molton and High Bickington both applied their learning from the workshops with Fab Lab to IT projects and Computer Aided Design). Overall, all teachers reported that the project had highlighted the importance of **integrated arts and creativity across the curriculum in order to strengthen teaching in all subjects**. PSHE was also highlighted as an area that was strongly supported by the project – increased levels of teamwork, aspiration, self-motivation and confidence were observed by teachers across their classes.

Part Three - Class activities and responses – a list of the 'Activity Sheets' that follow:

Starter and re-cap activities

1. Imagination and reality
2. Pictionary - making map symbols for use in art
3. Sensory Word Harvesting
4. Mind map - Points of Interest
5. Sensory Stretch – Visualisation technique

Main activities

6. History and Drama - Role Play – interviewing and interpreting a photograph
7. Design Technology – Story Boxes
8. History and Geography - Researching Points of Interest (POIs)
9. Drama – Visualisation - POIs through the Senses and Seasons
10. Literacy – Poetry
11. Literacy and Design - Adjectives, Similes and Symbols
12. Art for Literacy - Drawing and Story Mapping POIs
13. Creative Writing - Transformation and Challenge
14. Art, Craft and Design – Text and Image – POI Concertina Class Sketchbook + tips

Independent learning

15. Collecting stories from the community
16. Taking photographs/collecting and recording evidence through the seasons
17. Researching local history / Point of Interest in more depth
18. Point of Interest (POI) through the seasons

Independent Learning Visual Examples:

Below left: The children of Chulmleigh Primary shared in class what they had created at home over Christmas: collecting stories and memories and decorating their boxes. This was a proud and moving moment to listen to what they had found out, especially family memories/ stories they'd collected and created... Below right: poster for the boxes in public designed at Woolacombe

Middle: So impactive was the sketchbook skills practice that keen individuals even created their own at home! – Kindly shared with permission.



Part Four – Visual Timeline:

Presentation and Trail Launch

It's our community history,
There's fun for EVERYBODY!

Photograph above left: 'Woman waving ceremonial 'glove stick' from window' July 1988
Both by James Ravilious for the Beaford Archive, categorised 'Fair'

Photograph above: 'Sheep sale at Fair' July 1987

"Every Year since King Henry III's approval in 1253 (granted a Royal Charter), a fair has taken place in Chumleigh...The Old Fair has survived the centuries and two World WARS. Activities include: Treasure Trail, Quizzes, Six a side football, golf challenge, motor scavenger, medieval mayhem, fancy dress, business window displays, flower festival, the best dressed, stalls, a band and dancers...On the last night there's a massive street party in the middle of the town with music."
Tre Douglas aged 7

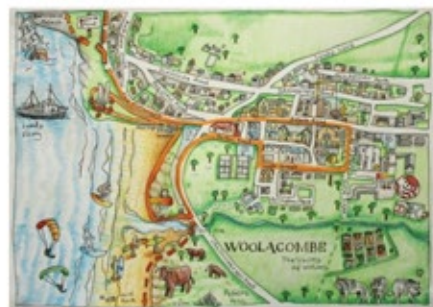
The Fair always begins at 6.30pm on the Tuesday evening following 22nd July with a service in the local Parish Church, followed by the raising of the glove at the town hall, the crowning of the fair queen, and the traditional money scramble for the children. The fair ends at midnight on the following Saturday when the glove is taken down.

1
↓
2

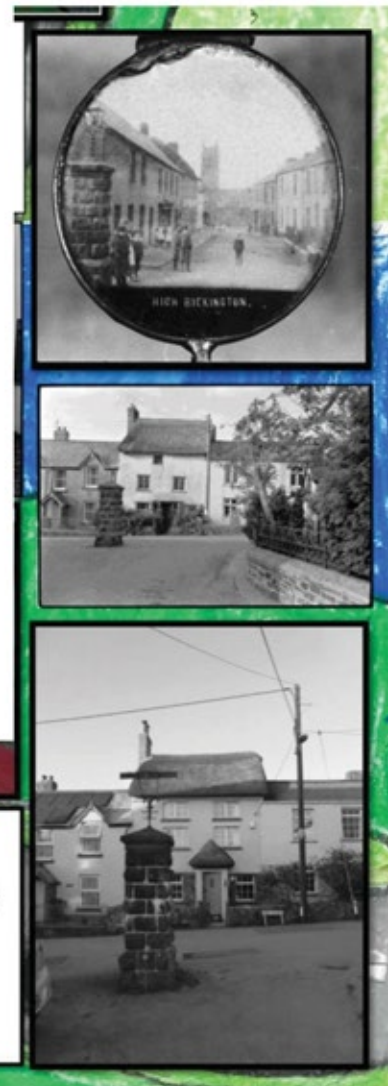


3
↓

1. Literacy – POI Paragraph
2. History and Photography
3. Geography and design – cARTography!
4. ICT - Collation of POI material into a trail guide ready to launch!



Top Right: 'Street scene High Bickington c 1905. Pot Lid - photograph. One and a quarter inch diameter.' From the Beaford Old Archive. **Middle:** 'House in village' 4th September 1973, by James Ravilious for the Beaford Archive, classified as 'Poor'. **Bottom Right:** Comparison photo by Yr5/6, 02/2018



4
↓



Part Four

Presentation and trail launch

Phase Four is your chance to share, showcase and celebrate your community trail. It is also the time to encourage more engagement and ideas for its continuation and future development within the community. As well as a finale to get to this stage, it is also a starting point to continue and grow this work, approach and hopefully all of the benefits that have been a part of this project will be a springboard for the future. Here is also the point where you might pass it on to another class or year, to build and continue a living archive within the school for future generations. It is easiest for this launch to form part of an existing event in the school/community calendar. Activities to complete the project in this part include:

1. Literacy – POI Paragraph
2. History and Photography
3. Geography and design – cARTography!
4. ICT - Collation of POI material into a trail guide ready to launch!



Example: Our Community Trail Timeline



Community Trails open to the Public, Learning Pack created, and Project Evaluated for funders



Appendices: Activity Sheets



Background & Development_1: Map Research & Risk Assessments

Background:

Sites that you could use to plot your trail prior to walking it, or simply walk and draw...It's up to you!!

<https://www.google.co.uk/maps>

<https://www.mapmywalk.com/>

<https://www.ordnancesurvey.co.uk/shop/os-maps-quick-start.html> - ideally a scale of 1-10,000 of the area to look for public rights of way. Look for features on the map – are there any reservoirs, woodland or wildlife sites that should be included in the walk for diversity, or any landscape, town/village features to ensure are included?

The National Library of Scotland holds records with a searchable map and is very accessible:

<https://maps.nls.uk/geo/find/#zoom=5&lat=56.0000&lon=-4.0000&layers=102&b=1&point=0,0>

Looking for local old maps is also very interesting if you can find them through either image searches or local records.

Activity:

- Research of local maps
- A walk by the class teacher and another member of staff/accompanying adult for safety
- A recce using local maps and a GPS tracking device such as 'map my walk' to track your route
- Planning the trail walk and safe spots to stop, whilst risk assessing the trail

Purpose:

- Understanding the range of maps available for the children
- Identifying the public footpaths and safe routes for this Community Trail as it will be launched publicly
- Developing prior knowledge for teaching, and working out where activities can safely take place, practicing skills, and working out the trail timings before the class trip

Themes/Subject Links:

- Geography
- History
- Risk Assessment(s) & Planning

Take Part – Planning for the children:

- What local maps can we find that tell us about our community Geography and History?
- Where should we look to find maps and how do we create a safe public walk?

Ideas/Hints:

This is very exciting for the children, who can take family and friends on the walk throughout different seasons, and especially once their Trail walk is launched and they can share it in situ. Consequently though, they cannot trespass or enter private land!

! Please ensure the route uses public rights of way only to assess risk for future users!

Outcome:

- A clear accessible route, fully risk assessed, marked on a map, and ready to share with the class.
- Planning for the class trail trip in terms of timings, safe places to stop and eat, draw, photograph, write, listen to a story, compare past & present evidence from archive materials, use the toilet, etc...

Follow on activities:

- Map research
 - Creating a blank local map / Drawing and developing own version of a local map
- (With the aim that by the end of the project it would be a community map drawn by children/community/artist working together)

Independent Learning:

- Children could have the task of investigating:
- Where can maps be found/purchased locally?
 - Who creates/designs maps?
 - Historically, how were maps made compared to now?
 - Why is a map designer called a Cartographer?

Background & Development_2: History & Archive Research

(Discover & celebrate the local area!)

Background:

It is important to understand what happened in the past so that children develop a greater awareness of their school community and foster a sense of pride and feeling of belonging in the wider community. This project aims to make children important citizens in looking for change and continuity in their community, thinking about its future, and being the voices to pass information on for future generations. It is important because history is not often written from a child's perspective, and it is empowering for children to realise they can write and record history. By creating this project for school it can be passed on to other children and families each year. You are creating a 'Living Archive'. In so doing they learn about the life of past generations, make community connections, and develop an understanding of the local environment. Archives can be the key to this local learning from photographic, museum and library resources. Use this toolkit to create your own **Community Trail**.

Community Connections: Local history groups, WI, Museum and Library research, arts organisations, as well as online research will give you the resources as a starting point.

(Our starting points: Beaford Archive www.beaford.org the Wildlife Trust & Biosphere Reserve as an important tool in developing a sense of place.)

Activity & Aims: Local Research

- **Know:** where can local information be found and researched?
- **Understand:** when in history it was created/recorded
- **Permissions:** who created it & can we use it in our work (do we have permission to use it e.g. if a photograph)?

Purpose - To develop local understanding:

- **Present Day:** What is important or interesting in the local community?
- **Past:** How has it changed/stayed the same?
- Are there local traditions/places that are celebrated?
- **Future:** What can we be proud of about our school & community to celebrate & share with others?

Themes/Subject Links:

- History & Geography
- Citizenship & Family Learning
- Environment
- Community: local change & continuity
- Past, Present & Future
- Local people and places
- Archive & Heritage organisations: links to experts & local knowledge
- Online safety

Take Part – Instructions for the children:

- **Think** about our local history and list what is important – make a group list
- **Research** - How can we find out more information about our area? – group list
- **Divide into groups** – begin investigating to decide on the best types of research
e.g. Online local history group's website & an invitation to them to visit the class/ online general search/local history book(s)/actual artefacts/an investigation of what local places the class could visit to find out more.../staff & family connections to ask/interview? Etc..
- **Conclude** – what works best for our class? When/how/who can go?

Ideas/Hints:

- Arrange a local visit to a location, or an expert to visit the school
- Use the knowledge of local people such as family members and school staff
- Use different ways to convey this research to make it engaging – an oral history, a local story, online research, a museum visit, photography & artefacts, not just books...

Outcome:

- A better understanding of how to research the local area and what sources of material there is for the local community
- Knowledge of where to go to visit/meet local historians and find out about local history
- A plan to help the class do its research for the project/a letter written to invite a visitor/a place to visit identified

Follow on activities:

A class research project about the local history

Independent Learning: Know your area....

research/photograph/draw/interview people

Background and development_3 – Wildlife and land use data

Background: Data on the wildlife present, and on public rights of way, are an essential component of the initial research behind a community trail. They will not tell you everything you need to construct the trail (for example, some of the trail might be on a road, or some of the notable hedges or trees will only become apparent when you walk the trail) but they give a good amount of **baseline information** to work from.

Activity:

- Contact your local **Biodiversity Records Centre**, and / or do some internet and **map research**.
- Collect data / produce a map about the **wildlife** that has been recorded in the trail area. Note whether any of the wildlife is scarce or protected, and also whether there are any invasive species or a species that might have issues around it.
- List some of the **key species and habitats** that are present in the trail area, and think about whether any of these could be included as points of interest on the community trail.
- Collect data / produce a map about the **public rights of way and open access land** (if any) in the community trail area, and if possible recce the paths so that an outline potential community trail starts to take shape.

Purpose:

- This data will help you to construct the trail and get some idea of the habitats and species to look out for.

Themes/Subject Links:

- Science / nature
- Geography

Take Part – Instructions for the children:

- Find out about the **wildlife** that lives in the trail area. Are there any special animals, birds or plants you might want to know more about?
- Look at a map of the local area and find out where the **roads, footpaths and bridleways** are, that anyone can use.

Ideas/Hints/Tips:

- Map resources and **Parish Biodiversity Audits** may be available for your area – the Biodiversity Records Centre should be able to advise.

Outcome:

- More **information** about features of interest and rights of way that could feature in the Community Trail.

Follow on activities:

- Contact your **local Wildlife Trust** to find out whether there are any wildlife work or wildlife activities going on in the area of the community trail.

Independent Learning:

- Find an **old map** of the area on the Internet (perhaps going back to the 1800s). Compare this with a modern map. What has changed?

Background & Development_4: Planning – Trail Recce

Background:

This is the first chance for the class to create and collect their own evidence, and be inspired by exploring the local school community. **AIM?** To give every child context for the project. For children who don't live in the local area they will learn through you and their peers to see, interact, explore... the local area and develop 'a sense of place'... For those familiar to the area, it is about two things: them sharing their memories about where they live for others to learn, as well as enabling them to see and experience the area through a new lens.

Q&A: Children are naturally inquisitive about the reasons why things are as they are...!

They can plan by making a list of questions to answer while walking, encourage use of prior & new knowledge to investigate, & use of the senses to list what you can all see/hear/smell/touch in the community (This list could be used to make a digital word cloud!) What have we missed/taken for granted/never discovered or understood in the community? – The Q&A's are a great chance for making shared discoveries and discussions.

Activity: Using our senses to record local surroundings & create a trail. Investigate!

Plan a Class walk, look for a safe place to:

- Draw & Write at key locations/landmarks
- Capture seasonal change in Photography
- Collect & explore in the environment
- Record how many 'x' / 'y's' they can hear/see e.g. species, cars, monuments...

Purpose: To look for...

- History & Geography of the local area
- Interesting nature and landscape features in the community
- The location of Points Of Interest (POIs) to mark them on a map
- A wide range of cross-curricular material & data that can be recorded by the children for use in class

Themes/Subject Links: cross-curricular

Take Part – Instructions for the children:

Ideas/Hints: Facilitate Deeper Learning by:

- Pre-arranged stops at key points to talk about the trades, businesses, architecture, environment...
- Meet a local historian at a church or monument for more info & input
- Think of all the 'character hats' associated with this project and allocate them to different pairs/groups making them responsible for certain research.
- Plan key points to split the group in half for focussed 'Research & Respond' activities such as 'draw/record/write/photograph'

Outcome(s): A plan for the trail walk that will enable:

- Independent, pair & group local research
- A wide range of evidence about change & continuity in the community (seasonal & past-present-future)
- Ideas about 'Points of Interest' for inclusion in your Community Trail
- The start of your 'Living Archive' of recorded/visual data about the local area on paper/memory card for display & presentation about the trail to inspire the children
- **A map with locations of interest marked on it & a draft trail. AT LEAST 15 POIs which will later be split 1 p/pair**
- Ideas about special celebrations/shared memories of place/events to feature too

Pre-Planning/Follow on activities:

Key questions: Was it always there/always like this/why did they build/make/plant 'x' here?

Quiz Ideas: Trade Spotting! Species Spotting! Spot the Difference with an old photo...!

Independent Learning:

Children begin thinking about which POIs interest them most / they have the most access to for research & decide on their top 5.

*Grids to copy and paste for 'Quiz Ideas' on the trail:

Trade Spotting, List the trades:				Name:	

Species Spotting, Draw the species: (plant/creature...)				Name:	

! Before you do this walk with the class you will also need to !

- **Write a kit List**

(Such as the one on the next page for the children to take home with permissions and advisories regarding the walk, taking a packed lunch, etc.... Hand this out for the children to take home with enough notice to receive them back - within school protocol Ts&Cs.)

- **Make a plan A-B-C!**

(Plan A – whole/half day trail walk(s)
Consider a number of extreme weather condition options such as Plan b – retreat to library/museum to research – having checked in advance with them the suitability & feasibility/Plan c – return to class & postpone)

- **Risk Assess according to school policy**

(Identify public toilets, access & what to do in the case of being split up, losing a child, safe crossing of roads/narrow path procedures, medication & dietary requirements etc...)

The next activity can either have new photos added by the teacher to be a class activity during the walk, or, as a follow on activity after the walk that the children insert their photo into for comparison, obviously cut & paste it larger!

Spot the Difference! (On the new photo circle what has change)	Name
Old photo here of... , date...	New photo here taken by... also of ..., same perspective, date...
What has stayed the same in both photos?	What has changed between the two photos?

Background & Development_5: Photography Research

Background:

- **We want the children to be curious about the past and custodians of the future.**
- Researching local visual history gives every child in class the opportunity to think about the past, present, and future in terms of what's created by others for them to look at and learn from, along with what they document & create to share with others.
- What they contribute in this project, in the present, they need to understand may influence others in 50 years' time!
- This background work will help make the content of your project rich by highlighting what is important & interesting to include to the children.
- **We hope your class will take pride in the fact they are creating a 'Living Archive' for future classes & for the community, like they would if they were creating a time capsule!**
- The Beaford Archive is accessible here for research and use in this project

To demonstrate this activity, there is a 6 minute oral history interview with archive photographs that illustrates what we can learn from a photograph and local knowledge, including the mention of holly in an image to identify the season the photo was taken, the change in place & practice from past to present, and this raises awareness of the importance of documentary photography: www.beaford.org 'Oral History' page.

Activity: Discuss, Describe, Investigate & Share

- Hidden History: Our Past-Present-Future Story. Ask...
 - What can we learn from a photo?
- Look at yours/children's own photos
- 'Discuss & Describe' the clues in a photo:
 - What evidence is in a photo?
 - Clothing might give the period away/plants might give the season away/activity might suggest the time of year/place could indicate time in history through change, etc...
- Introduce contact sheets/archive material & repeat the activity

Purpose:

- Highlighting the importance of photography & archives
- Giving the children knowledge to become confident photographers of interesting subject matter (thinking beyond the selfie)!
- Developing an interest in History & Documentary Photography
- Understanding the composition of a photograph & talking about 'visual language' – the 'elements & principals' of art
 - Themes such as 'focal point' (whether a person/building is the central focus of the photo)

Themes/Subject Links:

- Archives
- History & Geography
- Science
- Literacy
- Art & Design - photography
- Citizenship
- Social & Emotional skills

Take Part – Instructions for the children:

- Bring a photograph to school to talk about
- Discuss yours and others' photos in pairs (after a whole class intro to the activity)
- Think about the questions you can ask others about their photographs
- Swap pairs and repeat the activity before sharing what they learnt about someone else's photo with the class
- Continue the activity with archive photos in pairs & write responses: Q&A to think about the Hidden History in the photo.

Ideas/Hints:

- Model the concept as a class with your own photo(s) encouraging them to think of Q's to help gather information
- Vary the group & pair work throughout the activity to keep the pace going
- Start with the children's photos to begin on common ground before venturing into the past

Outcome:

A confident understanding of questioning photography and history

Prep/Follow on activities:

- The 'Guess Who' game could be played to develop the Q&A inquisitive concept of this activity (how to discern info. from an image by questioning a person.)

Independent Learning:

Try this activity at home

Background and development_6 – Word generation and mind mapping	
<p>Background: Often, we are so used to the environment around us that we don't think about how it makes us think or feel, or how we experience the environment with all our senses. This set of activities makes sure the children do this before embarking on the trail for the first time, again after walking the trail and again at the end of the trail's development. Results can be evaluated.</p>	
<p>Activity: A number of activities around words of place.</p> <ul style="list-style-type: none"> • Word association –play this in pairs, fast!, to get the words flowing. • The children can generate words about the whole place, or about particular points on the trail, in a list or as a 'mind map.' • As a variant, they can also generate sensory words about the place for all five senses (see, hear, touch, smell, taste). Ask the children to find at least 10 words for each sense (individually or in pairs). Each child then shares their favourite word from their list, and the teacher ranks words according to how frequently they are chosen. This can be used to generate a word cloud image. • The children can choose their favourite words to work with in other activities (art, poetry, story) – these can become key words for the points of interest or the project 	<p>Purpose:</p> <ul style="list-style-type: none"> • These activities generate vocabulary and expression around the place where the trail is to be set. • The words are a good starting point to think about what the trail might involve and the aspects to develop. • They are a good middle point of the project to review the trail after the first walk, and to develop activities around the points of interest, generating materials that could be used in trail interpretation later on. • They are a good final point of the trail activities to generate a new word list / cloud that can be compared to the original to review learning and progress, and compare perspectives on the place at the beginning and end of the project.
<p>Themes/Subject Links:</p> <ul style="list-style-type: none"> • Literacy • Creativity • Geography 	<p>Take Part – Instructions for the children:</p> <ul style="list-style-type: none"> • Think of some words that describe the place where your trail is to be. They can be: <ol style="list-style-type: none"> 1. Words about any part of it (in a list or mind map) 2. Words that describe all the senses (see, hear, touch, smell, taste)
<p>Ideas/Hints/Tips:</p> <ul style="list-style-type: none"> • This activity can be delivered at the beginning, middle and end of the project. • An example of the work sheet for sensory words is included in this pack. 	<p>Outcome:</p> <ul style="list-style-type: none"> • Lists of words • Word cloud images • Word to compare at the beginning, middle and end of the project
<p>Follow on activities:</p> <ul style="list-style-type: none"> • These activities link with a number of response activities later on in this pack, e.g. poetry, design technology, art. 	<p>Independent Learning:</p> <ul style="list-style-type: none"> • When you next go to a new place, try making a list of sensory words around it, and compare it to the place where the trail is based.

Background & Development_7: 'Being Artists' - Landscape Drawing - Perspective in Art

Background:

- Wilhemina Barns-Graham 'Eight Lines, Porthmeor, 1986' :
<https://www.nationalgalleries.org/art-and-artists/130725/eight-lines-ii>
- Vincent Van Gogh detail and texture:
<http://www.vangoghgallery.com/catalog/image/1552/Enclosed-Field-behind-Saint-Paul-Hospital.jpg>



*'Composition', like a musical piece, describes how the artwork comes together. In music we might refer to the instruments that come together to play in harmony and to the correct time, for an image we have the 'Visual Elements and Principals of Art'. This is a vocabulary of the visual component 'Elements of Art': Line, Tone, Pattern, Texture, Colour, Space, Shape and Form, combined with the 'Principals of Art' which describe the ways that artists use the elements in a work of art: Balance, Harmony, Hierarchy/Focal Point, Scale/Proportion, Dominance/Emphasis, Similarity/Contrast.

Activity:

- **Look** at the work of other artists for ideas: Wilhelmina Barns-Graham can draw a landscape using only lines
- **Think** about '**background**', '**middle ground**' and '**foreground**' views: Vincent Van Gogh adds **Line** and **Texture** to give **detail** to his drawing
- Both artists use **perspective** and **scale** to make a **composition***
- **Draw 3 times**:
 - 1) A Landscape Line drawing
 - 2) A Texture menu! Fold an A4 sheet into 8 sections, fill each section with a different type of texture by the way the marks are applied...e.g. speckled, cross hatched, dashed, swirled... - share & think where these marks could be used in a landscape
 - 3) A Textured landscape drawing

Materials:

- Berol Finesline Pen by Paper Mate/pencil
- Cartridge paper/sketchbook/A4 paper

Purpose:

- To break the landscape into 'background', 'middle ground' and 'foreground' lines and count up the elements of what we can see – even make a list/play eye spy
- By deconstructing a landscape in this way every child becomes interested in thinking about what they can see
- With this knowledge we naturally investigate the differences in the landscape which leads us to learn about perspective and scale...
- From start to finish this makes drawing a landscape (which is something quite complex and daunting) achievable for all because we give step-by-step instructions. Art doesn't have many rules as it is creative, but drawing can be taught with this technique, and by looking, practicing and perfecting it, become confident.
- (Making this even easier can be achieved by taking the landscape into a dot-to-dot exercise as we hold the paper in front at arm's length and mark the dots of each key point across the page – contact info@beaford-arts.org.uk for more info. if required)

Themes:

- Maths: Counting to help plan & sketch scale & perspective
- Art & Design: Observation, composition, line, detail & texture

Take Part:

- Look at the work of these artists
- Count/make a list of the things you can see in a landscape image by another artist
- Draw your own landscape in only lines
- Now draw it again using line and texture. Try to show detail/perspective/scale like Van Gogh

Ideas/Hints/Tips:

- Don't use a rubber!
- See if you can hide some describing words in your drawing detail and texture!

Outcome:

- 2 or more drawings
- Confidence in a drawing technique
- New knowledge about this subject

Background & Development_8: History - Contact Sheets & Photos through time

Background:

Photography is fast changing and the way it is stored rapidly developing. It is interesting to think on the many **archival Records Offices** safely housing in refrigerated conditions **reams of reels** of precious **negatives and prints**. Before this there are other types of images seen and stored such as **slides in old projectors to glass negatives** of the past. Comparing this to today with **digital technology** and documents saved in 'clouds', the 'point and shoot' photo that people previously had to pose and not move for in fear of a blurred face, and 'selfie', are quickly changing how we view ourselves and photography itself. Through the age of the changing single use camera, to the ability and accessibility of a **phone**, along with the devices to activate an image...we can discuss much change. With more **portable**, day-to-day purposeful and **downloadable** media technology our **future archives** will be diverse. What we **record** has also changed, from **underwater photography** to the **go-pro**, with **digital** we **capture** more active **shots**, and through **timers** and **accessories** such as a 'selfie stick' along with **watch/voice activated commands** that are used on a **camera phone**, what we document is expanding. Rather than being limited to **36 photos in a film**, then rushing to the **darkroom** to develop and discover if you got the **perfect shot**, we can **photograph** and **edit** in seconds. Not only do we have the choice of **filters and effects** at our **disposal**, these were once additions to place on the **camera lens** itself, and some trends return such as **polaroid**. It is interesting to ask the children to think about how we might take photos in the future, and what's the oldest form of photography they remember/have seen/or have access to?

Activity:

- Searching for contact sheets and archive photographs
- Using contact sheets to identify local areas, landmarks, change and continuity
- Understanding what a contact sheet is and why photographers created them in this format
- Comparing the use of digital & analogue photography

Purpose:

- To learn about a photographic archive through the Beaford Archive
- To search for & find images relating to their own community/topic/theme
- To research other local archives for images
- To broaden their knowledge of photographic skills & techniques with historical sources
- To explore the work of James Ravillious and Roger Deakins

Themes/Subject Links:

- Photography past-present-future
- History
- Social & Emotional skills
- Wellbeing & Citizenship
- PE

Take Part – Instructions for the children:

- Discuss how old photographs might have been taken, how they are taken now, and how they might be taken in the future!
- Make a list of all the words you can think of associated with photography (highlighted in bold to help for teacher reference)
- Look at the work of the Beaford Archive's photographers,

Ideas/Hints:

- James Ravillious and Roger Deakins took photos in **Black and White** instead of **Colour**.
- As artists they made this choice, but it reminds us of old Black and White photography – this might catch the class out in thinking the Beaford Archive is older than it is! – Class discussion about this

Outcome:

- Photographic archive research from the Beaford Archive
- Thinking about photography past-present
- Learning key photographic vocabulary
- Looking at the work of other photographers

Follow on activities:

- Using a camera (or many different types of camera) take a range of different photographs while walking the trail
- Convert Colour to Black and White & compare
- Try taking photos during a PE lesson to compare a posed photo with an action shot

Independent Learning:

- Draw a cartoon strip of a photographer through time from past-present-future using the class keywords to help!
- Research the Beaford Archive
- Take own photograph(s) &, with help, convert to black and white

Trail Walk_1: Geography & PE: Map orienteering – locating POIs

Background:

- This activity will help you choose a number of points of interest which will form your community trail. We suggest you choose approximately 15 points across the map for the final trail, which ideally would be **circular** to avoid repetition. You will probably end up with more than 15 points from this activity, and you will need to reduce numbers with the agreement of the class.
- See www.beaford.org/communitytrails for examples of our trails to see how we did it!
- Map drawing is more difficult than you might think. Trying to represent a trail with different points of interest requires a range of skills, in order to produce a map which accurately holds the right level of **spatial information**.

Sharing points of interest as a group will help to make sure that a range of interests are covered in your trail points, with the work of all pairs represented.

Activity:

- Get into pairs. Each pair to **walk the potential trail with a blank map**. As you walk, mark the points you think are interesting on the map
- Think about what might be a good **point of interest** on the trail: for you, and for other people
- Think about the **symbols** you use to represent different points. Make notes of any **observations** (e.g. smells of seaweed; saw a robin here; etc)
- When you get back to the classroom, **review the map** as a group. You could re-draw it as a **master map** to take on everyone's points of interest.

Materials:

- Blank map (with roads / tracks marked)
- Pencil and clipboard

Purpose:

- Developing the community trail itself and the points of interest along the way
- Recording **spatial information** on a map
- Thinking about what makes an interesting community trail feature for a range of people
- An introduction to **symbols** on maps and what they represent
- Sharing information about points of interest
- Drawing a new map: concepts of scale, simplicity, and representation

Themes/Subject Links:

- Geography
- PE
- Art
- History

Take Part – Instructions for the children:

- Work in pairs. As you walk, look out for points of interest that you think could be good on your community trail.
- Decide between you how to mark these on your map, and where.
- Back in the classroom, share your points of interest into one master map.

Ideas/Hints/Tips:

- Use symbols rather than words to describe places on your map.
- Make notes about any observations during the walk.

Outcome:

- A **draft master map** with potential points of interest for the community trail

Follow on activities:

- The master map and its points will form the basis of a number of other Community Trail activities

Independent Learning:

- Research any other trails or maps of this area and how they have represented your trail.

Trail Walk_2: Community & Citizenship – Landscape features, people & place

Activity:

- As you walk, observe the **form and features** of the landscape.
- What can you see of the land in **built up areas**? How do the buildings adapt to the lie of the land?
- How does the landscape change **towards the edge of built areas**?
- How does the landscape change once you get into the **countryside**?
- Look at how the landscape is **managed** in each of these situations. How do they differ? Where does nature have more room to flourish?
- Do the **place names or street names** hold any clues to local history?
- Make notes for research later on.
- How do people interact with the landscape/buildings in each place?
- Investigate what goes on in the community and how people use the land

Purpose:

- To take the time and look at the land beneath our feet and its form
- To observe the differences between built areas, countryside, and the edges between the two
- The children will look at the trail with **different eyes** and notice things that they haven't noticed before
- The children will be required to think about the changes in the way that **built areas** and **countryside** are managed
- The children may notice that **vegetation** is more closely managed in built up areas, and that there is more room for nature in the countryside. But this is not always the case
- The children will ask questions about the **origin** of place names that could hold clues to what was there before
- The children will be able to compare past-present to get a sense of the community

Background:

- Often we are so familiar with the places where we live and work, that we fail to notice the most obvious landscape features.
- The lie of the land often dictates how buildings are situated and how land is managed.
- The landscape can teach us a great deal about the history of a community and a place. Reading the landscape is called *historical ecology*, and it is a whole discipline in itself.
- Place names and road names can hold clues to what was there before. As an easy example, 'Orchard Close' suggests the use of the land before houses were built.
- One key text for British historical ecology is **Rackham, Oliver (1986). *The History of the Countryside: The full fascinating story of Britain's landscape***. London: J.M. Dent & Sons.

Themes/Subject Links:

- Geography
- History
- Nature and science
- Community
- Citizenship
- People & Place

Take Part – Instructions for the children:

- Look at the **lie of the land** as you walk. Are there hills, rivers, views, hedges? How does it change along the trail?
- How do the plants and trees change as you walk from town into countryside?
- As a **landscape detective**, what have you learned about the history of this place from your observations?

Ideas/Hints/Tips:

- Look at the bigger picture of the world around you, not the detail.
- Imagine what the land is like underneath the pavement / track / field that you are walking on.

Outcome:

- Different perspectives and facts on the way the land is managed today and its history.
- More questions!

Follow on activities:

- Find out about the local history of a **landscape feature**, e.g. hedges.

Independent Learning:

- Try looking at the landscape in a place that you visit outside of school.

Trail Walk_3: Art - Drawing from observation

Background:

Look at/remind the children of the work in this section: **Background & Development: 'Being Artists' - Landscape Drawing & Perspective in Art** as a reminder. Drawing from observation is simple if you can break it into parts. Starting from the distance to the foreground, list/talk/count what you can see to make the task and the white page less daunting. Treat the view as a photograph because they may wish to zoom in on areas or capture the whole of the view in their sketch. Using both thumbs & fingers gets a rectangle to squint through, and marking distances & angles with your thumb & finger does help believe it or not! Concentrate on getting only the lines on the page first before adding the textures, marks and detailed shapes. Timing the activity helps, and for differentiation and extension to the task adding creatively writing/hiding description within the drawing gives extra depth and curiosity to the outcome. Peter Randall-Page said that artists draw and create 'with a sprinkling of the imagination' meaning we have artistic licence to improve what we see and how we want others to see it!

Activity:

- To draw from observation in the landscape

Purpose:

- To develop confidence in observational drawing through practice in line and mark making techniques

Themes/Subject Links:

- Maths: Counting to help plan & sketch scale & perspective
- Art & Design: Observation, composition, line, detail & texture
- Geography & Environmental awareness
- Science & Environment extension investigation*

Take Part – Instructions for the children:

- Look and record what you can see
- Think back to the artists studied and their approach to drawing. Use this knowledge to help make a start
- 1 – with line drawing the outlines from back-middle-foreground starting with the horizon line. 2 – with the texture and shapes to fill the space with what can be seen

Ideas/Hints:

- Remember to count & list what can be seen to help
- Differentiate the task by identifying areas that are good to zoom in on to simplify the activity v a line drawing, compared to those wanting & needing more of a challenge in capturing the whole view.
- Timing it can also be helpful.
- Extend the image & memory by hiding descriptive words within the drawing

Outcome:

- At least one detailed drawing on the trail walk. (+ text within the drawing)
- To extend this task consider drawing/mark making with earth pigments and taking rubbings to help with creatively seeing the community and landscape in a variety of ways...

*Extension Investigation:

- Locally do you have ochre/burnt sienna/terracotta soils to paint & draw with?
- Long marsh grasses/sticks to dip & draw with?
- What grass/leaf/petal stain colours can you produce?
- How many colour variations do you have at different times of the year in the community and how does this change over the year?

Follow on activities:

- Zoom into a variety of views and textures on the trail to extend drawing potential (these will give you interesting backdrops to add to your classes work/group sketchbook).
- Create simplistic thumbnail outline drawings of POIs on the trail for later use as Map symbols

Independent Learning:

- Invite the children to continue sketching the same view through different seasons to compare it
- Keen illustrators might wish to create line drawing thumbnails of the community POIs to submit to an anonymous class vote for use in your school trail map

Trail Walk_4: Design – Photography

Background:

James Ravilious and Roger Deakins have very different photographic styles but took photographs of the same place, albeit for different lengths of time from the 1970s-90s. Roger Deakins went on to become an Oscar Award winning Cinematographer. We at Beaford Arts think you can see this in his photography. Compare his work with the work of James Ravilious – ask the children if they agree? James Ravilious was influenced by Henri Cartier Bresson and to achieve the black frame in his work he modified his camera and printed the whole neg. This was to make sure we knew that he didn't edit or crop his images in any way, that what you saw was purely his photographic eye, no photographic editing – unlike today!

How would you find that in the digital age?

Ensuring every photo was lens perfect? No editing, enhancing or cropping?!

Now imagining you can only take 36 photographs as you walk the trail with these parameters?

Perhaps now you realise why we have an 80,000 image archive?!

See if the children can get a sense of how this feels by giving them parameters/rules either on the trail, or if easier, as a follow on Independent Learning task or a task around the school grounds. E.g. you can only take 7 photos.

Notice in the archive contact sheets how many photos he took of different subjects to get the perfect photo, and how patiently James waited for everything to align. Mark Haworth-Booth Honorary Research Fellow, Victoria and Albert Museum curated James' work for an exhibition and researched the contact sheets:

"Sometimes James made what he considered the best picture straight away – for example, the one of Homeland Bridge is the first in a sequence of seven. He got the complicated exposure, with sunlight on the underside of the first arch, first time. On the other hand, his favourite photograph of the bullocks eating thistles is the last in a series of 13: finally the animals were in the most lively positions for the composition. The photograph of swifts in the early morning at Roborough is from a set of 36 exposures made there. James photographed the scene with and without a distant figure, with and without a foreground car, with and without a herd of cows. Many photographs show the street without figure, car, cows or swifts. These empty frames were perhaps James's attempts to capture the very fast flying birds before he finally got two things right: first, the correct exposure time (probably one 250th of a second – with a slower exposure the birds would be blurred or not recorded at all); second, the best placement of the swifts within the composition established by the winding street and its flanking building and bushes. Looking at the contact sheets shows how the photographer anticipated and worked towards the best shot – waiting and waiting until everything fell into place."

Activity:

- Walking with a photographic eye
- Thinking about the composition of a photograph
 - Background/middle-ground/fore-ground
 - horizon line
 - focal point
- Making photographic choices: documentary v artistic photography consider:
 - What should be in the photograph for future generations to see & learn from? Versus
 - What looks good in the photo in terms of light/shadow/shape...?
 - Does this change how you take the photo/what you take the photo of/which position you take the photo from?

Purpose:

- Using their knowledge from classroom research and learning, and putting it into practice by taking their own photographs during the walk
- Understanding what it is to think from a photographers perspective when considering the composition through the frame/in the lens
- Looking at their community from a different perspective and growing pride in it/a greater respect of it
- Being aware of the world around them

Themes/Subject Links:	Take Part – Instructions for the children:
<p>Ideas/Hints:</p> <ul style="list-style-type: none"> • Create a viewfinder to use as a window to look through when not using the camera • Do this in groups and discuss the best composition • Report back to the whole group 	<p>Outcome:</p> <ul style="list-style-type: none"> • A deeper understanding in the practice of photography • Developing skills in observation, composition, and patience to craft the perfect 'shot'
<p>Follow on activities:</p> <ul style="list-style-type: none"> • Apply this knowledge to themes when photographing outdoors/an event/in and around school so that they can experience the differences in the concept of taking a photograph 	<p>Independent Learning:</p> <ul style="list-style-type: none"> • Try being a photographer: Indoors, Outdoors, at an Event • Report back and share these experiences to encourage discussion and debate

Trail Walk_5: I Spy with my photographic eye!

Can you find these photographs taken in this community in the past?

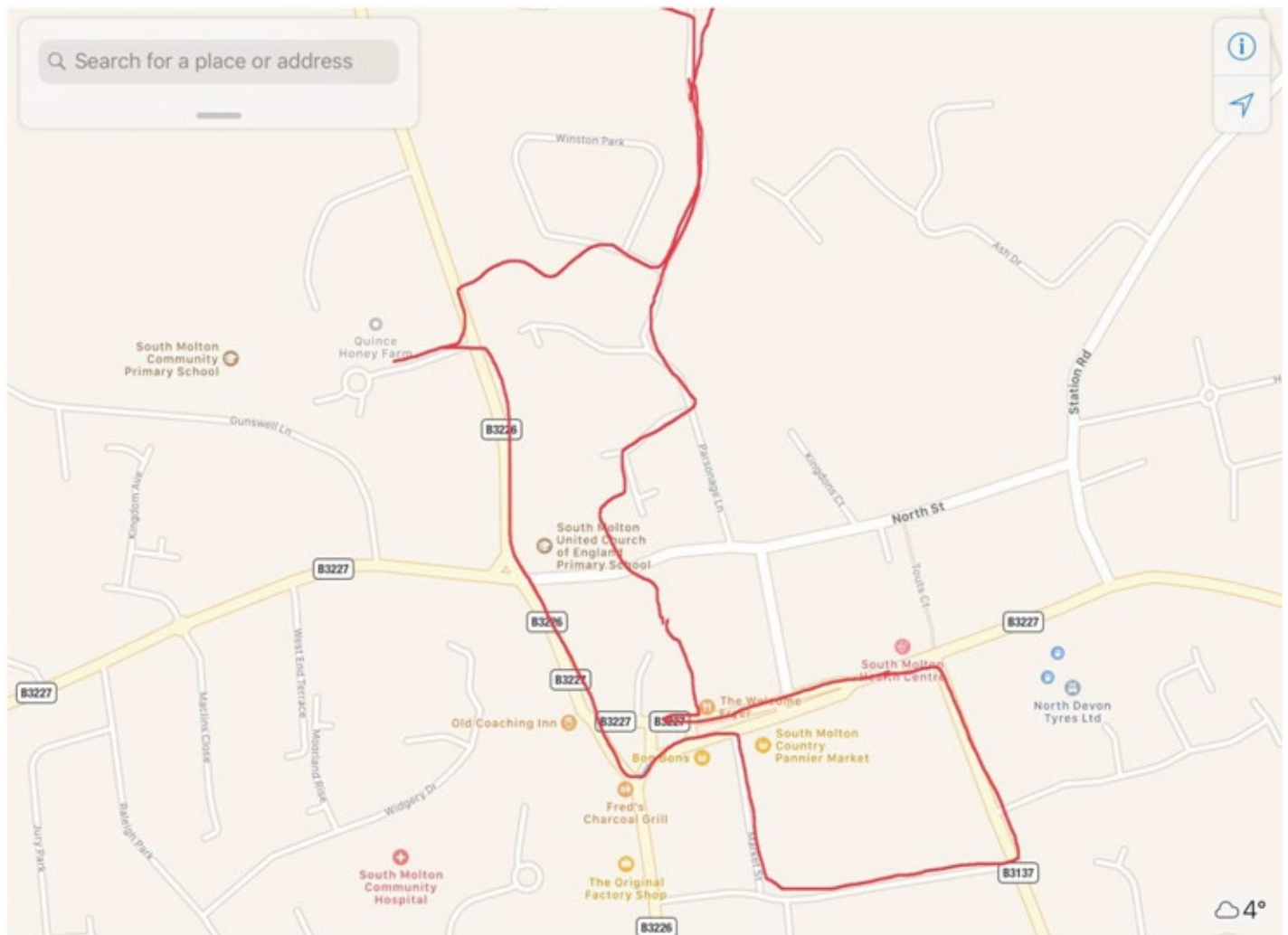
'x' Marks the spot

Can you locate the photos on the map?

Visit & spot the difference!

What has changed and what's stayed the same in the place where each photograph was taken?

Example map and trail – insert your own:



You can also re-take these photos to compare them back at school, then try changing them to black and white!

Notes:

Trail Walk_6 - Science and nature – Species identification

Background:

- Opening up children’s eyes to the **natural world** is an essential part of any education. This Community Trail gives the opportunity to be a wildlife explorer and be curious about all the animals and plants around.
- There are lots more questions than ‘what’s it called?’ – understanding the life cycle and ecology of plants, insects and animals. You can find plenty of resources to help at:

<https://www.wildlifetrusts.org/>

<https://www.rspb.org.uk/>

<https://www.plantlife.org.uk/uk>

<https://www.woodlandtrust.org.uk/>

Encourage the children to think about why the plants or animals might be there (how is the hedge / field tree managed, if at all?) and what their life cycle might be like through the year. If there’s a special wildlife site on the trail, find out why it’s so important.

Activity:

- Look around as you walk the trail. What **nature** can you see?
- Look up into the sky for birds. Do you know what **species** they are from their call, their shape, their colour? Do they live here all year round?
- Look around at the trees and plants. Do you think they were planted or they grew here naturally? Do you know any of their names?
- Choose a stretch of hedgerow or road. Count how many different species of animal, insect or plant you can see in this one stretch. What animals might live here that you can’t see?
- How is the nature you see affected by the activities of people?

Purpose:

- Awakening **curiosity about nature** on the trail.
- Observing nature and the differences between species.
- Looking at nature as a scientist: how many species are there? Why are they there? How are they affected by humans?
- Thinking about how plants got there in the first place: were they planted or did they arrive naturally? Are they native (wild) plants or cultivated (non-native)?

Themes/Subject Links:

- Science
- Wildlife

Take Part – Instructions for the children:

- As you walk the trail, how many different species of animal, bird, insect and plant can you see?
- Do you know their names? Do you know what’s it like to be that species? If not, make a note to find out.
- Note down any wildlife observations on your map.

Ideas/Hints/Tips:

- There is always nature, no matter where you are!
- Take pictures, drawings or notes to remind you of a species to look up later.

Outcome:

- A deeper appreciation and understanding of local wildlife
- Learning about animals and plants
- Points of interest and information for the community trail

Follow on activities:

- Revisiting wildlife sites through the seasons

Independent Learning:

- Nature trails, Wildlife Trust and Forest School activities

Trail Walk_7: Environment - Seasonal observation

Background:

The seasons of the year affect us much more than we might think. Light levels, temperature, amount of vegetation and the wildlife around us all change dramatically. The bloom of the first primroses, the bursting of the new oak leaves, the scream of the first swifts as they arrive from Africa in May, the harvest, the falling of autumn leaves, and red holly berries are all part of our lives. It will enrich any outdoor trail to discover such points throughout the season.

Activity:

- Look around as you walk the trail. **What season is it?** Spring, summer, autumn, winter? **What part of the season are you in?**
- What are the **conditions** – is it cold, warm, dry, rainy? How much daylight is there?
- How are the plants, birds, animals and people **responding** to the season? How are **you** responding?
- How do you think the trail will change throughout the seasons, and what **thoughts and feelings** might people have as a result?
- What signs might you look out for to **herald** the beginning of spring, summer, autumn and winter?
- Record any interesting points you might want to bring out in the trail.

Purpose:

- Increase skills of observation
- Think about responses of plants, birds, animals and people to the seasons
- Think about how the trail might change as it is experienced through the seasons
- Understand the **cycle of the year** and how it affects us and nature (in rural and urban contexts)

Themes/Subject Links:

- Wildlife / nature
- Science
- Geography

Take Part – Instructions for the children:

- As you walk the trail, think about the season you are in: is it spring, summer, autumn or winter?
- What are people and nature doing linked to the season? For example, are the trees in leaf, are the crops being grown?
- What else might be happening linked with the seasons that you can't see? For example, are there animals hibernating?
- How does the season make you feel?

Ideas/Hints/Tips:

- There is always nature, no matter where you are!
- Take pictures, drawings or notes.

Outcome:

A better appreciation of the cycle of the seasons and how it affects us, our communities and the nature around us.

Follow on activities:

There are all kinds of fun activities linked with the seasons: try <https://gb.education.com/activity/weather-seasons/>

Independent Learning:

Nature trails, Wildlife Trust and Forest School activities

Trail Walk_8: Language – Storytelling Traditions

Background:

Telling traditional stories, either rooted in the place of the trail or from elsewhere, can be a fun and thought-provoking tool to spark the **imagination**. This is known as the **oral storytelling tradition**, where people tell stories from the memory and the imagination, without using the written word. Stories can often involve **characters** that you can link with your trail (e.g. trees, or people from times past) and they can encourage children to be curious and use their imaginations in look at the world around them.

Traditional stories also encourage the children to investigate the **stories around their own community**, and a whole new line of research and discovery can result.

Some **example stories** are included in this pack for you to use. Here are some good places to find traditional stories and find out more about the oral storytelling tradition:

<http://www.storymuseum.org.uk/stories/audio-stories/>

<https://storytellingschools.com/resources/>

<http://www.settlestories.org.uk/storytelling-resources>

Activity:

- **Tell traditional stories** linked with your trail, out in the field (do not use notes or written words; tell the story without reading it, and without any props.)
- Encourage the children to imagine they are in the story and how it relates to the landscape
- Encourage **interaction with the story** (use call and response, characterisation and questions) to encourage engagement

Purpose:

- To encourage an **imaginative approach** to the trail
- To encourage the children to think about what it might be like to be the characters in the story, human or otherwise
- To encourage curiosity about how the story might link to the landscape of the community trail
- To use **stories without the written word**, encouraging confidence and creativity.

Themes/Subject Links:

- History
- Geography
- Literacy
- Art and design (follow on activities)
- Citizenship, social and emotional skills
- Confidence and imagination

Take Part – Instructions for the children:

- **Listen with your whole self** to the story and let your imagination run with it.
- Do you look differently at the place you are in, at the end of the story?
- Share your thoughts and feelings with the class.

Ideas/Hints/Tips:

- Take the time to learn the story and tell it without notes – you will be surprised at what you can remember when you start!

Outcome:

- A different perspective on the trail
- A story shared that can be told again by the children and passed on
- Stimulation of the imagination

Follow on activities:

- **Story maps** and **story making** back in the classroom – with stories about the trail, the local community and the landscape

Independent Learning:

- Go to see **professional storytellers** in action, and have a go at telling stories yourself!

Trail walk_9: Geography & History - Stories of place – past to present

Background:

Stories are everywhere, and each place holds thousands of stories of those who have lived there in times past – **some more intriguing than others!** These can be stories already recorded, stories that you collect from people in the community, or stories of the place itself.

Stories can be **non-human as well as human**. For example, we investigated the story of a hedge – who planted it and why was it planted? What is its purpose? Who lives there, and who managed it to keep it a hedge and not a line of trees?

Activity:

- Discover **stories of the place** where your community trail is – whether it is points along the trail, or just for the place as a whole. Use three different ways of discovering stories:
 1. Investigate story sources such as **local history societies, local books and the internet**.
 2. Ask **local people** to tell you their stories, or stories that they know about the place.
 3. As you **walk the trail**, be curious about the things that you see, and think about the stories that might be behind them.

Purpose:

- Collecting information and stories about the place where your community trail is set is an essential activity in the development of a community trail. It **connects people, history, nature and place**.
- Collecting stories can be an exciting journey of discovery. However it is a good idea to start with pursuing just **one story per child** and completing that to their satisfaction, otherwise it can be overwhelming!

Themes/Subject Links:

- History
- Geography
- Science
- Literacy

Take Part – Instructions for the children:

- Find a story of the local place in one of the following ways:
 1. Research (book or internet)
 2. Asking local people you know for their stories of the place
 3. Walking the trail and being curious about the story of a trail feature
- **Write the stories down** and ask questions as you go, to make sure you have got all the details right.

Ideas/Hints/Tips:

- Try to look at the environment with **new eyes** and question everything you see. Has it always been there? Why is it there? What's its story?

Outcome:

- A **collection of stories** from the community that can be shared as part of the trail and archived.
- A better understanding of the story and history of place and local community
- Stronger community connections through knowledge and sharing

Follow on activities:

- Collection of oral histories (recordings)
- Artistic interpretations of local stories as points on the trail (to use in materials)

Independent Learning:

- Try **telling or writing your own stories** of the community trail place, using imaginary characters rather than real ones.

Class activities and responses_1 – Starters for the imagination

Background:

This is a storytelling game designed to kick-start imagination and creativity. It can take as long or as short a time as you like, depending on the size of the class and the number of objects. The everyday objects can be from the classroom or from the countryside around.

Activity:

- Get everyone to sit in a circle.
- Choose a set of random everyday objects and put them in the centre of the circle.
- Everyone to choose an object.
- Take one of them, e.g. a stick, and say, "This is not a stick. It is the toothpick of a giant that used to live in this place and who made all the hills at the edge of the village"(add your own ideas!)
- Go round the circle and everyone share what their object actually is.
- The idea is that everyone imagines the object as something totally different to its reality.
- A variant on this activity linked to the photographic archive: imagine what an object in the picture actually is....

Purpose:

- To stimulate the imagination
- To find the extraordinary hidden in the ordinary
- To make everyone more curious about everyday objects
- To have fun!

Themes/Subject Links:

- Imagination
- Creativity
- Arts / drama

Take Part – Instructions for the children:

- Sit in a circle around some random objects.
- Everyone chooses an object.
- These objects are not what they seem! Use your imagination to decide what your object actually is – make it as wild and fantastic as you like.
- Everyone to go round the circle and share what they think their object is.

Ideas/Hints/Tips:

- You might need to give the children some guidelines (keep it clean, don't be personal, etc)

Outcome:

- Lots of laughter
- A different way of looking at the world
- Encouraging imagination ready for other activities

Follow on activities:

- You could do some story-making with some of the fantastic objects....

Independent Learning:

- As you go about your everyday life, think about alternative realities for some of the everyday objects you come across.

Class Activities and Responses_2: Pictionary starter activity

Background:

POI Pictionary is a good group game that can be played with the whole class from the front of the classroom in a drawing and guessing activity. The child(ren) who have their hand up and the first to correctly guesses the POI once you have drawn it, is the next to have a go. (It is helpful if another adult watches when they raise their hands so they have an idea who put their hand up first... Or you pick at random!) This helps the children associate, for example, your drawings with POIs to extend their ideas, and it is a fun re-cap activity!

POIs: Generally speaking we investigated a POI p/pair, so in an average size class of 30 that's 15 POIs (Farming/Landscape/Seascape/Trade/Produce/Species/Transport/Hedge/River/Market/School/Buildings/Events/Groups/People)

Activity:

- To create simple and quick line drawings on the board
- To begin visually defining the themes and categories for Points of Interest on the trail by drawing things associated with them e.g. Tractor = Farming / Wave = Seaside / Bird = Species / Bridge & water = River / School Logo = School / Church = Buildings / Car = Vehicles & so on to be personalised to the community
- Pictionary develops confidence and speed in line drawing skills whilst keeping them basic and fun

Purpose:

- To help direct children in remembering & thinking about what they saw & regularly see in their community
- To model your intent and expectations to the group of a bold & simple line drawing that could become a map symbol
- To re-cap and remind the children about things associated to each POI (and discuss the overlaps)
-

Themes/Subject Links:

- Art and Design
- Local Community

Take Part – Instructions for the children:

- Explain/model Pictionary
- Remember to draw large (palm size)
- Use line because outlines are fast and easy to see
- Only block in areas if required e.g. school logo might require block colouring

Ideas/Hints:

- Keep the game going for as long as it takes the children to get the idea before moving on to Main Activities: No.9 Poetry & Symbols or No.12 Class Sketchbook.
- This could be played regularly so that every child gets a go, it encourages thinking outside the box and extending thoughts around a POI theme

Outcome:

- A bank of imagery ideas for later use when creating a Community Trail map
- Group support and development for drawings, collage and paintings towards a class sketchbook, particularly helping less confident artists with ideas

Follow on activities:

- Test these on other classes to check they can guess what your drawings are
- Practice drawing in simple lines
- Extend the starter into Main Activities No.9 'Poetry & Symbols' or No.12 'Class Sketchbook'

Independent Learning:

- Think of more ideas for a future game representing POIs
- Play it with other friends/family, create your own themes, or topic related subjects

Class Activities & responses_3: Sensory Word Harvesting & Word Clouds	<u>See</u>	<u>Hear</u>	<u>Touch</u>	<u>Smell</u>	<u>Taste</u>	<u>votes</u>	<u>votes</u>	<u>votes</u>

	See	Community: Hear	Touch
Smell	Taste	Class votes for the most popular words:	

Instructions:

Senses starter activity:

Your community through the senses! (This will generate words for poetry and artwork)

- 1) Each child to write the heading South Molton, then each sense, like the above example
- 2) Make a list under each sense of what they think about for the community. (As many words as they can)

Give them time to write/draw symbols individually on paper

- 3) Collate this information, with the master copy on the projector screen, typing each child's suggestions in a list.

If children have written the same word, those with the same word put up their hands so you can count the votes for that word.

(Give those who haven't written it the chance to vote on it too.)

- 4) Add the amount of votes that word gets in the column on the right of the senses list.

- 5) Now we can then find out two things:

- how many words they associate with their community for each sense
- The most popular associations

- 6) If they want to add more words as a group, that's fine.

Rules: They can vote for as many words as they like!

Why?

We can work out the most popular answers so that we can make a word cloud artwork for your class.

(Members of the community will also contribute to this later.)

It will produce a word cloud. Here is an example for north Devon created with children at High Bickington Primary school:

Class Activities and Responses_4: mind map starter activity

Background:

A mind map is a good way to develop and deepen interest in a theme to get ideas down quickly in a short and focused task. Created as a group activity, then in smaller groups/pairs, great discussions can come that started as seeds in a mind map. (It is also a good visual revision tool for future use, as well as 'infographics'.)

Activity:

- Mind map starter activity – understand the use of a mind map by looking at a mind map on the board/creating a group mind map about your Community Trail
- From there take the POI themes and allocate them to pairs/get them to nominate their top 3 & split the group from there
- Mind map the details of the POI in pairs
-

Purpose:

- To direct each pair on their Community Trail POI journey to recap on the many things that link to it
- To give and develop ideas to each other about the selected POI and begin more specific and defined research around each POI

Themes/Subject Links:

- Local history
- Geography
- Literacy
- Art and Design

Take Part – Instructions for the children:

- Learn about a mind map
- Select at least 3 POIs that are of interest to you
- Work in pairs to create a mind map on the POI you have been given
-

Ideas/Hints:

- Keep going with thoughts and ideas, extend these to provide you with interesting words for poetry and art
- Share your information by putting it on the wall for others in class/school to add to which will also help with POI history and research
-

Outcome:

- A mind map as a starting point for each POI

Follow on activities:

- This starter activity will help support all 'Main Activities' that follow, and will act as a good thinking tool to be added to throughout the project

Independent Learning:

- Discuss with family and friends to see if they have ideas that haven't yet been included, write it on a piece of paper & stick it on the mind map so you remember

Class activities and responses_5 – Sensory stretching

Background: This is a warm-up / physical activity for work imagining different perspectives. It's good to introduce a physical activity that can refresh the curiosity after a lot of desk work.

Activity:

- Ask the children to **stand up** and make sure everyone has a space around them.
- Ask the children to **close their eyes** and keep them closed until they are told.
- Ask the children to focus on their **feet** first, to wriggle and stretch their toes, their **legs**, and so on all the way up the body until they are moving their **heads** from side to side.
- Ask the children to **stretch** their arms and legs as far as they can, to get a good stretch of the arms, legs and spine.
- Now ask the children to imagine they are **not human, but tree**. Imagine their **roots** / toes spreading down into the earth, and their **branches** / arms reaching up into the sky. How far do they spread? (Keep eyes closed!)
- Ask the trees / children to imagine how they would move and feel in **different seasons**. Here comes a gale... a snowstorm.... a spring shower... a summer heatwave....night-time, daytime....
- Go through the seasons and bring the trees / children back to their roots, and then they can open their eyes.

Purpose:

- To get the children to imagine what it would be like to be **something other than themselves**
- To encourage the children to **experience environmental change** as something other than themselves
- To prepare them for **putting themselves in a photograph**, point of interest or in the place of a visitor on the trail
- To help the children think about a number of **different perspectives** that could be experienced

Themes/Subject Links:

- Creativity
- Drama
- Nature

Take Part – Instructions for the children:

- Find a space in the room and close your eyes – don't open them until you are told.
- Follow the teacher's instructions and keep your eyes closed!

Ideas/Hints/Tips:

- Asking children to close their eyes for any period of time is a challenge! Encourage them to use their '**mind's eye**' as this is a technique that many great artists and creatives have mastered through the ages.

Outcome:

- Lots of laughter!
- Creative movement
- Curiosity and stimulation of the imagination

Follow on activities:

- This links to activities on word generation, art and story and seasonal observation, which could be combined within a session.
- You can get the children to visualise being part of a **point of interest** to help develop their work– see separate activity sheet.

Independent Learning:

- **Visit a tree** that you know in different conditions or times of year. Watch how it moves and changes through these conditions. Repeat this with a different type of tree. What's the difference?

Class Activities and Responses_6: Point Of Interest Photography & Role Play

Background:

Using photographs from the past we encouraged local children and adults of all ages to consider the 'Hidden Histories' of North Devon. We did this by using www.beafordarchive.org as a starting point and made this relevant by community/keyword search. We used this technique in our oral history interviews which helped us unlock information that we didn't know before because we asked locals linked to the photographs about them.

We encouraged children to think about this in class with their teachers and did this by selecting at least 15 photographs, one p/POI as the starting point for an interview that we modelled to the class (in fact it was more like 3 photos p/POI so that there was a choice to be made and a discussion to be had by each pair). You can see how this was achieved by Appledore Primary School because they used this theme throughout their local history films which can be found through Beaford on their YouTube channel and on their websites: www.beaford.org and www.beafordarchive.org You will be able to use these links as starting points, and combine these with your own local history photos. The key point is to discuss what we can learn from a photograph and practice interviewing techniques to give children the confidence to start interviewing older relatives/community members for the local history project.

1 - We introduced this in a friendly way by pretending to be James Ravilious (in costume), taking it in turns to ask him why he took this photograph, what was of interest, what was happening, approx. where & when it was taken, if he took it now would it be different/what's changed, and he thinks it might be like in the future...

Activity:

- *1 - Watch a roleplay interview in class by primed staff with the photograph in question on the projector screen
- *1 - Set the scene: show the class a number of the photos and discuss the Q&A that was used & could be asked to interview the photographer
- In pairs practice using a photograph to create roleplay interviews in pairs to think about the past-present-future taking it in turns to be interviewer and interviewee
- Share in role with the class
- Discuss any themes/details/incorrect histories that came about*2

Purpose:

- To use a photograph to set the scene for past times and history
- To learn to look at photos for clues in the seasons/traditions/life of the local community and identify how things might have changed/continue today
- *2 - Re-inforce the need to archive and catalogue/photo album the details and information for future generations so that local knowledge is not lost
- To develop and grow in confidence in drama and role play
- To practice using language and vocal projection to interview and be interviewed in front of the class

Themes/Subject

Links:

- Drama
- Photography
- History

Take Part – Instructions for the children:

- Watch and listen carefully to the roleplay
- Think how you would interview/be interviewed if you were the photographer
- Select your POI photo, practice your interview roleplay in pairs then share

Ideas/Hints:

- Look for historical/seasonal clues
- Have fun in the role, if you don't know an answer give an arty response such as "well I loved the way the composition looked through the lens and the photo just needed to be captured!"

Outcome:

- At least one selected/favourite photograph p/POI with roleplay commentary around it and thoughts for what needs to be researched to find out more of the 'Hidden History' surrounding the time it was taken

	<ul style="list-style-type: none"> • (script/notes/recordings to be taken to help
<p>Follow on activities:</p> <ul style="list-style-type: none"> • Use ideas from this to help direct historical research • Create story boxes to start collecting photos and local history information from community members • Create a class list of interview questions for local community members to find out what they remember about the past 	<p>Independent Learning:</p> <ul style="list-style-type: none"> • Start interviewing local friends/family or asking them if they know anyone who could be interviewed/visit school to share their knowledge

Class Activities and Responses_7: Design Technology – Story Boxes

Background:

Story boxes are a non-direct way to collect local history in a way that is fun and engaging for children. They will create their box and fill it up with facts, or in groups they will create a box and put it in the school reception and in community locations with a poster asking people to share their knowledge, stories and memories about the history of the local community for your project. Getting responses back and reading them together (checked before doing so) makes this an exciting part of the journey jigsaw. Throughout testing the project schools approached it in different ways which lead to independent learning project research documents, as well as beautifully designed boxes full of facts they had found and photos and illustrations adorning the box about 1) their local history / 2) their POI research

Activity:

- To create a 3D box from paper/card using a net design as a template with scissors and glue

Purpose:

- To learn how to create a box using a net in 3D design
- To collect local stories and histories in them

Themes/Subject Links:

- Design Technology and ICT
- Art, Craft and Design
- History
- Community and Citizenship

Take Part – Instructions for the children:

- Use the templates supplied by the teacher to draw around/cut and stick to make a 3D box
- Create a poster so that people clearly know what you want them to share with you
- Place the box and poster where people in the community can share their stories with you/take it home to collect & decorate

Ideas/Hints:

- Share this in the school newsletter to help the children with their local history story box research mission so that other classes can get involved too!

Outcome:

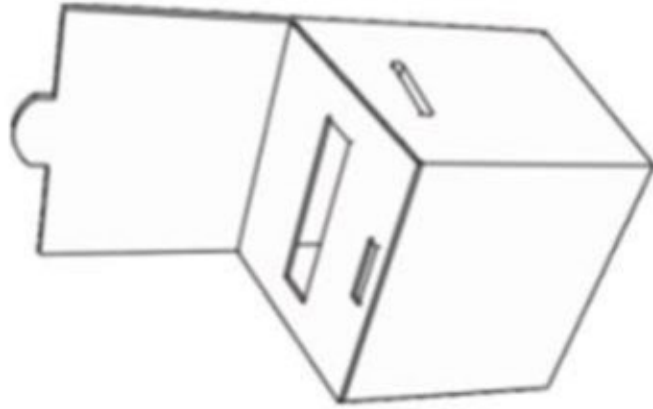
- A minimum of 5 boxes (and posters) to share with the community, or one p/child...
- Net on the opposite page to be printed to A3

Follow on activities:

- This will lead to lovely anecdotes and information p/POI in the Community Trail and, where facts aren't anonymous, ideas about who to contact for local history interviews. E.g. see Chulmleigh Community Trail POI: 'Fair' for an example by Tre aged 7

Independent Learning:

- ...to collect and decorate a local history 'Story Box'



Class Activities and Responses_8: History and Geography – Researching ‘Points Of Interest’ (POI)

Background:

Children may already know where locally they can find information and do research into their community, so this is a good time to discuss this as a class. Helping all children to think about where information comes from is a good foundation to build on and include in their critique to work out what is fact or fiction. Consider information through time...is it knowledge that has been passed down through generations such as learning from the oral tradition of storytelling, books, or the very accessible digital research of information today. Having a discussion about how we know things are true, and being wary of sources, to work out which is more trustworthy than another, is a good talking point, whilst thinking about how they can check (and be certain) that the facts they share with others are real.

Activity:

- Provide and discuss with your class a variety of historical sources (topical/thematic) as a starting point
 - Compare this with local history sources e.g. Hatherleigh is called Hatherleigh because...
 - Discuss how we know these are true/false
 - Split class into groups having given them access to a variety of source material to investigate p/POI (possibility of playing the true-false game of ‘2 lies and a truth’ if desired here... e.g. Chulmleigh Fair:
 - In Chulmleigh the glove is raised... at the beginning and the end of the fair... so that everyone can wave the fair in and out
 - In Chulmleigh the glove is raised....because of the royal charter
 - In Chulmleigh the glove is raised...to give everyone the thumbs up for the fair
- Only one is correct...the class can have fun with their fact finding by creating this game for their POIs and sharing with the class at the end for them to guess.)

Purpose:

- To research the history and geography of the local community
- To understand that not all information is necessarily true and to look for reliable sources
- To think about where local information can come from
- To have fun while researching and to do this in a supportive environment – including internet awareness
- To work well together including discussion of ideas, sharing and presenting factual and fictional information to make group judgements about true/false information

Themes/Subject Links:

- Geography
- History
- ICT
- Literacy
- Community

Take Part – Instructions for the children:

- See activity box and adjust as you wish for your class

Ideas/Hints:

- A dictionary can be used as well as sources such as Wikipedia
- Local records offices and libraries make for a good visit prior to/after an activity like this
- Local history groups/tourist info & museums should be able to supply/point you in the direction of local information

Outcome:

- To have at least one fact p/POI to include in the trail
- To know where local information can be sourced
- To understand there are different types of fact and places that information can be found: from maps, to history books, to online and verbal accounts of history

Follow on activities:

- Links to other ‘Main Activities’

Independent Learning:

- Continuing research (& true/false games to share either with others)

Class activities and responses_9: Drama – Visualisation of point of interest

Background: This is a useful physical activity to help develop different perspectives on the points of interest. It can be followed with a number of response activities such as story maps, artwork and poetry.

Activity:

- Ask the children to **stand up** and make sure everyone has a space around them.
- Ask the children to **close their eyes** and keep them closed until they are told.
- Ask the children to focus on their **feet** first, to wriggle and stretch their toes, their **legs**, and so on all the way up the body until they are moving their **heads** from side to side.
- Ask the children to **stretch** their arms and legs as far as they can, to get a good stretch of the arms, legs and spine.
- Now ask the children to imagine they are **standing in their point of interest**. What's happening around them? Start in the summertime.
- What do they feel – all **senses** (hear, see, smell, taste, touch)?
- Now get them to **move on a season**, staying in their point of interest. What's happening in autumn? Move through winter and spring to come back to summer.
- Now get them to imagine they are in their point of interest, but **50 years ago** (give the year). What's happening now? How has it changed from the present?
- The children can now open their eyes.

Purpose:

- To encourage the children to **experience environmental change** within their point of interest
- To encourage the children to think about life in different times
- To prepare them for **putting themselves in a photograph**, point of interest or in the place of a visitor on the trail
- To help the children think about a number of **different perspectives** that could be experienced

Themes/Subject Links:

- Creativity
- Drama
- Nature
- Geography
- History

Take Part – Instructions for the children:

- Find a space in the room and close your eyes – don't open them until you are told.
- Follow the teacher's instructions and keep your eyes closed!

Ideas/Hints/Tips:

- Asking children to close their eyes for any period of time is a challenge! Encourage them to use their '**mind's eye**' as this is a technique that many great artists and creatives have mastered through the ages.

Outcome:

- Lots of laughter!
- Creative movement
- Different perspectives on points of interest

Follow on activities:

- This links to activities on word generation, art and story and seasonal observation, which could be combined within a session.

Independent Learning:

- **Visit your point of interest** through different seasons of the year (see separate activity).

Class Activities and Responses_10: Literacy – Poetry

Background:

We worked with a playwright called David Lane who worked in residence with people of all ages to write a play inspired by North Devon called 'Hefted'. He used many skills and techniques to unlock words, ideas and thoughts to create and evoke a sense of place in our speaking and writing. We used the archive as a stimulus for talking and writing both individually and in groups. We also wrote poetry along the Tarka Trail and used 'poetry pin' to geolocate it for others to find with poetologist Chris Jelley. Working with artists helps us think differently about words, language, and the creative use of text, why it is created and how we share it. We hope this will help and we do encourage you to look up these artists and access their work through Beaford.

Activity:

- Focus on poetry in pairs by listing adjectives and similes p/POI to create poems (and write and extend individually)
- Use the worksheet provided on the next sheet if this helps, or create your own
- Finish by creating a symbol for the poem which may become a point on the map or be the decided upon and more refined POI symbol from the Pictionary starter activity
 - (Using POI archive photography as a starting point / visualisation and mind map starter activity techniques to gather words and themes / look and think about the work you've been doing to date)
 - As a group re-cap words associated with your community, or gather them from previous work
 - Apply your literacy requirements to this according to year group

Purpose:

- To think about poetry in a creative and community focused way – include History/Geography/local research findings
- To develop ideas as a group and 'word harvest' as a class, modelling this so that they can carry on in pairs, then extend them individually
- To understand that poems will be shared publicly
- To frame poem structures to help children, then break these rules to evolve, personalise and make the poems unique (if this helps them)
- Decide which suits your class/create your own/test new ideas to bring differences to literacy and poetry in the classroom

Themes/Subject Links:

- Literacy
- Language
- Art, Photography and Design
- History
- Geography
- Community

Take Part – Instructions for the children:

- Take part in a group activity to create a list of words
- List your own words in POI pairs associated with your POI (remember/refer to previous work) – adjectives/similes
- Create poems and a symbol that link to your POI with descriptive text. These will be shared publicly

Ideas/Hints:

- Use a dictionary and thesaurus to help extend the descriptive and creative text
- Use previous work, research and photos to help focus ideas

Outcome:

- A list of words, 2 experimental poems in different formats and one finished poem thought of as 'best' for each POI
- A 'best' POI symbol for the trail

Follow on activities:

- This activity leads nicely into Main Activities 10-11-12

Independent Learning:

- Try these poem formats for other work and ideas

Please tick your best poem for the website OR write your Best Poem again here neatly:

Symbols:

What symbol would be best for your point on the map?

Here are examples for Wisconsin, USA, and Paris in France:

Transport = Bike Building = Eiffel Tower

There are 2 squares to practice your **own design** here:

IT MUST BE FOR **YOUR POINT ON THE NEW DEVON MAP.**

Your **BEST** design in **fine line pen** goes in the **last square.**



www.shutterstock.com · 447581095



Wisconsin The Badger State

THANK YOU for your designs and ideas!

Class activities and responses_12 – Story and imagination

Background: This activity encourages the children to be creative about their point of interest, and imagine what it would be like to be in it as something other than themselves. Creating stories and narratives can give children confidence with literacy and imagination, and get them to see their point of interest from a number of other perspectives. Many of KS1 texts include story maps which help illustrate this idea. (As an example, for Community Trails we used the book 'Playing' by Tim Hopgood with all KS1-2 ages to get into the characterisation of a tree across seasonal change using the visualisation starter technique.)

Activity:

- After the visualisation exercise, ask the children (working in pairs) to **draw a picture of the point of interest** – deciding which season and historical time they would like it to be set in.
- This can be extended to 4 parts to map the journey of the story, or develop into a cartoon. These techniques will help frame the narrative and build the foundations for story illustration.
- From the picture(s), ask the children (working in pairs) to develop a **short story with a beginning, a middle and an end**, about something that happened at the point of interest. Start with 'Once upon a time.....' They can decide who the main and supporting characters are (human and non-human). Make sure they keep within the realms of the real world (no magic) and describe their environment as part of the story, using all the senses.
- Ask the children to **tell their stories back to the class** from memory, without using notes (this is where the visuals help aide their memory).

Purpose:

- Development of **ideas and perspectives** on the point of interest
- Encouraging **imagination, composition and narrative**
- Increasing **confidence**
- **Working together**

Themes/Subject Links:

- Literacy
- Geography
- History
- Social skills and confidence
- Voice and speaking skills

Take Part – Instructions for the children:

- Working in pairs, agree on your favourite season and time in history for your point of interest.
- Draw a picture of your point of interest in the time and season you have chosen. Label it with your names.
- Write a short story about your point of interest with a beginning, middle and end. Make sure you stay in the real world (no magic!)
- In pairs, tell the story to the class from memory, without using your notes. Now you are a storyteller!

Ideas/Hints/Tips:

- Using **colour** in the pictures can help the children to visualise when it comes to the story.

Outcome:

- A picture of the point of interest
- Written stories
- Performance and sharing of the stories

Follow on activities:

- Choose **key words** for your pictures / stories and use these in other response work for the point of interest. Encourage words about action, description and emotion.

Independent Learning:

- **Go to your point of interest** with a responsible adult. What stories would you make up about this place? Write more short stories based on what you actually see, hear, touch, taste and smell.

Class Activities and Responses_13: Creative writing – transform and challenge

Background:

In this activity we encourage everyone to think beyond the classroom. This can be done indoors or outdoors. Picking up on the themes of the Community Trail local history project, it is also a way to re-introduce environmental challenge and the question of the future. It was a technique introduced by David Lane during his research and development with us for the play 'Hefted'

We delivered this activity with a group visualisation that was directed to include sensory stretching and the arrival at a place, the use of their 'mind's eye' to experience it with all the senses directed by the teacher/artist leading the session, and then something happens, you are spoken to, you listen carefully and attentively, hear what challenge is within the dream taking place, then share it... Here were the responses:

Night-time Journeys: What Animal / Landscape Feature Did You Transform Into?

I turned into a peacock. It felt colourful. And the river said to me 'stop stomping over my back'.

I turned into a cheetah. I could see trees and fields and hedges. The landscape told me that the whole class needs to come here, just to see it.

I turned into a wild rabbit. And I was surrounded by hedges and the landscape said to me 'stop polluting me'.

I turned into a piece of grass. A piece of grass said to me that I need to stop killing its friends and chopping its heads off – letting the wild grow.

I ran to Exmoor and then back again. I turned into a duck. Exmoor said stop 'stamping on my head'.

I went to Exmoor and I turned into a hedge. The landscape said 'save me'.

I turned into a grass snake and this log – this trunk of a tree fell down next to me and said 'go away'. And it said to me 'stop chopping down trees'.

When I got there I turned into a wild snake. This other snake said to me 'leave me alone and go back to where you came from.'

I turned into a cow and I was in one my fields. The field said to me 'don't let the cows come in here because I'm running out of grass all the time'.

I turned into a snow leopard, on top of a mountain and the mountain said to me 'it's dangerous up here so go back down to the bottom of me.'

I turned into a lion and I was on a field. It said to me 'it's too late, go back to bed'.

I turned into a tiger and I was in Africa – a long way from North Devon. The land said 'get away from this place and find your own.'

Activity:

- Using a visualisation technique (or not) we imagine going to sleep and in a dream we drift off on a journey, and when we awake in the dream we have transformed into an animal. In the place in our mind (the children are not speaking so these will each be different) we are given a message with which to return in the morning and share with others. This message is a challenge given by 'x' in the dream, you then rush back to return from your sleep and share it....to which the group come back to reality, scribble it down, speak in turn with the class recording each scenario and listening to others. See Class activities... 4 and 8 for help.

Purpose:

- Encouraging creative minds and brain exercise to develop individual and unique stories
- To develop the imagination and include the sensory stretch technique to help a visualisation evolve and grow
- Helping children to think independently and develop fictional characters and scenarios that might be informed by knowledge and class research
- Supporting creative writing through audio, verbal and listening techniques
- Creating sensory elements and description through minds-eye experience and application of thought – a mindful approach.

<p>Themes/Subject Links:</p> <ul style="list-style-type: none"> • Literacy & Language • Creative Writing • Drama techniques • Environment • Community • History and Geography • Citizenship / PSHE / RE 	<p>Take Part – Instructions for the children:</p> <ul style="list-style-type: none"> • Listen carefully and follow the instructions • Stay within the dream at all times and follow the journey using your mind • Think creatively using your senses but with eyes closed throughout • Focus on the activity not on others • Think clearly about the transformation and challenge • Share confidently and listen to others respectfully
<p>Ideas/Hints:</p> <ul style="list-style-type: none"> • Try this a few times before sharing if this helps so that the children can pick their best, especially if you are all new to the visualisation technique and it takes time to settle • Standing helps with movement/sensory stretching to start within the body and mind, but it can work seated in spaces if this is better for the class • Keep focused and the results will be lovely to work with – We’ve toured a plays from it! 	<p>Outcome:</p> <ul style="list-style-type: none"> • At least one ‘transform and challenge’ story p/child as the basis for creative writing
<p>Follow on activities:</p> <ul style="list-style-type: none"> • Develop this into a creative writing piece which could include illustrations • Story map the piece if this helps bring each together • This could result in a class series of short stories 	<p>Independent Learning:</p> <ul style="list-style-type: none"> • Use this technique to extend reading time, especially when drifting off to sleep to think about a dreamtime story adventure • Create your own stories in response

Class Activities and Responses_14: Art, craft and design: class sketchbook

Background:

Creating a class sketchbook is an exciting project involving team work and creativity. All of the artwork created in this project was scanned and included within the Community Trails documents, so please look at those with your class for ideas, along with sketchbook and journaling images that can be found all over the internet to discuss the styles that you like as a class. Discuss text and image in design, and think about how all/part of the words that you've created in the project can be interwoven with imagery within the A3 (2 x A4) two page spread. We created concertina sketchbooks because they can be displayed beautifully in a 3D / wall display for exhibition, and fold down to be a library shelf read. (Although a standard 'book' format sketchbook is also visually enticing and can be constructed in a similar way after each page has been made by the group – this works best because all can work on separate pages at the same time in class that come together once dry.)

Consider the 'elements and principles' of art and design as a class and how these can be used in the creation of their work. These will help them establish a foundation to organise their ideas around as they progress to KS3+ and apply this knowledge at GCSE. Teaching it early will help develop good artistic understanding for the future.

Elements: Line. Colour. Shape. Form. Space. Texture. Pattern.

Principals: Unity/Harmony. Balance. Emphasis/Focal Point. Contrast. Variety.

Proportion/Perspective. Rhythm/Repetition. Movement.

Activity:

- The creation of a class sketchbook that visually tells the story of your trail
- To apply the 'elements and principals' of art and design in the creation of their sketchbook art
- The ability to work in pairs p/POI to create one finished sketchbook page
- Develop mixed media and a variety of techniques

Purpose:

- To represent the project visually and leave a legacy in school for other years to respond to and carry on a class community sketchbook tradition
- To creatively work in teams and create a finished piece in pairs and as a group
- To discuss, decide, and problem solve together
- To enjoy being creative and explore materials together combining text with image

Themes/Subject Links:

Take Part – Instructions for the children:

Ideas/Hints:

- Teach 6 or more techniques to the class in their own miniature zine sketchbook first that will help them discuss and decide in pairs what to apply to their finished outcome, who is in charge of which, what they do together, etc.... Skills to include are:
- Collage
- Low-relief Burnishing (construction with card & string like a collograph to be burnished with [tissue paper and] paint).
- Painting from background-middle-foreground.
- Drawing on tracing paper & paper in fine-line to add illustrations.
- Oil pastel/crayon wax resist drawing & painting
- Text & font experimentation – ICT & newspaper cutting & hand written calligraphy/font design

Outcome:

- A zine sketchbook of individual art and design experiments to apply to...
- A pair POI sketchbook page that will combine to...
- Create a class sketchbook

Follow on activities:

- A class homework sketchbook
- A holiday diary zine
- A project created in a similar way with each pair representing a fact for a group sketchbook / an A-B-C book...

Independent Learning:

- Experimentations with Zine books

Page 1

Front Cover

Page 2

Back Cover

Page 3

Page 6

Page 4

Page 5

Tips for making your sketchbook page.



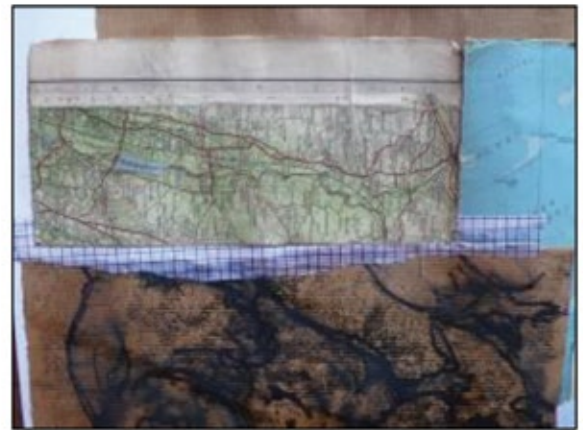
Collect available materials together first – include some of your own print, interesting papers, ribbons, netting etc.



Include your own prints in the background and pictures of landscapes and organic forms – think about cutting or tearing these up to integrate better with the background.



Select a piece of text which has words relating to your theme of organic forms and relationships with land and sea – then cut out more words and letters from newspapers



Use cut or torn graph paper or other contrasting paper layered between sections to define edges and create frames.



First create a collaged background considering balance, symmetry and contrast – try to keep colours harmonious and relevant to the theme. Old maps relate to the land and sea themes and imply journeys. Use plenty of PVA glue at all stages.



Keeping papers vertically and horizontally aligned at this stage helps establish a good framework for later additions and gives the composition structure. Ensure your composition is balanced with colours and textures evenly matched across the pages.



Highlight the relevant words and phrases in your selected text by adding bubbles round them and then repeat some of them in collage form across your background. Allow the words to create visual pathways to lead the eye around the page.



Mix acrylic paint colours to match and harmonise with the colours you've already used and then burnish to visually bring all the sections together. If you've used brown parcel paper or other textured papers you will reveal the textures beautifully at this stage.



Add feathers and any other ribbons etc.

Cut or tear out your chosen prints and photos of landscapes etc. – are they too big and need to be reduced? Explore different layouts which compliment the existing background. Consider where you might make holes and tear-throughs and edge these with a paper to frame them. Collage plainer or handmade papers in areas where you want to add detail such as feathers etc. later to create plainer background sections.



Finish off by adding more extracts from your original text – vary the writing styles. A final layer of printed marks using bubble wrap, hessian, rubber grids etc. using the same acrylic colours as you used for the burnish will further integrate all areas – this printing works well right over feathers etc as long as our printing material is flexible (eg: bubble wrap).

For more ideas, have a look at: www.alteredbookartists.com/gallery. The only limitations are your imagination and the need to keep it relatively flat so that it folds well as a sketchbook!! Don't forget to add your name somewhere too.



Independent Learning 15: collecting community stories

“Once upon a time.....”

“When I was young.....”

“That place used to look very different....”

“Let me tell you about the time when.....”

James Ravilious and Roger Deakins were photographers for Beaford Arts and started our Beaford Archive. They took black and white photos all over North Devon from the 1970s to the 1990s. James also collected photos from the 1800s for our 'Old Archive'. (You can find examples of these photos on our website.)

Each of these pictures has a **story** behind it. Some of these are still remembered, some forgotten. Some places are familiar, and some have completely changed since the time when the photo was taken. Some stories are tall tales, others are stories of particular characters or events that happened in the community. Some stories come from local events, places and the wildlife in them.

We invite you to be story explorers and story collectors in your community to create a new archive for school. The story that you find might be shared with the class and be included in the project, as well as being treasured by you and the people who remember the story and share their memories.

Questions:

- What interesting stories about life in your community do you think are held by the people you know, and the places you visit?
- What questions could you ask to find out more about the story?
- Could they write it down for you? Could you write it down or record it?
- Can you practice telling the story to another person?

Stories usually have a beginning, a middle and an end. They can have one main character or several.

Stories are usually set in a particular place or landscape. It's worth thinking about the time of year and time of day they are set in. Use all the senses to describe the scenes in your story.

Stories are usually of events that have happened in real life, although they can be 'embellished' by the people who remember them!

Take Part:

- ✓ Ask the people you know if they have any stories from the place where you live that they would like to share.
- ✓ Ask them to write the story down.
- ✓ Collect the story in the special story collecting box.
- ✓ Practice telling the story to someone else!

Independent Learning 16: Being a documentary photographer



James Ravilious and Roger Deakins were photographers for Beaford Arts and started our Beaford Archive. They took black and white photos all over North Devon from the 1970s to the 1990s. James also collected photos from the 1800s for our 'Old Archive'. (You can find examples of these photos on our website.)

On the left, above, is an archive photo, in the middle is an example in colour, then changed to black and white on the right!
(James normally framed his photos with a black outline too!)

You could be a photographer in your community to create a new archive for school and memories for you. Take photos through the seasons and over a number of years to compare change/continuity and keep a record of when you took them and where. This is called a catalogue then you can learn from it like our catalogue – almost every images is referenced, titled, located and has notes about who/what/when/why information.

Question: If you were showing James or Roger your community now, what would be interesting to photograph?

Make a list: _____

Themes within our archive are:

- People
- Places
- Events
- Views

Take Part:

If you have something you can take photos on, please have a go at being a photographer over summer, if not, then draw what you see.
AND...Please save and share any photos you take (this summer and beyond) in response to this project so school can archive them

The photographs are a range of 'compositions' which include:

- Close-up photos of details
- Medium range photos to include a place/person/event
- Distance shot photos to take a long view of a landscape

Now take your own photograph in the style of James Ravilious.



Independent Learning_17 – Local History

Background:

This is not an essential independent learning task, but in some schools and communities we found a 1-2 term research project was set. As a result the children really enjoyed sharing their findings in class and to community members we invited to school. We enjoyed learning from them, and their enthusiasm for the project deepened, as well as discussions between generations. We also found community and school connections were strengthened and there was a common ground starting point for all ages to learn, explore and investigate together. This was exciting and the start of a whole community journeying and sharing together. This supported the community investment when it came to launching the trail project in each community in terms of attendance and support. Likewise when artists were in residence or local walks were taking place, adult helpers were keen to help.

Activity:

- Develop your own local history project about something that interests you
- This could be a place you often visit to make things easy for you
- Or a place linked to friends/family

Purpose:

- To investigate and pass on local history
- To recorded
- To enquire and be curious about the local community
- To understand different viewpoints and ways of finding facts

Themes/Subject Links:

- History
- Geography
- Community and Citizenship
- Literacy and creative writing
- RE and PSHE
- Sports and local groups, events & traditions

Take Part – Instructions for the children:

- To be directed by teacher in terms of independent learning requirements and expectations by the school so as not to implement/demand too much at home

Ideas/Hints:

- Discuss expectations and possible approaches in terms of a leaflet/folder of work/box of collected information...

Outcome:

- Create a range of possibilities suitable to the class

Follow on activities:

- Share findings
- Link to POI and have an area to share these findings for others to work from as inspiration

Independent Learning:

- Continue/take ideas from others and apply to own POI

Independent Learning_18 – Seasonal change

Background:

Each of the points of interest will vary widely through the seasons, and the experience of anyone walking the community trail will change as a result. This activity help children understand some of these differences, and develop a deeper relationship with place.

Activity:

- Put aside a special notebook for this activity.
- Go back to your point of interest in different seasons – spring, summer, autumn and winter. Or perhaps go back on the same date every month for twelve months. Make sure you are with a responsible adult.
- Every time you visit, ask the following questions and note down the answers in your notebook:
 1. What's the **temperature** like?
 2. What's the **weather** like?
 3. If there are **people**, how are they dressed and what are they doing?
 4. If there are **trees**, do they have leaves? What colours are they?
 5. Can you hear **birdsong**? What is it like? Do you know the bird(s) that it comes from?
 6. What other **creatures** are there (seen and unseen?) Are they awake or asleep?
 7. Have there been any other **changes** since your last visit?
 8. How do you **feel** about your point of interest?
- When the year has ended, go back through your notes and think about your answers.

Purpose:

- Increasing observation skills
- Understanding of environmental change through the seasons
- Observing how nature changes through the seasons, and the point of interest from different perspectives
- Developing relationship with place

Themes/Subject Links:

- Nature / Science
- Geography
- History

Take Part – Instructions for the children:

- See activity above.

Ideas/Hints/Tips:

- Make sure that you go out at the same time of day every month / season if you can, whatever the weather!

Outcome:

- A clearer understanding of how a place changes through the seasons.

Follow on activities:

- Try painting or photography of your point of interest on each visit, to go with your notes.

Trail Launch_1: Literacy POI paragraph

Background:

For the children to share what they feel visitors need to know about each POI is a nice way to finish the project ready for launch. They may feel there is space to add this within their presentation/trail document as we have done in some of our trail pages. Research can be done online and then written in their own words if not enough content has already been achieved/generated through the class an independent learning tasks. Children can work across POI's at this stage to help complete the whole trail and children with knowledge in other areas will enjoy sharing their information if this helps balance each page of the trail.

Activity:

- Researching/using existing research to help shape a paragraph for each POI that summarises it/shares the facts, if they/you feel this is missing
 - E.G Chulmleigh Community Trail Hedge and Fair both have substantial amounts of text to set the scene

Purpose:

- To complete the information required to present a varied, details and factual trail
- To finish the project
- To share information in the words of the children using paragraphs constructed by them in a conversational tone, alongside researched facts to make it uniquely theirs

Themes/Subject Links:

- Literacy
- Geography
- History
- ICT
- Community POIs e.g. RE...

Take Part – Instructions for the children:

- What do others need to know about your point of interest? – write a paragraph that is suitable to share with visitors to your community and locals
- What do you know about others points of interest? – discuss and share knowledge and ideas
-

Ideas/Hints:

- If you are stuck, look back at your research and the independent learning history project or research online/in local history books

Outcome:

- At least one paragraph p/POI to include in the trail document/within the trail launch & project details
- A well written piece neatly presented and typed

Follow on activities:

- Copying this to the finished POI page for publishing – see ICT collation sheet Phase 4 activity 4

Independent Learning:

- Finish any typing/neat writing or do further research to complete if required

Trail Launch_2: History and Photography

Background:

To show the changes and continuities within a community through time is an interesting experiment and children and adults alike find this fascinating when it can be compared through photography. For example, when James Ravilious was alive he did this by collecting old photographs from the 1800's and early 1900's then went to take them again in the 1970's onwards before he died in 1999. We used his example and compared these in different communities. This can best be seen in the High Bickington Community Trail, and is also very noticeable in the Woolacombe and Chulmleigh Community Trails, and of course fits the independent learning photography activity.

Examples: <https://beafordarchive.org/communitytrail/>

Included on the opposite page is a catalogue example from our catalogue and archivist for the Beaford Archive to give you an idea of the data we capture to make our archive a resource and searchable for others to learn from. Suggested cells are included and adjusted to be suitable for schools and numbered in order of how they would sit across a spreadsheet page.

Activity:

- Select the photographs taken for your POI throughout the project with the original archive/old photos you were looking at
- Compare these by putting them side by side on your trail document and encourage people to continue taking these photos in the same place through the years and the seasons to look for change and continuity

Purpose:

- To create a living archive for the community and school e.g. one that continues to be added to
- To document the ones selected and published in the trail for future reference using a catalogue to begin a 'living archive'

Themes/Subject

Links:

- Geography
- History
- Art and Design
- ICT

Take Part – Instructions for the children:

- Select 3 or more photographs that you have taken for the trail alongside any old images that you may have collected/looked at from archives (and have permission to use) to show past-present change/continuity
- Look for interesting and good photographs, think about seasonal change, and select the best ones that will fit on your POI trail document page

Ideas/Hints:

- Discuss in pairs/as a group, the value of a photograph as a historical document now and in the future and what can be learnt from it to ensure a good selection of images are represented p/POI

Outcome:

- A minimum of 3 photographs for inclusion p/POI at different scales e.g.
 1. Past photograph
 2. Present day comparison of same location in Autumn/Winter
 3. Present day comparison of same location in Spring/Summer

Follow on activities:

- Using ICT to include these images in the trail document.
- Printing these for the school sketchbook/exhibition/display board

Independent Learning:

- Carry on taking photos of this location in different seasons and over many years/pass this on to the next year group and assign to a new pair to continue the 'living archive'

PHOTOGRAPH NUMBER	CATEGORY (a general term for the image subject, e.g. Agriculture, Recreation, Environment, Trade etc)	SUMMARY (brief description of the image, including names of individuals, businesses, activity or event taking place)
1. 01	School	School children lined up in the square
	LOCATION (where the image was taken)	DATE TAKEN
2.	Hatherleigh	Jul-17 Anon.
	PHOTOGRAPHER (name and age)	
SCHOOL/CLASS	COMMENTS (any further information you think might be useful)	DATE ENTERED ON SPREADSHEET
3. Hatherleigh Primary	Photograph in response to JR archive image from the online collection	26/09/2017
	INITIAL OF CATALOGUER	COPYRIGHT
4.	CP	No
		PHOTO PERMISSION
		Yes

Trail Launch_3: Geography, ICT, Art and Design & PE – Map Orienteering & ‘Points Of Interest’ (POI) combined to make a map!

Background:

This is an activity that helps re-cap and locate areas in the community. It promotes discussion about maps, cartography, design, symbols, and map use from past to present (depending how in-depth you wish to go on this subject for your learners). For our Community Trail maps the children worked with community members and we decided what was important to show for the community in the map. We employed an artist who met with a community group of children and adults in school time so that all ages contributed and felt ownership of the project ideas. The artist had experience in community projects and map making, but maps online as templates with your own drawings added to personalise it are a good way of combining ICT and art and design.

As you can see in our finished trails...it's great to put the art in cARTography!! You may also wish to walk the community again with the map, even invite community members along who can share historic/tradition/geographical details to include in the map.

Examples: <https://beafordarchive.org/communitytrail/>

Activity:

- Creating and personalising a local map of your trail (group & individual activity)
- Highlighting the agreed and safe route to walk from your trail walk
- Include text and image within the map that shares information about POIs to see on the way with the trail walker
- Think about illustrations and factual information, key dates and community traditions, and add a word/image that relates to quirky facts/stories to make it fun
- This can be done individually and in pairs, shared and collated as a group

Purpose:

- To create a unique map to the class that reflects the community
- Through their eyes share this with the community (we found the children & community members absolutely loved this, as well as visitors if you physically place the trail in the community.)
- To bring everything together to conclude ready for a public launch

Themes/Subject Links:

- Geography
- History
- Art and Design
- ICT

Take Part – Instructions for the children:

Ideas/Hints:

- It is good to have a map open on the board as reference so that zooming in and out is possible for accuracy and drawing placement

Outcome:

- A collaged and drawn map that will be used for the Community Trail

Follow on activities:

- Scanning/Photocopying/photocopying to digitise the finished map

Independent Learning:

- Finish any unfinished details to stick on
- Create illustrations for any empty spaces

Trail Launch_4: ICT collation of Community Trail guide & invite design for a trail launch event.

Background:

To create a trail guide that combines each POI page it is best done in the same document that the children understand. For example, all of ours were created in word files using image and text box layers overlaid, overlapping, etc... cropped, compressed, and creatively designed as you can tell. These were then saved as PDF files and put through Photoshop to create one collated PDF file. Or this can be done by inserting all the pages into one document which can be tricky. Or this can be done using PowerPoint, or simply as scanned actual collages of artwork, images and text.

Activity:

- Create and collate the best photographs, text and drawings into one document.
- Include a scan of the POI sketchbook page
- Agree if it will be a portrait/landscape guide

Purpose:

- To create a unique map to the class that reflects the community
- Through their eyes share this with the community (we found the children & community members absolutely loved this, as well as visitors if you physically place the trail in the community.)
- To bring everything together to conclude ready for a public launch

Themes/Subject Links:

- Geography
- History
- Art and Design
- ICT

Take Part – Instructions for the children:

- Discuss group use of ICT &/or cutting, sticking & neatly writing their guide page
- Work in POI pairs to complete an A4 page looking at existing Community Trail for ideas
- Work together well and decide who will work on which part then bring it together onto one A4 page

Ideas/Hints:

- It is good to have a map open on the board as reference so that zooming in and out is possible for accuracy and drawing placement

Outcome:

- A collaged and drawn map that will be used for the Community Trail

Follow on activities:

- Scanning/Photocopying/photographing to digitise the finished map

Independent Learning:

- Finish any unfinished details to stick on
- Create illustrations for any empty spaces

Congratulations!

You have completed your project and can now plan your launch to the public to share your work and get others walking and responding to your trail: what an achievement. Well Done!

What next?

- The best place to launch and share is at a school event already planned, or a community event
- We launched ours at school summer fetes with photos, displays of work and the trail guides to give out. Children and adults talked to visitors to tell them about the project to encourage them to join in by walking the trail and get them to comment/vote on the project for our feedback. In some locations we did the same but at village fairs and fetes linking to performances the children were doing. This was lovely for the children and families to share together with all the generations of the community

Printing

- We printed our own trails for these launches, so do check budget for this
- When we printed 600 with a company we needed to include a 3mm bleed on the page border

Stories to tell during the project and apply to your local area through discussion and interpretation:

The Storytelling Star (Seneca, adapted from James Riordan)

A long time ago in north Devon, much of the land was covered by a huge woodland, with little villages here and there, much as there is now.

And a long time ago in north Devon, there was, and there was not, a young man who used to travel the land working here and there; and he would stay the night along the way in friendly inns and guest houses and farmhouses.

This particular young man thought that he knew it all, and wherever he went, he would tell people all kinds of information they really didn't need to know – about how everything worked, about the latest politics, and all manner of useless things.

Our young man soon found that he was not so welcome in these places, for wherever he went and wherever he stayed, his fellow travellers expected him to keep the night going with a story.

But although he could spout all kinds of information and opinions of his own, the young man had no stories to tell. No stories at all.

One evening he was walking along looking for somewhere to stay the night. It was getting dark and since no one would give him a bed and he couldn't find anywhere else to stay, he decided he would have to sleep in the woods. It was a summer evening, and so apart from the danger of wolves and wild boar, it really wasn't that bad an idea. He caught himself a hare and roasted it over a little fire; and then, feeling tired, he made for a clearing in the trees and sat down with his back against an oak tree.

Above him the dark sky glittered with bright stars and a big white moon.

As he was sitting there, eating his hard-won supper, he suddenly heard a deep voice say, "Shall I tell you a story?"

He looked up, expecting to see someone standing there – but there was no-one. He thought it must be the wind, and he went back to eating his meal.

"Shall I tell you a story?" came the voice again.

Somebody had definitely spoken. He looked in all directions: nobody. He got up and looked behind every tree and fern. There was no-one there.

Puzzled, he went back to the oak tree. After a while, there was the voice again. 'Shall I tell you a story, or not?'

He looked up to the sky, and there was a bright star twinkling, and he suddenly knew that the voice came from the star. It was looking down at him, and he could feel he was being watched.

"What do you mean? What kind of story?" he asked.

"Now you're listening. I know many stories that happened a long time ago," said the star.

"Well, yes. I'd love to hear a story," said the young man.

"Then here's the bargain," said the star. "I'll tell you stories, and you will pass them on to others; and they can tell them from one generation to the next."

"I'll do my best," said the man, eager to hear the tales. And he settled back to listen in the quiet of the night.

The storytelling star began: this is what it said.

"Stories are like the stars in the sky: they are countless and last for time out of mind. Guard them well and treat them with care. For they can heal the sick, hearten the brave, and bring comfort to those who grieve."

"Oh, yes, I will," said the man.

"With some stories you'll remember every word I say, some only part, and others you'll forget altogether. Listen closely,"

The young man bent his head and listened. Once in a while he said "uh-huh" and nodded.

The star told of how the stars came into the sky, how the Milky Way appeared, how a young girl became the sun, of the devoted moon star, the battle of the Northern Lights, and much more besides.

[include other stories here]

By the time the star had finished, the sun had almost risen in the east and the star's twinkling light was fading.

"There, my stories are told for tonight," said the star. "Tell them to your friends and to your children, and so on down the years. And in future, when someone asks you for a story, you will have a story to share."

From that day onwards, the young man stopped trying to know everything, and he started to see the world in a different way. And the more stories he told, the more he listened to the stories of others – and so he was always welcome wherever he went, for he always had a story to tell.

The White Snake (Germany, adapted from Grimm's)

Once upon a time there was a young man with clear eyes, a quiet mind and a gentle heart. He was a servant to the King, keeping his master's confidential papers.

One day the Queen lost her favourite ring and, since the young man had access even to the monarch's privy chambers, the King decided that he must have stolen it and that he should return it, otherwise he would lose his head.

The young man knew nothing about the ring, but the King would hear no protest. So he spent the rest of the morning putting his affairs in order, then he went out for a last walk in the woods he loved. And there, in a sunny glade, he saw a snake, all pure white, with gold eyes and a green forked tongue.

The snake looked at the young man. Its tongue flickered in and out.

The young man looked at the snake, entranced,

The snake stared back unblinking, then suddenly it moved and vanished from sight.

"Odd," the man thought to himself, but as he walked on, something had changed. He could hear little voices everywhere. He stopped and listened, and he could make out the word of the wren's

song and the robin's rich tune; he could even hear the grass call out under his feet with every step he took. He soon realised that the snake had given him the gift of understanding all living things.

But he had to return to his fate and, tripping over the drawbridge to the castle that evening, he heard the sparrows chattering about him, saying that a fat duck had swallowed the Queen's ring after it had fallen out of her window into the moat below. The man found the duck and forced it to bring up the ring – then he took the Queen's ring to the King, explained how he had found it, and kept his head.

The King was secretly pleased but guilty about his accusation, and he offered the young man a promotion. It was refused. Instead the young man asked the King for a horse and provisions, and he set off on his travels, out of that city and away to meet his fortune.

It was a noisy journey, and a curious one, for all the young man could hear of the lives of the living things around him as he rode, and as he tried to sleep at night. One morning he noticed the trees turning from limes and oaks to alders and willows, and before long he came to a lake, where there was a splashing and a commotion in the reeds at the water's edge. He got off his horse for a closer look, and saw three silver salmon smolts stranded in the reeds. He picked them up one by one and threw them back to the deep water. They came to the surface and said "Thank you, thank you. We salmon can remember the rivers our mothers swam in, and the very gravel we were spawned on, and we will not forget you. One day we will repay you."

He travelled on. One day he noticed that the road ran uphill and passed through scrub woods of pine and rowan, where the ground was dry and sandy. He heard a shrill, cross voice and, looking down, there was an anthill, swarming with black ants. On the top sat the Queen, waving her antennae angrily, "Stop! Do not trample us with your great hooves!" The young man spent the afternoon diverting the path around the anthill, and when he had finished, there again was the Queen. "Thank you, thank you. We ants remember; we will not forget you/ One day we will repay you."

He travelled on. The track climbed higher and higher and the trees changed to silvery birches and scrubby juniper, and there were harsh crags of rock above the wood. From a rock cliff above him, three black shapes were falling, squawking and complaining as they went: three baby ravens. "We're not ready to leave the nest yet! We will die without food!" The young man took the last of his meat out of his saddlebag and fed it to the ravens, and they brightened up. "Thank you, thank you. We ravens remember. One day we will repay you."

He travelled on with his horse, both of them singing songs. Soon the track ran down into a wide green valley, through woods of oak and holly, through orchards of apples and cherries, and through pastures where the cows stood belly deep in grass under the shade of elm and ash trees. Eventually he came to a big city where there was so much noise that that he could barely hear himself think, let alone the small voices of the wild.

And there in that city, our young man fell in love with the Princess. So he went courting to the castle of the King and declared himself a suitor. Many princes had tried before, but all had failed. The Princess was an unhappy and harsh young woman who set her prospective husbands impossible tasks and demanded their heads when they couldn't achieve them.

First she led him to the seashore and threw a gold ring into deep water. He swam and dived and couldn't find it, and as he was wondering along the shore wondering what to do next, three silver salmon came leaping towards him. In a wave on the shore, they placed a shell before swimming away again, laughing; and when he reached down to pick up the shell, there was the Princess' ring inside. He laughed and took it to the palace.

But the princess didn't want to marry a servant. She ordered for ten sacks of millet seed to be strewn around the castle orchard, for the young man to pick up every grain by sunrise, or die. He stood under an apple tree, and heard a tiny rustling in the grass; and there were thousands of

black ants gathering every single seed back into the sacks. And the young man laughed and showed the sacks to the princess.

But the princess was determined not to marry a servant. She told him he had to bring her a golden apple from the Tree of Life. He did not know where the Tree of Life might be, so he went out for a last walk in the woods that he loved. Then, suddenly, there were black shadows moving overhead and he looked up and there were three ravens playing acrobatics in the air, one of them dropping a golden object into his hand: an apple from the Tree of Life. The young man laughed and ran back to find the Princess.

He divided the apple in two and gave one half to the Princess, eating the other half himself, and that is when they fell in love. Of course, they lived happily ever after.

It isn't without hard work, passion, and enjoyment that projects like this thrive. With the creativity of all involved, and the organisation, dedication, and support of many from the schools and communities to make this a success, together we are delighted to present the Community Trail Education Pack.

It is with heartfelt thanks to all involved - experts, artists of all ages and every community member who helped – that we share these images from the Beaford Archive and creative responses with you. They are a testament to James Ravilious's eighteen years of work documenting North Devon for future generations. They are for all of us, and we hope you enjoy walking our trails and/or creating your own.

We encourage your involvement, so please let us know your plans or respond through our website: www.beaford.org and on social media @beaford #CommunityTrails

This project was created, managed and delivered by Caroline Preston, Arts Education Leader at Beaford Arts and Lisa Schneidau, NIA Project Manager at Devon Wildlife Trust. We hope it inspires you.



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Devon Wildlife Trust



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Fullabrook CIC
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Funding Community Projects in North Devon



**THE END!
OR IS IT THE BEGINNING?!**
Now it's in your hands, please share with us your responses:
www.beaford.org @beaford #CommunityTrails



Children, please list three words that you associate with the Beaford Archive after completing this project: