



A rich resource for learning lies on your doorstep. By stepping into the real world and exploring the built heritage in the streets and buildings of their local environment, learners can develop skills and attitudes across a range of curricular areas.

INVESTIGATING HERITAGE ON YOUR DOORSTEP

Information for teachers





Contents

- P2
Using this resource
- P3
Historic Scotland and the built environment
- P4
Supporting learning and teaching
- P7
A cross-curricular approach
- P10
Integrating a visit with classroom studies
- P12
Investigating your school
- P16
Investigating your street
- P26
Investigating your town
- P35
Case study: It started with a railing . . .
- P37
Places to visit
- P38
Other resources

Using this resource

This resource focuses on the built environment, the heritage that is literally on your doorstep – streets, houses, schools, war memorials. Some of these may be instantly recognised as part of our heritage. Others, such as street furniture and shop fronts, are easier to overlook.

Exploration of the built environment on your doorstep can promote learning across a range of curricular areas and can help learners develop a sense of pride and involvement in their community, past and present. Best of all, access to your local environment is free!

This resource is designed for primary school teachers, though some of the material and links may be suitable for teachers of lower secondary. It aims to give background information on a range of commonly found features of the built environment, to show how the built environment can help deliver aspects of the curriculum, for example mathematics in context, and to inspire learners and teachers to explore this valuable resource through history, language, music, and drama.



Cover image: A typical entrance in the Georgian New Town, part of the Edinburgh World Heritage site

One of the most famous streets in the world, Princes Street, Edinburgh, runs between the Old Town and the New Town.



Historic Scotland and the built environment

Historic buildings enrich Scotland's landscape. They help to create the distinctive character of our villages, towns and cities and span a wide range of uses and periods. Historic Scotland is the government agency entrusted with the duty of safeguarding this historic built environment.

There are several ways in which the historic built environment is protected legally:

- **Scheduled monuments**

The most significant buildings are designated as 'scheduled monuments'. These are historical remains of national importance, with legal protection. There are around 8,000 of these, including castles, brochs, prehistoric remains and even marine sites.

You may be lucky enough to have one of these on your doorstep – check on the Historic Scotland website (www.historic-scotland.gov.uk). Historic Scotland currently cares for and manages 345 of these monuments.

Historic Scotland Learning Services support visits to many of these properties by providing resources and events for schools; see the Historic Scotland website for details. Teacher-led visits by booked educational groups are free at almost all Historic Scotland sites.

- **Listed buildings**

There are many other less dramatic but still historically significant buildings, many of which are in private ownership.

In order to identify significant buildings and to protect them for the future, Historic Scotland compiles lists of buildings worthy of protection. This is known as 'listing', leading to buildings being described as 'listed'. There are around 47,000 listed buildings in Scotland, around 1 per cent of all buildings in Scotland.

Listed buildings can include grand mansions, croft houses, tenement buildings, police boxes and primary schools, and even bridges and statues.

There are three categories of listed building:

- A-listed: buildings of national or international importance, either architecturally or historically. These make up about 8 per cent of the total.
- B-listed: buildings of regional importance, or major examples of some particular period, style, or type. These make up around 51 per cent of the total.
- C-listed: buildings of local importance; less significant examples of particular periods, styles, or types. These make up around 41 per cent of the total.

You may well have a number of listed buildings in your area. You can search a database of all listed buildings in Scotland at www.historic-scotland.gov.uk/index/heritage/historicandlistedbuildings.htm

- **Conservation areas**

There are over 600 conservation areas in Scotland, areas of special historic or architectural interest, with a particular character which people want to protect. The overall layout may be just as important to that character as individual buildings. Most conservation areas are in towns or cities, but there are a few in villages. Local authorities, rather than Historic Scotland, have the role of identifying conservation areas.

- **World Heritage Sites**

A World Heritage Site is a place listed by the United Nations (UNESCO) as having outstanding 'cultural or natural importance to the common heritage of humanity'. Scotland has five World Heritage Sites: St Kilda; Edinburgh's Old and New Towns; the Heart of Neolithic Orkney; New Lanark, and the Antonine Wall. Historic Scotland works with other agencies to ensure that the sites are 'protected, conserved and presented for future generations'. If you live in or near one of these sites, you have an exceptionally rich heritage right on your doorstep.



Supporting learning and teaching

Curriculum for Excellence

A project focusing on your local built heritage will help to develop skills and experiences in the four capacities of Curriculum for Excellence:

Develop successful learners by

- Providing a real context for learning based on first-hand experiences across a range of curricular areas

Develop confident individuals by

- Developing life skills, such as observation, measurement, photography and ability to interpret maps
- Providing opportunities for presenting to an audience

Develop responsible citizens by

- Encouraging learners to take pride in the local environment and to have an awareness of their civic responsibilities
- Encouraging learners to have greater understanding of and respect for their local built heritage
- Fostering an awareness of the importance of oral history and the contributions of older people to today's society

Develop effective contributors by

- Providing learners with opportunities to present their findings to the local community
- Developing learners' understanding of the built design process and the principles of good architecture
- Encouraging learners to express and record their observations following on-site observations and investigations
- Providing opportunities for learners to become involved in improving their local environment

Outdoor learning

Curriculum for Excellence presents wonderful opportunities for learning through first-hand outdoor experiences, whether in a forest, an urban street, or a historic building. Guidance on outdoor learning from Education Scotland advises:

Well-constructed and well-planned outdoor learning helps develop the skills of enquiry, critical thinking and reflection necessary for our children and young people to meet the social, economic and environmental challenges of life in the 21st century. Outdoor learning connects children and young people with the natural world, with our built heritage and our culture and society, and encourages lifelong involvement and activity in Scotland's outdoors.

The core values of Curriculum for Excellence resonate with long-standing key concepts of outdoor learning. Challenge, enjoyment, relevance, depth, development of the whole person and an adventurous approach to learning are at the core of outdoor pedagogy. The outdoor environment encourages staff and students to see each other in a different light, building positive relationships and improving self-awareness and understanding of others.

*Curriculum for Excellence through
Outdoor Learning, 2010*



Learners are shown some of Stornoway's decorative ironwork while out and about in the town.



Education Scotland points out the advantages to teachers of using the local area:

Using the area which surrounds the usual learning setting can provide opportunities to extend and deepen learning. Local areas can also be differentiated from the school environment on the basis that they can move learning into a different or wider cultural and sociological context.

For example, the study of the local environment might allow the discovery of historical events which have shaped local culture, industry, landscape or nature. In other words, the local area becomes a resource, enabling links across learning and connecting many curriculum areas into one clear and real context.

... Visits can be made regularly with minimal additional preparation in terms of risk assessments and forms. Frequent visits to a familiar place can allow learners to deepen their levels of understanding. Visits for different age groups can have quite different outcomes too.

The built heritage in the curriculum

A project exploring the local built heritage can contribute to the following curricular areas across all levels:

Languages

Through group work as they explore their local heritage, learners will engage in talking, listening and negotiating and may use these oral skills in interviews or presentations.

Research elements will develop reading skills at a range of levels, and there is a wide scope for creating texts for a range of purposes as learners research, present, or respond to what they find out about their local heritage. Learners can, for example, storyboard, script and act out a short play featuring key elements of their local built heritage (for example, a park bench, a street lamp, a milestone). This can be filmed or photographed and made into a 'photo story'.

Gaelic-speaking groups or groups learning foreign languages will find opportunities to create simple resources, whether oral or written in other languages.

Expressive Arts

Through investigating their local built heritage learners can express themselves through writing, photography and other visual arts, music and drama. They can record the world outside and share that experience and enjoyment through creative and expressive presentation. Through encountering, observing and responding to the built heritage, there are opportunities for developing an awareness of and confidence in visual elements such as line, shape, colour, tone, pattern and texture in a range of media and technologies. Learners can make rubbings of cast-iron details or cobbles to create striking large-scale designs for screen printing textiles; patterns in decorative ironwork could provide the stimulus for press-printed postcards or even locally inspired jewellery. Learners can develop musical soundscapes in response to their environment, which could form the soundtrack to work in other curriculum areas. Life in the past can be explored through drama and role play.

Through studying and evaluating buildings and street furniture, learners will develop an awareness of architecture and design and its impact on our everyday lives.



Learners in Stornoway explore pattern and line in ironwork. Observing the built heritage develops awareness in a range of media.



Social studies

It is important for children and young people to understand the place where they live and the heritage of their community. The built heritage can provide a doorway into the past of the community. Through exploring their local built heritage children and young people will develop their understanding of the world by learning about other people and their values, in different times, places and circumstances, and how their environment has been shaped. Creating and interpreting maps will be a key element of any local study. Learners will find opportunities for caring for their local area and for encouraging others to care for their environment.

Technologies

Use of various technologies can add to learners' understanding of and engagement with their local built heritage. Even very young learners can take photographs or film their local heritage. Older learners can use applications such as Future Lab's Create-A-Scape (www.createascape.org.uk) to create a multimedia tour of their local area.

Learners can contribute to online projects such as PlaceBook Scotland (www.placebookscotland.co.uk) to record what they like about their local area.

Activities such as these enable learners to gain the confidence and skills to embrace and use technologies now and in the future.

Health and wellbeing

Exploring the local built heritage offers children and young people opportunities to experience positive aspects of healthy living and activity for themselves. By engaging with the world outside, learners will be better able to develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social wellbeing.

A study of the local environment dovetails well with schools looking to develop a school travel plan that encourages more sustainable and active ways of travelling to school.

Learners can use their photographs of picturesque local areas to make postcards to sell as part of an enterprise project.

Mathematics

A study of the local environment offers opportunities for mathematics in context. Engaging with maps leads naturally to activities involving measurement and working with scale drawings. Data collected may be presented and analysed through graphs or charts. Observations of tiling or patterns in buildings may support work on symmetry, pattern, and 2D and 3D shape. Learners will work on plans, elevations and sections when examining buildings.

Enterprise

A study of the built heritage lends itself well to local enterprise projects. As part of the project learners can design and produce postcards featuring photographs or artwork of key heritage features in their local environment. A business plan can be developed and the postcards marketed and sold in local outlets. Funds raised can be used to enhance the local environment. Other enterprise projects might include designing a leaflet about the local area for tourists, designing and producing a 'Trivial Pursuits'-type quiz game about their local area, designing tea towels featuring local highlights, or writing and recording a 'local anthem' available for downloading.





A cross-curricular approach

A study of your local built heritage offers opportunities for holistic working across a range of curricular areas. The suggestions for approaches and activities listed below include the subject areas listed on pages 5–6 and will also cover sustainable development, citizenship, links with the wider community and enterprise.

Some general approaches are suggested here. Other more specific activities are included in the sections entitled 'Investigating your school', 'Investigating your street', and 'Investigating your town'.

Before we go . . .

Before any first outing to the local environment, ask learners what risks they may encounter when they are out. Get them to draw up a list of 'On the Street' rules to ensure the safety of the group.

What is our heritage?

It is not easy to explain the word 'heritage' to learners. You can start by organising learners into groups and giving each group the same set of photographs of a range of buildings or objects. Ask them to sort the photographs into two piles: 'worth keeping for the future' and 'not worth keeping'. Try to include a mixture of building types and some local places, loved or unloved. Some suggestions are car park, church, mosaic floor from a traditional shop, old tree in the playground, park bench, castle, bridge, the Pyramids, modern block of flats, ruined cottage, tenement, graveyard.

Compare how different groups have sorted their piles, and get them to justify their decisions. This should lead naturally into a discussion of why a place or object is worth keeping. Introduce the word 'heritage' at this stage if it has not already come up and provide an appropriate definition.

Heritage is:

- anything passed on from one generation to the next (links to the word 'inherit' may be useful here)
- buildings, places, or activities from the past which we think matter today – traditions such as Gala Days, Common Ridings, guising, Hogmanay



Look out for decorative ironwork on tenements.

More able learners may be interested in discussing at what point something stops being merely 'old' and becomes 'heritage'. They can also think about which modern buildings and features might be considered important by future generations.

Ask learners: 'What is our local heritage?' In groups, get them to list what they think this includes. Help them explore the idea that things which cannot be seen or touched can also be part of our heritage, for example memories, local customs or traditions, songs. Keep these lists and add to them as your study develops.



Maps and journeys

A map of the local environment is a key element of any local study. Thanks to websites such as Googlemaps and Streetmap, it is now easy to download a range of maps showing your local area.

A large-scale map showing little but streets can be the centre point of a classroom display and can be added to by learners as the project progresses. Older learners can compare old maps of the area with how their area looks now. How has it changed? Why has it changed?

Ask learners to think of everything that they pass on their journey to school, whether by bus, car, bike, or on foot. They can plot this journey visually on a long strip of paper, adding comments relating to their thoughts on or opinions of what they pass. This activity can be repeated at the end of a project to find out whether learners now regard their local environment any differently. Learners' journeys to school can be recorded visually on a class map of the area, using a different colour or pattern for each learner. Learners can be inspired to create poems or music in response to their journey to school.

Maps can be annotated and coloured to show a range of different aspects of an area: the age of various buildings, building use, conservation areas, concentration of listed buildings, types of housing, and so on.

Spot the differences!

Show learners old photographs or film clips of their local environment (see the Scottish Screen Archive website for films <http://ssa.nls.uk>). Do they recognise the places? What has changed? What has stayed the same? Do they think their area looks better or worse now? This can then lead into an activity where learners go to the places, and mark on the photographs what can still be seen today. Learners can then re-photograph the places from the same angles. Older members of the community can be interviewed about their memories of the places and the interviews recorded. This can become the basis for an online or physical exhibition to which members of the community can be invited.

Patterns and decorations

Explore your local environment with learners to identify examples of pattern. Good places to look are paving stones, brick walls, mosaic patterns in porches, and railings. Get learners to sketch or photograph these. The sketches or photographs can then be developed into a 'pattern trail' leaflet that other classes can follow when exploring their local area, or can be used as a stimulus for creating artwork or even products to sell which relate to the local environment (for example, key rings, tea towels, jewellery).



These Georgian windows demonstrate pattern and symmetry.



Porches and entrances are good places to look for mosaic patterns.

Create-a-Scape

If your school has access to hand-held computers – PDAs (Personal Digital Assistants) – you might like to consider downloading free software from www.createascape.org.uk to help learners create a multimedia tour of their local heritage. This website ‘provides a set of resources to enable teachers and learners to create digitally enhanced, personalised learning experiences known as mediascapes, which are collections of location-sensitive texts, sounds and images that are geo-tagged or “attached to” the local landscape’. In other words, learners can create their own audiovisual tours of their local area, where content is triggered in a specific place using satellite technology.

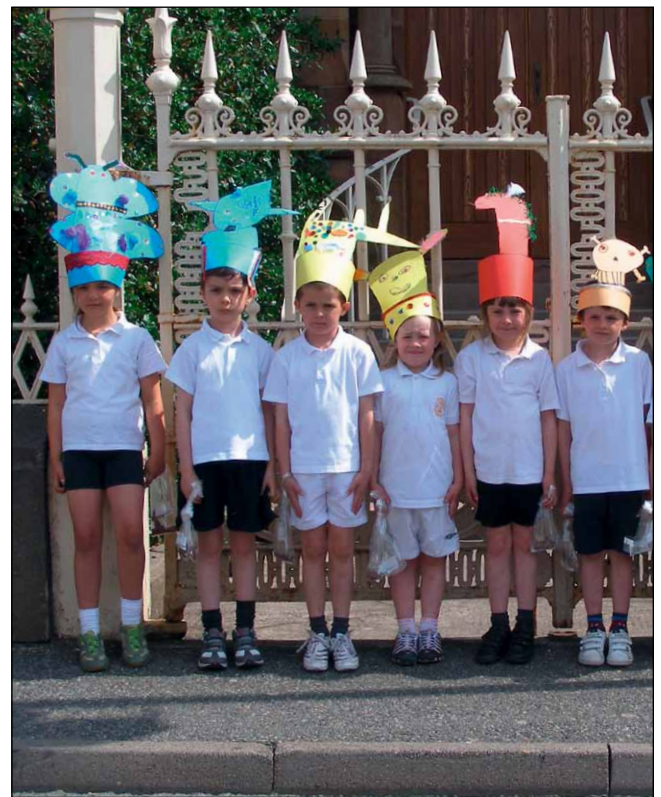
PlaceBook Scotland

PlaceBook Scotland (www.placebookscotland.co.uk) is an online project supported by Learning and Teaching Scotland to record the places which individuals consider special in Scotland. Users are encouraged to upload images, text and audio explaining what makes a place special to them. This might make a good final activity for learners at the end of a study of their local built heritage.

It started with a railing . . .

Sometimes one item is all that is needed to set a train of learning in motion. One school in Stornoway began by examining the decorative iron railings close to their school. This expanded into a wider study of other decorative ironwork and railings, and included working with a local history expert and interviews with people who owned the railings. Learners found out why Stornoway has so much ironwork, where Stornoway’s wealth came from to afford luxury metalwork, and looked at the process of casting decorative metal. All along, members of the local community were involved and at the end of the project the class set up an exhibition in their local museum displaying what they had found out. (See pages 35–36 for a fuller discussion of this project.)

Other items good for using as a starting point to a wider project include post boxes as an introduction to the Victorians, communication and industry, and drinking fountains as an introduction to an exploration of public health in the past.



Learners in Stornoway wearing paper ‘finial hats’ pose as ‘human railings’.



Integrating a visit with classroom studies

Introducing the built environment

A study of the local built environment is an excellent way to raise learners' awareness about buildings in particular and design in general. Learners can then focus on the heritage of particular aspects of the built environment, and what they reveal.

Starting points

Here are a few starting points to raise awareness of the built environment:

- Take some photographs of buildings in your local area and show them to your learners. Do they recognise them all? Do they know what they all are? Which buildings do they like best? Least? Can they explain why? Get learners to take pictures of buildings they pass on their way to or from school.
- With your learners make collections of pictures of different types of buildings – houses, schools, bridges, car parks, shops, cinemas, offices – from all over the world. Help them to identify similarities and differences between the buildings. Then encourage them to start thinking about why some have been designed differently.
- With your learners make collections of pictures of details of buildings – entrances, stairways, windows. Again, help them to identify similarities and differences. You can start by looking, for example, at the range of materials used, or what the different types of entrances are used for.
- If possible, make collections of materials – stone, concrete, brick, plaster, plastic, glass, and types of wood. Which materials are used inside buildings? Which materials are used outside? Which materials can be used for either?
- Identify outdoor spaces in your local area – gardens, parks – planned places where there are no buildings. What are these for? What would it be like if we didn't have any of these spaces?
- If possible, arrange for an architect to come and talk to the class about the work that she or he does. Many architects still build models of their buildings – examples of these might be stimulating for learners. An architect will also be able to show learners plans, elevations and sections, and might be able to demonstrate current design software.

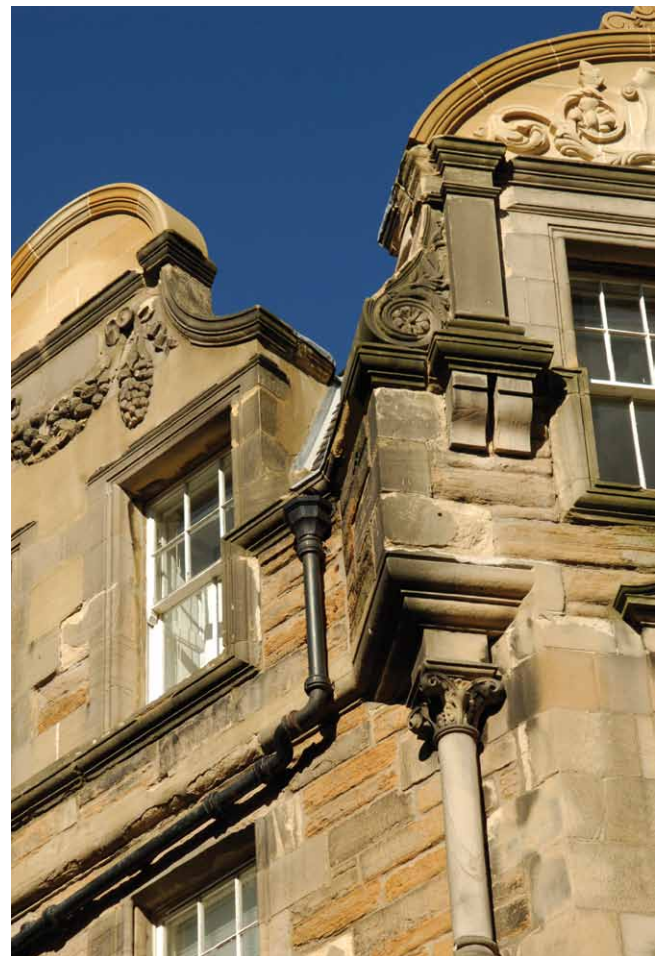
Function, quality and impact

Some buildings are better than others. They do their job better, they last longer and they look nicer.

Introduce learners to these terms: *function*, *quality* and *impact*.

- function: how well does the building do its job?
- quality: how well built is it?
- impact: how does the building make you feel?

It's worth spending some time discussing and using these terms. Discussion of the function of a building may well take some time, before moving on to consider to what extent the building fulfils that function. Learners can assess and compare buildings, awarding marks out of five for each category.



Does your school have similar decorative stonework?



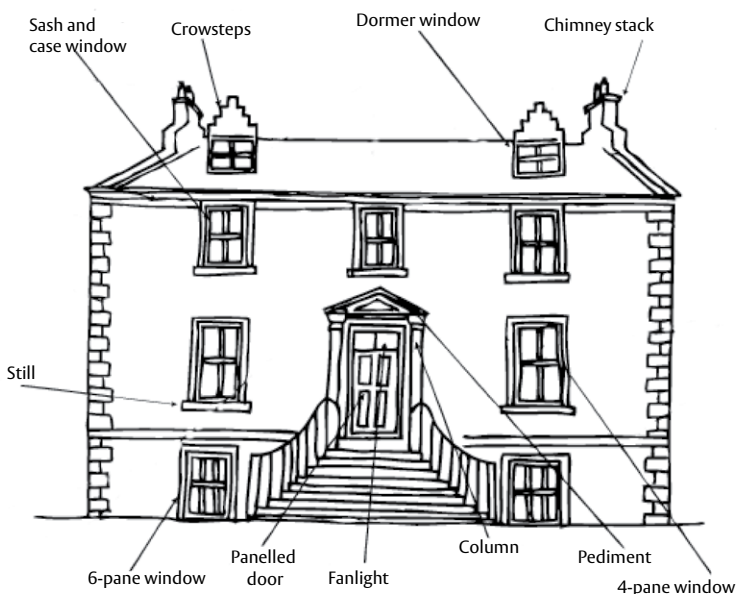
Plans, elevations and sections

Architects and architectural historians spend a lot of time presenting three-dimensional buildings in two dimensions – on paper. It's useful for learners to become familiar with three ways of presenting buildings: *plans*, *sections* and *elevations*. A doll's house borrowed from your school nursery or infant department is an excellent tool for exploring these three conventions.

An *elevation* is a drawing of a building from the side. Get learners to draw or take photographs of your school building from different sides. These can then be labelled ('west elevation', etc) and displayed.

A *plan* is the 'footprint' of a building – an aerial view which shows the shape of the rooms from above. Help learners become familiar with this through looking at plans of buildings they know or rooms such as your classroom. Draw round the doll's house as a starting point, then get learners to draw round familiar objects to get a 'plan view' of them. Help them become familiar with some of the common conventions of plans, for example, quarter-circles to indicate the direction in which doors open. Show them plans of rooms in your school – who can identify them fastest? Exploration of plans can feed into maths work on scale. Plans of buildings are sometimes available from libraries or housing departments. Learners can research a local building.

A *section* shows a slice down the middle of a building – again, a doll's house with a front that opens out or with sides that come off is very useful for this. Learners can draw elevations of part of the school, which open up to show the corresponding section.



Architectural terms

There are many different specialist terms to describe parts of buildings and the style of designs. At this level, few are necessary. However, learners may enjoy learning some specialist terms, and depending on the buildings locally, they may help learners to describe buildings accurately. Some terms which are fairly widely used are listed below.

Styles of architecture

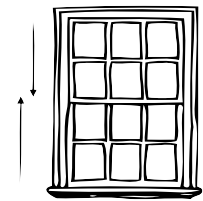
- Baronial (based on castles)
- Georgian
- Victorian



Baronial

Types of window

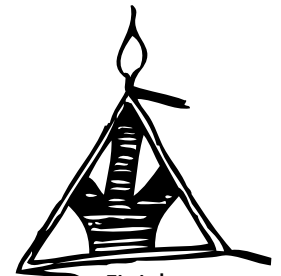
- Bay
- Dormer
- Sash and case



Sash and case window – sashes slide up and down

Terms relating to roofs

- Crow-stepped
- Finial
- Dome
- Gable
- Pantile



Finial

Columns

- Capital (top part of column)
- Doric
- Ionic
- Corinthian
- Plinth



Doric capital



Ionic capital



Corinthian capital

Terms relating to doors

- Fanlight
- Pediment
- Column
- Pilaster (flat version of a column)



Did you know?

The school buildings at the World Heritage Site of New Lanark, built in 1817, include the world's first infant school, and were very progressive in their approach.

Investigating your school

Your school building is a good place to start any study of your local built environment. Our main focus here is on investigating your school building to look for clues about its history and the lives of the people who used your school in the past. This can be followed up with an appraisal of your school building as it is now, and how it might be improved for today's learners.

General activities

Our school today

Talk to your learners about how your school building looks today. Get them to sketch the outside of the school from memory. Then go outside and either take photographs or ask them to observe and sketch the building. Which parts did they miss out? Which parts did everyone remember? Sketching is a good way of getting learners to consider every aspect of the school. Help them to write a description of the school, introducing technical terms where necessary.

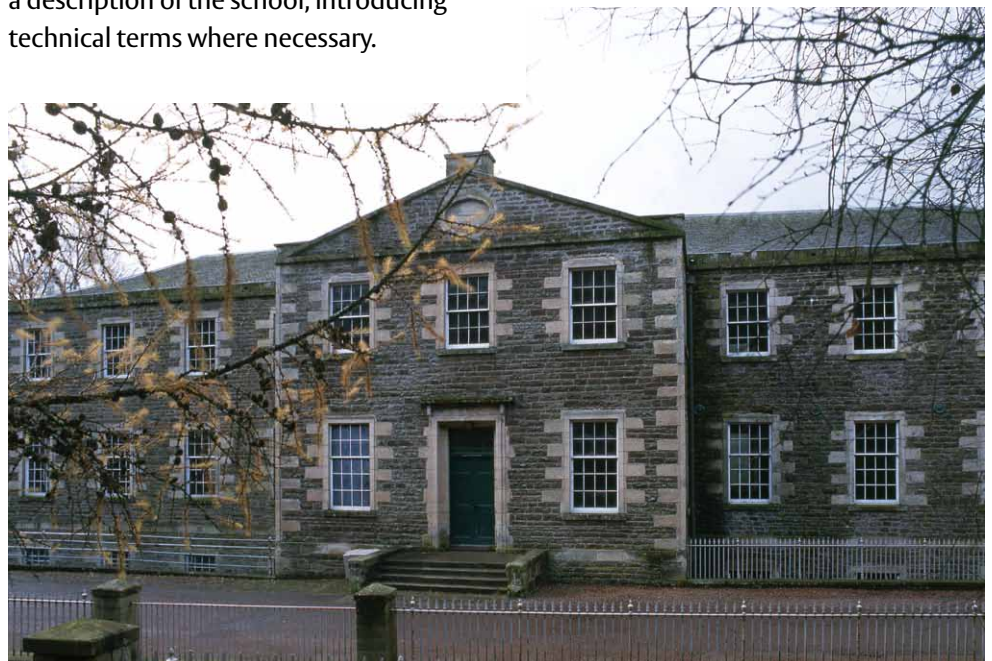
How old is our school?

Ask learners to guess how old they think the school building is. You can show them photos of other local buildings which they may know and ask if they think the school is older or younger than these buildings. Perhaps learners can place the pictures in order of age. Discuss with them what makes a building look old.

Then discuss with them how they might find out when the school was built.

Some schools have the date of their opening shown on the building; if you know this to be the case, get learners to look for the date.

Look at modern and old maps of the local area and ask your learners to spot when the school was first shown. What was here before the school was built? Where did children go to school before the school was built?



New Lanark School, built 1817, housed the world's first infant school.



What's changed?

Once you have established how old the school is, try to source old pictures of the school, inside and out. SCRAN (www.scran.ac.uk) – the Scottish Cultural Resources Access Network – includes images of many schools. A local newspaper archive might have stories about the opening of the school, perhaps with pictures, or articles about events which took place at the school.

Get learners to walk around the outside of the school, comparing how it looks now with how it looked then. They can mark up a photocopy of an old photograph, putting a cross where something has changed. Have there been any additions to the school? Has anything gone? What is the same? Differences you might notice in old photographs include:

- separate doorways for boys and girls
- railings to separate boys and girls in the playground
- outside toilets
- no car parking areas
- no wheelchair ramps
- no playground equipment
- different/no school uniform

Discuss with learners how these old schools make them feel. Do they look welcoming? Would they have liked to attend those schools?

This could be an opportunity to invite in older members of the community who attended the school, and get them to describe a typical school day from their time and to comment on how the school has changed.

School log books can be a fantastic record of day-to-day events. Ask your local library or archive for access to these.



Why have school buildings changed?

Get learners to think about why the school building has changed (if it has) since it was first built. Expanding (or falling) school roll, changing attitudes to and practices in education, increased comfort and awareness of health and safety, and a more inclusive attitude to children with disabilities have all had an impact on the physical environment of schools.

Most schools today have only one entrance, for security purposes – was this the case in the past? Make a list of all the people who use the school. Is the building suitable for all of them?

What's it made of?

Ask learners to make a list of everything that they think was used to build the school. Then go outside and find out if they can add to their list. Why were these materials chosen? Older schools may have been made from locally available or locally produced materials, such as slate or stone. More modern schools may have been built from materials which are particularly energy-efficient, or which incorporate bright colours to make the building more appealing.

Looking good

Do learners like the look of their school? Are there any decorative features such as decorative stone carving on the building, or murals on the walls? Some older ironwork on gutters and drainpipes can be very decorative. If your school has examples of these, get learners to record them through sketching or photographs. These details can be used to create postcards or a calendar to be sold to raise funds for the school.

Learners can 'give their school a facelift'. Get them to amend a photocopied picture of the school with their ideas for making it look more inviting, or they can add to a digital photograph.

Schools in the past had separate entrances for girls and boys. If your school is old, look for a sign like this above a doorway.



Look for carvings like this on old schools.

Favourite places

Stand outside the school building. Ask learners to choose their favourite feature of the school and explain why they like it. Is there a school bell or a stone decoration they like? Is there a part of the school playground which forms part of a game? It's very likely that learners won't have thought of this before, but this activity is a good way of getting them to focus on the building and to develop a sense of pride in it. These places can be recorded either through photography or artwork.

A better school

How could the school building be improved? Get learners to think about the learning spaces, the corridors and stairways, the playground areas, the entrance areas, the dining room, and so on. What are the problems with these areas? How could they be improved?

Show learners pictures of imaginative new designs for schools. The website www.imagineschooldesign.org shows innovative designs from around the world. Give learners in groups a brief to design an improved school which meets the needs of school users in the 21st century. This can be drawn, or even built using Lego.

Scotland's school buildings

Early school buildings

In the Middle Ages few people outside monasteries and nunneries could read or write. After the Reformation of 1560, each parish had its own school and schoolmaster, paid for by taxes contributed by landowners and managed by the Church. Learners still had to contribute towards the cost of their education. By the 1690s, there were schools in over 90 per cent of parishes in the Lowlands.

These schools often reused existing buildings. These could be very basic, with earth floors, and usually consisted of a single room in which the entire school was taught. Purpose-built schools had wooden floors and fireplaces for heating. Schools in the better-off burghs might have basic furniture such as rough desks and benches to sit on, but village schools would have had little, perhaps rough wooden benches round the walls or stones to sit on, with a desk for the master.

There were also charity schools at this time, which provided education for limited numbers of poor children. The oldest surviving school buildings in Scotland are charity schools: the one-roomed school of Clandeboye at Dunlop, East Ayrshire, and the massive George Heriot's School in Edinburgh, both dating from before the 18th century.

As populations grew, purpose-built schools were constructed. Maps from the 1850s show many small one-, two- and three-roomed schools in rural areas.



Clandeboye School, Ayrshire, dates from 1641.



Schools after 1872

After a law was passed in 1872, school was made compulsory for all children aged 5–13. More schools were built to accommodate the increase in learners. One-room schools in villages were replaced by schools with two or more rooms. In the industrial cities some very large new schools were built, for as many as 900–1,000 learners. Learners were now taught in classrooms with others of the same age. Some of these newer schools included facilities such as gymnasiums and even swimming pools in the basements – some of these are still in use today.

Girls and boys were kept separate, using separate playgrounds and staircases, and in some schools you can still see entrances labelled ‘Boys’ and ‘Girls’. In other cases, girls went to all-girls’ schools and boys to boys’ schools.

As publicly-funded secondary schools were introduced, specialist rooms were added to some schools.



Merkinch Primary School, Inverness, built 1875–7



Allan's Board School, Stirling, built 1883



An old school now converted into flats

Schools in the 20th and 21st centuries

In the 20th and 21st centuries, schools were built or modernised in response to the changing needs of society and demands of the curriculum, and a developing understanding of the best environments for learning. New schools were often built with spacious grounds, many with playing fields. Bricks became more widely used, and after the Second World War schools were built with steel and concrete. The baby boom which followed the war meant that there was suddenly an urgent demand for classrooms, and many schools erected ‘temporary’ huts in their playgrounds – some of which were still in use fifty years later!

Schools built this century are often constructed to be flexible, to allow them to adapt to any changes in the curriculum or society. Many are now built in a highly energy-efficient way, using sustainable building methods. They are designed to conserve energy and have a low carbon footprint.

Acharacle Primary: School of the future

Acharacle School in Ardnamurchan, built in 2008, is so well insulated that it hardly needs any heating. The school is warmed by the heat in learners’ bodies! Rainwater provides water for the toilets and the school is oriented to make the most of any sunshine. There are many articles about this school on the web; search for the most recent.



Did you know?

- Post boxes show the initials of the king or queen reigning at the time the post box was installed.
- The first pillar boxes were painted green, but people kept walking into them!



The initials GR on this post box stand for 'Georgius Rex', King George.

Investigating your street

Your local street is a great source of interest and stimulus for a range of curricular activities. Learners often identify very strongly with their local street – it may be one of the areas they feel is their own, unlike the more controlled environments of school and home.

The activities suggested here aim to encourage learners to refocus on a familiar environment, uncovering clues about the past, seeking inspiration and stimulus from what they see around them, and looking at ways to improve their local streetscape.

We start with some general activities, then follow these with suggestions for investigations if you're out and about in your local street.

General activities

Street survey

Choose a stretch of street close to the school, preferably one with a mixture of buildings. Get learners to walk along the street and list each building they pass, for example, house, shop, office, library, community centre.

Using a large-scale map of the area, learners can plot these building types on the map, perhaps colour coding each type. Do some buildings have a mixed use, for example, do many shops have flats above them?



New Abbey Village near Dumfries. Whether your street is in a city or a village, you will always find some heritage on your doorstep.



Council housing, Dundee – note the decorative detail.

Houses and homes

Houses and homes are a good way to start any discussion of buildings, architecture and built design. Discuss different types of home with your class – house, semi-detached, flat, cottage, tenement, bungalow, etc. Learners can photograph local examples. What are the differences between these types? What are the similarities? Compare the photographs with houses from elsewhere. Is there a local style at all? Are local materials used?

Depending on where you live, it might be possible to introduce learners to different styles of architecture through looking at houses. What might you expect to see on a Georgian house, for example, or on a 1930s' bungalow? Can learners colour code a map of the local area, showing the age of the homes in each street?

This is also a good theme to explore if your school has links with schools in other countries. Learners can exchange images of typical houses with learners in their link school and think about what they have in common, what is different, and why.



Bungalows in the village of Luss on Loch Lomond



Modern high-rise flats in Dundee



The two Edinburgh street names shown above provide clues to their history. Look for clues in your town's street names.

What's in a name?

Street names can reveal the 'hidden' past of a place and can be a good starting point for a local study: a Station Road in a town with no railway today; a Cowgate in today's town centre, far from any farm animals. Learners can investigate selected street names to find out what they reveal about the history of their area.

Furniture in the street

Discuss with learners what 'furniture' they might see in the streets around them – benches, bins, bus stops, pillar boxes, bollards, milestones, railings, planters, etc. Carry out a local audit with learners to identify what furniture can be found locally. Give learners coloured stickers representing different types of street furniture. As they explore their local environment, learners can put the relevant sticker in the correct place on a simple map of the local area. Learners can photograph the street furniture. What function does each of these items serve? Why are they positioned where they are?

Grand designs

Leading on from the street furniture audit, learners may notice that there may be more than one design of public bin, bench, bus stop, railing, or street lamp. Organise learners into groups and ask each group to choose one item and photograph or draw all the different types. Why do the designs vary? Which is oldest? Which looks best? Which works best? Which do they like best? They can develop a *Which?*-style report to identify the 'best in town'. Getting learners to create their own designs gives scope here for a range of activities in the visual arts and in technology.

Save our streets!

In 2005, English Heritage launched 'Save our Streets', a campaign to 'declutter' local streets and make them more attractive and better for pedestrians (www.english-heritage.org.uk/protecting/save-our-streets). Their website contains a useful and adaptable 'street audit' sheet which could form the basis for classroom work on developing a campaign to improve the local environment. Learners can conduct an audit of their local street, and discuss how it could be improved. They can carry out interviews to get feedback on their plans and then, perhaps, present their suggestions to a local councillor.

Streets of the future

Having carried out an investigation of the history of their local area and identified – perhaps by voting – key features of the historic environment which they wish to preserve, learners can plan a street of the future. What would it look like? What street furniture might it include? Would it include space for vehicles? If so, what type of vehicle? In the past people needed things for which we have no need now, for example mounting blocks or horse troughs. Perhaps in the future we may need other facilities, for example: attractively designed solar-powered phone-recharging points, or sound-insulated shelters for making phone calls in the street; scooter and bike stands; wide pavements for wheelchair users; recycling bins, etc. We are still likely to need some of the same items – seats, waste bins, street lamps – but how might they look in the future in order to meet our changing needs?

In response to a design brief, learners can develop designs for street furniture of the future and, using Photoshop, add these designs to photographs of the street.



Cobblestones are pebbles set into sand, earth or mortar.

Out and about: investigating your street

If you are out and about on your local street, some things to look out for are described below.

Street and pavement surface

What is your local street made out of? It might be made out of *cobblestones*, which are basically large pebbles set into sand, earth, or mortar. The first streets to be surfaced used cobblestones. They were cheap to make, drained easily and horses could ride over them without getting stuck or slipping. Or perhaps your street is made of roughly rectangular stone blocks called *setts*. In the 1800s, many cities replaced their cobbled streets with setts. They were arranged in regular patterns and were much smoother for wheeled vehicles to drive over.

Sometimes there are patterns set into the road surface: in Edinburgh's Old Town, for example, you can see the ancient 'Heart of Midlothian', a heart shape marked out with stone setts, marking the site of the old tolbooth. In some places, roads were made from large stone slabs or *paving stones*.

But it is most likely that your street is made from *tarmac*. In the 1820s, a Scotsman called John McAdam invented a new type of road surface which laid thick layers of small, sharp stones on top of carefully levelled soil. The weight of traffic pressed the stones together to form a compact and smooth surface. This was similar to the techniques used by the Romans centuries before. But when the first motor cars started using these roads, they travelled so quickly that the roads started to disintegrate. A new technique was invented which mixed McAdam's small stones with tar. This became known as tar-McAdam, or tarmac. This technique is still basically the way that most roads are made today.



The 'Heart of Midlothian' on the Royal Mile, Edinburgh. Notice the setts.



Look out for . . .

- Different types of road or pavement surfaces in your local area – you can colour-code a map to show these
- Patterns in the way that cobbles or setts are arranged

Discuss . . .

- Which streets look most attractive?
- On which road surfaces does traffic move most quickly?
- On which road surfaces does traffic move most slowly?
- Which surface is best for walking, pushing a buggy, or cycling?
- Do you think local planners use different road surfaces to try to manage drivers' behaviour?
- If your town has any cobbled or paved streets, where do you think the stone came from?
- What pattern would you like to see set into the surface of the street or pavement?



Street lighting

In the old days after sunset our streets were dark. In the early 1800s, *gas lighting* was introduced into some cities. At first, a lamplighter had to go around and light every lamp, but soon gas lamps in the street were lit automatically. In the late 1800s, *electric street lighting* was introduced. Some older cities have recycled their old gas lamps to use for electric lighting.



Look out for . . .

- Different designs of street lamps
- What the lamps are made of
- What colour light they give (you'll need to check this with an adult at night time)
- Any decorations

Discuss . . .

- How far apart are the street lamps?
- How tall are they? Why are they so tall?
- When do they go on and off? Is this the same all year?
- What do we need street lamps for? What would it be like if there weren't any?
- Are they attractive to look at?
- Could the design be improved in any way?



A decorative street lamp in Edinburgh

Shop fronts

What shops are there in your local street? Make a record of all the local shops and plot them on a map. Use old photographs to find out what shops used to be in the street. Are any of them still there? It's great if you can interview any shopkeepers whose shops are long-established family businesses. They may be able to show learners old photographs.

The first shops were market stalls but during the 18th century shop buildings began to be built. The first were little more than balconies, on which goods were displayed, built out from houses. Gradually, permanent shop buildings emerged, but these were often little more than dark, pokey rooms, lit only by small windows, often with multiple panels of rippling glass. In the 19th century, as manufacturing techniques developed, shopkeepers installed larger plate glass windows, often bow windows, to increase the amount of light and also space to display goods.



An old Edinburgh building with modern shops below



Some shops adopted classical features such as decorated columns. The shop name was, as today, displayed in large letters above the door, and often illustrated with a hanging sign or symbol, such as the 'mortar and pestle' still seen today outside some chemist's shops, or the red and white pole (said to illustrate blood and bandages!) outside barber's shops. Shopkeepers tried to entice shoppers into their shops with attractive doorways, decorated mosaic lobbies and ornate pillars. Pull-down awnings sheltered both shoppers and goods from rain or too much sun.



Look out for . . .

- Decorated lobby floors, often mosaic
- Classical features, such as decorated pillars
- Signs above shops illustrating what they do
- Traces of awnings
- The date a shop was established



Discuss . . .

- Why do you think there used to be more shops in towns and villages than there are today?
- Do you think there are the same shops today as there used to be in the past?
- Do you think they are worth keeping?
- What would be the perfect shop front for today?



Traditional sign still hanging above a chemist's



Look out for . . .

- The initials of the king or queen
- Any decoration
- Any other information provided on the post box
- Different designs of post box

Discuss . . .

- What shape is the post box? Why do you think this shape was chosen?
- What is it made of?
- How long do you think there has been a post box here? You could check in old photographs or on maps.
- Do you think the design could be improved in any way?
- What is the post box made of? Why do you think this material was chosen?
- Do you think it's in a good place?
- Why do you think most post boxes are red?
- In this age of email and the internet, do we still need post boxes?



All pillar boxes bear the initials of the reigning monarch.



Old-fashioned red telephone boxes, Edinburgh Castle

Telephone boxes

The first telephone booths appeared in the UK in the early 1900s. Some were inside buildings and had attendants who would do most of the work of telephoning for you! The famous red telephone box was designed in 1926 by Giles Gilbert Scott. The design of telephone boxes has changed over the years to make them more robust, vandal-proof and easier for more people to use. Nowadays many phone boxes are being removed, because so many people have mobile phones.



Look out for . . .

- Different designs
- Decorations

Discuss . . .

- What is the point of having a phone box?
- Do we still need phone boxes today?
- What are modern phone boxes made of?
- Could the design of phone boxes today be improved in any way?
- Do you think telephone boxes are vandal-proof?
- Why do you think phone boxes used to be painted red?



Typical metal bollards

Bollards

Bollards are short pillars, made of stone, concrete, plastic or cast iron, designed to prevent access by cars or other large vehicles. Some of the first bollards in Britain were made from cannons captured from the French in the early 1800s. They were buried pointing upwards with a cannon ball on top. Some bollards are decorative as well as functional. Some modern bollards include lighting and others can sink into the ground automatically if an official car needs access. In 2009, a set of bollards in Leicester was designed in the shape of children to make cars slow down!



Look out for . . .

- Different designs
- Decorations

Discuss . . .

- What is the purpose of these bollards?
- How far apart are they?
- How many are there? Are this many needed?
- Could the design be improved in any way?
- Do they have more than one purpose – for example, some also carry information signs or lighting?



Railings

You are likely to come across a number of railings in your local area. Some of these may mark a boundary, for example round a private garden or in front of an office. Some are to separate pedestrians and traffic, or to support people as they climb steps. Many are highly decorative, with repeating patterns of wrought iron, topped with decorative spikes or finials. In the Second World War there was a serious shortage of metal and many iron railings in parks and around gardens were hacked off and the iron melted down and recycled into aeroplanes and ammunition. Some were later replaced, but along many walls you can still see the stumps of where railings used to be.



Look out for . . .

- Decorative iron railings with finial spikes
- Stumps where railings used to be
- Different designs

Discuss . . .

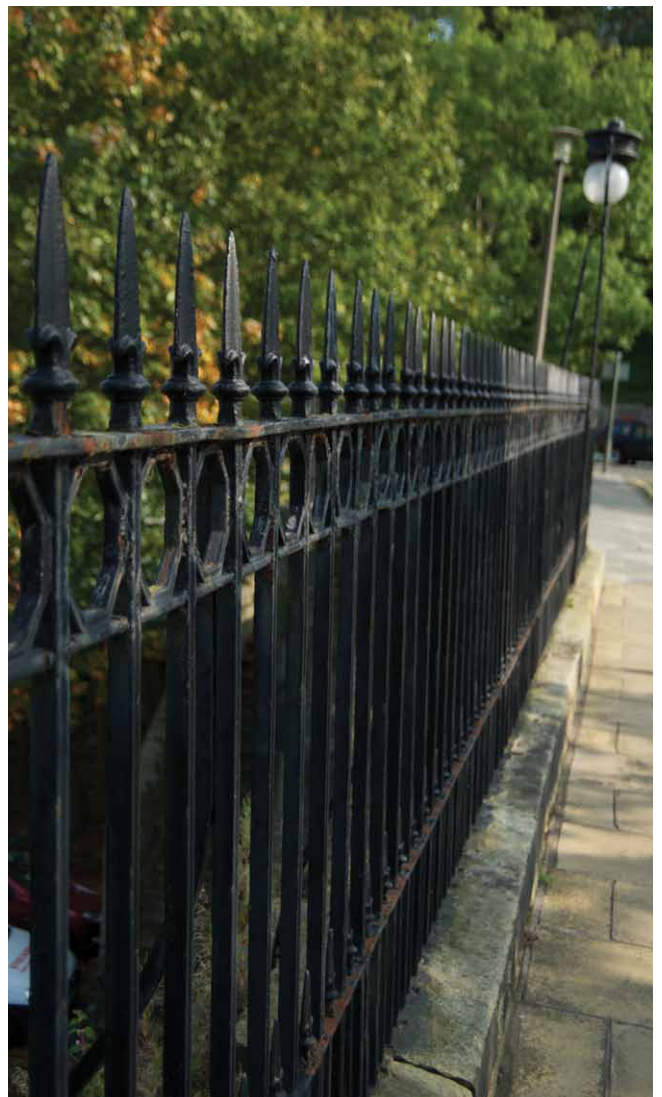
- What is the purpose of these railings?
- Are they necessary? What would happen if they weren't there?
- Could the design be improved in any way?
- What colour are they? Why do you think this colour was chosen? What would they look like with a different colour?
- Which patterns do you like best? Why do you think they are patterned?



Finials and flower detail on cast-iron railings



Look for repeating patterns like these on railings.



During the Second World War railings were often removed and melted down to make armaments.



Tree protection

In some towns trees are provided with protection to enable them to flourish. Some trees have cast-iron grilles around the base of the tree to allow the tree to take in rainwater and to protect the roots. Other places protect the tree trunk with railings. Sometimes these grilles and railings are decorative as well as functional.



Look out for . . .

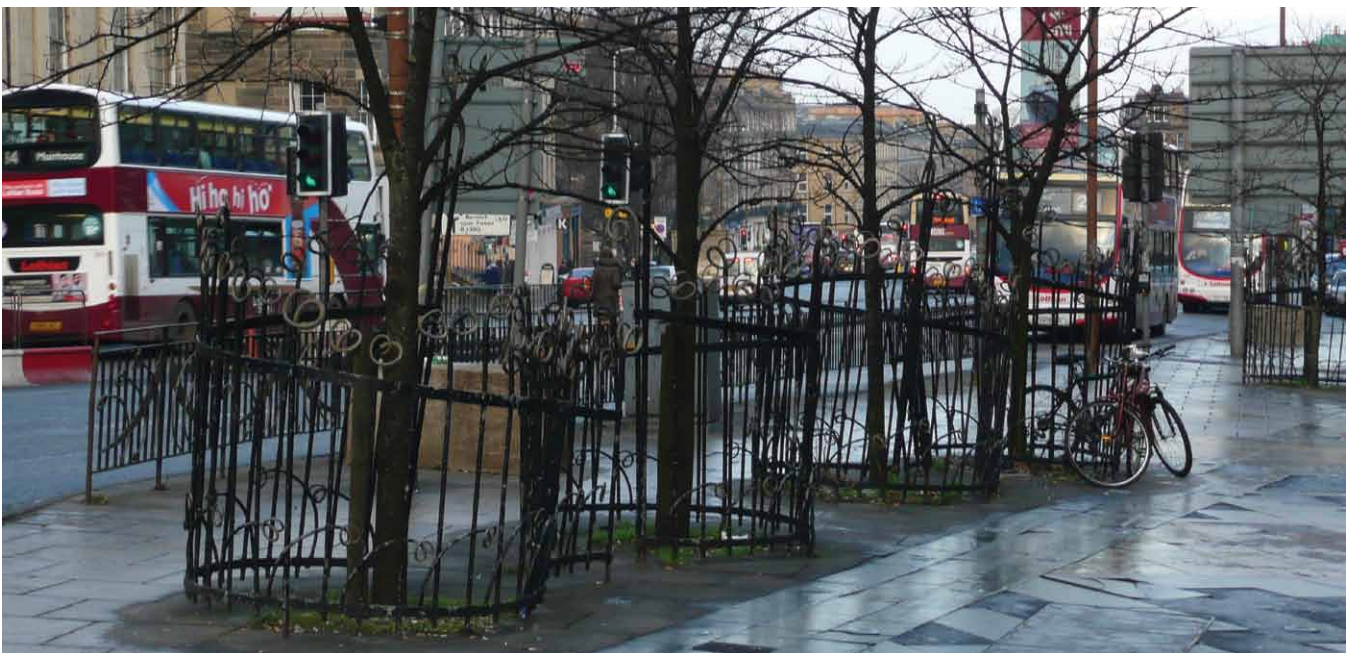
- Any trees with protection
- Any trees needing protection
- Different types of protection

Discuss . . .

- How old do you think the trees in your area are?
- Are trees shown in old photographs still there?
- Do you think they were planted specially, or did they just grow naturally?
- Why do you think town planners plant trees?
- How many trees are there in your local area? Would you like to see more trees? If so, where?
- Why is it good having trees on your street?
- What do you think the main risks to trees are?



Typical metal tree protection



The decorative tree protection pictured above provides a convenient place to lock up a bike on this busy street.



Benches

Many towns and villages provide places for people to sit and rest. These range from natural seats on boulders or grassy slopes to specially made wooden, cast-iron, or concrete seating. Sometimes people pay to put a bench in a particular area to commemorate a special person or event. Some benches include artwork or interesting shapes or materials.



Look out for . . .

- Different designs
- Any decorations
- Any plaque explaining why the bench is there

Discuss . . .

- Why is the bench here? Is there a nice view?
- Can you find out how long this bench has been here?
- How far is it to the next bench or place to sit?
- Would you like to sit here? Why/why not?
- Does the bench commemorate anyone or any special event?
- Is the bench comfortable to sit on?
- Could the design be improved in any way?
- How many people can sit comfortably on this bench (be careful!)?
- What do you think people use this bench for?
- Can you create a story inspired by two people who happen to meet at this bench?



This bench in a park is a perfect rest stop.

Milestones

Milestones mark the distance between places. They tell travellers how far they have to travel and also guide them along the right road. In the old days some roads were privately funded and maintained by 'turnpike' trusts, and travellers had to pay to use the road. The turnpike trusts paid for the milestones.

Historic milestones can be found at the side of roads and are often made of stone. Some simply record a number of miles; others are more elaborate and show the names of places and the distances to those places.

Designs vary widely from simple carved stones to cast-metal distance markers. Some present the information on one flat face; others are more elaborate with information presented on two or more sides, facing up and down the road.



Look out for . . .

- Different designs
- Place names and distances
- Other features, for example, a pointing hand or information on more than one face

Discuss . . .

- Do we still need milestones? Why/why not?
- What do we use today instead?
- Do you think milestones are worth keeping?



Two examples of historic milestones



Did you know?

The name of a place can often reveal something of its history. The name may indicate a particular person, for example Bettyhill in Caithness is named after Elizabeth, Duchess of Sutherland, who founded the village to rehouse villagers she had cleared from her land.

Local history books usually contain an explanation of the name of a place. If not, the Ordnance Survey website (www.ordnancesurvey.co.uk) has an excellent guide to meanings of place names in Scots and Gaelic.

Investigating your town

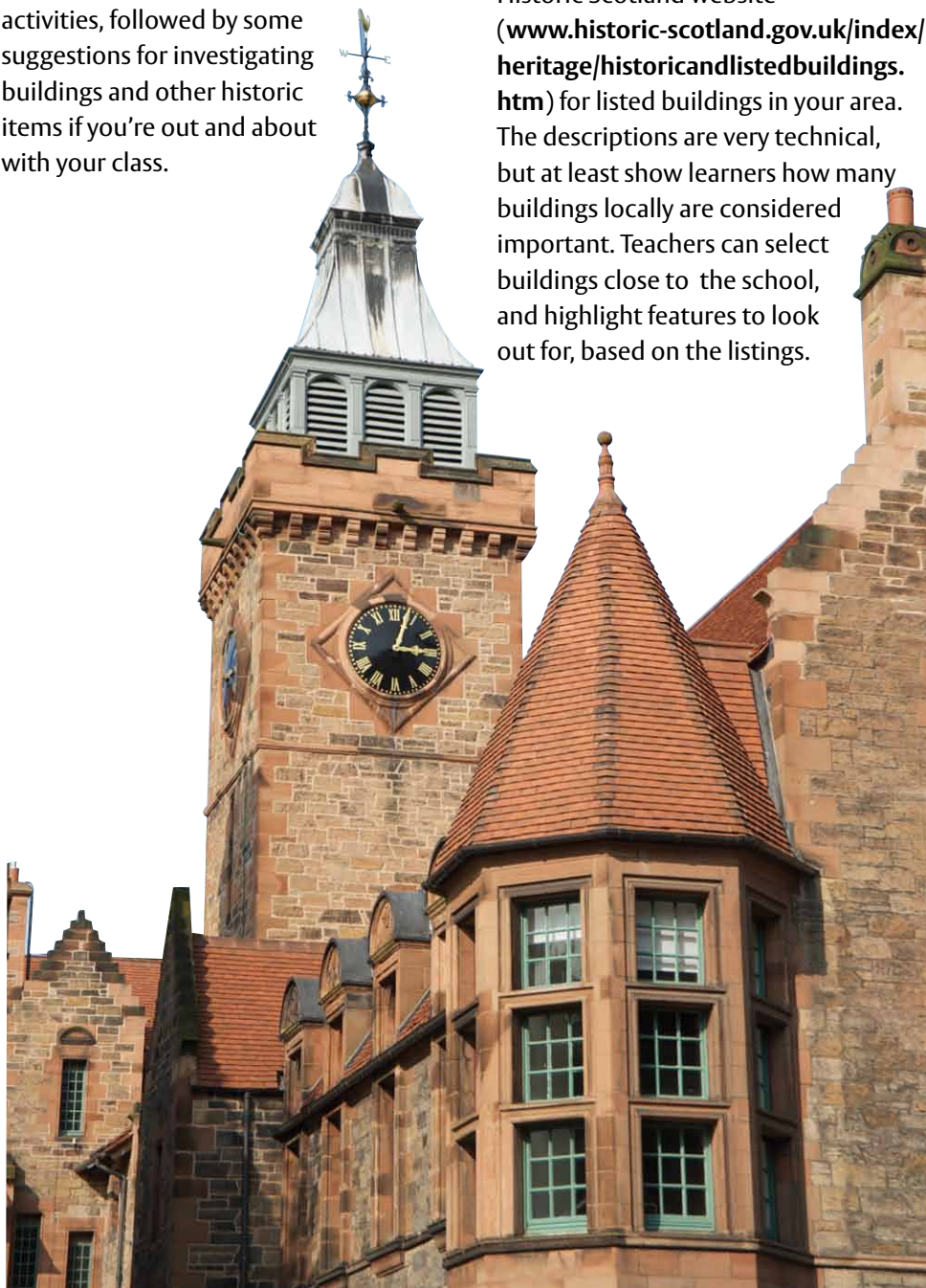
Exploring more widely allows learners to place their local area in a wider context, and to look beyond their immediate built environment.

Here we focus on some general activities, followed by some suggestions for investigating buildings and other historic items if you're out and about with your class.

General activities

Listed buildings

Introduce the concept of listed buildings (see page 3). Search on the Historic Scotland website (www.historic-scotland.gov.uk/index/heritage/historicandlistedbuildings.htm) for listed buildings in your area. The descriptions are very technical, but at least show learners how many buildings locally are considered important. Teachers can select buildings close to the school, and highlight features to look out for, based on the listings.



It pays to look above street level – notice the different features of this roofscape in Dean Village, Edinburgh.



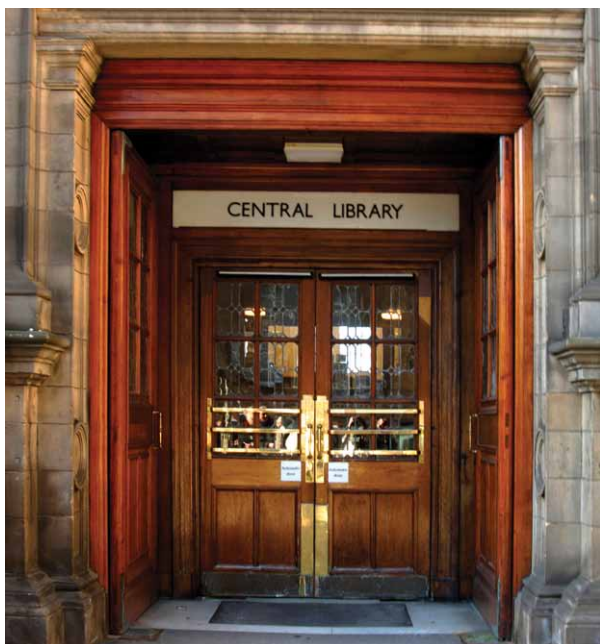
'X-factor' for buildings

Learners can develop their own 'listings' at the end of a project. Which are the ten local buildings which they feel are significant? What do they think are the most important aspects of a building? Learners can develop a pro-forma, along the lines of Historic Scotland listings, and can then describe significant features and justify their choices. This can even be done as a kind of 'X-factor' for buildings, with learners voting for their top three. Learners can then design and present an award. It may be possible to host some of these 'listings' on the Historic Scotland website; contact Learning Services to discuss.

Historic Features trail

Following exploration and research, learners can identify key historic features of their local environment from fifty or a hundred years ago and produce a leaflet to guide visitors around the area. This can include photographs, interviews, drawings and learners' recommendations. Local experts can be contacted to help provide information.

Learners can use census records (available online up to 1901 from www.scotlandsppeople.gov.uk) and parish records available from local libraries to find out who was living in the houses they pass. How big was the town or village then? Are there any shops left today which were in use then?



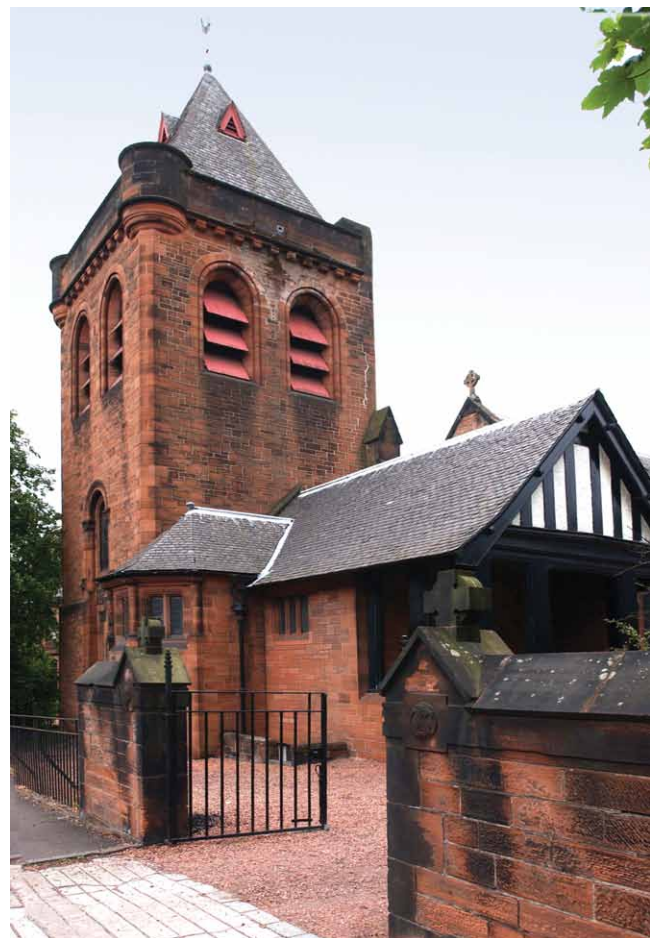
Central Library, Edinburgh, opened in 1890

Out and about: historic buildings

As well as the houses, shops and schools on your local street, your town is likely to have other historic buildings used by the community both in the past and today. A selection of building types is described below, together with some general questions to spark discussion and some suggestions for cross-curricular work. You may like to get suggestions for these categories from your learners.

Buildings for meeting

Most towns have some buildings which were designed for people to have meetings in to discuss important issues. These include town halls and council chamber buildings. Many were built using grand architectural designs and expensive materials, designed to impress people with the seriousness of the surroundings and to instil civic pride.



Broomhill Trinity Congregational Church, Glasgow, completed 1907, has been listed because it is considered historically significant.



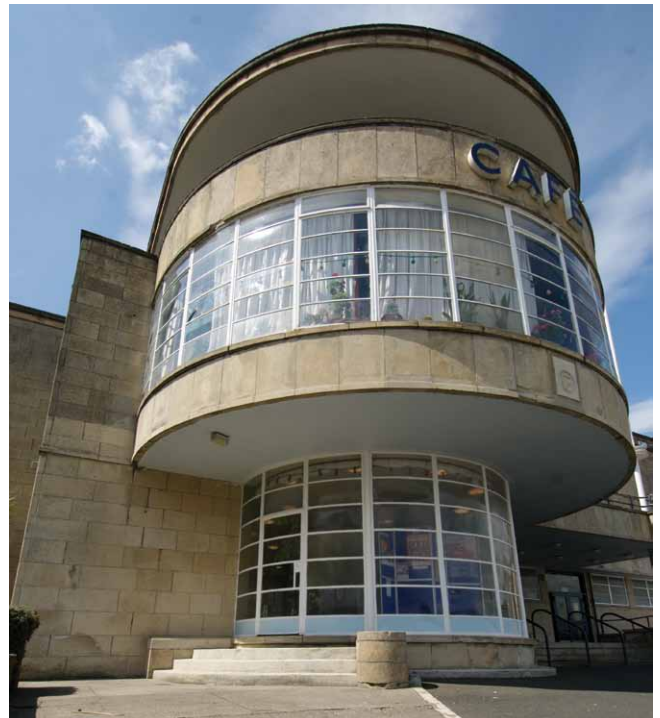
Buildings for leisure

Many towns have historic buildings built for people to relax and enjoy themselves in. These include theatres, cinemas, libraries, and museums. Some are still in use today, others have been converted for other purposes.

Many museums and libraries used designs inspired by classical culture to inspire people to learn. Some cinemas and theatres borrowed designs from other places to add an element of exoticism. You can find out more about Scotland's historic cinemas at www.historic-scotland.gov.uk/cinemas.pdf



The Playhouse, Edinburgh, originally a cinema now a theatre venue, is the largest cinema auditorium of its type that survives in Scotland.



The A-listed Art Deco Pavilion Café, Rothesay, built 1938



Interior, Trinity House Maritime Museum, Edinburgh



Former engine shed, now a café, Edinburgh

Buildings for work

There are many historic buildings which relate to the world of work. These include warehouses, workshops, factories, farm buildings, mills, banks, offices and hospitals.

Function rather than decoration is the most important aspect of these buildings, although some may use decoration to try to instil a particular ethos in their workers or clients.

Many buildings such as warehouses and banks have now been adapted and converted for other purposes.



New Abbey Corn Mill, Dumfries and Galloway



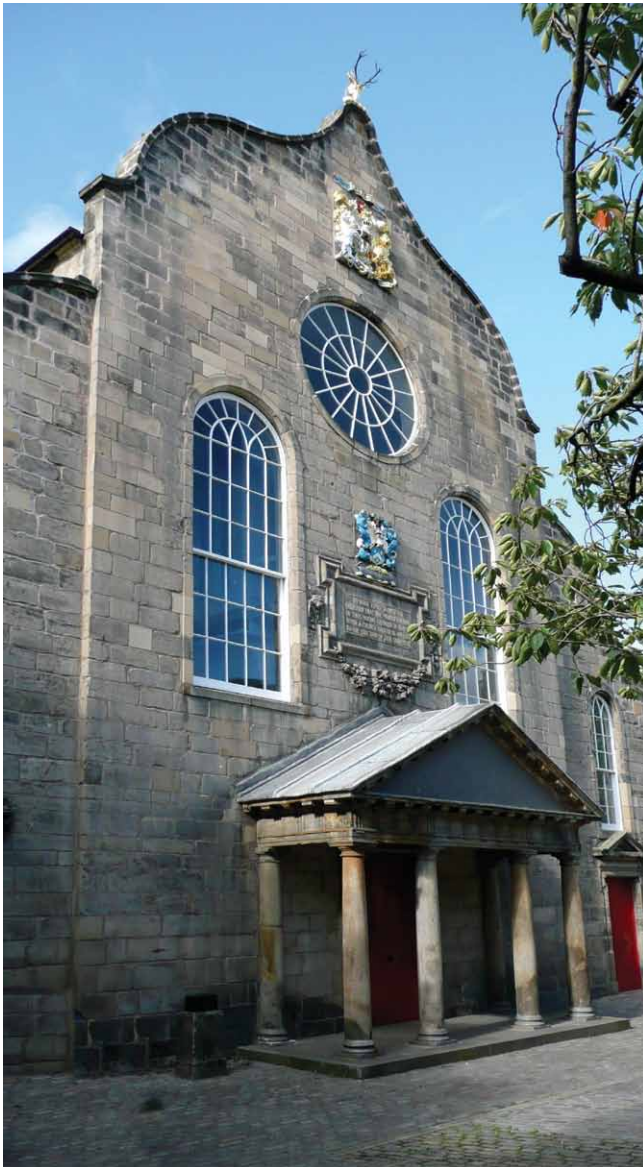
Stanley Mills, near Perth, viewed from across the River Tay



Buildings for worship

Your town is likely to have at least some of these religious buildings: churches, chapels, meeting houses, synagogues, mosques and temples. Churches are often at the heart of Scotland's communities and are frequently among the oldest surviving buildings.

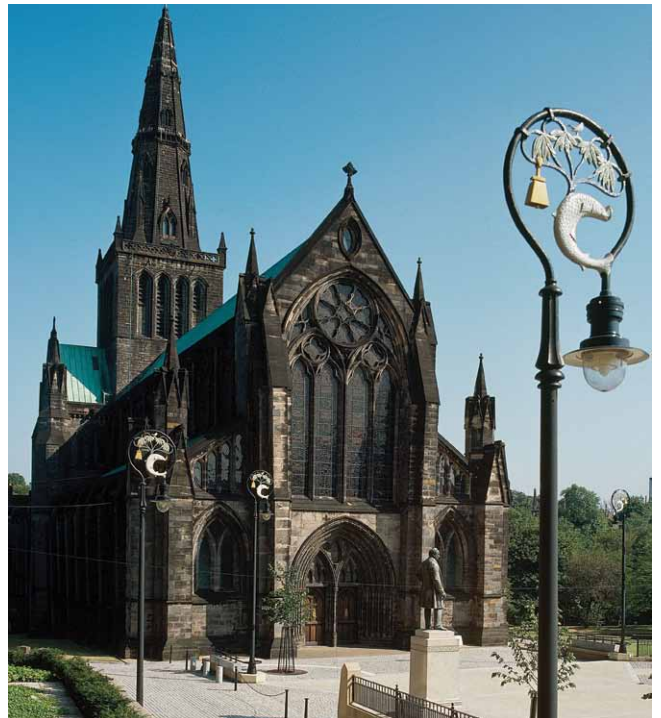
Even small communities may have several different churches, for different denominations of Christianity, dating from a time when church-going was more common than today. Other religious buildings are likely to be more recent as Scotland has become more multicultural.



The Canongate Kirk, Edinburgh, completed 1691



Edinburgh Central Mosque, opened 1998, holds over a thousand worshippers.



Glasgow Cathedral – notice the lamp posts.



This outdoor swimming pool in Macduff, opened in 1931 and disused since 1995, is A-listed.

Other structures

Most towns will include other public structures which don't readily fall into any of the categories already discussed. These might include engineering structures such as bridges, tunnels, city walls, statues or other memorials, and areas such as markets or railway stations.

Discussion points

As you explore these buildings with your class, discuss:

- What do you think this building was used for? Look for clues in the building itself.
- Why do you think it was built right here?
- Do you think it is still in use? Why/why not?
- Does the building have any unusual features? What are they? Why do you think they were built?
- Is it still used for the same purpose as when it was built, or has it been converted?
- Are there any clues to the age of the building?
- What is its impact: how does the building make you feel as you look at it?
- Do the buildings blend into the environment? How/how not? Do you think they should?

Out and about: unusual features of the built heritage

Some towns have features which used to be common but which are becoming unusual now. Does your town have any of the features described below?

Horse blocks or mounting blocks

In the days when people travelled by horse or in a cart pulled by a horse, they used a stone block to make it easier to get onto or off a horse or cart. Stone steps or a stone block were often built outside churches or pubs. They are generally known as *horse blocks* or *mounting blocks*; in Scots they are called 'loupin'-on-stanes', or 'jumping-on stones'. They gradually stopped being used as cars became common.

You can see examples of historic 'loupin'-on-stanes' today outside Duddingston Kirk in Edinburgh, in Aberlady, East Lothian, and outside the Montgomerie Arms in East Kilbride.



Look out for . . .

- The number of steps
- Signs of any railings, etc

Discuss . . .

Do you think everyone would have used a mounting block?

What other facilities for horses can you think of which are no longer here (for example, drinking troughs)?

Why do you think mounting blocks have survived in some places?



Loupin'-on-stane, Duddingston Kirk, Edinburgh



Wells and drinking fountains

Before houses had running water piped to them, people had to collect their water from *public wells*. Rich people paid people called 'water caddies' to draw water from the wells and bring it to their houses in special barrels called 'rakes', but most people had to wait their turn and queue to collect their own water from a well. You can see historic wells in the Old Town of Edinburgh, on the Royal Mile.

Drinking fountains with fresh drinking water were introduced to many towns in the late 1800s. People would stop at the fountains to have a refreshing drink of water. Some of the fountains were built to try to discourage people from drinking too much alcohol. Others were built after the cholera epidemics of the mid-1800s to supply people with clean, fresh drinking water.

Some drinking fountains were very elaborate and were built in memory of an important person or event. Others were much simpler and were made of cast iron with a knob to push if you wanted a drink. Some fountains had cups you could use to drink from – and some even had an area where dogs could have a drink. Are there any places where you can get free drinking water in your local area today?

You can see examples of historic drinking fountains in Moffat, Wishaw, Glasgow and many other towns.



Look out for . . .

- Any inscription to say why and when the fountain was built
- What it is made of
- Decoration

Discuss . . .

- Is the fountain still in use? Can you still get a drink here?
- Is there still a need for water fountains like this?
- Could the design be improved in any way?
- Some fountains have the water coming out of the mouth of an animal. Can you design your own fountain animal?



Public drinking fountain, Dunkeld



Drinking fountain on Edinburgh's Royal Mile



War memorials

Many towns and villages have memorials to people who died in war. Usually war memorials commemorate the men who died in the First or Second World War, but sometimes you can find memorials to those who died in other wars.



Look out for ...

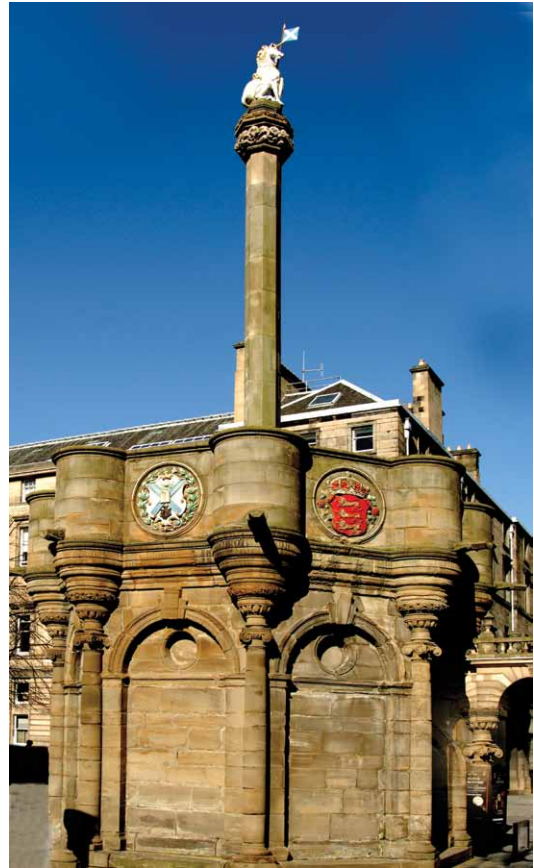
- The name/s and dates of the war/s
- The names and number of people who died
- Decoration, including any statues
- Any other writing carved into the memorial

Discuss ...

- Why do you think the people of this area wanted a memorial?
- How does it make you feel when you look at it?
- What does the decoration make you think of?
- What age do you think most of the people who died were? How do you think their deaths affected the area?



War memorial, Killin



Mercat cross, Edinburgh

Mercat crosses

A *mercato cross* is a cross found in old market towns in Scotland. Traditionally it was where traders would gather and was often where important events or announcements took place. In some towns, for example Edinburgh, it is still used for important announcements today.



Look out for ...

- Decorations
- Any inscription
- The shape of the cross
- What it is mounted on
- Any information about the cross and its history

Discuss ...

- Have you ever come to an event at a mercat cross?
- Why do you think the mercat cross is not generally used any more?



Duke of Buccleuch statue, St Giles' Cathedral, Edinburgh

Statues, monuments and public art

Many towns feature a statue of a famous local person, a monument commemorating an event, or a piece of public art. This can be a good entry point into further curriculum work.



Look out for . . .

- Any clues to explain who the person or event was
- Written information about the event or person
- Materials used

Discuss . . .

- Why do you think the monument was created?
- Why do you think it was put here?
- Does it make the town look nicer?
- Do you think it's still important, or should it be removed?
- To what or whom would you like a monument?



This Paolozzi sculpture commemorates a Second World War battle that took place at Monte Cassino in Italy.



'Dreaming Spires' by Helen Denerley – scrap metal sculpture outside cinema complex, Edinburgh



Case study: It started with a railing ...

The following table summarises the approach taken by one teacher in Stornoway, who used railings as a stimulus for a range of cross-curricular activities for her P3/4 class. The project involved the local community and led to a range of events and activities for life-long learning.

Key Question	Activity	Curricular Area	Capacity
What's special about Stornoway's ironwork?	Learners explored their local area with an expert who alerted learners' interest in Stornoway's domestic ironwork – railings, gates, gutters, finials etc. Learners interviewed owners of some of the railings and found out how they care for the railings. Learners recorded examples of different types of ironwork through sketching and photography and created a classroom street scene showing a range of ironwork designs.	Languages Social Studies Technologies	Successful Learners Responsible Citizens
When were the houses with the railings built?	Learners compared maps of Stornoway in 1821 and Stornoway in 1895 and noted huge growth in the town. Learners looked at old photographs of Stornoway and noted the ironwork in the town.	Social Studies	Successful Learners
Why did Stornoway grow at this time? Where did the money for all these new houses come from?	Learners investigated the history of the herring industry in Stornoway in the 19th century. Learners found out about the lives of the herring workers, learnt traditional songs associated with fishing and created artwork and drama associated with the fishing industry.	Social Studies Expressive Arts	Successful Learners



Parents and community members join in on open day.



Key Question	Activity	Curricular Area	Capacity
Where did the ironwork come from?	Learners found out about factories, workers and products from the 19th-century Scottish foundries. Learners found out about the process of creating cast iron – and replicated it using marzipan and melted chocolate. Learners looked at old ironwork catalogues and compared the catalogue with real examples in Stornoway's streets.	Social Studies Sciences	Successful Learners
How can we create our own designs for ironwork?	Learners examined patterns and designs in railings. They explored pattern, shape and symmetry using a range of media. Learners created their own designs for railings.	Maths Expressive Arts	Successful Learners
How can we tell people what we've found out about Stornoway's ironwork?	Learners created classroom exhibition displaying what they had found out. Learners invited parents and community members to open day to see their exhibition. Learners took the lead in telling the story of the railings. Learners created power point display showing their work. Parents were invited to design railings. Learners were invited to contribute to exhibition at local museum and worked with Museum officer to prepare display. Learners' work used as a stimulus for other life-long learning activities.	Social Studies Technologies Languages	Confident Individuals Effective Contributors Responsible Citizens



Learners cast their own 'ironwork' using marzipan and chocolate.



Places to visit

Some sites in the care of Historic Scotland are listed below. If one of these sites is in your area, a visit will really bring our heritage to life for your learners. Further details can be found on the Historic Scotland website www.historic-scotland.gov.uk For all visit and booking enquiries, please contact **0131 668 8793/8736**, or contact the sites directly on the numbers given.

Argyll's Lodging, Stirling

Situated on the upper approaches to Stirling Castle, this is the most complete 17th-century townhouse in Scotland and an important example of Renaissance architecture. The magnificently decorated and furnished rooms recreate the grandeur of the building's past.

Tel: 01786 450000 (Stirling Castle)

Bonawe Iron Furnace, Argyll

The most complete charcoal-fuelled ironworks in Britain, Bonawe was founded in 1753. Displays, including cannonballs cast at the furnace, bring to life the industrial heritage of the area and illustrate how iron was made.

Open summer only, April to September.

Tel: 01866 822432

New Abbey Corn Mill, Dumfries and Galloway

This water-powered mill has been carefully restored to working order. It is operated regularly in the summer months to demonstrate to visitors how oatmeal is made. Buildings, machinery, fixtures and fittings are all just as they were left by the last miller over fifty years ago. When the waterwheel is moving and operating the machinery, the sights and sounds recreate an age gone by.

Open all year; closed on Tuesday and Thursday, November to March.

A downloadable pdf *Investigating New Abbey Corn Mill* is available on our website www.historic-scotland.gov.uk/learning

Tel: 01387 850260

Stanley Mills, Perth and Kinross

A unique complex of water-powered cotton mills situated on the River Tay. Founded over 200 years ago, the last commercial operations ended in 1989. The visitor centre has fantastic interactive displays to help reveal the story of the mills.

A downloadable pdf *Investigating Stanley Mills* is available on our website

www.historic-scotland.gov.uk/learning

Tel: 01738 828268

Trinity House Maritime Museum, Edinburgh.

An elegant Georgian house containing nautical memorabilia connected with the history of Leith and the trade which came in and out of the ports. Built in 1816 by Thomas Brown on the site of the medieval mariners' hospital, it is the home of the Incorporation of Shipowners and Shipmasters, an organisation dating back to the 14th century.

www.trinityhouseleith.org.uk

Tel: 0131 554 3289



Argyll's Lodging



Bonawe Iron Furnace



New Abbey Corn Mill



Stanley Mills



Trinity House Maritime Museum



Other resources

Books

Historic Scotland *Investigating the Ironwork of Stornoway* 2010

This resource for teachers explores Stornoway's unusual heritage of cast ironwork and demonstrates how a scheme of learning can develop from focusing on just one feature of a townscape. Downloadable from the Historic Scotland website.

Historic Scotland *Spotlight on Scotland's Cinemas* 2008.

This free booklet is an engaging account of Scotland's historic cinemas, some of which survive to this day. Downloadable from www.historic-scotland.gov.uk/cinemas.pdf

Historic Scotland *Scotland's Shops* 2010

This publication explains the history of the design of shops in Scotland and provides a technical background to the materials used in their construction and advice on their conservation. Also includes a gazetteer of retail buildings around Scotland. Available from Historic Scotland, price £15.

Historic Scotland *Inform Guides*

These booklets provide information and images relating to the conservation issues of a range of historic built environments. *Traditional Shopfronts*, *Boundary Ironwork*, *External Timber Doors*, *Sash and Case Windows* may be of particular interest. Downloadable from www.historic-scotland.gov.uk

Moses Jenkins (ed.) *Building Scotland: Celebrating Scotland's traditional building materials* Historic Scotland 2010

This beautifully illustrated book explores the materials used to construct our built heritage.

Lindsay Ann Lennie *The Historic Shopfronts of Perth* Perth and Kinross Heritage Trust 2008

This book focuses on Perth, but provides a useful way of looking at the shop fronts in any Scottish town.

Donald J Withrington *Going to School NMS* 1997

A useful history of schooling in Scotland.

General websites

www.scran.ac.uk

This vast digital source of images relating to Scotland may have images of your local environment in the past.

www.rcahms.gov.uk

A huge archive of images of buildings from all across Scotland, both historical and more recent. There may be material relating to your school building here.

<http://ssa.nls.uk>

The Scottish Screen Archive holds archive films from all over Scotland, many of which can be viewed on the website. Search for your area on the database.

www.scotlandpeople.gov.uk

The official Scottish genealogy resource, this includes access to census records up to 1901, helpful if you're researching your local street in the past.

www.placebookscotland.co.uk

An online project to record places which individuals consider special in Scotland. Users are encouraged to upload images, text and audio to explain what makes a place special to them.

www.livingstreets.org.uk/scotland

Living Streets is the national charity working to improve the street environment for pedestrians across the UK.

www.scottisharchitects.org.uk

Database of all architects known to have worked in Scotland during the period 1840–1980.

www.engagingplaces.org.uk/home

A resource to support learning and teaching through buildings and places. Though it focuses on the English National Curriculum, it includes a wealth of ideas, resources and links to support teachers using the built environment as a stimulus for learning, whether in England or Scotland.



www.english-heritage.org.uk/protecting/save-our-streets

Information on a campaign by English Heritage to reduce 'clutter' on streets. Includes a useful street audit sheet.

www.english-heritage.org.uk/publications/known-your-place-teaching-ideas-for-schools-adopt-monuments/knownyourplacemonuments.pdf

Suggestions on using a monument as a focus for learning, and information about the Schools Adopt Monument scheme. Includes audit sheets for what learners might see around them.

www.english-heritage.org.uk/publications/our-high-street-citizenship-and-historic-environment/highstcitizenship.pdf

Case studies showing how classes used their local historic environment to deliver aspects of the curriculum.

www.imagineschooldesign.org

This website highlights innovative and imaginative school designs from around the world.

<http://maps.google.co.uk>

Download and print maps of your area. Streetview (www.google.co.uk/help/maps/streetview/) allows you to look at images of streets in most parts of the UK.

Local area websites

Aberdeen City Heritage Trust
www.aberdeenheritage.org.uk

Dundee Historic Environment Trust
www.dhet.org.uk

Edinburgh World Heritage Trust
www.ewht.org.uk

Glasgow City Heritage Trust
www.glasgowheritage.org.uk

Inverness City Heritage Trust
www.heritage-inverness.org

Perth and Kinross Heritage Trust
www.pkht.org.uk

Stirling City Heritage Trust
www.stirlingcityheritagetrust.org

More specific websites

www.postalheritage.org.uk

Learning material relating to postal services and the impact of the growth in communication.

<http://ssa.nls.uk/film.cfm?fid=5515>

A short film clip showing workmen removing gas lamp fittings from the streets in the 1960s to replace them with electric lighting.

www.milestonesociety.co.uk

This website lists milestones to be found in Scotland, together with maps and photographs.

www.cis-streetfurniture.co.uk

The website of a company that produces street furniture, mostly cast iron. It includes background information and images of different designs of street furniture and information about how these are manufactured.

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