

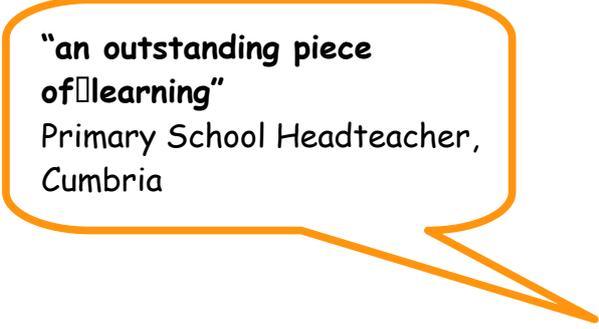


Campaign! Make an Impact

Hadrian's Wall Resource

Roy Lawson
May 2011

Introduction



“an outstanding piece
of learning”
Primary School Headteacher,
Cumbria

Welcome to the Hadrian's Wall World Heritage Site resource for Campaign! Make an Impact

Over the last year sites and children from schools from across the 'Frontiers of the Roman Empire World Heritage Site' OR 'Hadrian's Wall Country' have been working hard to change things, investigating Hadrian's Wall and the Romans and developing their response to citizenship issues in the 21st Century.

Campaign! Make an Impact is an innovative, creative and cross curricular approach that uses the past to inspire children and young people in to Active Citizenship. Having being developed in pilot projects across the country it is now being rolled out nationally by the British Library

The aim of this resource/website is:

- to be used on the web – hence the live links to supporting web resources. All the links worked in May 2011.
- to provide Teachers with the knowledge and some of the resources to run a Campaign! Make an Impact project in their school.
- to provide case studies of work already done. It draws upon projects from both phases of work during 2010 and 2011.

The British Library has created an excellent website to support this work, it has videos, guides, resources and case studies from across the country. This resources draws extensively on the website. All the links were live in May 2011 and the British Library has committed to maintaining the website site for the foreseeable future.

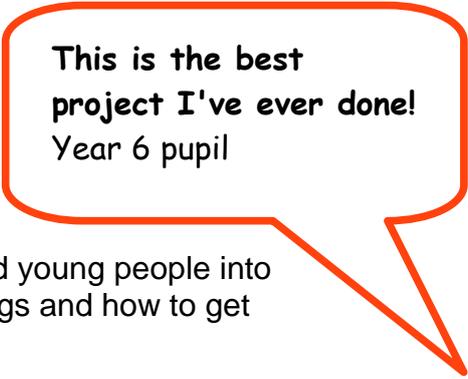
The Resource is divided into the following sections, have a look around,
(the links on the 'left' take you to.....)

1. WHAT and WHY – explaining what Campaign! Make an Impact is and why it works with the Frontiers of the Roman Empire World Heritage Site.
2. HOW to run a Campaign! Make and Impact project with your school.
3. Resources and Case Studies – resources that we and the British Library have developed, where to find out, case studies and who to contact for help and information about other projects in the region.

Hadrian's Wall and the Frontiers of the Roman Empire World Heritage Site.

In 1985 Hadrian's Wall and some of the forts and other sites on the Solway Coast and to the North and South of the line of the Wall were inscribed on the UNESCO list of World Heritage Sites. Twenty years later, in 2005, parts of the German frontier of the Roman Empire were added to the World Heritage Site and the name changed to the 'Frontiers of the Roman Empire', the first World Heritage Site to include sites in different countries.

What is Campaign! Make an Impact



This is the best project I've ever done!
Year 6 pupil

Campaign! Make an Impact is an innovative, cross-curricular approach that uses the past to inspire children and young people into Active Citizenship. Children learn that they can change things and how to get their message across in creative ways.

The main Campaign! Make an Impact model works within the school context, using historical campaigns and museum collections as the impetus.

The British Library has an excellent supporting website, see

<http://www.bl.uk/campaign>

Links to specific parts of the Campaign Website can be found in the Resources section.

Campaign! Make an Impact projects fit with the National Curriculum, from Key Stage 2 upwards and fits with GCSE Citizenship. The campaign process and the campaigns themselves fit into the Every Child Matters agendas and have close links with Personal, Learning and Thinking skill (PTLS) and with Social Emotional Aspects of Learning (SEAL). [LINK to 2]

The programme uses a 3 step model

Step 1 – Looking at the Past: Encouraging schools and local museums work together to explore museum collections and classroom resources to help young people understand that people changed things in the past.

Step 2 – Make Yourself Heard: Investigation of how people in the past got their message across and comparing these methods to modern day campaigning and media techniques.

Step 3 – Run Your Campaign: Choose, plan and help the children run their campaign, developing their skills and enabling and inspiring them into campaigning about issues that affect them today. They can get involved as active citizens within their own communities.

For more detail see The introductory leaflet at <http://www.bl.uk/learning/resources/pdf/campaignbookletfinal.pdf> and the Quick Guide at <http://www.bl.uk/learning/r>

The aim is not to radicalise children, but to give them a voice and help them to develop the skills to get their message across.

The model was developed through pilots by the British Library in partnership with Hull Museums, Harewood House, Thackray Medical Museum and the Holocaust Survivor's Friendship Association.

It is now a national programme with projects being run all over the country.

See Find a Partner

<http://www.bl.uk/learning/citizenship/campaign/teachers/find/findpartner.html>

2. Why do Campaign! Make Impact

an

...enabled the children to campaign to change themselves and where they live...feedback to MLA

"It's doing my job for me"
KS3 Teacher, Cumbria

Above all the programme is extremely flexible and enables the children to find a voice, making the past relevant to today

When asked 'Has the project changed your mind about anything?', one Year 4 child answered

"Yes it has. First I thought eating unhealthy stuff was good but when I heard about this bad stuff I changed"

A powerful outcome from a project that began with a study of Roman Life in Carlisle.

The programme gives the children control of how they will run their campaign, enabling them to engage in real issues and deliver real outcomes.

Curriculum Links:

The programme is linked to the curriculum and can be delivered at Key Stage 2, key stage 3 and GCSE. Find out how at

<http://www.bl.uk/learning/citizenship/campaign/teachers/why/curriculum/curriculumlinks.html>

Empowering Young People:

Campaign! Make an Impact raise self esteem, confidence and creates a can do attitude. Read some of the thoughts of young people at

Variety and maturity
of ideas...
KS2 Teacher, North
Tyneside

<http://www.bl.uk/learning/citizenship/campaign/teachers/why/quotes/thoughtsoncmai.html>

Campaign! Helps young people to **explore their own communities**, **encourages active citizenship**, and **inspires an interest in History**, see how at

<http://www.bl.uk/learning/citizenship/campaign/teachers/why/whyrun.html>

The model is extremely flexible and can bring a range of curriculum subjects at Key Stages 2-4 including:

- History
- Citizenship
- ICT
- English
- Drama
- Art
- Enterprise Education
- Personal Learning and Thinking Skills

It can be used to approach a variety of topics and issues:

- Every Child Matters
- 'Pupil Voice'

- Extended Services
- Cross curricular/ enhanced curriculum days
- SEAL
- Transitions
- Working with the local community
- School Councils
- Working on whole school issues

3. *WHY use the Frontiers of the Roman Empire WHS?*

History is full of examples of people trying to change their own world and of things that could have been changed.

...illustrates a significant stage in human history.
UNESCO inscription

The fact that large parts of Hadrian's Wall still exist today is thanks to those who have campaigned for its preservation. In the mid 1700's a road was built from Newcastle to Carlisle, in some places on top of Hadrian's Wall using the Wall's foundations. This began to make people think the Wall should be preserved. In the 1870's a local solicitor, Robert Blair began a campaign to excavate and preserve the Roman Fort in South Shields, in danger of being built upon.

By the 1940's quarrying on the section of the wall near Haltwhistle was threatening to destroy forever large sections of whin sill and Hadrian's Wall. A campaign in the Press prevented the quarries from being extended

The Campaign! Make an Impact model can be used on the World Heritage site in two main ways

1. Starting with a historical campaign and moving on to contemporary citizenship. There are a number of Historical Campaigns that can provide source material.
2. Looking at significant historical events to discuss citizenship issues, using campaigning as a way to change things today. The Roman invasion of the North of England and the subsequent building of Hadrian's Wall and the Roman Occupation provide plenty of evidence for investigating the citizenship issues of the times.

1. **Starting with a Historical Campaign – South Shields**

Our projects used the 1870's campaign to excavate and preserve Arbeia Roman Fort in South Shields as one source. (LINK to Grid in How to section and Case Study). The children investigated the Roman Fort in South Shields and discovered how people knew it was there and what was going to happen to the fields it was buried under. The Town Council wanted to build new modern housing for the people of South Shields. There had been a number of outbreaks of disease, including cholera. Some local people felt that the site should be excavated before it was lost forever under the houses and ran a campaign to persuade the Town Council. We looked at some of the documents and learned how the campaign was fought, and then compared it to modern campaigns. The children

discovered that people in the past had changed things, which helped them run their own campaigns.

This approach uses the materials from a campaign in the past and will work with any age from Key Stage 2 upwards and there are other campaigns that could be used.

2. Looking at the History and examining the Citizenship issues – Roman Archaeology

Other schools particularly in Cumbria looked at what the archaeology can tell about Life in Roman Times (LINK to Grid in How to section and Case Study)

Key Stage 2 looked at general questions 'What was life like in Hadrian's Wall World Heritage Site in the time of the Roman?' They looked for the issues that would affect people. For example

- Both Romans and Britons kept slaves.
- There were people from all over the Roman Empire living and working here.
- There is evidence for many different religions.
- Were there differences between Roman Citizens and non Citizens, and how you could become a citizen.

We discussed whether these issues are relevant today and do they affect us. How could we change things? This led on to the children choosing their own campaigns on issues important to them.

Key Stage 3 and GCSE could take a more specific direction – 'What evidence is there for religious freedom in Roman times?' And 'How tolerant were they of other religions?'

Regional Support Network.

There is a Regional Champion, Julie Gannon-Gowland, based at Woodhorn and a growing regional network that meets regularly, usually termly. Contact Julie for more information and events in the North East,

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