

## **Case Study: Buildwas Primary Academy, Buildwas**

### **Background**

Buildwas Academy is a small rural school set in a traditional Victorian building with 51 pupils on roll split into one Key Stage 1 and one Key Stage 2 class. The Heritage Schools project reported on below involved the Key Stage 2 class which has pupils in Year 3, 4, 5 and 6.

This has been the first year that the school and teacher has been involved in a Heritage Schools project, prior to this another Primary in the multi-academy chain has been involved in doing projects for the last couple of years.

Prior to developing their own project the teacher attended a twilight training session hosted at another local school put on by Historic England's Local Heritage Education Manager (LHEM).

“He gave loads of ideas how a project could be implemented at our school”

Following the training session the LHEM did a school visit to look at the area and provide some guidance on the historical buildings and resources that could be used to create a local study. This helped the class teacher develop a scheme of work, with the pupils doing their local study in the autumn term of 2017.

“He put lots of resources together for us, he was incredibly helpful, gave me lots of advice on how to start of the project ... I wouldn't have known really where to start [doing a local study]”

### **Key Stage 2 class heritage project**

The project involved a local study of the small village with a focus on history and geography. Underpinning the study was a desire for the pupils to know more about the place they live in.

“We wanted to build up some links with the local community, we found out things that people who work in the school and live in the local village did not know. In part it was to get out into the local community and get the children more interested in their local area”

The initial challenge was the lack of obvious resource material; with Ironbridge located nearby there were plenty of school-based resources to study that site but nothing the teacher could source on Buildwas village itself.

“No one has done an awful lot on Buildwas local study wise before”

The initial guidance and training from the LHEM was key in getting the project started. Being shown how to effectively use resources with pupils such as Ancestry.co.uk, being provided with historic maps of the local area over time so pupils were able to do lots of comparisons between now and then, and being given ideas how to start a local study enquiry gave the teacher a number of useful approaches to use and build on.

“The training that Martin [LHEM] did he showed us how to use it [Ancestry] because I wouldn’t have had much idea how to use it otherwise but actually it is quite easy to use. We learnt a lot from it”

Based on guidance from the LHEM the starting point for the local study was a visit to the local churchyard with pupils looking for families who were significant in the local area; the project then built from there with pupils going on to use a variety of resources they had never used before including ancestry.co.uk, Kelly’s Directory and old school log books to find out more about these families.

Following his visit to the school and village the LHEM gave the teacher various pointers rather than answers as to which families to look out for in the churchyard. One of the main families the pupils looked at provided an unexpected outcome.



Wednesday 6/11/2019  
 to use different sources of information to find out about the past.  
 BUILDWAS CHURCH GRAVES

**THE DAVIES FAMILY**

1. How many graves can you find that contain members of the Davies family?  
*five graves found*

2. List the names of the individual members of the family who are buried in the churchyard. Add their dates of death and their ages, if you can find them.

NAME	BORN	DIED	AGE
Joseph	- 1861	- age 79	
Alice	- 1912	- age 44	
Joseph	- 1907	- age 3	
Alice Elizabeth	- 1900	- age 8	
William Howard	- 1947	- age 83	

3. Are there any clues about what sort of work the Davies family did, or how wealthy they were?  
*Some lived at Park Farm near they farmers?*

**THE MOSELEY FAMILY**

4. Can you find a group of graves belonging to the Moseley family?  
*eight graves found yes we did*

5. How many individual Moseley graves can you find?  
*eight graves found*

6. List the names of the individual members of the family who are buried in the churchyard. Add their dates of death and their ages, if you can find them.

NAME	BORN	DIED	AGE
Eduyn Francis	- 23.6.1879	- 24.3.43	
Walter Michael	- 25.1.1905	- 26.11.45	
Mrs. Mary Herbert	- 7.1.38		
Herbert Richard	- 12.12.75		
Ruth Ella	- 29.9.76	- 18.8.27	
Henry John	- 1879	- age 32	
Mary	- 27.8.40	- 20.9.08	
Laura	- died 20.4.1900		
Elizabeth	- 3.10.07	- 8.12.92	

7. Do you think that the Moseleys were a poor family? Explain your answer.  
*No, they lived in the buildwas abbey. Buildwas abbey was expensive to buy.*

“We found out that the Moseley family were significant, that they use to live at Buildwas Abbey, we did more research and found out that his initials WM [Walter Moseley] are actually above the school door on the old Victorian building with the date. People who have worked in this school for 23 years did not know whose initials they were and we found out through research on Ancestry, on websites and by getting in touch with the Shropshire Archives to find out more about him and found he had had the school built. The children were whooping when we said we know who the WM is now because nobody knew”

Another line of investigation following the churchyard visit was why George Sankey had a 'normal' grave rather than the usual one WWI soldiers had. The pupils found out a lot about him and his family on Ancestry.co.uk, made enquirers and got the answer back from the Commonwealth War Graves Commission that his family did not want him to have the usual soldiers' gravestone.

The local study ended up exploring significant local people, local buildings, the construction and closure of the railways, changes in the village over time and testing a historical hypothesis that most local men in Victorian times worked on the land. Pupils had to use a variety of primary sources and evidence to inform their investigations. Examples of their investigation work are shown below.

Tuesday 21 November.

LO: Use sources of evidence to test a hypothesis about the past

- I can use a website to find out about the jobs people did in Buildwas in 1911

Search for: William Watts who lived at Buildwas, Shropshire. Use the navigation arrow to go left or right to each family in the village.

Test this hypothesis:

In 1911, most men worked on farms in Buildwas.

NAME	AGE	OCCUPATION (JOB)
William Howard Davies	48	Farmer
George Shaw	39	Farmer
Henry Thomas	59	Forester
Thomas Ehipps	60	Retired Signaller
Charles Henry Viner	43	Railway Porter
John Thomas Richards	40	Laborer
John Hewell	50	Engine Driver
William Bedoe	26	Laborer
William Tough	43	Domestic Butler
Charles Hewell	46	Gamekeeper
Harold W.A.F. Chritchton	44	Lt Col 3rd Btn KOS Bandman
Walter Peachey	32	Coachman Domestic
Edmund Butler	52	Gardener Domestic
Edmund Francis Butler	22	Railwayman Porter
William Rhodes	52	Estate Laborer
Herbert Rhodes	26	Estate Laborer
Richard Hollins	53	Laborer
Harry Hollins	23	Laborer
Harry Woodhouse	29	Laborer

Lots of names. 😊

Now what do you think? Use your evidence to support your ideas.

Most people weren't Farmers because there are 19 people on this list and only 2 of them are farmers.

## Buildwas Railway

Buildwas railway station was important and very busy. The station opened on the 1<sup>st</sup> February 1862. The area was Shropshire.

The station served the Severn valley and the Wellington to Craven Arms railway. In the year of 1923, the area was controlled by two signal boxes also, there was a double track across the Albert Edward bridge towards Lightmoor junctions, they were replaced with a signal box. The station had three platforms.

Sadly, we no longer have a railway due to Mr. Beeching. The railway closed on the 9<sup>th</sup> of September 1963. Following closure, the station was demolished to make way for the Ironbridge power station. The power station is no longer used.

Great information and lovely presentation.

(HP)

6.12.17

LO: Describe changes that have happened in the locality of the school throughout history.

Success Criteria	Teacher:	Me:
I can use the old school logbooks and diaries to find out about our school in the past	✓	
I can compare school in the past and what it is like now	✓	

Independent  Teacher  Teaching Assistant  Group  Partner

My comment: (e.g. I am proud of... I can now... I found it hard to... My next steps are...)

Teacher comment/Gap Comment:

Great use of the old diaries.  
Many changes over the years!

Wednesday 6<sup>th</sup> December 2017

- There was glip doors between class 3-Holly and class-4 oak.
- There was a paper store underneath the guillotine.
- Both classes opened the doors when they had to share an assembly.
- They used to have above 70 pupils.
- They had desks instead of tables.
- They had a black board.
- They had a black board monitor
- They had a computer suite.
- The postman used to disrupt the lessons.
- The hall was used for a classroom.
- The hall has been used for a library aswell
- There used to be a cooker in the hall.

1877

- They used to do sewing and needle work everyday
- They only had 10 minutes of break.
- They had lots of visitors.
- They had to do marching and singing for 15 minutes
- They were not allowed to chat.
- you had to sit in rows.
- They used to get hid by the cane if they don't do what they were told.

All the local study work culminated in the pupils putting together an exhibition in the local church which included a 3D model of the village, written work, art work and the findings from their historical investigations. The exhibition was open for 5 days and attracted a lot of locals from the village.



### Impacts of the heritage project

The project resulting in considerably more cross-curricular work than had been initially envisaged, going beyond history and geographic map work to include art and a range of different types of written work.

Using the local area as stimulus meant the history work itself was more engaging, with pupils having a deeper interest in the topic, gaining a greater historical understanding and using more advanced historical skills than would otherwise have been the case.

*“It was really beneficial, it means more to the children, they can be out there and see it so it is meaningful to them, [the project] was really worthwhile”*

The project clearly motivated pupils to produce some high quality work.

*“You can tell, if they are interested in something they work so hard at it but they enjoyed it so much ... they did some super-duper work”*

Being the first time they had undertaken a Heritage Schools project the teacher was surprised how large a project came out of an initial visit to the local churchyard. Doing a project in a different way to how they typically introduce and deliver work in the classroom itself has provided unexpected but useful learning.

*“They [pupils] picked up the same as I did that there are so many different starting points and ways of looking at things”*

The teacher felt, given all the cross-curricular areas they covered, that the time spent doing the project was time well spent.

*“The children loved it; we got so much out of it. We put quite a lot into it but they got a huge amount out of it, they learnt all the historical research skills, they learnt geographical skills, computer skills, we were writing, they did loads of art, we put on a little exhibition so they learnt a huge range of skills, it was really well worth it”*

The project has developed or enhanced a sense of local pride and belonging.

*“Definitely did, once they were finding out all these things they were sharing them with members of their family and they were really excited about finding out new information ... it has made them really proud, they enjoyed putting on their exhibition and telling people about the area”*

Having done a single Heritage Schools project the teacher has already become a very enthusiastic advocate promoting the project to other teachers. They are already planning another local heritage study for the next academic year, this time exploring areas that came to light but that they didn't have time to cover in this project.

*“It's a fantastic thing to do and you can get so much out of it, it's more meaningful [a local history study] and gets the children interested”*

## Summary

This project provides a good example of what a school (even a small one with different year groups in the same class) can achieve when teachers are given access to a small amount of training, some useful resources and a range of ideas how to approach teaching a local history study.

The initial training and guidance from the LHEM proved very helpful to the teacher who then went on to develop an engaging scheme of work for her pupils.

The role of the LHEM can be critical in helping initiate and facilitate the start of the project.

*“I was so grateful for his advice and resources, the starting points as much as anything. I probably would have ended up doing it in a far more laborious boring way, wouldn't have known where to go for information, to go to the church to look round as a starting point wouldn't have entered my head. I would have struggled probably. Once I had the advice where to start off it all came together, it would have been a lot more difficult without his help”*

By doing a local history study the pupils have acquired historical and geographic skills, along with covering other aspects of the curriculum in a more engaging way than would otherwise have been the case.

The project provided many memorable moments but when choosing just a single mental image to sum up the project the one the teacher selected reflects how Heritage Schools can provide unexpected results and a tangible outcome from the pupils' hard work and investigations.

*“When the children all ran to the window in the classroom and pointed to the initials above the school door when they found out it was Walter Moseley who had the school built; they were so excited to find that out because they did really feel like little detectives and that stands out for me”*

This Case Study was produced by Qa Research, an independent full-service social and market research agency commissioned by Historic England to evaluate their Heritage Schools Programme.