

## **Case Study: Claremont Primary School, Moss Side, Manchester**

### **Background**

Claremont Primary is a larger than average-sized primary school in Moss Side, with 41 languages spoken in the school. 2017/18 is the second year in which the school has taken part in Heritage Schools. In 2016/17, the History Co-ordinator took part in a Heritage Schools CPD workshop about the Peterloo Massacre (the 200<sup>th</sup> anniversary will take place in 2019). The workshop was held at the People's History Museum, and the school subsequently visited the museum to pilot some of the new Peterloo learning resources which the museum was creating.

This year, one of the Year 5 teachers, who is not a History specialist, attended two Heritage Schools workshops about suffrage in Manchester, marking the 100<sup>th</sup> anniversary of women's suffrage. The Heritage Schools Local Heritage Education Manager (LHEM) invited primary and secondary schools to attend the workshops, with the intended outcome that the schools would create artworks and literacy work for an exhibition at Manchester Central Library about the suffrage movement in Manchester. At one of the workshops there was a presentation about the Manchester suffragist Margaret Ashton, who had also been instrumental in improving healthcare for working class women, as well as the suffragette Emmeline Pankhurst who was born in Moss Side. This knowledge enabled pupils to learn about both the suffragettes and the suffragists from a local perspective, rather than just studying the subject from a national perspective.

The teacher also attended the Heritage Schools' Map Pack CPD training, on how to use historic maps and how to plan and lead a local heritage walk. The teacher has shared this training with the other teachers in the school so they can use the resources too, which they plan to do in future years.

The teachers had found the workshops and CPD training very useful, both for gaining knowledge from Historic England, museum and library staff and for the opportunity to share ideas with teachers from other schools. This led to teachers from Claremont Primary, St James Primary and Heald Place Primary deciding to organise a joint suffrage march for their pupils in Alexandra Park, which had been a venue for suffrage marches.

### **Year 5 heritage project**

#### ***The Peterloo Massacre***

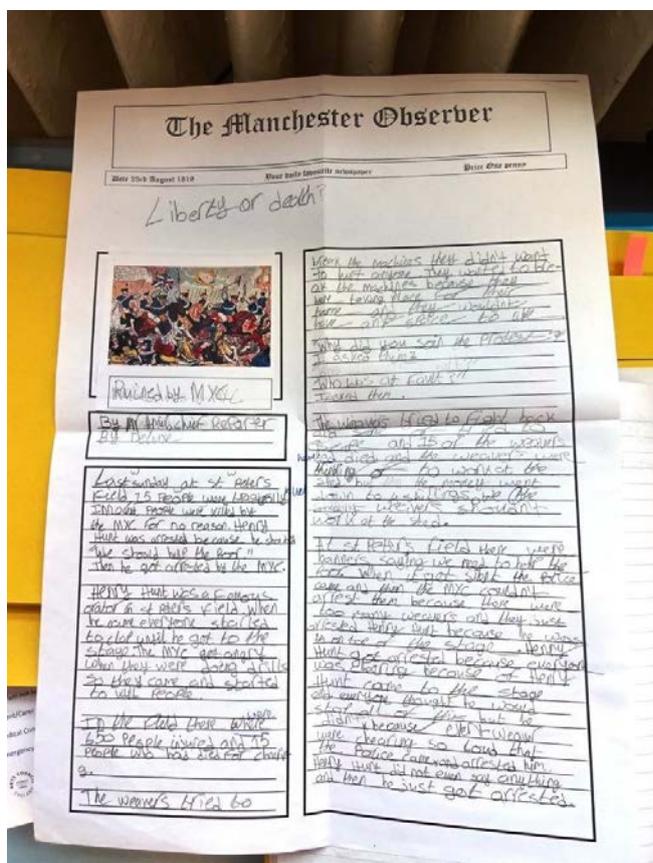
The current Year 5 class learned about the Peterloo Massacre in the autumn term, using resources from the CPD session and also working in school with a drama practitioner. All year groups within the school have worked with drama practitioners for several years, but now as a result of the Heritage Schools CPD, the teachers are upskilled to use a wider range of historical sources such as newspapers and maps to widen the pupils' learning. The teachers now know more about where to find historical documents (both originals in libraries and archives, and online), and how best to use them with the pupils, such as using maps to locate where the Peterloo Massacre had taken place and comparing them with present-day maps. Last year's Year 5 class visited the site of the Peterloo Massacre (now Peter Street and surroundings) when they studied this topic, although this year's class did not.



Peterloo Massacre displays in the school hall

The pupils created artworks (as in the photographs above) based on maps and documents of the period which they had studied.

The Peterloo project has focused on Literacy through the pupils writing diaries, recounts and newspaper articles. The teacher considered that the writing of many of the pupils had improved because their use of primary and secondary sources of evidence had increased their understanding and given them inspiration.



## The Suffrage Movement

In the spring term, the class studied the suffrage movement, using resources from the Heritage Schools training and having one session in school with another drama practitioner. As well as Literacy, the suffrage project has had an art focus: the pupils created a bust of Emmeline Pankhurst, which was exhibited at the Central Library alongside work from other schools which had taken part in the Heritage Schools CPD workshops. The pupils would not have had the opportunity to exhibit their work in the library if Claremont Primary had not taken part in the Heritage Schools training.

The suffrage march at Alexandra Park, held with St James and Heald Green primary schools, helped the pupils to understand what it was like to take part in a political march. It was featured on the local ITV news: <http://www.itv.com/news/granada/update/2018-02-21/the-playground-protectors-bring-history-to-life/>. Claremont Primary would not have planned the march if they had not met the other schools at the Heritage Schools CPD event.

*“Being part of Heritage Schools gives us the opportunity to meet other History Co-ordinators and to work with other schools. The march was more successful and more like the real thing doing it with other schools. We wouldn’t have got the attention of the press if there had only been one school” (Teacher)*



“Suffrage in Manchester”, Manchester Central Library

## Pupils' opinions

During the evaluation visit, the pupils talked enthusiastically about what they had learned about the Peterloo Massacre and the suffrage movement in Manchester, and about the drama, suffrage march and art work which they had done. They were asked whether or not they enjoyed learning about the history of Manchester. 20 said that they did, and four said they were not sure. No-one said that they did not enjoy it.

*"I enjoyed it because I get to learn what events happened in Manchester a long time ago. I also get to learn who was involved in the events"*

*"That it has happened nearby from where we are right now, it has happened in Manchester, a very long time ago and St Peter's Field is still here, there is a big difference"*

One pupil had made a strong connection with people from the past:

*"I'm not sure [if I enjoyed it] because history is about people from a long time ago and I feel like they're already here and it's scary"*

The pupils were asked to write or draw what they thought about Manchester, now that they had learned about Peterloo and the suffrage movement:

*"I think Manchester is a great place because so much events happened like Peterloo and suffragettes. I think it's an important place to live because many events happened here. Adding to that, it's a much safer place it is. There used to be people fighting over liberty and war, but now it's turned into a better place"*

*"I think Manchester is a good place apart from the time when Peterloo happened because people who are innocent got killed when they didn't do anything and they were in their best clothes and 15 people died and over 600 got injured apart from that I think Manchester is a good place"*

*"I think that Manchester is still a good city with lots of history. Also both women and men must vote at the same age"*

The Heritage Schools approach has given the pupils a greater depth of understanding, not only about facts but about people's behaviour:

*"People can jump to conclusions and sometimes they do not think before they act" [the magistrates, police and soldiers at Peterloo]*

*"Suffragettes would risk their lives for the cause they believed in"*

## Impacts on pupils

The responses from the pupils indicate that almost all of them had enjoyed learning about local history because it helped them understand more about the place where they live and about people who lived there in the past. In class discussion during the evaluation visit, they were keen to talk about what they had learned and give reasons for their opinions.

The teachers said that the pupils were very enthusiastic about both the heritage projects and were still talking about them several months afterwards. A summer term science project involved creating a container for an egg, so that it could be dropped without breaking, and one group called theirs "The Ghost of Emmeline Pankhurst" and decorated it with the suffragette colours of purple, green and white.

The teachers considered that studying the Peterloo massacre and the suffrage movement in chronological order had helped the pupils to understand the development of human rights. They also thought that the pupils are now more aware of their own rights (e.g. UNICEF Rights of the Child and voting in elections, which they have learned about in school), how important it is that everyone has equal rights, and that the pupils have a better understanding of British values.

The school studies the International Primary Curriculum where learning is based around topics rather than subjects. The teacher said the Heritage Schools approach to the Peterloo massacre and the suffrage movement has given the pupils a better understanding of what history is.

### **Impacts on teachers**

The training provided about the Peterloo Massacre and the suffrage movement has been beneficial for the non-History specialist and for the History Co-ordinator. It has provided the teachers with different resources and different ideas for teaching the topics, focusing on local history. The History Co-ordinator said that she found the information about the events which had happened in the local area, the local people involved (such as Margaret Ashton), and where to find relevant documents and resources (such as the archives held at Manchester Central Library) was particularly helpful.

The Heritage Schools resources have been used to teach other subjects. The maps have been used for a Science project about environmental change; the maps show how Moss Side has become built up and how the location of green spaces has changed over time. Year 5 are starting a project about Baghdad, so they can use their map skills to learn about a distant place as well as a local one. The Year 5 teacher is planning to do a local heritage walk, based on the Heritage Schools training, with her class in the next academic year.

### **Impacts on the school as a whole**

All the teachers now have access to the resources on the Heritage Schools Learning Platform, such as historic maps and photographs of the local area, and ideas for using them in teaching which they plan to do in the next academic year and beyond.

The school would like to undertake some Heritage Schools CPD to help them create a project to mark the centenary of the end of World War I. This can be linked to the existing War Memorials resources.

The suffrage march coverage on television, and the display of the pupils' art works at the Central Library, has helped to raise the profile of the school.

### **Summary**

Through using resources attained from the Heritage Schools CPD, pupils learnt about the Peterloo massacre in depth, as well as the local suffragist Margaret Ashton, and the bombing of Alexandra Park. Their study of the suffrage movement may have been limited to learning about suffragists and suffragettes active elsewhere in the country, rather than finding out about people who had a key role in their locality. They were very enthusiastic and could remember a many facts about their heritage projects several months after they took place. Using maps and documents developed their skills in historical research and in writing. The focus on these two history projects has increased their understanding of what history is, when their learning is usually topic-based rather than subject-based. It has also increased their understanding of the importance of human rights.

By taking part in the Heritage Schools project organised by the LHEM which involved other schools in Manchester, the pupils could take part in the suffrage march (which was televised) and have their work exhibited in the Central Library, bringing their work to public view. This gave them a chance to meet people whom they would not have done otherwise and develop their social skills.

The teachers are already using the Heritage Schools resources and skills for subjects other than history (for example, science and geography) and they plan to continue to use them in future years by developing a heritage walk around the local area and a War Memorial project to mark the centenary of the end of World War I.

Thus Heritage Schools has had a long-lasting impact on the pupils, the teachers and the school as a whole.

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.