



ENGLISH HERITAGE

New Uses for Old Churches

CITIZENSHIP AND THE HISTORIC ENVIRONMENT

ABOUT THIS BOOKLET

This booklet demonstrates how teachers and pupils can explore issues about the conservation of their local historic environment to address the National Curriculum requirements for the teaching of citizenship. It contains three case studies showing how primary schools around Ipswich, Suffolk used the issue of redundant churches as the focus for a cross-curricular approach to citizenship. An outline scheme of work provides a model for teachers wishing to undertake a similar project and there is a list of useful resources and contacts at the end of the booklet.

Redundant churches

There are many redundant churches across the country, some standing on their own in the countryside, the only remainder of a medieval village; others in the centre of towns and cities, no longer in residential areas but now in the midst of shops and offices. Like all redundant buildings they can soon fall into disrepair.

Churches become redundant when they are no longer needed as places of worship. There are many reasons for this including dwindling congregations and high running costs. Often it is more practical for two parishes to join together, so needing one church instead of two. A parish can ask for its church to be made redundant. If the Diocese and the Church Commissioners, on advice from the Redundant Churches Advisory Board, agree, the church is deconsecrated and enters a three-year 'use seeking' period while its future is considered. At the end of



Pupils investigating the redundant church of St Lawrence, Ipswich.

this period there are five possible outcomes:

- the church may be used for worship by a different denomination
- it may be put to an appropriate use for example as offices, a museum or library, a craft centre or for residential or general community use
- it may be preserved as a public monument in which case it may go into the care of the Churches Conservation Trust, a national body which looks after churches of particular architectural merit, or a similar local group
- it may be retained by the Diocesan Board of Finance for other purposes

- it may be demolished, though if it is protected as a listed building then a public enquiry about its future will be held.

If the church is to be put to a new use and is architecturally significant it will need very careful conversion. If it is of outstanding interest and is classified as a Grade 1 or 2* listed building then there will be consultation with a range of interested bodies, including English Heritage, before a decision is made by the local council. In order to protect the original fabric, structures erected inside the building are usually self-supporting and key features such as fonts and screens retained. Any changes to the building should be reversible.

IPSWICH HISTORIC CHURCHES CITIZENSHIP PROJECT

The aim of this project was to use the topical issue of seven redundant churches in Ipswich town centre as a stimulus for work in citizenship. This was achieved by involving pupils in a real life problem concerning their built environment. What should happen to these church buildings? In order to address this problem, pupils had to research the buildings and the local area collecting and analysing information. They had to consider and discuss issues relating to the conservation of historic buildings, regeneration in Ipswich and the needs of local people. They had the opportunity to find out about different bodies involved with the churches, such as Ipswich Borough Council, the Ipswich Historic Churches Trust (a voluntary body) and English Heritage, and different rules relating to the re-use of redundant churches. The project culminated in an exhibition of pupils' work in a shopping centre in Ipswich. This was an important part of the project as it enabled pupils to share their ideas with a wider audience, to raise awareness of the redundant churches and to canvas local opinion through feedback forms. Councillors and representatives of other interested organisations were invited to a launch of the exhibition.

Background

When the project took place during 2001 there were many regeneration schemes underway in Ipswich town centre including improved shopping areas and the regeneration of the docks area with new paving, housing and offices. In the middle of all this, within one square mile, were seven redundant churches:

- Church of St Stephen - which had already been successfully converted into the Tourist Information Centre, and provided pupils with an example of what could be done

- Church of St Lawrence - in the middle of a pedestrian shopping area with narrow pathways on either side

- Church of St Clements - on the edge of the town centre and near the college of Higher Education

- Churches of St Peter and St Mary Quay - on traffic islands between the main commercial centre and the docks

- Church of St Nicholas - next to the Diocesan Office and could be used by them in the future

- Church of St Michael - only recently made redundant but already vandalised and used by squatters.

St Mary Quay was already in the care of the national Churches Conservation Trust. Five of the other churches were in the care of the Ipswich Historic Churches Trust, a local group.

Preparation for the project

The project was co-ordinated by the regional Education Officer for English Heritage and the Conservation Officer for Ipswich Borough Council. To prepare for the project a teacher from each of the participating schools took part in a two-day teacher placement, supported by the Suffolk Education Business Partnership Teacher Placement Service. On the first day teachers were given background information on the redundant churches including a list of key players and their responsibilities. They visited the churches with the Conservation Officer and recorded information about their architecture and locality through written notes, photographs and digital images. They also examined available documentary resources, including maps of Ipswich town centre dating from the medieval period to the present day, aerial photographs, engravings of the churches from the medieval and Victorian periods, ground plans, elevation drawings and leaflets explaining the history and architecture of the churches. The Ipswich Historic Churches Trust and the council Planning Services provided these resources.

On the second day teachers worked with ArchEd, an organisation that specialises in architecture in education projects, to explore ways in which pupils could communicate their ideas for re-using the churches. These included artwork, photography, ICT and model making. The Education Officer then provided the teachers with a framework for planning the project and they wrote their own schemes of work based on the capabilities of their pupils.

Three case studies showing how the project worked in practice are described in this booklet. These include the work of pupils from Key Stage 1, Key Stage 2 and an Area Special Class. An outline Scheme of Work based on the original framework plus ideas from the teachers is on pages 4 and 5.



The project culminated in an exhibition of pupils' work in a shopping centre in Ipswich.

CASE STUDY I: EYKE CEVC PRIMARY SCHOOL, EYKE, SUFFOLK. A CLASS OF YEAR I PUPILS.

Context: Prior to the project pupils had been working on a geography project looking at the school grounds. This had involved looking at plans and aerial views as well as thinking about how the grounds could be improved. For their RE work on 'Special Places', pupils had visited their local church and had looked at typical features.

Preparation: To introduce the project, the teacher followed on from a visit to their local church to brainstorm with pupils reasons why a church might become redundant. She then explained that the class was going to visit two redundant churches in Ipswich, one that had been re-used, St Stephen's now the Tourist Information Centre, and another that was derelict, St Lawrence.

The visit: On the day of the visit pupils went first to St Stephen's. They worked in groups to look at the surviving features of the church and the temporary nature of new structures such as the display shelves and counters. They also discussed the ambience of the building, in terms of light and warmth, and described their likes and dislikes. The adult with each group acted as scribe to record thoughts and pupils also did some sketching. Adult helpers had been briefed separately at the start of the day.

Pupils then repeated this activity in St Lawrence's in order to make a comparison and were surprised by its dilapidated condition. They recorded materials, patterns, window design and features through sketching, and measured the length and width of the building. Each group made a survey of part of the street to assess the use of other buildings. The teacher then introduced the idea of re-using the church in the same way that St Stephen's had been re-used, and pupils brainstormed initial ideas on site.



Pupils made a survey of the buildings around St Lawrence's.

Follow-up work: Back at school pupils wrote sentences and drew pictures to show their ideas. The teacher then collated individual ideas under six headings:

dance hall
sports hall
swimming pool
fast food/ice-cream parlour
hostel for the homeless
play area for children with baby facility.

Pupils were then split into six groups to work on these themes. They brainstormed questions that they might ask potential users such as 'Would you like help finding a job?', for the hostel for the homeless, and 'What sort of refreshments would you like?', for the dance hall.

Each group then made a design board using pictures cut from magazines to show what would be included in their design. Some pupils also used images from Clipart. They then made a plan to show how their design would fit the space in the church. They did this by working on an enlarged copy of the floor plan of the church and arranging and then sticking on shapes in different coloured paper to represent features such as tables and chairs.

Next, pupils worked from their plans to create models of the new-look church. First they selected appropriate materials and then, working on a new copy of the floor plan backed with foam board, they stuck on pictures and models of features, such as serving counters and swimming pool. Figures from Playmobile were used to populate the models. Pupils were then given walls made from foam board. Some models were totally enclosed thus making an aerial view and some were open to give a side view. Walls in the side view models were decorated in keeping with the overall design.

At each stage of their work pupils completed structured sentences, which combined to form a piece of extended writing. As an extension activity some pupils evaluated their work including their model.

Evaluation: The teacher felt that the project had not only covered work in citizenship and design and technology, but also supported work in literacy and numeracy and encouraged pupils to work co-operatively in groups.



Pupils' model of the Church of St Lawrence as a play centre.

Citizenship links:

recognise likes and dislikes
share opinions and explain views
take part in discussions
realise that people have needs
identify what improves and harms their environment.

OUTLINE SCHEME OF WORK FOR IPSWICH HISTORIC CHURCHES PROJECT

KEY QUESTION: What should happen to redundant churches?

Learning Objectives	Teaching Activities	Learning Outcomes	Curriculum links
<p>To learn about the features that make up a church building</p> <p>(Pupils will need this preparation work in order to think about features that need to be preserved)</p>	<p>Preparation Visit a working church: Brainstorm what you expect to see in a church, look for these features during your visit, record features not on the list and label Take photos of features for pupils to find Or: Watch the video <i>How Parish Churches Evolved</i> (see page 8) and produce a glossary of key features</p>	<p>To recognise the features common to churches, such as altar, pulpit, font and to know the names of these</p> <p>To understand that the form, including shape and features, of a church is related to its function</p>	<p>Citizenship: The church as a community building</p> <p>RE: emphasise that these are Christian churches and that there are many other religions with their own places of worship such as mosques, temples and synagogues</p> <p>History</p>
<p>To explore why some churches become redundant and the issues and problems that arise from this</p> <p>To think about whether historic churches should be preserved and if they can be re-used</p>	<p>Visit a redundant church First impressions of a redundant church Explain the term redundant and brainstorm reasons why a church might become redundant Discuss what happens to buildings when they are left empty - vandalism, deterioration Discuss what should happen to these buildings - demolish or re-use?</p>	<p>To understand what the phrase 'redundant church' means</p> <p>To recognise that there are different reasons why a church might become redundant</p> <p>To express and justify opinions relating to the conservation and/or re-use of church buildings</p>	<p>Citizenship: Discuss a topical issue Consider a dilemma - demolish or re-use, when re-use may be more difficult and costly than a new building Recognise what improves and harms the built environment</p> <p>History/Geography (follow-up): Compare old and modern maps to see if changes around the church could have affected its use</p> <p>English</p>
<p>To collect information on church buildings and their locality to inform ideas about possible re-use</p>	<p>Brainstorm initial ideas for re-using the church Collect as much information as possible about the church so that pupils can think of the best way to re-use it: Record colours, materials, patterns, shapes and features through sketches and photographs Look at the shape and the space, measure the length and width of the church, use a helium balloon on a ball of string to measure the height Make a survey of the surrounding buildings, accessibility of the site and transport links</p>	<p>To research, collect and present information</p> <p>To record from first hand observation important features</p> <p>To choose suitable methods for measuring a large building and recording work</p>	<p>Citizenship: Research a topical issue Collect and analyse information</p> <p>Maths Art Geography</p>

<p>To look at how a church can be converted for re-use whilst protecting the original fabric and key features</p>	<p>You could use photographs) Look at the temporary nature of structures Discuss how well the structures fit in with the church building</p>	<p>church structures must be self-supporting and changes reversible</p>	<p>Citizenship: Research a topical issue Express likes and dislikes Recognise what harms and improves the built environment</p>
<p>To learn about the different bodies involved in looking after the churches</p>	<p>On site or at school Invite people involved with redundant churches - council conservation or planning officer, local churches trust or national Churches Conservation Trust, English Heritage - to talk about their roles and responsibilities</p>	<p>To understand that there are different bodies with different responsibilities towards redundant churches</p>	<p>Design & Technology Citizenship: Meet and talk with people Find out about a range of jobs Learn that there are rules and laws relating to what can happen to historic buildings Realise that resources can be allocated in different ways and that this affects the built environment</p>
<p>To generate ideas for the re-use of the churches and to test these ideas</p> <p>To ensure that ideas are sympathetic to the materials, patterns and colours already in the building</p>	<p>Follow-up work Bearing in mind the information collected, suggest ideas for re-using the site that will suit its location, shape and space and that will protect the building and features Brainstorm potential users of the buildings and discuss whether pupils' ideas will meet their needs Consider the feasibility and sustainability of ideas Test ideas with another class, parents or by devising a survey that could be used with local people</p>	<p>To generate ideas and to think about the needs of users</p> <p>To choose a final idea that shows that pupils have thought about constraints and alternatives</p>	<p>Citizenship: Express opinions Look at alternatives, make decisions and explain choices Recognise the needs of others Seek advice from experts - local conservation or planning officer, local architect</p> <p>Design & Technology</p>
<p>To develop and communicate ideas</p>	<p>Develop and present ideas through drawings, collage, models, writing, photos, ICT Evaluate work and comment on each others proposals If possible put on a public exhibition of work</p>	<p>To develop an idea and explain it clearly</p> <p>To communicate ideas in different ways for appropriate audiences</p> <p>To raise awareness with a wider audience</p>	<p>Citizenship: To share ideas and opinions</p> <p>Art & Design Design & Technology English Information and Communication Technology</p>
<p>Key Skills: Communication, application of number, information technology, working with others, improving own learning and performance, problem solving and thinking skills, including information-processing skills, reasoning skills, enquiry skills, creative thinking skills and evaluation skills.</p>			

**CASE STUDY 2:
CLIFF LANE CP SCHOOL, ASC, IPSWICH, SUFFOLK. AN AREA SPECIAL CLASS OF YEAR
4/5 PUPILS, THE MAJORITY OF PUPILS HAVE DYSLEXIA.**

Context: Pupils took part in this project as an extension of their history work on Victorians, which included a town trail in Ipswich.

Preparation: The teacher began by posing the questions ‘What is a church?’ and ‘Why are there so many redundant churches in Ipswich?’ Pupils used pictures to discuss similarities and differences between church buildings, and to identify key features. The teacher prepared text on the history of the churches, which was used during literacy hour to help build up new vocabulary, and a sheet to help pupils identify window designs from different periods. Pupils then found the churches on medieval, Victorian and modern maps of Ipswich and looked at how the town had expanded out from the centre leaving the churches in a mainly commercial area.

The visit: Pupils visited St Clements, St Lawrence’s and St Stephen’s churches. They collected information about the immediate environment such as roads, the use of buildings and the amount of space and greenery. Pupils later presented their findings through colour-coded plans. They considered the information about the position of the church, its environment and potential users when suggesting ideas for re-use. For example pupils felt that St Clements, which is in an open space with plenty of grass and trees, could be used as a lunchtime café for local businesses, residents and students from the nearby college.

Pupils compared the three churches by taking photos of materials, windows, doors and other features which they later presented as a chart. They looked at shape and space and identified features that would need to be preserved and incorporated into new proposals. They also discussed issues such as access to the building and transport links. Inside St Stephen’s, pupils looked at the way that the church had been converted for use as a Tourist Information Centre. They discussed whether re-use was a good way of preserving the churches or whether they should be pulled down to make way for new buildings.

Follow-up: Back at school pupils worked on ideas for the re-use of the churches. For St Lawrence’s these included a bowling alley (to make the most of the long narrow shape), a climbing wall and trampolining club (to use the height), a dance studio (with dance floors on different levels) and a play area where parents could leave their children while they went shopping. To test how sustainable their ideas would be pupils thought about potential user groups in the town such as teenagers and older people, discussed their particular needs and made a for and against list for their ideas.

Pupils then worked individually using various methods to communicate their ideas. These included paintings, large shapes of a side view of a church with pictures from catalogues arranged inside, often showing various activities on different floor levels, and models of

proposed features such as the climbing wall, bowling alley and a trampoline. They also designed modern clip-on stained glass windows that could go over the plain ones in St Clements.

Evaluation: The teacher felt that the project had encouraged pupils to really look at their environment and to think about relevant issues. She believes that a long-term benefit of the project is that it will encourage awareness and respect for the environment.



Pop-up model of St Clements, using a copy of a Victorian engraving and showing the area around the church.

Citizenship links:
 research, discuss and debate topical issues
 be aware of rules (relating to the re-use of historic church buildings)
 know that there are different kinds of responsibilities in the community
 reflect on issues using imagination to understand people’s experiences
 resolve differences by looking at alternatives, making decisions and explaining choices
 realise that economic choices affect individuals and the environment.

Club for Brownies/Beavers etc at St Clements	
<p>For Parking Easy access Open space inside and out Not too much to change</p>	<p>Against Busy Road Are there enough young people around here?</p>

CASE STUDY 3: COLNEIS JUNIOR SCHOOL, FELIXSTOWE, SUFFOLK. THREE YEAR 5 CLASSES.

Context: Pupils took part in this project as part of their RE work on different types of churches and work in geography, on comparing the two settlements of Felixstowe and Ipswich. During this work they followed an historic buildings trail around Ipswich town centre, available from the Tourist Information Centre. This trail was extended to include the redundant churches of St Stephen and St Lawrence.

Preparation: Pupils started by thinking about what they would expect to find in a church. Using their own experience of visiting a working church in Year 4, plus a leaflet and video about a parish church (see page 8), they made a glossary of features common to churches. They then discussed ideas around why a church might become redundant thinking about changes in society and buildings over time.

The visit: Pupils visited St Stephen's to see how a redundant church building had been converted and re-used. They then visited St Lawrence's and explored the building looking at spaces and interesting features and making notes and sketches. The teacher introduced the challenge of asking pupils to find a new use for this church and pupils brainstormed initial ideas. These included a music school (to make the most of the acoustics), a museum about the churches in Ipswich, a health and beauty centre, a library, a video and play station shop and an ice rink.

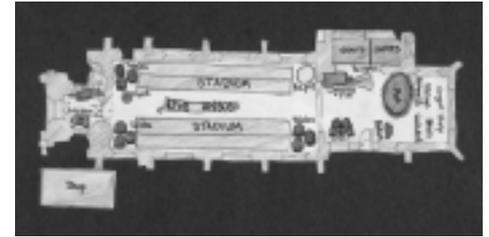
Follow-up work: Back at school pupils worked on initial ideas as rough plans and/or side views. They thought about the available indoor and outdoor space, the possibility of different levels and facilities that would be needed in a public building. Some pupils also considered the possible dual use of the site for example as a meeting place for older people during the day and a disco for young people at night.

Pupils then presented ideas in a variety of ways including plans, either their own or drawn onto outlines provided, annotated pictures of individual features and pieces of extended writing. The writing included details of layout and practicalities such as lighting and toilets, as well as how some new uses such as the library would operate. Some pupils also made lists of changes that would be needed, maintenance such as cleaning work to be done and new features that would need to be installed. Others used ICT to produce posters advertising the new use. Pupils' work was displayed around the classroom.

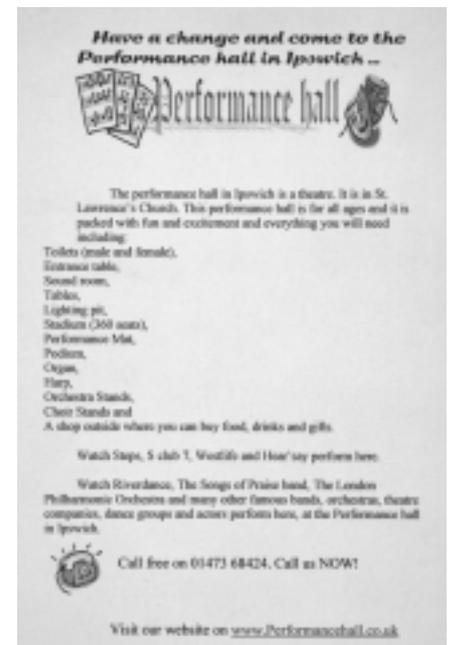
Evaluation: The teacher hopes to repeat the project next year. He would like to link up with a firm of local architects, perhaps through the Suffolk Education Business Partnership, so that pupils can evaluate designs with a specialist, and talk through issues such as building restrictions, cost-effectiveness of designs and sustainability. Pupils could also look at the technology used by architects and produce overlays of ideas that can be put on a ground plan to help build up the best design.

The teacher felt that the pupils had found the project interesting. They enjoyed going behind the scenes into buildings that are usually locked up, and it fired their imaginations. The fact that the project was about a 'real life issue' helped to keep them focussed on the task and they felt

that their opinions were valued. They enjoyed the challenge of creating something and the freedom to follow their own ideas.



Plan for the re-use of St Lawrence's as a performance hall.



Poster to advertise the new performance hall.



Collecting information inside St Lawrence's.

Citizenship links:

research, discuss and debate topical issues
 be aware of rules (relating to the re-use of historic church buildings)
 know that there are different kinds of responsibilities in the community
 reflect on issues using imagination to understand people's experiences
 resolve differences by looking at alternatives, making decisions and explaining choices
 realise that economic choices affect individuals and the environment.

MAKING A VISIT

For information about redundant churches in your area contact your local council conservation officer, The Churches Conservation Trust (see National Organisations below) or your local churches trust if there is one. If you wish to visit with your class you will need to make arrangements in advance. Make sure you speak to the appropriate organisation or owner. You should also make a preliminary planning visit to the church to prepare activities, take any photographs that you need and to arrange practicalities.

Checklist for planning your visit

Safety: Buildings that are not open to the public may not meet usual health and safety standards. You should contact your LEA to check on insurance, adult/pupil ratio for supervision and risk assessments. Walk round the site with your local contact to identify any hazards.

Maximum numbers: Decide how many pupils can safely be accommodated on the site at any one time.

Access: If you have pupils who are wheelchair users or who have mobility problems check how well they will be able to access the site.

Drop off point: If you are travelling by coach ask where the coach can drop pupils off and collect them.

Toilets: Sites may not have toilet facilities, check where the nearest public toilets are.

Lunch: If you are going to be away from school over lunchtime, locate a suitable place to eat packed lunches. Remember to take a mobile phone and basic first aid kit. For more information English Heritage produces a free guide *Making Successful Site Visits* available from the regional office.

Briefing helpers

If possible, brief helpers before you set off. They should be aware of the aims of the trip and the specific activities to be undertaken so that they can keep pupils on task. They should also be aware of any health and safety issues.

USEFUL RESOURCES

Local contacts

Library: will help you to find documentary sources, such as maps, and may know of other useful local contacts such as local church trusts.

Archives Department: will be able to help with original documents. Not all areas have their own archives department so you may need to contact your County Record Office.

Church Records: a working church may still hold these so it is worth asking the vicar. Otherwise contact the archives office.

Conservation Officer: many local councils have a conservation officer who can advise on issues and schemes relating to the historic environment.

Planning Authority: will help with information on the past and present plans for the area. They may be able to provide maps and other relevant information like past development plans.

National Organisations

Churches Conservation Trust: looks after parish churches of particular interest that are no longer used for regular worship. Contact: Tina Cockett, Education Officer, 89 Fleet Street, London EC4Y 1DH Tel: 020 7583 4809

Books

Morris R, Corbishley M, *Churches, Cathedrals and Chapels*, English Heritage 1996, ISBN 1-85074-447-5
Primary History, English Heritage 1999, ISBN 1-85074-650-8

Video

How Parish Churches Evolved - explores developing architectural styles, English Heritage 1997, 21 minutes.

Poster

The English Parish Church - traces the architectural development of parish churches, English Heritage 1995, full colour.

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