

Route to the Hills Learning Resource

Creating an exhibition



Theme Overview

Theme six - Creating an exhibition

The Route to the Hills project team would like young people to design an exhibition to tell the story of heritage in the town.

Curriculum Links

English

Pupils should acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading writing and spoken language.

Use discussion in order to learn. They should be able to elaborate and explain clearly the understanding and ideas.

History

Pupils should know and understand the history of the place where they live as a coherent, chronological narrative and know how people's lives have shaped this locality.

Understand the methods of historical inquiry including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past can be constructed.

Geography

Pupils should develop a contextual knowledge of the place where they live and be able to define physical and human characteristics.

Pupils should communicate geographical information in a variety of ways, including through maps and writing at length.

Thinking about Exhibitions

Historical displays in Malvern

Malvern Museum is small but children could visit with family or carers to look at how the museum displays objects or tells stories. Which other buildings might be good places to visit for inspiration on displays?

Malvern Museum, as part of the Route to the hills, has created several loan boxes available for hire on various historical topics (see museum website for details). These can be used to help pupils understand how objects can tell stories. They may choose to use the objects in the boxes to form a display or they may create a heritage display based on items that pupils either bring in or create themselves based on their growing knowledge of Malvern's history.



Malvern Museum in the Priory Gatehouse

The rules

The items in the loan boxes are there to be handled. However, it is important to establish the rules for handling objects. All of the objects are special and may be valuable. Ask pupils to set the rules for handling the items they select for their exhibition. Encourage them to think about having clean hands, holding objects with two hands, holding objects over a table. If the pupils set the rules they are more likely to stick to them.

It is also important to check all items against the list at the start and end of each session. Again, pupils can be given responsibility for this with supervision.

T6 C1) Working with objects

Invite pupils to select one object from the loan box, draw it or take pictures and explore different aspects of their object. Support young people to make a painting, sculpture, a piece of music, a documentary or other piece of artwork in response to their object.

Young people can sit in a circle with an object at the centre, draw the object from one angle and then move around clockwise, taking the next person's seat and redrawing the object from a new angle.

Select their own favourite object, not disclosing their choice to others, and then in pairs take turns to describe their object in five words and ask their partner to guess what it is. If their partner can't guess suggest changing the words they use to describe the object.

Place objects from the loan box individually in 'feely bags'. Ask young people to use their hands to explore the objects and write notes about the shape, texture and what it reminds them of. Get them to think about a name for their object, these can be literal or imaginary if they want. Use the words that they come up with to create poems about their objects.

T6 C2) Creating an arts and heritage pop-up exhibition

Choose an object from the loan box. Ask pupils to imagine this object could tell all its secrets. Who has owned it? Who has touched it? Where has it been? What adventures has it been on? Help them to write a short cartoon story about their chosen object's adventures.

Selecting objects to display

- Is there an object or theme that interests them that might make the subject of a wider display?
- What do they find interesting about stories?

- What might they choose to use to tell the stories they have chosen about Malvern?
- Could they ask family and friends to bring in objects that could be used to tell their stories?

Invite pupils to create a pop up exhibition about an aspect of Malvern that interests them. They may choose to investigate one of the following themes:

- Inspiration all around us
- Creative Malvern
- The Water Cure
- Natural Malvern
- Scientific Malvern.

The background information in the five themed sections of these resources provides good starting points.

First of all, ask pupils when they might have seen an exhibition, at a museum, festival or event. What can they remember about the exhibition. What was good? What could have been better? Was it designed for children or adults?

There are lots of things to think about when creating an exhibition. Invite children to make suggestions of key things to think about. The list they develop should include:

- The subject of the exhibition
- Venue
- Objects and how they are displayed
- Labels
- Colour schemes
- Logos
- How stories are told
- How much information is on labels (no more than ten words)
- How much information is on panels giving information (100 to 200 words)
- How easy or difficult is it to read the panels (size of text/font)
- What else might be happening in museums or exhibitions when people are trying to read panels?

Pupils now need to make decisions. In small groups invite them to discuss:

- A theme for their exhibition
- Where to hold the exhibition
- Which stories to tell and how to tell the stories

- Which objects to include
- Which art forms work well to tell stories? (Photography, story-telling, creative writing, labels, drama, dressing up boxes, letters, cartoons, interactives, computer screens?)

Creating a display

People visiting museums or exhibitions will spend 3 seconds in front of something they find a little interesting, 30 seconds in front of something they find interesting and 3 minutes in front of something that fully engages them. It takes an adult a minute to read 200 words so pupils need to think very carefully about how they use words either on labels or panels.

Pop up exhibition

Finally ask pupils to create a pop-up exhibition about their objects (or school) telling their story of creating an exhibition at the museum.

To create their exhibition each child can:

- Create a piece of artwork
- Work on how items will be displayed (plinths, boards, cabinets)
- Write labels or text, act as a guide and share the exhibition with other children in the school.

The children could also ask parents, carers, grandparents and friends to contribute to the exhibition with objects or by sharing stories from the community.

When children are happy with their exhibition, they can invite other classes or parents to view it. They should then think about how to advertise their event, how to welcome people and how to share their stories through guides.

They may also choose to evaluate their exhibition by gathering feedback from visitors.

Interpretation board template

Title: 7 words

Subtitle: 10 words

Main text: 30 to 60 words

Image caption: max 16 words

Nuggets of info: 20 words

Example of an interpretation board

British Camp

SO 763403
Postcode WR13 6DW
Lat 52.0613 Long -2.3470



British Camp from hot air balloon

Hillforts and Castles

Up on the hill high above you lie the remains of an Iron Age hillfort, one of the most iconic and well-known features of the Malvern Hills.

The complex earthworks of British Camp, also named the Herefordshire Beacon, were constructed between 700BC and 200BC. These original earthworks can still be seen today in the form of a series of large grassy banks and deep ditches that give the upper hillslopes a distinctive 'stepped' profile.

Within the fortified monument, there is evidence of around 100 platforms which mark the site of small dwellings and working areas. Archaeologists suspect that the altitude and exposure to wind and rain on top of the hill would have meant that the camp was not permanently inhabited. People would have made seasonal visits in the summer months and on special occasions.

A thousand years after the hillfort was abandoned, a small, wooden, medieval castle was built on the very top of the existing Iron Age earthworks. It was built between 1100-1400AD but very little is known about its purpose.

The top has far reaching views across the Severn Plain and toward Wales – take a look and imagine what the people of the past may have seen from here.



Survey plan of British Camp © Royal Commission on the Historic Monuments of England (1932)

Wildlife

Much of the Malvern Hills and surrounding commons are registered Common Land meaning that local people with commoners' rights can graze their livestock here.

Today a local grazier tends to over one hundred sheep that range over these Hills.

The combination of thin soils along the Malvern Hills' ridgeline and a long history of grazing has resulted in a diverse mix of specialist habitats and species.

The mixture of acid grassland and heath of the Malvern Hills, including on British Camp, are so important that they are designated as a Site of Special Scientific Interest. They are home to a range of wildlife including rare and declining UK species including meadow pipits, waxcap fungi and a wealth of invertebrates.

Scrubland birds including whitethroats and stonechats can be found amongst the bracken and gorse on the lower slopes. Adders also slither through the bracken of the lower slopes.



Meadow pipit © Carl Day

Caring for our history

British Camp is a Scheduled Monument, and is nationally protected for future generations.

Sheep grazing is essential to keep the grassland in good condition and help to keep trees from growing on the monument. Tree roots can cause damage to the archaeology beneath the surface and also obscure the archaeology from view.

We take care to balance the conservation needs of the archaeology, wildlife and habitats with open access recreation by visitors.

We work closely with Historic England who advise us on conservation and repair.

Please help us care for the Hillfort

You can help to look after this special site by keeping your dog on a lead near livestock and by picking up and binning your dog's poo.

Cyclists are welcome on the bridleway along the main path to the stone cairn, but cycling on the monument is not permitted to protect the archaeology.

There is no further cycling access past the stone cairn but if you wish to have a longer ride on the Hills, please take a look at the map on the other side of this board, visit our website, or check OS Explorer map 150 for the bridleways north of this point.

As a charity, we are grateful for your support and are grateful for any kind donations towards the conservation of the Malvern Hills.

www.justgiving.com/malvernhillstrust

Malvern Hills Trust, Manor House, George Road, Malvern, Worcestershire, WR13 3EY
Malvern Hills Trust is the working name of the Malvern Hills Conservation, Registered Charity no. 515486.

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P2 Photo of Malvern Museum