

## 5.16 Project: Schools Education SCED

### 5.16.1 Introduction

For the Partnership to enhance its opportunities of achieving Scheme sustainability it must work with the next generation of heritage landscape custodians. For this reason a dedicated Landscape Education and Interpretation Officer will be recruited who will oversee the development and implementation of both formal and informal education, curriculum links and lifelong learning. This post will be based at the new BWHC and will help to develop the teaching and interpretive resources of this 'state of the art' facility. A minibus, with disabled access, will be procured and used to transport pupils and students into the landscape for field work.

By utilising the significant intellectual and physical assets that already exist in the heritage landscape, which include:

- The pre-industrial landscape
- Evidence of early farming
- The transition period (dual-economy)
- Large scale mineral exploitation
- Industry
- Transport systems
- Management of water
- Settlements
- Stewardship (commons and wildlife)

this Project will significantly widen the scope of the WHCs role and encourage the exploration of more aspects of the heritage landscape.

There are two elements to this Project which will be developed and delivered:

- **Schools Explorer Programme** The central aims are to encourage young people to explore the landscape on their doorstep and gain a new view of the world around them; and to help develop the *Landscape Guardians* of the future.
- **Dramatic Landscapes Project** will be designed to complement and add value to the Forgotten Landscapes Explorer Programme. Its main aim is to provide a platform and a voice for young people to tell the world what they think about the 'forgotten' landscapes on their doorstep.

#### Primary learning objectives

After visiting the 'Forgotten Landscapes' school pupils will come to understand that:

- The unique nature of the underlying geology was the reason why people came to the area and exploited the natural resources they found there.
- There was a revolutionary change in society as people moved from an agrarian to an industrial economy.
- The combined forces of humans and nature created an equally revolutionary change in the landscape.
- After the revolution the new landscapes became forgotten, the forces of evolution returned.
- This project acts as a vehicle for creating the future guardians of these Forgotten Landscapes.

### 5.16.2 Links with other Programmes

	Implementation Programme		
	A	B	C
<b>SCED 1</b>	All GEO, ARC and BIO	PROD 2 PROD 3 EV 4 VOL 1 SCED 2	VMC 1 VMC 2 VMA 1 VMA 2 IOS 1 IOS 2 IOS 3 IM 1
<b>SCED 2</b>	All GEO, ARC and BIO	EV 4 SCED 2	IOS 2

### 5.16.3 Primary Aims and Outcomes

<b>Primary Aims</b>	<ul style="list-style-type: none"> <li>* To encourage young people to explore and understand the value of their heritage landscape</li> <li>* To help develop Landscape Guardians of the future.</li> <li>* To provide a platform and a voice for young people to tell the world what they think about the 'forgotten' landscapes on their doorstep.</li> </ul>
<b>Outcomes</b>	Improved perceptions of landscape quality and value
	Development of skills in guiding
	Development of skills in reading and interpreting the landscape
	Health and well being benefits

## Delivery Plans

# Forgotten Landscapes Project

## Landscape Conservation Action Plan

<b>Delivery Plan Title</b>	<b>Explorer Programme for Schools SCED 1</b>
<b>Budget Total</b>	<b>£47,000</b> (contingency 10%)
<b>Plan Description</b>	<p>The <b>Forgotten Landscapes Explorer Programme</b> is proposed as the main platform upon which educational activities for <b>schools</b> will be built.</p> <p>The features of the Programme are as follows:</p> <ul style="list-style-type: none"> <li>* A vision that puts the Forgotten Landscapes at the heart of an educational programme that ‘thinks global’ by celebrating <b>World Heritage</b> but ‘acts local’ by ensuring that young people in particular become familiar with, and come to understand, the <b>landscape on their doorstep</b>.</li> <li>* Identified links with the National Curriculum with a focus on supporting the delivery of the cross-cutting theme <b>Education for Sustainable Development and Global Citizenship</b>.</li> <li>* A strong emphasis on the development of opportunities for <b>experiential learning</b> in an outdoor environment and the practical application of knowledge gained.</li> <li>* The first 3 years the Programme will be targeted at a small number (up to 15) schools located in or near the FLP area.</li> <li>* The programme will be primarily designed to meet the needs of pupils studying at Key Stage 2, but opportunities will also be afforded to accommodate the needs of teachers and pupils at Key Stages 3 and 4.</li> <li>* For those pupils and teachers that participate, the Programme will be designed with ‘Access for All’ in mind - to meet the needs of all learners whatever their ability and preferred learning style.</li> <li>* A set of deliverable elements that builds on, and adds value to, existing local educational facilities and which puts the <b>St Peter’s World Heritage Centre in Blaenavon (WHC)</b> at the hub of the programme which includes: <ul style="list-style-type: none"> <li>- The creation of a series of five <b>Forgotten Landscapes Timezones</b> – ‘Outdoor classrooms’ designated at sites adjacent / near to existing educational facilities and capable of demonstrating different facets of the Forgotten Landscapes story.</li> <li>- The enhancement of the facilities for holding <b>Forgotten Landscapes Discovery Workshops</b> at the BWHC – highly interactive and fun activities that enable young people to get some sense of the value of the landscape on their doorstep.</li> <li>- The development of a coherent programme of <b>Forgotten Landscapes Explorer Walks and Talks</b> that serve to link the facilities and programmes of the existing schools education providers (BWHC, Big Pit, Blaenavon Ironworks and Brecon Beacons National Park) with designated FLP Timezones.</li> </ul> </li> <li>* The development of a flexible ‘menu’ of activities for participating schools which complements, and adds value to, the existing ‘Learning Box’ resources recently developed by Education Staff at the BWHC.</li> </ul>

# Forgotten Landscapes Project

## Landscape Conservation Action Plan

	<ul style="list-style-type: none"> <li>* The development and training of a team of <b>Landscape Explorer Guides</b> – comprising paid sessional workers, student teachers (on placement with the FLP team) and volunteers - that through the course of the programme become ‘accredited’ to lead walks guided walks for schools.</li> <li>* The institution of a Membership scheme in which each participating school becomes a <b>Forgotten Landscape Explorer School</b> with the added incentive of a <b>free</b> trial visit and <b>Forgotten Landscape Explorer Teachers’ Guide and Resource Pack</b></li> <li>* The programme will be developed by the FL Interpretation and Education Officer in close liaison with the BWHC Manager.</li> <li>* The Programme will be delivered for 6 months of the year - in the late Spring, Summer and early Autumn terms only (May – Oct)</li> </ul>
<b>Overall Aims</b>	<ul style="list-style-type: none"> <li>* To encourage young people to explore the landscape on their doorstep, to understand the value of their heritage landscape and gain a new view of the world around them.</li> <li>* To help develop <b>Landscape Guardians</b> of the future.</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>* To identify and designate a series of safe and accessible places from which young people can explore the Forgotten Landscapes for themselves.</li> <li>* To develop the educational provision at the Blaenavon World Heritage Centre (BWHC) add value to and complement the work of other existing education providers that operate in the FL area.</li> <li>* To build a team of people that can take the programme forward beyond the end of the HLF funded project.</li> </ul>
<b>Detailed proposals and specification</b>	<p>In this section the programme is broken down into its main constituent elements and these are described in greater detail.</p> <p><b>World Heritage - Education for Sustainable Development and Global Citizenship and exploring the ‘landscape on your doorstep’</b></p> <p>A clear opportunity exists to build on the fact that the Forgotten Landscapes are an integral part of a <b>UNESCO World Heritage Site</b>. However, in order to ‘think global but act local’ there is a pressing need to ensure that local young people (a key target audience) have the opportunity to become familiar with the landscapes on their doorstep.</p> <p>The <b>Forgotten Landscapes Explorer Programme for Schools</b> aims to do just this by helping to develop the <b>Landscape Guardians</b> of tomorrow. By this we mean that the programme will provide a platform for encouraging young people, especially those attending local schools, to explore (possibly for the first time) the landscapes that surround them. In doing so it is hoped that the experience will foster a sense of awe and an interest in exploring them further – with their school (on a subsequent visit) or independently with their family or friends.</p>

# Forgotten Landscapes Project

## Landscape Conservation Action Plan

	<p>The Programme will be deliberately designed to take each young person on a <b>four stage ‘journey of discovery’</b>:</p> <ol style="list-style-type: none"> <li>1. To help them walk / travel back in time and enable them to see the landscape as it might have been.</li> <li>2. To help them explore for themselves the landscape as it is today.</li> <li>3. To help them think about the landscape as it might be in the future.</li> <li>4. To encourage them to become the <b>Landscape Guardians</b> of tomorrow.</li> </ol> <p>Schools might be encouraged to participate in the programme through the promotion of links to the National Curriculum and most especially the ‘cross-cutting theme’ Education for Sustainable Development and Global Citizenship.</p> <p>Promotional literature might include strap-lines such as: ‘Explore the Forgotten Landscapes and rediscover your respect for our world’ or ‘Explore the world within your landscape’ and ‘The Forgotten Landscapes Scheme – Developing the Landscape Guardians of the future’</p>
	<p><b>Experiential learning</b></p> <p>Fundamental to the delivery of the Programme will be an emphasis on experiential learning. This means that wherever possible young people will be encouraged to discover the landscapes for themselves and undertake experimental rather than prescribed activities.</p> <p><b>St Peter’s World Heritage Centre in Blaenavon (WHC)</b></p> <p>The World Heritage Centre will act as the hub (base-camp) for the majority of school visits. Schools coming into the Centre will be welcomed by a <b>Landscape Explorer Guide</b> who will explain to them that they will be embarking on a journey to discover the Forgotten Landscapes. They will at this stage be encouraged to help ‘plan’ their route out into the landscape using a large-scale map (showing the location of the various FLP Time-zones). Each pupil will then be given a <b>Landscape Explorer Pack</b> containing the relevant equipment and resources for the study of that particular Timezone.</p> <p><b>Timezones</b></p> <p>The nature and scope of the Forgotten Landscape Time-zones are to be finally determined by the Interpretation and Education Officer, but taken together they will be places that meet each of the over-arching learning objectives and reflect the full ‘story’ of the Forgotten Landscapes (as well as being places that are fully accessible by a coach and / or mini-bus and places that have basic facilities nearby). The designation of Time-zones will also take account of the location of the promoted Primary and Secondary Gateways developed primarily for the benefit of visitors to the Forgotten Landscapes.</p> <p>The following sites are therefore put forward as candidate locations:</p> <ul style="list-style-type: none"> <li>* The <b>Clydach Gorge</b> from the Clydach South Car Park Picnic Site (FLP Secondary Gateway) – to discover the rocks and minerals and learn that geology rules!</li> </ul> <p><b>Learning objective:</b> Understand that the unique nature of the underlying geology was the reason why people came to the area and</p>

# Forgotten Landscapes Project

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	<p>exploited the natural resources they found there.</p> <ul style="list-style-type: none"> <li>* <b>Cefn Garn Yr Erw and Tir Abraham Harry</b> from Blaenavon Ironworks (FLP Primary Gateway) – to rediscover the forgotten farmhouses and to recall the lives of the people that lived in them.</li> </ul> <p><b>Learning objective:</b> Understand that there was a revolutionary change in society as people moved from an agrarian to an industrial economy.</p> <ul style="list-style-type: none"> <li>* <b>Garnddyrs Forge and Hill’s Tramroad</b> from Keeper’s Pond (FLP Secondary Gateway) – to discover the impact that the industrial revolution has had on the landscape.</li> </ul> <p><b>Learning objective:</b> The combined forces of humans and nature created an equally revolutionary change in the landscape.</p> <ul style="list-style-type: none"> <li>* <b>Coity Tip</b> from Big Pit (FLP Primary Gateway) to explore one of the key legacies of the industrial revolution – the tips(!) and to see at first hand the forces of nature returning.</li> </ul> <p><b>Learning objective:</b> The combined forces of humans and nature created an equally revolutionary change in the landscape.</p> <ul style="list-style-type: none"> <li>* <b>The Commons and Heather Moorland</b> from Keeper’s Pond (FLP Secondary Gateway) to experience the ‘landscape in the raw’ and to understand that even in this ‘wild’ environment there are people working to look after our heritage.</li> </ul> <p><b>Learning objective:</b> This project acts as a vehicle for creating the future guardians of these Forgotten Landscapes.</p>
	<p>Clearly there will be a need to assess each Time-zone site for health and safety purposes and to undertake a Risk Assessment in line with the National Assembly’s guidelines on ‘Out of Classroom Learning’.</p> <p>It is not the intention to physically intervene in any of the sites, but where there are existing plans to develop interpretation an opportunity exists to use this as the ‘gathering point’ prior to a short walk out and into the landscape being undertaken.</p> <p><b>Explorer Walks and Talks</b></p> <p>These can be tailored to suit the needs of individual schools but will be undertaken within the Time-zones described above and only where Risk Assessments have been completed. Each Explorer Walk and Talk will be led by a trained <b>Landscape Explorer Guide</b> who’s primary purpose will be to take the party ‘back in time’ to see the landscape as it might have been in that Time-zone’s ‘era’ and to introduce some ‘characters’ from that period along the way (following the concept of the ‘Story Host, Story Post and Story Ghost’ concept put forward by Red Kite in their Interpretive Plan for the BWHS)</p> <p><b>Discovery Workshops</b></p> <p>Wherever practical these should take place outside in the Time-zones (e.g. Foraging on the Common, looking after bees!) but, in inclement weather they might take place inside at the World Heritage Centre (e.g. analysing rocks and fossils) but they should be fun, interactive and primarily aimed at helping young people come to understand a little about what the landscape is like today and what it will take to conserve the Forgotten Landscapes for</p>

	<p>the benefit of future generations.</p> <p><b>Explorer School – Membership Scheme</b> This might be instituted to encourage local schools to visit each of the FLP Time-zones with a ‘passport’ that might be stamped. When a school has undertaken five visits to the FLP Time-zones and / or has visited each of the five Time-zones they will receive a free Teachers’ Resource self-guide pack.</p> <p><b>Landscape Explorer Guides</b> The training and development of a team of Guides is fundamental to the success of the Programme. It will be the responsibility of the Interpretation and Education Officer to identify the scope and nature of each FLP Time-zone and in doing so to write up ‘scripts’ for walks and talks. Once these have been trialled with school groups a series of training workshops will be held in which the FLP Interpretation and Education Officer disseminates their knowledge and experience to trainee guides that might include; student teachers, sessional workers and volunteers. A simple system of internal accreditation will need to be put in place and the FLP Interpretation and Education Officer should look into the feasibility of gaining external accreditation via AALA and attaining the newly instituted Quality Badge for out of classroom provision.</p> <p><b>N.B.</b> Two of the key FLP partner organisations (Big Pit and BBNPA) have extensive experience in this area and they should be consulted / commissioned to provide the support and guidance / training the FLP Interpretation and Education Officer may need.</p>
	<p><b>Teachers, Training and Resources</b> The first three years of the Programme will focus on putting in place the above-mentioned activities for local schools, trialling them and evaluating the results. Beyond the end of the HLF funding period, however, there will be a desire to encourage a wider range and number of schools to explore the FLP for themselves. In order to do this there will be a need to train teachers and provide them with the resource materials they need to further study the FLP area. A series of INSET training days is therefore proposed towards the end of the programme period and each teacher attending will be provided with a set of five ‘Resource Packs’ one for each of the Time-zones.</p> <p>These ‘Resource Packs’ will serve to introduce the opportunities for learning within each Time-zone and will have at their core a set of good quality maps and photographs. A feature of the ‘Packs’ will be that they are not prescriptive but will provide teachers with genuine resources linked to good ideas for explorative study. The five ‘Packs’ will come together to present a coherent overview of the FLP and links to other resources that are of relevance.</p> <p><b>N.B.</b> The way that the resources are designed should also be mirrored in the way that the existing interactive displays at the WHC are developed to include an FLP ‘layer’. There is an opportunity to provide a simple interface which highlights the location of the five time-zones via a digital map that can then be explored in time and space. This could also extend to the way in which the AV film is designed to tell the story of the Forgotten Landscapes from its geological past through to its future conservation.</p>

# Forgotten Landscapes Project

## Landscape Conservation Action Plan

<b>Beneficiaries / key audiences</b>	* School pupils, school teachers, trainee teachers, volunteers			
<b>Monitoring and Evaluation Criteria</b>	<b>Targets</b>			
	<b>Output / measure</b>	<b>Yr 1</b>	<b>Yr 2</b>	<b>Yr3</b>
	FL Timezones designated	2	3	
	FL Explorer Walks created	2	3	
	FL Discovery Workshops undertaken	5	10	15
	Explorer School Members (total number)	5	10	15
	Other school visits facilitated	5	10	15
	School pupils actively engaged	150	300	450
	Total school pupils benefitting	450	900	1,350
	Landscape Explorer Guides trained		5	10
	Teacher training (INSET) days undertaken			3
	Teachers trained			50
	FL Time-zone Teachers Resource 'Packs'			5
	<b>Integration</b>	<p><b>Links with other delivery plans</b></p> <p><b>Conservation and Climate Change</b></p> <ul style="list-style-type: none"> <li>• All GEO, ARC and BIO projects</li> </ul> <p><b>Visitor Management and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Ease of access to pre-visit information: VMC 1</li> <li>• Role of the World heritage Centre and principal gateways: VMC 1, VMC 2</li> </ul> <p>Access to the Forgotten Landscapes 'Timezones': VMA 1, VMA 2            Interpretation of the Forgotten Landscapes: IOS 1, IOS 2, IOS 3            Guided walks: IM 1</p> <p><b>Community Engagement and Education and Training</b></p> <p>Workshop activities: PROD 2, PROD 3            Participation in events: EV 4            Volunteer guide training: VOL 1            Dramatic Landscapes – Schools' Play and Exhibition: SCED 2</p>		
<b>Key stakeholders / consultees</b>	<p>The key stakeholders and consultees are those concerned with the development and delivery of schools' education programmes within the FLP area:</p> <ul style="list-style-type: none"> <li>* Local school teachers</li> <li>* Teacher advisors within TCBC</li> <li>* Existing education staff at BWHC, Big Pit, Blaenavon Ironworks and Brecon Beacons National Park</li> </ul>			

# Forgotten Landscapes Project Landscape Conservation Action Plan

<b>Risk appraisal</b>	<p>The implementation of this Delivery Plan is dependent on, and must take account of, the following risk factors:</p> <ul style="list-style-type: none"> <li>* Maintaining the highest standards of health and safety for schools at designated outdoor sites.</li> <li>* Ensuring there are sufficient trained Landscape Explorer Guides to take school parties at the end of the HLF funded project.</li> <li>* Meeting schools' needs and expectations.</li> </ul>																																																																																									
<b>Delivery roles and responsibilities</b>	<p>The Programme would be developed and delivered by the Forgotten Landscapes Interpretation and Education Officer in close liaison with the BWHC Manager.</p> <p>Key responsibilities include:</p> <ul style="list-style-type: none"> <li>* Researching and designating FLP Timezone sites</li> <li>* Organising FLP Discovery Workshops</li> <li>* Taking / facilitating others to lead FLP Explorer Walks and Talks</li> <li>* Promoting the programme to target schools</li> <li>* Working with key partner organisations</li> <li>* Developing teachers' resource materials</li> </ul> <p>One of the key success factors for the programme will be in successfully making a transition from being a 'hands-on' deliverer in the first two years of the programme to facilitating the delivery of FLP Explorer walks and talks via a team of trained FLP Explorer Guides in Years 2 and 3.</p> <p>The seconded Police Officer will be required to press home the message about illegal activities and the damage they cause in the heritage landscape</p>																																																																																									
<b>Implementation Programme (3 year timeframe)</b>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2" style="width: 40%;"></th> <th colspan="4">Year 1</th> <th colspan="2">Year 2</th> <th>Yr 3</th> <th>Yr 4 &amp; 5</th> </tr> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> <th>Q1 &amp; 2</th> <th>Q3 &amp; 4</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">Task / milestone</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="text-align: left;">Recruit Ed Officer</td> <td style="background-color: #cccccc;"></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="text-align: left;">Develop FLP Timezones</td> <td></td><td></td><td style="background-color: #cccccc;"></td><td style="background-color: #cccccc;"></td><td style="background-color: #cccccc;"></td><td></td><td></td><td></td> </tr> <tr> <td style="text-align: left;">Train Landscape Explorer Guides</td> <td></td><td></td><td></td><td style="background-color: #cccccc;"></td><td style="background-color: #cccccc;"></td><td style="background-color: #cccccc;"></td><td></td><td></td> </tr> <tr> <td style="text-align: left;">Promote programme to schools</td> <td></td><td></td><td></td><td style="background-color: #cccccc;"></td><td style="background-color: #cccccc;"></td><td style="background-color: #cccccc;"></td><td></td><td></td> </tr> <tr> <td style="text-align: left;">Deliver FL walks and talks / workshops</td> <td></td><td></td><td></td><td style="background-color: #cccccc;"></td><td style="background-color: #cccccc;"></td><td style="background-color: #cccccc;"></td><td style="background-color: #cccccc;"></td><td></td> </tr> <tr> <td style="text-align: left;">Design, develop and publish resources</td> <td></td><td></td><td></td><td></td><td></td><td style="background-color: #cccccc;"></td><td style="background-color: #cccccc;"></td><td></td> </tr> <tr> <td style="text-align: left;">Evaluate programme</td> <td></td><td></td><td></td><td></td><td></td><td></td><td style="background-color: #cccccc;"></td><td></td> </tr> </tbody> </table>		Year 1				Year 2		Yr 3	Yr 4 & 5	Q1	Q2	Q3	Q4	Q1 & 2	Q3 & 4			Task / milestone									Recruit Ed Officer									Develop FLP Timezones									Train Landscape Explorer Guides									Promote programme to schools									Deliver FL walks and talks / workshops									Design, develop and publish resources									Evaluate programme								
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# Forgotten Landscapes Project

## Landscape Conservation Action Plan

<b>Cost Plan</b>	<b>Total Costs: £47,000</b>			
	Breakdown table:			
	<b>Item</b>	<b>Detail</b>	<b>Per</b>	<b>Total</b>
	Timezone development	Physical works to designated FL Timezone sites x 5 (access improvement, seating, enhanced interpretation etc as required and over and above that provided for benefit of other visitors) provisional sum	£1,000 each site	£5,000
		Engagement of FL Partners (Cadw – Blaenavon Ironworks, National Museum Wales - Big Pit & Brecon Beacons National Park Authority) in helping to develop & deliver schools projects / activities at designated Timezone sites x 3 – provisional sum per site.	£2,500 each site	£7,500
		Additional support to Programme team from professional advisers with experience in education programme delivery x approx 25 days (to be used as required)	Circa £275 / day	£6,875
	Walk / talk & workshops	Sessional staff to support Education Officer x approx 60 days (includes time for training, development & delivery)	Circa £150 / day	£9,000
	Promotional literature	Leaflet / booklet (similar to the 'Learning Box' publication produced to promote the existing WHC Schools Programme) – provisional sum		£1,500
	Teacher / pupil resources	Creation of Landscape Explorer packs x 60 (hard costs associated with production of packs)	£50 each	£3,000
		Development of FLP Timezone Teacher Resource Guides - x 5 'Packs' engaging local teachers (includes costs of supply cover & professional guidance as required) – provisional sum.	£825 each	£4,125
		Printing & publication of Timezone Teacher Resource Guides – provisional sum		£5,000
	Schools Programme evaluation	Provisional sum		£5,000
		<b>Total</b>		<b>£47,000</b>
	Many of the outputs of this Plan have little or no cost attached and some elements may bring significant value by the way of donations in kind.			

# Forgotten Landscapes Project

## Landscape Conservation Action Plan

	<p><b>Cashflow</b></p> <table border="1"> <thead> <tr> <th>Item</th> <th>Yr 1</th> <th>Yr 2</th> <th>Yr 3</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Timezone development</td> <td>8,625</td> <td>10,750</td> <td></td> <td>19,375</td> </tr> <tr> <td>Walk / talk &amp; workshop leaders</td> <td>1,500</td> <td>4,500</td> <td>3,000</td> <td>9,000</td> </tr> <tr> <td>Promotional literature</td> <td>1,500</td> <td></td> <td></td> <td>1,500</td> </tr> <tr> <td>Teacher / pupil resources</td> <td></td> <td>3,000</td> <td>9,125</td> <td>12,125</td> </tr> <tr> <td>Schools Programme evaluation</td> <td></td> <td></td> <td>5,000</td> <td>5,000</td> </tr> <tr> <td style="text-align: right;"><b>Total (£)</b></td> <td><b>11,625</b></td> <td><b>18,250</b></td> <td><b>17,125</b></td> <td><b>47,000</b></td> </tr> </tbody> </table>	Item	Yr 1	Yr 2	Yr 3	Total	Timezone development	8,625	10,750		19,375	Walk / talk & workshop leaders	1,500	4,500	3,000	9,000	Promotional literature	1,500			1,500	Teacher / pupil resources		3,000	9,125	12,125	Schools Programme evaluation			5,000	5,000	<b>Total (£)</b>	<b>11,625</b>	<b>18,250</b>	<b>17,125</b>	<b>47,000</b>
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<b>Total (£)</b>	<b>11,625</b>	<b>18,250</b>	<b>17,125</b>	<b>47,000</b>																																
<b>Maintenance and management implications</b>	There are no ongoing maintenance implications, but the Programme will need to be carefully managed to ensure that the BWHC is neither overrun nor under-utilised as a resource for schools.																																			
<b>Sustainability and Exit Strategy</b>	<ul style="list-style-type: none"> <li>* After three years of the HLF funded programme it is anticipated that local schools will have become aware of what is on offer both at the BWHC and at within the FLP Timezones.</li> <li>* The legacy of the programme will be a series of resources for teachers uploaded onto the BWHC website. These will continue to be updated and maintained by the BWHC Education Staff alongside their existing educational programme and resources.</li> <li>* In addition to this will be a team of trained guides that will be employed to lead walks and talks – their fees for this service being met from the introduction of a small per head charge for pupils.</li> </ul>																																			
<b>Recommendations for further work Years 4 - 10</b>																																				

# Forgotten Landscapes Project

## Landscape Conservation Action Plan

<b>Deliver Plan Title</b>	<b>Dramatic Landscapes – Schools’ Play, Exhibition and Book SCED 2</b>
<b>Budget Total</b>	<b>£35,000</b> (contingency 10%)
<b>Plan Description</b>	<p>The <b>Dramatic Landscapes</b> Project will be designed to complement, and add value to, the Forgotten Landscapes Explorer Programme for schools (See Detailed Delivery Plan Ref SCED 1).</p> <p>This will provide a popular opportunity for schools to develop work with the support of skilled professionals. By way of an incentive, and as a way of ensuring the Project links successfully with the Explorer Programme, each school that applies to take part must be an FLP Explorer School and the pupils put forward for inclusion must have been on at least one FLP Discovery Day.</p> <p>In order to meet the time frame for staging the production at the End of Scheme Event the Project should take place in Year 3 of the Scheme, probably the Spring and Summer terms for production in October 2012.</p>
<b>Overall Aims</b>	<ul style="list-style-type: none"> <li>* To provide a platform and a voice for young people to tell the world what they think about the ‘forgotten’ landscapes on their doorstep.</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>* To engage local schools in the creation of a dramatic production.</li> <li>* To provide creative workshop activities for young people.</li> <li>* To stage a dramatic performance and exhibition at the End of Scheme Event.</li> <li>* To publish a book celebrating the Forgotten Landscapes</li> </ul>
<b>Detailed proposals and specification</b>	<p>In this section the work is broken down into its main constituent elements and these are described in greater detail.</p> <p>The features are as follows:</p> <ul style="list-style-type: none"> <li>* Creation of a <b>drama production</b> (schools’ play) led by a team that includes professionals playing some or all of the following roles: Director, Writer / Researcher, Designer, Stage Manager, Musician / Composer.</li> <li>* Active engagement of pupils aged 10 – 18 from 4-5 schools (drawn from the Abersychan cluster group and representing a good geographical spread) via organised <b>workshop activities</b> taking place; in school, at the BWHC and in the landscape (at designated FLP Timezones).</li> <li>* Use of the workshops to help develop the <b>creative skills</b> of participating pupils and teachers using different media (writing, poetry, music, dramatic performance, visual art, photography) and as the basis for collaborative work to devise a scrip for a play that helps celebrate the Forgotten Landscapes.</li> <li>* Staging a <b>performance</b> of the play at the Forgotten Landscapes End of Scheme Event and an <b>exhibition</b> of pupil’s creative work, both to be held at the Blaenavon Workingmen’s Hall.</li> </ul> <p>In conjunction with the event, a <b>book</b> containing the pupils’ photos, artwork and creative writing might be published</p>

# Forgotten Landscapes Project

## Landscape Conservation Action Plan

<b>Beneficiaries / key audiences</b>	<ul style="list-style-type: none"> <li>* School pupils and their school teachers</li> <li>* Parents and local people attending performances / exhibitions</li> </ul>																																			
<b>Monitoring and Evaluation Criteria</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="text-align: left;">Output / activity</th> <th colspan="3" style="text-align: center;">Targets</th> </tr> <tr> <th style="text-align: center;">Yr 1</th> <th style="text-align: center;">Yr 2</th> <th style="text-align: center;">Yr3</th> </tr> </thead> <tbody> <tr> <td>Explorer School Members participating</td> <td></td> <td></td> <td style="text-align: center;">5</td> </tr> <tr> <td>Workshops facilitated</td> <td></td> <td></td> <td style="text-align: center;">15</td> </tr> <tr> <td>School pupils actively engaged</td> <td></td> <td></td> <td style="text-align: center;">150</td> </tr> <tr> <td>Total school pupils benefitting</td> <td></td> <td></td> <td style="text-align: center;">750</td> </tr> <tr> <td>Teachers trained in landscape interpretation</td> <td></td> <td></td> <td style="text-align: center;">10</td> </tr> <tr> <td>Production and exhibition</td> <td></td> <td></td> <td style="text-align: center;">1</td> </tr> <tr> <td>'Dramatic Landscapes' Book produced</td> <td></td> <td></td> <td style="text-align: center;">1</td> </tr> </tbody> </table>	Output / activity	Targets			Yr 1	Yr 2	Yr3	Explorer School Members participating			5	Workshops facilitated			15	School pupils actively engaged			150	Total school pupils benefitting			750	Teachers trained in landscape interpretation			10	Production and exhibition			1	'Dramatic Landscapes' Book produced			1
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<b>Outcomes</b>	<ul style="list-style-type: none"> <li>* Improved perceptions of landscape quality and heritage value</li> <li>* Development of skills in reading and interpreting the landscape</li> <li>* Celebrating shared community heritage</li> </ul>																																			
<b>Integration</b>	<p><b>Links with other delivery plans</b></p> <p><b>Conservation and Climate Change</b></p> <ul style="list-style-type: none"> <li>• All GEO, ARC and BIO Projects</li> <li>• Raise awareness of commons management issues – off roading, arson, fly tipping</li> <li>• Understanding of the traditions of commoning – lifestyle, importance for heather moorland wildlife and livestock and maintaining livelihoods</li> </ul> <p><b>Visitor Management and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Interpretation of the Forgotten Landscapes: IOS 2</li> </ul> <p><b>Community Engagement and Education and Training</b></p> <p>End of project event: EV 4          Forgotten Landscapes Schools Explorer Programme: SCED 2</p>																																			
<b>Key stakeholders / consultees</b>	<ul style="list-style-type: none"> <li>* Local participating school teachers</li> <li>* Teacher advisors within TCBC</li> <li>* BWHC Manager</li> </ul>																																			
<b>Risk appraisal</b>	<p>The implementation of this project is dependent on, and must take account of the following risk factors:</p> <ul style="list-style-type: none"> <li>* Development of the brief and management of the delivery partner to ensure targets are met will be crucial.</li> </ul>																																			

# Forgotten Landscapes Project Landscape Conservation Action Plan

<b>Delivery roles and responsibilities</b>	<p>Gwent Theatre will act as lead partner on a fixed budget and to a brief jointly prepared with the FLP Education and Interpretation Officer. The Project itself would be managed by the Forgotten Landscapes Interpretation and Education Officer.</p> <p>Key responsibilities include:</p> <ul style="list-style-type: none"> <li>* Developing the brief</li> <li>* Managing the delivery partner</li> <li>* Monitoring and evaluating progress</li> <li>* Producing the book</li> </ul>																																																					
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<b>Sustainability and Exit Strategy</b>	There is a clear precedent set by Gwent Youth Theatre for this type of project whereby the production has the capacity to be taken up and replayed to other audiences long after the end of the project.																																																					
<b>Recommendations for further work</b>																																																						