



Calderdale
Council

Shibden Estate Education & Interpretation Strategy

August 2005



Community Services

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1. Background

- 1.1.** Shibden Estate comprises a public park and museum managed by Calderdale MBC Community Services. Facilities offered include public events, museum management and education, countryside and park management and maintenance. There is a need therefore to ensure that all these complementary functions are working together to provide the finest experience for its visitors, who not only include residents of Calderdale, but also surrounding areas and regions.
- 1.2.** Interpretation plays an important part in heritage management, tourism and community development. This document aims to set out exactly what we want visitors to value and learn from the Estate, maximising its educational value and enjoyment. It will also ensure that all staff working within the estate are promoting a collective theme and in learning from each other will widen their knowledge of the estate.

2. Strategies & Plans

- 2.1.** This Plan draws upon the Interpretative Strategy for the Countryside Service which sets out national, regional and local considerations for interpretation, together with the aims of Calderdale Community Services Lifelong Learning Policy and the Council's vision and Corporate priorities.
- 2.2.** Calderdale Council's Vision is *"To make Calderdale a clean, safe, attractive and thriving area for individuals and families to enjoy as residents, workers or visitors"* and the following Corporate priorities were adopted by the Council in 2002, aimed at achieving this vision:-
- > **To improve the educational achievement of all young people and promote widespread participation in learning**
 - > **To support and protect vulnerable children, young people and adults, and promote independent and healthy living.**
 - > **To create safer communities with lower crime levels, less fear of crime and safer roads.**
 - > **To promote sustainable economic growth, respect local heritage and improve our towns, villages and neighbourhoods.**
 - > **To secure a clean and attractive built and natural environment**
 - > **To continually improve customer service.**
 - > **To support our diverse communities, building dialogue, understanding and a capacity to work and live together**
- 2.3.** Community Services Lifelong Learning Policy sets out the aims and objectives of the Directorate in terms of access to education for all age groups, communities and abilities and is shown in Appendix 1.
- 2.4.** The Museums & Arts Learning and Access Policy is currently being prepared and will be completed by April 2006.
- 2.5.** The Countryside & Forestry Unit provides educational activities, school workshops addressing National Curriculum topics and community involvement. The Environmental Education Plan and Interpretative Strategy sets out the aims and objectives:
- > To provide information to improve awareness of Calderdale's countryside resource and the choice of recreational and educational opportunities;
 - > To create understanding and provide learning opportunities so that visitors and local residents develop a deeper sense of enjoyment of, support for, and commitment to the countryside;
 - > To instil confidence so that visitors and local residents feel welcome and able

- to convert opportunities into experiences;
- > To present a positive message to foster an empathy with the aims of countryside conservation and the need for sustainable development;
- > To promote the Countryside & Forestry Unit and to identify Calderdale MBC as the service provider;
- > To promote the concept of the Southern Pennines Natural Area and the importance of the internationally designated moorland at its centre. To deliver the South Pennines Heritage Strategy;
- > To promote the importance of Calderdale's internationally protected moorland habitats and the rare birds and other species dependant on them;
- > To contribute to the delivery of the Heritage Strategy for the Southern Pennines Natural Area.

- 2.6.** The Shibden Education & Interpretation Strategy sets out the themes for education and interpretation drawing upon the resources of the estate. The Shibden Audience Development Plan links with the strategy by providing background information on the way the estate is used by visitors, identifying low usage and target audiences. The action in the Audience Development Plan aim to attract these target audiences, and draws upon the Education & Interpretation Strategy for its themes and content.

3. Description of the Site

- 3.1.** Shibden Estate comprises a hall, gardens and park situated approximately 1½ miles east of Halifax. The hall was built in the 15th century and is designated Grade II*, the estate which now comprises the public park is designated a park of special historic interest in English Heritage's Register of Park & Gardens.
- 3.2.** Until the early 19th century Shibden Estate was a working landscape, used for agriculture, coal mining and stone quarrying. Changes have occurred through the needs and wishes of the various owners, from "picturesque" landscape commissioned by Anne Lister in the 19th century, to subsequent developments up to and including its transformation into a public park in 1926. The 1830's picturesque landscape has survived relatively undisturbed. William Gray worked for Anne Lister in creating various features including the drive from the lodge, rockwork cascade and fish ponds. Later, Joshua Major was commissioned by John Lister (1855) to create the intricate "shawl garden" on the terrace. When the park was opened to the public in 1926, a new footpath network, bandstand and boating facilities were introduced and in 1933 the Hall passed into the ownership of Halifax Corporation, to be opened a year later as a museum.
- 3.3.** The park is now a popular destination for families, particularly during summer and bank holiday weekends, as it provides a relaxing landscape of trees and parkland, with activities such as the boating lake, pitch & putt, cafes and miniature railway.

4. First Contact

- 4.1.** The interpretation strategy must consider the experience of visitors from the outset, when they are considering a visit to the site, or simply browsing information to find a good venue to visit. This therefore starts as literature, website, guidebooks, advertisements or signage to the estate.
- 4.2.** Current literature is produced in a variety of forms and from a variety of services, both within the Council and externally, by independent guidebooks, articles and listings. Whilst there is an opportunity to provide a uniform approach to literature for the estate, it is recognised that other services that include information about the estate provide a good opportunity for publicising the estate. Existing literature includes:
- > An Estate leaflet (free)
 - > Shibden Hall guide book (£2.95)
 - > Shibden Hall guide (brief) (60p)
 - > Walks from Shibden Park (25p)
 - > Leisure Orienteering in Shibden Park (60p)
 - > Shibden Miniature Railway
 - > Museums & Art Galleries – Exhibitions and Events (free)
 - > The Shibden Experience
 - > Whats on in Calderdale
 - > Shibden Newsletter
- It is proposed that this literature will be reviewed and developed to encompass the themes of this Plan.
- 4.3.** The website pages are found within Calderdale MBC's main site, www.calderdale.gov.uk situated within the Leisure and Tourism section. There are two web pages, one for the museum and one for the park, with links between the two. Each one lists events and activities within the estate, together with history and heritage features, and facilities available. It is proposed that an "Estate" web page will be the first point of contact, as part of the development of the site, which will also allow downloads of leaflets and information.
- 4.4.** Brown Tourism Signs are an important first contact for prospective visitors, particularly in view of the difficult access issues for the estate. Details of the current signage are shown in Appendix 3.

5. Points of Arrival

- 5.1.** Improving the points of arrival for visitors is a major issue, due to the difficulty of accessing the park and understanding what is available for the visitor. There are two main points of arrival to the estate, although there are nine minor arrival points for pedestrians.

The two vehicular arrival points are:

- > A58 (Godley Lane) entrance – This is the main entrance for park users arriving by vehicle. Traffic arrives from either the Halifax direction (right turn into park) or the Leeds/Bradford direction (sharp left turn into park). The difficulty of negotiating the sharp turn, understanding the traffic priorities for Old Godley Road, and entering the park on a steep incline means that there is little opportunity to look at information at this point. Approximately 50 metres further down the drive, there is an information point adjacent to the Rangers barn. However there is no opportunity for parking at this point and vehicles must continue down to the car park (approx. 400 metres) before they have an opportunity to leave the car and “arrive” in the park.
- > Shibden Hall Road entrance – This is the main entrance for visitors to Shibden Hall and the upper park. It is frequently used by regular park visitors such as dog walkers and local residents. Again there is a difficulty in accessing the park at this point. Shibden Hall Road is a minor road and although signs to the Hall are available from the A58, there is an isolated feel to the route. The eastern end of the road provides access from Hipperholme, although signage has not been provided at this point due to the railway bridge that must be negotiated on this route. The loose stone car park is situated just inside the boundary walls but provides no sense of arrival, interpretation or facilities.

- 5.2.** Proposals are included in the Restoration Project for improvement of arrival at both main entrances, and the immediate vicinity of Shibden Hall, which has a car park adjacent to it, also accessed from Shibden Hall Road. It is proposed that this “Museum Car Park” will provide disabled access and staff parking only.
- 5.3.** There is a need for the estate to project itself as a destination, either by appropriate signs or improvements to the infrastructure, such as gates and entrance “furniture”.
- 5.4.** All of the arrival points require orientation signs to inform the visitor of where they are within the park, facilities and activities.

- 5.5.** Pedestrian access is provided at nine additional points in addition to the vehicular entrances. These are informal paths, some of which are public footpaths, and have no signs or posts. It is proposed that each of these entrances is assessed and where required, appropriate signs or other improvements provided.
- 5.6.** There are cycle paths marked on the A58 close to the entrance to the car park. No formal cycle paths exist within the park and there is a need to assess whether this is to be encouraged as a thoroughfare within the park.

6. Existing and Proposed Places for Education & Interpretation

6.1. The physical resources of Shibden Estate are wide and varied and provide a diverse range of places for education and interpretation. This includes internal and external spaces, ranging from habitats such as woodland and meadows, to museum buildings and classrooms. The following table outlines the current use of the various places:

Place:	Use:
Shibden Hall – housebody	A variety of rooms laid out with authentic furniture, household objects and ornaments, including: <ul style="list-style-type: none">> Hall> dining room> kitchen> study> buttery> bedrooms> nursery> library
Shibden Hall -	Education Room
Shibden Hall Barn	17 th Century aisled barn with a collection of carriages and horse drawn vehicles.
Shibden outbuildings	Housing the Shibden Folk Museum, a variety of buildings set out in the 1950s to depict the lives of craftsmen and rural life, including: <ul style="list-style-type: none">> farmworkers cottages> wheelwright> blacksmith> apothecary> estate workers cottage> brewhouse
The Lodge	Not in use
Rangers Barn	Not used for education/interpretation
Park Café/toilets	Not used for education/interpretation

Boathouse	Not used for education/interpretation
Cunnery Wood	Currently used for environmental education, includes: <ul style="list-style-type: none">- pond- footpaths- footprint of the old kitchen garden- mature woodland and associated ground flora- young woodland- grassland
North Wood	Currently used for environmental education, includes: <ul style="list-style-type: none">- stream- footpaths- ancient woodland (some areas) and associated ground flora
Troughabolland Wood	Not used for education/interpretation.
Hall terraces and Wilderness gardens	Currently used for events and informal guided walks. No interpretation on site, other than notice boards at car park.
General parkland	Currently used for events and informal guided walks. Notice board at entrance to car park.
Museums Fields Woods	Not used for education/interpretation.
The Lake	Not used for education/interpretation.

6.2. The restoration project provides an opportunity for new education and interpretation throughout the estate. Following completion of the restoration, the following facilities will be available

Place:	Use:
Interpretation Centre	The proposed interpretation centre will comprise a café, toilets and multi-function room with space for interpretation and displays. This room will supplement the Museum Education Room, providing additional space for large school parties, development of the education programme, and room for community, volunteers and events.
The Lodge, Lister's Drive and Troughabolland Wood	This area of the park will become less isolated following the new footpath network and improvements to the woodland and so will be available for guided walks and interpretation. Although there will be limited access inside the Lodge, it is proposed that some interpretation will be provided.
Cunnery Wood	The opening up of the tunnel through to Cunnery Wood will provide a new area for school parties and the public to visit.

7. Objectives of Education and Interpretation

- 7.1.** This document provides an integrated approach to education and interpretation throughout the estate, ensuring displays, exhibitions, education and events are relevant, appealing and accessible to their target audience.
- 7.2.** The Museums, Libraries and Archives Council is the national agency advising on policy and priorities, and has compiled a national framework for learning opportunities: Inspiring Learning for All.
- 7.3.** The following objectives are drawn from this document, the processes having been applied to the Shibden Estate:

<p>People – Providing more effective learning opportunities</p> <ul style="list-style-type: none">> Engage and consult with a broad range of people to develop learning opportunities> Provide opportunities for people to engage in learning> Broaden the range of learning opportunities to engage with new and diverse users> Stimulate discovery and research> Evaluate the outcomes of services programmes and activities	<p>Places – Creating inspiring and accessible learning environments</p> <ul style="list-style-type: none">> Create environments that are conducive to learning> Develop staff to provide support for learners> Promote Shibden as a centre for learning, inspiration and enjoyment
<p>Partnerships – Building creative learning partnerships</p> <ul style="list-style-type: none">> Identify potential partners and the benefits of working in partnership to support learning> Work with suitable partners to plan and develop learning opportunities> Invite contributions to broaden Shibden's appeal, bring new perspectives and extend learning opportunities	<p>Policies, Plans, Performance – Placing learning at the heart of Shibden</p> <ul style="list-style-type: none">> Identify and seek to influence local, regional and national initiatives relating to learning> Respond to local, regional and national initiatives> Demonstrate that Shibden is a learning organisation through staff development and evaluation.

8. Themes, Content & Method

The central theme for education and interpretation at Shibden is:

Life at Shibden –

The influence of people on the landscape

How the landscape has influenced people's lives

This theme draws upon the historical and environmental resources of Shibden, using the following topics:

- > **Landscape development**
Local resources:
 - > **Water**
 - > **Timber**
 - > **Shelter**
 - > **Stone**
 - > **Clay**
 - > **Hunting/fishing**
 - > **River crossing**
- > **Social development of the people living on the estate**
People:
Family histories will be used to follow the themes through:

Family	When were they here?	What did they do?	Significant events/ruler/politics of the time	What changes to the landscape were made?
Otes	1420 (census) – 1504 (possibly earlier)	Wool merchants Sheep breeding	Agincourt War of the Roses 1485	Changes from woodland to pasture - Field boundaries
Savile	1504 – 1522	Farmers		
Waterhouse	1522 - 1612	Tax collectors. - Bailiffs for "Priory of Lewes" Edward Waterhouse Bankrupted 1614	Henry VIII Dissolution of the monasteries Gunpowder Plot 1605	A corn mill and windmill in the locality indicates land use.
Crowther/ Hemingway	1612 -15	Daughters married into Lister family (cloth merchants) 1619 and 1625		
Lister	1614 - 1933	Various business interests including coal mining, tenant farming, casino, local wire factory	Roundheads & Cavaliers 1642 Oliver Cromwell 1649 Restoration of monarchy 1660 Plague & Great Fire of London 1665/6 Enclosure Canal development Industrial Revolution Tolpuddle Martyrs Luddites Railway development Crimean War Boer War 1 st World War	Dry stone walls Kitchen Garden Picturesque landscape creation Water features New roads and entrances Industrial School
McCrea	1920s	Purchased Estate to enable John Lister (bankrupt) to remain at hall during lifetime. Donated Estate to local authority	Creation of public park in 1926	New entrances to park and new path network

The Council	Ownership passed to local authority on trust for public use of the estate	Conversion of hall to museum Opening up and conversion of estate as a public park	Period 1920s/30s Economic slump Two royal visits: 1926 1937 2 nd World War	Creation of Folk Museum in the barn and outbuildings Municipal facilities such as boating lake, play area, toilets Changes to the gardens
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There are personalities and events both local and national which will bring life to the interpretation, for example William Fawcett (strategist, American Civil War), links with Laurence Stern, author of The Life and Opinions of Tristram Shandy (1759). It is the intention to explore these family connections throughout the centuries.

Interpretation of the landscape throughout the park will illustrate the landscape changes and reasons for this.

Links with the rest of the valley will be appropriate to connect the estate with the wider landscape as set out in Calderdale's Countryside Interpretation Strategy. There will be an opportunity to make links with the area's heritage through the relationships of the families at Shibden and other notable families and their estates. Connections with the following heritage features will be part of Shibden's interpretation theme:

- > Scout Hall
- > High Sunderland
- > Fortified farmhouse
- > Dam Head
- > Walter Clough Hall Farm
- > Oates Quarry
- > Briar Lodge

Research to be undertaken for interpretation includes:

- > Economic & social history for the periods of each family
- > Comparable wealth of families at Shibden Hall
- > Changing estate map
- > Staff at Shibden – gardeners, servants etc.
- > Animal stock
- > Deeds and documents

9. Interpretation Methods

9.1. Interpretation for Shibden Estate can be divided into the following categories:

- > Education programme
- > Literature and website
- > External Signs and displays
- > The Hall, Interpretation Centre and Visitor facilities

9.2. Education programme:

The formal education programme at Shibden is managed by the Museums & Arts Education Service and Recreation – Countryside Unit.

The Countryside Unit organise workshops to suit the needs of individual schools, promoted by leaflet. In addition, joint sessions with the Museums & Arts Education Service provide half a day in the Hall and half a day of environmental education, called “The Shibden Experience”.

The Museums & Arts Education Service provide a programme of workshops for schoolchildren between the ages of 5 and 15, addressing the topics and levels of the National Curriculum. See Appendix 2 for details of the individual workshop themes.

In addition, there are series of informal guided walks and talks held at the Hall and in the park, ranging from garden history tours to birdwatching and heritage walks extending through the Shibden valley.

These methods of education provision will be developed and extended as resources become available in terms of staff and the new interpretation centre.

9.3. Literature and Website

To enhance the informal education, walks and talks, there will be a range of literature to suit the visitors interest. Some of these have already been developed but will be reviewed and revised as the restoration project progresses:

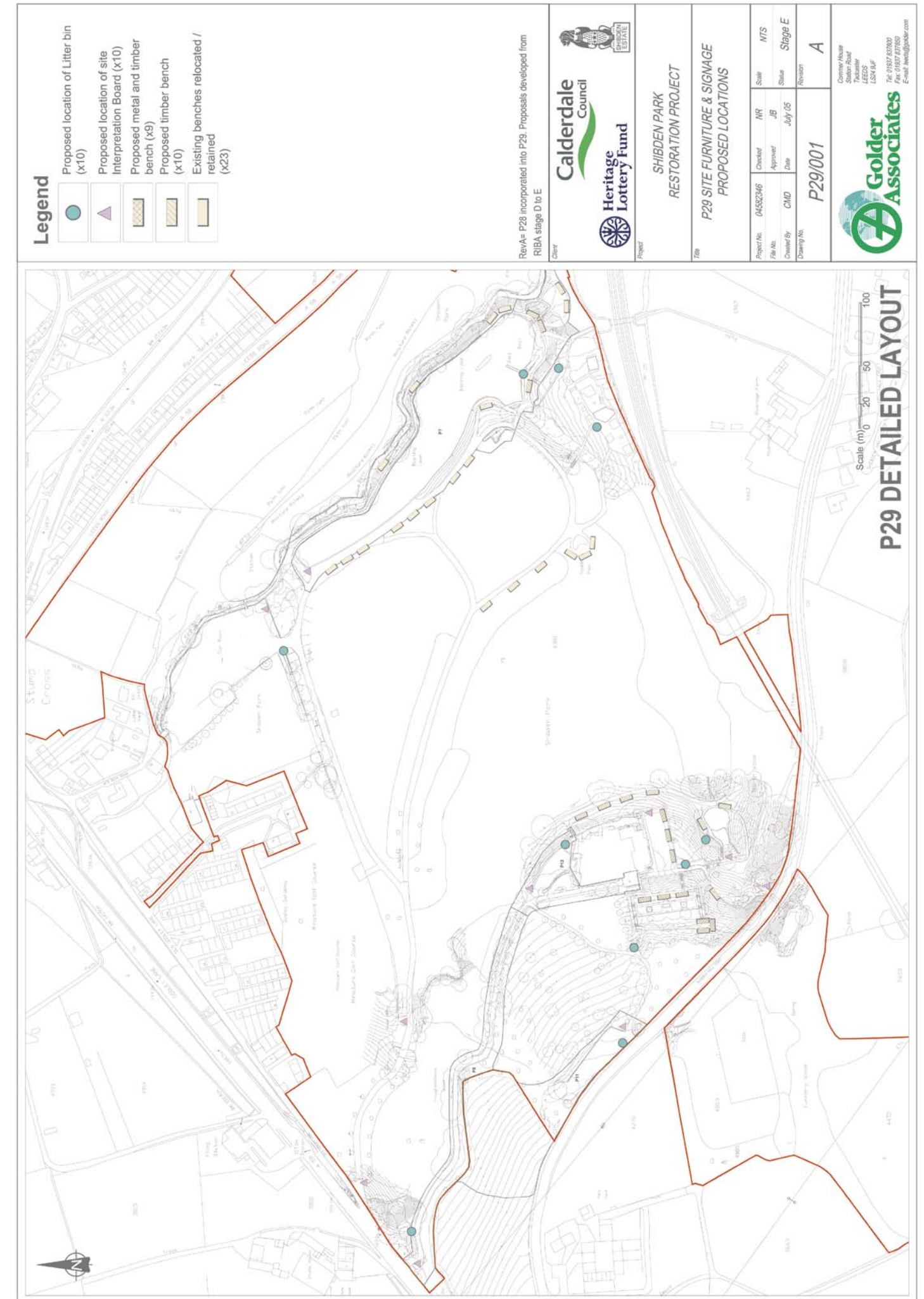
- > Self guided trail leaflets, including special interest leaflets on the history, ecology, wildlife and heritage of the estate.
- > Walks from Shibden (existing) to be revised to include finger posts as part of the restoration works
- > The guide book for the hall, barn and gardens can be extended to include the park
- > The website will be developed with appropriate links and downloads.

9.4. External Signs and Displays

A plan of the proposed external interpretation for the estate will be developed, to include orientation, informative and way marking signage. An interpretation specialist will advise on the design work based on the objectives of this Strategy. A draft plan is shown in Figure 1, setting out the locations and type of signage proposed throughout the estate. There will be three styles for the proposed signage system:

- > Orientation and arrival sign
- > Information board
- > Finger post

Figure 1: Proposed Locations for External Interpretation



9.5. The Hall, Interpretation Centre and Visitor facilities

There will be two centres of interest within the estate, once the restoration project is completed – the Hall and the Interpretation Centre. The Hall has already established a range of methods of delivering interpretation and education, and this will be developed and extended. The Interpretation Centre will provide a different experience:

The Hall:

- > Located in the upper park
- > Paid entry to House, which is set out as though someone has just left the room – no signs or interpretation within the house as it is felt this would detract from the experience
- > Tea room
- > Shop
- > Barn/folk museum

Proposed Interpretation Centre:

- > Located in the lower park
- > Café
- > Multi-use function room for education, conferences, community groups and volunteers
- > Rangers office

Within the interpretation centre there will be an opportunity to provide panels to engage the visitor in activities related to the park, as well as interpreting the history and ecology of the estate. There is currently no opportunity to develop panels or interpretation within Shibden Hall due to lack of space.

In addition, both venues will provide:

- > leaflets
- > Guided walks
- > Document and audio trails
- > Feature trails
- > Events and activities
- > **Talks and shows**

10. Implementation

There are several partners in the implementation of this Plan who will jointly ensure that appropriate education and interpretation is developed. The Project Co-ordinator has been responsible for uniting input and is responsible for future development of this working document.

For further information contact Deborah Comyn-Platt. Tel. No. 01422 382897.

APPENDIX 1: Community Services Lifelong Learning Policy

APPENDIX 2: Calderdale Museums & Arts Learning Programmes

Calderdale Museums and Arts Learning Programmes

This strategy is supported by the following learning programmes for schools, community groups, adult learners and general visitors.

School Workshop Programmes relevant to the National Curriculum

Dollies and Dusters

Shibden Hall

Key Stage Foundation, 1 and 2

This lively character led workshop focuses on the role of the domestic servant in Victorian Times. Children take part in a variety of hands-on domestic chores and assist Shibden's servants as they carry out their daily duties. Learn about Victorian servant etiquette and investigate Victorian domestic objects.

Tudor Trends

Shibden Hall

Key Stage Foundation, 1 and 2

This character based activity explores fashion, interior design, childhood, education and leisure pursuits of the Tudor period. Children will have the opportunity to examine and wear a variety of Tudor garments, complete a tour of the Hall, handle a selection of Tudor toys and practice some Tudor dance steps.

The English Civil War

Shibden Hall

Key Stage 3

The turmoil of the English Civil War descends on Shibden Hall as its inhabitants prepare to flee from the advancing Royalist Army. Children will have the opportunity to discuss the causes of the war, examine the household's goods and foodstuffs, handle weapons and armour and learn 17th century arms drill in this exciting character led workshop.

Pastimes

Shibden Hall

Key Stage Foundation, 1 and 2

This fun and interactive workshop focuses on the lives of the three Lister children who lived at Shibden Hall during the 1860s. Victorian characters bring the period to life with hands on activities to explore how children were tutored and what they wore. Children

use their speaking and listening skills and explore traditional toys and games.

Cinderella

Shibden Hall

Key Stage Foundation and 1

This magical character based workshop will allow children to explore 'old' objects within a fairytale setting. Children help Cinderella with domestic chores and match objects to the job they do from a list left by Cinderella's stepsisters. Finally, the children help the Fairy Godmother with her magic. Will Cinderella go to the ball?

A Taste of Tudor

Shibden Hall

Key Stage 2 and 3

This workshop is packed with fascinating objects for children to explore from the Tudor period. Children meet with characters in costume, make a scent bag, learn about herbs and spices, handle objects and investigate their different uses during Tudor times.

Museum Handling Boxes

Outreach

Key Stage Foundation, 1, 2, 3 and 4

Why not explore a topic or theme using a box of original and reproduction objects from the Museum and Galleries handling collection. The following Handling Boxes with supporting information are available.

- > Old Toys - these traditional toys and games include dolls, tin and handmade wooden toys for your class to play with.
- > Homefront - Utility goods, gas masks, rattle, shrapnel and lots of other Second World War artefacts to explore.
- > Contemporary Crafts - unique, original examples of felt, mixed media, plastics and collage techniques by leading artists whose work is featured at Bankfield Museum and in the Calderdale Collections.
- > Mystery Objects – a collection of weird and wonderful historical artefacts made from a variety of materials to test your observation and interpretation skills.

Shibden Hall presents an exciting programme of events and activities throughout the year to complement the Calderdale Collections and bring the Hall to life.

These include:

- > Craft Weekends with craft makers and designers
- > Creative holiday activities for families
- > Artist workshops for adult learners
- > Guided tours, seminars and lectures
- > Access to original collections such furniture, agricultural machinery and books for research purposes

APPENDIX 3: Record of Existing Brown Tourism Signs