



Warley Woods'

# BIG RED BOOK PROJECT



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By Abbey Junior School in collaboration with The Gardens Trust & Warley Woods Community Trust

We are looking for parents/carers/grandparents of our new year 6 children to take part in an exciting mini training & research project at Warley Woods.

INFORMAL TRAINING WORKSHOP with the Garden's Trust volunteers and experts in the morning + FREE LUNCH, then, in the afternoon, SHARE WHAT YOU HAVE LEARNT WITH THE CHILDREN AS MENTORS AND SMALL GROUP LEADERS!

We are asking for a commitment of between 1 and 4 Thursdays of your time - SPREAD OVER the next 4 months. Initial project dates: 27 September, 25 October, 29 November.

Warley Woods Community Trust

## WARLEY WOODS' BIG RED BOOK PROJECT

Warley Woods is a special place for so many local people; full of childhood memories, happy dog walks, and family picnics.

But, have you ever wondered why trees were planted where they are? What did they hide? What did they draw attention to? Why did it matter to the landowner? How did the landscape you see and enjoy today come to exist?

In 2018/19 The Gardens Trust is commemorating 200 years since the death of Warley Woods' Georgian landscape designer Humphry Repton. He is nationally famous for presenting his ideas for 'before' and 'after' paintings and descriptions. He re-imagined the Warley Estate in 1794.

Today, Warley Woods is a People's Park to be proud of.

Images from Repton's Red Book for Warley Estate. Courtesy of Sandwell Community History & Archives Service.

### HOW TO GET INVOLVED

We are looking for adult participants, local to Warley Woods, to take part in four half day training sessions with a team of experts, and collectively produce a new leaflet about Repton and Warley Woods. Workshops will be monthly with some group research, visits and a sharing event. Free to take part!

### SKILLS YOU WILL GAIN

- How to 'read' & understand an historic landscape (27 Sep1)
- How to 'research' a landscape using archives & written sources (25 Oct)
- How to 'interpret' what you find, writing useful & accessible text (29 Nov)
- How to 'present' your research (Jan - date tbc)

To find out more and to express an interest (no-obligation), please contact Suzanne Carter, Project Manager on behalf of The Gardens Trust, by e: [suzanne@suzannecarter.co.uk](mailto:suzanne@suzannecarter.co.uk) or t: 07793 075737.



Session 1  
September '18

# Mapping & Understanding the Landscape



Worcester Wildlife Conservation Trust



THE GARDENS TRUST





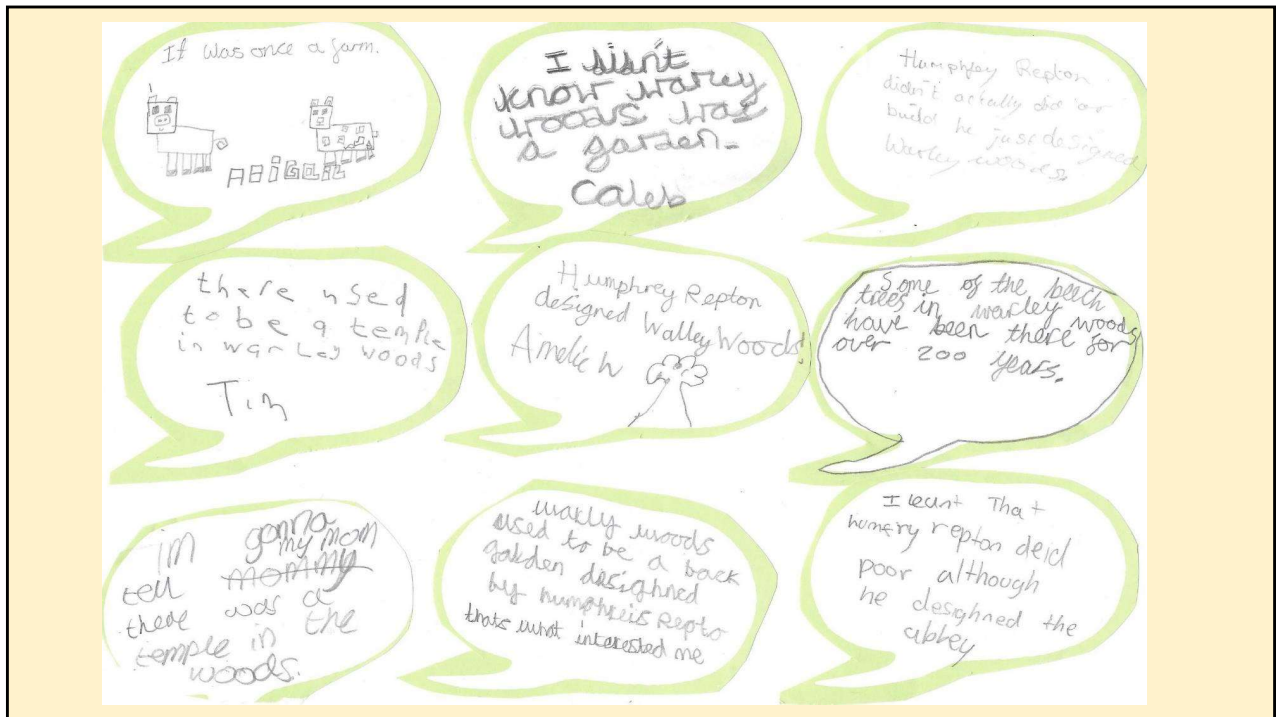
I love this image – and not they weren't running away because someone said 'Today we are going to learn about an historic landscape' – but eagerly running towards their next 'station' to learn about a different element of garden history...!



The children were split into groups of 30 and carouselled around the park. David's station was at the site of the former Abbey. he used photos from the red book and archive to discuss what you might think about designing a garden. I was based at the site of the former Doric Temple and we made our own garden architectural designs using lego, Gary was in the woods leading a tree measuring activity. Every child had their sketch book and spent time drawing a view.

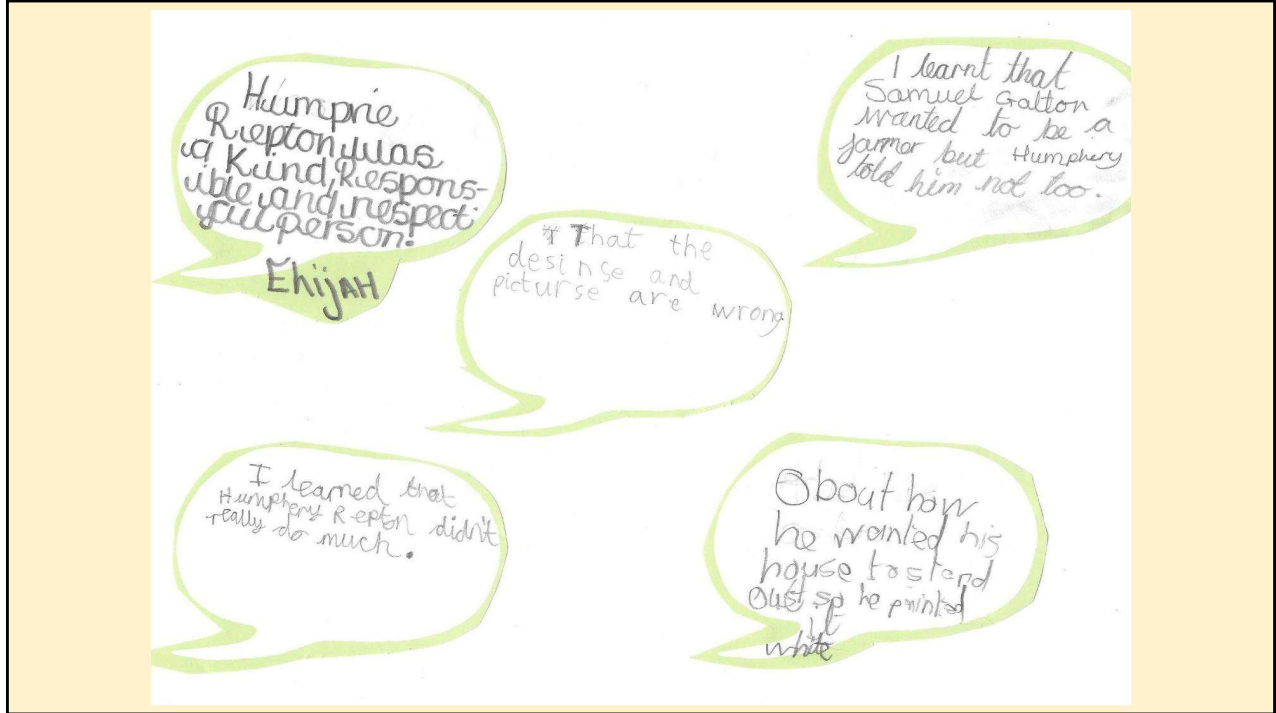


I set a tough challenge for one of the groups at the end – to see how much they had learnt. In pairs the children had to come up with three questions they would ask each other. Here is one conversation...



And did they learn? At the end of the afternoon I asked them to write down one thing they had learnt that they would share with their family. My favourites include "I learnt that Humphry repton died poor although he designed the abbey" and that "some of the beech trees have been there over 200 years" and "There once was a farm"



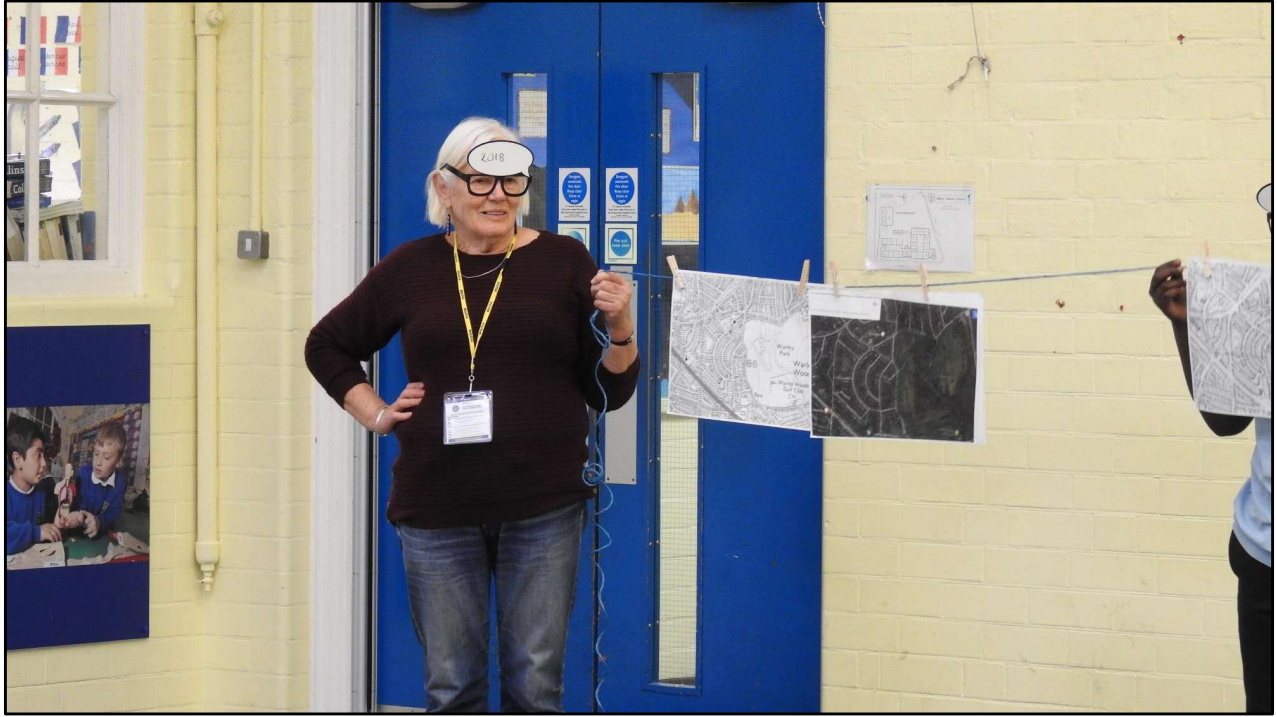


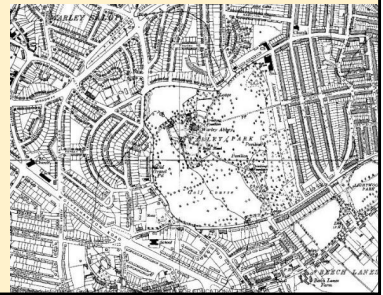
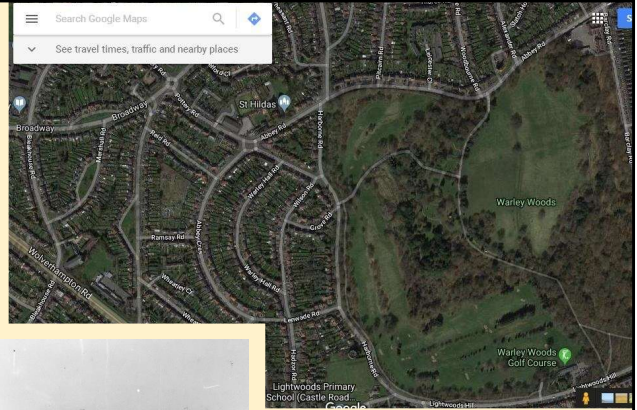
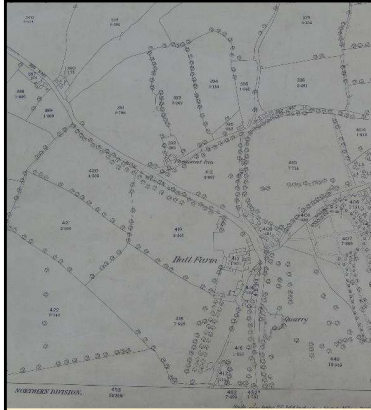
I also like these comments as you can see what they are getting at, even though on the surface they make you laugh... "I learnt that Samuel Galton wanted to be a farmer, but Humphry told him not too" and "I learnt that Humphry repton didn't really do much".

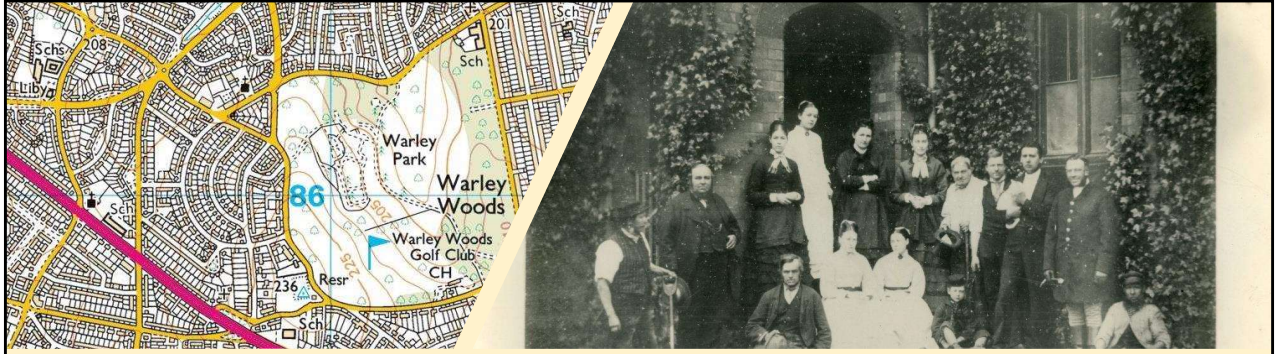


Our second workshop was at the local community archives service where we introduced research skills – for most this was their first time in the archives. The day was supported by the fab Kate Slade from WW CT and Neil McClean, a gardens trust volunteer.



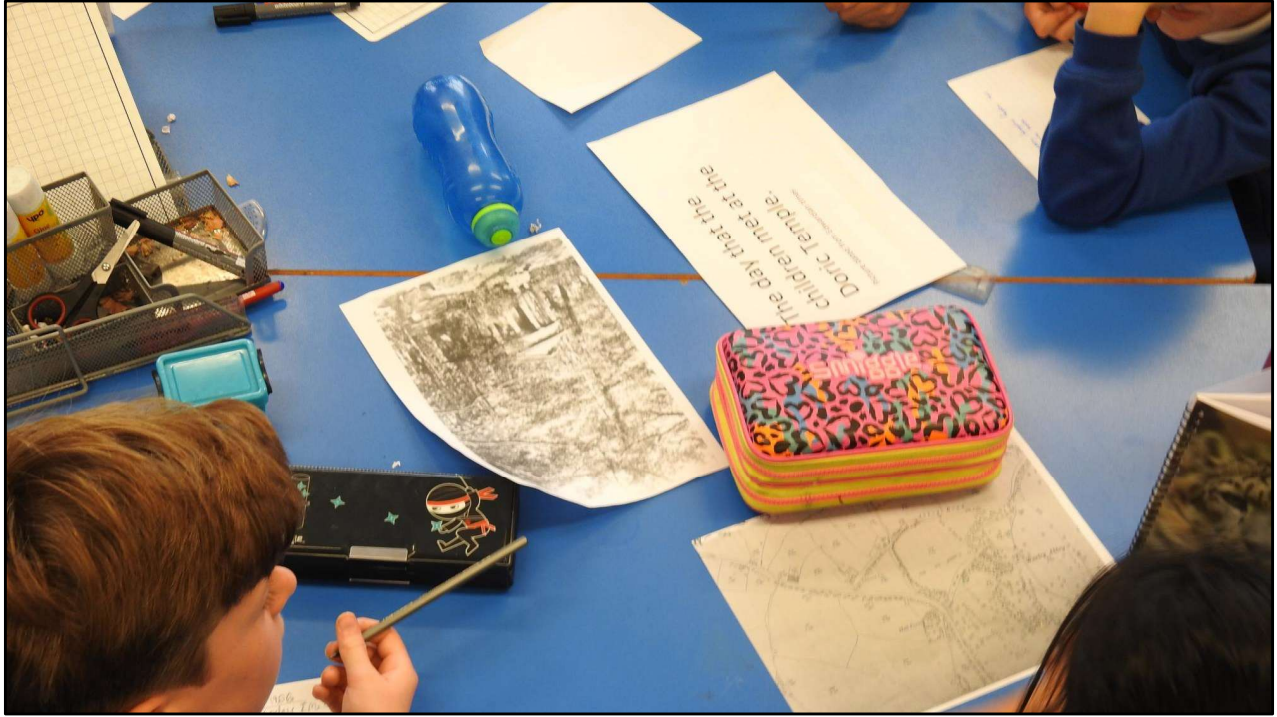




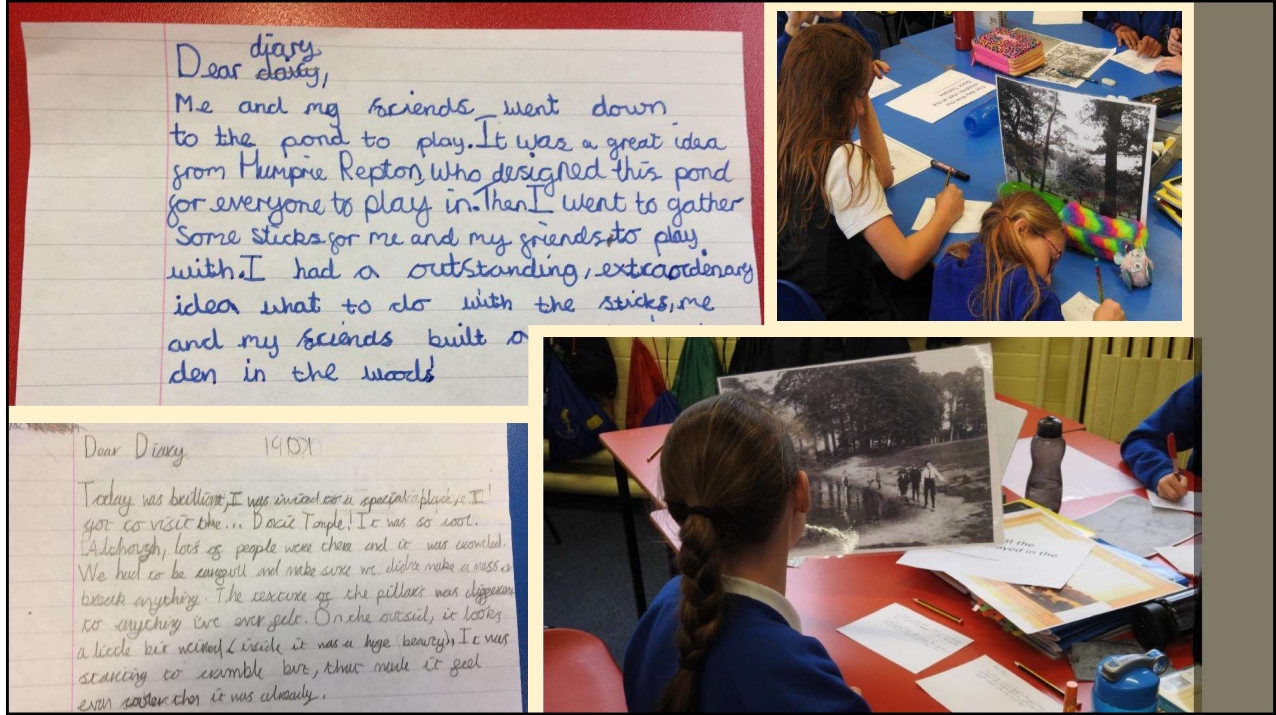




And then we went into the school, along with one year 6 mum and two grandparents. We took loads of photos from the archive, and 10 maps dating back to 1792 to present day and set up a timeline across the hall, onto which the children pegged the photos in the right order. It was great fun and the teacher were amazed how well the children engaged!



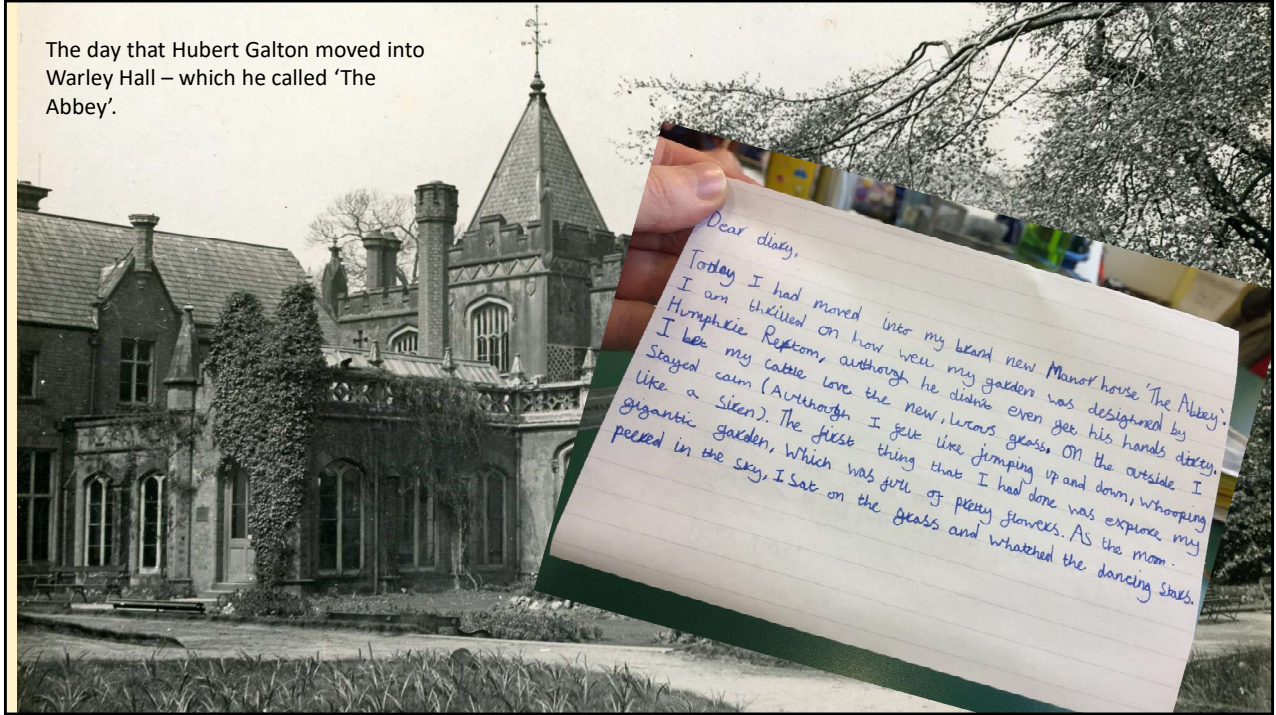




We then went into the classroom and tasked the children with writing diary entries using resource material from the archive and based on one of five scenarios; including

The day we played in the pond and The day we went to the doric temple

The day that Hubert Galton moved into Warley Hall – which he called 'The Abbey'.



I just wanted to read an extract of a couple to end..

The day that Hubert Galton moved into Warley Hall – which he called 'The Abbey'

“Today I moved into my brand new manor house –The Abbey – I am thrilled on how well my garden was designed by Humphry Repton, even though he didn't even get his hands dirty”

11<sup>th</sup> March 1795

The day that Samuel Galton Jnr received his Repton Red Book.

Dear Diary,

I am overjoyed. Ecstatic, even. Today, the postman came knocking on my door. Do you know what he had? My Repton Red Book! I can't believe I have been delayed one whole year, and now, on a simple, regular day, I am presented with this beauty. The Repton Red Book contains maps and paintings of the estate. The paintings were exquisite, the maps simply first-class!

Dated March 1795 – a very special event for Samuel Galton Junior

Dear diary

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# Session 3

November '18

## Exploring & Understanding Significance



Worcester Wildlife Conservation Trust



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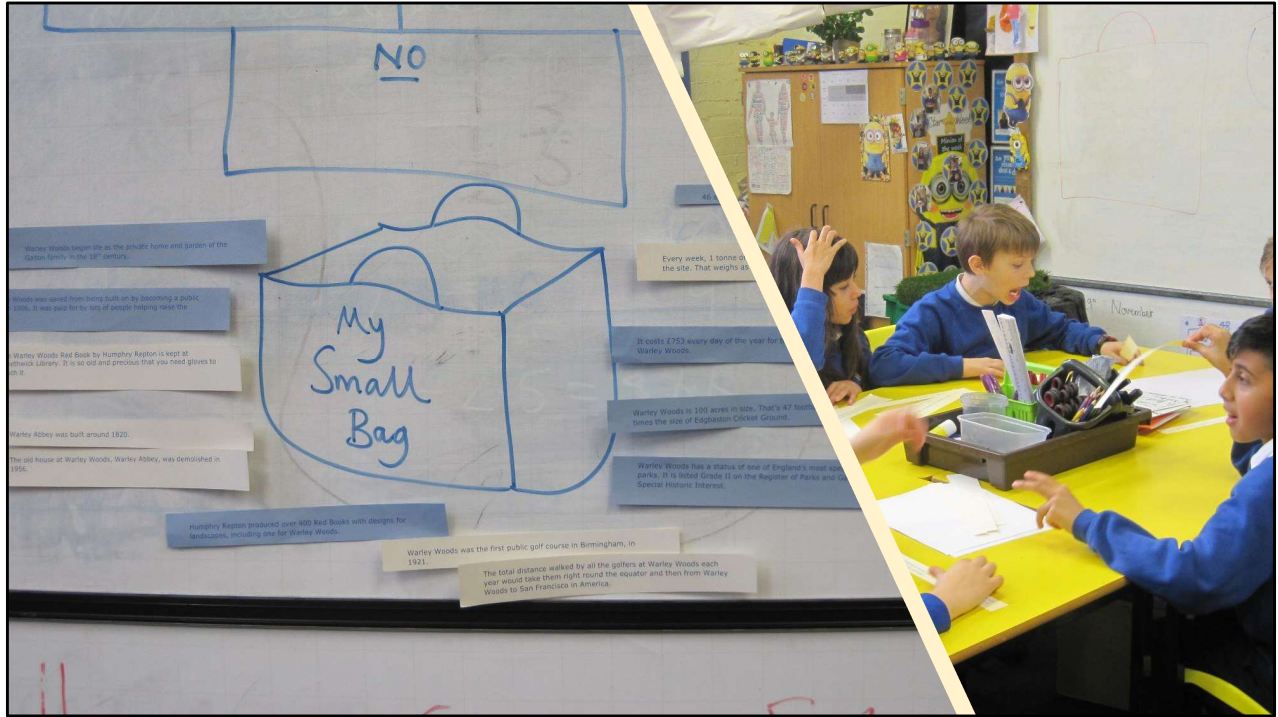


**HERITAGE VALUE**

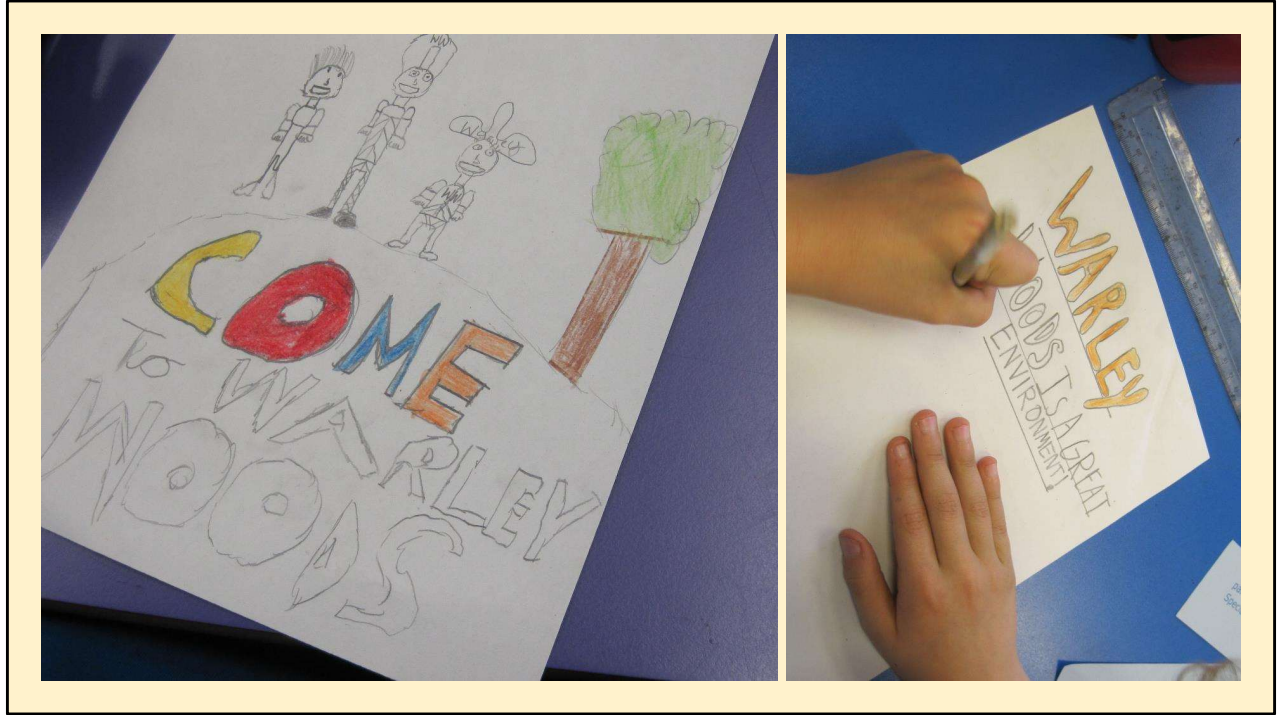














# Session 4

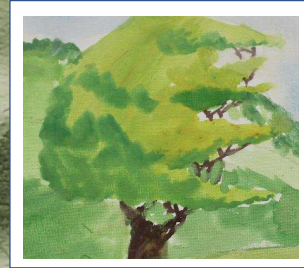
December '18

## The REPTON Showcase!



Arden School Community Trust

THE GARDENS TRUST

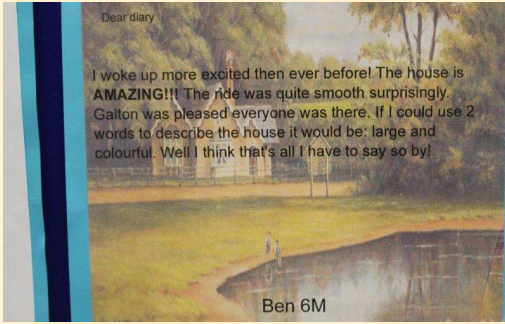


n 6v





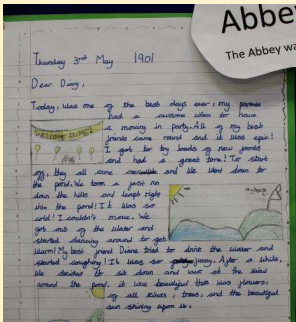
c. 90 campaign posters



Dear diary

I woke up more excited than ever before! The house is **AMAZING!!!** The ride was quite smooth surprisingly. Galton was pleased everyone was there. If I could use 2 words to describe the house it would be: large and colourful. Well I think that's all I have to say so by!

Ben 6M



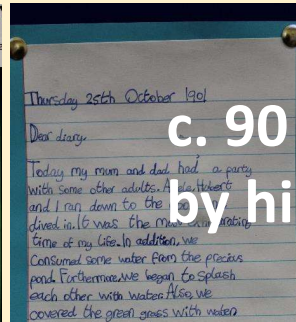
Thursday 3rd May 1901

Dear diary,

Today was one of the best days ever, my parents had a picnic with all the family in party. All of my best friends came round and it was great! I got the big boat of row pond and had a great time. I for about 10 mins. They all were wonderful and we then down to the pond. We had a picnic on the bank and then right into the pond! I had so much fun! I couldn't swim, we got out of the water and started shouting around the pond. My best friend Dave tried to drink the water and started coughing. It was our golden party. After a while the teacher got out and we had the best time. The pond is so beautiful that was pleasure. My all school friends and the beautiful day every again so.

Abbe

The Abbey wa



Thursday 25th October 1901

Dear diary,

Today my room and dad had a party with some other adults. A neighbour and I ran down to the pond. I had a great time. I dived in. It was the most fun time of my life. In addition, we consumed some water from the precious pond. Furthermore, we began to splash each other with water. Also, we covered the green grass with water.



c. 90 diary entries inspired by historical events



c. 90 Repton-inspired water colour paintings



**183 more adults saw the exhibition**







PROJECT  
EVALUATION

# SHARING LEARNING



Worcester Wildlife Conservation Fund



THE  
GARDENS  
TRUST



# Be Flexible

- Keep momentum going
- Be prepared to change your ideas
- Need opportunities to build relationships to
- engage families of school community



# The training model works for kids too!

- Step 1: Understanding
- Step 2: Appreciating
- Step 3: Articulating
- Step 4: Communicating







Evaluate methods  
and impact as  
you go along





