



Children's  
**Rail Heritage  
Trail**

# Teachers Notes



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## National Curriculum Links:

### History

#### Key Stage One

##### Chronological Understanding

- 1a Place events and objects in chronological order
- 1b Use common words and phrases relating to the passage of time  
Knowledge and understanding of events, people and changes in the past
- 2a Recognise why people did things, why events happened and what happened as a result
- 2b Identify differences between ways of life at different times

##### Historical Enquiry

- 4a Find out about the past from a range of sources of information
- 4b Ask and answer questions about the past

##### Breadth of Study

- 6b Study the life of people in the more distant past who lived in the local area
- 6c Study the lives of significant men, women and children drawn from the history of Britain.

#### Key Stage Two

##### Chronological understanding

- 1a Place events, people and changes into correct periods of time
- 1b Use dates and vocabulary relating to the passage of time.  
Knowledge and understanding of events, people and changes in the past
- 2a Know about characteristic features of the period and society
- 2c Identify and describe reasons for and results of historical events in the period studied
- 2d Describe and make links between the main events

##### Historical enquiry

- 4a Find out about the past from a range of sources of information, inc. ICT based sources, eg documents, pictures, photographs, visit to museum
- 4b ask and answer questions, select and record information relevant to the focus of the enquiry

##### Organisation and communication

- 5a Recall, select and organise historical information
- 5b Use dates and historical vocabulary to describe the periods studied
- 5c Communicate their knowledge and understanding of history in a variety of ways eg by drawing, writing, producing an article

##### Local History Study

- 7 Investigating how an aspect in the local area has changed over a period of time, how the locality was affected by the event of the coming of the railways and by the work of significant individuals, eg the Pease family, George Stephenson

##### Victorian Britain

- 11a A study of the impact of significant individuals and events on the lives of people from all sections of society eg the shift in the town's focus from agriculture to engineering

## Geography

### Key Stage One

#### Geographical enquiry and skills

- 1a Ask geographical questions
- 1b Observe and record
- 1c Express views about people and places
- 1d Communicate in different ways
- 2b Use fieldwork skills
- 2c Use maps and plans
- 2d Use secondary sources of information
- 2e Make maps and plans

#### Knowledge and understanding of places

- 3c Recognise how places have become the way they are and how they are changing

#### Breadth of Study

- 6a Have an understanding of the locality of the school
- 7a Study at a local scale
- 7b Carry out fieldwork investigations outside the classroom

### Key Stage Two

#### Geographical enquiry and skills

- 1a Ask geographical questions, eg why was the position of Darlington suitable for the railway
- 1b Observe and record evidence, eg look at the position of Darlington on a map in relation to the Tees Valley and plot suitable routes
- 1c Analyse evidence and draw conclusions, eg compare routes
- 1e Communicate in ways appropriate to the task and audience, eg make a booklet or write a newspaper article
- 2a Use appropriate vocabulary, eg transport, industry
- 2b Use appropriate fieldwork techniques and instruments
- 2c Use maps and plans at a range of scales
- 2d Use secondary sources of information, eg town library resources
- 2e Make maps and plans at a range of scales, eg a sketch map of area local to school or town centre
- 2f Use ICT to help in geographical investigations, eg google earth for aerial views

#### Knowledge and understanding of places

- 3a Identify and describe what places are like, eg in terms of jobs, geographical location
- 3c Describe where places are
- 3d Describe why places are like they are
- 3e Identify why places have changed, eg through time, events
- 3g Recognise how places fit together within a wider geographical context and are interdependent, eg through movement of people and goods

## Knowledge and understanding of patterns and processes

- 4a Recognise and explain patterns made by human features in the environment, eg how housing and industry spread in the north of the town

## Knowledge and understanding of environmental change

- 5a Recognise how people can improve the environment or damage it, eg how the landscape changed with the coming of the railway, and how decisions about environments affect peoples' lives, eg did the population increase/decrease because of the railway

## Breadth of study

- 6d How settlements differ and change, eg how did the increase in industry affect Darlington  
7a Study at a local scale  
7c Carry out fieldwork investigations outside the classroom

## Cross Curricular Links:

### History

How did life change in our locality in Victorian times?  
Why do we remember George Stephenson?  
What was it like to live here in the past?

### Geography

- Maps – using, drawing them.  
- Our local area – description; locate on a map; key features  
- Investigating our local area  
- Land uses

### Literacy

Speaking and listening  
Writing labels  
Reading signs

### Numeracy

Counting  
Shape and space

### Science

Materials and their uses  
- building materials  
- materials for decoration and sculpture

### Design and Technology

- design and make a model for a new public bench for the marketplace

### Art and Design

Looking at buildings: decoration; pattern; shapes; observation  
- each child draws the front of a building and makes a class frieze or alternative map of the route.  
Looking at sculpture and public art – make your own  
Making sketches in the field  
Visiting a museum, gallery or site

### ICT

Look at maps and plans and aerial photographs on the web  
Looking for local information and heritage information – word processing / making leaflets and posters / slide show.



## **Safety Hints:**

### **Risk Assessment:**

Whilst this pack provides some information about safety it is NOT intended to replace the necessity of you doing your own risk assessment when you walk the route beforehand. Please follow the guidance of the LEA and DfCSF.

### **Roads:**

Where there are pedestrian crossings please make use of them. If there are none, then please cross carefully with the appropriate use of the adults in your party.

On the route into Darlington Town Centre from Abbey Infants School, there are no zebra or other pedestrian crossings.

### **Standing to look at things:**

Some sites have wider pavements than others, so be aware of the possibility of children (or adults) stepping back off the kerb. The trail has been designed to try and avoid stopping at places with narrow pavements, but we know there are lots of interesting things to see!

### **The Market Place:**

The Market Place is pedestrianised, but watch out for delivery vehicles. The market place is in use for markets on Mondays and Thursdays.

### **Toilets:**

Public toilets are available in the covered market building in the Market Place. These are free. There are also toilets at the Museum.

Route from the Town Centre to the Museum:

Please use the underpass and pedestrian crossings as Northgate and North Road are busy.

### **Ratio of adults to children:**

Experience has told us that a minimum of 1 adult to 5 children would be good on this type of walk – you would need to consider the age of your class.

### **Community Police Officers:**

Your Community Police Officer may be available to walk with you and your class – particularly on busy routes, and those with no pedestrian crossings. Please contact your local officer for advice. It's also a good opportunity for the children to meet their local bobby.

## Pre visit activities

These are some activities you might like to do to prepare the children for the walk, and give the some background information about what they might find out.

### Key Stage One and Two:

1. Look at Darlington's early history - particularly that of local families such as the Pease family – Edward and his sons.
2. Look at the early development of railways in Darlington and the Stockton and Darlington Railway, and why it developed.
3. Use maps to see the route of your walk

### Key Stage Two:

Key Stage Two children can also do some research into the styles and dates of key architectural features to help them to recognise them whilst they are out on the walk. Materials from CABE (Commission for Architecture and the Built Environment) are very useful - <http://www.cabe.org.uk/teachingresources.aspx>

The following document has some useful information pages within section 2.

'Our street: learning to see - A teacher's guide to using the built environment at key stage 2'  
<http://www.cabe.org.uk/AssetLibrary/9789.pdf>

They can also develop map sequences to plot the development and growth of the town. Historical and recent maps can be found online -

<http://www.durham.gov.uk/durhamcc/usp.nsf/pws/gis+--+online+mapping>

This site from Durham County Council is particularly useful. You can also visit the Centre for Local Studies in Crown Street Library to look at maps and find out more about Darlington's history.

## Other interesting things to look for on your walk

You could extend your walk up to Bank Top Station – There is an activity sheet available.

### Market Place to the Museum

Bakehouse Hill near the Pennyweight pub.

- What was a bakehouse?

Look out for Locomotion's wheel shape on the signs for the Yards on High Row.

Barclays Bank was originally called Backhouses Bank – the Backhouse family were supporters and investors in the Stockton and Darlington Railway (S&DR).

The Halifax Building Society is on the site of the original Head Office of the S&DR.

Look at the tiles on 17 Northgate.

Can you find The Old Post Office? What shop has it become?

### On Northgate

Central House – Who laid the Foundation stone?

The Salvation Army Citadel – was opened in 1887 by General Booth (one of the founders of the Salvation Army) and local MPs and businessmen.

John Street – down John Street you can see the Skerne Bridge, but you would need to stand in the car park of the Magnet DIY store – you might not want to take your class into this area. Look out for the Art Deco architecture on the Darlington Club (Working Men's Club).

## Post visit activities

These are some activities you might like to do after the walk to consolidate what the children have found out and to progress further with your study of the local area.

1. Recap what you have found out on your walk. For example you could look at all the different wheels represented in the market place. Look at any photos you have taken on the walk and sequence them to show your journey, and you could position them on a map.
2. Find out more information about the Pease – Stephenson connection.
3. Use photographs and illustrations of the Skerne Bridge to compare and contrast how it used to look with how it looks now. This is particularly useful if you haven't taken your class to see it. A SMART board activity is available.
4. Make a rail travel timeline, and place the different engines in order from oldest to most recent. A SMART board activity is available.
5. Visit the museum!

## Additional Resources:

### Books:

'Darlington – the Birthplace of the Railways' – Vera Chapman

'The Book of Darlington' – George Flynn

There are many excellent books and very helpful staff at the Centre for Local Studies at Crown Street Library in Darlington.

### Websites:

Head of Steam - Darlington Railway Museum [www.head-of-steam.co.uk](http://www.head-of-steam.co.uk)

Google Maps <http://maps.google.co.uk/maps?oe=UTF-8&hl=en&tab=wl&q=>

Durham County Council GIS Mapping

<http://www.durham.gov.uk/durhamcc/usp.nsf/pws/gis--+online+mapping>

Commission for Architecture and the Built Environment (CABE) [www.cabe.org.uk](http://www.cabe.org.uk)

Teaching Resources <http://www.cabe.org.uk/teachingresources.aspx>

The Building Exploratory [www.buildingexploratory.org.uk](http://www.buildingexploratory.org.uk)

### Other useful references:

Darlington Tourist Information Centre

Horsemarket, Darlington

Darlington's Tourism Website

[www.visitdarlington.com](http://www.visitdarlington.com)

## Museum contact details:

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