

Changes: Looking for evidence of change

Teachers' notes

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Acknowledgements:

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How to use – Aims:

The trail will enable Key Stage 2 to observe, record and describe local buildings, and aid the children in making conclusions about the people who lived in these building in the past.

Children will be able to describe how the buildings and the local area has changed over the years.

The trail could be used for KS1 or KS3 to aid a programme of local study.

The trail is essentially resource for history and geography, but it can be used as part of cross curricular topics or studies and will complement a visit to the Head of Steam-Darlington Railway Museum, by helping children place the museum in the wider context of the development of Darlington and the Railways.

For Key Stage 1 emphasis should be on observing and describing, not just on filling in the trail.

Key Stage 2 children will be able to record observations using the trail sheet and will be able to draw conclusions about how this part of Darlington has developed and why.

At Key Stage 3 the trail could be built into a local study, using both the Museum and some of the additional resources listed

National Curriculum links:

History

| Key Stage One | Key Stage Two |
|--|---|
| <ul style="list-style-type: none">• Changes within living memory – growth of, growth and changes in Railways and Industry• Significant Events beyond living memory – beginning and development of the Railways• The lives of significant individuals in the past, -and Robert Stephenson• Significant historical events, people and places in their own locality - Edward Pease | <ul style="list-style-type: none">• A local history study• Study of an aspect of history significant in the locality from beyond 1066 – development of Railways, growth of Darlington• Study of a significant turning point in British history - the first railways• Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 |

Geography

| Key Stage One | Key Stage Two |
|--|---|
| <ul style="list-style-type: none">• Study of a locality• Developing Knowledge of a locality, including vocabulary of Key Human Features• Geographical skills – using first hand observation to enhance their locational awareness.• Geographical fieldwork - using maps, using simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map• Pre-visit work could include - use aerial photographs recognise landmarks and basic human and physical features; | <ul style="list-style-type: none">• Extending knowledge of their locality using appropriate vocabulary.• Investigating land-use patterns; and understanding how some of these aspects have changed over time• Geographical skills and fieldwork - using maps, including Ordnance Survey maps, symbols and points of the compass• Pre-visit work could include - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key |

Cross curricular links:

| | |
|---|---|
| <p>History Developing chronology – Georgian, Victorian, How did life change in our locality in Victorian times? Who was George Stephenson and why is he important Who was Edward Pease and why is he important? What was it like to live here in the past? Who were the Quakers?</p> | <p>Geography Changes in Towns Maps, using and drawing them Our local area – investigating, observing, describing and recording key features Land use</p> |
| <p>Literacy Speaking and listening Responding, asking questions and Discussing Developing Vocabulary – building, streets, towns Reading signs Writing labels Using non-fiction texts for research.</p> | <p>Numeracy Counting Shape and space</p> |
| <p>Science Materials and uses Building materials Materials for decoration and sculpture</p> | <p>Design and Technology Materials and uses</p> |
| <p>Art and Design Observing, drawing Looking at buildings – decoration, pattern, shapes Making sketches in the field</p> | <p>ICT Using the web for research – maps, plans, aerial photographs, finding local and heritage information.</p> |

Safety and risk assessment:

Risk Assessment

This pack provides some information about the hazards you may encounter, but it is NOT intended to replace your own planning and risk assessment. We advise that you walk the route beforehand; preferably at the same time of day that your group will be out walking.

Route

Unless you visit North Lodge Park, your group will be alongside busy roads for most of the walk. The route is about 1½ miles long. Most of the route is on level or gently sloping pavement. There is plenty of space to walk 'in pairs' or 'crocodile' and there are pedestrian 'fences' at many busy places. We have kept crossing roads to a minimum, but you will need to cross some less busy roads. Please

- Plan how you will do this in advance.
- Make appropriate use of the adults in your party.
- Consider the use of High Visibility clothing for one or more members of your party.

Standing to look at things

Some pavements are wider than others, we have designed the trail so there should be plenty of space where you will stop and look around. Please take care to keep the children and adults on the pavement at all times. Check that these stopping places will be suitable for your group beforehand.

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 need to consider age and make-up of your class.

Toilets

The only toilets on the route are at the Museum, we suggest the children go before the walk. Most groups will complete the walk in around an hour to an hour and a half.

Community Police Officers

Your Community Police Officer may be able to walk with you and you class. Please contact your local officer for advice. It's also a good opportunity for your children to meet their local bobby.

Pre-visit Activities:

These are some activities you might like to use to prepare your children for the walk. They may also be useful in linking the trail into a wider topic.

Key Stage One and Two

- Look at the area around your school, what sorts of buildings and how old are they? Are they likely to be the same or different? Perhaps a map of the area around your school may help. This could be followed up by comparing your school to the area around the Museum on your return.
- Look at Darlington's early history – particularly the story of local families such as the Pease family - Edward and his sons.
- Look at the development of the coal industry around Darlington and how it leads to the development of the Early Railways.
- Look at maps and aerial photos of your route to recognise landmarks and basic features.
- Devise a simple map of Darlington to relate North Road Station to your school, perhaps using basic symbols in a key.

Key Stage Two

Use maps and aerial photos to explore how the area around the museum has changed.

Durham Record Office allows you to view old ordnance survey maps. Go to <http://www.durhamrecordoffice.org.uk/Pages/AdvancedSearchMapSeries.aspx?layer=2> and enter the Museums postcode; DL3 6ST [accessed 18 January 2016]
You could enter your school postcode for comparison.

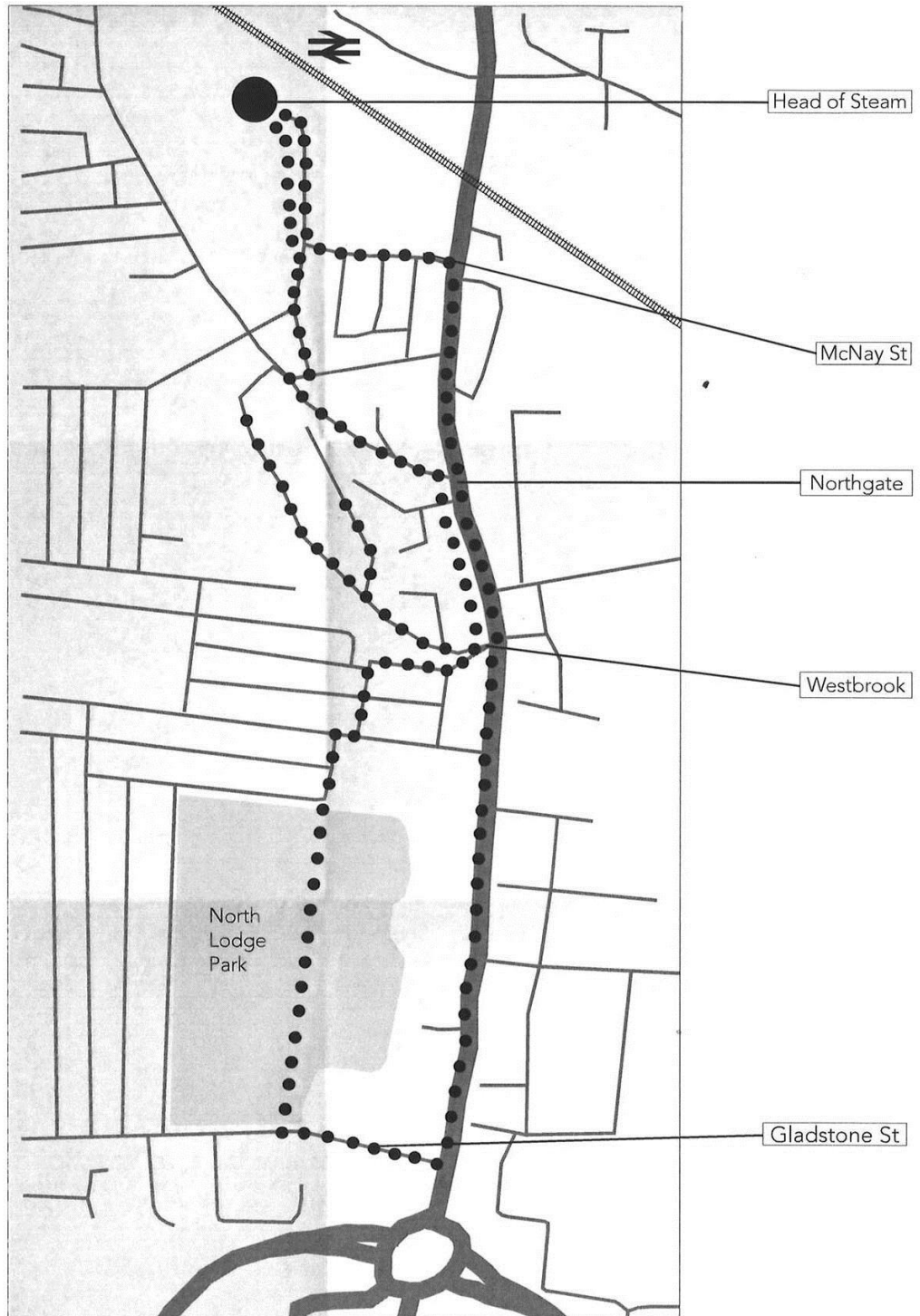
Do some research in to the styles and dates of buildings the children may see; 'Our Street: learning to see – A teacher's guide to using the built environment at Key Stage2' has some useful information on pages 16 to 23, pages 32 to 35 and page 48 onwards. Available at http://www.designcouncil.org.uk/sites/default/files/asset/document/our-street_.pdf [accessed 18 January 2016]

CHANGES

Looking for evidence of change



THE MAP



Using The Trail:

These notes provide a detailed 'script' to aid you around the walk and include directions, please feel free to adapt them to suit your class.

Begin the trail outside the Head of Steam – Darlington Railway Museum.

250 years ago this part of Darlington was outside the town, it was farmland beside the River Skerne and Cocker Beck.

Stand with your back to the Station buildings. North Road Station was opened to passengers in 1842. You can see are the Carriage Works across the field, built in 1853. In those days there was a Foundry off to your right and allotments in the field in front of you. By the 1890's this field was full of railway lines! To your left there were more railway lines for the Goods Station

Settle the group, perhaps with their eyes closed and ask them to listen in silence. They will be able to hear all the sounds of a town. If they were listening 250 years ago it would have been very different – farmland.

Imagine the noise of the Railway, Works and Foundry in the 1850's, over 150 years ago.

Use the map and directions to find your way

Leave the Museum through the gate and turn LEFT into, **McNay Street**. When new streets are built, they are often named after important people, Thomas McNay was the Secretary and General Manager of the Stockton and Darlington Railway. His son John Edward McNay became Secretary after his death in 1869.

Look at the windows

Windows are often an easy way to tell how old a building is. The size and shape often depends on the fashion of the time. (see Our Street: learning to see – links in the resources section) small panes of glass with thick wooden bars are old, the Georgian's used small panes with thin wooden bars. The Victorian's could make larger panes of glass. During the 20th Century metal and eventually plastic frames became common.

Large windows are needed to let in light for offices or workshops. The building on the corner, now a glass workshop, was the offices of Grierson's coal merchants.

Halfway along McNay Street is **Stephenson Street**.

George Stephenson was the engineer who planned and built the Stockton and Darlington Railway for the Stockton and Darlington Railway Company.

Which side is the oldest?

The right side of the street is old, the left side is more recent.

Look at the bricks in the walls – modern walls have a gap in the middle, the bricks are laid end to end with wire ties holding both sides of the wall together. You can only see the long side of the brick or 'stretcher'. This form of brickwork is often called 'Stretcher Bond'.

Older walls have no gap so 'headers', bricks that are laid across the wall, are used to hold the two sides together. The end or 'head' of the brick can be seen. This means you can see a pattern of stretchers and headers.

Look closely at the brick walls on Stephenson Street, you will see some of these patterns, look for one called Flemish Bond.

Turn RIGHT out of McNay Street into **High Northgate**.

Until the A1(M) was opened in the 1960's, this was the main road from London to Edinburgh. It is still very busy – TAKE CARE – beyond the bridge it is called North Road, the road to the North.

As you walk along Northgate – can you spot which houses had workers (poor) living in them and which houses belonged to Managers and other professional people (better off). The far side of the road has smaller cheaper houses built as a terrace; the nearside is larger houses with a garden at the front.

Darlington Club and Institute

The white front to the club was built in 1921 when the club was extended. Before that it occupied the two end houses of High Terrace. By looking at the remainder of High Terrace to the left the children will be able to complete the 1901 drawing, the 1921 image is what still exists. The pillars holding the railings were in front of the original terrace in 1901

Walk along High Northgate towards Darlington

TAKE CARE crossing Station Road – if it is busy, we suggest walking along Station Road away from the junction before crossing.

On the corner of Station Road and High Northgate is **Melville House**.

When it was first opened it was a Cocoa Palace. Cocoa Palaces were part of the Temperance Movement, which aimed to persuade people not to drink alcohol. Many families in Darlington were Quakers who believed people should not drink alcohol. You could buy a large cup of cocoa for 1penny (old money)

Next door on Station Road was a Temperance Hotel, anyone could stay there, but no alcohol was served.

Melville House was built in 1876, the date stone is about half way up the side wall. If you look at the rear wall the large arched windows are to give light to the staircase.

Walk along towards the garage, and stand on the grass near the garage, over the road is the **Railway Tavern**.

Built by the S&DR for travellers on the Railway, it opened in 1827. It is a short walk away from North Road Station, perhaps because the Pease family who operated the railway were Quakers and believed you should not drink alcohol. When it opened the tavern only served beer, not strong spirits like whisky or gin!

The tavern is set back from the road to give space for carts and coaches to park.

The pub sign shows two famous locomotives – Mallard and Tornado. The sign is not always hung outside (it wasn't when the trail was written – January 2016). Please check.

Near the Railway Tavern is **Northgate Bridge**, the road crosses the Cocker Beck.

Between here and the Town Centre the street is called Northgate, not High Northgate. To your right is Westbrook Villas, we will visit them on our way back.

Walk towards the Town Centre. Keep your eyes open as you walk, there are many things to spot and think about as you walk, however there are not many place to stop and talk about them.

The children could:

Look up – many buildings have dates on them or other signs on them. Write some down.

There are many shops – Where do you think the shopkeepers lived?

Look out for old signs. – They tell what shops used to be here, some are painted and very faded.

Some buildings are empty or being repaired – what do you think they might turn into next?

You could write down your suggestions.

How many churches do you walk past?

Find the Salvation Army Barracks – what does the building look like?

Next door is a building that has changed very little since it was built.

Look out for **48 Northgate, the house of Edward Pease.**

Over the road you can see a large building, there is now a kebab shop and a pizza shop.

Look at the tiled shop. Best Kebab 1, what happened here? When?

The tiles were added to the building to mark the Centenary of the first railway and the inscription marks the meeting of George Stephenson with Edward Pease who lived here in the 1820's

If you have sharp eye you will note that the date is not quite right!

When were the tiles put on the building?

When Edward Pease lived here the building looked very different. There were two houses, with doors in the middle, where the kebab shop and restaurant are. Edward's house was the kebab shop. After Edward died, the houses were sold and in 1866 changed into 4 shops, with living spaces for the shopkeepers above.

The street on the left of the building is called Garden Street and was built over Edward's garden.

The building behind you is **Central House**. It was built as a Technical College. What do you think it would be like going to school in such a grand building?

It was built in 1897, just before a famous Prime Minister – W E Gladstone died. The street beside is named Gladstone Street.

Behind the railings is a large stone, when Edward Pease lived here, this stone marked the edge of the town. It is a glacial erratic, brought here from Shap near the Lake District by



glaciers during the last ice age.

It is named for Willy Bulmer who was unofficial Town Crier, and read the news from on top of the stone. There is a panel next to the stone. It marked the edge of the Borough of Darlington when Edward Pease lived over the road.

Facing towards the Town Centre, turn RIGHT into Gladstone Street. This street is quieter and has more space for looking at the buildings.

Look at the different types of buildings on both sides of the street. There is a mix of modern and Victorian buildings. The rear of Central House has many decorative features, including windows, chimneys, towers and doors, the children can spot and draw some.

There are two ways back to the **Museum**:

You can retrace your steps. Go back onto Northgate, walk past the Garage, just over the Northgate Bridge, you can turn LEFT into Westbrook Villas and continue with the trail there.

OR

On **Gladstone Street**

Enter the Park through the first gate and walk straight through, passing the playground, bandstand and basketball courts. You will leave the Park by St George's Hall on Elmfield Street. Walk across Corporation Road onto Mowden Street. Ahead you will be able to see one of the Westbrook Villas (photo on trail sheet)

Turn RIGHT onto Westbrook Terrace. At the end of the terrace is a bridge over the Cocker Beck. Cross this bridge and turn LEFT into Westbrook Villas.

What do you think the Cocker Beck is sometimes called? It is often called the West Brook and gives its name to Westbrook Villas

Westbrook Villas

The old map shows what was here 150 years ago, before the houses were built. Henry Pease, lived in Westbrook Cottage and most of this was his garden. The Stockton and Darlington Railway had a Coal Depot for unloading the coal from wagons. Henry Pease was Edward's son.

Colouring in the Cocker Beck and the railway (coal depot) will help the children see what has changed. The colouring in could be done beforehand.

Northgate Bridge is just off the bottom right corner of the map, beside the number 128.

Henry decided to sell the garden in small parts and let people build houses. There were spaces for 17 grand houses on the original plan, but over time more were built.

Behind the houses is a neatly cobbled lane, the sandstone band in the middle is help prevent horses from slipping. When these houses were built the people living in them would travel by horse and all deliveries were by horse and cart.

In 2010 students from Queen Elizabeth College made art works as part of their course work and installed some here – a leaflet is available from the Museum.

The right wall of the alley was part of the coal depot, the small arched window is in the 'tally cabin'. Wagons full of coal would be pulled along railway at the top of the wall. The bottom of the wagons could be opened to allow the coal to fall into the bays below and loaded into carts. A 'tally' of the loads of coal and where it went would be written down and kept in the Tally Cabin.

Return to the front of the houses and walk along, many of the houses are decorated. See how many different doors and windows the children can spot. Perhaps the children could choose their favourite and sketch parts of it.

In 1896/7 the following people lived in Westbrook Villas (from Wards Directory, 1896/7, available at Darlington Library, Local Studies Section)

| WESTBROOK VILLAS | |
|-----------------------------|--|
| High Northgate | |
| 1 | Thorpe, Thomas, house furnisher. See advt. |
| 2 | Thorpe, Thomas William |
| 3 | Leng, William, cashier |
| 4 | Kitching, William, engine driver |
| 5 | Gent, John (builder) |
| 6 | Cruikshank, John |
| 7 | Snaith, Frank, foreman ASSEMBLY HALL. See advt. |
| 8-8A | Vacant |
| 9 | Foster, William & Son, coal merchants |
| 9 | Foster, John Alfred (W. F. & Son) |
| 10 | Watson, John Richardson (bootmaker) |
| 11 | Jenning, Thomas William Sell (managing director, Bridge Hotel & Theatre Co. (Darlington) Ltd.) |
| WESTBROOK VILLAS—continued. | |
| 12 | Butler, Henry William, engineer (j) |
| 13 | Walton, John, solicitor's clerk |
| 14 | Hall, Chariton (tailor) |
| 15 | Smith, Albert, clerk |
| 16 | Waldie, Wm. Spedding, marine engineer |
| 17 | Laidler, Robert Francis (Chartered accountant) |
| 17 | Laidler, Frank B. (solicitor) |
| 18 | Holmes, George (H. & Richmond) |
| 19 | Garbutt, Mrs. E. |
| 20 | Ward, John (W. & Airey) |
| 21 | Elton, Mrs. Hannah A. |
| 21 | Atlay, H. (A. Bros.) |
| 21 | Atlay, W. (A. Bros.) |
| 22 | Thompson, Thomas |
| 23 | Briggs, Wm. Thomas, veterinary surgeon |
| 24 | Smith, James, travelling draper |
| 25 | Atkinson, Joseph |

Now return to **High Northgate** and use **Station Road** to take you back to the museum.

Post visit activities:

- Draw a map of the walk from memory or notes made on the walk. Add a key and things of interest.
- Look at the area around your school, what sorts of buildings and how old are they? Is it similar or different to the area around the Museum. Perhaps a map of the area around your school may help. This could be followed up by comparing your school to the area around the Museum on your return
- Find out more about the Pease – Stephenson connection.
- Use the 'Keys to the Past' website or Durham Record Office maps to find out more about the network of Railways and Rail workshop in Darlington. See links below
- You can find out more about the people who lived in the streets using Wards Directories.
- If you had the chance to build a grand house like those in Westbrook Villas, what would it look like? The children could draw or describe their house.

Addition resources:

[All websites were accessible on 18 January 2016]

Durham Record Office

Maps of Durham and Darlington searchable by postcode

<http://www.durhamrecordoffice.org.uk/Pages/AdvancedSearchMapSeries.aspx?layer=2>

Keys to the Past website – includes modern maps historic maps and the location of scheduled monuments.

<http://www.keystothepast.info/Pages/pgDetail.aspx?PRN=D6778>

Local Studies at Crown Street Library, Darlington contains Historic Ordnance Survey maps of all of Darlington, dating back to the 1850's, and Street directories, eg Wards Directory which lists the occupants of streets and buildings.

Google Earth

Old maps published by from Alan Godfrey, either from the museum shop or

<http://www.alangodfreymaps.co.uk/>

Museum Contact details:

Reception: tel: 01325 405060

Learning officer: 01325 405541

Web: www.head-of-steam.co.uk

Email: sarah.gouldsbrough@darlington.gov.uk

headofsteam@darlington.gov.uk

Address: North Road Station, Darlington, DL3 6ST