

These teacher's notes accompany the Intro2Bellingham slideshow by giving further information and suggestions for preparatory activities in school. They'll help children to understand:

- What they will see on their way to Bellingham
- What's in and around Bellingham
- The geography of the area
- How people lived in the past
- What they can see and do at the Heritage Centre.

Project it onto your whiteboard for group work or let children follow it themselves on a PC.

No, you're not going to another country when you come to **Bellingham**.

(But you'll be pretty close to Scotland, which is less than 30kms away.)



This is the **Northumbrian** flag.

We started using it in 1995. You'll see it a lot when you come because we're proud of our heritage.



Courtesy Richard Dam

You may come by this road.



It's the **A68** and was first built by the **Romans** nearly 2000 years ago. It starts from their military base at Corbridge and leads into Scotland. It may be straight but it can be a bumpy ride!

ACTIVITIES

- Trace the route you will be travelling to Bellingham using a road atlas or Google maps.
- What do you notice about the route of the A66? Are there other Roman roads nearby? (The B6318, known as the 'Military Road' is built on a Roman road used to supply the forts along Hadrian's Wall.)
- Which Roman sites might you pass on the way to Bellingham?
- Use a map to look for natural or man-made features that you will pass on your journey.
- People not only come by car and coach to Bellingham. Many arrive on a bike using one of several long-distance cycle routes; others by walking the Pennine Way. Check these out on the web, but ensure children add 'Northumberland' in the browser as there are many more Bellinghams around the world.
- Research the origins of the Northumbrian flag.

You'll pass signs of places using these words.

Crag Linn Haugh Hope Rigg Chester Fell



Stead Common Dale Cleugh Knowe Burn

ACTIVITIES

- Look at this map to find how many place names contain these terms.
- Extend this activity by looking at other maps of NW Northumberland for other terms.
- Research what these geographic terms mean.
- Are any used on place names where children live?
- Which other geographic features are used on place names where children live?

You'll also pass brown signs like this.
They tell you what's nearby.



One of these is a
World Heritage Site.

ACTIVITIES

- Talk about what brown signs are used for (tourist destinations).
- What are the different tourist attractions on this sign?
- Where are these places in relation to Bellingham?
- Are there any brown signs near to where children live? What do they signpost?

But, whichever road you take, you're bound to see this sign.



Northumberland National Park is a huge area,
and we're on the edge of it.

TEACHER INFORMATION (Supplied by NNPA)

- Northumberland National Park was officially designated on the 6th April 1956. (The first National Park in the UK was the Peak District, designated in 1951.)
- The National Park covers an area of 1049km, or 405 square miles.
- Northumberland National Park Authority actually owns only 2.5 square km of the land in the National Park; private landowners, the Ministry of Defence (Otterburn military training ranges) and the Forestry Commission are the main landowners.
- Northumberland National Park is the least populated of all the National Parks in England and Wales with a population of around 2000 people. That's only 2 people per square km!
- The highest point in the National Park is The Cheviot, at 815m.

ACTIVITIES

- How many other National Parks are there in the UK? Where are they?
- What makes each special and how are they different? Which is nearest to you?
- The symbol of the park is a curlew (pictured). Collect symbols of other National Parks and heritage and conservation agencies (National Trust, Forestry Commission, Natural England, RSPB, World Wildlife Fund etc).
- Ask children to summarise why the images in the following slide were chosen by Northumberland National Park Authority to summarise what they want to tell people about the area.
- Look at the different types of land use within the Park - forestry, agriculture, industry, settlement, recreation, MOD training area (approx 23% of total land area in the Park).

Northumberland National Park is all about...



It's huge, yet only 2000 people live in the Park.

TEACHER INFORMATION

Northumberland National Park hopes that the four things you and your group will take away from your visit to Bellingham and the area around it are an appreciation of:

- The landscape and the lack of buildings in it. One of the best places to appreciate this is Redesmouth Road between the A68 and Bellingham.
- The history of the area. The best place for this is at the Heritage Centre at Bellingham with its coherent exhibitions and educational opportunities.
- The natural environment. By far the best opportunity to encounter this is by a magical walk up to Hareshaw Linn. There can be nowhere better for first-hand sensory experiences of touch, sight, smell and sound. The start of this walk is only five minutes from the Heritage Centre.
- How different seasons have a dramatic effect on the valley. But, the only way is to keep coming back, when the surrounding countryside will have different things to appreciate. Do look at local websites where local people and photographers post images of the area throughout the year.

Most people think that the stone building is a castle, but it is actually the engine house of the former Ridsdale Iron Works established in 1839. Although it's just outside the boundary of Northumberland National Park the view from it shows the remote beauty of the Park's landscape. The Ridsdale Iron Works flourished about the same time of the Hareshaw Iron Works at Bellingham.

Educational fact sheets can be found at

www.northumberlandnationalpark.org.uk/understanding/learningzone/educationalfactsheets.htm

Bellingham is on the edge of the National Park, in some of the most beautiful countryside in the UK.



But, a thousand years ago, much of it was forest, which was used for hunting. The owner was Alan de Bellingham. He was a forester and chose hunting horns as his coat of arms.

TEACHER INFORMATION

- The name of Bellingham is derived from:
Ing – farm
Ham – small settlement

But, no-one's really sure about where the 'Bell' comes from.

ACTIVITIES

- What are coats of arms used for. Where are they seen and used?
- Does your town/village/city/county have a coat of arms, crest or logo?
- Does the school have a crest, and if so, what do elements of it mean?

This will tell you what's in and around our village.



It's the biggest place around, with a population of 1227.

ACTIVITIES

- Use a map to find the places on the signs, and their proximity to Bellingham.
- What do these signs tell children about what's in and around Bellingham?
- Compare with amenities where children live.
- Talk about the meaning of each symbol on the brown signs. For a complete list of official UK tourist symbols visit. www.dft.gov.uk/trafficimages/imagelist.php?CATID=15
- Compare the population of the villages, towns or areas where children come from.

We've some special buildings.



Including the Town Hall.



It's the focal point of lots of community activities.

TEACHER INFORMATION

Buildings featured, clockwise are:

- **Station House.** The remains of the railway station and the route of the Border Counties Railway and associated workings are can be traced on OS maps.
- **Rosehip Cottage.** Built in the 18th century as stables for a nearby public house, then became a shop and recently converted into a home. It got its name because during WWII, when food was rationed and citrus fruits scarce, children were encouraged to pick rosehips, which were sent to Newcastle to be made into syrup as a much needed source of vitamin C. It was to this shop that they traded their 'pickings' for pennies.
- **St Cuthbert's Church.** Famous for its narrow windows and stone roof, which protected local people taking refuge in the church during raids by Scottish reivers. Having twice been burnt down during attacks the timber roof was replaced with stone. Its heavy weight required buttresses to prevent the walls collapsing under the weight.
- **Union Workhouse.** Built in 1839 to provide for the poor people of the area.
- **Cheviot Hotel.** It was originally a coaching inn called the Furnace Inn and then the Railway Hotel. All three names reflect occupations relevant to Bellingham – farming, Iron Works and the railways.
- **Boer War memorial fountain.** Originally sited at a crossroads, it was later moved to Manchester Square owing to increase in motor traffic.

The second slide shows the:

- **Town hall.** The clock that was donated by the 'four graynes' – major landowning families of the area.

ACTIVITIES

- Talk about each building and monument, asking children what they are/were.
- What materials are used to construct them? Where might they have come from?
- How different are they from the materials used on buildings where children come from?
- Are there similar buildings in your neighbourhood?
- Talk about how and why old buildings are conserved.
- When you explore Bellingham, look for these buildings and others that have changed use. There are many.
- Use Internet sites to help children understand the layout of the village and to locate buildings featured in the slide and nearby natural features.

And a river and a burn.



TEACHER INFORMATION

- The photograph on the right is Hareshaw Burn just before it flows into the River Tyne. The burn was dammed in the 1840s to provide energy for the Hareshaw Iron Works in Bellingham.
- The photograph on the left is of the River North Tyne. Water is released from the dam at Kielder Reservoir and then flows down the Tyne to Riding Mill where it is extracted and pumped over a thousand feet underground to the River Tees at Eggleston.
- The river Tyne is a major fishing river, attracting anglers from across the country which contributes to the area's economy.

ACTIVITIES

- Follow the route that water was taken from Kielder Reservoir to the River Tees.
- Find the sources and routes of the River Tyne and other local rivers.
- How close are these rivers to your school? Where do they enter the sea?
- Talk about uses of the water in the river and the burn.

Meet some of the locals... ice skating on the river.



Yes! We know it's dangerous to walk on frozen ice, but the river was very shallow at this spot.

Here's some of us on our way to school.



It was the only way we could get there if you lived on remote farms.



A saddler was important if you owned a horse.

A blacksmith too.

TEACHER INFORMATION

- The children on horseback are going to school in the 1930s (either to Kielder or Greysteads). They would tether their horses outside school until they returned home. The local education authority often paid for the horses' fodder when grazing outside the school. (Just as your local education authority may subsidise school transport today.)
- The Heritage Centre has a reconstruction of the Stannersburn smithy near Kielder, which operated from 1830s to the 1970s. Smithies were essential to farmers and the local community at a time when horse and cart was the main form of transport for people and goods.
- Several fascinating old photographs in the Heritage Centre's archives feature horses being used for many different purposes. There are also some exceptional and rare old photographs of saddlers, farriers and blacksmiths. These images, along with over 2000 more can easily be accessed by children on our simple computer database.

ACTIVITIES

- Explain the purpose of a blacksmith and saddler. Why were they important in the past?
- Why are few seen now?

We grew up learning a lot about animals.



Even having some as pets.

TEACHER INFORMATION

- Use these images to prompt discussion about the importance of animals to people in the past – a livelihood and a means of transport.
- Talk about animals – as pets, as working animals, farm animals and as part of our food chain.
- Which animals might children expect to see when travelling to Bellingham?
- 'Growing up' is one of the themes of our loans boxes.

After we left school most of us worked on a farm.



It was hard work.



Others worked in local mines and quarries.



That was very hard work.
Especially for the boys.



TEACHER INFORMATION

- These images are a few of the many we have on our computer database in the Heritage Centre that show what people did to earn a living.
- Two areas in the Centre focus on farming and mining. (Another area – see later slide - focuses on the area's railway heritage.)
- Help children understand about local farming and mining heritage by using one of our Activity Sheets to investigate our farming gallery and our mining exhibits.

ACTIVITIES

- What are the occupations of the people in each image?
- What tools and equipment are they using?
- Why do the images mainly show men? Are there any children in them?
- What jobs might women have had? (See later slide)
- What are the main forms of employment in the area where you come from?

Some people also worked on the railways.



The line to Bellingham opened in 1862, but it closed to passengers in 1956. When you visit us at the Heritage Centre you'll see what's left of the railway station.

From Bellingham you could travel to all these places.



This was before there were cars and when most people still travelled by horse and cart.

TEACHER INFORMATION

- Bellingham was an important stop on the Border Counties Railway, which went from Hexham to Scotland. It opened in 1862.
- The other main line in the area was the 'Wannie' Line which went from Morpeth to Redesmouth Junction (next station east of Bellingham).
- The Heritage Centre, which is in Old Station Yard, has a lot of images, objects and information about the area's railway past.

ACTIVITIES

- Use the (blue) railway map on the slide to follow the route of the two lines. An OS map shows the visible remains of both lines which children can use to plot the route.
- Point out the different classes of ticket – first, second and third class.
- Talk about currency used at the time – pounds, shillings and pence.

- Use one of our Activity Sheets for detective work around the old station and inside our Heritage Centre.

Women had different jobs when they left school.
Some worked on farms; others in shops.



Many became servants for rich families.

But for most women their place was in the home
after they married – looking after the family.



That was hard work too.

Girls learned how to do domestic chores at school.



ACTIVITIES

- What are the women and girls doing in each image?
- Talk about the working lives of women today and how they compare to those in the past.
- '*Shopping around*' and '*Health and hygiene*' are two of the themes of our loans boxes that are linked to the role of women in the past.

Today, farming is what most people still do.



These are just a few jobs to be done – working in all weathers.

Some people work in nearby quarries.



These days men use machines to dig out whinstone. It's a very hard stone which is crushed up for roads.

Other people work for the Forestry Commission.



They work at Kielder Forest.
It's the biggest forest in the country.



TEACHER INFORMATION

The Forestry Commission photographs show:

- A modern harvester in action.
- Felled logs awaiting transportation.
- Hand planting. Every year 3.5m trees must be hand planted to make up for those that have been felled. They also help reshape the forest for landscape and wildlife objectives (outlined in the next slide).
- A small area of Kielder Forest.

Kielder Forest produces 25% of all the timber harvested in England.

You'll also pass several forests and forestry operations on your way to Bellingham, no matter which route you take.

ACTIVITIES

- Which forests or woods are near to where children live?
- Identify and record types of trees nearby or in school grounds. Collect leaves.
- Discuss why trees and forests are important to the environment. What can threaten them?
- Talk about the different habitats and life forms that rely on trees and forests.

Kielder Forest was planted after World War One because there was a shortage of timber.



Lots of men were employed to plant saplings (small trees), look after them and then chop them down when they grew very tall.

New villages were built specially for them and their families.

But, the forest isn't just about growing trees to chop down for timber.



The rangers also look after lots of birds and animals who live in the forest.

But one of these animals is not welcome.



Courtesy Forestry Commission & Northumbrian Water

TEACHER INFORMATION

The Forestry Commission places equal emphasis on looking after wildlife as well as the other parts of its work. The photographs on the right slide show:

- An osprey chick being ringed. Ospreys began nesting at Kielder Water and Forest Park in 2009.
- Peregrine falcon chicks. They are the UK's fastest flying birds of prey. As with many birds of prey they were, and are, persecuted, but on Forestry Commission land they are protected, with 11 known nests in the forest.
- Wild goats. No one really knows whether they were escaped farm animals from medieval times, Scottish wild goats that strayed over the border or just part of the area's natural fauna.
- A red squirrel. Kielder Water and Forest Park is the UK's largest remaining stronghold of red squirrels, with approximately 50% of England's native red squirrel population. The best place to see one is at the red squirrel hides at Leaplsh Waterside Park or Kielder Castle.
- A deer. These have to be culled to protect the trees from damage and ensure the herd stays healthy. Deer have no natural predators in the area; hence the need to control numbers, as many will starve otherwise.
- Grey squirrels. They too are also regarded as a pest because they kill the smaller red squirrels (a protected and endangered species) by passing on a virus that only affects red squirrels.

In the 1970s more water was needed for north east industries, so a reservoir was created at Kielder.



It's the biggest in the UK.

When the valley was flooded, people had to move out and their homes and farms.



Courtesy Forestry Commission

ACTIVITIES

- Talk about the need for water and why that need is increasing – domestic and industrial.
- Explain how reservoirs are created. Are there any reservoirs near to where children live?
- Look at a map to see if you'll pass other reservoirs on your way to Bellingham.
- Research major damming schemes and their environmental impact.

At the bottom of the reservoir there's also a village and coal mine called Plashetts.



At one time up to 90 children went to the school there.

That's a lot for around here.

TEACHER INFORMATION

- The images are of a postcard of Plashetts (church on the left and school on the right); an old photograph of one of the two collieries in the valley; and another of horse-drawn trucks bringing miners back from the mine, with children enjoying the ride too. The trucks were the only way supplies were brought to the village and the shop in the background.
- Plashetts village was built exclusively for the miners and their families.
- There were two mines (Plashetts Colliery and Far Colliery). Both were drift mines, tunnelled into the hillside. Earlier mining in the area was in the form of bell pits. They had narrow vertical shafts sunk into the coal seam, which were then opened out into a small chamber. Little timber was used to support the roof, so that once it became unsafe, the pit was abandoned and another shaft sunk nearby.
- If you are staying at Hawkhirst you'll see where the old village roadway disappears into Kielder Reservoir.
- Local people talk about tales of bells sounding beneath the waves of Kielder!

Today, both Kielder Forest and Reservoir attract lots of tourists.



Many come for outdoor activities.



TEACHER INFORMATION

- Kielder Water & Forest Park Development Trust is a registered charity working to develop the Park as an inspirational place for leisure, exploration and fun.
- For more information about Kielder Water and Forest Park visit www.visitkielder.com

ACTIVITIES

- What type of activities would children expect to be offered in a forest and on a reservoir?
- Which of these activities have they experienced? What will they be doing during their visit to the area?

Lots of young people stay at Hawkthirst Scout Camp on the shores of the reservoir.



Enjoying many different activities and exploring the area.



TEACHER INFORMATION

- Hawkthirst Scout Activity Centre is perfect for groups looking to experience the outdoor environment, especially on water.
- It's set in 70 acres of coniferous forest within Kielder Forest, on the edge of Kielder Water.
- Hawkthirst offers not only exciting water-based activities, but also many land-based activities perfect for any type of group, led by specialist instructors.

ACTIVITIES

- Create a map of the area showing Kielder Forest and Reservoir, the position of Hawkthirst and its proximity to Bellingham and other local places.
- Show the road crossing through Hawkthirst that led to Plashetts before it became the Activity Centre's slipway.
- Talk about activity groups that children belong to or have been members of. What challenges have they achieved or would like to attempt? (Mention Duke of Edinburgh and John Muir Awards.)

Like you, they'll come to our **Heritage Centre**. It's full of things about North Tyne and Redesdale.



Our logo includes a sheep. That tells you how important farming is to us.

Wool for warm clothing and tasty lamb for eating.

This is just one area inside our Heritage Centre.



Inside the telephone box you can listen to people talking about their lives. We call it our Tardis— as it takes you back in time.

ACTIVITIES

- Talk about the meaning of 'heritage'. What does it mean to children? Where have they seen that word used? What does it evoke?
- How is a heritage centre different from a museum?
- What things (objects, photographs, documents, recordings and information) would you put in your local heritage centre that represents your area?

But, our Heritage Centre became so full that we bought these old carriages to give us more space.



Volunteers restored them, doing many hard, heavy and dirty jobs.



In fact, the Heritage Centre was set up and is run by people who give their time for free.

ACTIVITIES

- Watch the arrival of our carriages <http://youtu.be/HB22myLDOv8> or <http://youtu.be/V6kofo4dKOY>
- Talk about the differences between old and modern trains. What would you expect to find on an old train that you wouldn't on modern trains?
- Have children been on journeys operated by historic railway preservation groups? Talk about their experiences. Recall, research and play extracts of films and television programmes that depict rail travel in the past.
- Point out that many railway preservation trusts are also managed by volunteers.
- Talk about the important role of volunteers today and the many different organisations and charities that rely on volunteers.
- Do children have any family members who are volunteers? Have children ever volunteered to help on projects or activities?
- Talk about conservation or restoration projects. Are there any examples – past or ongoing - in your area?

The carriages are next to the platform of the old railway station.



When you come, you'll see that most of the station buildings are still here.

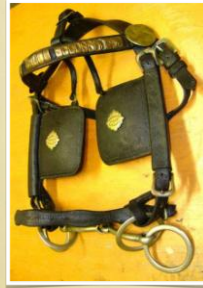
ACTIVITIES

- Talk about what powered trains in the past (steam and then diesel).
- What other forms of power are used today?
- Help children understand about the area's railway heritage by using one of our Activity Sheets.

So, when you come to visit us...



You'll see some fascinating things.
Some, you can even hold, use or try on.



Where do you think these objects were used?

TEACHER INFORMATION

- Education visits to the Heritage Centre at Bellingham are free but must be booked at least two weeks in advance. By pre-booking a visit we can offer introductory talks about our galleries, handling collection sessions and a range of activity sheets.
- Our volunteers can tailor sessions to meet your visit objectives, provided you give us sufficient notice.
- To book a visit, please email: enquiries@bellingham-heritage.org. Email contact is preferred as our volunteers may be busy in the museum.
- The Heritage Centre offers loan boxes for free use by schools and community groups. Email enquiries@bellingham-heritage.org for further information.

You'll also see this colourful mural that a local artist painted for us.



It's all about the history of Northumberland.

ACTIVITIES

- Use this mural to inspire children to make their own mural, collage or frieze to record their visit. Include children's drawings and photographs, and incorporate their responses and comments about their observations and experiences.

Then, from outside our Centre you can go on a magical walk up to Hareshaw Linn.



It was an exciting walk for us too, as you'll see from this cartoon.

TEACHER INFORMATION

- A leaflet with a map of the walk can be obtained from the Tourist Information Desk in the Heritage Centre. Tel: 01434 220616 Email bellinghamtic@btconnect.com and from Northumberland National Park Authority.
- The cartoon version of the trail is from a NNPA leaflet. It contains short with reminiscences of local children about what they got up to when playing in the burn. Read them and ask children to share any adventurous walks and expeditions they may have made. However, do stress the dangers associated with old mine shafts.
- You should make a full risk assessment before taking children up to Hareshaw Linn (unless you are guided by the instructors at Hawkhirst or one of the volunteer rangers from Northumberland National Park authority).

You'll pass by the site of the Hareshaw Iron Works.



Just outside our Heritage Centre is this row of houses.
It's one of six streets built for the workers at the Iron Works.

TEACHER INFORMATION

- Hareshaw Iron Works was built here because there was ironstone, coal, limestone and water around Hareshaw Burn. (Essential raw materials and energy.)
- One of our Activity Sheets can be used to prepare children for a visit to the site of the Works.
- We also have information for groups looking to investigate the history of the Works. Contact the Heritage Centre enquiries@bellingham-heritage.org

Or, you may want to explore our great village.



We've got stories about sneaky robbers, a disastrous flood and a magical well.

ACTIVITIES

- Take some time out to explore the village. There is a town trail (available from the Tourist Information Desk in the Heritage Centre).
- Take photographs of the village to commemorate your visit or for follow-up work back at school.
- The Heritage Centre will soon offer an illustrated trail, developed by local children to guide visiting children around the village.
- Ask your children what things they might want to tell children visiting from Bellingham about the area where they live.