

100
PLACES
NORTH EAST

A HISTORY OF THE NORTH EAST IN
100 PLACES

A Toolkit for Teachers
Key Stage 1, 2 and 3

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'A History of the North East in 100 Places'

Activity ideas

The activities listed here are intended to provide ideas of ways of incorporating the places into lessons and activities in the classroom, but can also be used to generate ideas for engaging with the places in person. Each activity is designed to be flexible so pupils can work with a number of places. We have grouped the activities by curriculum area, however most places and activities are cross-curricular. Unless otherwise stated, these activities are adaptable for Key Stages 1 & 2.

Art and Design

Let's sketch: There are many beautiful buildings featured on the list of 100 Places that can form the basis for art and design activities. Encourage the pupils to study the place from a photograph, memory or actual visit. Collectively look carefully at the place from a variety of angles and then sketch the place under consideration. Annotate the drawings with details such as texture, construction type, materials etc. Encourage the children to investigate the place and collect images from different viewpoints for a large group collage of the place.

Key Stage 3 extension idea: Encourage the pupils to investigate different local architects, artists, crafts people and designers working around the time the site was constructed. How was their work influenced? Were they working at a time of austerity or wealth? Is there shown in their designs? Are there any similarities in the design of this place?

Cryptic drawing: Group the pupils in pairs, ask one pupil to describe their chosen place to their partner, who does not know where it is. The other pupil draws the place based on the description. This can then be repeated with another place as a response. The pupils will learn they need to carefully consider the description and understand the relevant parts and those which are not as useful. They will learn about the scale and size of the place from a pupil's perspective.

English/Drama

English speaking and listening

I'm home: Encourage the pupils to work through the list of buildings and investigate which are closest to their school. Consider which of the places means "I'm home" to you. A place that when you see it means you have returned home. Why does it make you feel like that? What sentimental thoughts do you have about the place? Does everyone think the same about each place or are feelings different? How does thinking/talking about this place make you feel?

Writing

Creative writing: Select one of the places and investigate its current use. Has the place always been used for this purpose? What else has it been used for? Write a story about the place including a new use for the place. Could it become a chocolate making factory or a house for a superstar or a laboratory for the study of local plant types? What amazing uses can you think of? The possibilities are endless.

Links to places: Select 3 of the places and encourage the pupils to create a story linking the 3. They could write in modern times or around the time the place was constructed. If the pupils chose castles it could be about different places being against each other and the battles that occurred between them. If they chose a cathedral or abbey it could be about people making a visit from one to the other in a form of pilgrimage, the possibilities are endless.

Key Stage 3 extension idea: Pupils to use this story writing opportunity to imagine and develop situations outside their own experiences and use empathy to develop strong characterisation. Pupils will explore the affect the location and history of the place has had on the characters in their story.

Publicise it: Design a poster promoting the place. Give a description of what a visitor might find, how accessible the place is, where it is, what you will be able to do when you get there and how would you rate it out of 5.

Mathematics

Mathematics number and algebra

Estimation: Create a table of estimated and actual answers to a question, with a column for calculating the difference. As below

	Estimate	Actual	Difference
Question 1			
Question 2			

Look at an image of one of the places, for example The Bowes Museum, and ask the pupils to estimate how many windows the building has and then count them to gather accurate information, how many doors the building has, how many columns the building has, how many archways the building has, how many roofs the building has, how tall the building is, how wide the building is etc. these questions will be different depending on the site you choose. Once the pupils have estimated and discovered the actual number of items then ask them to work out the difference. As the problem solving continues, do they become more or less accurate, or do they stay about the same?

Mathematics Shape, Space and Measures

Making and Drawing 2D and 3D Shapes: Find a view of the main 2 dimensional shape of the front of the building. Looking at the front elevation (the front flat view of the building, as if a

slice has been taken 1m away from the front of the building). Pupils to work from a photograph or their own drawing of the building. What is the main shape of the building? Is it a square or rectangle? Can this main shape be broken down into smaller repeating shapes? How many rectangles, squares, circles, triangles etc. can you find in the elevation?

Look at the main 3 dimensional shape of the building. Pupils to work from a photograph or their own drawing of the building. What is the main shape of the building? Is it a cube or cuboid? Can this main shape be broken down into smaller repeating shapes? How many cubes, cuboids, cones, cylinders, spheres, triangular prisms etc. can you find in the building?

How many edges, faces, vertices and vertexes doe the building have?

Can the pupils identify any lines of symmetry within the building? Some may have many and some none. Why is that?

Key Stage 3 extension idea: Pupils can investigate the places in the sculptures in the landscape section on the 100 places website. Firstly from the photographs they need to estimate the relative heights of the sculptures and then order them highest to lowest. They need to find the critical dimensions of each sculpture and put them in the correct order highest to lowest. The data collected could also be used to work out the proportions of the sculpture comparing the height to width ratio, the choice of materials affecting the weight of the sculpture and calculating the volume of the structure.

History

Castles: Select one of the castles from the 100 places list. Investigate the time period the place was constructed. Imagine you are living or working at the place during that time. What was it like? Were conditions good or unpleasant? What was your daily routine? How does this compare to how people live or work there today? Why was the place constructed? Did the place carry out the task it was needed for? How old do you think it is? Does this look like a place from long ago? What elements of this place are different to the places we see built today?

In depth exploration: Encourage the pupils to use all their senses to describe their place in its historical

Context.

Context: Souter Lighthouse

Taste: Lots of fish, sea air and sea weed

Smell: The sea, heavy rain, winds straight from the sea

Touch: The soft wooden steps worn by people going up and down to the lighthouse, the cold stone walls standing tall for generations.

Hear: The fog horn warning ships, the crashing sea.

See: The brightly shining light warning of danger, the sounds of laughter pupils playing at its base.

Develop these thoughts into a piece of prose about the place in its historical context.

Key Stage 3 extension idea: Pupils can investigate the way in which the lives, beliefs, ideas and attitudes of people of the North East of England have changed over time through their study of the 100 places spanning many centuries. Pupils should work through the list and choose those place which have had an effect on these changes and analyse why. This work can be developed to analyse the factors, such as technology, economic development, war, religion and culture that have driven these changes.

Geography

Physical features of the place: Consider one of the place from the list. What is the landscape like around it? What do I think about it? Has this place been in the news recently? Why? How has this place changed over time? Why has it changed? Can you think of any places which are similar in our area? Why are they similar? What makes them different? How does this place fit into our region? Would the region be the same without it?

Mapping: Investigate if there are any maps of your chosen place. If there are, look at the different scales of the maps, what happens when the scale increases? Does the size of the map increase or decrease? Draw a sketch map of the place from photographs, satellite images, aerial photographs and memory. Annotate your map to show the high and low parts of the place, vegetation, manmade features and natural features.

Key Stage 3 extension idea: From the sketch map pupils can construct maps and plans of the chosen place at a variety of scales, using graphical techniques to present evidence.

Bridges: Many of the place on the list are bridges. Talk about bridges in the region, how they were constructed, how they have changed over time and how they help cities to function. Pupils could create maps of the local area, identifying the location of bridges and when they were built, and find out more about their history. Pupils could design their own bridge to sit in a local area. Investigate your local area surrounding your school, looking at physical location, access etc. perhaps they could design a bridge to solve difficulties.

Science

Sun paths: Consider how the position of the sun appears to change during the day and how this impacts on the chosen place. Look at the Angel of the North and how the different sun positions affect the shadows throughout the day and throughout the year with the shadows becoming shorter and longer. Look at the terrain around the angel and how this affects the shadows.

Grouping and Classifying: The places on the list are made from a variety of materials, from glass to steel, bricks to stone. You could discuss the material properties of a selection of places, asking pupils to decide why particular places are made from certain materials. For example, why don't we make Durham Cathedral from steel? Pupils could also classify and group the places according to their materials.

Bridges: Many of the place on the list are bridges. Talk about bridges in the region, how they were constructed, how they have changed over time and how they help cities to function. Investigate the different types of bridges and how they react to the force put on them.

Key stage 3 extension idea: Bridges are categorized into three primary types: suspension, beam, and arch. Each bridge is designed and built according to certain principles of engineering. Divide your pupils into groups, provide each group with the necessary materials, and challenge each group to build a bridge that will span 25 centimetres. Pupils will need research materials on bridge engineering, including a computer with Internet access. Each group will need the following materials, 20 drinking straws, 1 metre of masking tape, 2 stacks of books or blocks of wood, metre stick and a jar of pennies. The pupils must follow the following rules, for the two ends of the span, pupils will use two stacks of books or wood blocks placed 25 centimetres apart. The only materials pupils may use for the bridge itself are 20 drinking straws and 1 meter of masking tape. The straws may be shortened, bent, or cut. No part of the bridge may touch anything between the two ends of the span. Allow each group time to research bridge engineering. They should find out the basic principles of the three main kinds of bridges: suspension, beam, and arch. Encourage each group to brainstorm ideas, make sketches, and choose a final design for their bridges. Pupils can then build their bridges with the materials provided. After all bridges have been completed, have pupils test their bridges by seeing how many pennies they will hold. Pupils may modify their bridges, at this point, and then see if they will hold more pennies. Have groups present their bridges and testing results to the class. Ask pupils to speculate about why some bridges were more or less successful than others. What factors went into the strength or weakness of each bridge? What flaws were inherent in the building materials? How were those flaws overcome?

Design and Technology

How was it made?: Consider how the place was constructed. How long did construction take? What sorts of skills were used in the design and construction of the place? Think about the skills of masons, joiners, electricians, plumbers, plasterers, how were they all used? If you were designing and constructing the place today how would this differ?

Model making: Build a model of the place using photographs. Carefully consider appropriate materials to use. Would card be strong enough or is wood necessary? Think about the approximate scale of the model. How detailed can you make your model? How closely can you match the details in the building?

Key stage 3 extension: Consider making a model using a very different material such as gingerbread. Make careful drawings before embarking on construction. Using grease proof paper make actual sized paper patterns for your place. Cutting out windows and door ways etc. Use the gingerbread mix recipe below which can be made in the classroom as it does not require heat to mix it. It only needs the oven to make it. Roll out the mix on floured greaseproof paper and using the paper patterns as a template and a knife cut out the sides of the building. Carefully lift the greaseproof paper onto a baking sheet and bake as instructed. Once the gingerbread is cooked lift out of the oven and immediately onto a wire rack. Once cooled, mix royal icing (icing sugar and egg white) to 'glue' the sides together. Once set the icing will hold the building firmly in place. Use some temporary props such as

tins either side of the walls until the icing is set. These can then be removed and the building decorated with sweets and marshmallows as appropriate.

Gingerbread mix

325g Self Raising flour

1 ½ teaspoons ground ginger

1 ½ teaspoons ground cinnamon

90g margarine

110g brown sugar

90g black treacle

1 egg

1. Place the flour, ginger, cinnamon and margarine in a bowl and mix until they resemble breadcrumbs.
2. Combine with the sugar, treacle and egg and bring the dough together with your hands. Turn onto a lightly floured surface and knead until smooth
3. Heat oven to 180C/fan 160C/gas 4. Line three baking sheets with non-stick paper. Divide the dough into three and roll out on a floured surface to the thickness of two £1 coins.
4. Bake for 12 minutes or until just firm. Leave to firm up for 5 minutes, then transfer to a wire rack to cool.

Equipment needed

Mixing bowl

Scales

Spoon

Rolling pin

Baking Sheets

Greaseproof paper

Religious Education

Symbols of faith: Consider Durham Cathedral, Hexham Abbey and Lindisfarne Priory. How important are these buildings to the Christian faith? Why are they important? What evidence can you find for your answer? In each of these buildings what symbols of the Christian faith can you find? Who oversees the work of these buildings? Investigate the other leadership positions within the Christian church.

Key stage 3 extension: Pupils to consider other religious buildings used by other faiths. What aspects of their places of worship are similar? What aspects are different? Why do they believe this is the case?

Stained glass: Investigate the stained glass within these buildings, much of it is very old and original leadwork and handmade glass. Why have the images been chosen to be immortalised in stained glass? What is their significance? Using acetate and permanent marker pens draw a religious item from one of these buildings. On the reverse cover the acetate with pva glue (which dries clear) and tissue paper squares. Punch two holes in the top and thread ribbon through to make a handle. Once dried the acetate will look like stained glass if hung over a window.