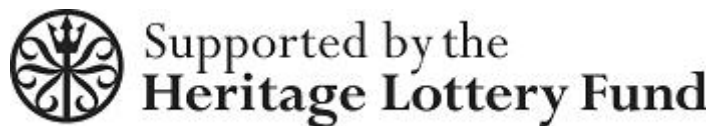




The Victorians at Killhope

A Creative History Resource Pack for Teachers



Making a difference where you live

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A Medium Term Plan has been included for the set of lesson activity plans. This shows a suggested teaching order, gives a brief account of each of the lesson activities and an approximate teaching time.

Although the lesson activities have been put in a suggested order, they can be taught in any order allowing flexibility for the individual teacher and allowing the visit to Killhope to be at a convenient time.

16	Short Term Planning – the lesson plans and their resources
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Each individual lesson activity plan has been written with the aim of answering a key question relating to life at Killhope during the Victorian era. The suggested activities make use of the resources provided – but there may be other ways of answering the key question – you are not being asked to follow these plans slavishly. Nor do the plans always result in a piece of written work. The intended outcomes for each lesson are detailed at the end of each plan and it is up to the individual teacher to decide if a piece of written work is the best way of demonstrating that children have achieved the intended outcome. We would suggest other means such as drama, drawing or discussion. We have also added a literacy lesson based on a short piece of fiction (page 57).

Worksheets to accompany lesson activity plans have been provided and these can be found alongside the individual plans. The plans and worksheets are all available as Adobe Acrobat files. It is intended that teachers should be able to adapt the lesson activity plans and resources and tailor them to the needs of their own classes.

Welcome!

Welcome to our new History at Killhope Pack!

Killhope, The North of England Lead Mining Museum has always provided an excellent environment to inspire and enrich learning about the Victorians. The site offers unique opportunities to discover more about the working conditions and family lives of men, women and children in the North Pennines in the nineteenth century.

With a grant from the Heritage Lottery Fund, we have been able to create this new resource to support your work about the Victorians, using Killhope as a stimulus. The pack shows how a visit to Killhope and work in the classroom before and after the visit (including using archival sources such as maps, census returns and photographs) will enable you to address key questions relating to life in Victorian Britain.

Those two questions are:

1. What was life like at Killhope during the Victorian era? *and*
2. What can we learn about life at Killhope during the Victorian era using different source materials and artefacts?

The pack has been written by local teachers and Killhope staff, and provides a series of lesson plans and supporting resources, as well as information about the history of the site and what we have here. A useful glossary of terms has been included to cover some unfamiliar vocabulary.

We have loans boxes full of interesting objects to do with Killhope available for teachers to borrow free for a two week period, and you can download a series of lesson plans based around these objects from our web pages. Please ring Killhope for details of how to borrow them (tel: 01388 537505).

History of Killhope

The following notes about the history of Killhope are intended to give you some background information and to help you to put your visit and your work about Killhope into context. Should you wish to read further on the history of the site or about lead mining in the North Pennines, there is a list of books attached that you may find useful.

Lead Mining at Killhope

Lead ore (otherwise known as galena) has probably been taken from the more easily accessible veins at Killhope since Roman times and certainly since the Middle Ages. However, it wasn't until the latter part of the nineteenth century that Killhope experienced a mining 'boom'.

In 1853 Park Level Mine was opened at Killhope as a tunnel to intersect at depth the lead veins which had previously only been worked from the surface. As Park Level Mine progressed, so did the site - in 1858 the Mineshop was built to accommodate miners who walked many miles from the sparsely populated surrounding areas, and in 1862 the bouse teams and the washing rakes were added.

By the mid 1870's Killhope was one of the richest mines in the whole of Britain. When in full production, it produced a thousand tons of lead ore a year and employed hundreds of Weardale men. To further the process of separating lead ore and waste, Park Level Mill with its giant water wheel was added and started production in 1878.

Shortly after the opening of Park Level Mill the price of lead fell by half and most of the mines in Weardale became uneconomic and closed down. In 1883 W B Lead (the company which leased the mineral rights) stopped all mining in Weardale. Some of the better mines, including Killhope, were taken over by the Weardale Lead Company and Killhope continued to prosper until the end of the century. The last ore was brought out of Killhope in 1910.

The mine was re opened briefly in 1916, but no mining has taken place at Killhope since then.

Employment at Killhope

From the late 17th Century two large businesses dominated the North Pennines - the London Lead Company, whose business concentrated on Alston Moor and Teesdale, and W B Lead, who had most of it's mines in Weardale and Allendale. W B Lead did not own the mineral rights at Killhope but leased them from the Bishop of Durham. The mine company also leased the land in the surrounding area from the Bishop and therefore, as both employer and landlord, dominated the lives of the people of Weardale, heavily influencing behaviour, housing, education, and social life.

The poor land of Weardale meant that it was very difficult to farm and very few village locations developed. Houses were scattered over south facing hillsides surrounded by small amounts of land that they could farm in order to supplement their small income from mining. The remote location of Park Level Mine meant that many men and boys would walk from their homes and lodge in the mineshops, leaving the women and girls to work the land.

The miners of Weardale were known as sober and hard working. Many worked as lay preachers in the Methodist Chapels. There was no drinking or gambling on the site.

As a condition of starting work in the mine boys were supposed to be able to read a chapter from the Bible. In their spare time the miners used waste minerals, such as fluorite, to create spar boxes.

As the mines in Weardale closed at the end of the 1870's, many families were forced from the area by poverty and unemployment. Many sought prosperity overseas - especially in the United States, Canada, New Zealand, Australia and Alaska to mine for gold.

Safety at work

A whole community of men worked down Park Level Mine - skilled miners, craftsmen and surveyors who literally entrusted their lives to each other.

The miners wore 'Grove Clothes' for work. These were ordinary clothes, old and tatty but not quite ready to be cut up for rags. Men wore flannel underclothes, homemade flannel shirts, and fustian trousers tied with string below the knee for ease of movement. Clogs were the only foot wear.

At least two men died as a result of accidents and several were injured by explosions. The biggest threat to the health of the miners was 'the black spit'. This condition was a result of labouring in bad air full of dust and gun powder and often marked the onset of a lung disease which would eventually kill them.

Regeneration of Killhope.

Restoration of Killhope started in 1980 when Durham County Council began a programme of consolidation to stop further decay. Killhope opened to the public in May 1984 and today Killhope is the most complete lead mining site in Britain. The role of the museum is to celebrate the life and work of the lead mining communities of the North Pennines. Killhope is again one of the area's largest employers.

Why come to Killhope?

We are extremely fortunate that so much of the industrial archaeology has survived and been restored and that so much of the lives of lead mining folk at the head of the dale can be depicted. We have gone to a great deal of trouble to preserve the **integrity of the site** by ensuring that all signage is kept to an absolute minimum, that all maintenance and development work is carried out in a sensitive fashion using appropriate building materials and methods and that the site is largely void of any 21st century clutter. **Stand with your back to the Visitor Centre and all you should see is an authentically preserved 19th century vista!**

We are deeply committed to the principal of offering **'hands on experience'** and **'learning through fun'**. At Killhope, whatever the weather, we encourage everyone to roll up their sleeves and get involved and as far as possible feel what it was like to be a miner or washerboy over 150 years ago!

School groups normally spend three hours on site, one hour of which is devoted to the underground trip. A member of Killhope's staff accompanies each group of fourteen children and a school staff member. Each person is equipped with a pair of wellies, hard hat and battery powered lamp - as otherwise the mine is pitch black! Modern equipment notwithstanding, they will gain a **powerful impression of working life deep underground** in a typical 19th century Pennine lead mine!



In the 19th century it was the job of boys – often as young as 9 or 10 years old – to separate the precious galena (lead ore) from all the other material that was hauled out of the mine. They worked long hours of toil, often in filthy weather conditions. Initially, long before the wheel was installed, this was an entirely manual process.

There is nothing contrived about the activities that we provide here. All school groups are encouraged, under expert

supervision, how to process the ore and, for half an hour or so, have direct hands-on experience of what it was like to **work as a 'washerboy'** high up in the Pennines in the 19th century.

Having appreciated exactly how the galena was processed on the washing floor by hand, the guide will often follow the route of a mine tub along the rails and up the ramp to a viewing platform, eye-level with the top of the wheel. This is an ideal spot for discussing how **water power was used to drive machinery** to do essentially the same work that they have been doing that morning. They can see some of this machinery working in the Jigger House.

By now the children are usually in need of a bit of a warm up. What better place to take them than into the **'mine shop'** and let them sit a while around the fire. The



'mine shop', always built directly outside the mine entrance for convenience, provided very basic lodgings for those miners who couldn't always return home at the end of a shift. The filth, stench and often overcrowded conditions must have been intolerable. Sometimes when the mine was busy, three grown men were required to sleep on the same bunk with a young lad stretched out across their feet! They brought their own provisions from home and cooked on an open peat fire.

This is an ideal space to explore the **health and diet of the miners and social conditions generally**. Again we aim to concentrate on hands on activities. There are two trunks full of reproduction nineteenth century clothing which we encourage the children to wear. We can even do some elementary cooking! We usually devote at least half-an-hour of the schools visit to the mine shop.

Did you know that Killhope is home to **Britain's National Spar Box Collection**? Spar Box building has a long tradition amongst the Pennine miners, but is rarely encountered outside the area. The bonniest crystals were incorporated into enchanting underground scenes and housed in ornamental cabinets. Frequently, mirrors, candles and even lead figures were used. Perhaps it was a way of interpreting their working environment for those who had no access to the mines i.e. women and young children. They certainly provide evidence of an artistic interest that we don't normally associate with the occupation of mining!

Sometimes schools are able to spend longer than three hours here and like to explore the **woodland trails** here at Killhope. One route takes the visitor around the reservoirs that feed the water wheel and then along to a series of shallow shafts.

We also have a **squirrel hide** where small groups can sit and watch the red squirrels that we have actively been encouraging to feed in the area. We now have a bold and brassy population who are thriving and growing in number and are extremely entertaining.

So much to see, so much to do – we continually strive to provide a truly memorable learning experience!

Planning a Visit to Killhope

Contact details

Killhope, The North of England Lead Mining Museum
Near Cowshill
Upper Weardale,
County Durham
DL13 1AR

Tel: 01388 537505

Fax: 01388 537617

Email: killhope@durham.gov.uk

Web pages: www.durham.gov.uk/killhope

Prices: For this season's prices for group visits, please visit our web pages.

Risk Assessment:

DfES guidance suggests that teachers make a preliminary visit, and do a risk assessment before taking their class out on a visit. To help teachers with this we have produced a Hazard Identification Sheet, which you can download from our web pages. If you have any further questions, please don't hesitate to contact us.

Your Visit and the National Curriculum:

An educational visit to Killhope is a valuable resource for studying life in the Victorian era. Killhope can be used to support Primary History and the Creative History education pack has been designed to follow the National Curriculum and QCA units 10 and 11. It provides detailed lesson plans which can be followed or adapted. The lesson plans are suitable for use before or after a visit to Killhope. The teachers pack can be further enhanced by using the excellent resource boxes (on loan from Killhope) which contain artefacts for developing thinking skills and subject knowledge. The boxes contain suggestions for using these artefacts.

A visit to Killhope can encompass more than the study of Victorians:

Pond Ecology sessions are available in May and June.

Creative Science packages will be available on line (www.durham.gov.uk/killhope).

Using Primary Sources

Killhope has a wealth of primary source information (diaries, newspapers, maps, drawings, architectural plans, poems and letters, tombstone epitaphs, account ledgers, bills, invoices and receipts, County Records of Births, Deaths and Marriages and the National Census) in its archives, a selection of which have been reproduced in this teachers' pack.

In Killhope's archives there are also aerial photographs of the site in the 1960's before restoration of the site began. Killhope also has an overview of the census returns for Killhope over the four decades 1841 – 1871 – some of these have been included in this pack. Hand written letters from the Graham family to Joseph Graham span a period of 25 years following his emigration to America in 1852, and give accounts of life in Upper Weardale. A summarised letter, typed up and translated into contemporary English can also be used as an account of the hardship endured by the families of the area. This can be used to emphasise the differences between primary and secondary sources of information.

Glossary – Words you may hear at Killhope!

Bargain – a contract between a group of miners and the mine agent, valid for three months. This stipulated the price per bing of dressed lead ore the miners would receive, and what area of ground they were to work in.

Bing – all ore was weighed and recorded in bings; 1 bing = 8cwt or 406 kg. (1cwt = 1 hundredweight – an imperial measurement. 1cwt = 50.80kg)

Bingstead – the area used for storage of dressed lead ore

Bouse – lead ore mixed with rock and other waste materials

Bouse Teams - rows of storage bays for the bouse waiting to be separated

Brangled – lead ore that was too mixed up with flourspar and other minerals to be separated successfully on the washing floor

Buddle – sloping board used in the separation process on the washing floor.

Bucker – flat hammer used on the washing floor to break up lumps of rock and galena

Deads or Dead Heaps – rock and waste material from the mine that did not contain lead ore

Galena – another name for lead ore (PbS)

Hotching and Buddling – two processes, heavily reliant on water as a means of separating the galena from unwanted materials. The second process dealt with finer material than the first.

Hush, Hushings – open cast mining along the surface of the vein, using water to wash away waste materials. Deep gouges in the hillside are evidence of this early mining process

Jig (Jigging) – a refined Hotching tub worked mechanically, designed to separate galena from other waste materials

Jigger House - the building at Killhope Lead Mine where there are seven jigs.

Jumper – long iron metal chisel for drilling holes in the rock underground ready to be packed with gunpowder (later dynamite)

Killhope Wheel – the large 19th century waterwheel

Slimes – the finest particles of bouse, resembling mud but still containing enough galena to warrant further processing

Slime washers – those whose task it was to separate fine particles of galena from the slimes. Paid by results rather than a daily wage

T'Owd Man (The Old Man) – the miners expression for both previous workings and the men who carried them out

Trommels – Revolving sizing screens which supplied the jigs

Vein – a fissure in the rock which has since filled with minerals

Washing or Dressing – process of removing as much waste as possible to produce clean galena for the smelting mills

Washing rake or washing floor – the place where the separation of lead ore from waste rock and other minerals took place.

Useful Resources and Loans Boxes

Useful Publications which are available at Killhope:

“Lead and Life at Killhope” By Durham County Council.
Beamish archive photographs plus Killhope placed in context.

“Secret Worlds Spar Boxes of the North Pennines” By Ian Forbes.
A detailed history of Spar Boxes.

“Whar a candel will not burn... The story of Park Level Mine” By Durham County Council. A detailed history of Park Level Mine.

“Killhope – A Celebration of our journey...” By Durham County Council.
A collection of photographs following the restoration of Killhope.

Detailed information on Killhope, The North of England Lead Mining Museum is available online www.durham.gov.uk/killhope this site includes the teacher’s pack, notes and detailed lesson plans.

Loans Boxes

Also available on loan from Killhope are well equipped loan boxes which include: -

Artefacts:	Documents:
Wooden clogs A bucket Mat frame Knitting Tallow candles Bag of games Girls clothes Boys clothes in a ‘wallet’ Bible Peppermint essence Oatmeal Galena Peat Clay Pipe	Copies of Graham letters Copies of various site and OS maps How to make a mat Copies of the Teesdale Mercury Leaflet Pack including ‘Secret World of Spar Boxes’ A selection of books: ‘Our Native England’ (reproduction 19 th century book) ‘Plain Cookery for the Working Classes’(reproduction 19 th century book) “Whar a candel will not burn... The story of Park Level Mine” - by Durham County Council. “Lead and Life at Killhope” – by Durham County Council A CD of traditional Wesleyan Methodist Hymns, recorded at High House Chapel, Ireshopeburn. A set of three images of Spar Boxes.

Cross Curricular Links

A brief overview of ideas for cross curricular links.

Subject	Cross curricular activities
Geography	<p>Map work</p> <ul style="list-style-type: none"> – Where is Killhope? – in relation to the school, in the country. – Why is Killhope here? – Plan your route from school to Killhope. – Compare the settlement plan around Killhope to around your school. – Look at land use at Killhope in the 19th Century and now, and compare with around your school. <p>You could adapt the ‘Contrasting UK Locality’ or ‘Mountain Environment’ study units to focus on Killhope.</p> <p>Use the Graham Letters to America – why did they go to America? Where is it? How did they get there?</p>
RE	<p>How did the miners’ religious beliefs affect their lives at Killhope?</p> <p>- They were Methodists and therefore were teetotal, went to Chapel, many were lay preachers, no gambling was allowed. Boys had to be able to read passages from the Bible before they could be employed at Killhope. In many homes, the only book would be a copy of the Bible.</p>
Art and Design Technology	<p>Spar Boxes – look at how the miners recycled materials considered to be rubbish to make works of art.</p> <p>Use artefacts from the loans boxes to make still life pictures either digitally or in paint or other media.</p> <p>Landscapes – looking at the work of Victorian and modern landscape painters. Make your own landscape paintings using photos and sketches made on your visit.</p> <p>Textiles – make a class or individual clippy mats. Or a cross stitch sampler.</p> <p>Design a game for the miners to play after work – remember they are not allowed to gamble!</p> <p>Design a miner’s lunch and something to carry it in.</p>
Music	<p>Hymns of Charles Wesley and Methodism.</p> <p>Sounds of Killhope – links to ‘Sound’ Creative Science package.</p> <p>Folk songs.</p>

<p>PE</p>	<p>Expressive dance and movement – recreate jobs, water wheels turning and the motions of other machinery.</p> <p>Folk dances.</p> <p>Clogging.</p>
<p>Science</p>	<p>Links to Creative Science Packages available to download from the web and related loans boxes available. (Sound, Rocks & Soils, Materials, Forces)</p> <p>Pond ecology (reservoirs, Killhope Burn) and habitats (woods and moorlands).</p>
<p>ICT</p>	<p>Using the Killhope website.</p> <p>Using a digital camera, or video.</p> <p>Presentation of work – word processing, spreadsheets and databases, image manipulation.</p> <p>Drawing and animation packages.</p> <p>Using the internet – maps, archives etc.</p>
<p>PSHCE:</p>	<p>Healthcare</p> <p>Safety at work</p> <p>Personal safety</p> <p>Social status and gender roles – no women on site (apart from a cleaner), no children under the age of 8 on site, and non under the age of 14 down the mine. Mine owners were also their landlords. Wages – how often paid and how the money was spent.</p>
<p>Numeracy</p>	<p>Money - using pounds, shillings and pence, as well as the modern equivalent.</p> <p>Shape and space – all around the site - estimate, measure, collect statistics – especially about the wheel.</p> <p>Mass / weight – how heavy is galena compared to other rocks and minerals?</p> <p>Time – How long were the shifts - for washerboys? For miners? How long to dig x far?</p> <p>Length – How much rail track is there? How far did x walk to work in a week? How far did the galena travel to the smelter? How far is it to Killhope from your school?</p>

Literacy	<p>Diaries / journals – write as if you were a washerboy, or his mother or sister, or the mine manager.</p> <p>Letters – look at the Graham Letters. Imagine you are writing a reply to one of them. Write a letter as if you had left Weardale.</p> <p>Play scripts – write your own play script about life as a washerboy, or life as a young girl back at home.</p> <p>Creative writing / poetry – take inspiration from the landscape, machinery, spooky stories down the mine and the wildlife in the woods!</p> <p>Newspapers – Compare and contrast a modern edition of the Teesdale Mercury with one from the 19th century. Write headlines and articles or design an advert.</p> <p>Leaflets – design your own leaflet to encourage people to visit Killhope.</p> <p>Reports – write a report about your visit to Killhope</p> <p>Instructions – what happens on the washing floor? How does the wheel work?</p> <p>Labels – make up your own display or exhibition about Killhope and write labels for different audiences.</p>
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What was Life Like at Killhope During the Victorian Era?

Medium Term Plan

About this Scheme of Work

This scheme of work has been written to complement a visit to Killhope. It is not intended that it should replace either of the QCA units 11 or 12 relating to Victorian Britain. Teachers should use the lessons in this package to supplement their work on Victorian Britain and to make it specific to the excellent experiences offered at Killhope.

The lessons do not have to be followed in any specific order and can occur either before or after a visit to Killhope. There is also a literacy lesson based on a short story – ‘The Gabble Ratchets’.

The lessons are enhanced by a further series of lessons based on using artefacts and sources of evidence available in the Resource Boxes which can be obtained from Killhope.

Lesson	Key Question and Theme	Suggested Teaching Time
1	Who lived at Killhope during the Victorian era? Using census and map evidence to look at who was living at Killhope during the earlier and later years of the Victorian period. Then comparing the two times and seeking explanations for any differences.	2 hours
2	What was life like at Killhope? (Part 1) An examination of the bargain system, average pay of a miner and what kind of living this would provide. Use in conjunction with account books from a local General Provisions Store.	1 hour
3	What was life like at Killhope? (Part 2) A look at why the miners were also farmers who had to supplement their income with a second job just to survive.	1 hour
4	What was it like to work at Killhope? Using a fictional story, pictures and extracts from the Royal Commission Reports of 1842 and 1864 to look at working life at Killhope. Form opinions about this based on the available evidence.	2 hours
5	How did people spend their spare time at Killhope? Four different activities to help children understand some of the ways in which people spent their spare time whilst at Killhope.	2 hours
6	How do we know what Victorian Killhope looked like? Using photographic evidence taken prior to and after the reconstruction of the site, to see how faithfully Killhope has been restored.	1 – 2 hours

Who Lived at Killhope?

Objectives

- To use historical documents with increasing confidence;
- To use them to build up a mental picture of the past;
- To form viewpoints based on fact;
- To develop an enthusiasm for historical enquiry.

Resources

- Census extracts for Killhope from 1851 and 1871;
- Census documents recording and recount frame (you will need to enlarge this to A3 on the photocopier);
- OS 1st and 2nd Edition maps.

Key Questions

What is a census?

Why are they taken?

What can we learn from them?

Activities

Introduce the idea of a census and show them a copy of the Killhope census. *Where do we get a census from?* Give each pair of children a copy of the extracts. Read the column headings and discuss their meanings. Ask children to provide their own details for a class census: name, age, address, occupation and place of birth.

Allow the children to become history detectives. *What can we find out about Killhope from this census extract?* Let the children talk at length about the characters and exchange their opinions. Distribute the frame to help focus the discussions.

Use the maps of Killhope to locate the families mentioned in the census.

Now distribute a later census extract and ask a selection of closed questions and more open, speculative questions to deepen children's understanding. Engage children in drawing inferences from the census data so that they seek connections and explanations as to any differences between the two censuses. *Why have there been changes between the two dates?*

Look at the later map of Killhope to identify any changes with respect to the censuses or the previous map.

Hold a plenary session to bring together all the pairs' ideas. Allow each pair to explain what they have found out from the census. This could lead to a discussion of the socio-economic changes which occurred at Killhope during the Victorian period.

Allow children to record their findings and conclusions, using the writing frame.

Outcomes

- The children will have gained a greater understanding of how Killhope has developed over time.
- They will have gained familiarity with using historical documents.
- They will have learned that they can draw conclusions based on evidence.

Census Extract 1

Family Tree

1. When was the census taken?
2. Why is the handwriting the same throughout?
3. Why do you think the census was produced?
4. What job does the head of the family have?
5. Who was his wife? Was she older than he?
6. Do they have any children? How old are they? What are their names and occupations?
7. Where was the head of the family born? How do you think he met his wife?
8. What was the main form of employment in the area?

Census Extract 2

Family Tree

1. When was the census taken?
2. What number is the house you are studying?
3. Who is the head of the house now?
4. Is he related to the previous head?
5. Who is his wife and where was she born?
6. List their children:
7. Conclusions:
Are the family prospering? If so, what evidence is there?

Review

Although I already knew that...

I have learnt some new facts. I have learnt that:

I have also learnt that:

Another fact learnt:

However, the most interesting fact I learnt was:

Original 1851 Census Return

6. 99

Parish or Township of <i>Stanhope (Forest Quarter) Westbury Clough</i>		Ecclesiastical District of		City or Borough of		Town of		Village of		Whether Blind, or Deaf, or Dumb
No. of House	Name of Street, Place, or Road, and Name or No. of House	Name and Surname of each Person who abode in the house, on the Night of the 30th March, 1851	Relation to Head of Family	Condition	Age of		Rank, Profession, or Occupation	Where Born		
					Male	Female				
21	<i>Wilslope</i>	<i>Elizabeth Hodgson</i>	<i>Head</i>	<i>Wid</i>					<i>Durham Stanhope</i>	
		<i>John Peart</i>	<i>Son</i>	<i>W</i>	<i>24</i>		<i>Lead Miner</i>		<i>Northumberland</i>	
22	<i>Wilslope</i>	<i>Adam Peart</i>	<i>Head</i>	<i>Mar</i>	<i>22</i>		<i>do do</i>		<i>Durham Stanhope</i>	
		<i>Jane do</i>	<i>Wife</i>	<i>Mar</i>					<i>do do</i>	
		<i>Thomas Graham</i>	<i>Son</i>		<i>10</i>				<i>do do</i>	
		<i>Robert Peart</i>	<i>Son</i>		<i>8</i>				<i>do do</i>	
		<i>John Hodgson Peart</i>	<i>Son</i>		<i>8</i>				<i>do do</i>	
		<i>Isaac do</i>	<i>Son</i>		<i>7</i>				<i>do do</i>	
		<i>James Graham</i>	<i>Son</i>		<i>10</i>		<i>Dom</i>		<i>do do</i>	
23	<i>Gold Hill</i>	<i>John Peart</i>	<i>Head</i>	<i>Mar</i>	<i>42</i>		<i>Lead Miner</i>		<i>do do</i>	
		<i>Jane do</i>	<i>Wife</i>	<i>Mar</i>					<i>do do</i>	
		<i>John do</i>	<i>Son</i>	<i>W</i>	<i>28</i>		<i>Lead Miner</i>		<i>do do</i>	
		<i>Mary do</i>	<i>Daughter</i>	<i>W</i>	<i>20</i>				<i>do do</i>	
		<i>Isaac do</i>	<i>Son</i>	<i>W</i>	<i>14</i>		<i>Lead Miner</i>		<i>do do</i>	
		<i>Titus do</i>	<i>Son</i>	<i>W</i>	<i>14</i>		<i>do do</i>		<i>do do</i>	
		<i>Sarah do</i>	<i>Daughter</i>	<i>W</i>	<i>13</i>				<i>do do</i>	
		<i>Scatherston do</i>	<i>Son</i>	<i>W</i>	<i>12</i>		<i>Lead Miner</i>		<i>do do</i>	
		<i>Robert do</i>	<i>Son</i>		<i>4</i>		<i>Scholar</i>		<i>do do</i>	
		<i>Ann do</i>	<i>Nurse Child</i>						<i>do do</i>	
Total of Houses <i>I 3 U B</i>		Total of Persons... <i>12</i>		<i>7</i>						

Parish or Township of		Ecclesiastical District of		City or Borough of		Town of		Village of	
<i>Stanhope (Forest Quarter)</i>		<i>Bathurst Church</i>							
No. of Houses in the Schedule	Name of Street, Place, or Road, and Name or No. of House	Name and Surname of each Person who abode in the house, on the Night of the 30th March, 1851	Relation to Head of Family	Condition	Age of		Rank, Profession, or Occupation	Where Born	Whether Blind, or Deaf, and Dumb
					Males	Females			
24	<i>Gold Hill</i>	<i>Thomas Emerson</i>	<i>Head</i>	<i>Mar</i>	<i>36</i>		<i>Lead Miner</i>	<i>Durham Wardale</i>	
		<i>Mary do</i>	<i>Wife</i>	<i>Mar</i>	<i>27</i>			<i>do do</i>	
		<i>Annah do</i>	<i>Dau</i>		<i>8</i>			<i>do do</i>	
		<i>Esther do</i>	<i>Dau</i>		<i>4</i>			<i>do do</i>	
		<i>Mary Ann do</i>	<i>Dau</i>		<i>4</i>			<i>do do</i>	
		<i>Thomas do</i>	<i>Son</i>		<i>1</i>			<i>do do</i>	
25	<i>Gold Hill</i>	<i>Mary Emerson</i>	<i>Head</i>	<i>Wid</i>	<i>27</i>	<i>Mid</i>		<i>do do</i>	
		<i>John do</i>	<i>Son</i>	<i>W</i>	<i>22</i>		<i>Lead Miner</i>	<i>do do</i>	
		<i>Annah Patterson</i>	<i>Visitor</i>		<i>8</i>		<i>No occy</i>	<i>do do</i>	
26	<i>Gold Hill</i>	<i>Thomas Bond</i>	<i>Head</i>	<i>Mar</i>	<i>26</i>		<i>Lead Miner</i>	<i>do do</i>	
		<i>Jane do</i>	<i>Wife</i>	<i>Mar</i>	<i>26</i>			<i>do do</i>	
		<i>John do</i>	<i>Son</i>		<i>4</i>			<i>do do</i>	
		<i>Jane do</i>	<i>Dau</i>		<i>4</i>			<i>do do</i>	
27	<i>Wedding Throu</i>	<i>Thomas Emerson</i>	<i>Head</i>	<i>Mar</i>	<i>35</i>		<i>Lead Miner</i>	<i>do do</i>	
		<i>Annah do</i>	<i>Wife</i>	<i>Mar</i>	<i>24</i>			<i>do do</i>	
		<i>Jane do</i>	<i>Dau</i>		<i>8</i>			<i>do do</i>	
		<i>Thomas do</i>	<i>Son</i>		<i>4</i>			<i>do do</i>	
		<i>Mary do</i>	<i>Dau</i>		<i>4</i>			<i>do do</i>	
		<i>Jamies do</i>	<i>Son</i>		<i>2</i>			<i>do do</i>	
		<i>Ralph do</i>	<i>Son</i>		<i>2 mo</i>			<i>do do</i>	
Total of Houses <i>LS U B</i>		Total of Persons ..			<i>9</i>	<i>11</i>			

Transcribed 1851 Census Return

Parish or Township of Stanhope (Forest Quarter)	Ecclesiastical District of Heathery Cleugh	City or Borough of	Town of	Village of
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No. of Householder's Schedule	Name of Street, Place, or Road, and Name or No. of House	Name and Surname of each Person who abode in the house, on the Night of the 30th March, 1851	Relation to Head of Family	Condition	Age of		Rank, Profession, or Occupation	Where Born	Whether Blind, or Deaf-and-Dumb
					Males	Females			
21	Kilhope	Elizabeth Hodgson	Head	Wid		66		Durham Stanhope	
		John Peart	Son	U	34		Lead Miner	Northumberland	
22	Kilhope	Adam Peart	Head	Mar	32		do do	Durham Stanhope	
		Jane do	Wife	Mar		38		do do	
		Thomas Graham	Son		10			do do	
		Robert Peart	Son		8			do do	
		John Roddam Peart	Son		5			do do	
		Isaac do	Son		3			do do	
		Agnes Graham	Serv			15	Dom	do do	
23	Gold Hill	John Peart	Head	Mar	42		Lead Miner	do do	
		Jane do	Wife	Mar		50		do do	

No. of Householder's Schedule	Name of Street, Place, or Road, and Name or No. of House	Name and Surname of each Person who abode in the house, on the Night of the 30th March, 1851	Relation to Head of Family	Condition	Age of		Rank, Profession, or Occupation	Where Born		Whether Blind, or Deaf-and-Dumb
					Males	Females				
		John do	Son	U	28		Lead Miner	do	do	
		Mary do	Dau	U		23		do	do	
		Isaac do	Son	U	19		Lead Miner	do	do	
		Titus do	Son	U	17		do do	do	do	
		Sarah do	Dau	U		15		do	do	
		Featherston do	Son	U	12		Lead Miner	do	do	
		Robert do	Son		9		Scholar	do	do	
		Ann do	Nurse Child			1		do	do	
24	Gold Hill	Thomas Emerson	Head	Mar	36		Lead Miner	Durham	Weardale	
		Mary do	Wife	Mar		27		do	do	
		Hannah do	Dau			8		do	do	
		Esther do	Dau			4		do	do	
		Mary Ann do	Dau			3		do	do	
		Thomas do	Son		1			do	do	

No. of Householder's Schedule	Name of Street, Place, or Road, and Name or No. of House	Name and Surname of each Person who abode in the house, on the Night of the 30th March, 1851	Relation to Head of Family	Condition	Age of		Rank, Profession, or Occupation	Where Born		Whether Blind, or Deaf-and-Dumb
					Males	Females				
25	Gold Hill	Mary Emerson	Head	Wid		57		do	do	
		John do	Son	U	25		Lead Miner	do	do	
		Hannah Pattinson	Visitor			8		do	do	
26	Gold Hill	Thomas Peart	Head	Mar	26		Lead Miner	do	do	
		Jane do	Wife	Mar		26		do	do	
		John do	Son		4			do	do	
		Jane do	Dau			1		do	do	
27	Pudding Thorn	Thomas Emerson	Head	Mar	35		Lead Miner	do	do	
		Hannah do	Wife	Mar		34		do	do	
		Jane do	Dau			8		do	do	
		Thomas do	Son		6			do	do	
		Mary do	Dau			4		do	do	
		James do	Son		3			do	do	
		Ralph do	Son		2 Mo			do	do	

Original 1871 Census Return

The undermentioned Houses are situate within the Boundaries of the										[Page 11]
Civil Parish (or Township) of	Municipal Borough of	Municipal Ward of	Parliamentary Borough of	Town of	Village or Hamlet, &c., of	Local Board, or (Improvement Commissioners District) of	Ecclesiastical District of			
<i>Stanhope</i>							<i>Heathery Blough</i>			
No. of Schedule	ROAD, STREET, &c., and No. or NAME of HOUSE	HOUSES No. of inhabited (H.)	NAME and Surname of each Person	RELATION to Head of Family	CON- DITION	AGE of		Rank, Profession, or OCCUPATION	WHERE BORN	Whether 1. Deaf-and-Dumb 2. Blind 3. Imbecile or Idiot 4. Lunatic
						Male	Female			
46	<i>Killhope</i> <i>Cold Hill</i>	1	<i>Margaret Beart</i>	<i>Daughter</i>			12		<i>Durham Stanhope</i>	
			<i>Mahonah Beart</i>	<i>Daughter</i>			9		<i>Do</i>	
			<i>John Beart</i>	<i>Head</i>	<i>Man</i>	48		<i>Lead Miner Small Farmer</i>	<i>Do</i>	
			<i>Mary Beart</i>	<i>Wife</i>	<i>Woman</i>	44		<i>Do</i>	<i>Do</i>	
			<i>John Beart</i>	<i>Daughter</i>	<i>Woman</i>	17		<i>Do</i>	<i>Do</i>	
			<i>Mary Ann Beart</i>	<i>Daughter</i>		14		<i>Do</i>	<i>Do</i>	
			<i>Mannah Beart</i>	<i>Daughter</i>		12		<i>Do</i>	<i>Do</i>	
			<i>Sarah Beart</i>	<i>Daughter</i>		9		<i>Do</i>	<i>Do</i>	
			<i>Ann Beart</i>	<i>Daughter</i>		7		<i>Do</i>	<i>Do</i>	
			<i>Esther Beart</i>	<i>Daughter</i>		5		<i>Do</i>	<i>Do</i>	
47	<i>Do</i>	1	<i>John Vickers Beart</i>	<i>Son</i>		2		<i>Do</i>		
			<i>Elizabeth Beart</i>	<i>Daughter</i>			1		<i>Do</i>	
			<i>John Beart</i>	<i>Head</i>	<i>Man</i>	44		<i>Do</i>	<i>Do</i>	
			<i>Isaac Beart</i>	<i>Son</i>	<i>Woman</i>	39		<i>Lead Miner Small Farmer</i>	<i>Do</i>	
48	<i>Do</i>	1	<i>John Beart</i>	<i>Son</i>	<i>Woman</i>	27		<i>Do</i>	<i>Do</i>	
			<i>John Hodgson</i>	<i>Head</i>	<i>Widow</i>	48		<i>Do</i>	<i>Do</i>	
			<i>Mannah Hodgson</i>	<i>Daughter</i>	<i>Woman</i>	18		<i>Do</i>	<i>Do</i>	
			<i>Thomas Hodgson</i>	<i>Son</i>		15		<i>Do</i>	<i>Do</i>	
49	<i>Do</i>	1	<i>Mary Hodgson</i>	<i>Daughter</i>		12		<i>Do</i>	<i>Do</i>	
			<i>William Fairless</i>	<i>Head</i>	<i>Woman</i>	38		<i>Lead Miner Small Farmer</i>	<i>Northumberland Utenham</i>	
			<i>Edward Fairless</i>	<i>Brother</i>	<i>Woman</i>	35		<i>Lead Miner</i>	<i>Do</i>	
			<i>Joseph Fairless</i>	<i>Do</i>	<i>Do</i>	28		<i>Do</i>	<i>Do</i>	
			<i>Robert Fairless</i>	<i>Do</i>	<i>Do</i>	22		<i>Do</i>	<i>Do</i>	
			<i>Emerson Fairless</i>	<i>Do</i>	<i>Do</i>	20		<i>Do</i>	<i>Do</i>	
Total of Houses..		4	Total of Males and Females..		11	14				

* Draw the pen through such of the words as are inappropriate.

The undermentioned Houses are situate within the Boundaries of the

Civil Parish (or Townships) of		City or Municipal Borough of		Municipal Ward of		Parliamentary Borough of		Town of		Village or Hamlet, &c., of		Local Board, or (Improvement Commissioners District) of		Ecclesiastical District of	
Stanhope												Heathery Blough			
No. of Schedule	ROAD, STREET, &c., and No. of NAME of HOUSE	HOUSES		NAME and Surname of each Person	RELATION to Head of Family	CON-DITION	AGE of		Rank, Profession, or OCCUPATION	WHERE BORN	whether				
		In-habited	Un-inhabited (G.) or Building (H.)				Males	Females			1. Deaf and Dumb	2. Blind	3. Imbecile or Idiot	4. Lunatic	
50	Gold Hill			Sarah Peart	Head	W		27		Northumberland	Hexham				
				Thomas Peart	son			9		Durham	Stankhope				
				Edward Peart	son			8		Do					
51	Do	1		Thomas Lee	Head	man		26	Lead Miner Lead Miner	Northumberland	Hexham				
				Jane Ann Lee	Wife	man		22	FW	Durham	Stankhope				
				Stanley Lee	son			2		Do					
				Hannah Lee	Daughter			9 ^{months}		Do					
52	Pudding Thron	1		Edward Baly	Head	man		40	Engine Keeper	Do					
				Elizabeth Baly	Wife	man		36		Do					
				John Joseph Baly	son			17	Lead on Washery	Do					
				Esther Baly	Daughter			4	Vegetarian	Do					
				Thos Edward Baly	son			17	Do	Do					
				Hannah Baly	Daughter			5	Do	Do					
53	Do	1		Hannah Longstaff	Head	W		44		Do					
				Mary Milburn	Daughter			5		Do					
				Milburn Longstaff	son			3		Do					
				Ruth Longstaff	Daughter			9 ^{months}		Do					
54	Do	1		Hannah Emerson	Head	W		47		Do					
				Thomas Emerson	son	woman		26	Lead miner and Lead Miner	Do					
				James Emerson	son	woman		29	Lead miner	Do					
				Ralph Emerson	son	Do		20	Do	Do					
				Hannah Emerson	Daughter	Do		17		Do					
				Marah Emerson	Daughter	Do		17		Do					
				Eliz Ann Emerson	Daughter			13		Do					
				John Thomas Emerson	Grandson			5		Do					
Total of Houses..		4		Total of Males and Females..				12	13						

† Draw the pen through such of the words as are inappropriate.

Transcribed 1871 Census Return

No. of Schedule	ROAD, STREET, &c., and No. or NAME of HOUSE	Houses		NAME and Surname of each Person	RELATION to Head of Family	CONDITION	AGE of		Rank, Profession, or OCCUPATION	WHERE BORN	Whether 1. Deaf-and-Dumb 2. Blind 3. Imbecile or Idiot 4. Lunatic
		Inhabited	Uninhabited (U.) or Building (B.)				Males	Females			
	Kilhope			Margaret Peart	Dau			12		Durham Stanhope	
				Hannah Peart	Dau			9		Do	
46	Gold Hill	1		John Peart	Head	Mar	48		Lead Miner Small Farmer	Do	
				Mary Peart	Wife	Mar		46		Do	
				Jane Peart	Dau	Unmar		16		Do	
				Mary Ann Peart	Dau			14		Do	
				Hannah Peart	Dau			12		Do	
				Sarah Peart	Dau			9		Do	
				Ann Peart	Dau			7		Do	
				Esther Peart	Dau			5		Do	
				John Vickers Peart	Son			2		Do	
				Elizabeth Peart	Dau			1		Do	

No. of Schedule	ROAD, STREET, &c., and No. or NAME of HOUSE	Houses		NAME and Surname of each Person	RELATION to Head of Family	CONDITION	AGE of		Rank, Profession, or OCCUPATION	WHERE BORN	Whether 1. Deaf-and-Dumb 2. Blind 3. Imbecile or Idiot 4. Lunatic
		Inhabited	Uninhabited (U.) or Building (B.)				Males	Females			
47	Do	1		Jane Peart	Head	W		76		Do	
				Isaac Peart	Son	Unmar	39		Lead Miner Small Farmer	Do	
				Titus Peart	Son	Unmar	37		Do	Do	
				Ann Peart	Grand Dau	Unmar		21		Do	
48	Do	1		John Hodgson	Head	Widr	48		Do	Do	
				Hannah Hodgson	Dau	Unmar		18		Do	
				Thomas Hodgson	Son		15		Do	Do	
				Mary Hodgson	Dau			12	Scholar	Do	
49	Do	1		William Fairless	Head	Unmar	28		Lead Miner Small Farmer	Northumberland Hexham	
				Edward Fairless	Brother	Unmar	25		Lead Miner	Do	
				Joseph Fairless	Do	Do	23		Do	Do	
				Robert Fairless	Do	Do	22		Do	Do	
				Emerson Fairless	Do	Do	20		Do	Do	

No. of Schedule	ROAD, STREET, &c., and No. or NAME of HOUSE	Houses		NAME and Surname of each Person	RELATION to Head of Family	CONDITION	AGE of		Rank, Profession, or OCCUPATION	WHERE BORN	Whether 1. Deaf-and-Dumb 2. Blind 3. Imbecile or Idiot 4. Lunatic
		Inhabited	Uninhabited (U.) or Building (B.)				Males	Females			
50	Gold Hill			Sarah Peart	Head	W		30		Northumberland Hexham	
				Thomas Peart	Son		9			Durham Stanhope	
				Edward Peart	Son		8			Do	
51	Do	1		Thomas Lee	Head	Mar	26		Lead Miner Small Farmer	Northumberland Hexham	
				Jane Ann Lee	Wife	Mar		23		Durham Stanhope	
				Fairless Lee	Son		2			Do	
				Hannah Lee	Dau			9 mon		Do	
52	Pudding Thorn	1		Edward Baty	Head	Mar	40		Engine Keeper	Do	
				Elizabeth Baty	Wife	Mar		48		Do	
				John Joseph Baty	Son		17		Lead Ore Washer	Do	
				Esther Baty	Dau			15	Scholar	Do	
				Tho ^s Edward Baty	Son		7		Do	Do	
				Hannah Baty	Dau			5	Do	Do	

No. of Schedule	ROAD, STREET, &c., and No. or NAME of HOUSE	Houses		NAME and Surname of each Person	RELATION to Head of Family	CONDITION	AGE of		Rank, Profession, or OCCUPATION	WHERE BORN	Whether 1. Deaf-and-Dumb 2. Blind 3. Imbecile or Idiot 4. Lunatic
		Inhabited	Uninhabited (U.) or Building (B.)				Males	Females			
53	Do	1		Hannah Longstaff	Head	W		26		Do	
				Mary Milburn	Dau			5		Do	
				Matthew Longstaff	Son		3			Do	
				Ruth Longstaff	Dau			9 mon		Do	
54	Do	1		Hannah Emerson	Head	W		54		Do	
				Thomas Emerson	Son	Unmar	26		Lead Miner & Land Owner	Do	
				James Emerson	Son	Unmar	22		Land Owner	Do	
				Ralph Emerson	Son	Do	20		Do	Do	
				Hannah Emerson	Dau	Do		17		Do	
				Sarah Emerson	Dau	Do		16		Do	
				Eliz Ann Emerson	Dau			13		Do	
				John Thomas Emerson	Grand Son		5			Do	

Life at Killhope (Part 1)

Objectives

- To compare amounts of pay with the price of goods available;
- To appreciate the differences in pay structures and therefore the impact upon the individual.

Resources

- Examples of food from George Race's shop per table;
- Copies of the 1856 price list;
- Containers with coloured and plain paper clips per pair;
- Coins.

Key Question

What was life like at Killhope?
What did the miners earn and how could they spend it?

Activities

- Role play with the teacher as Mr Beaumont and the pupils as miners. Give each pair a container with varying amounts of coloured and plain paper clips (ensure that some pairs have a greater number of coloured clips). Explain that they have a limited time to find as many of the coloured clips as possible between them and to count out how many they have at the side of their container. Alternatively mix hundreds and thousands with sand.
- Explain it is pay day and this only happens twice a year. Give the children with the most coloured paper clips more money. Give out a maximum of £2 to one pair with the most and an average of 50/60p to the rest. Discuss how they feel about the pay conditions the miners worked under. Explain and hand out 'lent' money of £2 per month.
- Explain that money needs to be taken from the workers, because they have used your table, your classroom, your containers and deduct a small amount from each pair. Should the miners be made to pay for the equipment they used?
- Provide items and prices and allow the children to 'shop' for food. Remind the children that their pay must last them six months. Are the quantities of food enough to feed a family over six months?
- Explain that the miners would actually be charged for washing the ore, the use of horses, drills etc – gain opinions. Look at the quantities of food and time period. What else would the miners need money for, apart from food?

Outcomes

The children should be able to:

- Appreciate the conditions under which the miners were paid;
- Gain a sense of monetary value in comparison to what could be purchased.

Item	Price	Decimal currency equivalent
Raisins per lb	6d	2¾p
Currants per lb	11d	4¾p
Eggs	6d	2½p
Bacon per lb	9d	3½p
Cheese per lb	8½d - 9d	3½p
Apples per stone	1s 6d	7½p
Onions per stone	1s 10d	9p
Rice per lb	3d	1½p
Treacle per lb	4d	2p
Peas per quart	5d	2¼p
Potatoes per stone	10d	4p
Herring	3d	1½p
Berries per quart	2½d	1¼p
Tobacco per lb	4s 4d	22p
Cassia per oz	2d	1p
Peppers per oz	1½d	¾p
Vinegar per quart	6d	2½p
Nutmeg	1d	½p

Item	Price	Decimal currency equivalent
Soap per lb	1s 0d	5p
Starch	1d	½p
Soda	1d	½p
Blue	1d	½p
Matches	1d	½p
Blacking	1d	½p
Black lead	2d	1p
Broom	1s 0d	5p
Brush	9d	3½p
Whitning	1d	½p
Daplers	1d	½p
Beeswax	1d	½p
Bottle	5d	2¼p
Tincture rhubarb	2d	1p
Oil per quart	1s 4d	7p
Linseed per quarter	7d to 8d	3p
Lozenges	1d	½p
Beasom	2½d	1¼p
Castor oil per oz	2d	1p

Cloths	Per yard	Decimal currency equivalent
Moleskin	2s 0d	10p
Calico	4d / 5½d 3d / 5d 3½d	1½p to 2¼p
Print	4½d 5½d / 6d 7d / 8½d	2½p to 3¼p
Flannel	1s 2d 1s 3d	6p to 6½p
Orleans (a worsted cloth)	9d, 1/- 1s 1d, 1s 1½d	3½p to 5¾p
Elastic	1d	½p
1 dozen buttons	2½d	1¼p
Bone buttons	3d	1½p
Buttons	5d	2¼p
Needles	1d	½p
Knitting needles	1½d	¾p
Whalebone	1d	½p
Braid pins	1½d	¾p
Hooks	1d	½p

Item	Price	Decimal currency equivalent
Cap	1s 6d	7½p
Handkerchief	10d / 1s 6d	4¼p / 7½p
Bonnet	9d to 3s 0d	4p to 15p
Pair gloves	9d	3½p
Pair stockons	1s 2d	6p
Pair cotton stockons	9d	3½p
Cap shape	7d	2¾p
Shirt	3s 4d	17p
Clogs	2s 0d	10p
Pair clasps	1½d	¾p
Pair braces	3d	1½p
Bootlaces	1d	½p
Pair cork soles	6d	2½p
Pair slippers	2s 4d / 1s 10d	12p / 9p
Pair blankets	2s 9d	13½p

Cloths	Per yard	Decimal currency equivalent
Bobbin	2d	1p
Thread	1d	½p
Swan's down	1s 2½d per 1¾	6¼p
Blue ribband	3d	1½p

Item	Price	Decimal currency equivalent
Pair boots	9s 0d	45p
Pair cuffs	1s 3d	6½p

Life at Killhope (Part 2)

Objectives

- To use a map to locate small holdings and comprehend distances;
- To understand the need for small holdings.

Resources

- Enlarged copies of Estate Map 1864;
- Small holding map worksheet;
- Collage materials with appropriate small holding colours.

Key Question

What was life like at Killhope?
How did the miners survive despite their meagre income?

Activities

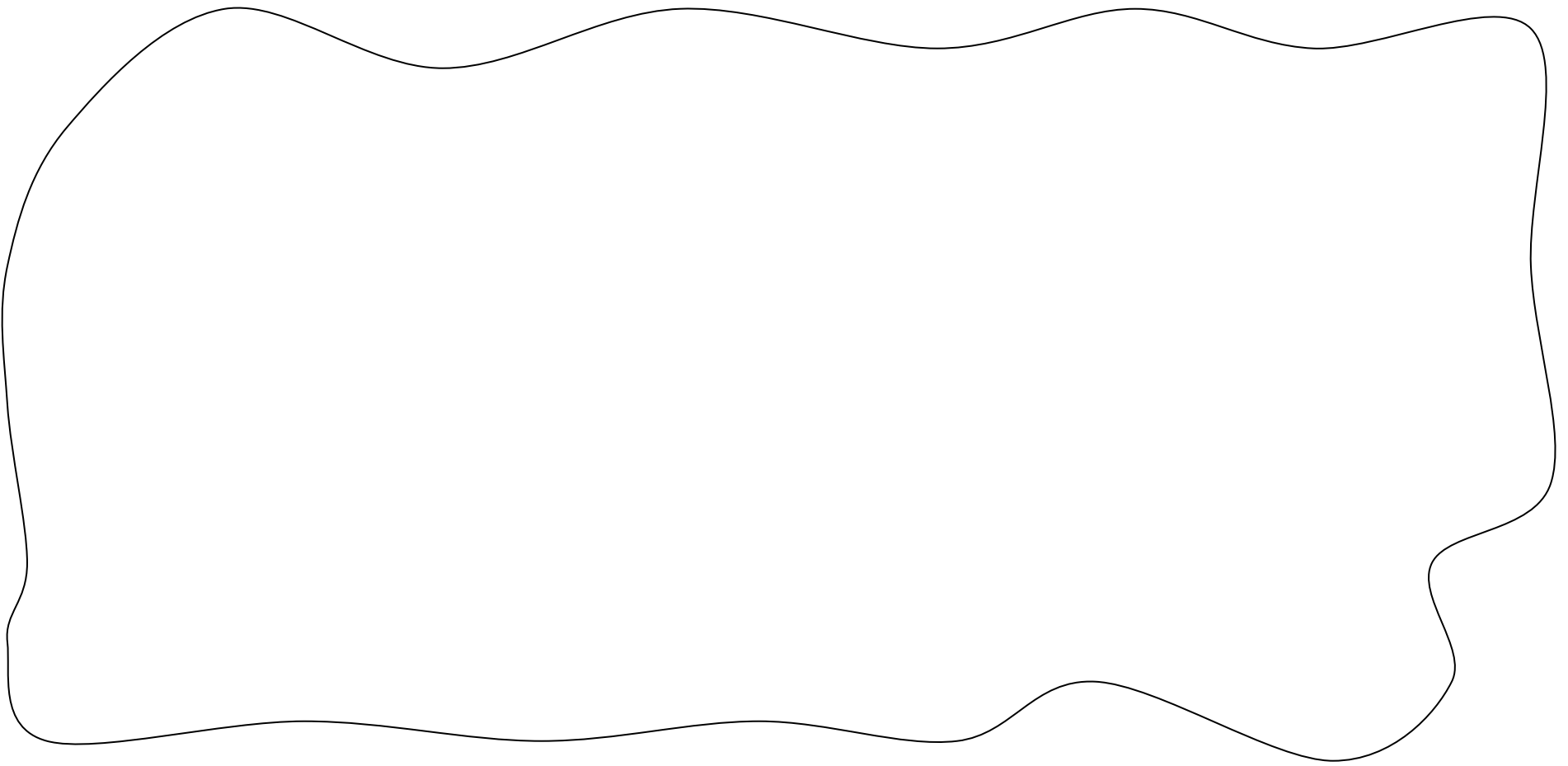
- Re-cap the first lesson about life at Killhope with regard to the lack of money and gather ideas about how the miners would survive on such a low income.
- Look at the enlarged maps and explain that there is evidence on this map which shows what the miners did to help them live. Explain that small holdings were where the miners worked at the weekend and their wives and younger children worked there during the week, growing vegetables and rearing animals. Why would the miners need small holdings? Discuss the fact that they would either consume the produce or sell the crops or animals if they had enough to spare.
- Refer back to the estate map and discuss where these small holdings are in relation to the mine and why they would be there.
- Hand out copies of the small holding map and ask children to sketch how they would use the land if they were a miner – what would they need? How would you use the land if you were a lead miner?
- Provide collage materials – children are to make a collage, which can be displayed showing their own design for a small holding.

Outcomes

The children should be able to:

- Identify how to use small holding land most effectively;
- Understand how small holdings were managed and why they were needed.

Small Holding



← 10 metres →

The Estate Map of 1864.



KEY

Each smallholding was allocated a number of stints (the right to graze a certain number of sheep or a smaller number of cattle on the open moorland).

		Acres	Stints			Acres	Stints		
1	Bankfoot	Joseph Hodgson	6 ³ / ₅	5	8	Cleugh House	Deborah Peart	3 ³ / ₄	6
2	Far House	Joseph Batey*	9 ¹ / ₂	10	9	Burn Bottom	John Peart*	-	-
3	White Hall	Thomas Peart*	13 ² / ₅	11	10	Holy Well	Adem Peart*	3	5
4	Hill Top	Christr. Graham	15	12	11	Broad Mea	Caleb Fairless	28 ³ / ₄	10 ² / ₃
5	The Row	Isaac Peart*	13 ⁹ / ₁₀	10	12	Broad Mea	Joseph Vickers*	38 ¹ / ₃	27 ¹ / ₃
6	Cleugh Head	Joseph Peart*	15	10	13	School House	Peter Milburn*	7 ¹ / ₃	5
7	Cleugh House	Anne Kidd	14 ¹ / ₂	12					

* = head of a partnership of miners at Park Level, Killhope

1 Stint = grazing for 5 ewes

Map and information by kind permission of Lord Allendale

Working At Killhope

Objectives

- To be introduced to a past situation through a fictional story, then to test the story's credibility by examining relevant evidence;
- To use authentic historical sources to ask and answer questions about the past;
- To build up knowledge and understanding of an historical situation through a range of sources and methods: story, pictures, text, drama;

Resources

- Extracts from the Royal Commission Report on the Employment of Children in Mines 1842, and the Mines Commission Report 1864.
- Pictures from the Reports.
- Pictures of child labour
- The Story of William (a fictional story)

Key Question

What were conditions for Victorian children at lead mines really like?

Activities

Tell the children the fictional tale of William going to work at Killhope. Reinforce the connection between William and the children with respect to their ages. Use hot-seating to allow the children to interview any of the characters from the story. Give the children a few minutes to discuss, in pairs, who they want to question and what they would ask. Ask the children what they think happened to William after the story finished. Allow the children to discuss their thoughts in pairs and then give their version of what might have happened to the rest of the class.

Could the story have been true? How could we find out? Explain that real commissioners (much like the inspectors in the story) did go round the nation's mines, interviewing people and recording in words and pictures. Ask the children to examine them closely and write down 3 things they can tell about lead mining and 3 questions they would like answering. Images from the reports can be found on 'The Learning Curve' at the National Archives web site, and also using a search engine. Review the children's observations using large pictures on the OHP or IWB.

Consider the questions the children wanted to answer by collecting one question from each pair. How can we find the answers? We can't ask the children, but we can read what they told the commissioners. Give each pair one piece of written evidence. Explain any words the children are unsure of. Can the children find answers to any of the questions which they had asked? Go through the questions one by one.

Such exploitation couldn't happen today could it? Use the internet to find out more about child labour in the 21st century – Oxfam, Save the Children and Unicef are all suitable. A sobering thought, but an insight that our laws are not global and that we do not live in the best possible world even now.

Outcomes

The children:

- Use authentic historical sources to ask and answer questions about the past.
- Build up a knowledge and understanding of an historical situation through a range of sources and methods.

Working at Killhope Resources

The Story of William (a fictional story)

As soon as William reached his tenth birthday, he knew life would change. No longer could he just spend his time either helping his mother with work on the farm or playing with his friends. He now knew that he had to join his two older brothers and his father up at Park Level. All the young men in the area ended up working at the lead mine at the head of the valley. None of the families could survive without the extra money, meagre though it was, that the work provided.

William's father had to shake him to wake him that first day. The sun had not risen and even the birds were still asleep. He and his brothers quickly dressed, took a piece of bread to eat on their walk and set off into the darkness outside. As they trudged along the muddy path by the side of the stream they barely spoke to each other. William already knew what to expect, he had heard many tales sat around the hearth during the evenings when his father and brother were wheezing and coughing because of the dust in their lungs – the black spit as it was called by the miners.

Luckily for William, he wouldn't be allowed down the mine – he was far too young. He would have to spend his days on the washing floor. Trying to separate the tiny pieces of precious galena from the rest of the rocks. As they drew closer to the mine, William could see some of his friends already at work on the washing floor. He could hear the clink-clink sound as they smashed open rocks and the sound of water splashing out of the hotching tubs. The sun gradually appeared over the top of the hills and began to warm William up as he walked the last few yards down to the site.

His father and brothers introduced him to the overseer, wished him well for the day and left him as they trudged into the mine level. William was given the job of moving the rocks from the bousesteads over to the washing floor. He had to shovel the bouse, as the rocks were known, into a wheel barrow and then move this across to the washing rake. For the first few loads he thought the work was easy and that he'd be able to do it all day, but he soon became tired. The shovel began to rub against the skin of his hands and several blisters began to form; his arms began to ache from lifting the shovel and then the barrow and he soon grew bored as all the other boys were so busy working none of them wanted to talk. By the time he was allowed to stop for his dinner, he was wishing that he wasn't old enough to work here and that he could go back home.

That evening, William was exhausted. His brothers and father had come out of the mine and asked him how the day had gone. William was unable to reply he was that tired. The four of them walked up to the mine shop where the other miners were gathering for their suppers. The men sat around the open fire in the mine shop and told stories to each other. Some of them were knitting; others played draughts whilst a few sat and read their bibles by candle light. A few of the men began to clamber up into the bunk beds. William wasn't looking forward to this part of the day. He would have to share a bed with at least 3 other men – and he would have to sleep across their feet at the bottom of the bed. Even though he was so worn out, William could not get to sleep. The men he was sharing the bed with were restless with their

wheezing and coughing and were constantly kicking him. He finally managed to get to sleep, but it seemed like only five minutes later when he was woken up to start work again. At least today he was already at the mine so he didn't have to get up as early.

The days passed by in a haze as William grew more and more tired. By Saturday afternoon, when he finished working for the week, he looked like he was barely alive. His eyes were sunken into his skull, his face was covered in dust and dirt and his clothes were torn in several places. The walk back down the valley to the family farm seemed to take forever.

When Monday morning came, William reluctantly joined his father and brothers on the walk back up to Park Level. Little did he know that this week was to be very different to the last. As the mine came into site, he knew that something was not right. Pulled up outside the mine shop was a carriage with two fine grey horses. A gentleman was just getting out of the carriage. William wondered what was happening. His father told him that this was Mr Beaumont, the owner of the mine so he had better work as hard as possible today.

William began his usual work on the washing floor, shovelling up the bouse and wheeling it over to the washing rake. He noticed Mr Beaumont walk carefully down the steps on to the washing floor and begin to talk to the overseer.

"Now, we are going to have a visitor today and I was wondering who I would like to have see that visitor?" he suddenly announced to the boys. Everyone looked away, afraid of what this might mean, but William was too slow. He was still staring at Mr Beaumont who noticed and picked him for the task.

"Come here young man. You will come back to my house," he ordered.

Mr Beaumont took William, in his carriage, back down the valley to his house. William had never imagined a house could be so large. Even the stables, which they stopped in front of, were larger than William's house. He was taken into the house and made to stand in the doorway until the housekeeper was found.

"Oh, the poor wee mite!" she exclaimed when she saw him. She ordered one of the other servants to take him off, wash him and find him some better clothes. He was taken to the most beautiful bathroom, was given hot water and soap and afterwards felt cleaner than he had ever done before. He was given the finest clothes to wear and even had his hair combed.

William was lead back downstairs by the servant and taken into a huge dining room where Mr Beaumont sat waiting for him.

"Now then young man, what would you like to eat? Some bacon and eggs perhaps?" asked Mr Beaumont. William sat down and was brought a plate, not just an ordinary sized plate like you or I are used to but a huge plate – and he ate, and ate, and ate, and ate, until he thought that he was ready to burst open.

"That was lovely, thank you Mr Beaumont" William said as he sank down into the chair.

“Well, now you can do something for me William. We’re going to have a visitor come up from London today who’s, erm, going to ask you about working at my mine. Now I do hope you’ll answer his questions nicely and maybe you won’t have to go to work tomorrow or for the rest of the week either – we’ll see, we’ll see.”

Mr Beaumont sat and chuckled to himself, but was soon stopped by a rat-a-tat-tat at the door. William saw an elegant gentleman with the tallest top hat you have ever seen getting out of the carriage on the drive; he had lace at his cuffs and lace at his collar and he seemed to be the smartest person William had ever seen. He came into the house and strode into the dining room.

“Morning, Beaumont. Now then, I want to see all of your er, your workers. Have you got them here?” he demanded.

“Yes, we have got young William here who works on the washing floor. We think a lot of him. Do you want to ask him some questions?” Mr Beaumont quickly replied.

Mr Beaumont invited William to sit down as he took out a big form which he had to fill in. He wrote down William’s name and age before asking him to talk about his job.

“Well, it used to be really horrible,” William began. “But it has got much better lately. Mr Beaumont is such a kind man. He doesn’t make us work too hard and is never cruel. He even gave me these lovely clothes and the best breakfast I’ve ever had!”

“Oh good,” the man from London said as he filled in the form and signed it. He asked William to sign his name at the bottom to prove that what he had said was true. William was nervous as he wasn’t very good at writing his name and he didn’t want to make a mistake on this important form. As he finished, the man poured some sand over the ink to dry it, shook the sand off, then folded the paper up and put it in his pocket.

“Well, Mr Beaumont, it seems you’ve got favourable conditions here. I’ll go back to the office and make my report for the Royal Commission. Goodbye, goodbye.” And with that he left the room, got back into his carriage and drove away. Mr Beaumont turned to William with a smile on his face.

“Well done William. I’m very pleased with you today.”

- This is a fictional story. Do you think something like this may have happened?
- What do you think happened to William after the Royal Commission Inspector had left?

Extracts are from the Children's Employment (Mines) Royal Commission, 1842, and the 1864 Commission Report, and relate to lead mining in Northumberland, Cumbria and County Durham.

"I am turned 14; I went to wash ore at 9. This summer I have gone to work in the Buckley Dale Mine. I get up at five, and am ready to begin work at six; we bait at 10 or 11, and have barely time to eat it; we then work till three, which makes up a day's work; we sometimes work overtime till four, sometimes five, and sometimes six; that is very fatiguing work. I strike down mine with the hammer and sometimes drill holes and put in the gunpowder, but I am not allowed to put in the pricker, nor to apply the match; I could do these things, but the men will not trust any person so young. I intend to be a miner; I do not like it very well, but I cannot get off being one, as there is nothing else to do. I feel able to do the work, but it is very laborious. In our pit there are only three or four men and myself. I get 6s. a week. Lads get admitted as partners at 16 or 17, but some not till 20."

Evidence of John Appleby.

"I am 15. I work at washing lead-ore; I come at seven and leave at six, and have an hour for dinner. I like the work middling, not very well; it is cold work, and the wages are low. We often catch cold, very often it does not hurt us much. On Saturday we get up at four, and begin work at five, and leave off at one; we dine at 10 on that day; take only 20 minutes to it, and then go to work; On other days we dine at 12; we leave off at six and come home, and put on dry clothes. We have wooden soles to our shoes to protect our feet from wet, and iron about the heels, and iron about the sides, to make them strong."

Stephen Collingwood, washer boy.

"A great many miners have oatmeal crowdie to breakfast, which is cheaper than bread. Men who have no cow have no milk to the crowdie, they only have a bit of sugar or a bit of butter. A miner in general does not eat so much as a man working in the open air; the foul air takes away his appetite. The men in the coal-pits are seldom cut off in their wind like the miners; the wind of a miner is the first thing that goes. The masters could improve the ventilation very much only it would put them to expense; they often could sink shafts down from the air to the level, but shafts cost a great deal of money."

Evidence of Joseph Longstaff, miner.

No 513 - William Crawhall, Esq., Agent for Mr Beaumont at these mines.

...The whole of the children here employed, are engaged in washing ore, with the exception of two or three attending trap doors in the mine. No females of any age are allowed to work in any capacity in or about the mines. The children washing ore are rarely below 10 years of age, and the persons working underground rarely below 18 years of age. Adults generally work 5 days per week, and 6 hours in each day. Boys work from 7 to 7 exclusive of 1 hour and a half for meals. Corporal punishment is forbidden and never administered. Discharge is the greatest punishment. There is an excellent school here in which the miner's children are taught for 1s 6d per quarter; there is also a reading room and a lending library...

No 515 - William Rodham

Aged 9 last January. Dresses ore; gets 7d a day. Has been here 2 summers. Works the same hours and the same way as the preceding witness. Whiles they lick him a little with their hands; the other boys do this, nothing to hurt (and chiefly from boyish quarrels amongst themselves). Can read (fairly), cannot write his name; goes to the Wesleyan Sunday School and Chapel often. Father is dead, was a miner. Has one brother 'washing' near here in lead mines.

No 516 - Anthony Johnson

Aged 16 last March. Has been here working 5 summers; this is the sixth. At first he worked the sieve of refuse, for 2 years; had 6d a day the first year and 8d the next. Then worked from 7 to 7, never later; an hour at 12 o'clock being allowed for meals. Next he went to lead washing, and has been at this ever since. The regular hours are from 7 to 7. There are 7 partnerships at this work and each partnership has 2 masters, and each of these partnerships has 7 or more boys under them, washing ore; starting from 9 or 10 years old, and continuing to about 18 years of age, or less. In the fore end of the year stops 2 or 3 hours later than usual sometimes. In the back end of the year, about September, stop always till midnight in their turns, so that it falls on each boy once or twice a week, excepting some little boys, to stop till midnight, from 7am. He himself stops trice or so a week in this way some weeks; this depends on the quantity of work to do.

"At the washing places there are houses under which the boys may take shelter in case of rain; and in case it is a day of steady rain there are fleaks* under which the people may work and be under shelter; and the fleaks are moveable, so that they may be placed in such a way that the wind and rain may not come in them. There are many places in this country in which no protection whatever is provided for the people; those places are at what we call by-mines and do not belong to any large company."

Nicholas Hardy, miner.

"The houses of the miners are substantial and well whitewashed, but the furniture is nothing like so valuable as the furniture of the miner in the coal districts; the wages will not afford it"

Evidence to the 1842 Royal Commission

"In some mines there is not much occasion for gunpowder, that is when the vein is soft; in other mines they use a great deal of gunpowder... Accidents sometimes happen, but not very often if people be careful, but accidents will happen by the powder going off too soon. Sometimes when we think it is not going to go off we come up to it, and sometimes we find the match gone out, and sometimes it will then explode, but that is very rare.

Sometimes there is foul air sets into the mine; sometimes when we are driving far from the air-course, and are obliged to do it, the air comes in, which puts the candles out, and we are obliged to leave. Not many are suffocated by it, only very few.

It is not proper to stop after the candle goes out. Sometimes we must hang the candle half-perpendicular, that the grease may flow down to the flame of the candle, and burn in spite of the foul air.

We never have any air which explodes; we have only the heavy foul air, the damp... It is very seldom that men stop so long as to fall down and need to be carried out.

In mines where there is bad air the boys are of little use and cannot stand it, and it is thought best not to have them".

Evidence from Jacob Crawhall, miner.

"They said that the bad air made them feel dizzy, sometimes adding, 'as if they had been in liquor', caused violent headache, and made them feel sleepy, so that they could scarcely keep awake, and took all the power out of their limbs. Sometimes, they said, that they became quite faint; and I was told that they had occasionally 'fits' when working in bad air, and had to be carried out. Not infrequently they felt sick, and would vomit violently on coming to the surface; and they suffered from pains in the bowels, constipation or diarrhoea; were much prostrated, and had little or no appetite for food on getting home."

Dr Peacock's report to the Mines' Commission, 1864 (based on conversations with miners at Burtree Pasture, Cowshill - 2.5 miles from Killhope).

"The last two winters I have been into the mines. We start at eight, and leave off at four. I like it better than washing on cold days; in summer-time washing is better. The mine is warm. There are no mice in the mines that I know, but there are rats; no other animal. It is warm, but sometimes very bad for air; we can hardly breathe: they put pipes, and water comes down and great air comes up out of the water; they have a thing which they call the machine (fanner). Very few work till 50 years of age"

Evidence of Stephen Collingwood, age 15, washer boy.

Spare Time at Killhope

Objectives

- To predict what games people played and to use secondary sources of information to test this;
- To recognise and explain the difference between the number of churches in the vicinity of Killhope and the number of chapels;
- To appreciate the need for the people of Killhope to manufacture their own clothes;
- To marvel at the skills of the people who made spar boxes.

Resources

- Teesdale Mercury and Unpublished sources of evidence (in Resources);
- Dominoes;
- Modern 1:25,000 Ordnance Survey Maps;
- Access to the internet;
- Photographs of spar boxes.

Key Question

How did the people who lived and worked at Killhope spend their spare time?

Activities

Games: Ask the children what games they think people at Killhope spent their spare time playing. Allow groups to discuss this and then feedback to the class. How would we find out what they did? Present the children with the two sources of information. Explain that these are not primary sources of evidence but can still use them to learn something. Let the children look for evidence and then discuss. What were the differences between their initial perceptions and what they discovered? Finish by allowing the children to play one of the games mentioned, such as dominoes.

Religion: Give the children copies of the 1:25,000 Ordnance Survey map. Remind them of the 2 different symbols for a church (☩ or ☩) and the symbol for a chapel(+). Ask them to find the nearest church. How far away is it? Challenge the children to find how many chapels they would pass on the way to the closest church. Ask the children to suggest why there might be such a difference. Return to the evidence looked at earlier to see if the children can find any clues as to what part religion played in the lives of the people at Killhope.

Making of Clothing: Ask the children where they get their clothing from, where it was made and what it was made from. Allow children to feed back so that a range of answers are given. Now ask the children the same question but involving their predicted answers for the people of Victorian Killhope. Allow the children to use the two sources of information encountered earlier (including Races Shop Accounts) to see if they can find any evidence to back up their ideas or to refute them. Perhaps finish by playing the Dress Up game on the Killhope website.

Spar Boxes: Give the children pictures of the spar boxes or show them examples on the Friends of Killhope website. Get them to write down, on Post-it Notes, 3 things that they have observed about the spar boxes and 3 questions they would like answering. Allow children to attempt to answer each others questions in a discussion. Explain how and why the miners made the spar boxes.

Outcomes

The children will:

- have a greater understanding of how spare time was spent at Killhope;
- be able to compare this to their own spare time;
- be able to suggest reasons for the differences.

Spare Time Resources

...the most popular pastime was draughts, often with as many as a dozen games being played at a time around the tables...Dominoes were also popular but for many the most enjoyable pastime was talking - anything from an informal crack to an organised debate in which skilled orators would hold the attention of an audience for hours on end...One leading talking point, especially on Mondays, was the performance of preachers at chapels and churches in the dale. Miners would walk miles on Sunday to hear a preacher with a reputation, and his merits or faults would then be thrashed out later in the mineshop. Some miners were lay preachers themselves at Methodist chapels, and there was always pride in any mine when a colleague gave a pulpit performance that was admired by a large congregation.

Apart from games and debates, many men kept themselves busy with hobbies such as knitting, darning, embroidery, crocheting, carving walking sticks and making wooden furniture. Any of these sidelines could earn them a few shillings a week. Knitting was the most popular. It was common to see a group of brawny men sitting around the fireplace, clicking away expertly and producing a dainty selection of articles - shawls, jumpers, socks, gloves, baby clothes and so on. They would knit a few garments for their own families, but most were sold to shops.

Some men would count on taking away at least four articles, which could be traded, into a shop every weekend. Large, gnarled hands, which were used to wielding heavy pick axes and crowbars by day, turned to deftly flicking out delicate stitches by night. An agent at the mine sold wool (as well as such articles as tobacco and candles) and there was an eager discussion and inspection when any new shade or brand arrived. Some men kept needles and balls of wool handy in their wallets when they walked to and from home across the moors, and every time they sat down for a 10 minute break they would knit. Thus any rest on the way to or from work became known as 'stopping for 10 needles'.

From "Around the Hollow Hills" by James McTaggart (Teesdale Mercury 1978).

Bob Wearmouth worked at Boltsburn and lodged in the shop, around the time of the First World War and just after. Living at Cowshill, he walked 6 miles over Race Head and Scarsike Top to work, carrying his wallet. Sometimes he would walk home by Allenheads, if someone was going that way, just for company (an extra 2 miles).

By this time there were two shifts and Bob could often swap shifts to have 24 hours free midweek, in which he could walk home, spend a night at home, walking back before work next day. Thus he might work 2-10, 2-10, 6-2, 2-10, 2-10. Folk who had walked from Teesdale stopped the full week.

Dominoes and draughts were popular games but Bob "never saw a penny change hands". The men didn't gamble. Quoits too was often played.

At Boltsburn someone came in during the day to sweep up and keep the fires going. They had baths and plenty of hot water. At night they slept in bunks – iron bedsteads and straw mattresses. Lighting was by carbide lamps.

(Unpublished material).



Reconstructing Killhope

Objectives

- To critically review the various sources of evidence available to historians;
- To make hypotheses based upon sources of evidence.

Resources

- Photographs of pre - and post - reconstructed Killhope.

Key Question

How do we know what Victorian Killhope looked like?

Activities

Review with the children the various sources of evidence which have been used so far. Discuss the pros and cons of each of the sources and any bias in the source.

Ask the children how they think the people who reconstructed the mine and surroundings at Killhope knew what it looked like. *Could they have used the artefacts, mines commission reports etc.?*

Explain to the children that we cannot take them back in time to watch the process of reconstruction but that we can look at photographs of Killhope before and afterwards.

Show the children some of the first photograph: Killhope derelict. Ask them what they can see on the photograph and annotate a large copy of the photograph with their observations and any questions which they ask.

How did the County Council get from that to the comprehensive reconstruction which now exists?

Show the equivalent modern photograph and look at the reconstruction. *What evidence in the original photograph suggested that it should have been reconstructed in that way?*

Focus on, for example, what was there instead of bricked-up walls or what is missing that should be there?

Give the children copies of the other photographs (before and after): the Washing Floor and Bouse Teems derelict; Park Level Mill in decay and Park Level Mine entrance before work started.

Ask them to annotate the pictures to show where there is evidence which could have been used to help in the reconstruction process and also to write any questions which they have after having studied the photographs.

Outcomes

The children will:

- be able to critically evaluate the sources of evidence available to historians
- be able to use photographic evidence of archaeological remains to suggest how it should be reconstructed.

Park Level Mill in Decay



Photograph reproduced with thanks to Beamish, The North of England Open Air Museum

Park Level Mill in 2005



Park Level Mine Entrance
(before work started to restore Killhope)



Park Level Mine in 2005



The Washing Floor and Bouse Teems Derelict and Decaying



Washing Floor and Bouse Teems in 2005



Killhope Derelict



Killhope in 2005
(view of the Mine Shop building from the Washing Floor)



The Gabble Ratchets

Objectives

- To use a piece of modern fiction writing to inspire children's writing.

Resources

- Extract from "The Gabble-Ratchets" by Kathleen Hersom.

Activities

Text Level Work

No specific objectives from the NLS have been mentioned as these will depend upon the year group and term in which this is being used.

Read the extract from *The Gabble-Ratchets*. Explain that it was written by a lady who lived in Wolsingham and set many of her stories in the local area. This story could have been set at any one of the lead mines like Killhope.

Discuss the story with the children. Ask them to hot-seat the main character of Daniel and interview him. Perhaps freeze frame the setting and describe Daniel's thoughts and feelings at different stages.

Ask the children to suggest what might happen. Think of possible genres: ghost story, horror story, disaster story etc.

Children can then finish the story.

Share different story endings with the rest of the class, perhaps making a big book of the endings.

Share with children the actual ending to the story as written by Kathleen Hersom (as summarised below).

The actual story involves Daniel leaving the mine-shop, and following a hare, which he believes to be a witch that is being chased by his dream dog, Hoskins. The two animals run into a disused mine level and Daniel follows them in. The story then jumps to the present where a different Daniel, who is staying in a restored mine shop on a school trip, wakes up in bed. The youth hostel warden had been telling them ghost stories about the skeletons of a boy and his dog which had been found at the bottom of a mine shaft. The next day the children go on a walk over the fells and Daniel can hear the sound of twelve galloways and a dog on their way to Paradise as he too is a chime child.

Word and Sentence Level Work

Obviously, there is a range of word and sentence level work which can be covered using this text; but this is year group dependent and so not covered in this plan.

Outcomes

The children will have written an imaginative piece of narrative based on an existing piece of writing and their experiences of Killhope.

The Gabble-Ratchets

By Kathleen Hersom

Daniel woke, feeling restless; but he feared any fidgeting might waken his father or his brother William, lying side by side on the straw of their bunk bed. He was lying, as usual, across the bottom, among the feet.

There were ten miles too many between Daniel's home and the lead mine where he worked as a washerboy ever since he was nine years old; so for five nights of the week he slept here at the 'lodging shop' beside the mine.

Maybe you think that even at ten years old, Daniel was over-young to be sorting and breaking lumps of lead ore, and sieving it under water from seven o'clock in the morning to seven o'clock at night, with no protection from the Pennine wind, swelling his hands purple and raw. But at that time, in that place, that was the way it was.

He lay listening to the snores of the men and boys. Forty-eight of them packed into that upstairs room without windows or any kind of ventilation. No wonder the place stank!

Daniel knew what he really wanted to do – if only he ever got the chance! No lead mining for him! The very best thing in the world would be to drive a line of galloway pack-horses, taking the lead ore from the mine here, down to the smelt-mill; with the leader-galloway wearing a handsome collar with three bells on either side, and a big bell atop; and a well-trained dog of his own to keep the line moving. He would call the dog Hoskins.

As he lay curled in the bunk, Daniel chose the names of his twelve galloways. He chose and changed them every night; names that he liked the sound of, like Golgotha, and Nathan, and Inasmuch – and Verily-verily for the steady-pacing bell-horse. Names that dropped to rest unnoticed inside his head, after floating round in the little Dales chapel where Daniel stood, and sang, and sat, and crouched to pray, opening, shutting, peeping and fidgeting, Sunday after Sunday, never paying much attention. But he never changed Hoskins's name.

Daniel was following the tinkling line of galloways down through the heather, right across the blurred boundary between pretending and dreaming – on to the smelt-mill. Perhaps, one day, he might even take the processed lead and silver from

the smelt-mill over the tops to Newcastle or Sunderland, or Tyre, or Sidon, or Paradise: for these were all places he had heard of that lay beyond the ridge of the high fells, but neither he, nor his father, nor his grandfather had seen them, nor could say very clearly what they were like. And all through his imaginings, panting and smiling up at him, bounded the white mongrel heeler called Hoskins, snapping at the hooves of the galloways to tidy their line.

He floated back to sleep on these happy thoughts, but was startled awake again by an eerie sound – impossible to describe exactly, such as he had never heard before, though he knew only too well what it was; neither yelling, nor screaming, nor moaning, but something of all three knitted together into a sad unearthly lamenting. Surely these were the gabble-ratchets passing overhead, the sky-yelpers who ran with the Wild Hunt, chasing the souls of the damned! His granny had often told him about them, and how they always foretold death or disaster.

Daniel held his breath till the sound softened and died away, leaving a lonely silence almost as terrible as the yelping itself. No one snored now, and the heavy breathers had grown so quiet that they might have all been dead. Daniel felt sure that he was the only one awake, and the only one who had heard that weird warning. His granny had often told him that only a chime child or a Sunday-born is able to hear Gabriel's Hounds, and that he was both – for he was born as the clock struck midnight, between Friday and Saturday.

He would have to pass the warning on; stop the men going down the shaft tomorrow, where they would surely come to harm. It would be no use telling his father though. Daniel's father didn't approve of old grandmothers stuffing the child's head with hocus-pocus superstitions about gabble-ratchets – which were probably nothing more than the wild geese honking their way to fresh feeding-grounds. He only believed in what was said in chapel, and written in the Good Book. But William would know what to do ... Daniel probed with one foot, where William's legs should be, but met nothing.

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