

INFORMATION FOR TEACHERS AND OTHER EDUCATORS.

How a visit to Killhope can inspire and support learning across the curriculum



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WELCOME TO KILLHOPE

**Come and visit our award winning open-air museum
and experience the North Pennines in all its glory!
There's so much to see and so much to do at Killhope –
A visit can support learning in all its forms!**

Killhope: An Introduction

Killhope, the North of England Lead Mining Museum, is a fully restored nineteenth century lead mine, where visitors can experience the life and work of the Pennine lead miners. Visitors can see where the miners worked, in the mine and on the Washing Floor where the lead was dressed, and where they lodged.

As well as its historical interest, Killhope is located in a European / Global Geopark, an area recognised for its world class geological features. The site contains a mineralogical display, and samples that can be handled.

Killhope is located in the North Pennines, an Area of Outstanding Natural Beauty, and the woodland around the site contains plentiful wildlife, including our famous red squirrels, and the reservoirs are excellent examples of pond ecology.

Why Visit?

A visit to Killhope can support learning at any level, and in many areas. Although the guided tours focus mainly on the social history of the area, the site is so diverse that it can cater to most primary subjects.

Visits can be focussed or cross-curricular, and can tie in with one or several QCA schemes, all of which are detailed in this pack.

But why Killhope? What makes a visit here worthwhile?



Hands on

By its very nature, Killhope encourages students to learn by getting their hands on the objects and experiencing the sorts of jobs and conditions that nineteenth century Weardale lead miners would have known. A visit to Killhope brings to life what is learnt in the classroom – students can apply what they learn to real life contexts. By getting out of the classroom, all your class will benefit from the different learning styles and opportunities our site has to offer.

Our staff

Our staff are given training in National Curriculum awareness and how to work with children. Some of our staff are ex-teachers and classroom assistants, some are history and science graduates – they're all local and have lots to talk to your class about.

Your visit

Our staff are very flexible and can tailor a visit to **your** needs – they can focus on one or several national curriculum subjects as requested. Staff at the museum lead most group visits and encourage a “hands-on” approach, which is very well received by visiting schools. Pupils are given the opportunity to work as “washerboys” on the Washing Floor, try on replica clothing and engage in role-play in the mine shop.

Features

The main features of the museum include: tours of the mine, restored working water wheels, reconstructed miners' living accommodation, blacksmith's shop, Washing Floor, jigger house, mineral and spar box displays, and of course shop, cafe and toilet facilities. Although the museum does have more traditional exhibitions, most of the site is interactive, and students can learn by experiencing things as they were then. There are also the woodland trails and our famous Red Squirrels (they've been on the BBC!).

Loan Service

For work in the classroom, Killhope offers Resource Boxes, aimed mostly at Primary schools. More information is provided in this pack: please ask for more details.

KILLHOPE

ABOUT US

Preliminary visits for teachers are free. Please inform reception on arrival.

Hazard Identification Sheets

Use our Hazard Identification Sheets (page 9) to help you complete your Risk Assessment.

Contact us

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

Tel: 01388 537505

Email: killhope@durham.gov.uk

Website: www.durham.gov.uk/killhope

Opening Hours

10.30 am – 5.00 pm, earlier starts by prior arrangement. Last admission 4.30 pm.

Access

If your class has any specific access requirements please contact us to discuss them. As far as possible, these will be catered for, although it may not be possible to visit all areas of the site.

Prices (from 1st April 2004)

2 hours + mine trip - £3.00. 3 hours + mine trip - £4.00.

1 free adult per 14 students, additional accompanying adults £3.00

Pre-booking is essential: please give as much notice as possible.

Parking is free, and there is a car / coach park on site.

Awards

- Winner of The Guardian Family Friendly Museum Awards 2004
- UFA member
- English Tourism Council Quality Assured Visitor Attraction – 3 years running
- Pride of Northumbria 2000 – Special Award for An Outstanding Learning Experience
- Investors In People



KILLHOPE

FEATURES OF KILLHOPE

What to expect to discover...

A typical school tour at Killhope will focus primarily on social history, although there will also be discussions about how the lead was mined, prepared and used, and about the other minerals found in the area.

The following is a list of the areas that a tour can cover, and the topics the information assistant may discuss with the students. Other subjects can be added if requested.

Mineral Room

- Types of minerals and rocks.
- Uses of lead
- Modern uses
- Density/ weight of lead
- Map of lead mining areas in Northern Britain

Hushes and replica old mine workings

- Follow the woodland trails to see how galena used to be mined before Park Level Mine was started in 1853

Mineshop (miners' accommodation)

- General living conditions
- Education
- Clothing, clogs and 'hard hats' – costumes are available for dressing up
- Food and how / where it would be cooked and stored
- Health and remedies
- Time off
- Pastimes
- Graham Letters – letters from a family who had emigrated to America



Mine Office

- Differences between conditions in the Mineshop and the Managers Office
- Examples of newspapers, money, writing implements.
- List of prices of food and equipment
- Manager's and his wife's clothes to dress up in

Park Level Mine

- Discover how galena was mined in the nineteenth century
- Experience going underground in similar conditions to the miners!
- You will be provided with hard hats, battery lamps and wellington boots if you need them
- See the underground water wheel which pumped water out of the mine
- Experience total darkness as the miners would have done

Water Wheel

- Find out how the water wheel is powered
- What machinery is powered by it
- Find out about different types of water wheel – overshot and undershot

Washing Floor (where the lead ore was washed)

- Types of jobs children would have carried out
- Working conditions
- Implements used
- Your class get the opportunity to do some of the jobs

Two girls on a school visit discover how 'washer boys' sorted minerals using water on the Washing Floor.



Brunton Buddles (original repaired water sorting machinery)

- See how the water wheels power the machinery to sort fine particles of minerals
- What effect would this have had on the workers?

Jigger House (the most complicated machinery used on site)

- See how the power from the wheel is converted into power for the machinery to sort the minerals further
- Listen to the sounds of the machinery, the water and the minerals...

Spar Box Exhibition & Pennine Jewels

- An exhibition of the minerals found in the North Pennines and what they are used for
- An exhibition of Spar Boxes – find out what the miners did with the ‘Bonny Bits’ they found.

Reservoirs

- See the complex system of streams which collect the water into reservoirs that power our wheel
- The reservoirs provide a home for wildlife. We can provide opportunities to investigate pond ecology



**A school discovering
our reservoirs.**

Woodland

- Have a walk along our woodland trails and see how our woodland habitat is managed
- What wildlife can you spot?

Squirrels

- Go quietly to the squirrel hide and see our colony of rare red squirrels

Temporary exhibitions

- See our website or brochure for details of forthcoming temporary exhibitions.

KILLHOPE

HAZARD IDENTIFICATION SHEET

Teachers who wish to come on site and do their own assessment, have a chat to guides and the Visitor Services Officer are more than welcome to do so free of charge. The following notes will help teachers conduct their own risk assessments.

Please note: This is NOT a Risk Assessment. Teachers should follow DfES guidelines and write their own.

Hazard Identified	Risk and to whom	Existing Control Measures
Cars/ buses in the car parks	Could be bumped or knocked over. All visitors and staff	Children should be supervised by school staff.
Uneven paths around the site	Slip, fall, injury. All visitors and staff	Site staff give general verbal warning.
Some objects in handling collection may be heavy and occasionally some have sharp edges.	Trap fingers, drop onto feet, cuts, rips to clothing. All visitors and staff	Site staff give verbal warning about nature of handling collection. Its condition is monitored closely by site staff.
Mine tour - low roof in one area, dark, uneven floors, running water on ground in some areas.	Bumping head, tripping and falling. All visitors and staff	All visitors on the mine tour are given hard hats, lamps, and Wellingtons if they don't already have them. Site staff give verbal warnings about the potential hazards on the mine tour.
Lit candles are placed in various locations around the site. (Most are out of reach of the public.) Coal fires in mine shop and managers office - both behind fire guards.	Could burn self or clothing if stood too near. All visitors and staff	Site staff position themselves nearest the candle if it is not out of reach. They also give out verbal warnings about candles and the fires.



Hazard Identified	Risk and to whom	Existing Control Measures
Many sets of steps are outdoors and so may be slippery in wet weather or may have leaves on them.	Slip and fall, injury. All visitors and staff	Most stairs have handrails. Verbal warnings are given by site staff.
Woodland Area: reservoir ponds.	Slipping into water. All visitors and staff	Life belts around pond edges. Site staff give verbal warnings about hazards in woodland area, and emphasise that school groups should always keep to the marked paths, and not go off ahead or alone.
Working / moving machinery at the Water Wheel, in the Jigger House and various other locations.	Trapping / knocking injuries. All visitors and staff	Machinery kept behind barriers and guards. Warning signs. Site staff give verbal warnings about safety near machinery.
Various pieces of old machinery and equipment are placed around the site.	Tripping and falling, bumping into, injuries. All visitors and staff	Site staff give verbal warnings about objects.
Streams and watercourses running through site.	Slipping at edge and falling, injuries. All visitors and staff	Site staff give verbal warnings about how to behave near the running water.

KILLHOPE

TOP TEN TIPS FOR GETTING THE MOST OUT OF YOUR VISIT

1. **Come on a preliminary visit.** Admission is free for teachers on preliminary planning visits. Come and see what we have to offer. Ensure our facilities are suitable for your group – we can tailor visits to your needs.
2. Use our **Hazard Identification Sheet** to help you write your Risk Assessment. It has lots of general points about the site and is included in this pack.
3. **Facilities:**

Toilets: are situated on the outside of the Visitor Centre. There is an accessible toilet also.

Lunch arrangements: There are several **picnic areas** around the site, and we have a specially built class sized round picnic table so everyone can sit together! Please encourage your group to clean up after themselves. In wet or very cold weather we do have space available indoors.

Café: Please ensure that children are accompanied in small groups should they need to use the café. (Open April – October)
4. **Shop:** Our shop has a range of pocket money items as well as sweets and various gifts. We recommend that only small accompanied groups of children visit the shop, as there may be other visitors in there as well. If you do not wish your group to visit the shop but would like to buy souvenirs, we can arrange for goody bags worth a specified amount (usually £2) to be made up in advance. Please inform us well in advance of your visit should you wish to take advantage of this service.
5. **Group size and number of adult helpers:** For our Health and Safety requirements in the mine we ask that students be in groups of 14 with a minimum of one adult helper per group. Groups staying on the surface may be in larger groups. Obviously if your group needs a higher ratio of adults please bring them. For guided visits a member of Killhope staff will be with your group for the whole visit.
6. **Discipline:** You and your adult helpers are responsible for your group's behaviour at all times on the site. Whilst our Information Assistants lead the visit, they are not responsible for disciplining the group. They are entitled to insist on appropriate behaviour and will cut



short a tour if a group continues to behave poorly or is acting in a dangerous manner. This is particularly important in the mine. (Thankfully, everyone enjoys themselves so much this is very rare!)

7. **Length of visit:** We recommend you allow a good three and a half hours for your guided visit (this includes a half hour lunch break). We welcome you to stay longer if you wish to explore the woodland, reservoirs and squirrel hide.
8. **Suitable clothing:** Killhope is an open air site 1500 feet (450m) above sea level, and the weather can be bleak at any time of the year. Please ensure your group has suitable clothing – and waterproof coats if possible as you will be outside whatever the weather. As there are many uneven surfaces on site, your group will need suitable footwear. We can supply wellington boots for those visitors without their own.
9. We encourage a **hands-on experience:** Killhope is a worksheet free zone! Use our Resource Boxes to support your class – more information is included in this pack.
10. **HAVE FUN!!**



History

- The Victorians
- Local area study
- Visiting a Museum
- Handling objects
- Looking at documents

Literacy

- Non fiction sources
- Letters
- Leaflets
- Diaries/journals
- Instructions/information
- Creative writing/poetry
- Write a play script

Speaking and Listening

- Asking and answering questions
- Listening to a guide, to instructions
- Discussion

Music

- Rhythms of machinery
- Singing / traditional songs
- Composing

PRIMARY CROSS-CURRICULAR OVERVIEW FOR KILLHOPE

Numeracy

Use and application of number

- Dates
- Money
- Estimation
- Measuring

Science

Materials and their Properties

- Sorting and using
- Grouping and changing
- Characteristics of
- Rocks and soils

Life Processes and Living Things

- Life cycles
- Habitats

Science in everyday life

Citizenship/ PCSHE

- Nutrition
- Physical activity and wellbeing
- Children's rights – Victorian child labour



A brief overview of how a visit to Killhope can inspire work across the Primary Curriculum.

Art

- Visiting a museum, gallery or site
- Inspiration from:
- Landscapes, buildings, rocks and minerals

Geography

- Maps
- Land use
- Our Local Area
- Water
- Contrasting UK Locality

Design Technology

Real life context for QCA Units

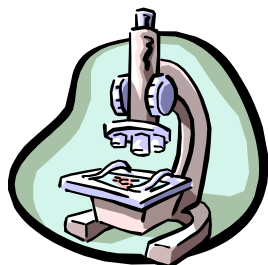
- Sandwich Snacks – for miners
- Torches – light the mine
- Lighting – make a Spar Box
- Bread – for miners
- Shelters – for Washing Floor

Physical Education

- General health and fitness
- Dance – machinery
- Traditional games and pastimes

EVERYDAY SCIENCE AT KILLHOPE

What you can learn at Killhope



At Killhope science is part of everyday life. When an Information Assistant takes pupils round, they will discuss different ideas with them, and many of them will be general scientific concepts, even if science is not the focus of the day. They will ask the children lots of questions to make them think, as we assume they will have covered most, if not all of them, so it will be good revision!

Some examples of type of topics the Information Assistants may discuss are listed below.

The Mineshop

Hats:

- Clay is mixed with water and forms a **suspension** which is then applied to the felt hat. When put in a warm place, the water **evaporates** and leaves the clay hard and dry. This forms a hard, waterproof layer on the hat and offers a bit of protection.

Mattresses:

- What material is in the mattresses? (straw)
- Why might they have used straw? (good **insulator**, cheap and easily available).

Clogs:

- What materials have been used to make the clog? (leather, wood, metal)
- Why have these materials been used? (hardwearing, easy to replace, stop sparks, more grip, help to reinforce the sole, etc - depending on which clog you pick up!)

Food and diet:

- Either grew it themselves or bought what was available.
- Is it healthier than our diets today? Why? Why not?
- What effect do you think this diet would have on their teeth? (lots of grit, little or no sugar)

Candle holder:

- Why is it made out of these materials? (metal – fireproof, hardwearing, can be shiny – reflects the light)

Clothing:

- What fabric is used to make the clothes? (wool)
- Why might this be easier to get hold of in Weardale? What can you see a lot of in the valley?
- Why is wool a good fabric for the miners?
- Ask the children to name some **natural fabrics and manmade fabrics**.
- Ask the children to compare their clothes with the miners' clothes.

The Mineral Room

Mineral Samples:

- Ask the children to **sort/classify** the samples – they should discuss and come up with their own (on one level this might be colour or size and on another level this may be shape of crystal or weight).
- Talk about the uses for the minerals.

Galena and Lead:

- Talk about how galena is made into lead by smelting (tell the children its **state has changed**)
- **Characteristics** of lead – pliable/ soft/ easy to manipulate and also dense and heavy

The Washing Floor

Wagons:

- Why do they run on rails?
- Why are the wheels shaped as they are? (**Friction** – easier to run on a smooth surface than a rough one)
- If I pushed a wagon on the rails, why might it keep moving for a while after I stopped pushing it? What is this **force** called? (**momentum**)
- If I left the wagon go down a ramp – what force is pulling it down the slope? (**gravity**)

Hotching tubs:

- What are the tubs doing to the minerals? (**sorting** by size and weight)
- Try moving the **levers** to make the hotching tubs move – where is it easiest to hold and move the handle (lever)?
- Ask the children why and to point out where the **fulcrum or pivot** point is.
- The longer the distance between the fulcrum and the end of the lever, the easier it is to move the load.

Settling tanks:

- How does **evaporation** help to get at the galena here?
- **Water cycle** – where does the water go when it evaporates?
- Where does it come from to go into the settling tanks?
- The site relies on water. What would happen if there was no rain for a couple of months?

Jigger House

- **Water power** from the wheel provides the energy needed to work the machinery. What happens when there is no water?
- Changing the direction of the movement to work different machinery using cogs.
- Sieving and sorting takes place here – and where else?
- Water rises under pressure.

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PRIMARY MATHS AT KILLHOPE



Just a few little general maths points our Information Assistants may throw in to get the children thinking! We hope this will help with the use and application of numbers.

Although Maths is not a subject that is normally studied exclusively on a day at Killhope, it isn't a maths-free zone! Our Information Assistants can encourage pupils to think about the use and application of numbers through their visit to Killhope. By putting maths into a different, real-life context, children find what they have learned in the classroom easier to apply. Below are some examples of the ways our Information Assistants will encourage the children to work with numbers.

- **Weights and Measures:** Showing children how much a certain weight is – eg: One hundredweight of lead in the sack in the mineral room. Or how much a ton looks like.
- **Dates:** Get the children to do some sums and work out how long ago things happened - eg: How long ago did Park Level Mine open? How long ago did the site close? If the visitor centre opened x number of years ago – what year was it?
- **Money:** Work out earnings, prices of food etc. Eg: If a man had to pay x for a new shovel how much did he have left over for candles?
- **Simple calculations:** eg: if there are three men to a bed and there are 6 beds how many men could sleep in the Mineshop?
- **Estimates / 'Guesstimates':** we may not have an exact answer but it encourages children to make sensible estimates based around previous knowledge.
 - How far/ how long is something? Estimate then pace out an approximate answer.
 - How many buckets of water fill a hotching tub? (one of the sieving and sorting devices on the Washing Floor)



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KILLHOPE RESOURCE BOXES

Our interesting and unique variety of documents, costumes and objects can inspire learning across the curriculum.

Resource boxes are an excellent way to support learning in the classroom. We provide objects and documents for the children to work with, and our accompanying Resources Pack for Teachers suggests some activities for you to try. The hands-on experience that Killhope is famous for can be brought into the classroom with our boxes. The boxes are designed to support Primary History, particularly QCA Units 11, 12 and 18, but can be used to support a variety of other subjects too – be inspired!

Our resource boxes are available for free, although teachers must collect and return the boxes themselves. Our standard loan is for two weeks, although it is possible to borrow them for longer if required. If you are planning a visit to Killhope and also wish to borrow a resource box, we would suggest that you may like to collect the box on your preliminary visit and return it when you bring your class.



KILLHOPE

List of contents:

Artefacts:

Most of the artefacts are replicas, made especially for this handling collection.

Wooden clogs

Peppermint essence – miners used this to relieve indigestion.

Galena (lead ore)

Mat frame – with pegs and wool strips ('clippings')

A bucket

Small tin of Oatmeal

Tallow candles – tallow is an animal fat – some children may wish not to handle it

Clay Pipe

Peat

Bible – King James version. Boys were expected to be able to read from the Bible before they could be employed.

Knitting (wool and four needles)

Girl's clothes (skirt, pinafore, bonnet)

Bag of games (draughts, pop gun, cup and ball, slate and slate pencil)

Boy's clothes in a 'wallet' (hand made shirt, trousers & braces, waistcoat, cap)



KILLHOPE

Documents:

'Making the Most of the Killhope Loans Boxes: A Resource Pack for Teachers'

Census returns for Killhope

An example of one of the Graham letters

Copies of various site and OS maps

1:25,000 OS Explorer Map

How to make a mat - leaflet

Copies of the Teesdale Mercury

Leaflet Pack including 'Secret World of Spar Boxes'

A selection of books:

'Our Native England' (reproduction 19th century book)

'Plain Cookery for the Working Classes' (reproduction 19th century book)

"Whar a candel will not burn...The story of Park Level Mine" - by Durham County Council.

"Lead and Life at Killhope" – by Ian Forbes

A selection of traditional Wesleyan Methodist Hymns, on cd, recorded at High House Chapel, Ireshopeburn

Set of three images of Spar Boxes.



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PRIMARY HISTORY AT KILLHOPE

How a visit to Killhope can inspire learning in History

Killhope can be used to support learning in primary history either generally, as the site contains partially restored lead-mining facilities, or more specifically, to support the following QCA units:

- Unit 11: What was it like for children living in Victorian Britain? (*Suitable for Year 5/6*)
- Unit 12: How did life change in our locality in Victorian times? (*Suitable for Year 5/6*)
- Unit 18: What was it like to live here in the past? (*Suitable for Year 3/4*)

Killhope contains the most complete original lead mining facilities in Great Britain, including



a mine that children can go down, the miners' accommodation, the office, and the Washing Floor where the ore was treated. Children can experience the conditions the miners worked in, dress up in Victorian clothes, and carry out some of the jobs the miners would have done. The Information Assistants encourage children to develop historical reasoning using different sources. It is this hands-on approach that has made Killhope so successful.

It is recommended that most school-groups who come to study history do so for most of the day in order to maximise use of the site. An Information Assistant should accompany you around the site, explaining the various features to the children, and encouraging them to actively experience Victorian life. No prior knowledge is necessary before a visit: Information Assistants are trained to quickly establish the level of knowledge the children possess and tailor the day around it. If there are any particular topics you would like the Information Assistant to cover on your visit, please mention this at the time of booking.

Not all the activities listed should be carried out at Killhope: many are more suited to follow-up work in the classroom after a visit. Our Resource Boxes can usefully aid classroom work either before or after the visit. For more information on them, please see the section in this pack. We can supply pictures and maps of the site dating to the nineteenth century, and pictures from before the site was excavated. Modern pictures of the site can be found on our website gallery.

UNIT 11: WHAT WAS IT LIKE FOR CHILDREN LIVING IN VICTORIAN BRITAIN

Using Killhope: Killhope is an excellent site to support this unit, as Victorian children lived and worked here and have left evidence. It also allows children to carry out tasks Victorian children would have done, and to experience living conditions as they would have. Killhope's main strength for this module is in providing the information and the real life context children will need to complete many of the learning objectives and outcomes, rather than in enabling them to carry out the recommended activities on site.

Our Resource Box contains further games and past-times children can play.

LEARNING OBJECTIVES	POSSIBLE ACTIVITIES	LEARNING OUTCOMES
Who are the Victorians and when did they live?		
<ul style="list-style-type: none"> To consider what life was like for children in the past. 	<ul style="list-style-type: none"> Ask the children to place the Victorian period on a timeline. Discuss with the children whether all children would have had similar lives. Look at the living conditions of the children who worked in the mine. 	<ul style="list-style-type: none"> Can place the Victorian period on a timeline. Suggest what life was like for children living in the past.
What was life like for a poor child in the 1840s?		
<ul style="list-style-type: none"> To collect information from a range of sources and draw conclusions about Victorian life. To understand that ways of life differed greatly across Victorian society. To write a narrative using historical detail. To understand that there are many representations of the Victorian period. 	<ul style="list-style-type: none"> Discuss possible sources of information about life for the poor in the nineteenth century. Discover the sorts of jobs children did on the Washing Floor. Play the games they would have played, Use some of the documents in the Resource Boxes, such as 'Not in front of the servants' and account of a young girl in service. Ask the children to make a list of what they can infer about the life of poor children from the sources and present it to the class. Take a tour of the site to discover the numbers of working children, their hours of work, the types of jobs they did and their lack of education. Discuss why children worked in Victorian times. After our mine trip, ask the children to imagine they are a Victorian child working in a lead mine and 	<ul style="list-style-type: none"> List a number of aspects of daily life for poor Victorian children. Produce a simple narrative to illustrate what they know about the work done by Victorian children.

	write an extract from a mine report describing the work a child of their age was doing.	
How did Victorian children use their spare time?		
<ul style="list-style-type: none"> To consider how attitudes to children and childhood changed over time. 	<ul style="list-style-type: none"> Give the children a range of sources on Victorian leisure pursuits. Children can play quoits on out quoits pitch, and are shown how the washerboys spent their evenings, and what the girls back home were doing. Our Resource Boxes contain games and pastimes children can enjoy. 	<ul style="list-style-type: none"> Suggest what Victorian children might have done in their spare time.
How did life change for children living in Victorian Britain?		
<ul style="list-style-type: none"> To recall information about the life of children in Victorian times. 	<ul style="list-style-type: none"> Discuss with the children why changes took place and who benefited from them. The Washing Floor contains evidence of the changes that were introduced – children were no longer employed on site by 1891. We have letters from the Graham Family, who emigrated – why? Ask children to summarise what they have found out in ways that provide a sense of the Victorian period. 	<ul style="list-style-type: none"> Recall information about what children did in Victorian times.

UNIT 12: HOW DID LIFE CHANGE IN OUR LOCALITY IN VICTORIAN TIMES

Using Killhope: Killhope is set in its landscape, and all around it is evidence of Victorian habitation. Children can explore the history of Killhope, and the area, seeing where people used to live, how lead was initially mined at the reconstructed workings in Killhope's woodland, and how this changed when Park Level Mine was constructed in 1853. Killhope also shows how technology changed over the next 50 years, with the introduction of different types of mining equipment. It also gives children the opportunity to see how the living conditions, and the landscape changed, as different regulations were introduced. For example, 3 different types of powder stores can be seen at Killhope, as the regulations regarding the storage of gunpowder changed. Killhope also offers children the opportunity to experience the conditions the miners would have worked and lived in, and to carry out some of the tasks for themselves, making it a memorable experience. Killhope's main strength for this unit is that it provides a real-life context for what the children will learn about.

LEARNING OBJECTIVES	POSSIBLE ACTIVITIES	LEARNING OUTCOMES
Who lived here in 1841?		
<ul style="list-style-type: none"> To find out about the past To select and record information relevant to a chosen topic. 	<ul style="list-style-type: none"> Ask the children to find 1841 on the timeline. Ask them who they think might have lived in the local area in 1841, and how they might find out. Look around the site and discover who lived here in 1841. 	
Who lived and worked here in 1891? What has changed since 1841 and why?		
<ul style="list-style-type: none"> To make comparisons that illustrate changes within the Victorian period. To give reasons for these changes. To identify characteristic features of Victorian transport and industry. 	<ul style="list-style-type: none"> Look around the site to discover what changed since 1891. Use the Graham letters to learn about a family who emigrated. On the Washing Floor technology changed, and so did employment levels at the site. Discover why! Discuss what has changed since 1841? Are people still living in the same houses? Discuss why changes may have taken place. Show the children changes in transport and industry, Killhope contains repaired mining technology from different stages in the mine's history, and the old wagon tracks that led to smelting mills before the roads were constructed are still visible from the site. Discuss whether changes in transport or industry were the most important. 	<ul style="list-style-type: none"> Identify changes between 1841 and 1891. Speculate about possible reasons for change.

What evidence of Victorian times remains in our area?		
<ul style="list-style-type: none"> • To identify and record characteristic features of Victorian buildings. • To recognise ways in which buildings have been changed over time, and consider reasons for the changes. 	<ul style="list-style-type: none"> • Explain the characteristic features of Victorian buildings at Killhope, and have the children sketch the external features. • Look at the Victorian buildings that have changed since the nineteenth century and ask children to identify how they have changed, and discuss reasons why. Renovated miners homes can be seen from Killhope, and our Visitors Centre has been built. 	<ul style="list-style-type: none"> • Identify features of Victorian buildings. • Record features of Victorian buildings. • Identify changes in buildings and suggest reasons for the changes.
How did life change in our locality in Victorian times?		
<ul style="list-style-type: none"> • To recall information about the area in Victorian times. • To organise their knowledge and use it to summarise their learning about the changes. 	<ul style="list-style-type: none"> • Discuss with children what they have learned about their locality in Victorian times. Focus on the main changes that occurred, and the causes and effects of these changes. • Identify categories, eg population, occupations, buildings. 	<ul style="list-style-type: none"> • Suggest ways in which the locality changed in the Victorian period. • Summarise what they have found out about one way the local area has changed.

UNIT 18: WHAT WAS IT LIKE TO LIVE HERE IN THE PAST?

Using Killhope: The QCA standards recommend focussing on one aspect of the local community in the locality, which might also be part of a field trip. Killhope is excellent in this respect as it offers the opportunity to see how the area has changed since Victorian times, which were well documented. Victorian maps of the area can be supplied on request. The site can then be compared to its use in the present day, when the landscape has changed and roads and bridges have been built. The site in its current form has only existed since the 1980s, when it was excavated.

Our Resource boxes offer excellent classroom support for this unit. For more information on them, please see the section in this pack.

LEARNING OBJECTIVES	POSSIBLE ACTIVITIES	LEARNING OUTCOMES
What is our area like today?		
<ul style="list-style-type: none"> • That a map is a representation of the area. • To recognise some features in the local area, and to locate them on a map. • That an area may contain a mixture of old and new buildings. 	<ul style="list-style-type: none"> • Prepare a simplified map of the area, with Killhope marked as its central point, and ask the children what they know about the area. • Use the pictures as a basis for an introductory discussion about the age of the site and who uses it. Sort it into old and new, with reasons, and use this to discuss the concept of 'old'. 	<ul style="list-style-type: none"> • Identify features in their area on a large map. • Use features of buildings to infer their use and who owned them, • Categorise buildings as 'old' or 'new'.
How can we use maps to explore how our area has changed?		
<ul style="list-style-type: none"> • That the area has changed at different times in the past. • To sequence maps in chronological order. • To use maps to help describe some of the characteristic features of the past. 	<ul style="list-style-type: none"> • Divide the children into small groups and give them an old and a new map of Killhope. We have modern maps, nineteenth century maps, and maps from before Killhope was excavated. Ask them to look for and record changes by comparing the two maps. • Help the children build up a picture of the past by choosing two points on the map and asking children to describe what it was like using as many senses as possible. 	<ul style="list-style-type: none"> • Record changes shown on maps in table form. • Contribute to making a visual timeline. • Produce a description of the area that contains appropriate historical detail.

What can local buildings or sites tell us about the past?		
<ul style="list-style-type: none"> • That there are different sources of information for their area in the past. • To develop skills of accurate observation and recording. • To make deductions from physical evidence. • To recognise that some questions can be answered by looking at buildings and other cannot. 	<ul style="list-style-type: none"> • Ask the children to observe and record information at Killhope to help answer questions such as What does it look like? What is it made of? What are the surroundings like? Why was it built here? What was it used for in the past? What is it used for now? Look at the stables, which is now used to prepare for trips down the mine. • Discuss with the children who might have lived / worked / visited here. 	<ul style="list-style-type: none"> • Identify some features of a building through observation and asking and answering questions. • Record their observations. • Write a short accurate description of the place suggesting who might have used it.
What do pictures and photographs tell us about past life in our area?		
<ul style="list-style-type: none"> • To find information about the area from studying pictures. • To question pictures as interpretations of the past. 	<ul style="list-style-type: none"> • Give the children pictures of Killhope showing how the area has changed. Encourage the children to look at details to answer open-ended questions such as 'what does this picture tell us about people in the past?' • If there are people in the picture, discuss what may have been happening before and after. Get them to consider why it may have been taken. 	<ul style="list-style-type: none"> • Identify features of the area from pictures. • Record their ideas in a table using the categories as headings. • Suggest how, why and for whom a picture was made.
Which written source can we use?		
<ul style="list-style-type: none"> • To find out about the local area in the past from different written sources. • That different kinds of written sources provide different information about the local area. 	<ul style="list-style-type: none"> • Using different written sources, such as those in our Resource Boxes, the class can carry out a variety of activities to find out about Killhope in the past and compare it to the present. A full inventory of the Resource Boxes is contained in this pack, and can be used in a variety of ways to support this unit. 	<ul style="list-style-type: none"> • Demonstrate knowledge about the way of life of people who lived in the area in the past, orally or in writing. • Make comparisons between lifestyles today and in the past.
How can oral sources help us to find out about how people lived?		
<ul style="list-style-type: none"> • To initiate and pursue specific lines of questioning. • To develop listening and note-taking skills. • To differentiate between fact and opinion. • That historical accounts are often influenced by personal opinion. 	<ul style="list-style-type: none"> • Identify a topic of interest and discuss possible questions that could be asked of a visitor who is able to talk about changes over time to the area. Talk to our information assistants about how Killhope has changed since it opened. • Help the children separate fact from opinion. 	<ul style="list-style-type: none"> • Collect information about the area from oral evidence. • Summarise the information collected. • Identify facts and opinions.

KILLHOPE

PRIMARY GEOGRAPHY AT KILLHOPE

How a visit to Killhope can inspire learning in Geography

Killhope can be used to support learning in primary geography either generally, as a site to practice fieldwork skills and examine areas of woodland, or water-based ecology, or more specifically, to support the following QCA units:

- Unit 6: Investigating Our Local Area – this can be adapted well to Killhope if you live within five miles of the site (*Suitable for Year 3*)
- Unit 13: A Contrasting UK Locality (*Suitable for Year 5*)
- Unit 14: Investigating Rivers (*Suitable for Year 6*)

Killhope is particularly useful for studying Geography, as it is located in a European / Global Geopark, and an Area of Outstanding Natural Beauty, and must deal with issues such as environmental sustainability on a daily basis. The natural environment has an enormous impact on Killhope. The galena in the hills led to mining, and all the machinery on-site is still water-powered, supplied by reservoirs. The site is next to a river, and accessible primarily by a ford, which can flood. This allows excellent opportunities to study the effect of the environment on a site. Resources such as maps and aerial photographs can be provided: please mention at the time of booking.

It is recommended that most school-groups who come to study geography do so for most of the day in order to maximise use of the site. An Information Assistant should accompany you around the site, explaining the various features to the children, and encouraging them to actively study the site. No prior knowledge is necessary before a visit: Information Assistants are trained to quickly establish the level of knowledge the children possess and tailor the day around it. If there are any particular topics you would like the Information Assistant to cover on your visit, please mention this at the time of booking.

Not all the activities listed need to be carried out at Killhope: many are more suited to follow-up work in the classroom.



UNIT 6: INVESTIGATING OUR LOCAL AREA

Using Killhope: The history of Killhope is well documented and can be used to support this unit. Plans of the site can be provided on request, as can nineteenth century maps, and information is available on how the site fits into the surrounding area. Killhope is excellent for studies of sustainability and the environment as there is the evidence left by lead-mining, and it is now a part of a protected Area of Outstanding Natural Beauty and located within a European / Global Geopark. More information is available on request.

LEARNING OBJECTIVES	POSSIBLE ACTIVITIES	LEARNING OUTCOMES
What changes have taken place at Killhope?		
<ul style="list-style-type: none"> To use fieldwork techniques. To use secondary sources. About environmental impact. About sustainability. 	<ul style="list-style-type: none"> Investigate and record the changes at Killhope, looking at the site, using old and new maps, and records left by the miners. What impact has lead mining had on the area? Was lead mining sustainable? What about tourism? How does Killhope protect the environment now? Killhope is looking to introduce renewable fuel sources on site. 	<ul style="list-style-type: none"> Identify damage to the environment. Describe improvements to the environment. Know about other environmental concerns and how they might be addressed.
Where is Killhope in relation to other places? Where is our school?		
<ul style="list-style-type: none"> To investigate places. About the wider context of places. To make maps and plans. To use and interpret maps. 	<ul style="list-style-type: none"> Identify Killhope on maps, either old or new. Find the school on a map. What features can be identified on the map between the school and Killhope. 	<ul style="list-style-type: none"> Locate Killhope and our school on maps at a range of scales. Plans routes around Killhope on a base map.

What is Killhope like?		
<ul style="list-style-type: none"> • About physical and human features. • About land use in settlements. • To use and interpret maps. • To use secondary sources. 	<ul style="list-style-type: none"> • Help the children to match ground photographs of the main human and physical features to a base map of Killhope, naming features and listing questions for further research. • Study aerial photographs of Killhope. Use suitable vocabulary to identify land use and features and label an outline plan showing key land use boundaries. • Discuss the layout of Killhope and reasons for why it is like it is. 	<ul style="list-style-type: none"> • Identify main human and physical features of Killhope. • Develop an awareness and understanding of land use at Killhope.
What are the main land uses at Killhope?		
<ul style="list-style-type: none"> • To collect evidence. • To use fieldwork techniques. • About physical and human features. • To use land use in settlements. 	<ul style="list-style-type: none"> • Discuss how land use can be recorded. • At Killhope, divide the children into pairs and ask each pair to identify a land use, eg houses, roads etc and mark it on a colour-coded base map. 	<ul style="list-style-type: none"> • Identify and understand different land uses. • Record land use on a map using a key.
What jobs do people do? How do they get to work? What services do nearby settlements provide?		
<ul style="list-style-type: none"> • To collect and record evidence. • About how the locality is linked to other places. • To use and interpret maps. 	<ul style="list-style-type: none"> • With the children, design and conduct a survey to identify jobs around the site, then and now. List the jobs and ask the children to categorise them and investigate how far people travelled to work then, and how far they travel now. • Ask the children to use OS maps to list 3 or 4 nearby towns people could use to obtain certain goods eg clothes. Ask the children to map a route to these places, and describe it. 	<ul style="list-style-type: none"> • Classify types of work. • Understand the relationship between work and travel. • Describe a journey, including the route and type of transport. • Draw a simple map to show a route.

UNIT 13: A CONTRASTING LOCALITY

Using Killhope: Killhope is a unique site, whose history is well documented. The site is rural, which is particularly useful when studying access to consumables, and has gone through several phases of land use, all of which are visible on site. Plans of the site can be provided on request, as can nineteenth century maps, and information is available on the site and how it fits into the surrounding area. Killhope is a good case study in sustainability and the environment as there is the evidence left by lead-mining, and now it is located within a protected Area of Outstanding Natural Beauty and a European / Global Geopark. More information is available on request.

LEARNING OBJECTIVES	POSSIBLE ACTIVITIES	LEARNING OUTCOMES
Where is Killhope?		
<ul style="list-style-type: none"> To investigate places. To use geographical questions. To develop awareness of how places relate to each other. To use and interpret atlases and maps. 	<ul style="list-style-type: none"> Ask children to identify Killhope and their school on maps and atlases, noting the position of Killhope within the wider rail, road, route context. Identify and discuss with the children differences and similarities in the location of the two places. Ask the children to plan a route to Killhope, noting distance, features and co-ordinates. 	<ul style="list-style-type: none"> Locate Killhope and the school on a map. Identify similarities and differences in locations of Killhope and the school. Draw a map to show a route from the school to Killhope.
What do we expect Killhope to be like?		
<ul style="list-style-type: none"> To develop the use of fieldwork skills. To identify main physical and human features. To collect, record and analyse data. To identify land use. To develop an awareness of economic activities. 	<ul style="list-style-type: none"> Once at Killhope, encourage the children to sketch the site from different directions (using compasses), noting the main physical features of the landscape. Encourage the children to conduct a land use survey, recording their findings on a colour-coded base map. Make a tally-chart of land use. Discuss different types of buildings and different job types. Compare the Mineshop to the Visitors Centre. Ask the children to list different types of economic activity in the area and categorise it by primary, secondary and tertiary activity. 	<ul style="list-style-type: none"> Draw field sketches showing the main features of the locality. Understand and identify the main land uses. Devise and use a key for a map. Know and understand the differences between primary, secondary and tertiary activities and identify examples of these activities in the field.

Why is Killhope like this?		
<ul style="list-style-type: none"> • How people affect the environment. • How the features of localities influence the nature and location of human activities. • To use and interpret maps and plans. • To make maps. 	<ul style="list-style-type: none"> • Divide the children into small groups to complete a survey of the site and its history. Ask them to decide how to record and present their information. • Ask the children to sketch the site and note the types of structures, and to note what people do and did. • Discuss how the features of Killhope affect the nature and location of human activity there now. 	<ul style="list-style-type: none"> • Devise and carry out their own field techniques to carry out the survey. • Understand problems associated with a tourist site. • Begin to understand how features of the area influence human activity.
What does it feel like to be here?		
<ul style="list-style-type: none"> • To appreciate the quality of the environment. 	<ul style="list-style-type: none"> • Killhope is located in an Area of outstanding Natural Beauty. Ask the children to sit quietly, perhaps at the squirrel hide, and to jot down words and phrases to describe how they feel. Would this change in different seasons? 	<ul style="list-style-type: none"> • To develop an awareness of the quality of the environment and further develop their sense of place.
What are the main similarities and differences between our school and Killhope? Why are the places like they are?		
<ul style="list-style-type: none"> • To understand similarities and differences between places. 	<ul style="list-style-type: none"> • Ask the children to explain the main similarities and differences between the two areas. 	<ul style="list-style-type: none"> • Review their fieldwork experience and reflect on what they have discovered and how it has affected their initial thinking. • Understand the similarities and differences between the two localities.

UNIT 14: INVESTIGATING RIVERS

Using Killhope: Killhope supports this unit as it contains a natural river and a man-made system of streams and ditches, which channel water into reservoirs to power the mining machinery. Weardale is an area of high rainfall, and Killhope Burn, a tributary of the River Wear, runs through the site. There are also hushes, man-made valleys created using the natural force of water, and the water drains through the hillside into the mine, where it is pumped out. The site is dependent on the water supply from the reservoirs, and the effects of drought and floods can also be considered.

Killhope also provides useful facilities such as picnic areas and toilets for a detailed study of the river.

LEARNING OBJECTIVES	POSSIBLE ACTIVITIES	LEARNING OUTCOMES
Where does water come from?		
<ul style="list-style-type: none"> About the water cycle, including condensation and evaporation. 	<ul style="list-style-type: none"> Identify and discuss the components of the water cycle. How many can you find on site – reservoirs, streams, drainage systems... 	<ul style="list-style-type: none"> Identify and sequence the components of the water cycle.
Where does water go?		
<ul style="list-style-type: none"> About how site conditions can influence the weather. 	<ul style="list-style-type: none"> Ask the children to note where water drains off to and collects after rainfall, noting areas of poor drainage. How does the water get into the mine? Measure how the puddles collect and change. Killhope Burn is a tributary of the River Wear, which has its source, is in Wearhead, and it flows to the sea. 	<ul style="list-style-type: none"> Draw puddle maps to scale. Describe what happens to water when it reaches the ground. Identify forms in which water occurs when it reaches the ground.

Where is the river? Where does it go? How is it changing? What do I think and feel about the river?

- To undertake fieldwork.
- To make plans and maps.
- How rivers erode, transport and deposit materials producing particular landscape features.
- To use secondary sources of evidence.

- Ask the children to use local maps to locate and map the course of the tributaries of the River Wear.
- Ask the children to sketch the river and record its features.
- Describe and explain erosion and deposition, focusing on a suitable meander point (there is one on site) to contrast bends, speed of flow, contrasts in riverbank features and depth.
- Walk the riverbank and note if its profile changes, taking suitable recordings, carrying out field sketches. Discuss the human use of water, such as powering the mining machinery.
- Ask the children to carry out some creative writing about the river.

- Draw a map of the route of the river.
- Draw and label sketch maps of the river features.
- Identify parts of the river / stream system.
- Record and graph changes to the features of the river.
- Show change along a river's length through a sequenced display of sections, graphs and sketches.
- Map a river section and annotate land use.
- Express personal likes and dislikes about the river.

What is the river like? How does it affect the landscape? How is it changing and why?

- To investigate places.
- To analyse and communicate.
- To use geographical vocabulary.
- To use atlases and globes.
- To use secondary sources.
- About links with other places.
- About river systems.
- About environmental impact.

- Locate Killhope Burn on a map, and research it to present a project. This may include: connections between farming, industry and climate; annotated maps e.g. identifying settlements or transport routes; causes and effects of changes in the river e.g. drought; descriptive accounts of a journey along the river.

- Know about the river they have studied and its effect on the landscape.
- Understand how and why the river is changing.

KILLHOPE

PRIMARY SCIENCE AT KILLHOPE

How a visit to Killhope can inspire learning in science

Killhope can be used to support learning in primary science generally, as the site contains a mineral collection, woodland and a reservoir for studies of ecology, rocks, soils and habitats, or more specifically to support the following QCA units:

- Unit 1C: Sorting and using materials (*Suitable for Year 1*)
- Unit 2B: Plants and animals in the local environment (*Suitable for Year 2*)
- Unit 2D: Grouping and changing materials (*Suitable for Year 2*)
- Unit 3C: Characteristics of materials (*Suitable for Year 3*)
- Unit 3D: Rocks and soils (*Suitable for Year 3*)
- Unit 4B: Habitats (*Suitable for Year 4*)

Killhope holds an excellent collection of minerals both for study and handling. The Washing Floor and the Jigger House provide opportunities for the children to sort minerals, and see them be sorted by machinery. Our woodland has safe walks for wildlife studies, perhaps of our famous red squirrels and birds, and our reservoirs allow opportunities for pond ecology studies. Located within a European / Global Geopark, and in an Area of Outstanding Natural Beauty, this is a superb place for children to get involved. Killhope also provides the facilities for outdoor studies, such as toilets, and a picnic area.

It is recommended that most school-groups who come to study science do so for most of the day in order to maximise use of the site. An Information Assistant can accompany you around the site, explaining the various features to the children, and encouraging them to actively carry out experiments. No prior knowledge is necessary before a visit: Information Assistants are trained to quickly establish the level of knowledge the children possess and tailor the day around it. If there are any particular topics you would like the Information Assistant to cover on your visit, please mention this at the time of booking.

Not all the activities listed need to be carried out at Killhope: some are more suited to follow-up work in the classroom.



UNIT 1C: SORTING AND USING MATERIALS

Using Killhope: Killhope provides an excellent real-life context for this unit. Children can touch the minerals in the Mineral Room, and work to sort them just like the children in the nineteenth century. They can see how they are used, and discuss why different materials have been chosen for different reasons. This hands-on approach will encourage the children to take part.

LEARNING OBJECTIVES	POSSIBLE ACTIVITIES	LEARNING OUTCOMES
Handling different materials		
<ul style="list-style-type: none"> • That every material has many properties, which can be recognised using our senses, and described using appropriate vocabulary. • To record observations of materials. 	<ul style="list-style-type: none"> • Ask the children to handle a variety of objects on the site and ask them to describe and record them. 	<ul style="list-style-type: none"> • Use words, eg <i>hard, shiny, rough</i> to describe materials and objects.
Identifying materials without looking		
<ul style="list-style-type: none"> • To ask questions and to explore materials and objects using appropriate senses, making observations and communicating these. 	<ul style="list-style-type: none"> • Ask children what senses they could use to find out what objects are like. Encourage them to use their other senses to identify material, eg <i>this is lead because it is heavy, this is fabric because...</i> 	<ul style="list-style-type: none"> • Ask suitable questions about objects. • Describe materials in terms of senses: eg <i>this feels smooth</i>
Describing different materials		
<ul style="list-style-type: none"> • That there are many materials and these can be named and described. 	<ul style="list-style-type: none"> • Present the children with a collection of familiar materials, eg wood, metal, grass, talk to them about the materials and name them. Ask the children to find other objects made of the same material on site – there are so many to find! 	<ul style="list-style-type: none"> • Name several common materials and describe them using terms, eg <i>rough, hard shiny</i>. • Identify different objects made of the same material and name the material.

Grouping different materials		
<ul style="list-style-type: none"> • That materials can be used in a variety of ways. • To group materials together and make a record of groupings. 	<ul style="list-style-type: none"> • Give children different collections of materials that are similar and encourage them to find different ways to group them, <i>eg rough, smooth</i>, and record the groupings and tell the class. 	<ul style="list-style-type: none"> • Identify a common characteristic and make a simple record, eg grouping and labelling.
Properties of materials		
<ul style="list-style-type: none"> • That materials can be sorted in a variety of ways according to their properties. • To use appropriate vocabulary to describe materials. 	<ul style="list-style-type: none"> • Study the minerals on site, and look at the different minerals on display in the Pennine Jewels Exhibition. Encourage children to find different ways to group them, <i>eg rough, smooth</i>, and record the groupings and tell the class. 	<ul style="list-style-type: none"> • Identify and name properties of materials, eg <i>transparent, bendy, flexible</i> and sort into groups on the basis of some of these properties.
Choosing materials for a purpose		
<ul style="list-style-type: none"> • Identify reasons for using materials for particular purposes. • Identify a range of materials and correctly associate them with properties and uses. 	<ul style="list-style-type: none"> • Ask children to draw a picture of Killhope and label some of the materials used here. Discuss why some materials are suitable and some are not. 	<ul style="list-style-type: none"> • That materials are chosen for specific purposes on the basis of their properties.

UNIT 2B: PLANTS AND ANIMALS IN THE LOCAL ENVIRONMENT

Using Killhope: Killhope provides a variety of contexts for the study of plants, animals and habitats. Our woodland contains a variety of wildlife: the squirrel hide provides a rare opportunity to study red squirrels, birds at our bird feeders, rare black grouse, rabbits, and our reservoirs can be used to study pond ecology. We also have plants which grow on our Washing Floor, providing a suitable contrast to any other location.

LEARNING OBJECTIVES	POSSIBLE ACTIVITIES	LEARNING OUTCOMES
Looking for plants and animals		
<ul style="list-style-type: none"> • That there are different kinds of plants and animals in the immediate environment. • To treat animals and the environment with care and sensitivity. • To recognise hazards in working with soil. • To observe and make a record of animals and plants found. 	<ul style="list-style-type: none"> • Walk round the woods and the reservoir at Killhope to identify where plants are growing and where there are animals, eg under stones, or at our bird feeding area, or see the red squirrels. Help children record what they find. 	<ul style="list-style-type: none"> • Identify a number of plants and animals. • Produce a record showing clearly the living things they saw and where they were found.
Describing local habitats		
<ul style="list-style-type: none"> • That there are differences between local habitats. • To make predictions about the animals and plants found in different local habitats and to investigate these. • To use drawings to present results and make comparisons saying whether their predictions were supported. 	<ul style="list-style-type: none"> • Chose two contrasting areas, such as the Washing Floor and the woodland and ask the children to predict what animals and plants they will find in each, and then to see what they find. Describe the differences between the areas. 	<ul style="list-style-type: none"> • Identify differences between two habitats and living things found there. • Suggests reasons for differences.

UNIT 2D: GROUPING AND CHANGING MATERIALS

Using Killhope: Killhope is a perfect example of understanding where materials come from, and how and why they are altered. See the lead ore that is brought out of the mine, see the different ways it is altered in the Mineral Room, and have the smelting process explained to understand the effect of heat. Get the children to handle our minerals and group them.

LEARNING OBJECTIVES	POSSIBLE ACTIVITIES	LEARNING OUTCOMES
Where do materials come from?		
<ul style="list-style-type: none"> • That some materials occur naturally and some do not. • Name some naturally occurring materials • That some naturally occurring materials are treated before they are used. 	<ul style="list-style-type: none"> • Present children with a careful selection of materials, some of which are found naturally and some of which are not. Ask them to sort them. Explain to children how and why materials are altered using galena and lead, and all the things it has been made into. Show them the mine where the galena comes from. 	<ul style="list-style-type: none"> • Recognise that some materials are naturally occurring and some are not. • Name some naturally occurring materials. • Distinguish between the material and the object made from it.
Changing shape		
<ul style="list-style-type: none"> • That objects made from some materials can be altered by squashing, bending, twisting and stretching. • To describe ways of making materials or objects change, using appropriate vocabulary. • To explore materials using appropriate senses and making observations and simple comparisons. 	<ul style="list-style-type: none"> • Give children a variety of materials to explore, and ask them to make them into a variety of shapes. Try and do the same with other objects and describe what happens. 	<ul style="list-style-type: none"> • Use terms eg <i>squash, bend, twist</i>. • Identify some materials which can be changed by squashing etc, some of which change back, and some which cannot easily be changed.
Changing by heating		
<ul style="list-style-type: none"> • That materials often change when they are heated. • To make observations and simple comparisons. 	<ul style="list-style-type: none"> • Show the children the galena, and explain how it is changed into a variety of lead products in the Mineral Room, such as lead piping, through heating. 	<ul style="list-style-type: none"> • Describe changes that take place when materials are heated. • Explain that the new materials made are different and often useful.

UNIT 3C: CHARACTERISTICS OF MATERIALS

Using Killhope: Killhope provides an excellent atmosphere in which to test the properties of real materials, which can be found on our Washing Floor. The Mineral Room contain materials that can be handled by the children, and different uses of minerals are on display in the Pennine Jewels Exhibition. The properties of different materials can be tested on the Washing Floor.

LEARNING OBJECTIVES	POSSIBLE ACTIVITIES	LEARNING OUTCOMES
Introduction		
<ul style="list-style-type: none"> To review childrens' knowledge of materials and their properties. 	<ul style="list-style-type: none"> Present children with a collection of everyday materials found on site and ask them what they know about the materials. Draw out similarities and difference between materials. 	<ul style="list-style-type: none"> Identify similarities and differences between materials found on site.
Finding useful materials		
<ul style="list-style-type: none"> To identify a range of common materials and that the same material is used to make different objects. 	<ul style="list-style-type: none"> Ask the children to do a survey at Killhope of materials that have been used for a particular purpose, eg wood for clogs. Ask the children to say how they know or what helped them to decide that a particular object is made of a particular material. 	<ul style="list-style-type: none"> Identify other objects made of a particular material, eg glass, plastic, and name the material.
Properties of materials		
<ul style="list-style-type: none"> To recognise properties such as hardness, strength and flexibility and compare material in terms of these properties. 	<ul style="list-style-type: none"> Ask the children to describe common materials on site so that others can identify them. 	<ul style="list-style-type: none"> State one or two characteristics of a range of common materials and make comparisons between materials.

Choosing materials for a particular purpose

<ul style="list-style-type: none">• That materials are suitable for making a particular object because of their properties and that some properties are more important than others when deciding what to use.	<ul style="list-style-type: none">• Present the children with a series of objects and ask them to suggest why the material was used. Suggest or evaluate an alternative material. Why was lead mined here? Why did the miners burn peat and the blacksmith coal? What did the miners wear? What is worn today?	<ul style="list-style-type: none">• Identify sensible reasons for using particular materials.• Identify alternative materials and explain which property is important.
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Testing properties of materials

<ul style="list-style-type: none">• To obtain evidence to test scientific ideas.• To plan and carry out a test safely.• To decide whether the test was fair.	<ul style="list-style-type: none">• Ask the children what they know about different materials, and how they would find out if a material was hard and how to compare hardness. Give the children some of our minerals to examine, and test. What happens to lead if you hit it with a hammer? What happens to stone or wood? (Don't worry, we provide safety goggles for this type of experiment). What happens if you drop them? Which test worked well? Could they be improved?	<ul style="list-style-type: none">• Carry out the test safely.• Decide whether the test answered all the questions.• Explain whether the test carried out was fair, and if not, say what should have been done to make it fair.
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UNIT 3D: ROCKS AND SOILS

Using Killhope: Killhope is an excellent context in which to study rocks and soils. There are diverse areas of the site – woodland, reservoirs, ditches, a river, the Washing Floor, and the mine itself, where a number of different types of soils which can be studied. The rocks and minerals on site are displayed to promote discussion of their uses and characteristics. We have minerals which can be handled by the children so they can test their properties. A visit underground or into the woodland will reveal the rock underneath the soil, and can support studies of permeability and erosion.

LEARNING OBJECTIVES	POSSIBLE ACTIVITIES	LEARNING OUTCOMES
Looking at rocks		
<ul style="list-style-type: none"> That rocks are used for a variety of purposes. 	<ul style="list-style-type: none"> Review the differences between naturally occurring rocks and those which do not. Look at the different types of rock at Killhope and explain why they are used for particular purposes, eg walls or roofing. How did the miners use the minerals they found for? What are those minerals used for now? 	<ul style="list-style-type: none"> Identify some rocks and identify why they are used for a particular purpose.
Grouping rocks		
<ul style="list-style-type: none"> That rocks can be grouped according to observable characteristics. To observe and compare rocks. 	<ul style="list-style-type: none"> Present the children with a collection of rocks from our mineral room to observe and group. Ask children to choose criteria for grouping, and ask the others to guess what it is. 	<ul style="list-style-type: none"> Group rocks according to differences in texture and record and justify the groupings. Allocate an additional rock to a group and explain the decision.
Erosion and permeability		
<ul style="list-style-type: none"> That differences between rocks can be identified by testing. 	<ul style="list-style-type: none"> Compare how easily rocks are worn along the riverbanks and ditches. Look at the shakeholes in the woodland that were created by erosion. Why were the ditches lined with clay?. Go into the mine and feel the drip of water to see how permeable the rock is. 	<ul style="list-style-type: none"> Use results of the tests to rank rocks in order of ease of wearing away.
Using rocks		
<ul style="list-style-type: none"> That rocks are chosen for particular purposes because of their characteristics. 	<ul style="list-style-type: none"> Look at the different types of rock that are used on site. Why have different rocks been chosen for building and roofing? 	<ul style="list-style-type: none"> Relate the use of particular rocks to their characteristics and explain why they are used

Rock is everywhere		
<ul style="list-style-type: none"> • That beneath all surfaces there is rock. 	<ul style="list-style-type: none"> • Go into the mine and see how the soil gives way to the natural bedrock. • Go up into the woodland and see where the soil has been washed away in hushes to reveal the stone underneath. 	<ul style="list-style-type: none"> • Explain why they can't see the rock because soil or buildings cover it.
Different types of soil		
<ul style="list-style-type: none"> • That there are different kinds of soil depending on the rock from which they come. 	<ul style="list-style-type: none"> • Compare the soil by the river to the soil by the reservoir or in the woods. Is this different to the soil that is washed out of the mine? 	<ul style="list-style-type: none"> • Describe how soils differ from those in the local environment.
Looking at soil samples		
<ul style="list-style-type: none"> • To observe differences and make comparisons. • That particles of different sizes can be separated by sieving. 	<ul style="list-style-type: none"> • Find different samples of soil on site, and record differences in colour, texture etc. Separate out the soils and ask the children to describe what they found out about the soils. • See how it can be separated out on the Washing Floor. 	<ul style="list-style-type: none"> • Separate particles using the correct equipment. • Rank soils in terms of changing colour and particle size, justifying the ranking. • Describe how the soil samples are separated.
Measuring the permeability of soil		
<ul style="list-style-type: none"> • To use simple apparatus to measure volumes of liquids and to measure time. • To recognise when a test is unfair. 	<ul style="list-style-type: none"> • Demonstrate that some types of soil are more permeable than others, eg pour specific measured volumes of water through different types of soil collected on the site. In demonstrations, do the test unfairly and ask the children to decide if it was unfair and why. 	<ul style="list-style-type: none"> • To explain why the test was unfair and describe what should have been done. • Use apparatus to measure water carefully.
Testing the permeability of soil		
<ul style="list-style-type: none"> • To plan a fair test. • To make and record measurements of time and volume of water. • To use their results to make comparisons, and draw and explain conclusions. 	<ul style="list-style-type: none"> • Ask children to test the permeability of soil samples they have collected on site. 	<ul style="list-style-type: none"> • Explain how the test is fair. • Make careful measurements of time and volume. • Explain their results.

UNIT 4B: HABITATS

Using Killhope: Killhope is the perfect venue for a study of habitats. At Killhope you can find reservoirs, streams, rivers, woodland, newly-planted woodland, the Washing Floor, grassy patches, shade, sunshine (sometimes!), and numerous other conditions that can be studied and compared. Our wildlife includes insects for children to collect and study, red squirrels, birds, rabbits, and pond life, as well as all the inhabitants of the river. Killhope also provides facilities make fieldwork more comfortable – toilets and picnic tables. As an Area of Outstanding Natural Beauty, Killhope must also consider the effect of changes to habitats that children must begin to understand in this unit.

LEARNING OBJECTIVES	POSSIBLE ACTIVITIES	LEARNING OUTCOMES
Introduction		
<ul style="list-style-type: none"> To review children’s prior knowledge and understanding. To give an overview of the unit. 	<ul style="list-style-type: none"> Ask the children about the difference between ‘plant’ and ‘animal’, using examples found on site. Ask the children to sort them and explain their criteria. 	<ul style="list-style-type: none"> To have sorted plants and animals found on site according to the children’s own criteria.
Finding different habitats		
<ul style="list-style-type: none"> To identify different types of habitat. 	<ul style="list-style-type: none"> Introduce the children to the word ‘habitat’. Take a walk around Killhope to identify the different habitats – the river, the reservoirs, the woodland, the Washing Floor, grassy patches, fields, under leaf, under stone, walls. Ask the children to group habitats and record them. 	<ul style="list-style-type: none"> Identify local habitats and recognise those which are similar in scale or diversity.
Different animals in different habitats		
<ul style="list-style-type: none"> That different animals are found in different habitats. To make predictions of organisms that will be found in a habitat. To observe the conditions in a local habitat and make a record of the animals found. That animals are suited to the environment in which they are found. 	<ul style="list-style-type: none"> Ask the children to predict where particular animals will be found on site, eg woodlice, snails, squirrels. Watch the rabbits and red squirrels at the hide. Help the children to collect invertebrates and record locations. Ask the children to observe the conditions they were collected in, eg light, water, soil, shade, and see if it is what was expected. Return the animals to their habitat. 	<ul style="list-style-type: none"> Make and justify a prediction. Describe a habitat in terms of the conditions. State that animals and plants are found in some places and not in others and explain why.
Grouping living things		
<ul style="list-style-type: none"> To group organisms according to observable features. 	<ul style="list-style-type: none"> Present children with some animals collected on site, including similar pairs and discuss features. Ask children to group them and explain their groupings. 	<ul style="list-style-type: none"> Identify similarities and differences between similar organisms. Group animals and explain criteria on which the groups are based.

Using keys to identify plants and animals		
<ul style="list-style-type: none"> To use keys to identify local plants or animals. 	<ul style="list-style-type: none"> Present the children with an organism from the local environment which they are likely to be unfamiliar with. See what you can discover in our reservoirs or in the river. Show the children a simple key and how to use it. 	<ul style="list-style-type: none"> To use simple keys to identify local plants or animals.
Investigating plants and animals		
<ul style="list-style-type: none"> Suggest a question which relates to an organism in its natural habitat and say what children think will happen. Recognise what evidence is needed. Make observations which are relevant to the question under investigation. Draw conclusions and relate them to the predictions. 	<ul style="list-style-type: none"> Ask the children to generate a question to investigate eg <i>how do we know woodlice prefer damp conditions?</i> Discuss the question with the children and help them decide how to investigate it, and then to carry out the investigation in one of the many habitats on site. 	<ul style="list-style-type: none"> To pose questions about organisms and the habitat in which they live and make predictions. To decide what evidence to collect and to design a fair test. To make reliable observations of organisms. To indicate whether their prediction was valid and to explain findings in scientific terms.
Finding out about food sources		
<ul style="list-style-type: none"> To identify the food sources of different animals in different habitats. 	<ul style="list-style-type: none"> See what some of the animals on site eat. Watch the birds and squirrels at the hide where we feed them. Is that what they eat all the time? Collect some pond weed from the river and see if any snails are attached. 	<ul style="list-style-type: none"> Describe what a particular animal eats and explain that it can only live where its food source is available and where conditions are suitable.
Protecting habitats		
<ul style="list-style-type: none"> To recognise ways in which living things and the environment need protection. 	<ul style="list-style-type: none"> Ask the children to think about the effect on plants and animals if conditions in a habitat were changed eg draining the reservoirs, or cutting down the woodland. Why does Killhope need to take part in conservation efforts such as saving the red squirrels or the black grouse? 	<ul style="list-style-type: none"> Identify the effect of changes to the habitat on some organisms.

KILLHOPE

PRIMARY ART AND DESIGN AT KILLHOPE

How a visit to Killhope can inspire learning in art and design

Killhope can be used to support learning in primary art and design in many ways, as the site is in an Area of Outstanding Natural Beauty known for its inspirational qualities, as well as our beautiful spar box and mineral exhibitions, or more specifically to support the following QCA units:

- Unit 2B: Mother Nature, designer (*Suitable for Year 1/2*)
- Unit 4C: Journeys (*Suitable for Year 3/4*)
- Unit 6C: A Sense of place (*Suitable for Year 5/6*)
- Unit 9gen: Visiting a museum, gallery or site (*Suitable for Year 3-6*)

Killhope is a wonderful resource for studying primary art and design. Located in the North Pennines, an Area of Outstanding Natural Beauty, the site has many features which could inspire children. Our woodland have safe paths through them, and children can go up to the squirrel hide and see our red squirrels. The woodland also contains our exhibition 'Go Wild with Tiles'. The tiles were developed from children's drawings of the woodland done during 'The Big Draw', and are scattered throughout the woods. Killhope also has many streams, a reservoir and Killhope Burn, the river which runs along the bottom of the valley.

Killhope is most famous for its water-wheel, and the site stocks many pictures by local artists inspired by that scene which are on display. There are several works of modern art on the site, one by the entrance and one on one of the woodland walks.

The site also contains two exhibitions: one of the beautiful minerals which can be found in the area, displayed under different lighting conditions to highlight their features, and the other of the spar boxes the miners made.

Not all the activities listed need to be carried out at Killhope: some are more suited to preparatory classroom work before or follow-up work after a visit.



UNIT 2B: MOTHER NATURE, DESIGNER

Using Killhope: Killhope provides an outstanding location to provide inspiration for this unit. Our site has beautiful woodland, reservoirs, Killhope Burn, and is set against the background of the North Pennines.

LEARNING OBJECTIVES	POSSIBLE ACTIVITIES	LEARNING OUTCOMES
Exploring and developing ideas		
<ul style="list-style-type: none"> To record from first-hand observation and experience. 	<ul style="list-style-type: none"> Take the children for a walk around the woodland. Identify plants and animals in different areas. Ask the children to collect dead or dying materials, eg fallen leaves, to make into a display in the classroom. 	<ul style="list-style-type: none"> Collect and group natural objects and make a visually attractive display. Identify visual and tactile qualities that appeal to them, select a viewpoint and say why they find it interesting.
Investigating and making		
<ul style="list-style-type: none"> To record from first-hand observation and explore ideas for a design. To represent observations and ideas. 	<ul style="list-style-type: none"> On their walk around the woodland, ask the children to make a number of careful drawings of the natural objects <ul style="list-style-type: none"> using a careful line to describe the main shapes of the object chosen thinking about size and relationship of shapes blocking in, blending and overlaying colours to show changes of shape and surface. 	<ul style="list-style-type: none"> Record observations of line, shape, colour and texture. Use a range of techniques in their work.
Evaluating and developing work		
<ul style="list-style-type: none"> To review what they and others have done and say what they think and feel about it. About differences and similarities in the work of designers. 	<ul style="list-style-type: none"> Look at examples of designs based on nature and natural forms from different cultures. Look at Killhope's 'Go Wild with Tiles' display, or the modern art in the woodland. 	<ul style="list-style-type: none"> Comment on differences in designs.

UNIT 4C: JOURNEYS

Using Killhope: Why not use a walk around the woodland as the journey, and ask the children to represent it. There is so much for them to see – red squirrels at the squirrel hide, birds at the bird feeder, rabbits, the reservoir, streams, different types of trees and plants, a modern art sculpture, our ‘Go Wild with Tiles’ exhibition – children will have so much to inspire them.

LEARNING OBJECTIVES	POSSIBLE ACTIVITIES	LEARNING OUTCOMES
Exploring and developing ideas (1)		
<ul style="list-style-type: none"> To question and make thoughtful observations about starting points for their work. 	<ul style="list-style-type: none"> Explore a range of maps (old and new), aerial photographs, and paintings of Killhope at different periods and times of year. Discuss the use of lines, shapes and patterns in the material and how they have been used to indicate objects and features. Point out that their use can be decorative as well as functional, for example the aerial photographs in our display. 	<ul style="list-style-type: none"> Identify different ways of representing objects and features related to maps and journeys.
Exploring and developing ideas (2)		
<ul style="list-style-type: none"> To collect visual and other information to help them develop their ideas. 	<ul style="list-style-type: none"> Ask the children to make visual notes in their sketchbook of some of the patterns in the stimulus material that they could use to represent their own journeys. Ask the children to develop their own signs and symbols using Killhope as inspiration. 	<ul style="list-style-type: none"> Explore how lines can be used to create patterns. Design their own signs and symbols to represent objects, events or people.
Exploring and developing ideas (3)		
<ul style="list-style-type: none"> To question and make thoughtful observations about the stimulus for their work. 	<ul style="list-style-type: none"> Ask the children to think about a journey, and talk to them about how they can represent it. Why not use a walk around the woodland as the journey, and take inspiration from nature 	<ul style="list-style-type: none"> Describe and explain the signs and symbols they make.
Investigating and making		
<ul style="list-style-type: none"> To investigate and combine visual and tactile qualities of materials and processes and to match these qualities to their ideas about a journey. 	<ul style="list-style-type: none"> Help the children to think about how they will compose their picture of the journey around the woodland, and to choose the materials and processes that will best represent it. 	<ul style="list-style-type: none"> Represent in diagrammatic form the journey around the woodland. Combine different techniques in their work. Select materials and processes and combine and organise them in their work.

UNIT 6C: A SENSE OF PLACE

Using Killhope: Killhope represents over 150 years of human impact on the landscape, and now located in a designated Area of Outstanding Natural Beauty, it can be considered from so many angles. Originally a lead mine, then a picnic site, now a successful visitor attraction, and expanding to actively take part in woodland conservation projects involving red squirrels and black grouse, the depth of history here provides a wonderful sense of place.

LEARNING OBJECTIVES	POSSIBLE ACTIVITIES	LEARNING OUTCOMES
Exploring and developing ideas (1/2)		
<ul style="list-style-type: none"> To select and record from first-hand observation of the environment. 	<ul style="list-style-type: none"> Arrange a visit to Killhope, and explain to them why it looks the way it does, and what features are natural and what are man-made. Ask the children to select interesting views, such as the water-wheel (a popular choice for artists), our red squirrels, the river, the reservoir, the minerals in the Pennine Jewels exhibition, or the spar boxes and ask the children to draw thumbnail sketches of these views. Encourage them to note interesting patterns etc. 	<ul style="list-style-type: none"> Record a variety of features in landscapes and / or on building. Record aspects of the environment showing understanding of relative size, distance, shape and texture. Identify different ideas and approaches and say what they think and feel about them.

UNIT 9gen: VISITING A MUSEUM, GALLERY OR SITE

Using Killhope: Killhope is the perfect location to visit. We have a wealth of resources that can inspire children in art, or the visit can be linked in to many other subjects, listed in our cross-curriculum web. The following scheme assumes the visit will be primarily based on art.

LEARNING OBJECTIVES	POSSIBLE ACTIVITIES	LEARNING OUTCOMES
Why are we visiting a museum or site?		
<ul style="list-style-type: none"> To question and make thoughtful observations about starting points for their work. 	<ul style="list-style-type: none"> Discuss the visit to Killhope, and compare to other places where the children may have seen art. Show some examples of the pictures of Killhope we sell, the woodland tiles display and Pennine Jewels exhibition, or the new Spar Boxes exhibition. Discuss why some things are collected and some things are not. Emphasise the importance of the visit. 	<ul style="list-style-type: none"> Comment on what museums and / or galleries are and what they do. Explain why certain types of objects are in museums and / or galleries. Identify links between their work in school and their visit to the museum or gallery.
What is in the museum that will help with our work?		
<ul style="list-style-type: none"> To identify visual and other information they will need to help them to develop their ideas. To identify how they will collect the information they need. 	<ul style="list-style-type: none"> Discuss what children will learn from their visit. eg, they will be able to compare objects and pictures with those on display. Ask children to think about the best ways of examining objects or pictures, how will the visit help us with future work. Clarify with the children the basic questions they will need to ask, for example, <i>do the spar boxes have a use in everyday life? Is the artist still alive? Are the spar boxes unique? How do I feel about it?</i> 	<ul style="list-style-type: none"> Identify the information they can gain from the visit. Ask appropriate questions about the objects they study.
What will the visit be like? (1)		
<ul style="list-style-type: none"> About what is expected of visitors to museums. To show respect for other people's needs in public places. 	<ul style="list-style-type: none"> Explain the itinerary of the visit to Killhope using maps and plans. Discuss children's expectations of the atmosphere of Killhope. <p><i>Killhope is a family friendly museum that is not centered on a 'glass-case' experience: we encourage children to get involved and enjoy themselves, although we do ask that they respect the needs of other visitors.</i></p>	<ul style="list-style-type: none"> Have a clear idea of the different parts of the museum and what they will do there. Appreciate the need for attention and concentration in museums.

What will the visit be like? (2)		
<ul style="list-style-type: none"> To identify how to select from first-hand observations and how to explore ideas for different purposes. 	<ul style="list-style-type: none"> Identify how the children will respond to the objects and pictures. Talk about how they will record what they see and do on the visit. 	<ul style="list-style-type: none"> Identify ways of responding to objects and pictures. Try out methods of recording and assess their practicality.
The visit		
<ul style="list-style-type: none"> To select and record information from first-hand information. To collect visual and other information to help them, develop their ideas. 	<ul style="list-style-type: none"> Use a range of activities on the visit, including independent work and work with small groups. Set the children a number of tasks. They could: gather their impressions of the building and its setting for the objects and pictures, <i>eg the history of the building, how the objects are displayed</i>; make links between objects of different periods, or with similar uses; try to gain information quickly. 	<ul style="list-style-type: none"> Comment on the atmosphere of the museum and the ways in which it is used and enjoyed by visitors. Collect visual and other information, using a variety of appropriate recording techniques.
Follow-up		
<ul style="list-style-type: none"> To compare ideas, methods and approaches in other's work and say what they think or feel about them. To adapt their work and plan according to their views, and describe how they might develop it further. 	<ul style="list-style-type: none"> Review the visit to Killhope with the children. Encourage them to respond to the object or pictures in an open way. Which objects affected them? How? Ask the children to use the material recorded in the visit to develop their work to final outcome or completion. Where an issue arises that cannot be dealt with from non-museum resources, encourage children to pose specific questions to the museum via letter or email. 	<ul style="list-style-type: none"> Describe their experiences of the museum. Make a final product using the reference material collected on the visit. Follow up the visit with further questions.

KILLHOPE

PRIMARY PCHSE / CITIZENSHIP AT KILLHOPE

How a visit to Killhope can inspire learning in citizenship

Killhope provides an excellent context in which to study human rights, particularly the QCA Scheme

- Unit 07: Children's rights – human rights (*Suitable for Year 3-6*)

The historical setting can be used to highlight the differences in human rights then and now, and can provide the background to many of the issues the children will study in this unit. At Killhope, children can take part in the jobs of the washerboys, who started work as young as 8 years old, and dress up in period costumes. They can experience living conditions of the time, and learn about education levels. This allows for a discussion of social and moral issues where the children have gained a deeper understanding through their experiences.

An Information Assistant should accompany you around the site, explaining various features to the children, and encouraging them to consider the differences in human rights then and now. No prior knowledge is necessary before a visit: Information Assistants are trained to quickly establish the level of knowledge the children possess and tailor the day around it. If there are any particular topics you would like the Information Assistant to cover on your visit, please mention this at the time of booking.

Not all the activities listed should be carried out at Killhope: some are more suited to preparatory classroom work before or follow-up work after a visit.



UNIT 07: CHILDREN'S RIGHTS - HUMAN RIGHTS

LEARNING OBJECTIVES	POSSIBLE ACTIVITIES	LEARNING OUTCOMES
What are our rights?		
<ul style="list-style-type: none"> • To understand the difference between wants, needs and rights • About basic human rights. • To try to see things from others point of view. • To qualify or justify what they think after listening to the views of others. 	<ul style="list-style-type: none"> • Empathise with the experiences of other people and describe situations from other points of view. Ask them to imagine that they are miners or washerboys, and to describe what it would have been like. 	<ul style="list-style-type: none"> • Learn the difference between wants, needs and rights. • Empathise with the experiences of other people and describe situations from other points of view.
That's not fair!		
<ul style="list-style-type: none"> • To recognise what is fair and unfair and the difference between right and wrong. • To use drama techniques to explore characters and issues. • To care about other people's feelings and try to see things from their point of view. • About human rights issues at other times in history. 	<ul style="list-style-type: none"> • Lead a discussion about what is fair and unfair. Relate the debate to age, and gender. • Discuss examples of unfair treatment? Should the washerboys and the miners have had better conditions. Did they think it was unfair? Look at the activities suggested in English and Literacy, and ask the children to carry out one of them. Carry out roleplay activities in costume in the Mineshop. • Use Killhope as a case study to develop ideas about human rights. 	<ul style="list-style-type: none"> • Recognise the difference between right and wrong. • Are able to see things from others' points of view. • Know about infringement of human rights at other times in history.
Taking responsibility		
<ul style="list-style-type: none"> • To develop skills of participation and responsible action. 	<ul style="list-style-type: none"> • Have the children develop a strategy for dealing with the rights of the miners. 	<ul style="list-style-type: none"> • Show an awareness of the rights of others and their responsibility to uphold those rights. • Work with others to resolve problems. • Use their skills of participation and responsible action.

KILLHOPE

PRIMARY DESIGN AND TECHNOLOGY AT KILLHOPE

How a visit to Killhope can inspire learning in design and technology

Killhope can be used to support learning in primary design and technology by providing an interesting alternative to inspire work, supporting the following QCA units:

- Unit 3B: Sandwich snacks (*Suitable for Year 3*)
- Unit 4C: Torches (*Suitable for Year 4*)
- Unit 5B: Bread (*Suitable for Year 5*)
- Unit 6A: Shelters (*Suitable for Year 6*)

Killhope can provide an excellent source of inspiration for studying design and technology, either by visiting it specifically for this subject, or by using a visit arranged for another subject to inspire the children in this one.

Not all the activities listed should be carried out at Killhope: some are more suited to preparatory classroom work before or follow-up work after a visit.



UNIT 3B: SANDWICH SNACKS

LEARNING OBJECTIVES

POSSIBLE ACTIVITIES

LEARNING OUTCOMES

Design and make assignment (DMA) Design and make a sandwich for a particular purpose		
<ul style="list-style-type: none"> • To identify a purpose for their sandwich and establish criteria for a successful product. • To evaluate their product against the original design criteria. 	<ul style="list-style-type: none"> • Adapt this unit to Killhope. Why not ask the children to design a new lunchtime snack for the miners to take down the mine? 	<ul style="list-style-type: none"> • Apply what they have learnt through IDEAs / FPTs in their designing and making. • Identify that different sandwiches are created for different needs, occasions and purposes. • Use their knowledge from their research to choose ingredients for the sandwich, eg <i>most miners were poor, so I will choose an inexpensive filling.</i> • Evaluate their sandwich and others' against their original design criteria.

UNIT 4C: TORCHES

LEARNING OBJECTIVES

POSSIBLE ACTIVITIES

LEARNING OUTCOMES

Investigate, disassembly and evaluate activities (IDEAs)		
<ul style="list-style-type: none"> Identify the features of a commercially available torch which make it suitable for a specific purpose and user. 	<ul style="list-style-type: none"> Ask the children to investigate the light sources that miners used to take down the mine, the old ones, and the newer safety lamps which are used on mine trips now. Discuss the circumstances of use and relate it to the features of the design. Explain to children how modern torches work. 	<ul style="list-style-type: none"> That torches are designed with particular needs of the user in mind, and that these needs can vary widely. That torches are made of a variety of materials suited to the purpose for which they are employed.
Design and make assignment (DMA)		
Design and make a new type of battery-powered light which satisfies certain needs of the person who will use it.		
<ul style="list-style-type: none"> That identification of a particular combination of needs can result in a design for a torch which has not existed before. That the plans for a new product can be made using drawings with labels. To check the product is safe. To evaluate their work. 	<ul style="list-style-type: none"> Ask the children to design a new type of light that could be taken down the mine. List the needs of the user, and discuss different aspects of the light. Plan the light, and evaluate the project as it proceeds. 	<ul style="list-style-type: none"> Apply what they have learned through IDEAs / FTPs in their designing and making. Identify needs specific to the user in this context and prioritise these in a specification. Design and make a product which takes account of the needs of a specific user. Make a drawing with labels which shows the key features of a product that has not yet been made. Make a drawing with labels which show the key features of a product that has not yet been made. Evaluate their light against the original design criteria.

UNIT 5B: BREAD

LEARNING OBJECTIVES	POSSIBLE ACTIVITIES	LEARNING OUTCOMES
Design and make assignment (DMA)		
Design and make a new product for a specific occasion or person		
<ul style="list-style-type: none"> To use results of investigations when developing design ideas. To use a specification to clarify ideas. To plan what has to be done. To apply the rules for basic food hygiene and other safe practices. To work accurately. To evaluate a product against the original design specification. 	<ul style="list-style-type: none"> Ask the children to make bread the miners could have eaten – without an oven! 	<ul style="list-style-type: none"> Apply what they have learned through IDEAs / FTPs in their designing and making. Use investigations to select appropriate ingredients for the final product. Write the appropriate specification. Plan an order of work. Work safely, hygienically and accurately. Evaluate the bread product against the design specification.

UNIT 6A: Shelters

LEARNING OBJECTIVES	POSSIBLE ACTIVITIES	LEARNING OUTCOMES
Investigate, disassembly and evaluate activities (IDEAs)		
<ul style="list-style-type: none"> To relate the way things work to their intended purpose. How materials and components have been used. 	<ul style="list-style-type: none"> Ask the children to investigate the shelters the washerboys used on the Washing Floor. 	<ul style="list-style-type: none"> Understand that there are many different types of shelters built for a variety of purposes. Can identify which parts support and strengthen simple structures.
Design and make assignment (DMA)		
Design and make a new product for a specific purpose		
<ul style="list-style-type: none"> To explore, develop and communicate aspects of their design proposals by modelling their ideas in variety of ways. To develop a clear idea of what has to be done, planning how to use resources, and suggesting alternative methods if first attempts fail. To evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. 	<ul style="list-style-type: none"> Ask the children to design a shelter that boys could have used on the Washing Floor. 	<ul style="list-style-type: none"> Apply what they have learned through IDEAs / FTPs in their designing and making. Make models of their shelter idea. Work as part of a team. Produce several clear design ideas. Make suggestions for alternative methods of construction. Evaluate their own and other children's shelters, identifying what is and what is not working.

KILLHOPE

PRIMARY ENGLISH AT KILLHOPE

How a visit to Killhope can inspire learning in literacy

Killhope is a source of inspiration in many subjects. Here are some suggested activities for your class to carry out, either during or after a visit to Killhope, which may inspire them.

READING AND WRITING:

- **Diaries/journals** - Write a diary as if you were a washerboy, or the mine manager, or the sister or mother of a washerboy.
- **Letters** - Examine the Graham letters – what do they tell us about life in the 19th century? Write a reply to one of the letters. Imagine you had left Weardale, write a letter to your family... etc
- **Looking at documents** - Copies of 19th and 21st century copies of the Teesdale Mercury Newspaper can be found in our loans boxes (more information is available in this pack) – comparing / contrasting the two, gathering information etc.
- **Non fiction sources** - Look at tourism, history, geological publications and the internet about Killhope, Weardale and the North Pennines – what can you find out about the area before your visit?
- **Write a play script** - “A day in the life...”, “A disaster enquiry”, “A Sunday off...”
- **Creative writing/poetry** - Take inspiration from the beautiful surroundings, the wheel, our squirrels, the machinery, our gruesome stories etc.
- **Instructions/information** - Look at the information in our labels and orientation/ information panels – write new ones for a different audience – eg. for children. Invent a new way of getting this information across (eg all weather ICT equipment) or present the information in a different format – eg a storyboard/ a comic strip.
- **Leaflets** - Design a new leaflet for the site for a given audience.

SPEAKING AND LISTENING:

During a visit to Killhope you class will be involved in:

- Asking and answering questions
- Listening to a guide, and to instructions
- Discussions
- Performing poetry/ play scripts
- Role play



KILLHOPE

OTHER PRIMARY SUBJECTS

A visit to Killhope can inspire learning in other subjects too...

MUSIC

- Improvise and develop rhythmic and melodic material – take your inspiration from the site. You can hear rhythms of machinery, learn traditional songs, compose music sounds of machinery, natural sounds such as the running water on site, people talking.
- Analyse and compare the different sounds you can hear on site.
- Explore and explain ideas and feelings about music using movement, dance, expressive language and vocabulary.
- You can even use Killhope as the venue for a performance – there's plenty of room!

PHYSICAL EDUCATION

Take part in a range of activities on site:

- Learn traditional games and past-times.
- Have a game of quoits on our quoits pitch
- Think about dance inspired by the different areas of the site.
- Go for a walk in the woodland to see the red squirrels.

