

Learning objectives:

- To ask questions such as: What was it like for people? What happened? How long ago?
- To explore the life of a significant individual
- To investigate the past
- To communicate thoughts and justify opinions

Resource Pack or images from Powerpoint: STREET SCENES

Describe the street scene you see. What is in the foreground/background? Can you see allotments? Can you see the colliery/pit head gear in the distance? Collieries once dominated the landscape in this region (Note: an interactive display at the Sunderland Museum and Winter Gardens offers children a visual and interactive resource of how many collieries were in the area within certain decades.)

What are the people doing? Focus on specific characters in the scene – where might the man walking up the street be going? What might he be thinking?

What is different to your street? Look at the houses- the chimney pots disappearing into the distance. Do you have a chimney pot on your house? Why did houses have chimney pots? Why do new build houses not need them now?

Can you see parked cars in this street scene? Are there lots of parked cars in your street?

Norman Cornish lived in a street just like this. Show image of Bishop's Close Street (photo available on the trail app/image on the trail board) where Norman once lived, where he painted. Beamish Museum have recreated his home as part of the 1950s' town.

Look at a scene showing a back street. Can you see the dustbins? Are they like the bins you have outside your home?

What do you think the outhouses along this back street were used for? Talk to children about outside toilets, tin bath on the yard wall as there was no bathroom.

Look at the children playing in the street – what are they playing? Do you play in the street? What games do you play? Do you think this is a happy scene? How long ago was this? Recent past/distant past? How do you know?

Resource Pack/images in the Powerpoint: MINING SCENES

Look at mining scenes. What do the underground images tell us about what life was like underground?

Describe what you can see and what the men are doing? How do you think the men are feeling? How do you know that this job was difficult/tough/hard? That this space was small and cramped? Explain.

Talk about how men once extracted the coal manually. Later machinery was introduced to make the job easier. An opportunity to handle a piece of coal.

Talk about how the miners' lamps changed to the Davey Safety Lamp which had a glass frame around the flame to prevent gas explosions. Let the children handle a miner's lamp.

Link this to home life of the time. Women would wash by hand – not always a washing machine to do the work. What other jobs would they do? Scrubbing the step, beating the rug, darning pit socks. Discuss.

Lack of a bathroom – the tin bath would be filled by boiling a kettle hence taking a long time to fill.

Talk about the delivery of coal in the back lane. Coal was used on the open fire to heat the home. What do we use now?

ENRICHMENT ACTIVITIES:

Educational visits to Beamish Museum and the Mining Museum within Spennymoor Town Hall & Gallery, or Redhills Miners' Hall in Durham, would enhance learning by enabling pupils to handle artefacts/visit a mine/learn about the working life of a pit pony/view miners' headgear and tools/step inside Norman Cornish's former colliery home.

Norman Cornish