

Swadlincote Townscape Surveys (History and Geography) Index

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Please note: maps, photos and worksheets date from Sept 2018.

Some buildings may have enjoyed further restoration work when you try out these activities- if so, compare the photographs with the appearance of the building and adapt the session accordingly!

Please let us know if you spot anything that has changed:

Environmental Education Project team: rosliston@south-derbys.gov.uk 01283 535039 or

find us on Facebook 'Environmental Education Project at Rosliston Forestry Centre'

Have fun!

INTRODUCTION / INFORMATION FOR PLANNING YOUR VISIT

- The session is around 2 hours. The main focus is geography and history but the session can be shorter if one of the activities is not included.
- Toilets can be found at the bus station and Sharpe's (the latter would need to be booked!) There is also 1 toilet in the car park behind High St (down the alley near Colliers butchers).
- Things to look for on the journey in if on a bus/coach or walking. You could use the worksheet '**Spot the Building Material**'.
- Snack or shopping break? Pupils could learn how to use money in a shop. Be aware that the food smells in town can be distracting if they are hungry or thirsty!
- If you have any heavy bags, befriend a shop on The Delph or ask at Sharpes Pottery, if you can leave them whilst students carry out the survey.

LEARNING OUTCOMES (NB depends on activity choices)

By the end of this session students will have had the opportunity to:

Learning Outcome 1: gain some knowledge and understanding of the purpose of Swadlincote town centre and how this is linked to the history of the town.

Learning Outcome 2: develop their map work skills and understand how to develop their own maps and plans using a base map.

Learning Outcome 3: practice and extend their knowledge and understanding of health and safety/ managing risk throughout the session.

These will be achieved using the following activities:

- Looking for evidence of industry in and around the town e.g. looking for chimneys
- Retail survey on part of High Street - types of retail and how they attract customers
- Then and Now photos of specific buildings and a spot the difference activity on West Street
- Mystery Features survey on part of High Street - working out what some of the shop characteristics/ features are and why they are there.
- ONGOING understanding of their responsibility to keep themselves safe

RESOURCES

- Camera (check photo permissions are in place)
- First Aid Kit
- Suitable clothing - there is little shade or shelter and often a cold breeze on the High Street. Is rain forecast?
- Bring drinks.
- **Worksheet: Spot The Building Material.**(to use on the way to Swadlincote town centre)
- **Worksheets for Activity 1: Old and New** (each group will need a set of the 4 pictures)
- **Worksheets for Activity 2: Retail Survey**
- **Activity 2: maps** (found in **Activity 2: Retail Survey**)
- **Worksheets for Activity 3: Historic Features**
- A set of **teachers notes** for each adult leading a group. These can be found in the **Activity 1: Old and New, Activity 2: Retail Survey, Activity 3: Historic Features**
- Clipboards, paper and pencils.
- Each small working group could bring an iPad or smartphone to take photos of buildings to at look at later in the session.

INTRODUCTION (at Sharpe's Pottery Courtyard) (10 mins.)

- Welcome them to Swadlincote for an exciting session of exploring to find out a bit about Swadlincote's past and what is going on today. They are going to be 'building detectives'. **THEY MAY SPOT THINGS THAT THEY HAVE NEVER NOTICED BEFORE!**
- Agree the safety rules:
 - Remember to stay with your partner and your group leader.
 - Do not go into any of the buildings.
 - Make sure you and your partner look after each other, look where you are walking, do not read and walk and watch out for traffic.
 - Remember people are trying to work, walk and shop in Swadlincote town centre and you can enjoy exploring the town without blocking their way.
 - Be polite to strangers who might ask what you are doing.
 - Remind students of 'stranger danger'.
 - Listen carefully to instructions and ask questions if you need help or more information.
 - Have fun, but be careful!

Standing in Sharpe's courtyard you can see the kiln, the Magic Attic and the back entrance to the museum. Hand out the clipboards.

ACTIVITIES 1-3

You decide on the most appropriate order for the session.

N.B. allow 5 minutes to move between activities.

Activity 1: Old and New (West Street) (35 minutes minimum including plenary)

Split the class in to 4 groups.

Explain we are going to 'Spot the Difference' to see what has happened to some of the town centre buildings over time.

Refer to the set of questions on the worksheet with the photo of the old kiln. Talk through them in general terms so they know what is expected of each question.

Explain there are four photos (including the kiln at Sharpe's Pottery) and they will find each of the buildings on West Street. They can then discuss the questions to compare differences in the old photo and the new building today.

Start the four groups at a different building each and explain which one to move to when they have finished each one. E.g. Move around clockwise.

Set an end time (15/20 mins. later) and meeting place on The Delph. (Be aware that market days are Tuesday and Friday)

Once the groups are back together at The Delph, discuss some of the general findings - which building did they think was better now and why, which was worst and why, which building was the best?

Activity 2: Retail Survey along the High Street (Geography. 40 minutes including plenary)

Walk the whole group down to HSBC. Refer them to the map and the worksheet with the suggested symbols. KS2- give each group a section of the High Street or a number of buildings to look at, for example 6 shops. Record them on their paper map. (The map for KS1 is split into four sections - above and below HSBC on either side of the street.)

Agree a time and meeting point before you start. A good place to meet would be at John Mills Curtain shop if continuing with Activity 3.

Top tips for Activity 2:

1. It's important that the pupils look for clues e.g. passageways, jutting out shop frontages to help them work out where they are and that the adults know this as to be able to lead/ direct/ answer pupils.
2. For the legend - think about what **categories** your shops/businesses might come under. Draw symbols in your legend which show the categories - use worksheet for ideas.
3. ADULTS - please note that not all pupils will know what some shops are, so be ready to explain e.g. even Y5/ Y6 may not know what an Estate Agent is.
4. Optional Year 5/6 record the names and symbols of shops/business in its correct slot on the map as you walk down your section of the High Street.
5. This will test their map work skills as some properties are split into 2 shops and some shops cover more than one property! **Keep checking!**

Once the groups meet back again discuss:

- What they found hard or easy in mapping?
- Was it difficult to decide on a symbol in their team?
- Which shops were difficult to categorise?
- Which shop would you go in and why? Bright and colourful, plain, big and bold, small
- Which shops display 'fits in' with the character of the building? Old and traditional looking or modern. Are there fluorescent discount labels or stickers on the windows that 'don't go' with a more traditional older building?

Back At School.

You can look for patterns back at school. See how certain business/shop types cluster together.

- Some types of shop tend to open near to each other to give customers the benefit of choice for example shoe shops, estate agents, holiday shops, cafes. So being near to other similar shops improves the trade for all of them as more customers come from further afield to browse.
- Some, like bakers/ butchers/ hairdressers tend to have their own regular customers and there is no benefit in them being clustered together.
- Some will be sited near to complimentary shops, for example, we have a curtain shop which compliments the furniture shops nearby; customers coming to one will potentially get items from the others on the same visit.

Teacher Session Notes Swadlincote Townscape Surveys (History and Geography)

Activity 3: Historic Features in the High Street using a bit of detective work! (Local History 25 minutes minimum including plenary)

Start at the end of the High Street nearest John Mills curtain shop so that you can see the tall chimney which was part of Wragg's Pipe Works; now in the retail park.

Explain the final sheet - **Historic Features**. Tell the pupils they are going to hunt for six historical features. The groups need to find the features from the photos on the High Street and they also need to decide between them what this feature tells them about how the building was used in the past.

Talk through the pipework's chimney together: it was part of a huge local business that made clay pipes from local clay, e.g. from the ground underneath what is now Swadlincote Woodlands. At one time you could see 60-70 chimneys from almost anywhere you stood in town due to the pottery (including sanitary wear and pipes) and other industries but now the most you can see are 3.

Arrange a meeting time at the Delph (allow 15 mins)

Once all back together again, talk through their thoughts on the original uses of the buildings.

Plenary (5-10 minutes)

The town is always evolving and changing with the times. New businesses move in and old ones leave.

Ask the pupils what new things they have learnt about Swadlincote that they didn't already know.

Use imaginary lines of interest/ knowledge/ understanding as a plenary and ask them to explain why they put themselves at certain points along the line. E.g. if they have found it really interesting, stand at one end and if they didn't find it interesting at all to stand at the other or at any point in between.

Possible Extension Activities For Plenary

- Swad Vision - How would you like your high street to look?
- What would you change?
- What shops would you like to have?
- What other facilities would you like your high street to offer?

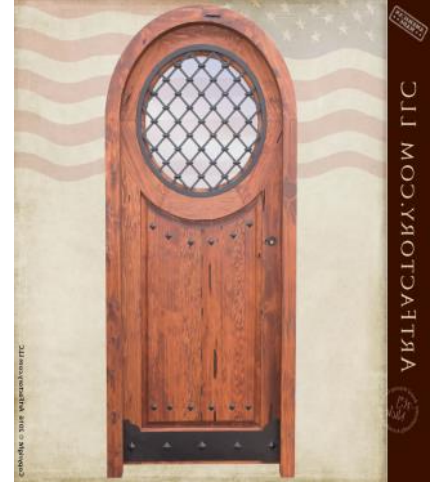


Look for these **materials** (not the actual buildings)

Tick them off as you find them.



www.alamy.com



www.artfactory.com



www.decoist.com



www.harrisreading-ilders.co.uk



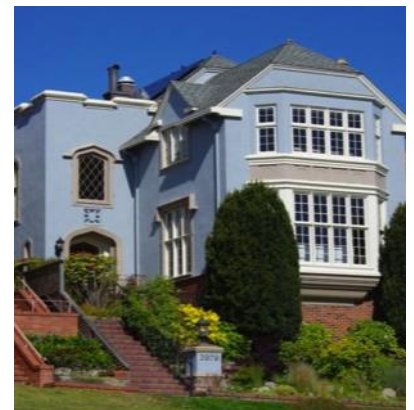
www.houseofanderson1905.co.uk



<http://roofinginorpington.co.uk>



www.warmwall.net



uk.pinterest.com



Rot Or Repair

Spot The Building Materials

Pupil Worksheet (2)



www.whitespace.org.uk



londonpostcodewalks.wordpress.com



www.wikiwand.com



www.hotel-r.net



www.ebay.co.uk



www.everest.co.uk



<http://metalbuildinghomes.org>



<https://modernize.com>



www.agaceroofing.com



The pupils are the 'detectives' for this activity, trying to find the buildings in the photos and answer the questions.

They ONLY have the old pictures whereas you have the modern pictures as well!

They do not have the names of the buildings only the numbers 1-4.

The notes below tell you a little more about each building so that you can help them work out some answers to the questions.

Building	Points to consider
<p>No.1 Sharpe's Pottery</p>	<p>Changes influencing character: The building has kept some of its main features e.g. one bottle kiln. It has been restored sympathetically (keeping the character) but with some modern features like the glass entrance door and windows added to the kiln. Roofing has been restored and the kiln brickwork sealed (kilns are not designed to be waterproof!). Brickwork has been restored but not completely redone to keep the 'old' character of the original building. Although it has been restored pupils may spot signs of decay; as with all buildings there is always something that needs doing.</p> <p>Function: Now a museum and visitor centre - keeping the character of the building is important to telling the history behind the pottery. A draw for tourists - 'interesting building'.</p>
<p>No.2 Old Co-Op building West Street Turn left out of Sharpe's pottery on to West St. The building is on the opposite side of the road at the end of West Street.</p>	<p>Changes influencing character: The awnings from the original photo are no longer there. They were used to protect customers from weather so they could look in the windows for longer. The display space and large windows on both floors was designed originally to showcase a wide range of products when the only way to see goods was in the shop display (no TV or internet.)</p> <p>The building has recently been renovated with funding from the National Lottery.</p> <p>Function:- This building used to be part of the Co-Op, which sold a wide range of goods. More recently it was Auto Quip, a car accessory shop.</p> <p>Today ... we wait and see the function of this beautifully restored building. Any ideas?</p>
<p>No.3 GT Foster building (gents hairdresser) Turn right out of Sharpe's Pottery onto West Street. The building is on the opposite side of the road near the end.</p>	<p>Changes influencing character: On the gable end of the building the large advertising space that could be seen from a distance has now been painted over. Look carefully and you may see some of the original advert showing through. Lost the sign on the front of the shop and the chimney stacks are gone.</p> <p>Function: The shop has been a cycle shop (in old photo). Side door allowed stock to come in and out easily. Recently, work has been done to improve the front of the building and has opened as a gents hairdressers and beauty salon.</p>
<p>No.4 The Flats. Turn right out of Sharpe's Pottery onto West Street. The building is on the same side as Sharpe's past Rainbow Takeaway</p>	<p>Changes influencing character: The main chimney stack is now gone and the signage has disappeared. The character has been kept similar and the old style sash windows remain.</p> <p>Function: This building used to be The Bear Public House. If you look at the side of the building you can see evidence of this— 'No Parking Over Cellar' It is now a block of flats. Fire and chimney pots have been removed in favour of central heating.</p>

Find the buildings on West Street featured in the photographs. Spot the differences between the modern and old photographs.
Within your group discuss the questions for **each** picture.

Questions:

Has the building changed? How?

Is that change for the better or worse?

Can you see any evidence of repair or decay to the building?

Has the building been altered to suit a particular type of business?

Do you like the building? Would you want to shop there? Why?

What other source of information might you use to find out more?

Extension Activity:

Ask pupils to consider the 'character' of each building. This might include:

- the overall shape of the building
- age
- the materials it is made from
- craftsmanship
- decorative details
- special features
- function.

How have the changes affected the character of the building?



New Old



Townscape Surveys

Activity 1: Old and New

Building No.1



Look at the building on West Street and compare it with this photo.

Has the building changed?
How?

Is that change for the better or worse?

Can you see any evidence of repair or decay to the building?

Has the building been altered to suit a particular type of business?

Do you like the building ?

Would you want to shop there?

Why?

What other sources of information might you use to find out more?

Townscape Surveys

Activity 1: Old and New

Building No.2



Look at the building on West Street and compare it with this photo.

Has the building changed?
How?

Is that change for the better or worse?

Can you see any evidence of repair or decay to the building?

Has the building been altered to suit a particular type of business?

Do you like the building ?

Would you want to shop there?

Why?

What other sources of information might you use to find out more?

Townscape Surveys

Activity 1: Old and New

Building No.3



Look at the building on West Street and compare it with this photo.

Has the building changed?
How?

Is that change for the better or worse?

Can you see any evidence of repair or decay to the building?

Has the building been altered to suit a particular type of business?

Do you like the building ?

Would you want to shop there?

Why?

What other sources of information might you use to find out more?

Townscape Surveys

Activity 1: Old and New

Building No.4



Look at the building on West Street and compare it with this photo.

Has the building changed?
How?

Is that change for the better or worse?

Can you see any evidence of repair or decay to the building?

Has the building been altered to suit a particular type of business?

Do you like the building ?

Would you want to shop there?

Why?

What other sources of information might you use to find out more?



In this task pupils will look at the names/types of shops or businesses on the High Street and make a record in the correct space on a map.

You need to decide where to start and finish this task and give your group a section of the High Street to survey. **(Differentiated maps in Activity 2 folder)**

Where Are The Shops/Businesses On The Map?

- Get the pupils to try and work out where they are on the map.
- To help, encourage them to look for signs such as narrow passageways and shop frontages that jut out. These are all shown on the map.
- If they struggle, show them one of the shops already marked on the map and see if they can work out where they are in relation to that shop.
- **Important note:** some properties are split into 2 shops and some shops cover more than one property, therefore, it's advisable to oversee how the map is filled in.

Choosing a Legend.

- Ask the pupils to think about categories the shops/businesses might come under. The pupil sheet has examples and ideas. You may need to explain what some shop/businesses are for e.g. 'Estate Agent'
- List the categories and draw a symbol for each category in the legend (key) box on the paper map. NB. Some shops can be grouped together under categories such as 'food' or 'opticians'.

















Some Other Things To Think Of.

Whilst walking up the High Street recording this information, ask the pupils to consider what businesses do to attract customers in to their premises. Look at the shop fronts and their displays. Do the displays 'fit in' with the character/style of the building? Have the business/ shop owners covered up original features (like windows) with boards or signs?

Find where your shops and businesses are on the map.

In each outline of the shop/business on the map make a note of:

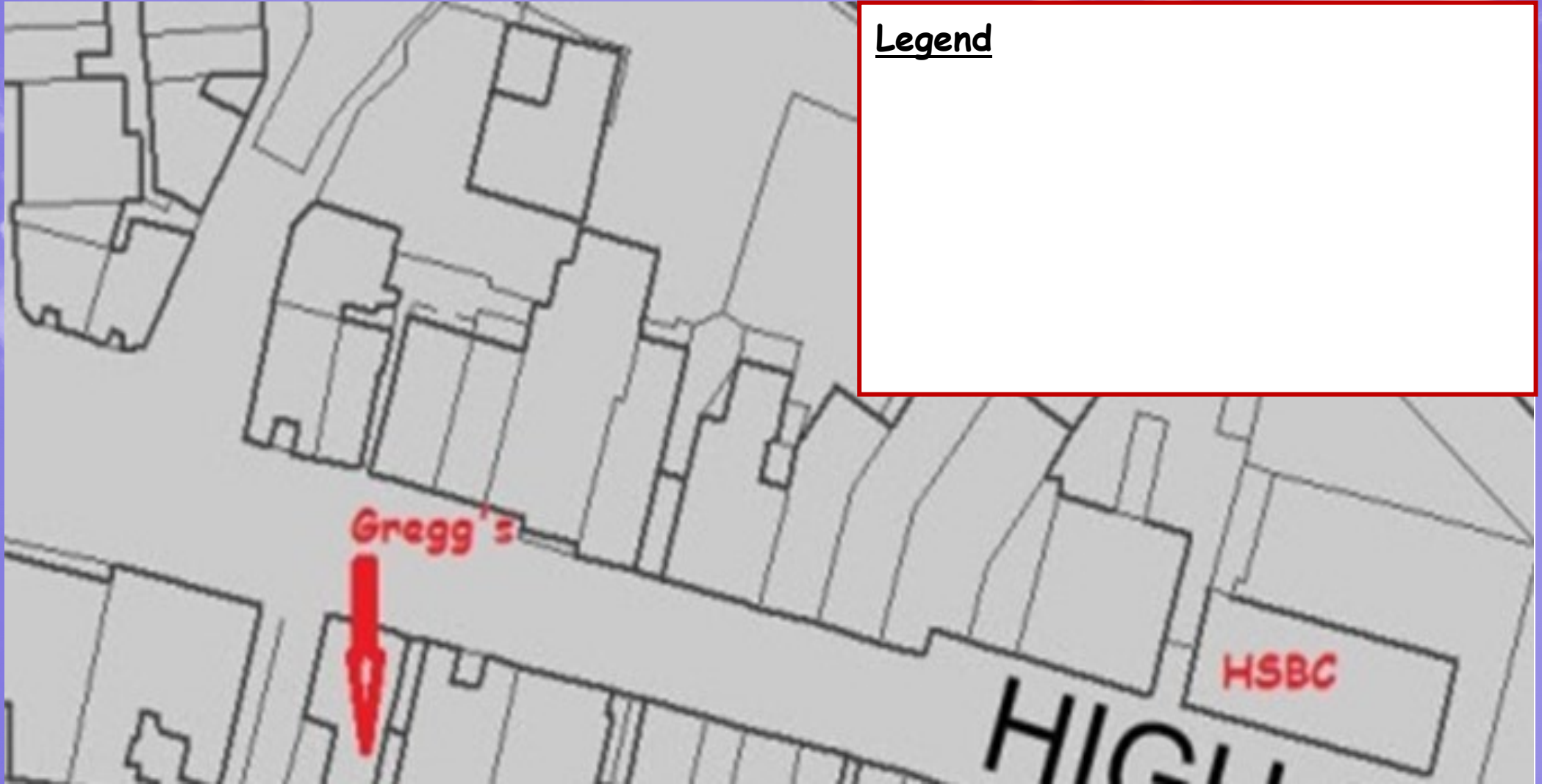
- their name
- the type of business. This can be written as a 'legend' or 'symbol'. You can make up your own or use some of the suggestions below.
- don't forget** to make a list of your legends in the legend box on the map.

Optical 	Banks/ finance 	Empty 	Hardware and furnishings 
Shoe 	Pub/ café/ take away 	Fashion 	Cards and gift 
Charity 	Food 	Estate agent 	Jewellery 
News and stationery 	Discount 	Photographic 	Chemist 

As you walk along the street:

- Look at the shop fronts and their displays. What do shop owners do to encourage you into **their** shop? **List examples.**
- Do the displays 'fit in' with the character/style of the building?
- Have the business/shop owners covered up original features (like windows) with boards or signs? **List examples.**

Townscape Surveys: Retail Survey - Map 1



Legend



Townscape Surveys: Retail Survey - Map 2



Legend





Legend



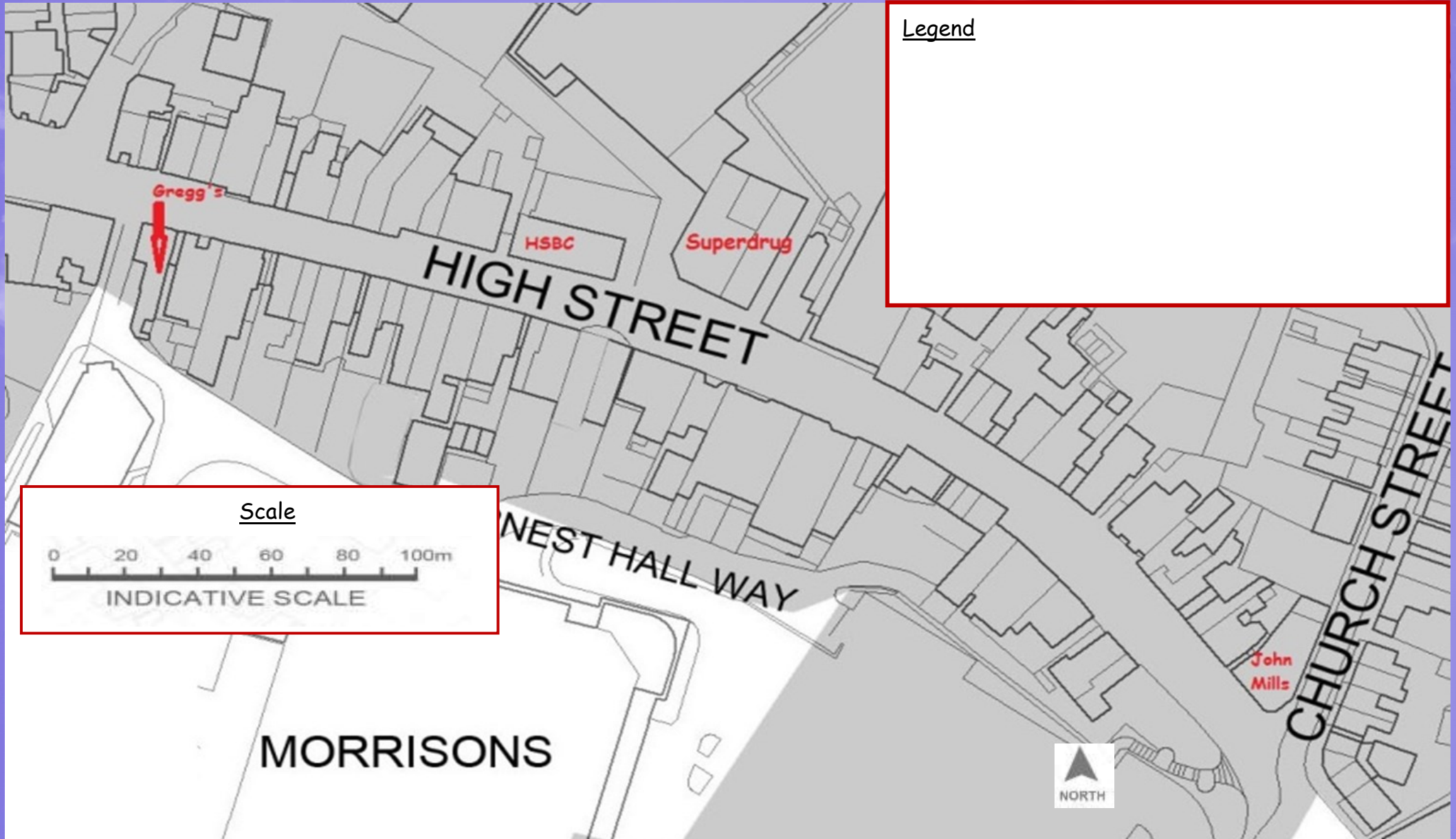
Townscape Surveys: Retail Survey - Map 4



Legend



Townscape Surveys: Activity 2 - Retail Survey





Look at the pictures below, which are taken on High Street
Can you find (or see) the shop/business which they belong to?
What does this feature tell you about what the shop was used for in its past?
(The pictures are in the correct order on this sheet, starting at the John Mills end of High St.
but the pictures on the pupil sheets are in random order to test their observation skills!)

 <p>An old factory chimney in the retail park can be seen from the High Street, opposite John Mills curtain shop</p>	<p>The Chimney was part of Wraggs Pipeworks - a huge local business that made clay pipes from local clay, e.g. from the ground underneath what is now Swadlincote Woodlands. At one time you could see 60-70 chimneys from almost anywhere in town due to the pottery industry, including sanitary ware and pipes and other industries, but now there are only 3 chimneys left.</p>
<p>Gate for S.Colliers the butchers . This gate is between the butcher's shop and Lloyds Bank</p> 	<p>Look at the size and shape of the gate. It is just the right size for a horse drawn cart and would have been used for deliveries e.g. live cows, pigs and sheep.</p>
<p>Large display window on the top floor of Smart Accountants</p> 	<p>Large windows can be seen on the shops which used to have 2 floors for products. The widespread use of first floor shop fronts is unusual for a small market town like Swadlincote. They illustrate the commercial success of the town 100 years ago and the demand for shop floor space. Nowadays most of the upstairs space on the High Street is used for flats and offices. This shop front has been restored to its original glory through a recent grant scheme.</p>
 <p>Clock on Yum Yums sweet shop</p>	<p>This clock used to be a focal point for shoppers and a meeting place. It advertised the jewellery shop, Dinnis. There is a local campaign to get this clock repaired and set correctly again!</p>
<p>Mosaic tiled floor, 'Salt Bros'</p> 	<p>This floor would have been used to advertise Salts which was the most important and largest retail business in Swadlincote. The mosaic would have been very expensive and demonstrates the high status of the. There is another one for Dinnis, hidden under the Yum Yums doormat.</p>
<p>Old shop sign hook on William Hill betting shop - also look at this shop frontage for the date.</p> 	<p>Traditional shop fronts included signs hung from the top floors to attract customers. There are quite a few of these along the High Street. Sharp-eyed pupils should spot that the sign hook hanging on William Hill is a new one and not the one in this photo!</p>

Look at the pictures below.

Can you work out where on the **High Street** they were taken?

What does this feature tell you about what happened here in the past?

