

Old Sunderland Education Resource Pack



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An Introduction to Sunderland's Heritage Action Zone

This education pack has been produced for teachers working in and around Sunderland's Heritage Action Zone. The Heritage Action Zone is a programme of regeneration that aims to rejuvenate Sunderland's high street heritage.

Led by Historic England and Sunderland City Council, the Heritage Action Zone aims to leave a lasting legacy of regeneration and economic growth at key heritage sites across Sunderland's city centre, as well as helping people to rediscover their local heritage.

We are therefore working with local partners to deliver a Heritage Schools project focusing on the history and geography of the Heritage Action Zone. We hope to support schools in making greater use of local heritage to deliver their curriculum. This resource pack provides lots of teaching ideas that could form either one or a sequence of lessons.

A History of Sunderland's Heritage Action Zone

Sunderland's Old Town grew rapidly during the 18th and 19th centuries with the expansion of the coal mining, chemical, glass and ship building industries. The development of the riverside and port from the 1850s led to a huge increase in trade in the latter half of the century, during which Old Sunderland's economy and population peaked.

However, the decline of Sunderland's industries during the 20th century led to the deterioration of the Old Sunderland area and the commercial heart of the town moved west. There are now a large number of historic buildings in the area that have fallen into a state of disrepair. The Heritage Action Zone aims to stop this decline and support the regeneration and celebration of Old Sunderland.



The Eagle and Quayside Exchange are examples of some of the fantastic historic buildings found in Sunderland's Heritage Action Zone © Historic England

Mapping Memory Markers

KEY STAGE
1 AND 2

This activity teaches children to use maps - both of their local area and Old Sunderland. The activity shows pupils how to use maps to identify landmarks that are part of our shared civic life as well as landmarks that children use to orientate themselves because they connect to memories of a place (called 'memory markers').

The activity also shows pupils how to record and present information on maps - including details about their own connections to a place. Additional activities enhance these skills by encouraging pupils to compare landmarks and 'memory markers' on historical maps with those shown on contemporary maps.

Subjects
Geography
History
Citizenship
Design & Technology

Learning

- Interpreting sources of geographical information
- Developing contextual knowledge
- Communicating geographical information
- Developing locational and place knowledge
- Identifying human and physical characteristics
- Using fieldwork to observe, measure, record and present information

Outputs

- A series of area maps with key features and buildings identified, labelled and colour coded by pupils
- A photographic display of key buildings along Fawcett Street

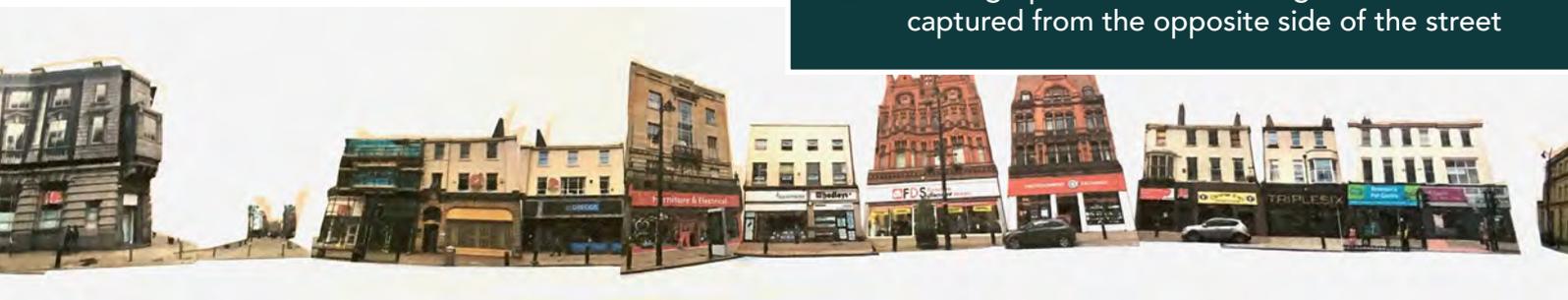
Exploration

- 1 Using a map of your local area, ask pupils to draw an outline around your school. Discuss other key features of the area such as: roads, railways, rivers and parks then ask pupils to highlight these on their maps using different colours. Show pupils how to create a key for these colours on their maps.
- 2 Talk about other important buildings in the area such as: places of worship, places of law and order, places of health and welfare or places of recreation. Ask children to label these on their maps.
- 3 Take a site visit to Fawcett Street in Sunderland's city centre and Heritage Action Zone. Pupils will each need a clip board, a map of Fawcett Street, a writing pencil and some coloured pencils. We also recommend taking a tablet to take some photographs of the buildings and street.



Tip!

Photographs of whole buildings are best captured from the opposite side of the street



Landscape Markers on a Street

Key Stage 1

Ask children to walk along Fawcett Street, labelling their maps with information about key buildings along their route. Encourage pupils to think about what each of the buildings are used for and any interesting architectural features. Take photographs of the buildings to produce a display when back in the classroom.

Key Stage 2

Starting outside Sunderland Museum and Winter Gardens, ask pupils to walk along Fawcett Street and use labels and colour coding to record key types of building on their maps (such as shops, cafes, banks and offices). Ask pupils to produce a colour code for different building uses. Encourage pupils to think about whether any buildings might be mixed use (e.g. a shop with an office above) and how they might represent this on their maps.

Additional Activities

Compare the annotated maps that the pupils have created with historic maps of the same area. Can children spot the same landmarks or identify what is different?

Where's Jack 'Cast Iron' Casey?

Jack 'Cast Iron' Casey was a famous boxer from Sunderland, but before he became a boxer he sold the Echo newspaper on the corner of Burleigh Street and High Street East in Sunderland's East End.

- 1 Ask children to work in pairs and then get each pair to team up with another pair.
- 2 Give each team a map of the Heritage Action Zone and a cut-out image of Jack Casey (right).
- 3 The first pair places the cut-out figure of Jack Casey somewhere on their map without the second pair seeing.
- 4 The second pair must guess where he is by asking no more than 10 questions.
- 5 After 10 questions, the second pair must guess where Jack Casey is on the map. Are they right?
- 6 Take it in turns to hide and find Jack Casey.



Jack Casey
Photo credit: Miles Templeton
www.boxinghistory.org.uk

Heroes and Villains of Sunderland

Explore Old Sunderland through the eyes of some of its historic residents (including Jack 'Cast Iron' Casey) using the [Sunderland Heroes and Villains](#) resource produced by the Donnison School Heritage Centre.



Tip!

Clues could include what they can see, hear or smell

Resources

Maps of the Sunderland area can be downloaded by clicking on the following links:

- [Ordnance Survey Map of Sunderland Town Centre](#)
- [East End Map](#)
- [Fawcett Street Map](#)
- [Historic Maps of Sunderland](#)
- [Early 20th Century Map of Sunderland](#)

Map Skills

KEY STAGE
1 AND 2

This activity introduces children to some basic map reading skills focusing on the Old Sunderland area. Activities include: looking at the changing tradition of maps (cartography), using compass points and using Ordnance Survey maps with exercises designed to help practise these skills. Extension activities for older pupils focus on the use of digital technologies and Global Positioning Systems.

Learning

- Understanding the development of maps over time
- Developing new vocabulary related to maps
- Developing new skills in using maps, aerial photographs and Ordnance Survey materials
- Developing new skills in using digital technologies such as Geographical Information Systems (GIS) and Global Positioning Systems (GPS) for research and orientation purposes

Outputs

- A review of the similarities and differences in maps of Sunderland from different periods
- A set of directions generated from different map locations
- The creation of new geocache content for Sunderland
- A research project focusing on the environmental characteristics of Sunderland based on GIS research

Subjects

Geography
History
Computing

Cartography

Take a look at the changing nature of cartography by comparing maps of Sunderland from different periods by following the links below. Ask pupils to review any similarities or differences in the maps provided.

- [16th Century](#)
- [17th Century](#)
- [19th Century](#)
- [21st Century](#)

Key Stage 2

A Geographic Information System (GIS) visually maps different types of information or data. Have a look at the [MAGIC](#) website which is a free GIS website providing environmental data. Use this system to research the environmental characteristics of Sunderland including:

- Different landscape designations (places identified for special protection)
- Different habitats
- Different landscape types (or classifications)
- Different soil types
- Protected species

Using a Compass

- 1 Watch the [BBC Bitesize clip](#) on using a compass
- 2 Using the 1956 aerial photograph and the modern map of Sunderland—ask children to identify and mark on the following features: St Peter’s Church in Monkwearmouth, Mowbray Park, Sunderland Docks and Holy Trinity Church in Old Sunderland
- 3 Using the modern map of Sunderland—ask children to find the junction of Fawcett Street and High Street West
- 4 From this point on the map, ask children to use a compass to describe which direction each of the key features are positioned from the junction

Using Ordnance Survey Maps

Key Stage 2

- 1 Watch the Ordnance Survey films on ‘[How to Read a Grid Reference](#)’
- 2 Using an OS Explorer Map of Sunderland, ask pupils to find the OS grid references for:
 - a) Holy Trinity Church
 - b) Sunderland Museum and Winter Gardens
 - c) Sunderland Railway Station
- 3 Working in pairs, ask pupils to take turns in giving a grid reference and then finding and naming the feature found at that grid reference

Additional Activities

Key Stage 2

Create an Old Sunderland treasure hunt by providing grid references for treasured sites found in the Old Sunderland area. Create clues that help pupils identify the ‘treasure’ at different grid references. Play in the classroom using [Google Maps](#) or visit the area to find the treasure first-hand.

Extension for KS2&3 to include Global Positioning Systems and digital technology

Geocaching is a type of treasure hunt that uses a Global Positioning System (usually on a mobile device) to track hidden geocaches. Caches usually comprise of a waterproof container with a pencil and logbook for people to sign to prove they’ve found the cache (which must be put back in the same location). Larger caches also contain items for swapping. There are two Geocaches hidden in the Old Sunderland area. Download the [Geocaching.com app](#) to search for caches in the area. Pupils could even create and hide a cache of their own using an air tight container and handmade souvenirs commemorating the area.

Resources

[Sitelines](#) is an online database of archaeological information about the Tyne and Wear area (also known as a Historic Environment Record). It includes a range of useful teaching materials including a resource on Using Coordinates.

Modern Map of Sunderland



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Ordnance Survey Licence number 100024900.

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Historic OS Mapping: Copyright and database right

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1956 Aerial Photograph



0258 F21.540/PAF/1792.13MAP'507' 2.5Z. 20"16,666'

Mapping Journeys

This activity shows children how to use maps for navigation. It shows them how to record their own journeys on a map and capture objective and subjective information about their local area. Activities focus on using maps to identify special places and journeys, as well as capturing children's emotional responses to different places through a process known as 'psycho geography'.

KEY STAGE
1 AND 2

Learning

- Using and devising maps
- Recognising characteristics, landmarks and features
- Developing fieldwork skills
- Developing locational and place-based knowledge

Subjects

Geography
History
Art and Design
Computing

Outputs

- Maps showing places and journeys that are special to each child
- Maps capturing children's emotional responses to places and journeys
- Digital maps of children's journeys

Creative Mapping

- 1 Using tracing paper over a map of your local area, ask pupils to mark on sites that are special to them. This might include: their house, a park, their favourite shop or the homes of family and friends.
- 2 Combine different layers of tracing paper to identify the most popular places in your area.
- 3 Develop these maps by asking children to draw on their travel routes between these places. Journeys might include: home to school, or from home to the park or local shops. By sharing these maps, pupils should be able to identify the most commonly travelled routes.
- 4 On a fresh piece of paper ask children to draw their journey to school and to annotate the route with words, phrases and drawings to describe their route. What can they see, smell, hear? What do they like or dislike about their journey? What feels special or interesting to them about their journey?

Additional Activity

Key Stage 2

A Global Positioning System is a system of satellites and computers that are able to determine the location of a digital receiver (usually a mobile device). They can be used for navigation purposes and some systems can be used to track routes and journeys. Ask pupils to use a GPS tracker (like the [Strava app](#)) to create a digital map of their routes and find who has the longest journey to school.

Building an Enquiry Through Aerial Photography

KEY STAGE
1

This activity provides an introduction to aerial photography with exercises to develop observational skills. An aerial photograph from 1948 then provides a focus for an enquiry into the impact of the Second World War on the city.

Learning

- Developing skills in using aerial photographs and plan perspectives
- Recognising landmarks and physical features
- Developing historical enquiry and research skills

Outputs

- An enquiry into the impact of the Second World War on the city of Sunderland

Subjects

Geography
History
Literacy

Activity

Aerial photographs are photographs taken from above the ground that provide useful information about the characteristics and layout of a place. Aerial photographs can be vertical or oblique. Vertical images, sometimes known as a bird's eye view, look straight down over the landscape. They are usually taken by a camera fixed under a plane and look very similar to a map view. Oblique images are usually taken by somebody inside the plane and are taken at more of an angle.

- 1 Using the collection of aerial photographs provided, ask children to decide whether each image is vertical or oblique.
- 2 Explain that maps always show north at the top then ask children which vertical aerial photographs would need to be rotated to do the same.
- 3 Ask children to compare the 1970 and 1992 aerial photographs to spot any similarities or differences. Repeat with the 1948 and 1958 images.
- 4 Build an enquiry around the 1948 oblique photograph. Ask children whether they can spot any damaged buildings and to find out what might have happened to these buildings.

Resources

The BBC's [WW2 People's War](#) website provides lots of resources that might be useful for the enquiry.



SFFO 540(A)396.5 JULY 48: F14-//1000

0379

© Historic England Archive (RAF photography) Ref: raf_540_a_396_sffo_0379 - 5th July 1948. Supplied by Historic England Archive - archive@HistoricEngland.org.uk - 01793 414600

Above:

1948 Aerial Photograph
 ©Historic England Archive
 (RAF Photography)
 Ref: raf_540_a_396_sffo_0379
 5th July 1948

Right:

1965 Aerial Photograph
 ©National Grid Property Ltd
 (BG plc)
 Ref: mal_65089_v_129
 15th October 1965.
 Supplied by Historic
 England Archive



89 65 129

MERIDIAN AIRMAPS LIMITED,
 COMMERCE WAY,
 LANCING, SUSSEX.
 Tele LANCING 2992.

CONTACT SCALE
 1:11,000



15 OCT 1965
 89/65

DURHAM C.P.O.

© National Grid Property Ltd (BG plc) Ref: mal_65089_v_129 - 15th October 1965. Supplied by Historic England Archive - archive@HistoricEngland.org.uk - 01793 414600



Left:

1947 Aerial Photograph
©Historic England Archive
(RAF Photography)
Ref: raf_cpe_uk_2352_rp_3316
4th October 1947

Below:

1970 Aerial Photograph
©Historic England Archive
(RAF Photography)
Ref: raf_58_0584_v_0035
23rd June 1970

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0258 F21540/PAF/179213MAR P 5 0 1 2:52:20 1966

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1956 Aerial Photograph

© Historic England Archive (RAF Photography) Ref: rat_540_1792_121_0258
13th March 1956



0086 P 58/RAF/2425 23 APR 58 = 1424 20 3000

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1958 Aerial Photograph

© Historic England Archive (RAF Photography) Ref: rat_58_2425_p58_0086
23th April 1958

Timeline of Development and Change



This activity focuses on using historical maps and information to track development and change in the Sunderland area—presented in a visual timeline.

Learning

- Understanding the cause and consequences of change
- Developing locational and place-based knowledge
- Describing and understanding key elements of Human Geography
- Understanding changes and events within and beyond living memory
- Greater awareness of significant events, people and places within their own locality
- Developing knowledge of aspects and themes extending beyond 1066

Subjects

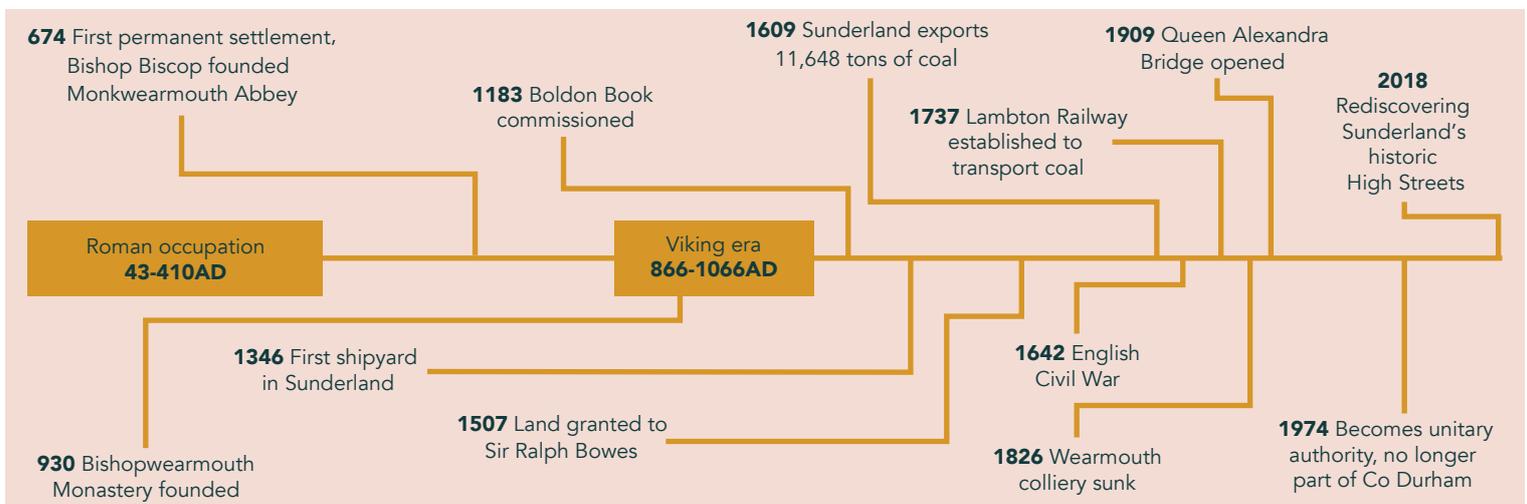
Geography
Local History
Religious Studies
Computing
Art & Graphic Design

Outputs

A visual representation of the timeline and of statistical information for a classroom or online display

Visual Timeline Activity

- 1 Discuss different sources of information about the past with pupils.
- 2 Show pupils different maps of Sunderland through the ages. Organise these in chronological order and discuss how Sunderland has changed over time.
- 3 Give pupils details of key dates and events and ask them to arrange these in chronological order—use these to create a timeline of Sunderland.



- 4 Talk about these events and label the timeline. Find out what was happening in-between these dates, both locally and nationally.
- 5 Look for historic images of Sunderland and organise them in date order along the timeline to illustrate the development of Sunderland.
- 6 Who were the prominent individuals who shaped Sunderland during these periods? Can you find links to these historic names in the city today?
- 7 How did activities such as fishing, shipbuilding, coal mining and trade influence the growth of the city? What evidence remains of these industries in the city today?

Additional Activities

Painting Old Sunderland

- 1 Visit Sunderland Museum and Winter Gardens to view historic paintings of the East End area such as the paintings by Thomas Marie Madawaska Hemy and LS Lowry. Try to match the scenes in these images to places in the Old Sunderland area now using [Google Street View](#).
- 2 Visit Old Sunderland for a walkabout, taking photographs of the buildings. Ask children to use these photographs to produce paintings of the buildings.

Sunderland Flic Book

A flic book is a book with a series of pictures that gradually vary from one page to the next, so that when the pages are turned rapidly, the pictures appear to be simulating motion or change. Make a flic book of one of Sunderland's historic high streets such as Fawcett Street, High Street East or High Street West to show change over time. Research what was happening nationally and globally within the same timeframe.

Resources

The following links are useful resources to help you produce a timeline. There are also some links to timeline examples.

[Historic Maps of Sunderland](#)

[Year-by-year account of North East history](#)

[Timeline of Sunderland history](#)

[Roker Pier Timeline](#)

[History of Sunderland Timeline](#)

[Old Sunderland resource](#)

[17th century map of Durham](#)

[Sitelines resource](#)

Imports and Exports: The Port, Industries and Influence of Sunderland

KEY STAGE
2

Sunderland's East End was once a busy quayside area and the River Wear was an important trade route. This activity looks at the history and geography of trade in Sunderland, focusing on shipping routes, imports and exports and their impact of the development of the city. The production of an international trade map helps pupils to visualise Sunderland's global connections and their physical, social and economic influence on Sunderland.

Learning

- Better contextual understanding about the development of a place
- Improved skills in interpreting and communicating geographical information
- Improved geographical knowledge about global influences
- Greater awareness of Sunderland's local history

Output

- A global map showing the imports and exports of ideas, beliefs, materials and goods to and from Sunderland over time
- A map locating sites of industry around the Old Sunderland area
- A historical enquiry about Sunderland's industry

Subjects

Geography
History
Literacy

Ports and Shipping

Focus the research outputs of this activity around a European map with an inset of the port and river Wear (see links to maps in resources). Each research area will result in at least one line on the map tracing the transport of an import or export as well as markers on the map for the sites of industry.

Anglo-Saxon Sunderland

- 1 Ask children to research the characters of Biscop and Bede to see what skills and knowledge were imported to Sunderland such as: religious belief, building techniques and craft skills.
- 2 Then ask children to research what knowledge and traditions were exported from Sunderland such as the way we date time using the AD dating system.
- 3 Visit St Peters Church to find out more about Anglo-Saxon Sunderland or take a [virtual tour](#).
- 4 Using coloured cellophane or acetate and coloured pens, create a 'stained glass window' telling the story of Sunderland's influence on the world.

Shipbuilding in Sunderland

- 1 Sunderland was once claimed to be the largest ship building town in the world. Ask children to research Thomas Menvill and the growth of the ship yards. Create a graph showing the number of ships built in Sunderland over time compared with other great ship building cities such as Newcastle, Glasgow and Belfast. Ask children to decide whether Sunderland was actually the largest shipbuilding town in the world.
- 2 Visit Sunderland Maritime Heritage Centre to find out more about both the wooden and steel ships built on the River Wear and to research the tools and skills needed to work as a boat builder.

Coal mining in Sunderland

- 1 The Monkwearmouth Coalmine was the last coalmine to close in the area and the site is now home to the Stadium of Light football ground. Ask children to research and locate the sites of former coal mines in the Sunderland area.
- 2 Ask pupils to find out where coal from the Durham coalfields was exported to and what it was used for.
- 3 The ships carrying coal from Sunderland didn't return empty. Ask children to find out what materials came back on the ships and what industry this gave rise to.

Glass making in Sunderland

- 1 The tradition of glassmaking in Sunderland began with Bishop Biscop in 674AD. Ask children to find out which country he brought skilled workers from to begin Sunderland's glass making tradition.
- 2 Ask children to investigate Sunderland's links with Pyrex.
- 3 Ask children to research the geological characteristics of Sunderland and how these might have been beneficial for glassmaking (e.g. limestone for glass or coal for energy).
- 4 Ask children to use historic maps to find the details of a bottle making company that once operated in the Old Sunderland area.
- 5 Visit the National Glass Centre or take a [virtual tour](#).

Sunderland potteries

- 1 The Old Sunderland area contains two historic pottery sites: Burnside Pottery (1850-1858) and Sunderland or 'Garrison' Pottery (1799-1865). Ask pupils to research where these sites were once located.
- 2 Ask pupils to investigate what materials were available locally to support the growth of the pottery industry in Sunderland.
- 3 Visit the pottery exhibition at Sunderland Museum and Winter Gardens.

Resources

[Historic maps of Sunderland](#)

[Local studies factsheet on Bede](#)

[Local studies fact sheet on Biscop](#)

[Local studies fact sheet on shipbuilding on the Wear 1](#)

[Local studies fact sheet on shipbuilding on the Wear 2](#)

[Historic England Teachers Kit–Glass Industry](#)

[Historic England Teachers Kit–Pottery Industry](#)

Red Plaques for Historic People and Sites in Old Sunderland

KEY STAGE
1 AND 2

This activity provides ideas on how to conduct a local history study focusing on a local person or site in Sunderland and then uses this as the basis for creating a series of red plaques about local people and places.

Learning

- Developing locational and place knowledge
- Understanding significant events, people and places in their own locality

Outputs

- A local history study
- A series of red plaques commemorating local people and places

Subjects

Geography
Local History
Literacy
Art and Design
Design Technology

Local History Study

- 1 Ask pupils to explore different places in the Old Sunderland area using Google Maps and Street View to help choose a historic place to study.
- 2 Encourage pupils to use historical directories to find information about interesting people or businesses in that place. Local directories can often be found online or at the library to provide information about prominent figures, whilst trade directories provide information about key local businesses.
- 3 Show pupils how to use census information to find out more information about historical characters and their families.
- 4 Encourage pupils to explore the [Heroes and Villains website](#), which provides lots of information on local characters.
- 5 Encourage pupils to visit the area to explore places first-hand.
- 6 Ask pupils to develop their research into a piece of literacy work such as an historical account, historical story, poem or song.

Red Plaque

- 1 The blue plaque scheme celebrates historic buildings and the people associated with them. Ask pupils to create a red plaque for a building in Sunderland celebrating a building associated with an interesting historical character.
- 2 Ask pupils to use their research from their local history study to produce a short piece of text for their wall plaque.
- 3 Pupils could produce their own wall 'plaques' using white pens and circles of red card.
- 4 Plaques could be photoshopped onto photographs of the buildings.
- 5 These photographs could be used by pupils to produce a walking map and guide to the buildings for a walking trail that pupils could return to with their families.

Resources

[Trade directories](#)
[Census material](#)
[Heroes and Villains website](#)



Tip!

Tip! Some interesting characters associated with the area include: Joseph 'Stormy Petrel' Hodgson, painter LS Lowry, Benedict Biscoe and sailors from the Battle of Trafalgar.

The Genius Loci of Old Sunderland

KEY STAGE
1 AND 2

The 'genius loci' or 'spirit of a place' describes its distinctive character, the essence of a place. When standing in a historical place, it can sometimes be difficult to imagine what that place used to be like or how its 'genius loci' or 'spirit' has changed over time. This activity explores the 'genius loci' or 'spirit' of Old Sunderland and encourages pupils to express this through a creative writing exercise. It specifically considers what key elements have contributed to Sunderland's character and distinctiveness over time, as a focus for the literacy work.

Learning

- Developing fieldwork skills such as collecting, researching and using different sources of evidence
- Developing contextual knowledge of a place
- Understanding the process of change in a place
- Describing and communicating a place through writing
- Developing subject specific vocabulary
- Understanding a place in its chronological context

Outputs

- A piece of creative writing describing a place in sensory, emotional and physical terms
- Annotated illustrations of a place
- Annotated maps of a place

Subjects

Geography
History
Literacy

Visual Research

- 1 Encourage pupils to use the [Tyne and Wear Archives and Museums](#) website to search for images and resources relating to Old Sunderland. Use the search box to search for relevant content using terms such as: 'Sunderland Then and Now'. You could also search for work by local artists including Thomas Hemy and LS Lowry (who both painted the Docks and streets of the East End). Alternatively, you could search for specific street names. Bodlewell Lane is an interesting street to focus on because it contained one of the longest-standing ferry landings.
- 2 Ask pupils to look at historical maps and images to notice any changes in how buildings and streets are laid out, plus the size and concentration of any blocks of buildings in the area. These characteristics are known as the 'urban grain' of the built environment.
- 3 Help pupils to arrange their visual resources in chronological order to develop a sense of change over time.
- 4 Ask pupils to imagine what they would have seen, smelled and heard in each of the places depicted. How would they have felt there? Create a list of relevant vocabulary and useful adjectives during this discussion.
- 5 Ask pupils to produce a piece of creative writing to describe the 'genius loci' of these locations in the past.



Image: 22 Sheds

Additional Activities

Sensory visit

- 1 Visit the Old Sunderland area. What can pupils see, hear, smell and feel there now? Ask pupils to close their eyes and take a moment to reflect on this.
- 2 When back in the classroom—ask pupils to create a sensory picture of each of the sites visited and then record their sensory responses to each place through some creative writing.

Photographic Visit

- 1 Take photographs of any evidence about what the area might have been like in the past such as building materials, signs, building dates, roads, styles of doors, windows and other architectural features.
- 2 When back in the classroom—review these photographs and try to research and date the features captured.

Resources

[NEFA Film archive resources](#)
[Canny Space film resource](#)
[Historic maps of Sunderland](#)
[Electoral registers](#)
[Trade directories](#)

Patterns of Old Sunderland

KEY STAGE
1 AND 2

This resource focuses on patterns found in the built environment around Holy Trinity Church - from a micro scale (such as brickwork and mouldings) to a macro scale (such as the layout of buildings and street patterns). These patterns are then used as a focus for a creative activity to produce a chap book cataloguing some of the different types of pattern found in the area. A chap book is a small booklet containing a collection of pictures or ideas about a theme (such as pattern). Pupils are then encouraged to develop some of these patterns using printing or graphic design techniques.

Learning

- Developing fieldwork skills in identifying and recording patterns
- Developing mathematical understanding about repeating patterns
- Using research to inform a creative response around pattern
- Developing skills in Art, Design and Technology linked to the use of pattern
- Developing contextual knowledge about the local area

Outputs

- A 'chap book' collection of some of the different patterns found in the Old Sunderland area - comprised of photographs, drawings and rubbings
- Block prints of some of the patterns found in the area
- Graphic versions of some of the patterns found in the area
- Products incorporating some of these printed or graphic patterns (such as flags, bunting or posters)
- A class display or exhibition focusing on pattern
- A new graphic logo for the Old Sunderland area incorporating elements of local pattern

Subjects

Art, Design and
Technology
Maths
History
Geography

Pattern Research Walk

- 1 Plan a visit to Holy Trinity Church (where the community venue 'Canny Space' is based) to explore some of the patterns around the Church and surrounding area. The resources section provides useful information to help plan the visit.
- 2 Prior to the outing - ask pupils to each create a chap book (see resources section for details of how to do this). Pupils will need to bring these chap books with them on their walk along with pencils, wax crayons and cameras or tablets.
- 3 During the walk, ask pupils to fill each page of their chap book with an observation of a pattern found in the area. They might focus on a brick pattern, a carving or moulding, the layout of a building or the arrangement of a group of buildings. Their observations might include drawings, rubbings, photographs and notes about interesting features.
- 4 Back in a classroom - create a pattern board identifying some of the key elements found during the site visit that represents the visual character of the area. This will help to provide starting points for subsequent design work.

Additional Activity

Key Stage 1

Ask pupils to select images from the pattern board to develop simple block prints. Allow them to reproduce some of the repeating patterns found on their site visit using the block print technique. Encourage them to create new repeating patterns by changing different elements of each block print. Ask pupils to use their block print designs to create products such as flags, bunting or posters to celebrate the history of the area. Use examples of pupils' work to create a classroom display or exhibition.

Key Stage 2

Ask pupils to look at examples of place marketing (such as those used for [Sunderland Culture](#)) and think about how these branding materials visually communicate a sense of place. Then ask pupils to develop their own logo and branding materials for the old Sunderland area using a basic graphic design package. These should encourage people to visit the area whilst giving a sense of the character and history of the place.

Resources

[Holy Trinity Church information](#)

[Living History North East resources](#)

[Making a chap book](#)

Information About Partners

Sunderland's Heritage Action Zone is led by Sunderland City Council and Historic England in partnership with the Tyne and Wear Building Preservation Trust, Sunderland Culture, The Churches Conservation Trust and Sunderland Heritage Forum.

The Sunderland Heritage Action Zone comprises of:

Heritage **Action** Zone


Sunderland
City Council



Historic England


THE CHURCHES
CONSERVATION TRUST




SUNDERLAND
CULTURE

TYNE & WEAR
Building Preservation Trust

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