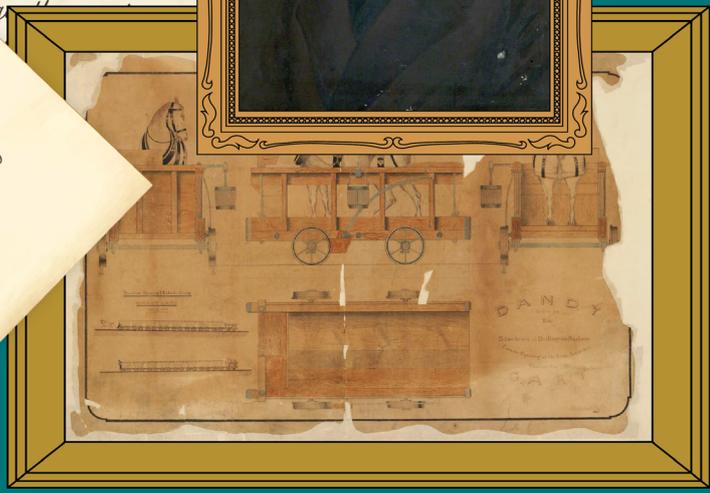
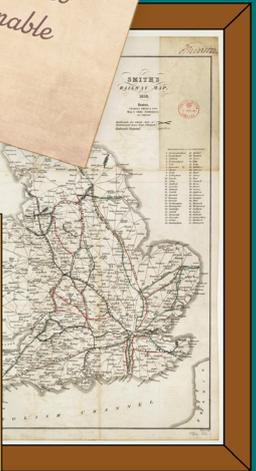
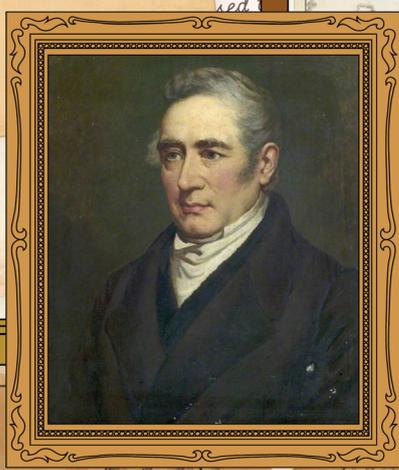


Gentlemen,  
I write to inform you of an accident that happened to my wife Elizabeth Farms on the 12th October 1833 on the railway by a piece of timber falling on her by which her leg was broken. She happened on that day to bring my dinner when the timber was unloaded. Dr Strother has brought me a bill which I am unable to pay. I here solicit your kindness to contribute something on my behalf to enable me to pay it.

...er of sheep in a field  
... Railway on Tuesday  
... seen that day by one  
... were all right. During the night  
... and got onto the railway either through  
... Company's fences or through the Bowesfield  
Lane Gate which ought to have been shut, and three  
of them were killed by an engine. Their value is  
fifteen shillings each..

This line of road does not (as  
previously the case with similar  
roads) interfere with the  
... growth

... of Preston Hall [Now Preston  
... and Grounds] "famously  
... five cinders from the Stockton  
... always were setting fire to his  
... Preferring more traditional  
... then seen trotting

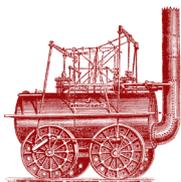


# Teacher Notes

## Key Stage 2

# Teacher Notes

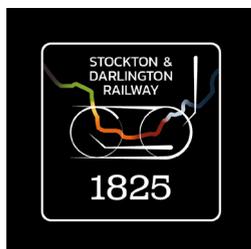
## Key Stage 2



**Friends of the  
Stockton &  
Darlington Railway**  
[www.SDR1825.org.uk](http://www.SDR1825.org.uk)



Heritage **Action** Zone



**Preston Park**  
Museum & Grounds

**LOCOMOTION**

Aimed at pupils working at a Key Stage 2 level, this suite of teaching resources celebrates the opening of the Stockton and Darlington Railway (S&DR) on 27th September 1825. The innovation and ingenuity of the S&DR went on to change the face of the world as railways spread across the globe.

These resources were commissioned by the Friends of the Stockton and Darlington Railway and funded by Historic England, in partnership with Head of Steam Darlington Railway Museum, Locomotion Railway Museum Shildon and Preston Park Museum and Grounds and in consultation with local teachers.

# Resources

## Resource pack on the S&DR

The pack contains images & sources alongside prompt questions, answers and suggested activities, focusing on the early days of the S&DR.

## How did the S&DR change my local area and people's lives?

Archival evidence to prompt analysis of the effects of the S&DR on people and places, encouraging pupils to identify different perceptions from a range of sources, including a starting point for discussing the national and international impact.

### Online Tour



A Google Earth Tour of the key locations and original route of the S&DR, with images and information.

[Link to Tour](#)

## Online Timeline



Provides the key points of the history of the Stockton and Darlington Railway online in the form of a navigable timeline.

[Link to timeline](#)

## Also available for Key Stage 1:

### Resource Pack - Timothy Hackworth

Focusing on Timothy Hackworth as a significant individual and an unsung hero of the railway, this pack contains a range of images & sources. Prompt questions provide more information or a basis for discussion, and suggested activities are included.

### A Railway Journey in the Past

This history-based activity explores the similarities and differences between going on a railway journey on the S&DR in the 19th century compared to a train journey today.

# Curriculum Links

## KS1 History

### Curriculum skills:

- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Understand how our knowledge of the past is constructed from a range of sources.<sup>1</sup>

### Subject content:

- A local history study (for example, a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.)<sup>2</sup>
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (a significant turning point in British history, for example, the first railways).<sup>3</sup>

## KS1 Geography

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

## **STEM**

The S&DR is also an excellent starting point for STEM-based activities, some examples of which are given in the suggested activities in the resource pack. More information can be found via the museum websites below.

## **Find out more**

**Key Facts Booklet produced by FSDR** <https://www.sdr1825.org.uk/wp-content/uploads/2021/10/stockton-and-darlington-railway-key-facts-booklet.pdf>

**Head of Steam Darlington Railway Museum** <https://www.head-of-steam.co.uk/>

**Locomotion** <https://www.locomotion.org.uk/>

**Preston Park** <https://prestonparkmuseum.co.uk/>

**Friends of the Stockton and Darlington Railway** <https://www.sdr1825.org.uk/>

**Historic England** <https://historicengland.org.uk/>

1. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239035/PRIMARY\\_national\\_curriculum\\_-\\_History.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf) , p. 3.

2. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239035/PRIMARY\\_national\\_curriculum\\_-\\_History.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf) , p. 4.

3. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239035/PRIMARY\\_national\\_curriculum\\_-\\_History.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf) , p. 5.

