MUSEUM OF NORTH CRAVEN LIFE

Exploring Our Local Area

Resource 3:
Arrival of the Railways

THE FOLLY
Museum of North Craven Life

Guidance Notes for Classroom and Home Learning:
Key Stage 3

History

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Introduction

This resource is part of a Key Stage 3 Local Area Study pack of images, video and information on objects in the collection of the Museum of North Craven Life, for teachers to guide pupils through four local area study themes. These can all be downloaded from the museum's website.

Exploring Our Local Area Packs:

Resource 1: Agricultural Revolution

Resource 2: Industrial Revolution

Resource 3: Arrival of the Railways

Resource 4: Everyday Life in Victorian England

Although the objects and stories are linked to Settle and North Craven, the resources can be used to fit with broader classroom teaching about life in the past and inspiration for creative activities. National Curriculum links and learning objectives are provided.

Alongside background information for teachers and parents, in these guidance notes, there are accompanying power point presentations containing high resolution images linked to each section of the resource.

Images reproduced courtesy of the North Craven Building Preservation Trust unless otherwise stated.

Local Area Study Support

The creative work produced by pupils can be used to create a local area study display in school. The *Exploring Our Local Area: Exhibition Support* resource is also available to be downloaded from the museum website with a useful timeline, additional photographs from the museum collection and tips on how to create a display.

Please contact the museum if you are interested in a museum objects loan box to support your school display.

The Folly

The resources are based upon the collections of the Museum of North Craven Life housed in Settle's impressive 17th century house, The Folly.

Contents

- **Engage**
  Each theme is introduced through an object from the museum

  A video introducing the object and explaining how it links to the theme is available on the Engage slide of the accompanying power point presentation
- **Enquiry**
  A key question for pupils to consider critically
- **Evidence**
  Museum objects and information provided for pupils to work through and reach their own conclusion to the Key Question
- **Explain**
  Pupils use the evidence to answer the key question, through a piece of creative writing
- **Explore**
  Activity to extend learning
- **Creative Connections**
  An inspiration gallery of object images and ideas for literacy work and creative activities
- **Discuss**

  Look out for the discussion points throughout the resources

Arrival of the Railways

Britain has the oldest railway system in the world. The development of the railways in the 1820s helped to accelerate the changes of the Industrial Revolution and meant that people and goods could move around the country much more easily.

Learning Objectives

Pupils will be able to:

- Explain what impact the railways had on trade and transport
- Give reasons why the arrival of the railways was a significant turning point in British history
- Analyse and describe how railways changed the lives of ordinary people

National Curriculum Links

KS3 HISTORY

- Ideas, political power, industry and empire: Britain, 1745-1901
- A local history study

Thomson Stick

Steam engine pulling goods train

Engage

What is the mystery museum object?

As the railways developed, safety measures were introduced to prevent accidents, and railway workers needed to have their eyes tested for colour blindness. Some people find it difficult to distinguish between different colours (most commonly red and green), but being able to recognise these colours is important for reading stop and go signals.

The Thomson Stick was used to test for colour blindness. The person being tested needed to be able to match three different coloured yarns with the range of colours hanging on the apparatus.

At the start of the railway age, trains were much slower than today, only travelling up to 30 miles an hour. This was still much faster than the passenger stagecoach and many people were able to travel long distances for the first time.

As the railways developed, safety measures and regulations were introduced which helped to make them safer places for railway workers and passengers.

Enquiry

Key Question:

How did the railways change people's lives?

Blacksmiths tools

Blacksmiths tools

Evidence Slide 1

How did people travel before the railways?

What do you think these objects are?

They are blacksmiths tools, including a hoof knife used to trim the horse's sole and hoof nipper used to cut back the hoof. A 'practice' hoof, like this one, might have been used by a Blacksmith's apprentice to learn how to use the tools to put a new shoe on a horse.

Before the railways came to North Craven, horses were the main source of transport. Blacksmiths were in demand.

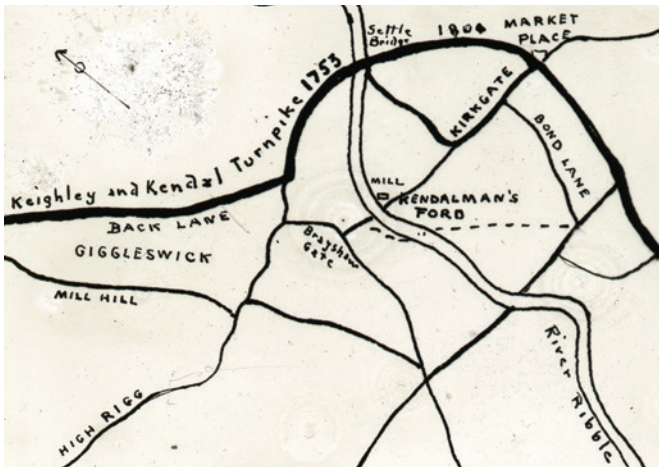
Passenger traffic, wagon carriers and pack horses travelled through the Dales to Kendal, Lancaster, Leeds, Halifax and beyond. Drovers walked with their cattle, pigs and sheep to markets in the developing towns, sometimes walking as far as London. Travel was slow going, especially where the roads were rocky, steep, or muddy over the hilltops, such as the roads into Settle.

The Keighley and Kendal Turnpike road was built in 1753. It was routed along the valley bottoms and designed for wheeled vehicles to use.

The road was instigated and funded mainly by local business people in Settle and substantially improved the transport of both people and goods in and out of the area.

A turnpike gate or tollbooth was built to collect tolls from those using the road. These payments were used to maintain the road.

The term "turnpike" originates from the pikes, or long poles, placed across the road to prevent travellers from passing until the toll was paid.



Map showing the Keighley and Kendal turnpike road

Navvies

Evidence Slide 2

Who built the railways?

Before the railways were built, goods were transported by canal or road. This began to change when a railway line from Skipton to Lancaster was completed in 1850.
A 73-mile railway line across the uplands of the Pennines had been deemed impossible, but in 1869 the Midland Railway Company began construction of a railway line to connect London and Scotland.

The railways transformed life in Settle. The building of the railways provided work, which drew men from all over the country. As many as 6000 men were involved in the construction of the Settle-Carlisle railway, which was extremely dangerous work. Many different trades were needed, including masons, brick-makers, carpenters, and miners.

Most were transient labourers or 'navvies.' Shanty towns grew up on Blea Moor, where up to 2000 railway navvies and their families lived in long wooden huts. As many of the men had been soldiers in the Crimean War (1853–1856), the shanty towns were named after the victories at Inkerman and Sebastopol, or were given ironic names like Belgravia, a genteel London suburb.

Fan

Evidence Slide 3

What were the railways used for?

The technological advances of the Industrial Revolution made it possible to mass produce a wide variety of different products. Population growth meant there were people buying a greater variety of products, both domestic and 'fancy goods.' The railways played a vital part in moving goods to new markets both in Britain and across the growing British Empire.

Manufacturers needed their goods to stand out and improved printing techniques helped to enhance the quality and colour of advertising posters.

Goods train on the Ribblehead Viaduct

What would the navvies need in their camps?

These temporary settlements had chapels, a post office, shops, schools and even a library.

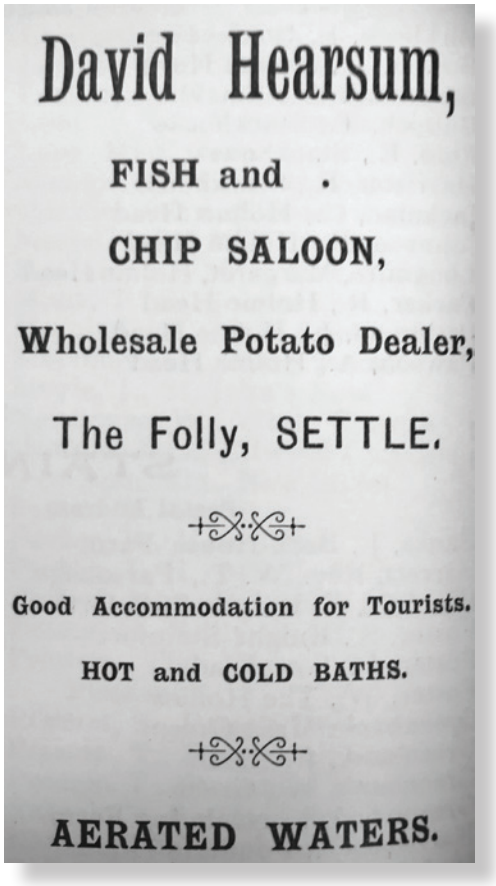
The Folly fish & chip shop

Evidence Slide 4

What else was transported by train?

Food could be transported much more quickly by train, which meant that fresh food could reach its destination before it went bad. Fresh fish and seafood could be shipped from the coast to towns and villages far inland and people in Settle could eat fresh fish and chips.

Part of The Folly building, which today houses the museum, opened as a fish and chip shop in the early 1900s.



David Hearsum,

FISH and

CHIP SALOON,

Wholesale Potato Dealer,

The Folly, SETTLE.

Good Accommodation for Tourists.

HOT and COLD BATHS.

AERATED WATERS.

Train tokens

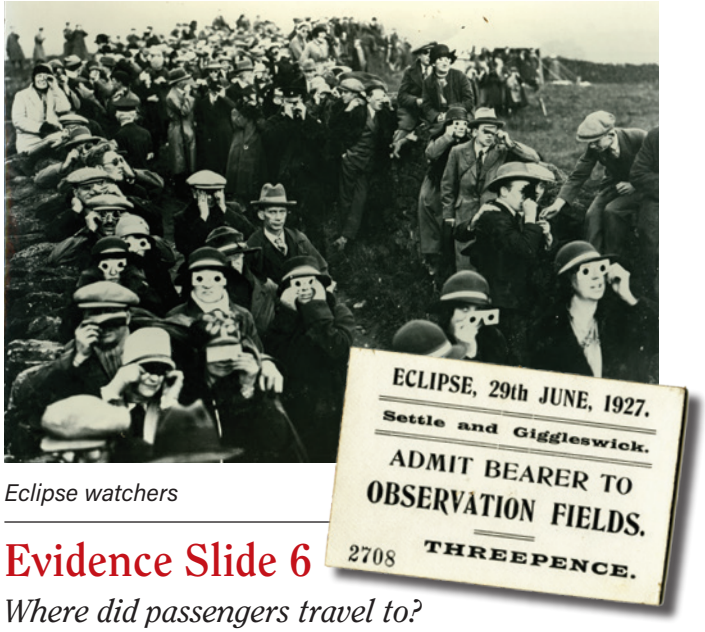
Evidence Slide 5

Who travelled on the railways?

At first, train passengers were issued with metal "tallies". At the end of the journey the guard collected the tallies to reuse. By 1846, metal tickets were replaced with paper.

Railways made it easier for passengers to travel long distances. With the introduction of new railway lines and steam trains, people could travel much more quickly and cheaply than by horse and carriage. People could move around the country looking for jobs in the cities.

For the first time people could also go on day trips to the seaside or to the countryside to 'take the air'. Towns like Settle, with its natural landmark of Castleberg Crag, became destinations for tourists travelling by train from the industrial cities.



Eclipse watchers

Evidence Slide 6

Where did passengers travel to?

On 29th June 1927, a total solar eclipse was visible from northern England. In a total eclipse the moon passes directly in front of the sun, blocking all sunlight.

As it had been over 200 years since an eclipse was visible from Britain, there was huge excitement and many people travelled to the villages of North Yorkshire to watch it. Settle and Giggleswick were directly in the path of the total eclipse and were considered to be the best sites for observing it.

It was a major test of the transport system. The railway stations were extremely busy.

Miners Lamp

Evidence Slide 7

What was life like for children?

At the start of the 19th century, working life began at a much earlier age than it does today. With the growth of the railways, there were new job opportunities. Before the law was changed to prevent it, children worked long and hard hours on the railways, as labourers, cleaning engines of soot and grease or waking up the firemen for work. Older children could work as porters, fetching and carrying.

There was a huge demand for coal to fuel the steam engines pulling passenger and goods trains. In 1842, a law was passed that stopped women, girls, and boys under ten from working underground in mines in Britain. Before this law was passed, it was common for whole families to work together in the coal mines to earn enough money to live on.

What do you think it was like for children working in the mines?

The Victorians saw child labour as a normal part of working life. Huge amounts of coal were needed and children as young as five worked at jobs that were dangerous and exhausting. They would work the same hours as adults, sometimes longer, at jobs that paid far less. Sometimes in winter they would not see daylight from one day to the next. A miners lamp was the only source of light underground. It was designed to be safe for use in mines, where the risk of explosion was high due to coal dust and flammable gases.

"Tornado" steam train on the Ribblehead Viaduct

Evidence Summary

What was the impact of the building of the railways?

- Trains were a much faster way to travel than horse-powered transport and could link to areas canals could not reach.
- The railways employed many people, including in construction of new lines.
- Fresh food and other goods could be transported quickly, and people living inland could now enjoy fresh fish and chips!
- People were able to travel to take short holidays to the countryside and the seaside.
- The railways relied on the coal industry and mining was another dangerous job carried out by children.

Explain

Pupils can use the evidence from the objects and class discussion to form their own answer to the key question. This could be used as the basis for a piece of formal or creative writing, a class debate or a creative response.

Further ideas for exploring the connection of local history with significant themes of national history are given in the Explore section.

Poetry
DRAMA
Short Story
Play Script
Newspaper Article
POSTER
Interview
Diary Page
Debate
FILM
Persuasive Writing
Advert
Report
Artwork

Navvies

Explore

Impact of the Railways

Pupils can explore the evidence provided in the slides and examine the character profiles of local people. Then using the information, write a short paragraph on how they think each person felt about the arrival of the railways in the area.

Information to include for each character:

- A relevant fact about the railways
- Benefits
- Disadvantages
- Conclusion – were the railways a good or bad thing?

*The photographs used in the character cards are not the named person but intended to be representative of the person's role or profession.

Explore

Welsh Navvy

John Griffiths Owen

John sings for the Temperance Lifeboat Crew Society and has helped to raised money to build lifeboats.

He was born in Wales but moved to Settle to work on the Settle to Carlisle railway.

The pay is very good, but it includes 'danger money' as it can be extremely dangerous work, and there is a risk of heavy machinery falling.

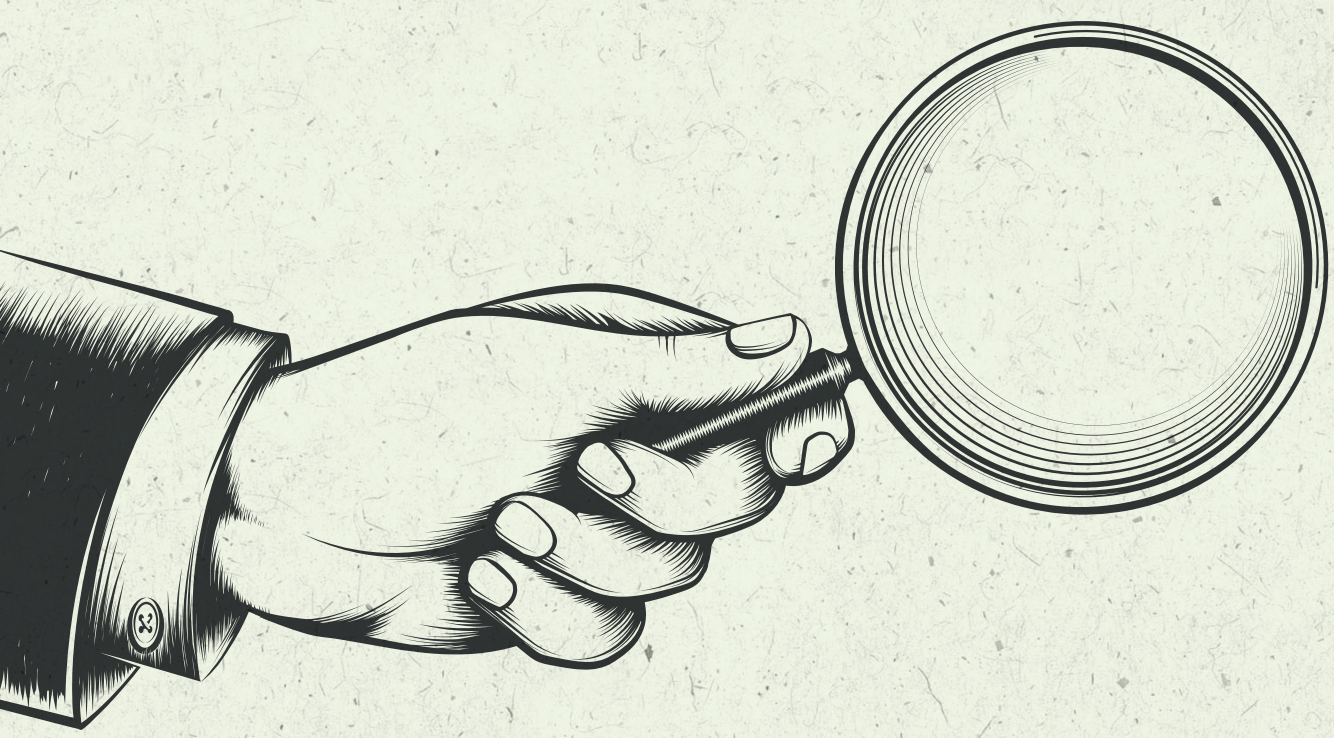
Railway Investor

Isabella Hargraves

Isabella is a widow, and her finances are managed for her by a male relation. She wants to send her daughter Ella to boarding school.

Her husband invested in the railways and she inherited the shares when he died.

'Railway mania' means wealthy people are very keen to invest in new railway companies, but it can be very risky as lots of the companies go bust.



Explore

Refreshment Room Owner

Robert Taylor

Robert runs a 'refreshment room' in Settle.

It provides food and drinks downstairs and accommodation upstairs and offers both hot and cold baths for guests.

Railway passengers and tourists passing through Settle on long journeys are happy to have somewhere for refreshments while the train is being refuelled.

Farmer at Cleatop Farm

David Hall Dale

David is a tenant farmer and has won lots of awards in local agricultural shows.

He does not own his land but rents it and so didn't receive any compensation when the railways were built on his farmland.

One of the fences the railway built was not good enough to contain his sheep and cows and they have been able to escape.

Coal Merchant

Abraham Smith

Abraham used to be a cattle dealer.

He set up his business as a coal merchant in Settle, just as the Settle to Carlisle railway was being built.

Due to the Industrial Revolution, the demand for coal is especially high.

Creative Connections

Navvies

Life of a Navvy

Navvies (short for 'navigators') are an often misunderstood and under-appreciated part of our industrial past, but the canals and railways they built led to Victorian Britain becoming an industrial world leader.

Most navvies were single men travelling in 'Butty Gangs', but some had families who often travelled around the country with them, living in temporary accommodation called shanty towns. Disease and the threat of hunger were big problems in these settlements.

Navvies lived a hard life and took great personal risks every day. When they did have leisure time, sport or regular hobbies were hard to pursue as the navvies moved around so much. Many navvies drank beer to excess and the media frequently reported on drunkenness and fighting involving navvies.

It was quite common for a navvy to change his name as he passed from job to job. Many navvies used a rhyming slang, similar to Cockney rhyming slang, to stop their supervisors understanding their conversations.

Frog and toad = road

Daisy roots = boots

Bark and growl = trowel

Sugar and honey = money

Fisherman's daughter = water

Pig's ear = beer

Tiddy wink = drink

Lord Lovel = shovel

Jimmy Skinner = dinner

Charley Frisky = whisky

Billy Gorman = foreman

Creative Connections

Domestic pottery, glassware and beads found at the sites of shanty towns

Research the lives of railway navvies

Find out some more information about the navvies.

- What conditions did they work in?
- What were their living conditions like?

What is your opinion?
Do navvies deserve their fierce reputation?

Creative Connections

TV series, Jericho

Write a TV script

A TV show called Jericho was made about the navvies at the Ribblehead Viaduct. You can watch a trailer for the series here:

www.youtube.com/watch?v=kiB1gT4rA8I

Based on the opinion you have formed of Victorian navvies, create your own scene for a TV show based on the everyday life of the navvies working at the Ribblehead Viaduct and living in the shanty towns.

Use the information you discovered in your research in your script to give the audience some key facts.

Try to include some of the Navvy rhyming slang!