

Cynefin

How to Learn about your local history

Teaching Resource

Supporting the Curriculum for Wales
Progression steps 2 and 3



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How to use this resource

This resource has been designed and developed by a team of talented volunteers as part of a Cadw Volunteer Project, to support the curriculum for Wales.

Cadw Lifelong Learning team commissioned Keystone Heritage to manage the project and they have guided and supported the creative process.

This is not the first meaningful and exciting project that has been achieved by this group of gifted volunteers from the Greenfield Valley area of Holywell, North Wales. Please see [Key Stage 2 Education Packs | Cadw \(gov.wales\)](#) North Wales Pilgrim's Way, Basingwerk Abbey and Industrial Heritage resource packs.

Cadw offers unique volunteering opportunities supporting our historic sites and are always open to project-based activities using the unique and rich history of Wales in exciting and new ways to enhance learning.

See volunteering for Cadw here [Volunteering | Cadw \(gov.wales\)](#) or contact cadw.education@gov.wales

We hope you enjoy
- *Cadw Lifelong Learning*



1 Supporting the Curriculum for Wales

The Curriculum for Wales Humanities Area of Learning emphasises the importance of learners investigating and exploring the human experience in their own localities and elsewhere in Wales, as well as in the wider world, this can help learners discover their heritage and develop a sense of place and cynefin.

This resource highlights four key significant developments in Welsh history, which changed the landscape of Wales, spanning thousands of years. Pupils can explore these in the context of their own local area and wider Wales and activities will encourage them to discover their sense of place within Wales today.

The activities also encourage cross-curricular learning by helping to support progression steps as well as developing skills and knowledge. These will be highlighted alongside the activities.

Using the activities

This resource is split into 3 sections; Becoming a history detective, Being a history detective and Reflecting history detective. Each activity has instructions, key Areas of Learning, skills and an equipment list. A copy of any activity/information sheet will be in each section appendix and is linked in the activity.

Each theme; farming, mining, trade and transport and leisure and tourism have an accompanying map with select sites highlighted in each county. These are just a starting point and can be used to inspire your class, there are many more sites to discover.



1

Pod through time films

To accompany each section; Farming, Mining, Trade and Transport and Leisure and Tourism watch our Pod through time films as he finds out more about each development. (Click each image to watch the associated YouTube video).

Farming



Mining



Trade & Transport



Leisure & Tourism





Becoming a History Detective

This section encourage pupils to develop their own research and enquiry skills and investigate the role of a history detective. The activities help develop pupils presentation skills and think about ways their approaches could be improved on. The activities focus on Wales both locally and nationally and give pupils the opportunity to find out more about Cadw's role in protecting and interpreting important Welsh history.

Section Index

- Activity 1: Skills of a history detective
- Activity 2: Accessing history experts
- Activity 3: Practicing your skills

Skills

- Investigation
- Literacy
- Communication
- Oracy
- Curiosity
- Creativity and Innovation
- Critical thinking and problem-solving
- Personal effectiveness
- Planning and organising
- Digital Competence

Areas of Learning

- Humanities
- Language, Literacy and Communication

Activity 1: Skills of a history detective

Objective:

This activity encourages pupils to develop their enquiry and research skills. It encourages them to investigate how to become a detective and what a history detective needs. It also helps them to think about how they might find out more about the past and to be curious about the history of Wales, both locally and nationally. It encourages them to present their findings and reflect on their approaches and identify areas of improvement.

Pupils could:

- Think about what skills and qualities a history detective would need. This could include being able to research and investigate, being inquisitive, being a team player and to sort and present findings.
- Use the person outline in Appendix 1 to write their ideas about what skills and qualities their ideal history detective would have.
- Use Appendix 2 to make a list of the ways in which they could research the past. This could include sources of evidence such as books, the internet, photographs, artwork, newspapers, diaries, letters, buildings. It could include people such as a teacher, experts, museum professionals, librarians, local history groups.
- Use their list above to discuss the sources of evidence, which are the most useful and how much each source can tell them and what it cannot tell them.



Skills

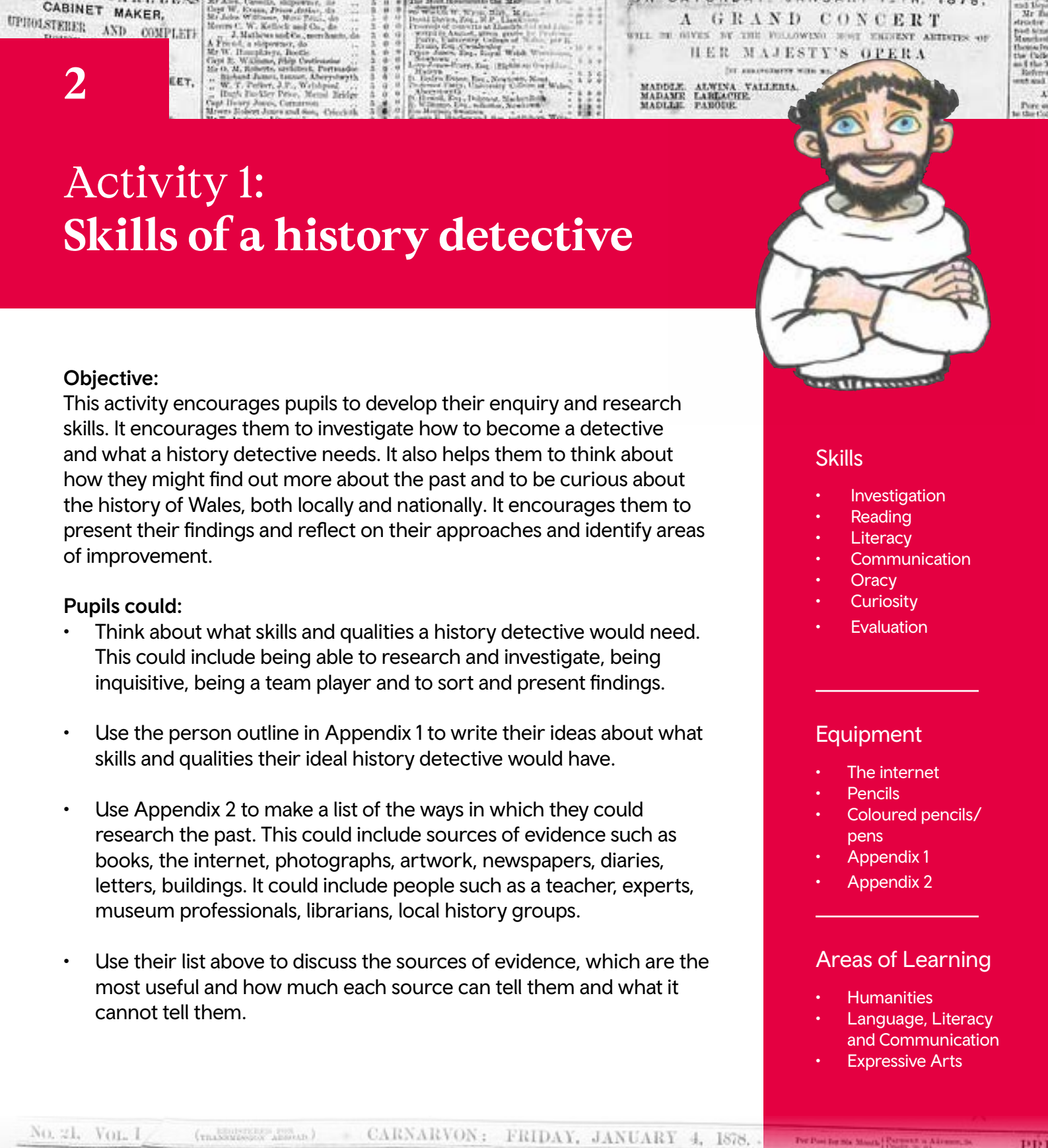
- Investigation
- Reading
- Literacy
- Communication
- Oracy
- Curiosity
- Evaluation

Equipment

- The internet
- Pencils
- Coloured pencils/pens
- Appendix 1
- Appendix 2

Areas of Learning

- Humanities
- Language, Literacy and Communication
- Expressive Arts



Activity 2: Accessing history experts



Objective:

Cadw's mission is all about caring for our historic places, protecting them and inspiring current and future generations. Cadw look after castles, abbeys, churches, chapels, industrial sites, houses and ancient monuments. Pupils will investigate their own local Cadw site and look for ways they can find out more about their local special places.

Pupils could:

- Visit: <https://cadw.gov.wales/> and record what information they can find out using the website.

They could think about:

- *Who Cadw are.*
- *What they do.*
- *What types of places they look after.*

Find a local Cadw site nearest to their school.

They could record:

- *What information they can find.*
- *What type of place it is.*
- *What information they cannot find.*
- *Why it is important that Cadw looks after the site.*
- *Who they could ask to find out more information.*
- *Write a list of who, what, where, when, why questions about their chosen site.*

Use Appendix 3 to record the contact details of different organisations they could contact to find out more (e.g. Cadw, the Library Service, National Library of Wales, local history groups, People's Collection Wales, local museums).

Skills

- Investigation
- Reading
- Literacy
- Communication
- Oracy
- Curiosity
- Evaluation

Equipment

- The internet
- Pencils
- Coloured pencils/pens
- Appendix 3

Areas of Learning

- Humanities
- Language, Literacy and Communication
- Expressive Arts



Activity 3: Practicing your skills



Objective:

In this activity pupils will have the opportunity to investigate their local Cadw site using the skills they have developed. They will present their findings to the class and reflect on the work they have undertaken to help build on what they have learnt.

Pupils could:

- Find their local Cadw site and research its history.

They could think about:

- What the key points in the site's history are.*
 - What they find most interesting.*
 - How they will agree as a group which are the most important/interesting facts.*
 - What makes their area special.*
 - What else they would like to find out about? Create a list of who/what/where/when/why questions*
- Use Appendix 4 and the information they have gathered in 'Accessing history experts' to help them write to the different organisations (e.g. Cadw, the Library Service, National Library of Wales, local history groups, People's Collection Wales, local museums) to find out more.
- Present their findings to the class by creating an individual, group or class PowerPoint, collage or presentation.
- Reflect on their approaches and think about what they could improve upon.

Skills

- Investigation
- Reading
- Literacy
- Communication
- Oracy
- Curiosity
- Evaluation

Equipment

- The internet
- Pencils
- Coloured pencils/pens
- Appendix 4

Areas of Learning

- Humanities
- Language, Literacy and Communication
- Expressive Arts



Appendix 1 History detective

Use the outline of the person below to record the skills a history detective might need on the outside and the inside.



Appendix 2 Different sources of evidence

Use the table below to record the list of sources of evidence a history detective might use and what that source can tell you and what it cannot.

Name of source	What it can tell you	What it cannot tell you	How useful it is

Appendix 3 Recording contact information

Use the table below to record the list of sources of evidence a history detective might use and what that source can tell you and what it cannot.

Name of organisation	Website	Email address	Address
E.g. Cadw	https://cadw.gov.wales/	Cadw@gov.wales CADW.Education@gov.wales	Cadw Welsh Government Cathays Park 2, Museum Avenue Cardiff CF10 3AX

Appendix 4 Letter to organisations template

	Your Name
	1st Line of School Address
	2nd Line of School Address
	Town
Recipient's Full Name	County
1st Line of Address	Post code
2nd Line of Address	
Town	
County	Today's Date
Post code	

Dear *(name of contact or Sir/Madam)* _____

My name is _____ and I am working on a project about
_____*(e.g neolithic farming Wales)*.
for my school. I was hoping you could help me answer the
following questions? _____

Possible questions you could ask:

Who were the neolithic people?

What were their lives like?

Where was evidence found about them?

When was the neolithic period?

Why was farming invented?

3

Being a History Detective: Farming



This section focuses on the history of farming in Wales and how it has changed over time. Pupils will use their research and enquiry skills to investigate their local area and well as wider Wales through cross-curricular activities.

Section Index

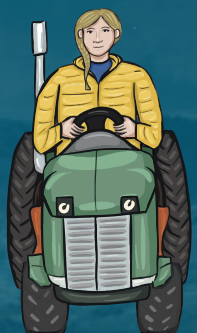
- Farming Introduction
- Neolithic and Bronze Age monuments Map
- Prominent Hillforts in Wales Map
- Activity 4: Farming research
- Activity 5: Farming through time

Skills

- Investigation
- Literacy
- Communication
- Oracy
- Curiosity
- Creativity and Innovation
- Critical thinking and problem-solving
- Personal effectiveness
- Planning and organising
- Digital Competence

Areas of Learning

- Humanities
- Language, Literacy and Communication
- Mathematics and Numeracy
- Expressive Arts
- Science and Technology



Farming Introduction

It is thought that Neanderthals, an extinct species of humans, settled in Wales around 230,000 years ago. Homo sapiens arrived about 31,000 BC. It was during the Mesolithic period (Middle Stone Age) 12000 years ago, that Wales was inhabited by nomadic hunter gatherers. They moved to where animals migrated and food could be gathered, fished and hunted. Over time ideas spread about cultivating crops and raising livestock which changed the way people lived. The earliest settled farming communities date from the Neolithic (New Stone Age) period, 6000 years ago. They cleared the woodlands using axes and fires and made areas suitable for crops and animals. The types of animals they would have been raising included cattle, originally bred from giant auroch cattle, wild pigs and sheep. New tools were developed for clearing woodland such as stone axes. Pottery was also developed as people stayed for longer in one place. Dairy fat residue found on decorated pottery from the Trelyffaint Neolithic monument in Pembrokeshire, shows that people were dairy farming 5000 years ago. The change from stone to metal started during the Bronze Age (around 4,300 years ago) with the use of copper and then bronze. The Great Orme Copper Mine above Llandudno is thought to be the world's largest prehistoric mine.

During the Iron Age (2000-3000 years ago) lowland and valley areas of Wales were farmed whilst impressive earthwork hillforts were constructed. New methods of farming and farming tools were introduced when the Romans invaded in 43 AD and they brought food types such as figs, grapes, apples, pears, cherry, plum and vegetables such as cucumber and celery.

By the medieval period (410AD-1066, the land was owned by powerful lords and farmed by tenant farmers. In North Wales, local farmers sometimes shared plough teams, working a strip of land in a ridge and furrow system. Most of the arable land was in South Wales and Anglesey. Cattle were also farmed but sheep were less important until after the 1400s. Animals were not enclosed in fields but were kept on open land and looked after by herdsmen, moving seasonally between winter and summer pastures. The main farm animal in the lowlands remained cattle until the 18th century. Most people by 1801 would have been living in rural areas and were farmers. Land was still mainly owned by wealthy landowners who let out their farms to tenants. During the industrial revolution the main type of employment changed and people moved away from the countryside to take jobs in growing industries such as coal and iron, which continued into the 20th century. Tourism, rather than farming, has become an important form of income in the countryside. In 2014 there was around half the amount of grassland than there was one hundred years earlier. Sheep have overtaken cattle as the most farmed animal, with almost 10 million sheep grazing Welsh hillsides. Mechanisation of farming increased the speed and depth of ploughing with modern tractors.

3 Neolithic and Bronze Age monuments

Highlighted below are a selection of Neolithic and Bronze Age monuments.



Highlighted below are a selection of Hillforts.



Activity 4: Farming research



Objective:

This activity encourages pupils to use the skills they have developed in section 1 to research, investigate, ask questions and compare changes through time linked to the history of farming. They will be encouraged to focus on their local area as well as wider Wales. They will also think about the positives and negatives of farming and discuss its impact today.

Pupils could:

- Use the skills they have learnt in Section 1 to investigate the history of farming in their area and Wales. They could use the information in the brief history section to help them. The class could be split into groups (hunter-gatherers, neolithic settlers, Iron Age tribe, Medieval farmer, Victorian farmer and a farmer today).
- Use the images of farmers through time in Appendix 5 and their research to create role-play cards using Appendix 6 to create their cards and interview each other to find out more about farming through time.
- Use the National Library of Scotland or Archwilio maps links to compare their local area today with the past. They could think about how land was used and how this has changed over time.
- Use their research to create an individual, group or class PowerPoint, collage or presentation based on what they have found most interesting.
- Take part in a discussion: What impact did the invention of farming have on Wales? What were the pros and cons?

Pupils could think about:

- *Landscape and habitat changes*
- *Health and wellbeing of the population*
- *Impact today*

Skills

- Investigation
- Literacy
- Communication
- Oracy
- Curiosity
- Creativity and Innovation
- Critical thinking and problem-solving
- Personal effectiveness
- Digital Competence

Equipment

- Brief history of Farming
- Appendix 5
- Appendix 6
- National Library of Scotland Maps
- Archwilio maps

Areas of Learning

- Humanities
- Language, Literacy and Communication
- Expressive Arts

Links:

- [National Library of Scotland - Maps of UK](#)
- [Archwilio - Archwilio Historic Map of Wales](#)
- [Youtube - Video about Bryn Celli Du](#)
- [Cadw - Neolithic Tombs Virtual Visits](#)
- [Cadw - Minecraft World of Bryn Celli Du](#)

Activity 5: Farming through time



Objective:

This activity encourages pupils to take part in cross-curricular activities inspired by their research into farming in Wales through time.

Pupils could:

- Imagine they are neolithic settlers and use the information in Appendix 7 and their own research to create their own settlement.

They could:

- *Draw their settlement*
- *Create a display*
- *Take on the character of a neolithic person and create scenes around the information they find out*
 - **They could think about:**
 - *Shelter*
 - *Tools*
 - *Clothing*
 - *Food*
- Use the information in Appendix 8 to learn about Neolithic and Bronze Age monuments and build their own burial mound.
- Use the information in Appendix 9 to learn about hillforts and build their own hillfort.
- Think about farming today. Use Appendix 10 and speak to their school kitchen and find out where their food comes from.
 - *Plot on a map how far the food travels and calculate the number of miles and the cost.*
 - *Find ways to make food more locally sourced by researching local suppliers.*
 - *Plot this route on a map and calculate the number of miles and the cost.*
 - *Discuss the difference and the pros and cons of sourcing food locally.*
- **Links:**
 - [Cadw - Prehistoric Wales](#)
 - [Cadw - Bryn Celli Ddu Chambered Tomb](#)

Skills

- Investigation
- Literacy
- Numeracy
- Communication
- Oracy
- Curiosity
- Creativity and Innovation
- Critical thinking and problem-solving
- Personal effectiveness
- Planning and organising
- Digital Competence

Equipment

- Appendix 7
- Appendix 8
- Appendix 9
- Appendix 10

Areas of Learning

- Humanities
- Language, Literacy and Communication
- Mathematics and Numeracy
- Expressive Arts
- Science and Technology

Appendix 5 Farmers through time

Hunter Gatherer



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Stone Age Farmer



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Iron Age Farmer



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Appendix 5 Farmers through time



Medieval Farmer

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Victorian Farmer

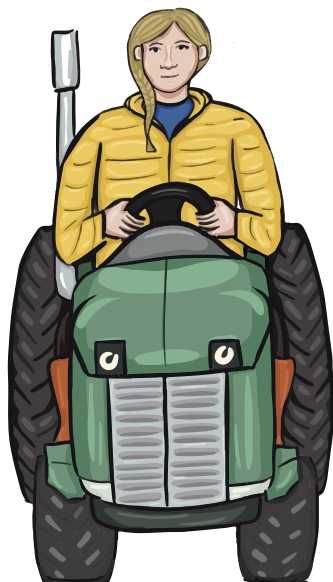
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Modern Farmer

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Appendix 6 Farming role-play cards

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Questions you could ask

- | | |
|----------------------------|--|
| 1. What is your job title? | 4. What conditions do you work with? |
| 2. What do you do? | |
| 3. What tools do you need? | 5. What is your favourite part of the job? |

Appendix 7 Neolithic settlers

Shelter

Neolithic houses were mainly rectangular and were made out of wood with walls made from woven sticks and a mixture of mud and hay called wattle and daub. The roof was made from thatched straw which allowed smoke from the fire inside to filter through it. As they were made from wood, the houses don't survive but sometimes the foundations of such buildings have been found by archaeologists but they are quite rare. The houses were quite small with a single room and simple wooden furniture.



Schools Prehistory CC BY-NC-SA 2.0 DEED



GaryTodd, CCO, via Wikimedia Commons

Tools

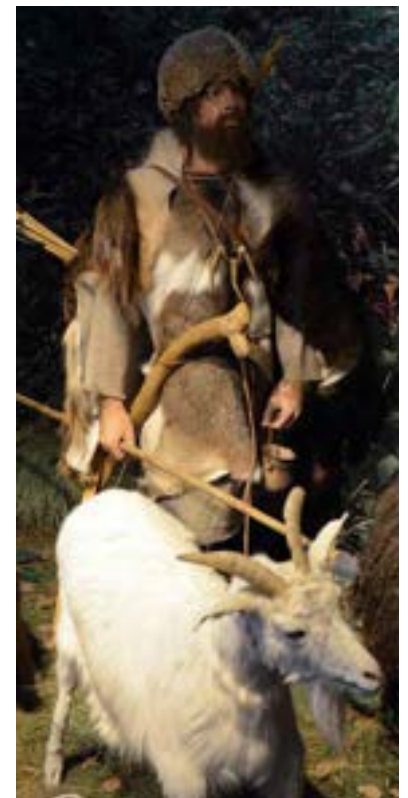
Neolithic tools are larger than earlier Mesolithic hunter-gatherer tools, who used small blades and arrowheads to hunt with. Neolithic people created large stone axes for clearing forests to make farmland. Some axes from this period were polished for hours at a time to create very smooth polished axes. They also carved weapons such as mace heads from stone. The introduction of farming created the need for new types of tools such as hoes and ploughs to dig the ground, as well as quern stones for grinding grain.

Clothing

Evidence from ancient seeds such as flax used to make linen, and bone pins show that Neolithic people made cloth and sewed well fitted clothes. They made clothes by weaving cloth from flax or wool, or by sewing animal skins together. There is very little evidence for clothing from the Neolithic remaining except in rare occasions when the cloth has left an impression on wet clay in the past and then the clay has hardened and been preserved with the mark of the woven fabric.

Food

Neolithic farmers kept animals such as cattle, pigs and sheep to use for food and other materials. They also grew wheat and barley. The introduction of pottery in the Neolithic meant that the options for making a meal were greatly increased. It meant that a pot could be used to make stews, soups, boil vegetables and meat. People would still have hunted and gathered some foods such as fruit, deer and fish, especially in the winter time to supplement their own produce.



Silar, CC BY-SA 4.0 <<https://creativecommons.org/licenses/by-sa/4.0/>>, via Wikimedia Commons

Appendix 8 Neolithic and Bronze Age monuments

Bronze Age Barrows and Cairns (4500 years ago)

Barrows are large round mounds of earth and stone constructed c4500 years ago. They vary in shape and size and would have originally had a ditch or ring of stones around the base. Some of these contain bones, pottery, jewellery, arrow heads and other items. Cairns are similar to barrows but these are mainly made of stone, often with large upright stones still standing. It would have taken a lot of effort to build for just one person so archaeologists think these were the graves of important people from prehistoric times. In earlier times people buried their dead in communal graves and used stone and bone tools. However, around 5800 years ago different ideas and technology spread from central Europe to Britain. This is when people first started using metal such as copper and bronze. The barrows and cairns are in varying degrees of preservation, some are still very visible landmarks in the landscape while others are hardly visible at all and have been eroded by modern ploughing.







Capel Garmon Burial Chamber © Crown Copyright

Appendix 8 Neolithic and Bronze Age monuments



Appendix 8 Neolithic and Bronze Age monuments

Number	Location	Barrow/Cairn	Date	Coordinates
1  Caðw	Anglesey	Barclodiad y Gawres	Neolithic	53.2072°N 4.5036°W,
2  Caðw	Anglesey	Ty Newydd Burial Chamber	Neolithic/ Bronze Age	53.2359°N 4.4824°W,
3  Caðw	Anglesey	Bryn Celli Ddu	Neolithic	53.2078°N 4.2361°W
4	Blaenau Gwent	Twyn Bryn March round cairn	Bronze Age	51.8028°N 3.2524°W,
5	Blaenau Gwent	Afon Sirhowy Hut Circle	Bronze Age	51.799°N 3.2788°W,
6	Bridgend	Coity Burial Chamber	Neolithic	51.5262°N 3.5482°W,
7	Bridgend	Hutchwns round barrow	Bronze Age	51.4849°N 3.7098°W,
8	Caerphilly	Maen Cattwg (cup-marked stone/boulder)	Neolithic/ bronze age	51.6689°N 3.2638°W,
9	Caerphilly	Twyn Cae-Hugh Round Barrow	Bronze Age	51.6163°N 3.1947°W,
10  Caðw	Cardiff	St Lythans Burial Chamber	Neolithic	51°26'33.2"N 3°17'41.8"W
11	Cardiff	Five Round Barrows on Garth Hill	Bronze Age	51.5436°N 3.2932°W
12	Carmarthenshire	Carn Besi Burial Chamber	Neolithic	51.9171°N 4.6823°W,
13	Carmarthenshire	Crugiaau Round Barrows	Bronze Age	51.8523°N 4.7271°W,
14	Ceredigion	Blaenannerch Round Barrow	Bronze Age	52.1114°N 4.5576°W,

Appendix 8 Neolithic and Bronze Age monuments

Number	Location	Barrow/Cairn	Date	Coordinates
15	Ceredigion	Moel y Llyn Stone Circle	Neolithic	52.5027°N 3.9153°W,
16  Cadw	Conwy	Capel Garmon Burial Chamber	Neolithic	53.073°N 3.7658°W,
17	Conwy	Round Barrow East of Corby	Bronze Age	53.2622°N 3.7272°W,
18	Denbighshire	Coed Bell	Bronze Age	53.3351°N 3.3718°W,
19	Denbighshire	Tyddyn Bleiddyn Burial Chamber	Neolithic	53.2399°N 3.4889°W,
20	Flintshire	Gop Hill	Bronze Age	53.3104°N 3.3723°W,
21	Flintshire	Gop Caves, Neolithic burial site	Neolithic	53.3097°N 3.3726°W,
22	Flintshire	Nook Round Barrow	Bronze Age	53.2516°N 3.2905°W,
23  Cadw	Gwynedd	Dyffryn Ardudwy Burial Chamber	Neolithic	52.7846°N 4.0937°W,
24	Gwynedd	Pentre Farm Barrow	Bronze Age	52.7549°N 3.8959°W,
25	Merthyr Tydfil	Tir Lan round barrow cemetery	Bronze Age	51.6857°N 3.31°W,
26	Monmouthshire	Gaerllwyd Burial Chamber	Neolithic	51.6667°N 2.8°W,
27	Monmouthshire	Crick Round Barrow	Bronze Age	51.6088°N 2.7459°W,
28	Neath Port Talbot	Twmpath Diwlith Round Barrow	Bronze Age	51.5858°N 3.687°W,

Appendix 8 Neolithic and Bronze Age monuments

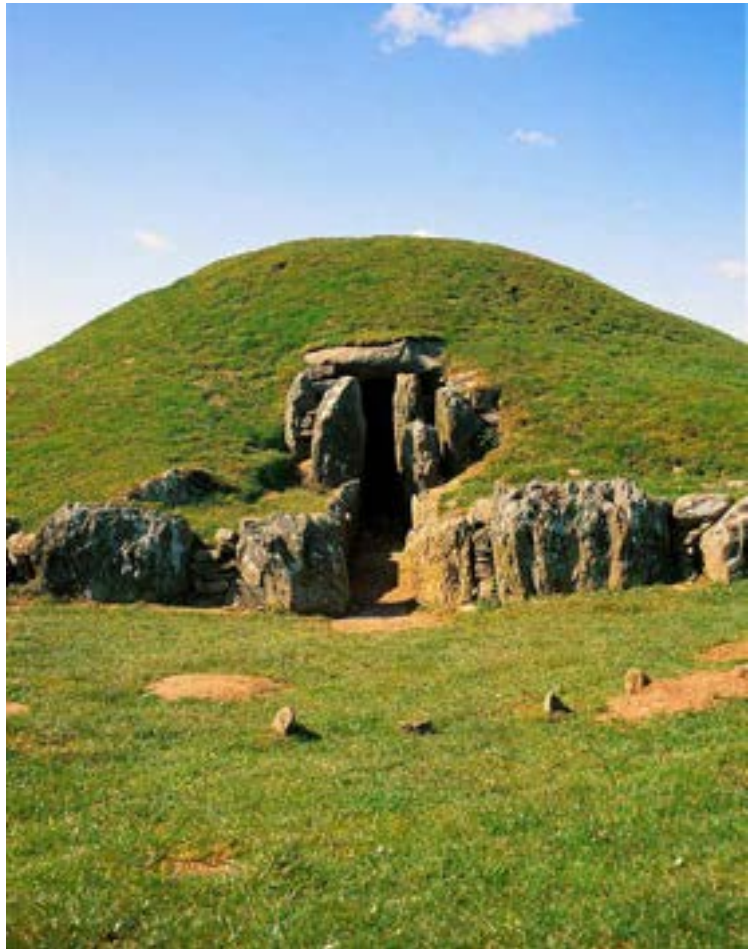
Number	Location	Barrow/Cairn	Date	Coordinates	
29	Neath Port Talbot	Burial Chamber near Carn Llechart	Neolithic	51.7399°N 3.889°W,	
30	Newport	Twyn Pant-Teg Round Barrow	Bronze Age	51.5934°N 3.0987°W,	
31	Newport	Gwern y Cleppa Burial Chamber	Neolithic	51.5597°N 3.0452°W,	
32	 Cadw	Pembrokeshire	Pentre Ifan Burial Chamber	Neolithic	51°59'56.3"N 4°46'12.0"W
33	Pembrokeshire	Pant-y-Groes Round Barrow	Bronze Age	52.0457°N 4.7595°W,	
34	Powys	Pipton Long Barrow	Neolithic	52.0275°N 3.2252°W,	
35	Powys	Tower Hill Round Barrow	Bronze Age	52.155°N 3.4663°W,	
36	Rhondda Cynon Taf	Two Round Barrows, Naboth's Vineyard	Bronze Age	51.5163°N 3.4319°W,	
37	Swansea	Garn Goch Round Barrow	Bronze Age	51.6641°N 4.0176°W,	
38	Swansea	Parc le Breos Burial Chamber	Neolithic	51°35'18.0"N 4°06'45.4"W	
39	Torfaen	Cairns (4) West of Craig y Dyffryn	Bronze Age	51.6285°N 3.0835°W,	
40	Vale of Glamorgan	Tinkinswood Burial Chamber	Neolithic	51.4426°N 3.2951°W,	
41	Vale of Glamorgan	Westward Corner Round Barrow	Bronze Age	51.3939°N 3.307°W,	
42	Wrexham	Gatewen Hall round barrow	Bronze Age	53.055°N 3.0205°W,	

Appendix 8 Neolithic and Bronze Age monuments

Be a Bronze Age Builder

Create your mound:

1. Pour the sand into your tray so that it is about 5 or 6cm deep and level it out.
2. Decide how big your mound is going to be - it has to fit inside your tray. Using a pencil, draw a circle in the sand the size you want your mound to be.
3. Place your object in the centre of the circle.
4. Cover the object with a few of the stones so it is protected from the sand.
5. Use the trowel to dig the sand around the circle into a ditch, moving up any loose sand in the centre of your mound and covering the stones and your object.



Bryn Celli Ddu Burial Chamber © Crown Copyright

Be an Archaeologist

Excavate your mound:

1. Ask a friend or classmate to help you excavate your mound



Microgen - stock.adobe.com

Appendix 9 Iron Age Hillforts

Iron Age- 2000-2800 years ago

People in the Iron Age built fortresses on hilltops that were defended by ramparts of earth and stone as well as ditches and wooden walls. The remains of round houses are often found inside the forts showing that people used to live inside them, at least for part of the year. There are around 600 hillforts in Wales; each one is unique and has its own set of defences depending on the terrain where it is built. Some are built on steep sided hills and use these as a natural defence like Castell Caer Seion at the summit of Conwy Mountain. Others have earth banks and ditches that follow the contours of a hill like Penycloddiau in Flintshire. Some hillforts have walls made from stones packed together such as Y Garn Goch in Carmarthenshire. Here the walls would have been 5m thick and 10m high in places although now they are rubble.




Ai generated digital artwork of an Iron Age Hillfort on the Clwydian Range in North Wales

Appendix 9 Iron Age Hillforts



Appendix 9 Iron Age Hillforts

Number	Location	Hillfort	Coordinates
1	Anglesey	Bwrdd Arthur/Din Sylwy	53.3108°N 4.1229°W
2	Bridgend	Ty'n y Warn Camp, Cwm Llwyd	51.5565°N 3.5178°W,
3	Caerphilly	Ruperra Hillfort	51.5733°N 3.1231°W,
4	Cardiff	Caerau Hillfort	51.4675°N 3.2484°W
5	Carmarthenshire	Y Garn Goch	51.902°N 3.9037°W
6	Ceredigion	Castell Nadolig	52.1257°N 4.4868°W
7	Conwy	Castell Caer Seion	53.2826°N 3.8617°W
8	Denbighshire	Moel Fenlli/Foel Fenlli	53.1314°N 3.2523°W)
9	Flintshire	Moel Arthur	53.1845°N 3.2806°W)
10	Gwynydd	Tre'r Ceiri	52.9747°N 4.4238°W
11  Cadw	Monmouthshire	Llanmelin Wood	51.6291°N 2.7794°W,
12	Neath Port Talbot	Gaer Fawr Camp	51.6331°N 3.785°W,
13	Newport	Tredegar Fort	51.5756°N 3.0274°W,
14	Pembrokeshire	Castell Henllys	52.0178°N 4.7453°W
15	Powys	Craig Rhiwarth	52.8321°N 3.4052°W),
16	Rhondda Cynon Taf	Rhiw Season Caerau	51.5397°N 3.3501°W,
17	Swansea	The Bulwark, Llanmadoc Hill	51.612°N 4.2499°W,
18	Vale of Glamorgan	Dunraven Castle Hillfort	51.4425°N 3.6025°W,
19	Wrexham	Bryn Alyn Camp	53.0761°N 2.9993°W

Appendix 9 Iron Age Hillforts

Be an Iron Age Builder

Excavate your mound:

1. Tip some sand into the tray so it covers the bottom of the tray and create a mound of sand in the centre. Use your hands to shape the mound and smooth the sides. This is your hill.
2. Use your finger to draw one or two concentric lines through to sand around the sides of the hill to make ditches to help defend the top of the hill.
3. Next, use the lollipop sticks to create a palisade wall around the top of your hill by sticking them into the sand upright next to each other. Don't forget to include an entrance so that people can get in and out.

Extra task: *Perhaps you could use the sticks to design and create an entrance gate to allow defenders into the hillfort but keep attackers out.*

Materials

- Play sand
- Deep sided tray
- Lollipop sticks
- Water



Caer y Twr Iron Age Hillfort © Crown Copyright

Appendix 10 Table for food miles/cost

Ingredient	Miles	Alternate source of ingredient	Miles
Total Miles =		Total Miles =	
Total Cost = 45p per mile		Total Cost = 45p per mile	

4

Being a History Detective: Mining



This section focuses on the history of mining in Wales and how it has changed over time. From the beginnings of mining in the Neolithic period, the importance of copper mines to the boom in the Industrial Revolution and eventual decline. Pupils will use their research and enquiry skills to investigate their local area and well as wider Wales through cross-curricular activities.

Section Index

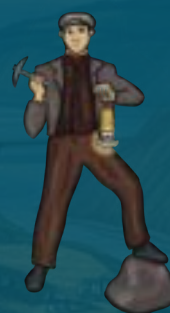
- Mining Introduction
- Ancient and Historic Mines Map
- Activity 6: Mining research
- Activity 7: Mining through time

Skills

- Investigation
- Literacy
- Communication
- Oracy
- Curiosity
- Creativity and Innovation
- Critical thinking and problem-solving
- Personal effectiveness
- Planning and organising
- Digital Competence

Areas of Learning

- Humanities
- Language, Literacy and Communication
- Mathematics and Numeracy
- Expressive Arts
- Science and Technology



Mining Introduction

Mining in Wales began in the Neolithic period, 6000-8000 years ago, when people dug into the hillside looking for material to make stone axes. Graig Lwyd above Penmaenmawr in Conwy was one of the largest axe manufacturing areas in Wales. In the Bronze Age copper began to be mined at Parys Mountain on Anglesey, a large source of copper ore. It was mined using a fire-setting technique to fracture the rock away from the cliffs. The Great Orme copper mines in Llandudno are one of the largest mines in Europe with miles of tunnels, cut using stone and bone tools. The small size of the tunnels suggest that children were used to mine some of the areas.

The Romans knew Wales had sources of gold, silver, lead and copper that they could exploit in Wales. The mines at Dolaucothi in Carmarthenshire were mined for gold in the Roman period and at Flint, the locally mined lead ore was being processed and shipped along the River Dee to Chester.

During the medieval period, there were further developments in mining technology and small shafts or 'adits' were created to access deeper seams of minerals, although flooding was still an issue. By the 15th century mining was still a small industry and most were coal mines. During the 16th and 17th centuries docks at Swansea, Pembrokeshire and Flintshire developed to export coal which was key to the Industrial Revolution in Wales.

During the 18th and 19th century production increased steadily and the Welsh coal fields grew rapidly with new technology to dig deeper and pump out water from the pits. In North Wales there were 60 pits with up to

1,000 men working in each. The South Wales valleys was one of the most important coal mining areas in the world and there were 53 collieries at one time in Rhondda alone. The population of this area exploded in the 19th century. Many children were employed in mines, often working for 10 hours at a time in dark and dangerous conditions.

The demand for coal fell sharply in the 1920s and miners went on strike for better pay and conditions. Throughout the 20th century mines continued to close although in 1947 there were still 250 collieries in Wales. Miners went on strike in 1984 in protest against the pit closures planned by the government at the time. Tower Colliery was the last deep mine in Wales and closed in 2008.

The legacy of metal mining has also created valuable archaeological, mineralogical and biological features. There were negative consequences such as habitat destruction, dangerous spoil and slag heaps and pollution as well as impacting on climate change. The health of miners was also affected, including respiratory complications caused by coal dust generated by mining activities such as blasting and drilling.

Dolaucothi Gold Mine by Ashley Dace, CC BY-SA 2.0



4 Ancient and Historic Mines Map

Highlighted below are a selection of ancient and historic mines



Activity 6: Mining research



Objective:

This activity encourages pupils to use the skills they have developed in section 1 to research, investigate, ask questions and compare changes through time linked to the history of mining. Pupils will be encouraged to focus on their local area as well as wider Wales. They will explore the lives of children and their role within mining history. They will also think about the positives and negatives of mining and discuss its impact today.

Pupils could:

- Use the skills they have learnt in Section 1 to investigate the history of mining in their area and Wales. They could use the information in the brief history section and the map to help them. The class could be split into groups (Iron Age and Roman miners, medieval miners, 18th and 19th century miners, miners today). They could investigate the different types of resources that were being mined.
- Use the images of miners through time in Appendix 11 and their research to create a display or collage about their chosen time period/s and highlight how mining has changed over time.
- Use Appendix 12 to investigate mines in their local area and fill in the table. They could use the National Library of Scotland or Archwilio maps links to compare their own area today with the past.
- Use their research to create an individual, group or class PowerPoint, collage or presentation based on what they have found most interesting.
- Take part in a discussion: What impact did the invention of mining have on Wales? What were the pros and cons?

Pupils could think about:

- *Landscape and habitat changes*
- *Health and wellbeing of the population*
- *Impact today on the climate*

Links:

- [National Library of Scotland - Maps of UK](#)
- [Archwilio - Archwilio Historic Map of Wales](#)

Skills

- Investigation
- Literacy
- Communication
- Oracy
- Curiosity
- Creativity and Innovation
- Critical Thinking and Problem-Solving
- Personal Effectiveness
- Planning and Organising
- Digital Competence

Equipment

- Brief history of Mining
- Map of mines
- Appendix 11
- Appendix 12
- Scottish Library Map Instructions
- Archwilio maps

Areas of Learning

- Humanities
- Language, Literacy and Communication

Activity 7: Mining through time



Objective:

This activity encourages pupils to take part in cross-curricular activities inspired by their research into mining in Wales through time.

Pupils could:

- Use their research from Activity 6 to take on the role of a miner through time and ask each other questions.
- Research what a child miner's life was like. Pupils could create their own role-play cards from this information using Appendix 13.
- Investigate other areas of industry in their area.
- Create diary entries from the point of view of the child workers.
- Take part in the debate using Appendix 14: Should children work in the mines? Take the point of view of a child miner, a child miner's family or a mine owner.

Skills

- Investigation
- Literacy
- Communication
- Oracy
- Curiosity
- Creativity and Innovation
- Critical thinking and problem-solving
- Personal effectiveness
- Digital Competence

Equipment

- Appendix 13
- Appendix 14

Areas of Learning

- Humanities
- Language, Literacy and Communication
- Expressive Arts

Appendix 11 Miners through time



Iron Age Miner

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Medieval Miner

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18th Century Miner

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Appendix 11 Miners through time



Victorian Miner

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Modern Miner

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Appendix 12 Mining in Wales



Appendix 12 Mining in Wales

Number	Location	Material Mined	More Information
1	Big Pit National Coal Museum		
2	Cefn Coed Colliery Museum		
3	Corris Quarries		
4	Dinorwic Quarry		
5	Dolaucothi Mine		
6	Great Orme Mines		
7	Halkyn Mine		
8	Hook Mine		
9	Llanymynech Mine		

Appendix 12 Mining in Wales

Number	Location	Material Mined	More Information
10	Lower Machen Mine		
11	Minera Mine		
12	Natgarw Mine		
13	Nantlle Valley Mine		
14	Oakeley Quarry		
15	Parys Mine		
16	Penrhyn Quarry		
17	Plymlimon Mine		
18	St Dyfnog's Well		

Appendix 13 Child miners role-play cards

<div><div></div><div><div></div><div></div><div></div><div></div><div></div></div></div>	<div><div></div><div><div></div><div></div><div></div><div></div><div></div></div></div>
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Questions you could ask

- | | |
|----------------------------|--|
| 1. What is your job title? | 4. What conditions do you work with? |
| 2. What do you do? | |
| 3. What tools do you need? | 5. What is your favourite part of the job? |

Appendix 14 Debate - should children work in mines?

The Child Miner

I like to earn money to help my family. I work 12 hours a day underground in the mine from 6am until 6pm. It is cold and dusty where I work. I have a cough and I get so tired I sometimes fall asleep. I have to open and close the air doors to keep fresh air flowing through the mine and to let the heavy wagons of coal through. It is dangerous as sometimes the wagons break free on the rails and can run over your arm or leg if you are in the way. I don't mind not going to school. I don't read or write very well. I am too tired to play or go to night school when I get home.

The Child Miner's Family

We have seven children and we live in a two room house. We need everyone in the family to help earn money however they can to feed everyone and pay the rent. They go with their father who also works in the mine so they know where they are going. We would prefer our younger children to go to school but they don't have time and need to earn money for the family. They still go to Sunday school at church on a Sunday so they learn a little reading and writing and the bible.

The Mine Owner

The children are all in good health and they are helping to support their families. We would not allow them to be ill treated or beaten. We don't bother to bring the men and boys up from the pit for an hour at lunchtime as it would take up too much time. The older men often have a cough but this is because they drink and smoke too much. The children have time to do as they wish when they get home and their wages are paid to their parents.

5

Being a history detective: Trade & Transport



This section focuses on the history of trade and transport in Wales and how it has changed over time. From the growth of ports and their impact on trade in Wales to the development of canals, trains and modern transportation. Pupils will use their research and enquiry skills to investigate their local area and well as wider Wales through cross-curricular activities.

Section Index

- Trade and Transport Introduction
- Prominent Ports in Wales Map
- Activity 8: Trade and transport research
- Activity 9: Trade and transport through time

Skills

- Investigation
- Literacy
- Communication
- Oracy
- Curiosity
- Creativity and Innovation
- Critical thinking and problem-solving
- Personal effectiveness
- Planning and organising
- Digital Competence

Areas of Learning

- Humanities
- Language, Literacy and Communication
- Mathematics and Numeracy
- Expressive Arts
- Science and Technology



Trade & Transport Introduction

Wales has a long coastline but it is very rocky and there are very few natural deep-water harbours. However, being able to transport goods and people by sea would have been essential in the past. By the Neolithic period new sea trade links were made with Europe and Ireland. Stone axes produced at Penmaenmawr were traded across Britain as far as Cornwall.

The development of metal working in the Bronze Age created the need for trading links in copper, much of which came from the Great Orme copper mines in Llandudno. Also, development of the wheel in Britain at this time would have made transport over land much easier. By the Iron Age iron had replaced bronze as an important resource. After the Roman invasion new ports and docks such as Caerleon in South Wales were constructed for transporting goods, supplies and soldiers for the Roman army.

In the medieval period, Edward I located his new castles next to a river or the sea to make supplying them more efficient as road transport was still very primitive.

The main commodities in the Tudor period were still wool and agricultural goods. International sea transport was developing quickly and the first mention of a quay at Cardiff occurs in the 16th century. By 1660 wool made up two thirds of Welsh exports.

The huge increase in trade in the Industrial Revolution required larger ports as industrialists looked to exploit the mineral wealth of Wales on a much larger scale than ever before. Some industrialists in the 18th and early 19th century also engaged in the

transatlantic slave trade, particularly trading copper for enslaved people in West Africa, who were treated as commodities.

The advent of canals in the late 18th century helped industry owners get their goods to large cities more quickly. The Glamorganshire canal opened in 1794 to transport goods to Cardiff.

One of the most important advances for transport and trade was the development of railways in Wales, making transport quicker than ever before. The Taff railway opened in 1839 to transport coal and iron from the valleys. In 1848 a new rail line was opened along the North Wales coast to connect Chester to Holyhead, and thereby linking London to Ireland with a direct route.

Further improvements were made to ports like Swansea and Amlwch on Anglesey to increase shipping. However, by the 1920s with the drop in demand for Welsh coal many ships ceased operating and mines began to close. The miner's strike in 1926 meant coal exports fell even further. Many docks had ceased operating by the 1960s.

The use of lorries and cars for trade and transport has had significantly more impact on the environment and climate change since the 20th century. Container ships account for a large portion of trade in Cardiff and Swansea, as well as carbon pollution from fossil fuels, even more than plane transport.



Activity 8: Trade and transport research



Objective:

In this activity pupils will use the skills they have learnt in Section 1 to investigate the development of trade and transport in Wales, in their local area and wider Wales. They will explore what was transported and discuss the impact this has had on Wales through to today and its impact on climate change.

Pupils could:

- Use the skills they have learnt in Section 1 to investigate the history of transport in their area and Wales. They could use the information in the brief history section and map to help them. Pupils could focus on different time periods including Roman, medieval, the Industrial Revolution, Victorian Wales and today.
- Use the images of transport throughout time in Appendix 15 and their research create a display or collage about their time period and highlight the impact trade had on their area and Wales.
- Write to other schools who have different industries e.g. Buckley (brick works) and Rhondda (coal mines) to find out more about the different industries throughout Wales.
- Use their research to plot on a world map where goods were being taken using the information in Appendix 16.
- Use their research to create an individual, group or class PowerPoint, collage or presentation based on what they have found most interesting.

- Take part in a discussion: What impact did the invention of different transports have on Wales? What were the pros and cons?

Pupils could think about:

- *Landscape and habitat changes*
- *Health and wellbeing of the population*
- *Impact today on the climate*

Skills

- Investigation
- Literacy
- Communication
- Oracy
- Curiosity
- Creativity and Innovation
- Critical thinking and problem-solving
- Personal effectiveness
- Planning and organising
- Digital Competence

Equipment

- Brief history of trade and transport
- Appendix 15
- Appendix 16

Areas of Learning

- Humanities
- Language, Literacy and Communication
- Expressive Arts
- Science and Technology



Activity 9: Trade and transport through time

Objective:

This activity encourages pupils to take part in cross-curricular activities inspired by their research into trade and transport in Wales through time.

Pupils could:

- Take on the role of a different person who used ports through time (Neolithic farmer, Roman soldier, Medieval merchant, coal miner) and create role-play cards using Appendix 17.
- Research life at sea and write a diary entry from the point of view of a child at sea.
- Think about Wales's role in the slave trade using the links below. Create a timeline about what happened.
- Think about the impact travelling by car and plane have on the environment and discuss ways they can reduce their effect on climate change.

Links:

- [Cadw - Saints or Sinners](#)

Skills

- Investigation
- Literacy
- Communication
- Oracy
- Curiosity
- Creativity and Innovation
- Critical thinking and problem-solving
- Personal effectiveness
- Planning and organising
- Digital Competence

Equipment

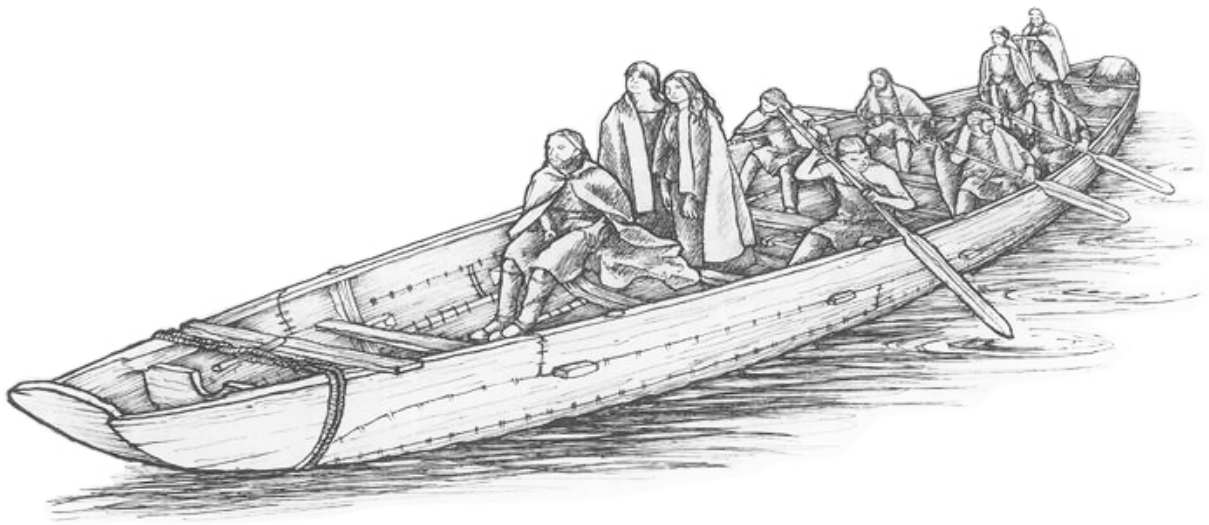
- Brief history of trade and transport
- Appendix 17

Areas of Learning

- Humanities
- Language, Literacy and Communication
- Expressive Arts
- Science and Technology



Appendix 15 Images of transport through time



1. Bronze Age Boat
2000 BC



2. Roman Carriage (Reconstruction)
Roman Period



Appendix 15 Images of transport through time



3. Medieval Ships
1403



4. Horse Coach
18th Century



Appendix 15 Images of transport through time



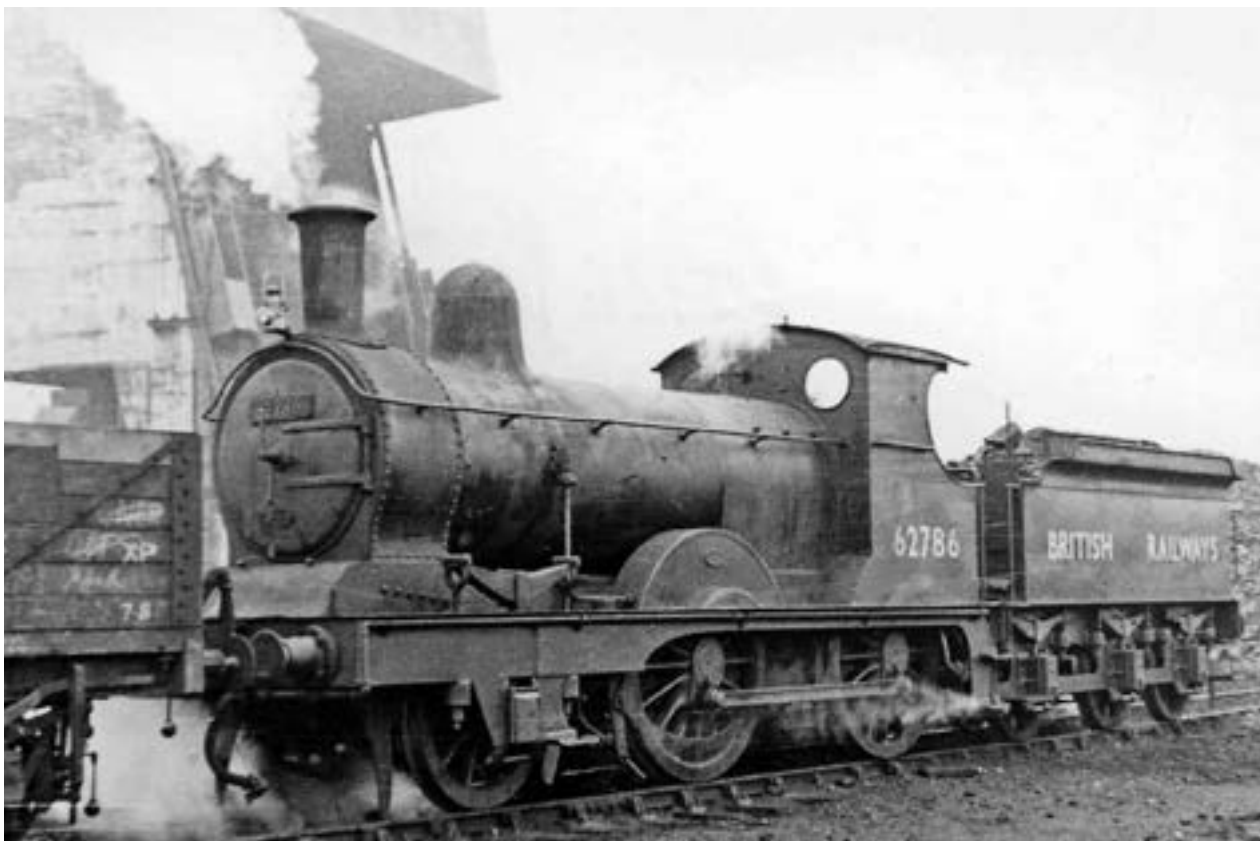
5. Horse Drawn Narrow Boat
1760



6. Top sail schooner
1900



Appendix 15 Images of transport through time



7. Steam Train
Victorian era



8. Coal Van
Early 20th Century



Appendix 15 Images of transport through time



9. Diesel Train
Modern era



10. Truck
Modern Era



Appendix 15 Images of transport through time

1. Bronze Age boat, 2000 BC. People used simple wooden boats to travel across the sea and along the coast, sometimes carved out of a single tree trunk.

Jennifer Petrie.

2. Roman carriage (reconstruction). Horses were known in Britain but the Romans brought more sophisticated methods of using them for transport.

Marcus Cyron.

3. Medieval ships, 1403. Medieval ships were small and did not stand up well to storms and high seas.

Mandeville

4. Horse coach, 1800s. Better roads were being built but these included a toll cost for travellers. The mail coach service began in the late 1700s which introduced a faster service.

Anonymous

5. Horse drawn canal narrow boat, 1920. Canal mania began in the 1700s due to the poor condition of roads and the need to transport large amounts of heavy goods.

Canal and River Trust

6. Top sail schooner (*The Kathleen and May transport ship*), 1900. By the 1800s, ships like this built at Connah's Quay were able to transport heavy goods made in North Wales across the sea.

Dan McDonald - Flickr.

7. Steam train 1800s. The introduction of steam railways transformed Britain in the 1800s, making transport of goods and people faster than ever before.

Ben Brookshank, Geograph

8. Coal merchant truck, 1920s. Roads had been greatly improved by the 20th century and so the use of petrol and diesel powered trucks began to grow significantly.

Mark Crombie, Flickr.

9. Diesel train, 1970s. By the 1960s many steam trains were being replaced by diesel trains. The last steam hauled train service ran in 1968.

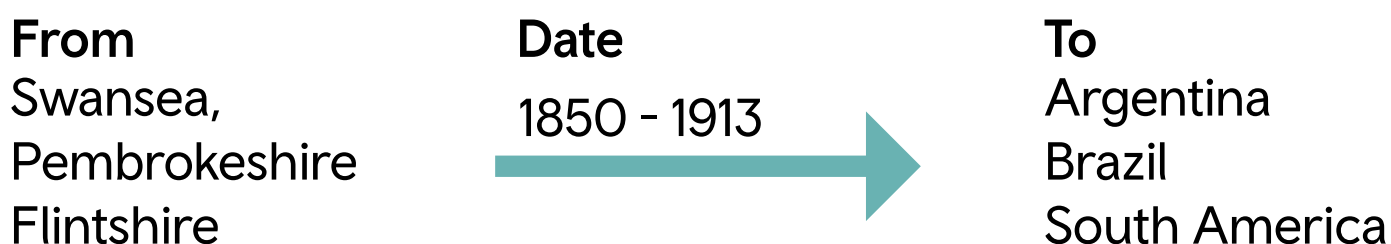
User pdc666.

10. Delivery truck, 2013. The first motorways in the 1960s meant better and quicker road transport for the many delivery companies developing in the late 20th century.

Alan Sansbury.

Coal

During the 16th and 17th centuries an export industry developed, primarily for coal, around the dock areas of Swansea, Pembrokeshire and Flintshire. Coal was crucial to the growth of several South American states between 1850 and 1913, being used for their expanding railway networks, to generate power for their emerging industries, and by the steamships in which much of their overseas trade was conducted. Lacking indigenous sources of sufficiently high quality, Argentina and Brazil in particular came to rely heavily on Welsh coal for their energy needs.



Iron

Merthyr Tydfil was known globally as the 'iron capital of the world', exporting iron rails to railways in Russia and south America.



Copper

Swansea, one of Wales's earliest industrial centres, was dubbed 'Copperopolis' on the strength of its mighty copper smelting plants. Between 1760 and 1890 the Lower Swansea and Neath valleys became renowned for producing the world's smelted copper, and during the late-18th century up to 40 per cent of this output was exported to overseas markets, notably in Asia and the Atlantic world. Demand for copper also fuelled the Atlantic Slave Trade. Slave labour was employed in New World mines, particularly in Cuba.

Refined copper was essential to other industries such as tinplating. Mass production techniques which were developing elsewhere in Britain revolutionised consumer products and drove more demand for materials. Two such centres were Birmingham and Sheffield which produced items such as moulded copper saucepans, ormolu ornaments, brass buttons and silver plated cutlery. This made desirable possessions available to a much wider variety of people, particularly the growing middle classes of the Industrial Revolution period. These finished products were also exported to Japan, Italy, France and beyond.

From
Swansea
Neath Valleys

Date
1760 - 1890



To
Asia
South America
North America

Wool and Cotton

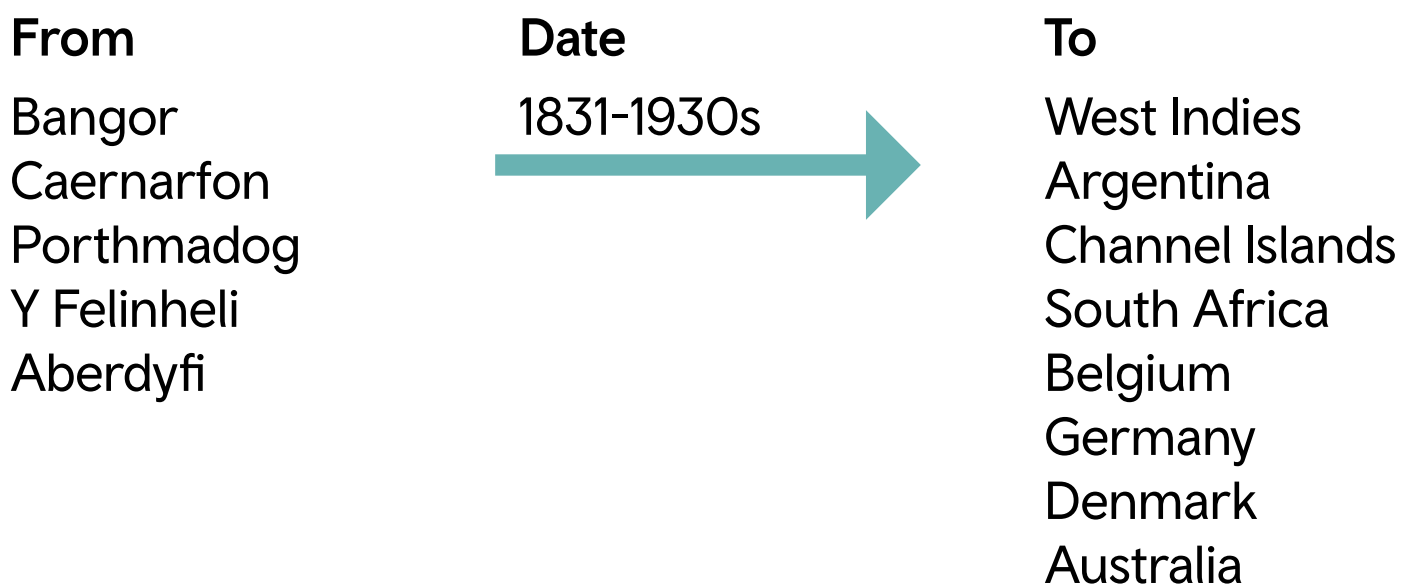
The woollen industry in Wales was at times the country's most important industry. In the early 16th century, production shifted from south Wales to mid and north Wales. In the 18th century, there was strong demand for cheap and sturdy Welsh material, shipped from Bristol, Liverpool, or the Welsh ports to clothe enslaved people in the British colonies in the Americas. The dominant variety of cloth, however, known as 'Welsh plains' or 'Welsh cotton', was worn by enslaved men, women and children in the Americas.



Slate

Mid and north Wales played leading roles in the onward march of industry with their lead and slate mines. Some of the ports which were important to the slate industry in Wales, in particular to the exportation of slate around the world, include Porth Penrhyn in Bangor, Slate Quay in Caernarfon, Porthmadog, Y Felinheli (Port Dinorwic) and Aberdyfi. By 1873 over 116,000 tons (117,800 t) were exported through Porthmadog in more than a thousand ships.

Exports of crushed slate (aggregate) by Penrhyn Quarry, through Porth Penrhyn to Rotterdam, or ports along the south coast of England, have grown to become a significant proportion of Welsh Slate sales in addition to several containers of roofing slates being shipped every month to Australia alone (taking approximately 45 days). In 1882 the Welsh slate trade produced 280,000 tons of slate, which rose to 485,000 tons by 1898. Worldwide slate exports from Welsh ports were enormous and included the West Indies (114 Tonnes), Argentina (404 Tonnes), Channel Islands (580 Tonnes), British South Africa (290 Tonnes), Belgium (431 Tonnes), Germany (41,000 Tonnes), Denmark (3,500 tonnes) and Australia (5,500 tonnes)



Appendix 17 Role-play cards

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Questions you could ask

- | | |
|----------------------------|--|
| 1. What is your job title? | 4. What conditions do you work with? |
| 2. What do you do? | |
| 3. What tools do you need? | 5. What is your favourite part of the job? |

6

Being a History Detective: Leisure & Tourism

This section focuses on the history of tourism in Wales and how it has changed over time. This section looks at the impact the railway had on Wales and the development of tourist towns along the coast. Pupils will use their research and enquiry skills to investigate their local area and well as wider Wales through cross-curricular activities.

Section Index

- Leisure and Tourism Introduction
- Historic Tourism Map
- Activity 10: Tourism research
- Activity 11: Tourism through time

Skills

- Investigation
- Literacy
- Communication
- Oracy
- Curiosity
- Creativity and Innovation
- Critical thinking and problem-solving
- Personal effectiveness
- Planning and organising
- Digital Competence

Areas of Learning

- Humanities
- Language, Literacy and Communication
- Mathematics and Numeracy
- Expressive Arts
- Science and Technology



Leisure and Tourism Introduction

In the 18th century it was the fashion for upper class young men to go on a 'grand tour' of Europe. The lower classes began to imitate this fashion with a tour through the more picturesque areas of Britain. Wales had always been seen as a wild landscape and not easy to travel through but landscape artists such as Richard Wilson of Mold painted the picturesque landscapes of Wales, popularising the idea of visiting these wild landscapes. When wars in Europe prevented the traditional grand tours, travellers looked to these wild areas of Britain for their excursions. The Industrial Revolution also brought tourists to marvel at the technological achievements of Wales, such as the Pontcysyllte Aqueduct in Llangollen.

The first illustrated tour guide was the *Observations on the River Wye*, published in 1782. It helped travellers locate and enjoy the most picturesque places in the countryside. The mountainous and wild areas of Wales had not been viewed as tourist destinations before but this was changing in the 19th century as more people began to regard them as interesting places to visit and rail transport made travel easier.

With the invention of the steam train many railway companies sought to profit from the links between London and Ireland including the North Wales Coast Line and South Wales Main Line. With increasing pay rates and the provision of paid time off for industrial workers, this allowed many people to enjoy an annual holiday for the first time. Many chose to visit seaside resorts such as Llandudno and Rhyl in North Wales and Barry Island in South Wales. Places alongside the coast were advertised for their health benefits as well as a place to visit as a tourist and hotels, restaurants and entertainments grew in these places.

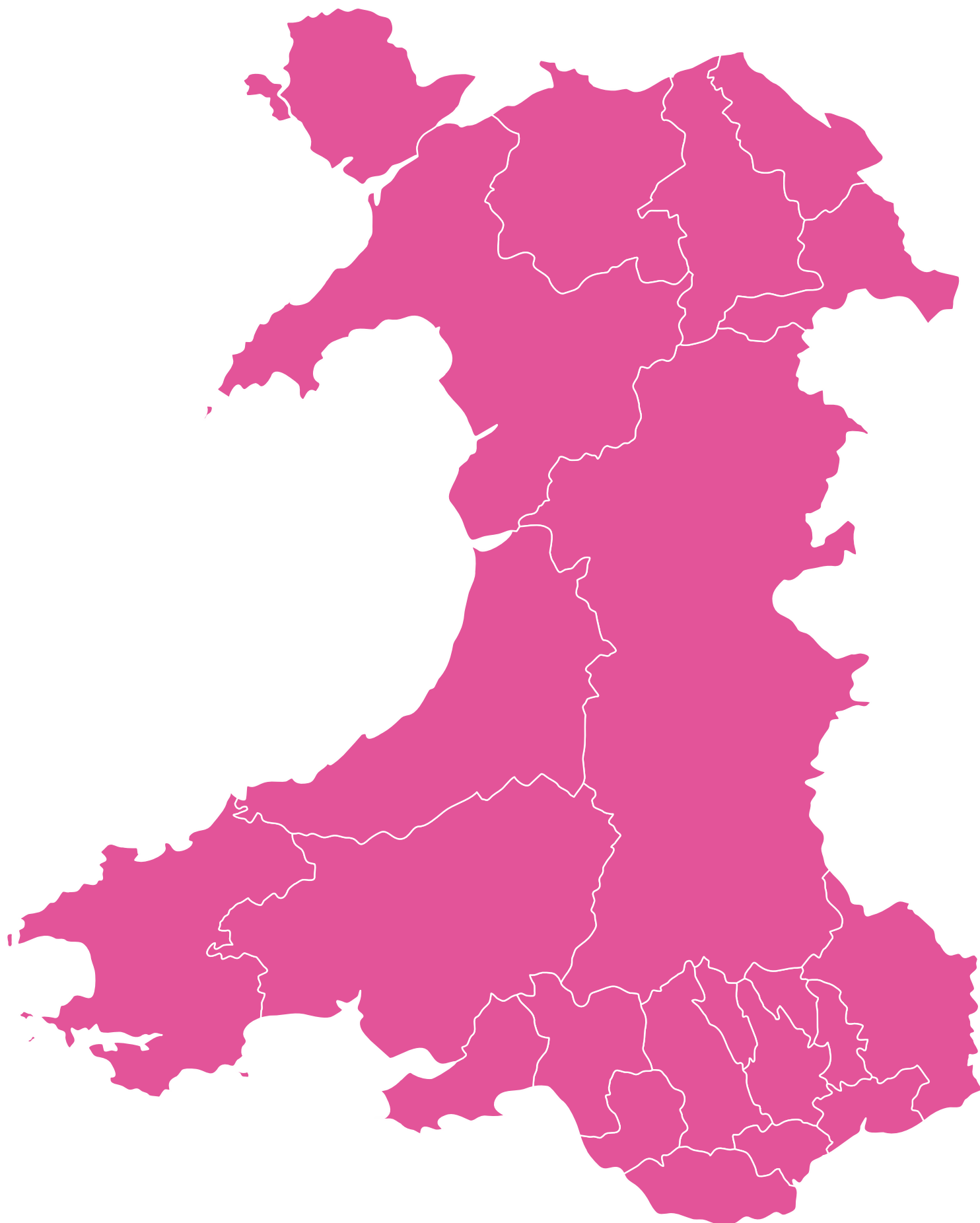
By the latter half of the nineteenth century, tourism was booming and factory workers from Liverpool and Manchester travelled to North Wales en masse for days out and holidays. In the 1950s three National Parks were created in Snowdonia (Eryri), the Brecon Beacons (Bannau Brycheiniog) and the Pembrokeshire Coast (Arfordir Penfro). These along with five Areas of Outstanding Natural Beauty (AONB) highlight the natural wonders of the Welsh landscape and have encouraged visitors to these areas for walking and hiking.

In the 21st century tourism contributes up to 10% of the Welsh economy. Many of the industrial areas such as slate quarries and mines have been repurposed into tourist attractions and outdoor activity centres. In addition, Wales is home to four World Heritage Sites which bring tourists from around the world and put Wales's heritage on an international footing with the Pyramids of Giza and the Great Wall of China.



Llandudno Pier Public Domain

Highlighted below are a selection of historic Welsh tourist destinations



Activity 10: Tourism research



Objective:

In this activity pupils will use the skills they have learnt in Section 1 to investigate the development of tourism in their area and in Wales. Pupils are encouraged to explore the different places people visited in the past and will think about the impact the invention of the steam train had on Wales.

Pupils could:

- Use the skills they have learnt in Section 1 to investigate the history of tourism in their area and Wales. They could use the information in the brief history section and the map to record their findings in Appendix 18. Pupils could focus on different time periods including pre-industrial Wales, Victorian Wales and today.
- Use the images of the tourist attractions in Wales in Appendix 19 and their research to create an individual, group or class PowerPoint, collage or presentation based on what they have found most interesting.
- Take part in a discussion: What impact did the invention of the railway have on Wales and tourism? What were the pros and cons?

Pupils could think about:

- *Landscape and habitat changes*
- *Health and wellbeing of the population*
- *Impact today on the climate*
- Find another school in a different county of Wales and send them a postcard using Appendix 20.
 - *Draw a picture of their local historical tourist destination on the front and describe it on the back.*
 - *Ask them to send a postcard back telling them all about their local historical tourist spot.*

Skills

- Investigation
- Literacy
- Communication
- Oracy
- Curiosity
- Creativity and Innovation
- Critical thinking and problem-solving
- Personal effectiveness
- Planning and organising
- Digital Competence

Equipment

- Brief history of Leisure
- Map of tourist attractions
- Appendix 18
- Appendix 19
- Appendix 20

Areas of Learning

- Humanities
- Language, Literacy and Communication
- Expressive Arts
- Science and Technology

Activity 11: Tourism through time

Objective:

In this activity pupils will investigate tourism in the past through photographs and freeze frames and also debate the pros and cons of tourism today and its impact on health and well-being and the environment.

Pupils could:

- Create freeze frames using the pictures in Appendix 21.

They could think about:

- *What people did on holiday.*
- *What they wore.*
- *How similar and/or different it is from today.*
- Visit their local seaside, outdoor space or school yard and try out the mindfulness activities in Appendix 22.
- Debate the pros and cons of tourism today using Appendix 23. What impact does tourism to Wales have on the climate?

Pupils could think about the views of:

- *A local person*
- *A local café owner*
- *A tourist*
- *A local hotel/B&B*
- *A climate officer*



Skills

- Investigation
- Literacy
- Communication
- Oracy
- Curiosity
- Creativity and Innovation
- Critical thinking and problem-solving
- Personal effectiveness
- Planning and organising
- Digital Competence

Equipment

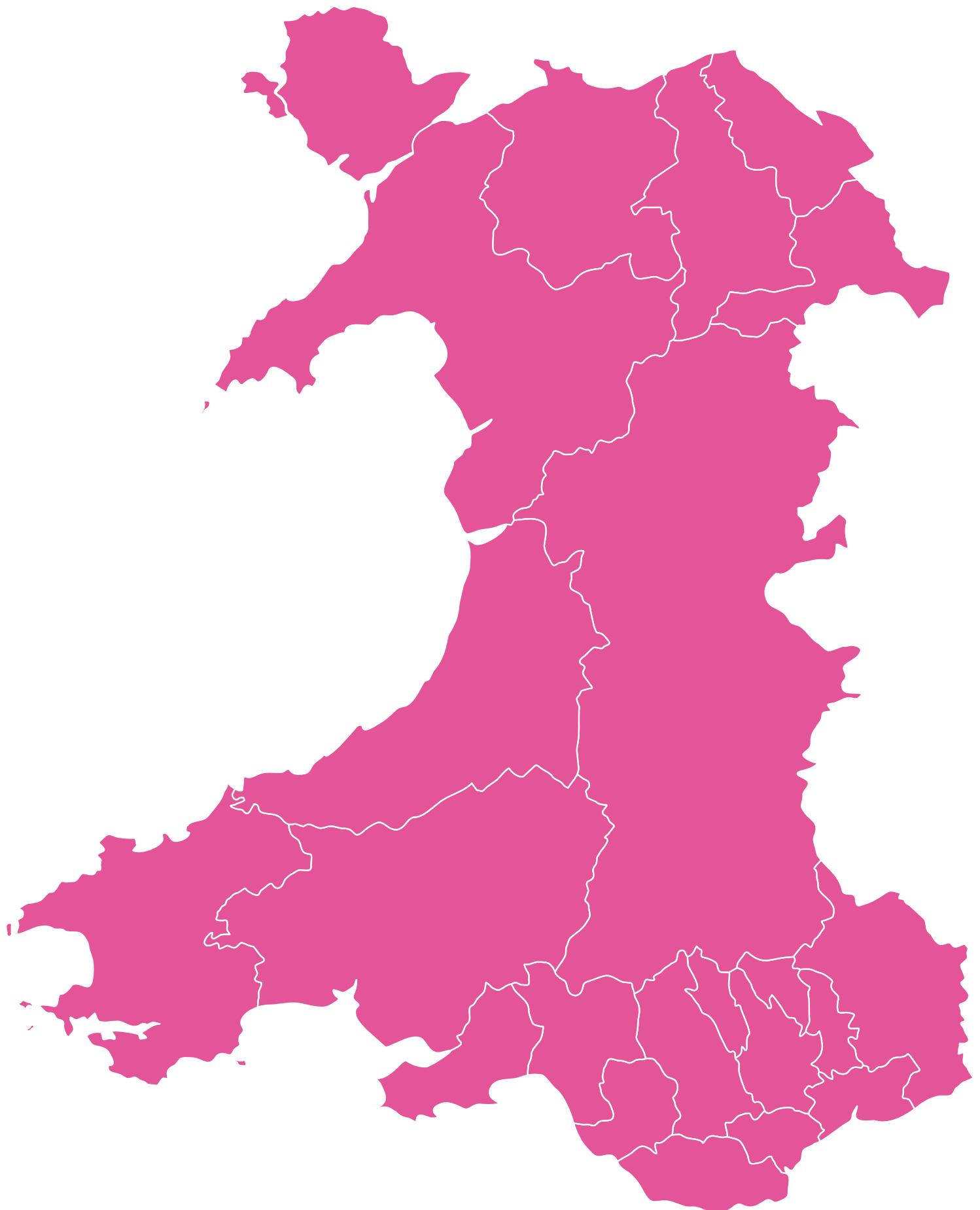
- Appendix 21
- Appendix 22
- Appendix 23

Areas of Learning

- Humanities
- Language, Literacy and Communication
- Expressive Arts
- Science and Technology



Appendix 18 Historic tourism map



Appendix 18 Historic tourism map

Number	Location	Your Information
1	Aberystwyth	
2	Caerphilly	
3	Conwy Castle	
4	Bardsey Island	
5	Barmouth	
6	Beaumaris Castle	
7	Brecon Beacons	
8	Caernarfon Castle	
9	Cardigan	
10	Cardiff	
11	Carreg Cennen	
12	Carew	

Appendix 18 Historic tourism map

Number	Location	Your Information
13	Castell Coch	
14	Chepstow	
15	Chirk Castle	
16	Cilgerran	
17	Denbigh Castle	
18	Castell Dinas Bran	
19	Dinefwr Castle	
20	Flint Castle	
21	Harlech Castle	
22	Hensol	
23	Kidwelly	
24	Llandudno	

Appendix 18 Historic tourism map

Number	Location	Your Information
25	Llawhaden	
26	Moelfre	
27	Oyster Mouth	
28	Pembroke	
29	Portmeirion	
30	Powis Castle	
31	Raglan	
32	Rhuddlan Castle	
33	River Wye	
34	Snowdonia	
35	Tenby	
36	White Castle	

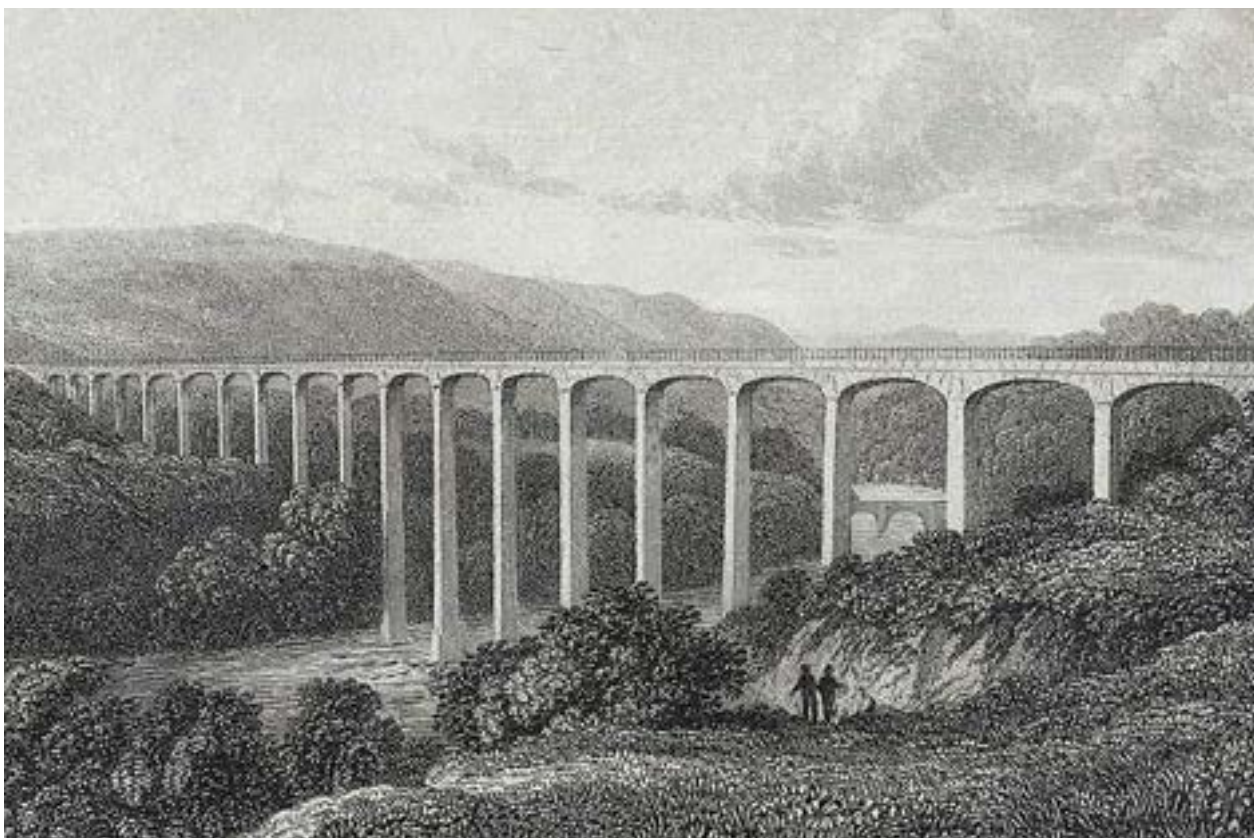
Appendix 19 Images of Welsh tourist attractions



1. Conway Castle
1781



2. Pontcysyllte Aqueduct
1848



Appendix 19 Images of Welsh tourist attractions



3. Llandudno Pier
1895



4. Horse drawn narrow
boat ride with tourists
1900



Appendix 19 Images of Welsh tourist attractions



5. Miniature Railway, Rhyl
1910s



6. Rhyl Sands
1950s



SANDS FROM THE PIER, RHYL



Appendix 19 Images of Welsh tourist attractions



7. The Rhyl Sun centre
1980s



8. Amgueddfa Cymru
National Museum of Wales
Modern Day



Appendix 19 Images of Welsh tourist attractions



9. Electric Mountain, Dinorwig
Modern Day



10. Zip World
Modern Day



Appendix 19 Images of Welsh tourist attractions

1. Conwy Castle, 1781. 18th century travellers such as Thomas Pennant were inspired to visit the romantic landscapes and ancient ruins of Wales's history.

Moses Griffith, Public Domain.

2. Pontcysyllte Aqueduct, 1848. Completed in 1805, the aqueduct was a feat of engineering and it immediately attracted visitors from all over the world to marvel at its construction over the River Dee.

National Library of Wales Public Domain.

3. Llandudno Pier, 1895. Seaside piers became popular in Victorian times as a way of enjoying the sea air without having to get wet.

Detroit Publishing Company Public Domain.

4. Horse drawn narrow boat ride with tourists, 1900. Local people ran narrow boat tours along the canal for tourists from the 1800s and this is still popular today.

Canal and River Trust

5. Miniature Railway, Rhyl 1910s. Opened in 1911, the miniature railway was one of many entertainments around Marine Lake, Rhyl.

Graeme Rich (We love old Rhyl Facebook).

6. Rhyl Sands, 1950s. Wales has many beautiful sandy beaches that have attracted people from towns and cities since the 1800s.

Graeme Rich (We love old Rhyl Facebook).

7. Rhyl Sun Centre, 1980, *Glen Mitchell*. The Sun Centre opened in 1980 and was a big favourite with tourists and locals alike.

Graeme Rich (We love old Rhyl Facebook).

8. Amgueddfa Cymru – National Museum of Wales, 2021. The National museum was founded in 1905 in Cardiff but now includes a host of museums across Wales including St Fagans, National Slate Museum and Big Pit Coal Museum.

Commons User No Swan So Fine.

9. Electric Mountain, 2010. The power station at Llanberis was opened in the 1960s and later promoted as a tourist attraction to see the workings inside the power station.

Jim Barton.

10. Zip World, 2013. A former quarry in Bethesda was turned into an extreme zip lining experience and tourist attraction in 2013.

Mike Hudson.

Appendix 20 Postcard template

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Appendix 21 People on holiday through time



1. Rhyl sands
1890



2. Rhyl Beach
1800s



Appendix 21 People on holiday through time



3. Bathers on the beach
1900s



4. Sitting by Marine Lake
1910s



Appendix 21 People on holiday through time



5. Basket Chairs
1920s



6. . Paddling pool and Pavilion, Rhyl
1946



Appendix 21 People on holiday through time



7. Rhyl beach and pier
1950s



8. . Water chute ride
1960



Appendix 21 People on holiday through time



9. Dodgems
1960s



10. Donkey rides
1970s



Appendix 21 People on holiday through time

1. Rhyl sands, 1890. Families enjoying relaxing on the beach with nearby entertainments such as pony rides. Few people could afford time off for holidays.

Graeme Rich (We love old Rhyl Facebook).

2. Rhyl Beach, 1800s. Children wait by the wheeled bathing machines, a mobile changing room that could be wheeled up to the sea for more private bathing.

Mike Ingram (We love old Rhyl Facebook)

3. Bathers on the beach, 1900s. Bathing suits have changed a lot and these cover most of their body.

Mike Ingram, (We love old Rhyl Facebook)

4. Sitting by Marine Lake, 1910s. Entertainments began to grow more elaborate into the 1900s with rollercoasters, water chute rides and miniature railways.

Mike Walsh, (We love old Rhyl Facebook).

5. Basket Chairs, 1920s. Basket chairs helped people sit more comfortably on the beach as well as keep the sun off their heads.

Mike Ingram, (We love old Rhyl Facebook).

6. Paddling pool and Pavilion, Rhyl, 1946. After WWII people returned to the seaside in large numbers. In the 1930s open air pools and shallow paddling pools grew in popularity.

Glen Mitchell, (We love old Rhyl Facebook).

7. Rhyl beach and pier, 1950s. By the 1950s, work places encouraged people to take their holidays in the same week which meant whole work places travelling together, cramming the train stations and flocking to the beaches.

Graeme Rich (We love old Rhyl Facebook).

8. Water chute ride, 1960. There were many entertainments at the seaside including water rides, roller coasters and music concerts.

Mike Walsh (We love old Rhyl Facebook).

9. Dodgems, 1960s, Mike Walsh, (We love old Rhyl Facebook). Electronic entertainments such as dodgems and amusement arcades began to grow in popularity.

Mike Walsh, (We love old Rhyl Facebook).

10. Donkey rides 1970s. Donkey rides have been popular since the 1800s and were still a favourite holiday entertainment in the 1970s and 1980s.

Graeme Rich, (We love old Rhyl Facebook).

Appendix 22 Mindfulness activities

Balloon Breathing

Step 1:

Place your hands on your belly. Breathe in slowly through your nose to fill your lungs all the way to the top. As you do, feel your belly, abdomen and chest expanding out like a big balloon.

Step 2:

Now breathe out slowly through your mouth and blow all the air back out of your lungs.

Let your belly sink down flat, as if deflating like an imaginary balloon.

Repeat the whole exercise 5 times.

Watch the Clouds

Sit or lie down on the ground. Breathe in and out as you watch the clouds move through the sky. What shape are the clouds? Do they look like anything else?

Hug a Tree

Find a tree you would like to hug. Carefully lean your head against the trunk and wrap your arms around the tree. Is it moving with the wind? Is it making any sounds? What does it smell like?

Leaf Tracing

Pick a leaf. Trace the outline of the leaf with your eyes as slowly as you can. Move from one edge of the leaf, all the way around and back to where you started. This exercise is an excellent way to slow down your thoughts.

Notice your Senses

Take a moment and use your senses to explore the world around you. When you are done, write or draw the things that you could smell, hear, see and feel.



VISION



TOUCH



HEARING



SMELL



- What could you smell?
- What could you hear?
- What could you see?
- What could you feel?

Reflecting History Detective

This section encourages pupils to reflect on their research skills and findings. Pupils will also think about their experience, what skills they have developed and what they have enjoyed.



Section Index

- Activity 12: Reflecting

Skills

- Investigation
- Literacy
- Communication
- Oracy
- Curiosity
- Creativity and Innovation
- Critical thinking and problem-solving
- Personal effectiveness
- Planning and organising
- Digital Competence

Areas of Learning

- Humanities
- Language, Literacy and Communication

Activity 12: Reflecting



Objective:

This activity allows pupils to spend time reflecting on the work they have done through the previous activities. They will think about what went well and what they could have improved on. It is an opportunity for them to think about what they have learnt, what they enjoyed and what they would like to do next.

Pupils could:

- Reflect on their findings about becoming a history detective through a class discussion.
- Create an individual, group or class PowerPoint, collage or presentation based on what they have discussed.

They could think about:

- *What skills and qualities would a history detective need now they have become a history detective? (They could add to their original drawing).*
- *Have they identified any other ways of investigating the past?*
- *Have they changed their opinions on what sources of evidence help them the most when investigating?*
- *What were the strengths and weaknesses of their approach? What could they have done better?*
- *Have they found anyone else who could help with their investigations?*
- *What did they enjoy about being a history detective?*
- *What did they learn and what did they find the most interesting?*
- *What else would they like to learn more about?*

Skills

- Investigation
- Reading
- Literacy
- Communication
- Oracy
- Curiosity
- Personal Effectiveness
- Planning and Organising

Equipment

- Past activities

Areas of Learning

- Humanities
- Language, Literacy and Communication

