



What can we learn about crossing Morecambe Bay in the past?

Overview



Lead Subject: History

Introduction: This is an historical enquiry into the crossing of Morecambe Bay in the past and will utilise a variety of historical sources, including paintings, timelines, maps, illustrations, news extracts, the lives of real people and the identification of historical buildings and locations, to support learning.

Rationale: To extend children's knowledge and curiosity about their home location and to develop the ability to act and think like an historian.

This enquiry could also be used to offer a local perspective on a topic on trade and travel in history or as a specific (or part of) a local history study.



Impact and Outcomes



Outcomes:

To write an historical journal extract in the role of a traveller crossing the sands in the past

Impact:

- Development of local knowledge as children will investigate who, how and why people crossed Morecambe Bay in the past, what these journeys were like and why they eventually ceased.
- To be able to use a variety of historical forms of evidence, including paintings, timelines, maps, illustrations, news extracts, the lives of real people and the identification of historical buildings and locations, to support their learning.
- Development of interest and curiosity regarding 'their' home location.

Curriculum Links, Prior Learning & Key Vocabulary



History

- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry.

Literacy: to be able to construct a piece of writing in a journal (diary) form recounting a journey in the past.

PSHEE: responsibility to your community and taking positive action: children could raise money to support the RLI having learnt about the challenges of crossing the bay for people in the past.

Numeracy: map work distances and travel time calculations are suggested in the using paintings and illustrations support materials.

Prior Learning

- To have awareness of the shape and nature of Morecambe Bay
- To have some prior experience (to build upon) regarding the nature of a diary style form of writing
- To have previously engaged in process of historical enquiry through use of different sources of historical evidence.

Key Vocabulary:

travel, route, goods, cargo, mode of transport, pack horse, horse and cart, stagecoach, trade, market, evidence, journal, chronological report, as the crow flies.

Locality-Based Experience



Children will visit a near part of the shore to them (or nearby vantage point across the bay) and will consider why people might have crossed the sands in the past, how they might have travelled and what might the dangers of such a journey may have been and why people do not undertake this journey now.

Whilst looking out across the bay the children will be introduced to a selection of historical paintings and will employ historical investigation strategies to infer meaning from the given images.

Suggested Learning Opportunities



“In the Locality”



Children will:

Visit their nearest part of the shore (or nearby vantage point) and look out across the bay to the other side and consider why people might have crossed the sands in the past, how they might have travelled and what might the dangers of such a journey have been.

Whilst looking out across the bay the children will be introduced to the following paintings (see web link below):

- Crossing the Sands by David Cox
- Crossing Lancaster Sands by David Cox
- Crossing the Sands by W Collins
- Coach Crossing the Sands – unknown
- Ancient Coach Road Engraving Over the Sands at Kent’s Bank

This *could* include a visit to Hest Bank Shore where children could examine old maps, paintings and stagecoach timetables on site, then walk the route from the shoreline to the canal, identify the old canal warehouse, the location of The Sandes Inn (now The Hest Bank Pub) and up to the A6 (via Hanging Green Lane) to identify the coaching route between Lancaster and Kendal.

Children could also learn about the life of Cedric Robinson the guide to the sands, about the Cross the Bay Walk and about The Hurley Flier (see below).

“In the Classroom”



Children will:

Build on the use of on-site paintings and accounts by further exploring historical resources (see links) to widen their knowledge and understanding of crossing the sands in the past.

Children will be given an historical profile as either a trades person, a carriage driver or traveller, which will include a fictional name, a purpose for their journey across the bay and a mode of transport.

Children will consider the sources used on site as well as those introduced in the classroom to mind-map details of the person’s experience of a day journey across the sands.

The teacher will model a journal entry, and children will be introduced to a success criteria for what to include in their own journal entry for their fictional character from local history.

Children will then create notes for their journal entry and then use peer assessment to reflect on the success criteria before continuing to write their journal article in a finished form. To make this extra exciting this could be completed using aged paper and quill dipped ink pens, to then form a ‘Crossing the Sands’ display, which includes a selection of historical sources that were used to inform children’s thinking, which parents and carers could be invited to view.

Further Links



<https://artuk.org/discover/artworks/crossing-the-sands-33409> <https://www.hestbankinn.co.uk/history/>

<https://visitlancaster.org.uk/museums/local-stories/crossing-the-sands/> <https://www.facebook.com/watch/?v=1849577908389672>

<https://exploremorecambebay.org.uk/things-to-do/morecambe-bay-cross-bay-walks/>

<https://rnli.org/about-us/our-history/timeline/2002-hovercraft-joins-the-rnli-fleet>

