

Village Study - Eyam

Leaders Notes 2020

Programme overview –

Our village study for Key Stage 2 groups provides an opportunity to investigate a Peak District village and to discover the factors that have influenced its development. These include:

- the geology and landscape of the area
- the settlement's history
- trade and transport
- the development of tourism

Through map work, observations and fieldwork, pupils investigate and record key village features and characteristics. These investigations will help them understand what makes these villages different from their own settlement.

After a morning gaining an overview of the village and its development, the Eyam village study offers schools a choice for the second half of the day.

- Option 1: Continues to follow a geographical route by carrying out surveys investigating the impact of tourism on the village.
- Option 2 - Takes a historical route - further investigating buildings and other landmarks associated with the Eyam plague.

Schools should have decided beforehand which of these they wish to pursue

Pre-visit information.

It will be helpful if, before their visit, groups have:

- Located Eyam on a map, including in the context of the Peak District National Park.
- Considered their own settlement and whether this is a village, town, suburb or city.
- Predicted what they expect Eyam to be like and the features they expect to see.
- Found out something about the history of the village - in particular the Eyam plague.
- Considered aspects of health and safety that they may need to consider when exploring a village.
- Sourced a camera/ipad to record their journey around and features of the village.

Learning outcomes

All children will:

- Understand some of the historical background to the development of the settlement.
- Understand how village form and characteristics differ from other settlement types.
- Locate the village within the locality and in relation to where they live.
- Use maps to navigate around the village and to identify village features.

- Use field equipment in an appropriate manner.
- Through fieldwork and recordings, make observations about the village, its function and characteristics.
- Compare and contrast the Peak District settlement with their own locality.
- Have a fun and enjoyable day in the Peak District National Park.

Most children will:

- Identify the possible advantages and disadvantages of living in a village and consider possible ways to improve the locality.
- Understand how the geology, landscape and cultural heritage of the Peak District has influenced the village's characteristics over time.
- Understand the links between local communities, tourism and National Parks

Some students may:

- Recognise the need for sustainable development within village communities in protected landscapes

Key messages (what needs to be the priority)
<ul style="list-style-type: none"> • Active and enquiring tour of a typical Peak District village. • Understand some of the historical background to the development of Eyam. • Use fieldwork to observe and record village features. • Understand what features make Eyam a tourist village, which attracts many visitors. • Understand the possible advantages and disadvantages of living in a place like Eyam.

Key language appropriate for age group:
<ul style="list-style-type: none"> • National Park • Geology; limestone, gritstone, Dark Peak, White Peak • Settlement, village, town • Field sketch • Market, shop, service, amenity • Survey, data, assessment • Tourism/tourists/visitors/residents • Plague, infection, quarantine

Time	Activities	Equipment
10:00 - 10:15	<p>Arrival</p> <p>Meet and greet group - either in village car park or at the Youth Hostel.</p> <p>Use toilets and have a snack. (Groups arriving from elsewhere only.)</p> <p>Complete indemnity form and brief adults on the day.</p> <p>Split into leader groups.</p>	<p>Reflective jacket</p> <p>Indemnity form</p>
10:15- 10:30	<p>Introduction</p> <p>Head up onto the playing field for an introduction to the day. Although there is nowhere convenient in Eyam that provides an overview of even the majority of the village, the lower edge of the playing field gives views across the houses on the main street and an initial idea of its character.</p> <p>Brief introduction to the Peak District National Park including the Dark and White Peaks getting across the idea that Eyam is in a place where these meet.</p> <p><i>Either use viewfinders or play 'I-spy' to choose some features of interest. Share what they have spotted with a partner.</i></p> <p>Discussion:</p> <ul style="list-style-type: none"> • How does this location seem different to where they live? • What features have they spotted? (houses, church, fields, etc, etc) • What kind of place are we in? (countryside, village) 	<p>PDNP map & pictures</p> <p>Viewfinders (optional)</p>
10:30 - 10:45	<p>Mapwork</p> <p>Split leader groups into smaller working groups of 4/5.</p> <p>What 'tools' could we use to help us find out what a place is like?</p> <p>Introduce current Ordnance Survey map of Eyam.</p> <ul style="list-style-type: none"> • Which way round does it need to be? • What features can they see both on the map and in real-life? • Are there any features that they can see on the map but (not yet) in real-life? • Are there any features that they can see in real-life but not on the map? 	<p>Present-day OS map (A3, laminated) & key</p> <p>Compasses (optional)</p>

<p>10:45 - 11:00</p>	<p>Getting ready to explore</p> <p>It's now time to use our maps to explore Eyam.</p> <p>What do we need to think about and do to keep ourselves safe? Make sure that importance of keeping together and watching out for vehicles and trip hazards are covered.</p> <p>Different locations to visit are marked on the map but not numbered so that they can be visited in any order meaning that groups can be spaced out.</p> <p>Hand out pens to allow pupils to record the route on the map as they travel round.</p> <p>Each group also given photos of extra things to spot during the morning/day. There are two different sets - each with twelve images.</p>	<p>Pens</p> <p>Village photos</p>
<p>11:00 - 12:00</p>	<p>Exploring the village</p> <p>Visit the six locations shown on the map and do the activities identified for each. Locations can be visited in any order to allow groups to spread out. Different amounts of time will be required at each location. For example, time at the school will only need to be very short.</p> <p>Each group to plot their route on their map as they go.</p> <p>There is access through a gate at the bottom corner of the playing field that takes one straight down a track to near Eyam Hall. Cross the road here with care - ensuring that there is an adult on the other side of the road to get a full view in both directions.</p>	
	<p>Location A: Village green</p> <p>Where are we now on the map? (N.B The green is not named but can be identified by its position and triangular shape on the 1:25000 map)</p> <p>Look at Merlyn Cottage - on the north corner of the green.</p> <p>Can they remember the names of the two rocks we have already mentioned? This is one of the few houses in the village that is made of both limestone and sandstone. Most others are made just of sandstone.</p> <p>Identify where on the building each rock is found</p> <ul style="list-style-type: none"> • The walls consist mainly of limestone but with some patches of sandstone • Sandstone is used around windows and for lintels above doors. • Sandstone flags are used for the roof • Windows are glass with wooden frames. • What about the gutters, downpipes, etc? 	<p>Present-day map</p> <p>Limestone & sandstone samples</p>

	<p>Explain and then each do a field sketch. (If weather is too poor for this, ensure that school has a photo and make sure that they can identify the different materials used in the building)</p> <p>Before moving on, draw their attention to 'Brick House' on the opposite corner of the green - the only house in the village to be made of brick. This used to be a pub 'The Stag's Parlour' but changed to a house as early as 1828.</p> <p>Whilst here, it would also be worth a quick look at the stocks and a discussion of what these were used for. Should we still punish wrongdoers like this today?</p>	<p>Sketch paper, pencils, clipboards, example field sketch</p>
	<p>Location B: The Sheep Roast</p> <p>Where are we now on the map? (Like the green, this is not named but can be identified by its position and rectangular shape on the 1:25000 map).</p> <p>Look at the old picture (the one that used to be on the front of the village study booklet). Can they recognize where this is of? It is the view from here towards the church.</p> <p>What can they see that is the same as now? e.g. the church, the cottages, the 'summerhouse' in the wall of Eyam Hall</p> <p>What is different to now? e.g. The green area was once a pond, the road was there but very rough and not surfaced like it is now, there are still trees but the size and position of these have changed</p> <p>Relate the pond to the name of Eyam which is of Anglo-Saxon origin:</p> <p>EY Old English/Saxon word for water</p> <p>HAM Settlement / Place to live</p> <p>There are many springs and rivulets around the village – a result of being on the junction between the shales/sandstones to the north and the limestone to the south.</p> <p>This picture shows us that Eyam has changed. Places don't stay the same over time. Instead, they are constantly changing and developing. What evidence have we already seen of this? e.g. stocks no longer used</p> <p>In small groups, compare the old (1890s) and current maps of Eyam and its surroundings. Both maps show exactly the same area.</p>	<p>Present-day OS map</p> <p>Picture of this area in the past showing pond.</p> <p>Present-day OS map 1890s OS map</p>

- What has disappeared? e.g. smithy (this is still there but no longer used and dilapidated - on the main street on the right just up from the turning up to the car park), inn opposite the church, lead mine
- What has appeared? e.g. more buildings - particularly around the edges and at the extremes, car park (both maps), recreation ground (1:25 000 map only), museum, post office, more information for tourists (on the 1:50 000 map only)
- What has stayed the same? e.g. church, the general layout of the roads

Warning: Some features were here at both times but only show on one of the maps. These include the Lydgate Graves (since plague in 1666), Eyam Hall (been here since 1671) and the school (Victorian),

At least into the 1990s, the village used to have at least three pubs and there were more before that. The only one left now is the Miners Arms.

Whilst here, it would also be worth a quick reference to the sheep roast. This claims that it is an 'old Eyam custom' but it can't have been there when this area was a pond and appears to date just from 1951.

Location C: Plague cottages and churchyard

Eyam is famous for its plague in 1665/6. Hopefully the children will already know something about this and how it started.

Hand the set of 'plague story cards' to each small group in random order and challenge them to put these in order. It would be best to do this just inside the churchyard as there is very little space on the pavement outside the plague cottages themselves.

It's worth mentioning or asking the children if they know the rhyme connecting the and the Great Fire of London which burned from 2nd – 5th September 1666. It is useful for helping them to remember the dates of these events.

In sixteen hundred and sixty five, hardly a soul was left alive.

In sixteen hundred and sixty six, London burned like rotten sticks.

In the churchyard, find the memorial to Thomas Stanley and the tomb of Catherine Mompesson - died 25th august 1666 - just before the plague ended.

If you have time, it might be worth looking at:

- The Anglo-Saxon cross. This was not originally sited here, having been moved from its original location by a moorland

Plague story cards

	<p>track.</p> <ul style="list-style-type: none"> The sundial on the south side of the church and which dates from 1775. What time does it say it is? How easy is it to use compared to the clock on the tower? 	
	<p>Location D: School</p> <p>Eyam C of E Primary School has just three classes - Hedgehogs (Reception/Year1/Year2), Owls (Year 3 & 4) and Squirrels (Year 5/Year 6).</p> <p>At the time of its last full Ofsted inspection in 2014, it had 78 pupils.</p> <p>What do you think it would be like to go a school this size of smaller?</p> <p>Any sign of a secondary school here? Where might you have to go? (Buxton, Bakewell, Hope Valley College). How would you get there?</p> <p>Could refer to 'Ring, a ring a roses' on gate or leave for afternoon for groups pursuing plague in more detail.</p>	
	<p>Location E: Glebe Park</p> <p>This area has really changed in the past 15 years.</p> <p>It used to be a lead mine. Show picture of this.</p> <p>Lead has been mined in and around Eyam since Roman times. Over the course of history there have been as many as 439 known mines within a three mile radius of the village.</p> <p>Lead mining continued into the 19th century after which production switched to fluorspar. The last mine in the Eyam area to close was Ladywash Mine which shut in 1979.</p> <p>Glebe Mine closed in the 1960s but the headgear was still here until at least 1990.</p> <p>Read and discuss the archived article off BBC website http://news.bbc.co.uk/1/hi/england/derbyshire/4263379.stm</p> <p>Use the questions at the bottom to consider the arguments:</p> <ul style="list-style-type: none"> Should they have removed the old mine or left it here? (The old mine was unsightly and the land wasn't being used for anything much. However, it was an interesting feature in the centre of the village.) Is it a good idea for places like Eyam to have more houses? Why/why not? (Rural villages can be expensive places to live because there are not enough houses to go around. Having more houses can help to reduce the cost of buying somewhere to live. More houses = more residents = more 	<p>Photo of old lead mine https://www.aditnow.co.uk/Photo/Glebe_93028</p> <p>Website article</p>

	<p>children for the school and more money for the shops)</p> <ul style="list-style-type: none"> • How have the new houses been designed to fit into the village? (Like most of the other houses in the village, they are built of sandstone with sandstone flags used for the roofs.) • Can you see any evidence of things that have been done to make this area attractive? (Landscaping - for example around the interpretation board. Houses have parking so there aren't too many cars left on the road) <p>N.B. There are a number of other relatively recent housing developments in Eyam:</p> <ul style="list-style-type: none"> • On and around New Road at the far eastern end of the village - dating from the 1950s. • On New Close & Dunlow Lane (on the way to Cucklett Church). dating from the 1960s. Formerly council houses, most now privately owned but some now run by Dales Housing housing association • Also newer houses and bungalows scattered around village and towards end of Lydgate and start of Mill Lane. Most appear to date from 1960s/70s. 	
12:00 - 12:30	<p>Sum up the morning</p> <p>Possible questions to ask:</p> <ul style="list-style-type: none"> • How is Eyam different from where you live? • What is special about Eyam and its surroundings? • Why is it popular with visitors – what could you do here? <p>Lunch</p> <ul style="list-style-type: none"> • Could head back to toilets and playing field - quicker and easier using the cut-through path at the end of Glebe Park. • Alternatively, the information barn on the green provides some shelter in case of poor weather. • The green itself could also be used as a lunch spot in dry weather. 	
	<p>Afternoon activities are in two parts:</p> <ul style="list-style-type: none"> • Considering whether shops and services are for residents or visitors. • An environmental assessment - particularly focusing on what would it be like to live here. <p>These two parts could be done in either order. If there are two groups, each could start with a different activity - working in a different direction - and then swap over.</p>	

<p>12:30 – 13:00</p>	<p>Introduction to shops and services</p> <p>Head back to The Square.</p> <p>Eyam is a long thin village. If it has a centre at all, this is probably it, as three main roads join here.</p> <p>Compare the old photo of this area to what it's like today. If time, also look at the old photo looking downhill towards it past Church Street Stores.</p> <p>What is in and around the Square today? Hand each group a large scale plan of the area and ask them to explore and identify which of the letters on this relate to the locations of the following:</p> <ul style="list-style-type: none"> • Church Street Stores (A) • Post box (B) • Eyam Tea Rooms (C) • Village Green café (D) • The Miners Arms pub (E) • Bus shelter (F) • Seating (G) • Litter bins (H) <p>Come back together and check their answers.</p> <p>We call these features either 'shops' or 'services'. Discuss the difference between these and decide which of the features are which? (Really only Church Street Stores is a shop; all the rest are various kinds of services.)</p>	<p>Old photos of Square and view towards it past Church Street Stores</p> <p>Large scale plan of area marked with locations.</p>
<p>13:00 – 13:30</p>	<p>Are shops and services for residents or visitors?</p> <p>As we've seen, lots of people live here. In the old cottages - also in the newer developments like the one we saw at Glebe Park. The most recent census (2011) recorded 969 people as living in Eyam. This isn't so different from the 954 people shown in the first (1841) census.</p> <p>But the village is also very important to people that don't normally live here - visitors or tourists. What evidence have we already seen of these?</p> <p>Some visitors may just come for the day. Others come for longer and stay in or near the village.</p> <p>We are going to take a bit more of a walk around to look again at its shops and services. (Whilst the group will almost certainly understand the concept of shops, the idea of services will probably need explaining to them.)</p> <p>At each, we will assess whether we think it is for residents, visitors or a mixture of the two.</p> <p>Give examples of features we have seen so far/can see nearby e.g.:</p>	

	<ul style="list-style-type: none"> • The school - exclusively for residents • Car park- almost exclusively for visitors • Playground/playing field - a bit of both but more for residents than visitors • Public toilets - a bit of both but more for visitors than residents <p>For the features we've seen in The Square decide whether they are more for residents or visitors</p> <ul style="list-style-type: none"> • Tea shops (either Eyam Tea Rooms or Village Green café) • Miners Arms pub • Bus shelter • Seating • Rubbish bins • Church Street Stores <p>Then head back through the village considering the following:</p> <ul style="list-style-type: none"> • Doctors' surgery • The church • Mechanics' Institute (This was founded as a kind of library/adult education centre. It is now an important hub of social life and events for the village's inhabitants.) • The sheep roast • Eyam Hall (now mainly used as a wedding venue) • Information barn (on green) <p>Either record on continuum lines or do by pointing at or between teacher (representing visitors) or leader (representing residents)</p>	<p>Sheet with continuum lines (optional)</p>
<p>13:30 - 14:00</p>	<p>Having reached the green, remind group of the aims of the National Park - not only protecting the landscape and wildlife, but also encouraging people to visit whilst looking after the well-being of the local people – a juggling act.</p> <p>What would it be like to live here? - especially for someone your age? What about when you get a bit older?</p> <p>What can and can't you buy in Eyam? Where would you go to buy things you can't get here?</p> <p>What shops or services don't we have here that can be found in the place where they live? Have they spotted:</p> <ul style="list-style-type: none"> • A secondary school? • A supermarket? • A clothes shop? • A library? • A cinema? <p>Where might residents need to go to find these?</p> <p>On our way back to the coach, we are going to carry out two surveys (both in smaller groups, with adult support):</p> <ul style="list-style-type: none"> • A traffic survey • An environmental assessment 	

	<p>Both could also be done near your school as a comparison.</p> <p>Survey 1: Traffic Monitor traffic passing the green in a set time frame (max 5 minutes); recording the numbers of different types of pedestrians and vehicles passing (in either direction). Whilst this is happening, use decibel meter to record sound levels.</p> <p>Survey 2: Environmental assessment Follow the roads back to the car park looking for and counting features which either add to or detract from the 'environmental quality' of the village.</p> <p>These include:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p>On the positive side Places for people to sit Trees and plants Clean air Peace and quiet Well cared for houses/gardens Empty rubbish bins</p> </td> <td style="vertical-align: top;"> <p>On the negative side Dog poo Litter Car fumes Noise Damaged buildings Full/overflowing bins</p> </td> </tr> </table>	<p>On the positive side Places for people to sit Trees and plants Clean air Peace and quiet Well cared for houses/gardens Empty rubbish bins</p>	<p>On the negative side Dog poo Litter Car fumes Noise Damaged buildings Full/overflowing bins</p>	<p>Traffic survey sheets.</p> <p>Decibel meters</p> <p>Environmental assessment survey sheet</p>
<p>On the positive side Places for people to sit Trees and plants Clean air Peace and quiet Well cared for houses/gardens Empty rubbish bins</p>	<p>On the negative side Dog poo Litter Car fumes Noise Damaged buildings Full/overflowing bins</p>			
<p>2:00 – 2:15</p>	<p>Reflection Opportunity to review and share thoughts on what they think about the village.</p> <ul style="list-style-type: none"> • Have they enjoyed visiting it? • What's special about it? • Would they come again? Who would they bring and what would they do? • What it must be like to live here? • How would the experience of living here be different for children, teenagers, working people, retired/older people? • Any ways that the village could be improved - for both visitors and residents? 			
<p>2:15 – 2:30</p>	<p>Conclusion</p> <p>Either/or:</p> <ul style="list-style-type: none"> • Use toilets and return to coach • Return group to the Youth Hostel <p>Before finishing, briefly find out what they group thought about the day and what they enjoyed (or not).</p> <p>Encourage them to return to the Peak District.</p> <p>Hand evaluation form to teacher.</p>	<p>Evaluation form and return envelope</p>		