

Village Study - Hartington

Leaders Notes 2019

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 including past industries
- 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. Using surveys, they will determine the impact of tourism on the village and start to understand the need for sustainable management of the protected landscape of the Peak District National Park.

Pre-visit information.

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

- Located Hartington 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 Hartington to be like and the features they expect to see.
- 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 the form and characteristics of villages 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 learn 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 determine 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)

- Active and enquiring tour of a typical Peak District village.
- Understand some of the historical background to the development of Hartington.
- Use fieldwork to observe and record village features.
- Understand what features make Hartington a tourist village, which attracts many visitors.
- Understand the possible advantages and disadvantages of living in a place like Hartington.

Key language appropriate for age group:

- 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

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>Initial safety briefing - just enough to get them safely across/along the road, through the toilets and onto the main part of the day.</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 – Location A</p> <p>Head up footpath beside the toilets and up along the wall to the knoll from which a good view of the village and its surrounding area can be obtained.</p> <p>Brief introduction to the Peak District National Park. Include relating Dark Peak and White Peak to the area immediately around and the hills in the far distance.</p>	<p>PDNP map & pictures</p>

	<p>Either use viewfinders or play 'I-spy' to choose some features of interest/a favourite view. Share what they have spotted with a partner.</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, farms, fields, etc, etc) • What kind of place are we in? (countryside, village) 	Viewfinders (optional)
10:30 - 10:45	<p>Mapwork</p> <p>Split 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 map and aerial photo of Hartington</p> <ul style="list-style-type: none"> • Which way round do these 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 map and aerial photo (both A3, laminated)</p> <p>Compasses (optional)</p>
10:45 - 11:00	<p>Getting ready to explore</p> <p>It's now time to use our maps to explore Hartington.</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>Hand out pens to allow pupils to record the route on the map as they travel round.</p> <p>Each group also to be given a photo of an extra thing to spot during the morning/day.</p>	<p>Pens</p> <p>Village photos</p>
11:00 - 12:00	<p>Exploring the village</p> <p>Visit the four 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.</p> <p>Each group to plot their route on their map as they go.</p>	
	<p>Location C: Village pond</p> <p>Where are we now on the map? Can they locate the pond on the map? Why is there a pond here?</p> <p>Choose one of the nearby buildings to look at - one that has a mixture of building materials. (The Old Post Office is good because not only is it built of a variety of materials but there is also conveniently placed seating)</p>	

<p>As Hartington is near the divide between the Dark and White Peak, the houses and other buildings are often made of a mixture of rocks.</p> <p>Can they remember the names of the two rocks we have already mentioned? Each of these has different properties and so is used for different purposes.</p> <p>Identify where on the building the gritstone is found (lintels, etc) and where the limestone is found (the bulk of the walls). What is the roof made of? What other materials have been used e.g. for doors, windows, gutters</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>Limestone & gritstone samples</p> <p>Sketch paper, pencils, clipboards, example field sketch</p>
<p>Location B: Market Place</p> <p>Where are we now on the map?</p> <p>This used to be the market. Make sure that they understand what a market is and how it differs from a shop.</p> <p>Why do they think the people chose to locate the market in this spot? (Flat area in the centre of things where three roads meet).</p> <p>Hartington was given the right to hold a market by King John in 1203 and became a major centre for a large rural population from the many isolated farms in the surrounding area. What things might a market in those days have sold? (food, clothes, candles, etc)</p> <p>There isn't a market held here anymore. Why not? What do we have instead?</p> <p>We are going to take a closer look at the shops that are here and what you can buy in them.</p> <p>Hand each group <u>one</u> of the three different shopping lists. Either in one large group or splitting up into smaller groups (depends on number of adults that have come with the school), try to find the items on their shopping list by looking in windows and at signs. Explain that it doesn't have to be the exact item, but like the item on the list.</p> <p>The 'wish list' section is for them to record anything else they see which they would like.</p> <p>Places to visit in the immediate vicinity of the Market Place include:</p> <ul style="list-style-type: none"> • Beresford Tea Rooms (has a Post Office inside) • The two village stores • Devonshire Arms or Charles Cotton Hotel • The Old Cheese Shop 	<p>Shopping lists, pencils, clipboard</p>

- Fiveways Country Store
- Dauphin Antiques
- Hartington Pawz (pet shop)

Note: Each of the three lists has:

- An ice cream
- Something (beer, cake, tea) from a pub or tea shop.
- One thing (jewellery, dog food, dog toy) from either the antique shop or the pet shop.
- One thing (pie, sandwich, coal) from Hartington Village Stores
- Something (postcard, ball, sweets, torch, suncream) from the small village shop at the bottom of Hall Bank
- One thing (shopping bag, walking stick, toy dog) from the Five Ways Country Store.
- One thing (cheese, petrol or broom) from either the cheese shop or the garage.
- One thing (TV, washing machine, sofa) that it's not possible to buy in the village.

After about 10 minutes, come together.

- Did they find everything on their list?
- If not, what couldn't they find?
- Where could they get these from?
- What did they put on their wish lists?

Who are the shops for? Just residents of the village? Anyone else?

Location D: Church & School

The church is open daily from 10am - 4pm.

Once inside, hand out a sheet of pictures of features to find:

- Bell ropes
- Pulpit
- Pews
- Organ
- Altar
- Piscina
- Lectern
- Stained glass

Can they match these to their purposes?

Once you've looked round the church, head to the lower edge of the graveyard to view the former chapel and village school.

The first building on the left up Hall Bank used to be a chapel but is now a house - evidence of change.

Hartington C of E Primary School has just two classes - younger (Reception/Year1/Year2/Year 3) and older (Year 4/Year 5/Year 6). At the time of its last full Ofsted inspection in 2013, it had just 16 pupils.

Laminated sheet of photos of features inside the church - with purposes of these listed around the edge.

	<p>Any sign of a secondary school here? Where might you have to go? (Ashbourne, Buxton). How would you get there?</p>	
	<p>Location E1, E2, E3: Farm</p> <p>Examples that might be used are:</p> <ul style="list-style-type: none"> • Nettletor Farm - the farm close to the starting point • Digmer Farm - along Dig Street (near the garage) • Sennilow Farm – near the church <p>Where is the farm located? (They are all on the edge of the village)</p> <p>What are they farming? What evidence can we see/hear/smell?</p> <p>What are the different buildings and pieces of equipment that we can see used for?</p>	
<p>12:00 - 12:30</p>	<p>Sum up the morning</p> <p>Possible questions to ask:</p> <ul style="list-style-type: none"> • How is Hartington different from where you live? • What is special about Hartington and its surroundings? • Why do you think is it so popular with visitors – what activities could you do here? <p>Lunch</p> <p>If not using Village Hall, use benches/grass on village green. If school wishes, it may be necessary to return to the toilets to wash hands before lunch. Either way, a toilet visit before the start of the afternoon will probably be needed.</p>	
<p>12:30 - 12:45</p>	<p>Changing places</p> <p>The -ton part of Hartington's name is of Saxon derivation, which means the village was most likely founded as a farming settlement in the 6th or 7th century.</p> <p>As we have already seen, places including Hartington don't stay the same over time. Instead, they are constantly changing and developing. What evidence have we already seen of this? e.g.</p> <ul style="list-style-type: none"> • Market Place no longer has a market • Old Post Office replaced by a new smaller Post Office inside the tea rooms • Former chapel converted to a house • Also, Old Vicarage, Old School House, etc <p>In small groups, compare the old and current maps of Hartington and surroundings.</p> <ul style="list-style-type: none"> • Can they find the pond? • What has changed between the two maps? What has appeared/disappeared? • What has stayed the same? <p>N.B. Many other changes have taken place which we can't</p>	<p>New and old Digimaps of Hartington</p>

	easily see. For example, there used to be a lot more businesses, workshops and shops than there are now. In the last 70 years, the village has lost a pub, a thatchers, blacksmiths, joiner and wheelwright, horse-coach driver, roadman, baker, saddler, bookmaker, oatcake maker, miller, tailor, butcher, corn merchant, undertaker and a cycle shop.	
12:45 - 13:00	<p>An example of recent change – Location F</p> <p>We are going to visit one place that has changed a lot in recent years.</p> <p>Head down Stonewell Lane to near where the cheese factory used to be.</p> <p>Show pictures of the former factory. Why would Hartington have been a good place to make cheese? What is the main thing you need to do this?</p> <p>The factory opened in 1876 and, at its height employed 200 people. It closed in 2009 after its owners Dairy Crest sold it to Long Clawson, who then moved its cheese production outside the National Park. You can still buy Hartington cheese (including at the Old Cheese Shop in the village) but it is now made someway outside the village though still inside the National Park.</p> <p>With the factory having remained derelict until it was demolished in 2017/2018, its former site is now being redeveloped for housing. This was not without controversy and:</p> <ul style="list-style-type: none"> • A proposal for 39 houses, business units, a sports pitch, playground, allotments and car park was turned down by the PDNPA in 2012. • A second proposal for 26 houses was refused by the PDNPA in 2015. • This however went to appeal and planning permission was granted in 2016. <p>Show the group plans/artists impressions of the new development. Do they think that the development should have been allowed to go ahead? Why/why not?</p>	<p>Photos of the former cheese factory</p> <p>Plans/artist's impressions of the new development</p>
<p>The rest of the visit focuses on two groups of activities:</p> <ul style="list-style-type: none"> • Considering whether shop or services are for residents or visitors. • An environmental assessment - particularly focusing on what would it be like to live here. <p>Although these would be best done in the order given, one group could do them in reverse order to spread schools out around the village.</p>		
13:00 - 13:30	<p>Are shops and services for residents or visitors?</p> <p>The new development will bring new people to live in the village. We call these residents.</p> <p>But the village is also very important for people that don't</p>	

	<p>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 and to see a few more of these. 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:</p> <ul style="list-style-type: none"> • The school - exclusively for residents • Public toilets - almost exclusively for visitors • The church - a bit of both but more for residents than visitors • Charles Cotton Hotel - a bit of both but more for visitors than residents <p>Follow a route around the village, taking in as many as practical of the following:</p> <ul style="list-style-type: none"> • Garage (Hartdale Motors) • Doctors' surgery (up Dig Street) • Bereford Tea Room (and Post Office) • One of the village stores • The Devonshire Arms pub • Fiveways Country Store • Dauphin Antiques • A Bed & Breakfast/Guest House e.g. The Hayloft (on Church street), Bank House Guest House (in Market Place) or Parson House (opposite farm shop) • Holiday cottages e.g. at Ash Tree Farm, on corner of Church Street and Hide Lane (opposite church), below church opposite Village Hall, Hartington Cottages (opposite village store) • Rubbish bins • Bus shelter (in centre of village) • Seating • Car park <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>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 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? 	

	<ul style="list-style-type: none"> • A clothes shop? • A library? • A cinema? <p>Where might residents need to go to find these?</p> <p>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 Choose a monitoring point (If there is more than one group, it would be better if each pre-selected a different point). Possible places include either of the main access roads into the village or up Dig Lane (much quieter).</p> <p>At your site, set a timeframe (e.g. 5 minutes) and record the numbers of different types of vehicles passing (in either direction). Whilst this is happening, use decibel meter to record sounds levels.</p> <p>Survey 2: Environmental assessment Follow a route through the village looking for features which either add to or detract from the 'environmental quality' of the village.</p> <p>These might include:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p>On the positive side</p> <ul style="list-style-type: none"> Well cared for houses/gardens Places for people to sit Clean air Peace and quiet </td> <td style="vertical-align: top;"> <p>On the negative side</p> <ul style="list-style-type: none"> Full/overflowing bins Dog poo Litter Traffic noise and car fumes </td> </tr> </table>	<p>On the positive side</p> <ul style="list-style-type: none"> Well cared for houses/gardens Places for people to sit Clean air Peace and quiet 	<p>On the negative side</p> <ul style="list-style-type: none"> Full/overflowing bins Dog poo Litter Traffic noise and car fumes 	<p>Traffic survey sheets.</p> <p>Decibel meters</p> <p>Environmental assessment survey sheet</p>
<p>On the positive side</p> <ul style="list-style-type: none"> Well cared for houses/gardens Places for people to sit Clean air Peace and quiet 	<p>On the negative side</p> <ul style="list-style-type: none"> Full/overflowing bins Dog poo Litter Traffic noise and car fumes 			
<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 must it 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>
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