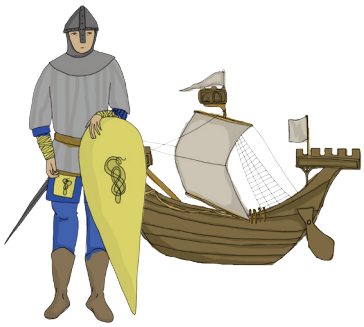
SeaScapes
Tyne to Tees, shores and seas

# Banner 3: Seaways and seafarers, Lives lost and saved, Defence and protection



## Your story-telling banner kit includes

- 2 banner support stands
- 1 banner rail
- 1 fabric banner with sewn-in magnetic discs
- 51 fabric shapes (characters, objects, places) with sewn-in metal discs (for applying to the banner)

## The concept

The banner is intended to be drawn across /unfurled from left to right to reveal a series of 'chapters' of a chronological story (i.e. the earliest historical chapter is on the righthand side).

Each chapter is delineated by a different illustrated border with the idea being that you unfurl one chapter at a time until all **FOUR** are revealed.

During the story telling there is a lot of opportunity for engagement through pointing out features on the banner borders, asking questions and inviting people to find certain characters, places or objects so that these can be placed on the banner.

## Set up

- Set the support stands up the requisite distance apart*
- Attach the rail
- Attach the banner to the rail taking care not to snag the material as you clip it into the hoops
- Place a table (or tables) close to the banner (without obscuring it)
- Sort the applique fabric shapes 'by chapter' (refer to the illustrations below) and place these on the table(s)

**Suggested minimum operating width of the space where you're planning to use the banner is 2 metres (although the banner rail can be extended to 4 metres). At 2 metres width there will be a certain amount of 'bunching' of the fabric on the righthand side as you work through the chapters. The wider the supports are apart, the less bunching there will be.*

**YOU'RE NOW READY TO BEGIN!**

# The story–telling process

The main interaction that your audience has (apart from answering questions and discussing points raised) is to find the fabric shapes on the tables and then, on your instruction, place these carefully onto the banner. It is up to you whether you invite people up individually, or organise one group per chapter to take turns doing this task.

The prompt notes below suggest various points at which these fabric shapes are to be found and added **AND** highlights opportunities for people to identify and point out features within the illustrated chapter borders.

The following notes provide a framework, but hopefully leave room for your own additions and embellishments.

## Key headline messages

**Our coast is a network of seaways ancient and modern that have long connected it to ports and peoples across Britain, Europe and the world.**

**Our coast has long been a vital link in the nation's chain of defences.**

**Our coast is a place familiar with danger, heroism, tragedy and rescue at sea.**

# Chapter 1: Romans, Anglo Saxons and Vikings


**Roman**
**AD 43–410**

**Anglo Saxon**
**AD 410–1066**

**Viking**
**AD 800–1150**

**St Hilda's Church**
Position in place of Hart at appropriate point in the story.

## Here be sea monsters

Q

**Q. Who here has seen a dolphin or a porpoise along our coast?**
**Q. A whale?**
**Q. A shark?**

ACTION

**Pointing at the banner border –**
**what about a MERMAID or a many headed SEA MONSTER?**

The earliest seafarers who came and went from these shores lived in a time when the sea was thought to be full of strange and scary monsters - creatures that would drag your boat down to the bottom of the ocean or, in the case of mermaid, lure you onto rocks.

Even the wind was pictured as some sort of god or being who could blow you around wherever it pleased.

ACTION **Who can see the WIND blowing?**

As ancient people learned the skills to navigate the seas and were bold to explore far beyond their shores, so these legends, myths and stories spread.

The dangerous North Sea is full of stories. Maybe you've heard of some?

## Romans

You might be surprised to learn that some of the earliest seafaring visitors to our coast came from a very long way away.

Q&A **Q. Who can tell me where the Romans came from?**
**A. They came from many different parts of Europe, because they had a big empire, but their original home was in Italy.**
**Q. Why did they come here?**
**A. They came to conquer and control but also to settle and to trade.**

ACTION **Let's add the ROMAN SOLDIER, ROMAN MATRONA and ROMAN SHIP to the banner?**

Q&A **Q. What can you tell me about these particular Romans (in reference to the characters added to the banner)?**
**A. They're wealthy, well dressed, high status, dark skin from their Mediterranean home.**

When they came to this coast, the Romans set up a fort in the area we call South Shields today.

It was known as Arbeia.

The Romans used Arbeia as a base to guard the mouth of the River Tyne which was an important port.

Equipment for soldiers was brought in and sent inland to other forts along Hadrian's Wall.

Did you know you can still visit this Arbeia fort today?

ACTION **Let's add ARBEIA FORT to the banner.**

Q&A **Q. Who knows what an archaeologist does?**
**A. Archaeologists learn about the past by studying sites (like Arbeia Fort), excavating (or digging), classifying (sorting), recording and preserving historic objects.**

Archaeologists have been excavating at Arbeia since the 1870s – that's almost 150 years!

Among their amazing finds they've discovered coins, engraved gemstones, jet ornaments, brooch pins and other jewellery as well as a military hoard including swords, shields, standards and other equipment.

These objects remind us that the Romans were strong warriors who had a very organised and powerful army, but also that they were often wealthy and were involved in trading as well conquering!

ACTION

**Who can find (taking turns) COINS, SWORD, SHIELD, STANDARD on the banner?**

Archaeologists are a bit like detectives. Often, they'll find only small pieces of objects (like part of a shield or sword) as clues. They then have to compare these with other finds from the site and in other similar age sites to work out what they have found.

At Arbeia archaeologists have discovered lots of small pieces of clay pottery.

ACTION

**Can anyone see anything on the banner that might be made of pottery? Point out the following: AMPHORA.**

This is an amphora. It's a type of pottery container used for transporting wine and other goods.

Often there were hundreds of these amphorae packed into the holds of ships.

It is another clue that the Romans here enjoyed a good quality of life.

Roman rule lasted a few hundred years, but eventually the leaders and the armies left Britain and new period of our history began.

## Saints and churches

The Anglo-Saxon period describes a time when people from present day Germany and other parts of Northern Europe came to our shores and settled.

It is in the Anglo-Saxon period that we meet Saint Hilda.

ACTION

**Who can find SAINT HILDA? Let's place her on the banner.**

Q&A

**Q. Who knows what a saint is?**
**A. A saint is a Christian person remembered (usually long after they have died) for being very good, kind, brave and faithful to God.**

Saint Hilda (or Hild as she was known in Anglo-Saxon times) was great niece of King Edwin of Northumbria.

When she was still young, she became a nun – choosing to live together with other Christian nuns in a life of faithful prayer and study of the Bible.

ACTION

**Who can point out two objects on the banner that link with Saint Hilda? (BIBLE/CROSS)**

In AD 649 Hilda became the nun in charge of a monastery called 'Heruteu' which sat on the top of the headland in Hartlepool. The monastery's name 'Heruteu' meant – the island of the hart or stag.

ACTION

**Where is the HART? Let's place it on the banner.**

Remember we talked earlier about archaeologists?

Well, archaeologists found some interesting objects relating to the monastery.

They discovered an 8th century cemetery where people had been buried.

Along with the old bones, they found some stone tablets carved with people's names.

ACTION

**Can you see the STONE TABLET on the banner?**

They also found some clay moulds.

One of the moulds shows a calf with a trumpet (a symbol used for St Luke, one of Jesus' original followers and founders of the Christian church)

They think that this mould was used to put melted metal in to make decorative bindings for books.

ACTION

**Can you see a CLAY MOULD on the banner?**

A famous historian called Bede wrote about Hilda saying that she ran her monastery based on the early Christian principles that no-one should be rich, but that all things should be held in common.

When archaeologists investigated the monastery site in 1995, they didn't find lots of valuable personal possessions, with the exception of a small, decorated, golden pin.

ACTION **Can you see something on the banner that might be a DECORATIVE GOLDEN PIN?**

Q&A **Q. Look at the detail of the pin, what do you think it shows?**
**A. It appears to show two beasts fighting. They appear to be tangled up with each other and possibly biting each other's tail.**

You can see this pin displayed in the Museum of Hartlepool.

Monks and nuns travelled up and down this coast, setting up other monasteries, like the famous one on Lindisfarne (Holy Island).

ACTION **Let's find the ANGLO SAXON ERA SHIP and add it to the banner.**

Hilda later moved to Whitby where she had the important role of 'abbess' in charge of the new monastery. Together with Hartlepool, these monasteries became important centres of art, learning and culture.

On the headland in Hartlepool is a very old church named after St Hilda.

You can visit it and find out more about her life and you can also see an original name stone on display.

ACTION **Let's put ST HILDA'S CHURCH on the banner.**

In Seaham there is a church even older than the one named after St Hilda. It's called St Mary's.

ACTION **Let's put ST MARYS CHURCH on the banner.**

Certain features of the building date back to the 7th century.

Very few churches from this early in our history survive.

Actually, as with many churches, there is evidence that it was re-built, in this case, in the 10th century.

Why was the church re-built? Did it just fall down? Or was it attacked and destroyed?

We might not ever fully know, but we do know that this coast suffered a number of terrifying Viking raids in the late 8th century – a time when Anglo Saxon England was enjoying relative peace and prosperity.

We don't know for certain whether Hilda's monastery in Hartlepool was raided, but other monasteries and churches along the coast were particular targets for the raiders.

Perhaps St Mary's was one these?

Talking of Vikings...

## Viking invaders

Q

**Q. What do you think of when you hear the word Viking?**

Do you think of big hairy people with sharp pointy axes, frightening looking helmets?

ACTION

**Let's find a VIKING INVADER.**

ACTION

**Can you see his VIKING AXE and VIKING HELMET on the banner?**

'Northmen', or 'Vikings' as we call them today, came from the Scandinavian countries of Norway, Sweden and Denmark.

The word 'viking' comes from the Old Norse language, meaning sea raiding, and when these groups of warriors set out on a raid, they were said to be going "a-viking".

The Vikings were superb seafarers and they made ships and boats that were fast and manoeuvrable and built strongly to withstand the stormy North Sea.

ACTION

**Let's add the VIKING LONG SHIP to the banner.**

It's a myth to say that Vikings were all about fighting and killing.

In truth, they settled here, as the Romans had done previously.

As they became part of local communities their knowledge and skills in boat building were passed on.

Perhaps this is one reason that in later centuries our coast became a really important centre for boat and ship building.

Our traditional fishing boat, which we call the 'coble' is still built today using the same 'clinker' construction*

*Clinker construction involved the laying of a keel and then building-up the shape of the hull with overlapping planks.

Frames, or 'ribs', were then added to create a flexible yet very strong vessel well suited to northern waters.

# Chapter 2: Medievel


## Medieval (11th to 15th century)

## Shipbuilding

For many centuries Sunderland was one of the most important places in England where ships were built.

One of the earliest records that we have for shipbuilding along this coast refers to a man called Thomas Menville who started building ships at Hendon near Sunderland in 1346.

ACTION **Let's find THOMAS MENVILLE and add him to the banner.**

ACTION **Can we also find a ship that he might be in the middle of building?**

In medieval times ships were built from timber, which meant that a lot of trees had to be chopped down and then cut up and shaped by hand into the different parts of the hull, the masts and the decking.

Whilst we don't know exactly what tools Thomas Menville used at this very early period, we can look at tools used in later centuries to help us understand how he might have shaped timbers and built his ships.

ACTION **First let's find a MALLET (point to tool on banner).**

Q&A **Q. What do you think the mallet was used for?**
**A. Hitting wooden pegs into holes or hitting wooden wedges to split timber.**

Let's pretend that we're using the mallet (NB. ask the children to act like they are using the tool – gripped in one hand with repeated movements mimicking striking a peg head)

ACTION **Can you see any WOODEN PEGS on the banner?**

Q&A **Q. What do you think wooden pegs were used for?**
**A. To join together planks to the frame and fixing other bits of timber structure together.**

ACTION **Next, we're looking for a tool called a DRAW KNIFE.**

Q&A **Q. What do you think this tool was used for?**
**A. It was used to shave off wood in order to shape a piece of timber.**

Shall we make the action to show how the tool was used? (NB. gripped by two handles and drawn along a piece of timber to shave off wood)

ACTION **Imagine you had a heavy log to turn/roll over. In this case you might use a CANT HOOK (point to tool on banner).**

Q&A **Q. How do you think this was used?**
**A. By sticking the sharp hook into the trunk. Often the hook was attached to a long wooden handle. This one has a ring on the end of it. Perhaps a rope could be tied through the ring so that someone could pull on it.**

ACTION **Point to the ADSE on the banner.**

Q&A **Q. This tool has a strange name; it is called an ADSE. Can anyone tell me what it was used for?**
**A. It was used to shape and finish a piece of timber by 'shaving' small chunks or notches of wood from it.**
Let's make the action to show how the tool was used (NB. handle gripped with one or two hands with repeated up and down motion mimicking striking a piece of timber)

ACTION **These are CALLIPERS (point to tool on banner).**

Q&A **Q. Can anyone tell me what they were used for?**
**A. They were used to measure distances (e.g. the thickness of a piece of wood).**

Thomas Menville didn't have any special dock where he built his ships. He probably worked on a piece of beach just out of reach of the high water.

But, from these small beginnings would eventually grow (by the 18th and 19th centuries) a huge ship building industry.

## Trade and transportation

ACTION **Now, let's add a MEDIEVAL TRADING SHIP to the banner and see what it might have carried as its cargo.**

Ships were really important for moving goods around at a time when the roads were little more than rough, boggy, bumpy tracks. Even in the 15th century coal was exported from this coast to London and other parts of the country by ship.

ACTION **Who can spot a lump of COAL?**

You've probably not heard of Hemp. It is a kind of plant and it was imported into ports like Sunderland and Hartlepool in medieval times.

Q&A **Q. Why do you think hemp was important to people living along this coast?**
**A. Hemp was used to make ropes and lines for all kinds of purposes.**

Q&A

**Q. Can you think of some of the ways that rope and cord was used along this coast?**
**A. Attaching anchors. Controlling sails. Lifting heavy cargoes. Making fishing lines and nets.**

ACTION

**Point to the PIG IRON**

Q&A

**Q. What do you think this cargo might be?**
**A. It is called pig iron. Rock, called iron ore, was placed in a hot oven / furnace and the melted metal was collected in sand moulds (holes in the sand).**

The moulds formed rough blocks which could be transported by ships.

The pig iron could be further refined through melting and mixing with other ingredients to make all kinds of useful products.

ACTION

**Can you spot anything on the border that might have used the metal iron in its construction? (e.g. anchor, cannon, cannonball, musket, hoops on gunpowder keg, tools)**

It wasn't only trade that ships in the medieval period were used for.

They were also used to carry soldiers and weapons.

In the 14th century, the English were frequently at war, both with the Scots and the French.

Wealthy, bustling ports such as Hartlepool were used to bring in and send out vital supplies for armies fighting their battles.

ACTION

**Let's add a thriving, bustling and wealthy HARTLEPOOL PORT town to the banner.**

In 1334 a man called Nicholas de Bruntofte (an important person in Hartlepool) was asked by the King of England (Edward III) to provide "two ships of war, manned with seamen and servants, to be employed in annoying the Scots"

In 1346 five ships from Hartlepool joined Edward III's royal fleet in a raid on the French town of Calais during the Hundred Years War.

ACTION

**Let's find the MEDIEVAL WARSHIP and MEDIEVAL SOLDIER and add them to the banner.**

Q&A **Q. Why do you think the medieval warship has two castle-like decks at either end?**
**A. These were used for lookout and also places where cannon could be placed to shoot at other ships.**

ACTION **Point at the CANNON.**

Q&A **Q. Can anyone tell me what this is?**
**A. It's a cannon. It is a bit like a large gun.**

Q&A **Q. And what two other items do we need in order to fire a cannon?**
**A. CANNON BALLS and GUNPOWDER**

ACTION **Let's place the FIRE BEACON on the banner.**

Q&A **Q. What do you think a fire beacon was used for?**
**A. The beacon was a way of signalling and communicating danger. A chain of beacons at high places along the coast meant that if one was lit, people could see it from far away and light their beacon. In this way the message of danger could be passed quickly across large distances, far quicker than sending a messenger on horseback or by boat.**

Q&A **Q. What sort of danger do you think fire beacons might have signalled?**
**A. Primarily to warn of enemy ships.**

Q **Q. Have you ever seen a fire beacon? (we don't use beacons to warn of dangers nowadays, but occasionally beacons are lit to mark special occasions).**

## Fishing

Of course, this coast has long been a place where people have fished for a living. Brave people, prepared to go out in all weathers to bring in a catch.

ACTION **Let's find our MEDIEVAL FISHERMAN and add him to the banner.**

Q&A **Q. Who knows what a coble is? (You might remember I mentioned it when we were talking about the Vikings)**
**A. The coble is a traditional fishing boat that has been sailing the waters along our coast for hundreds of years.**

ACTION **Let's add the COBLE to the banner.**

With its flat bottom and high bow, the coble was especially suited to launching and landing on sandy beaches in rough seas – very important along this coast.

Fleets of cobles would have gathered in medieval Hartlepool and Sunderland, bringing in their catches of shellfish, herring and perhaps even huge cod.

ACTION **Let's add the MEDIEVAL FISHING FLEET to the banner.**

ACTION **Can you find the FISHING NET and COD on the banner?**

Even with their amazing and detailed knowledge of sand banks, dangerous bars, raging currents and hazardous rocks and with the sturdiest of boats in which to travel, fishermen, like all sailors at this time, were well acquainted with tragedy.

We can only imagine how many ancient shipwrecks lie buried in the mud and sand off our coast.

ACTION **Speaking of dangers at sea, who can spot the SHIP WRECK on the banner?**

# Chapter 3: 18th and 19th Century


## 18th and 19th century

**Seaham Lifeboat Station**
Position in place of Seaham North Dock at appropriate point in the story.

## Trade and transport

The 18th and 19th century were the golden age of sail. During this period our coastal waters were crammed full of all kinds of sailing vessel, many of them cargo carriers travelling to and from ports across the country, Europe and even as far away as South Africa.

ACTION

**Let's add the BARQUE to the banner.**

Hundreds of ships daily left and arrived at ports and harbours, like Seaham, Sunderland and Hartlepool, laden with vital cargoes. All this trade meant that many local people went into a life of being crew and captain on cargo-carrying boats and ships.

Although life at sea was tough and dangerous, many boys and young men thought it could not possibly be as bad as the drudgery and misery of farming or being stuck in the coal mines.

ACTION **Let's find our MERCHANT SAILOR character and place him on the banner.**

One of the most important cargoes that went out from this coast was coal.

Q **Q. Can anyone tell me what coal is?**
**A. It is actually the fossilised remains of plants and trees that grew millions of years ago!**

In the 1830s a special coal port was built in Seaham where coal from the mines nearby was brought by carts on rails and dropped into the waiting ships.

A lot of the coal went to London, where it was used by industry and by ordinary people to heat their homes and keep warm in the winter.

ACTION **Let's find the SEAHAM NORTH DOCK and add it to the banner now.**

One type of ship in particular is known more than most for its links to coal carrying.

It is called a Collier Brig, and it was the most common ship you'd see along the coast.

ACTION **Who has the COLLIER BRIG? Let's add it to the banner.**

Another very important cargo that was carried came from limestone, which was quarried along the coast.

A lot of this limestone was brought to Marsden where it was mixed with coal and burned in huge limekilns.

The end product was called lime (not the fruit!). Farmers spread this on their land to help improve their soil and grow more crops.

Lime was also used in the steel-making and chemical industry and to make cement and concrete.

Limekilns were horribly stinky, dirty and also dangerous places.

One man who worked in the limekilns was nicknamed 'Old Smokey' and he had really bandy legs. The reason? He had fallen into the limekilns and broken both his legs.

ACTION **Let's add MARSDEN LIMEKILNS to the banner.**

ACTION **Who can find the LIMESTONE on the banner?**

ACTION **There are some other cargoes hiding on the banner (BUNDLE OF WOOL and BEEF).**

Sheep's wool and beef were big exports.

The Durham Ox (Ox being a name for a type of cow) was famous for its size and people paid lots of money for its meat.

## Fishing

Q&A **Q. Who knows what a herring is?**
**A. It's a very important fish in the history of our coast. It is a slim, silvery fish that swims in great shoals. In past centuries a vast herring fishing, salt-pickling and smoking industry grew up on this coast.**

ACTION **ACTION: Who can find the STEAM DRIFTER? Let's add this to the banner.**

Early drifters (as these fishing boats were called) were made of wood and powered by sails.

Later, they were made of steel, and, with the invention of steam power, burned coal in boilers to power their propellers.

Herring were caught in great big long drift nets.

Q&A **Q. Can anyone think why they might be called drift nets?**
**A. The nets floated in the water near the surface, which is where the herring shoals swam.**

ACTION **Can you spot the HERRING on the banner?**

ACTION **Still on the subject of herring, let's find the HERRING LASS and add her to the banner.**

Q&A **Q. Can anyone guess what a Herring lass did?**
**A. Herring lasses had the job of gutting and packing herring when they came in from the fishing boats.**

Q

**Q. Can you imagine working from 6 o'clock in the morning until 6 o'clock at night (and even longer) surrounded by stinky, smelly, slimy fish guts?**

ACTION

**Now, can anyone tell me what this is?**
**(pointing at the WHALE HARPOON on the banner border).**

It is a whale harpoon.

It wasn't only herring that coastal communities risked their lives to catch in all weathers.

The hardiest bunch of fishermen were the whalers (also known as Greenlandmen).

They went far north into icy arctic waters in search of whales.

Catching whales was very dangerous but also enabled people to make a living (assuming they came home alive with a catch!)

Whale blubber (fat) was used in industry and even lit homes and street lamps across the country.

Nowadays, of course, we've come to realise that these majestic sea creatures need our protection.

## Smuggling

As we've been learning, making a living was hard along the coast in past times.

Sometimes, people resorted to smuggling.

Q

**Q. Can anyone tell me what a smuggler might have done?**

In the 18th and 19th centuries smuggling certain valuable goods and cargoes was big business for those prepared to take the risk of being put in prison, or worse!

One famous local smuggler was an elderly lady from Sunderland called Peggy Potts.

ACTION

**Let's add PEGGY POTTS and PEGGY POTT'S HOUSE onto the banner.**

On one occasion, police caught Peggy Potts with a whisky keg. On the way to the police station she asked if she could go to the toilet behind a bush.

And do you know what she did? She emptied out the whisky and did a wee into the keg so that she wouldn't get in trouble!

ACTION **Who can see a KEG OF WHISKY on the banner? And a SMUGGLER'S LANTERN?**


Coastguards and Revenue Officers along the coast would watch out for suspicious smuggling activity and navy men would go out in fast boats to catch smugglers in the act.

ACTION **Let's add the NAVY CAPTAIN to the banner.**

## Lifesaving

With so many people working out at sea in all weathers and at all times of year, this coast suffered terribly with shipwrecks.

New technology replaced old as lighthouses replaced older beacons to help keep sailors away from dangerous rocks.

Some of the oldest lifeboat stations in the country are along this coast.

Did you know that a man called Henry Greathead, who lived on the Tyne, designed the first lifeboat in 1789.

It was called 'Original'!

ACTION **Let's add SOUTER LIGHTHOUSE, LAWE TOP BEACON and SEAHAM LIFEBOAT STATION to the banner.**

Q **Q. Did you know that SOUTER LIGHT HOUSE, built in 1871, was the first purpose-built electric powered lighthouse in the world?**

Q **Q. Can you think of some reasons why an electric light house was better than one lit by oil lamps?**

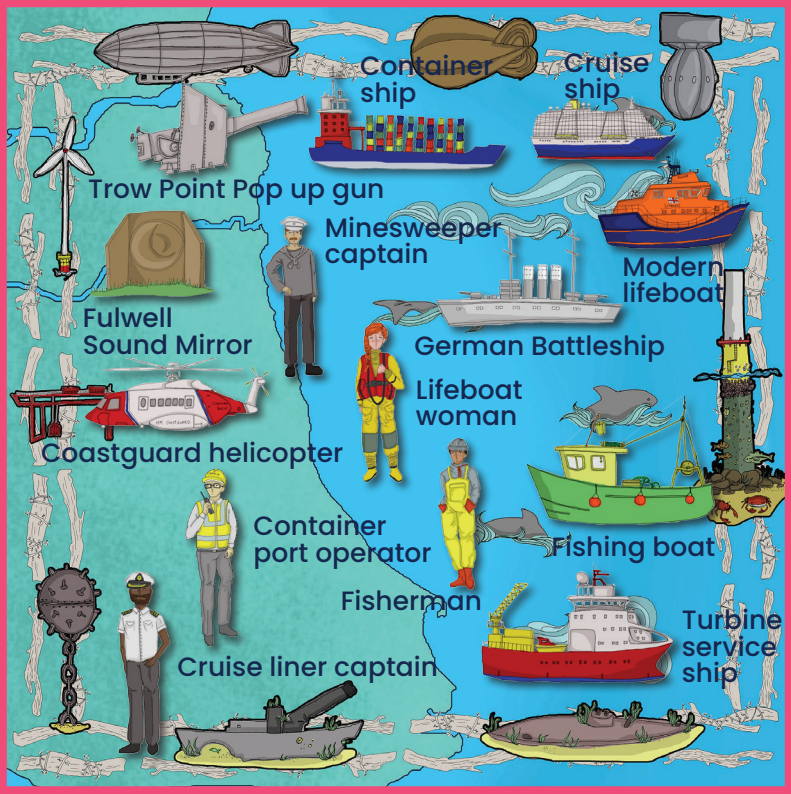
Q&A **Q. Can you think what this building (LAWE TOP BEACON) was for?**
**A. Ships approaching the mouth of the Tyne would line up this tall building with another similar one nearby to make sure they avoided dangerous mud banks and shallows. If they kept them perfectly aligned, they knew they'd be OK.**

You can visit SEAHAM LIFEBOAT STATION to learn about some of the amazing stories of bravery of our coast's lifeboat service.

**Who can tell me what these are? (Pointing in turn at the LIFEBUOY, FLOTATION DEVICE and OIL SKIN SOU'WESTER HAT AND COAT on the banner).**

**ACTION: Discuss the importance of wearing safety equipment when enjoying the sea.**

# Chapter 4: 20th Century to present




## 20th century to present

**Minesweeper trawler**
Position in place of German Battleship at appropriate point in the story.

**Lighthouse**
Position in place of Turbine service ship at appropriate point in the story.

## Wartime

The early 20th century was a dark and difficult time for many communities along our coast.

It was a time of war. The First World War, in particular.

Places like Sunderland (with its important ship building and other industries) became a target for bombs and missiles.

Along the coast, soldiers manned guns which pointed out to sea and towards the skies.

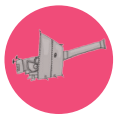
On December 16th, 1914 Hartlepool was the first place in mainland Britain to come under attack in The First World War.

Three imperial German navy battleships – SMS Seydlitz, SMS Moltke and SMS Blücher–set their sights on Hartlepool and for 40 minutes shells rained down on the town – 1150 in total. The twin coastal defence batteries at Heugh, manned by members of the 18th Battalion, Durham Light Infantry, returned fire – 123 shells in total.

ACTION **Add GERMAN WARSHIP to the banner.**

Q **Q. Can you imagine what it would have been like to see the approaching German battleships?**

ACTION **Who can find TROW POINT POP UP GUN.**



Sitting up on Trow Rocks in South Shields is a special kind of gun.

It's a bit magic as it can disappear!

A man called Captain Moncrief came up with the idea of a gun that would lower down inside a concrete turret to be loaded and then pop up and fire its shells at the enemy.

Q&A **Q. Can you think why having a gun that could lower down and pop up might be a good idea?**
**A. It took quite a long time for the gun to be loaded with a shell. With a normal gun, the soldiers would be out in the open where the enemy could easily see them, and could shoot at them. The disappearing gun idea meant they spent a lot less time being a target.**

ACTION **Point to the SEA MINE on the banner.**

Q&A **Q. Who can tell me what this object is?**
**A. It is called a mine or a sea mine. It floated in the water, often hidden below the waves, and exploded when a ship touched it.**

During war time, enemy ships and submarines laid mines in the sea around this coast.

Often, they would place these mines near the entrance to busy harbours and ports.

Local trawlermen helped to find and then destroy these mines by dangling wires in the water and then raising them to the surface where they could be blown up.

**Let's find the MINESWEEPER CAPTAIN and his STEAM TRAWLER MINESWEEPER.**

Minesweeping was a very dangerous thing to do and lots of boats were sunk.

There are hundreds of First World War ship wrecks along our coast.

**Can you find a MINESWEEPER WRECK on the banner?**

Lurking beneath the waves along our coast were German submarines.

They were called U Boats.

They caused a lot of problems as they could sneak up on British ships and boats and fire torpedoes at them.

Some of the U-boats could also lay sea mines. They sank a lot of ships in two World Wars.

But they didn't have it all their way.

**Imagine:**

It's a pitch-dark mid-winter evening in 1917.

You're on a dangerous, secretive war time mission positioned a short distance off the end of Roker Pier.

You're standing on the deck of your submarine.

A message comes from below "mine laid captain"

A short time later everything is thrown into scary chaos.

A huge explosion. Lights flickering and the going out.

Freezing water rushing.

The submarine sinks quickly to the seafloor taking all but three people with it.

Skip forward in time about 100 years.

It is 2016 and a crowd of people have gathered on the end of Roker Pier to watch the controlled explosion of an un-exploded torpedo from the broken wreck of German U-boat UC-32.

**Can you spot the German U BOAT WRECK on the banner?**

Captain Herbert Breyer's mission was to sink British ships carrying important wartime and food supplies along the north east coast.

On this occasion it ended in disaster for him and his crew because the mine that they were laying was faulty and blew up his U Boat.

For the fishermen minesweepers of our coast it was a small victory in the constant and dangerous task of keeping the seaways mine-free.

A few days before the fateful night when his submarine sank, Captain Breyer had successfully deployed six other mines in the mouth of the Tyne.

## Attack from the air

Throughout history the people of this coast understood that invaders could come by sea and land, but not from the sky!

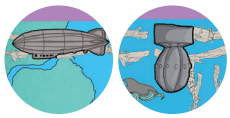
On the 1st April 1916 a terrifying raid was made on Sunderland by an entirely new kind of enemy ship – an air ship or Zeppelin. Bombs rained down, destroying homes, industries, bridges and roads, killing 22 people and injuring about 100 others.

Q

**Q. Can you imagine the terror that people must have felt at seeing these Zeppelin for the very first time?**

ACTION

**Where can we see a ZEPPELIN and a BOMB on the banner?**



**Imagine:**

It's night time.

You're crouched in a trench (or perhaps a tin hut) on a hill top just outside Sunderland.

You're wearing headphones, which buzz and crackle and then fall silent.

As you listen really carefully you start to notice the faintest sound.

It's a slow, low whirring sound, and it's getting louder. It's unmistakable.

It's time to raise the alarm!

After all, there's likely only about 15 mins to avert a potential catastrophe.

With air defence command alerted, you continue listening intently.

Such was the threat posed by First World War German Zeppelin airships, that Britain's brightest boffins were enlisted to devise an ingenious early detection system.

ACTION

**ACTION: Let's find FULWELL SOUND MIRROR and add it to the banner.**

Q

**Q. Has anyone seen the Fulwell Sound Mirror? You can visit it today.**

It is one of only four surviving examples in the North East and was part of a secretive chain of detection devices stretching from the south east of England.

Q&A

**Q. How do you think this large dish or bowl-shaped block of concrete helped detect the sound of approaching enemy aircraft?**

**A. Sound waves from incoming enemy aircraft bounced off the dish's bowl-shaped concrete surface and were focused to a single point where a microphone was placed. A 'listening ear' operator, stationed a short distance from the dish, listened for sounds of enemy aircraft and warned local anti-aircraft defences.**

Q

**Q. How would you feel if you received the signal that enemy aircraft were on their way to bomb this area?**

ACTION

**Point out the BARRAGE BALLOON on the banner. (without giving its name away).**

Q&A

**Q. Any ideas what this is?**

**A. It is a BARRAGE BALLOON. It was a large balloon filled with a gas lighter than air so that it floated (e.g. hydrogen). It was attached to the ground by long steel cables. If low level enemy aircraft flew into these dangling cables it would cause them serious damage. Lots of barrage balloons were put up around this coast to protect industrial and military targets.**

# Lifesaving

Let's skip forward from the early 20th century to the present, and from lives lost during the dark days of war to lives saved!


ACTION **Let's find the LIFEBOAT WOMAN and MODERN LIFEBOAT and put these on the banner.**

Modern lifeboats are amazing, and the brave men and women who crew them.

Q&A **Q. Who knows what the letters RNLI stand for?**
**A. Royal National Lifeboat Institution. The RNLI is a charitable organisation that crews and operates lifeboats.**

Q **Q. Can you remember any occasions in the news when the lifeboat has been called out?**

Q **Q. What kind of situations do you think a lifeboat would be needed?**

Q **Q. How would you like to work on a lifeboat? Would you be scared?**

ACTION **Let's add the COASTGUARD HELICOPTER to the banner.**

Q&A **Q. What does a coastguard do?**
**A. Coastguards work closely with RNLI lifeboat services and other organisations to coordinate search and rescue operations.**

Q&A **Q. Who knows what to do if you spot someone in trouble on the sea?**
**A. Call 999 and ask for HM Coastguard.**

ACTION **Find the LIGHTHOUSE and add it to the banner.**

Although they have been in use for a very long time, lighthouses still play a really important part in helping keep all the boats and ships that travel along our coastline safe.

Q **Q. Have you ever visited a lighthouse?**

Q&A **Q. Where on our coast do you find lighthouses?**
**A. On prominent headlands, at entrances to harbours, on rocky outcrops (smaller light beacons).**

Q

**Q. Can you name any of the lighthouses along our bit of coastline?**

Q

**Q. Can you imagine working in a lighthouse during a big storm with all the waves smashing against you?**

Our ports and coastal waters are as busy today as they have ever been in the past.

Keeping all this traffic moving safely throughout the year is important.

Now let's meet the remaining few characters and find out what brings them to our coast...

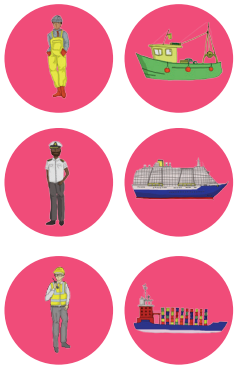
ACTION

**ACTION: Ask the children to find all the remaining characters.**

Q

**Q. Let's find out what some of these people are doing shall we?**

Taking each in turn, ask the children to say who they think each character is and can they find a matching boat to place on the banner.



**FISHERMAN.....FISHING BOAT**

**CRUISE LINER CAPTAIN.....CRUISE LINER**

**CONTAINER PORT CRANE OPERATOR.....CONTAINER SHIP**

**Various discussion points:**

**FISHERMAN**

The fishing industry along our coast is a lot smaller than it was in the past.

Q

**Q. Does anyone have family or friends involved in fishing?**

Q&A

**Q. What difficulties are faced by fishing fleets along our coast?**
**A. Problem of shellfish dying. Pollution. Smaller fish stocks. Stormy weather. Cost of fuel.**

Q&A

**Q. How do we make sure that fishing is sustainable?**
**A. Controlling the amount of fish caught. Putting back young fish. Stopping damaging types of fishing. Eat less fish.**

## CRUISE LINE CAPTAIN

The port of Sunderland is opening up to cruise liners – trying to encourage more cruise liners to stop off.

Q

**Q. If you wanted to attract tourists on cruise liners to stop off at Sunderland and explore your coast, what would you tell them was most special? What places would you recommend them to visit?**

Q

**Q. Have you ever been on a passenger ferry or liner? Where did you go? What do you like/dislike about it?**

## CONTAINER PORT CRANE OPERATOR

Some of the Port of Sunderland's main traffic is cargo ships. Virtually everything that we buy and use has probably come to us in a container carried by a container ship.

Q&A

**Q. Why do you think that containers are such a good way of transporting cargos?**

**A. Their regular shape allows them to be stacked. They are sealed from the salt water. They are easy to handle and load onto lorries.**

Q

**Q. Where do you think most of the container ships come from? Why?**

Q

**Q. How would you like to work on a container ship, travelling away from home?**

ACTION

**Who can see a CONTAINER HANDLING CRANE on the banner border?**

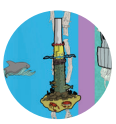
## OFFSHORE WINDFARM

There are some special types of boats that come in and out of our ports.

They are built to do a particular job or carry a particular special or unusual type of cargo.

ACTION

**What do you think our final ship is used for?**
**Pick up the TURBINE SERVICE SHIP but do not say what it is.**
Prompt if needed: Can you see anything on the banner border that might give you a clue? (WIND TURBINE and TURBINE BASE).



One of the biggest off shore wind farms in the world is being created off our coast.

Q

**Q. Do you think wind turbines out at sea are a good idea?**

Q

**Q. What are renewable and non-renewable forms of energy?**

Q&A

**Q. How do you build a wind farm in the sea?**

**A. The Dogger Bank Wind Farm is being built on an area of seabed that is much closer to the surface than other areas. It is called Dogger Bank and it was dry land before the end of the last ice age. Great steel columns (called mono piles) are driven deep into the seabed. A steel platform is attached to the top of the piles. The wind turbine shaft is lowered by crane and fitted to the top of the platform. The monopiles and platforms are manufactured on land and transported to the site.**

Did you know that the bases of wind turbines act like mini reefs where baby fish and shellfish shelter?

# To Conclude

**This is a good place to end our story.**

**Hopefully, it has made us aware of our connection with people and places far away in time and distance.**

**Hopefully it has shown us how we depend on the sea for many things, but also that we can't ever take the sea for granted and that the sea can be a difficult and dangerous place to be.**

**Most of all, we hope that you will continue to want to discover more about your amazing coast and sea and the stories that it has to tell.**