

Adaptations to extend impact

Adapted for Key Stage 1

- Remove sources detailing deaths around Morecambe Bay
- Use simplified transcripts for the written sources
- Rely on images as sources over written evidence
- Use greater scaffolding for analysis of sources

Adapted for Key Stage 3

- Use original sources and transcripts for students to unpick before offering transcriptions
- Provide maps without further scaffolding or context for children to analyse and elaborate on their significance
- Provide original texts for children to find relevant passages (e.g. Edwin Waugh 'Over the Sands to the Lakes' and Anne Radcliffe 'A Journey Made in the Summer of 1794')
- Use regional history journals, mapping websites and original publications about the history of Morecambe Bay for students to conduct further research

Adapted for schools around Morecambe Bay

The recommended field trip is to Grange-Over-Sands. However, many other places around the Morecambe Bay are relevant to the study and would be suitable for field trips, including any place that offers views over Morecambe Bay or evidence of changes to the landscape brought by the arrival of the Ulverstone and Lancaster Railway. Examples include Furness, Ulverston and Silverdale.



John Speed's map of The Countie Palatine of Lancaster (1610), showing the Morecambe Bay region and its surroundings



JMW Turner 'Crossing Lancaster Sands' c.1826



Children discussing paintings inspired by the crossing of the sands in Morecambe Bay

The King's Guide to the Sands

Primary History

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Specialist knowledge for teachers

The historian W.G. Hoskins once wrote that the landscape around us is 'the richest historical record' we have. This idea is central to this plan of work, which focuses on the rich historical record of the coastal landscape of Morecambe Bay.

There is a great deal to be gained in engaging students in exploring, discovering and understanding that record. Doing so can inspire not only their appreciation of how the places around them have come into being, but also their sense of responsibility for and pride in those places. Doing so can, moreover, enhance the students' landscape 'literacy', empowering them to develop the abilities and habits of mind needed to recognise and understand how their local environment has changed over time.

The acquisition of landscape literacy, like alphabetic literacy, can nurture students intellectually and imaginatively. It is also fundamentally grounded in the practical skills students need to interpret their surroundings, recognising processes of continuity and change, cause and consequence, similarity, difference and significance, as well as applying and sharing what they have learned. This is clearly illustrated by those individuals in our regional community who use their landscape literacy – their ability to 'read' the landscape – to protect others. Among such individuals, the King's Guide to the Sands of Morecambe Bay is outstanding.

For nearly 500 years, the King's Guide (or the Queen's Guide when the monarch is a queen) has provided people with safe passage over Morecambe Bay, portions of which can be crossed at low tide. The office dates back to the time of Henry VIII, when our local monasteries were dissolved. Before then, guides over the Bay were often provided by the monks who lived in places like Furness Abbey. Sometimes the monks also rang church bells to signal the way shoreward to safety.

Before the completion of the Ulverstone [sic] and Lancaster Railway in 1857, the most direct way to travel between places around the Bay involved crossing the sands by carriage, on foot or horseback. Travelling between Lancaster and Ulverston involved a journey of some 20 miles and required people to ford the estuaries of the rivers Kent and Leven. From Lancaster, the route ran to Hest Bank and then over the sands to either Kents Bank or Cart Lane.

From there, it extended over land to Sandgate, near Flookburgh, where it cut across the mouth of the Leven to Sandside, near Ulverston. This journey can be perilous, and not just because of the Bay's quicksands and rapid tides. People have also lost their way in the rain or mist and drowned.

Since the 1500s, though, the King's Guide to the Sands has helped ensure the safety of people crossing the Bay. The King's Guide cannot work alone, however. The Bay is too big. And this plan of work has been designed to quicken learners' curiosity about and understanding of the Bay while also emboldening them to help keep themselves and others safe. The plan has been arranged to introduce students to the history of travel over and around Morecambe Bay from the Middle Ages to today, forming a coherent, chronological understanding of changes and continuities, and learning about significant historical events, individuals and places in their locality, including ones beyond living memory.

The stages of the plan provide opportunities for engaging students in studying a range of primary source materials (including verbal and visual examples) from different historical periods. The completion of the railway around the Bay in the 1850s figures as a significant watershed in the plan and connects with an optional fieldtrip activity involving a journey on the Furness Line.

Examples in practice

The King's Guide to the Sands: Suggested Learning Sequence

Question	Suggested Sources*	Possible Learning Activities
1. How can we help the King's Guide to the Sands?	<ul style="list-style-type: none"> Prompt from current King's Guide to the Sands (KGS) asking for help Photograph of the current KGS and modern crossing of the sands 	<ul style="list-style-type: none"> Internet research into the KGS Writing enquiry questions KWL grid for Morecambe Bay and its history
2. Why do we need a guide?	<ul style="list-style-type: none"> Photographs of the Bay Assize rolls and transcripts detailing deaths Map of Morecambe Bay Written source (Waugh): conditions of the Bay 	<ul style="list-style-type: none"> Plotting places in the Assize rolls on maps Written discussion exploring enquiry question Analysing written sources for evidence of dangers
3. How could you help people cross the Bay safely?	<ul style="list-style-type: none"> Rolls of Parliament describing the need for help Ringin' bells image and local record detailing how bells were used Text detailing the appointment of the first KGS 	<ul style="list-style-type: none"> Creating a job advertisement for the first Guide to the Sands describing why it is needed, the skills the guide will need, the benefits of the area and what help is already in place Analysis of the written and picture sources
4. What was it like to cross the Bay?	<ul style="list-style-type: none"> Historical and modern maps of the Bay Paintings/etchings of crossings Text accounts by Anne Radcliffe, John Briggs and Edwin Waugh Advertisement for coach times and prices 	<ul style="list-style-type: none"> Using sources to find crossing durations Explore tide times/why crossing times change Writing diary entry of crossing the bay based on historical sources Annotating historical images with details Comparing similarities and differences in modern and historical images/accounts of crossing the sands
5. How did the railway change the Bay?	<ul style="list-style-type: none"> Image detailing the opening of the railway Railway timetable Descriptions and images of the travelling on the railway in the 1800s Maps comparing Grange-over-Sands in 1851 and 1893 	<ul style="list-style-type: none"> Comparing journey times by rail and coach Designing an advertisement highlighting the benefits travelling by train Analysis of picture or written sources
6. What can the landscape tell us about the history of the Bay?	<ul style="list-style-type: none"> First-hand experience of travelling around the Bay by train (e.g. Lancaster to Grange-Over-Sands) Maps of Grange-over-Sands over time Contemporary advertisement and account of visiting Grange Population numbers for Grange in 1851 and 1891 Historical pictures of Grange-Over-Sands. 	<ul style="list-style-type: none"> Field sketches of Grange-Over-Sands highlighting changes in landscape following arrival of railway Matching historical pictures to viewpoints and drawing/photographing the view from today
7. Why is the King's Guide to the Sands important to the people of the Bay?	<ul style="list-style-type: none"> A selection of the sources used throughout the unit 	<ul style="list-style-type: none"> Create a poster/leaflet/presentation for the KGS It should answer the enquiry questions and encourage children to draw on their learning from the unit
8. Timeline completed throughout the unit.	<ul style="list-style-type: none"> A long string or set of posters across the classroom 	<ul style="list-style-type: none"> Place key periods of history that have been studied by the class on the timeline at the start of the unit Place key sources on the timeline as they are used in the sequence of study

*All available in the additional resources held on the Morecambe Bay Curriculum Moodle

Curriculum aims and objectives

In this learning expedition for Key Stage 2, children discover the unique history and landscape of Morecambe Bay

Sustainability

Children learn how the natural world and human populations are interconnected and have shaped each other throughout history.

Place

Children discover the role of the King's Guide to the Sands and the history of the people, communities and landscape of Morecambe Bay.

Learning Outcomes

Head

Children learn:

- About the role and significance of the King's Guide to the Sands
- About the dangers facing people crossing the Bay
- About the reasons and choices people made when crossing the Bay
- How the railways changed the landscape and communities of Morecambe Bay

Heart

Children gain an appreciation of the beauty and history of Morecambe Bay by:

- Working together to find information and solve problems
- Exploring new areas of the Bay to uncover our connection to people and places in history
- Viewing, reading, listening to accounts of people from Morecambe Bay through time

Hands

Children apply their historical enquiry skills to:

- Ask historically relevant questions
- Analyse a range of historical sources
- Describe differences and similarities over time
- Explain reasons for change over time
- Develop 'landscape literacy: the ability to find evidence for historical changes and events in the land around us



National Curriculum Links

- a local history study history that extends pupils' chronological knowledge beyond 1066
- historical concepts of continuity and change, cause and consequence, similarity, difference and significance
- understand the methods of historical enquiry