



Curriculum links

This pack provides the opportunity to integrate several areas of study within the historical context of life in a North East England mining community in 1913. Beamish Museum portrays elements of a typical colliery village, rather than the story of a specific community.

History	
Learn about different aspects of local history.	Discover the features of life in a North East England colliery village in 1913.
Carry out historical enquiries using a variety of sources of information.	Explore the past using oral history, photographs, archive resources and an open air museum.
Learn about the experiences of people in the past and why they acted as they did.	Look at the everyday lives of working people in a 1913 colliery village and the influences upon them.
Citizenship	
Explore, understand and appreciate cultural diversity and how different cultures and groups have shaped the UK.	This can be considered in the context of the different members of a community in a 1913 North East England colliery village and the influence of these communities for understanding identity in North East England today.
Geography	
Investigate the local area and the changes that have taken place within the local community.	The colliery village shows elements of a North East England mining community in 1913, which can be compared to the ex-mining communities of today.



Making Links with RE

This pack is about the community, culture and religion in North East England mining communities of 1913.

The activities in this pack could run in parallel with a Religious Education unit on the impact of religion today in a school's local community. This would work best with a focus on Catholicism and Methodism as it is practised today. It lends itself to demonstrating how and why worship and community involvement have their roots in the past but have changed. It is envisaged that the corresponding RE unit would be pitched around Level 4.

Learning about religion

- ◆ Use a developing religious vocabulary to describe, show understanding and make links between beliefs and practices, feelings and experiences in Catholicism and Methodism today.
- ◆ Describe some similarities and differences between Catholicism and Methodism today.
- ◆ Describe the impact of Catholicism and Methodism on people's lives today.

Learning from religion

- ◆ Pupils raise and suggest answers to questions of identity, belonging, values and commitment.
- ◆ Describe what inspires and influences themselves and others.

Agreed Syllabus

There is no National Curriculum in RE. RE in community and controlled schools is based on the locally Agreed Syllabus and in aided schools is based on the local Diocesan Syllabus.

Schools need to refer to the Programmes of Study in their relevant syllabus.

However, the following unit titles would be appropriate to be taught in conjunction with this pack:

- ◆ What can we learn about and from religious communities in our local area?
- ◆ How and why do Christians express their faith in worship?
- ◆ How do people's beliefs influence the way they live their lives?
- ◆ How does Christian worship reflect belief and diversity?