



▶ Admission

Admission is free but donations are very welcome.
(Suggested donation for workshops is £1 per head per type of workshop undertaken.)

▶ Opening times

- Tuesday – Sunday
October to Easter Monday: 10am-4pm
- Monday – Sunday
Easter Monday to 30 September: 10am-5pm

▶ Car parking

Parking is available at the main car park opposite the castle. Coaches may drop off passengers outside the museum before parking.

▶ Toilets

Public toilets are available in the village a short walk from the museum. (20p charge).

▶ How to get here

▶ Inspection visits

If you would like an inspection visit, please call to confirm on 01668 214910.

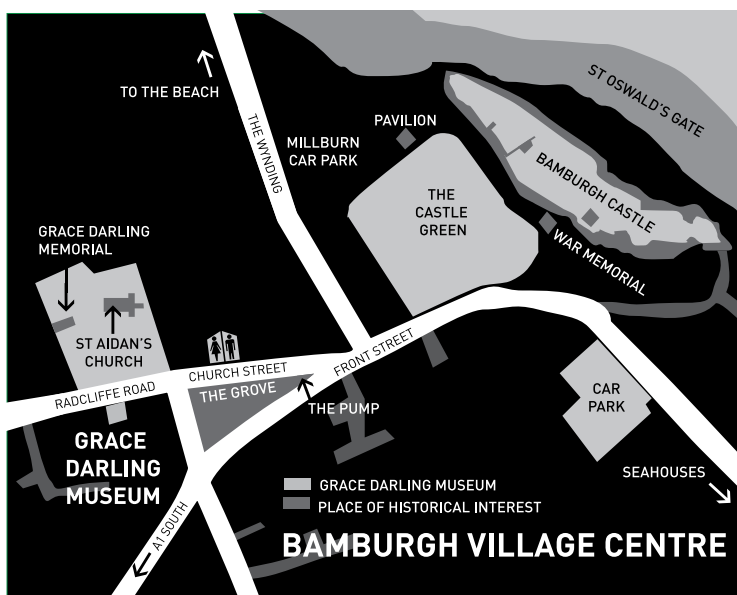
▶ Bookings

To make a booking, please call the museum on 01668 214910 or email askgracedarling@rnli.org.uk

▶ Further information

For further information about the RNLI's learning resources, please visit the website at: RNLI.org/education

Grace Darling Museum
Radcliffe Road, Bamburgh,
Northumberland, NE69 7AE





Grace H. Darling
RNLI BAMBURGH MUSEUM

AT THE MUSEUM:
OUR TOP 10



Suggested objects to focus your visit on:



1 The fishing coble



2 One of Grace's dresses



3 China from the *SS Forfarshire*



4 Medals given to Grace



5 A portrait of Grace by Perlee Parker



6 A painting of the rescue by Carmichael and Perlee Parker



7 Picture showing the survivors inside the lighthouse



8 Letter asking Grace to appear at the Adelphi Theatre



9 The cape collar and fragments of Grace's dress



10 Locks of Grace's hair





Booking is essential for all educational groups visiting the museum, whether you are self-guided or taking part in one of our activities.



Groups booking activities must call at least two weeks in advance, but we recommend booking even further ahead to guarantee your reservation.

It is advisable to have alternative dates in mind before you call in case we are already booked for that day.

Workshops are available and can last from 45 minutes to 90 minutes depending on class size. Please note, space is limited.

Please follow these steps to make a booking:

- 1** Call the museum on 01668 214910 to discuss requirements and to make a booking.
- 2** You will receive a confirmation of booking by email. If you do not receive written confirmation within 2 weeks please contact us. Please check this confirmation when you receive it to make sure all the details of dates, times, numbers etc are correct, or:

▶ Email the museum at:
askgracedarling@rnli.org.uk

▶ Or write to:
Grace Darling Museum
Radcliffe Road, Bamburgh,
Northumberland, NE69 7AE



USEFUL INFORMATION: WHO WE ARE AND WHAT WE DO



School workshops

We do not charge for workshops but donations are very welcome. (Suggested donation £1 per head per type of workshop undertaken.) We are pleased to have educational visits from infants through to college students and we offer workshops linked to the National Curriculum. Workshops are led by museum volunteers.

Talks

The museum also offers talks to adult groups with prior booking.

Self-led visits

The museum has a selection of museum worksheets for teachers to use for a self-led visit. Please bring your own photocopies of these to use on site. (Please still inform us if you are coming on a self-led visit).

Outreach

Museum outreach sessions in your school may be available on request. There is no charge for these but donations are welcome.

INSET days

Please consider the museum as a venue for INSET days.

Save Lives at Sea:

Campaign! Make an Impact

Campaign! Make an Impact is an innovative initiative by the British Library that uses history to inspire young people into active citizenship. This free resource for Secondary Schools encourages teachers to make a case study of the historical campaign for a national Lifeboat service to inspire and teach their pupils campaign skills. Students gain an understanding of the UK's incredible commitment to voluntary lifesaving at sea as well as learning how to campaign. With relevance to curricula in History, Citizenship, Creative and Media Studies, English and PSHE, a *Save Lives at Sea: Campaign! Make an Impact* project can be undertaken in your school and combined with stimulus visits to an RNLI museum. RNLI Heritage Education Volunteers are on hand to help you plan a project in your school. Check out this resource at: www.rnli.org/campaign

RNLI learning

Teachers and youth leaders are encouraged to visit RNLI.org/education to benefit from FREE national curriculum-linked activities, downloadable resources, lesson plans, whiteboard activities and videos for use at key stages 2–5.

Children are encouraged to experience the RNLI's interactive youth website at RNLI.org/shorething. Here they will be able to view lifeboat launches and crew interviews, and take part in online quizzes and games. This site is geared primarily towards young people aged 7–14.

Visit RNLI.org/education for your free resources.



Aim

- To be able to relate the rescue to current issues

Objectives

- To find out about the rescue of the survivors
- To explore the idea of having consideration for others
- To understand other people's experiences
- To understand responsibility and consequences

Subject links

- Art, History, Literacy
- **Resources:**
Resource sheets 1, 2 and 4

Assessment/success criteria

- To be able to understand and describe emotions
- To be able to understand and describe the ways in which they can help people in their everyday lives

Key vocabulary

Survivors, rescued, heroine, bravery, reward, medal, remembered.

Introduction

Introduce the topic by asking what the pupils understand by the word 'rescue'. Have they ever had to be rescued?

Activities

- 1** Ask pupils to imagine a hero or heroine. What kind of person are they and how do they help people? In pairs, ask pupils to read the story of Grace Darling on Resource sheet 1 and discuss the rescue. Do they think Grace is a heroine for her actions?
- 2** Ask pupils to look at the picture on Resource sheet 2 and imagine that they are one of the survivors. Points for discussion: How are you feeling? Describe your emotions? How would you decide who went on the first trip in the rescue boat? Re-enact the scene from the picture and ask the pupils to say aloud how they feel.
- 3** Ask the pupils to imagine they are the Captain of the *SS Forfarshire*, John Humble. Use Resource sheet 4 to explore the issues that inform the decision.

Plenary

With reference to the ideas raised in the activities, discuss whether anyone can be a hero. Ask pupils to write down things they can do to help people in everyday life.

Extension work

Study real-life rescues and RNLI crew members at: [RNLI.org/shorething](https://www.rnli.org/shorething)



Aim

To understand why we remember Grace Darling

Objectives

- To identify Grace Darling as a famous person from history and place her in a historical context
- To identify how and why she became famous

Subject links

- Literacy, Geography, Citizenship and PSHE
- **Resources:**
Resource sheets 1, 2 and 3

Assessment/success criteria

- To be able to describe events verbally and through written account
- To be able to retell the story in their own words

Key vocabulary

Engines, storm, islands, lighthouse, survivors, rescued, bravery, reward, medal.

Introduction

- 1** In pairs, ask the pupils to think of the name of a famous person and then write it down.
- 2** As a class, discuss these names to see if everyone knows them and if so, why?
- 3** Talk about how someone can become famous.

Main activities

- 1** Read out the story on Resource sheet 1 asking the pupils to listen carefully. In pairs, the pupils can read the story to each other.
- 2** Display Resource sheet 2 and ask pupils to describe what they see. Points for discussion: is it a modern rescue or did it happen in the past? How can they tell it happened in the past? When were Victorian times?
- 3** Use Resource sheet 3 for the children to place Grace in a timeline and to think about how she became famous.

Plenary

Ask the children to retell the story of Grace Darling in their own words. Do they think that Grace deserved to become famous? Discuss the lifesaving work of the RNLI and why they might have dedicated a museum to Grace Darling.

Extension work

- 1** Visit the museum to do the 'Meet Grace Darling' workshop.
- 2** Ask the children to research another famous person from either the Victorian times or now and compare them.
- 3** Watch the interactive story at:
[RNLI.org/shorething](https://www.rnli.org/shorething)



Please note: This is to identify possible hazards only.
Teachers must still write their own Risk Assessment.



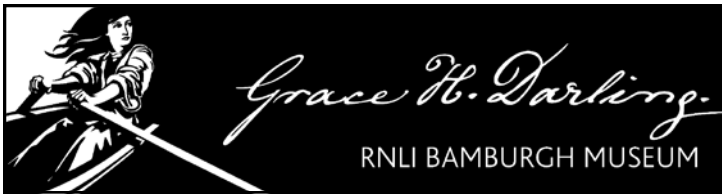
Hazard identification	Risk and to whom	Current control measures	Action by school
Entry to museum – Main road outside museum	Risk of being hit by car Who: all visitors and staff	– Teachers advised before visit and in all literature that children must be supervised at all times by school staff – Trained first aid staff	– School staff must ensure that children are supervised and monitored at all times – Contact nearest member of staff in case of accident/emergency
Stairs	Risk of trips and falls Who: all staff and visitors	– Handrails – Running prohibited	– Teachers advised before visit and in all literature that children must be supervised and monitored at all times by school staff – Children to navigate museum in small, well-managed groups



Please note: This is to identify possible hazards only.
Teachers must still write their own Risk Assessment.



Hazard identification	Risk and to whom	Current control measures	Action by school
Learning Room	<p>Slips and falls</p> <p>Craft activities Use of craft materials, educational resources and/or sharp objects (scissors)</p> <p>If using sink Wet hands/clothing</p> <p>Who: all staff and visitors</p>	<ul style="list-style-type: none"> - Non-slip flooring - Running prohibited - Trained first aid staff - Teachers advised before visit that children must be supervised at all times - All craft equipment non-hazardous/child-friendly - Specific risk assessments - Paper towels - Supervision 	<ul style="list-style-type: none"> - School staff must ensure that children are supervised and monitored at all times - Contact nearest member of staff in case of accident/emergency
Moving around the museum	<p>Children wandering off</p> <p>Slips, trips and falls</p> <p>Trapped fingers/hands</p> <p>Who: all staff and visitors</p>	<ul style="list-style-type: none"> - Teachers advised before visit that children to be supervised at all times by school staff - Children to navigate museum in small, well-managed groups - Running prohibited - Trained first aid staff - All spillages/obstacles dealt with quickly 	<ul style="list-style-type: none"> - School staff must ensure that the children are supervised and monitored at all times
Lifts	<p>Body parts/clothing caught in doors</p> <p>Lifts overloaded</p> <p>Who: all staff and visitors</p>	<ul style="list-style-type: none"> - School advised to use stairs with only necessary use of lift - Children supervised - Lift occupancy capacity clearly shown 	<ul style="list-style-type: none"> - School staff must ensure that the children are supervised and monitored at all times - Read lift capacity notice



GRACE DARLING MUSEUM WORKSHOPS



Meet the family: object handling

Find out about Grace Darling, her family and life in a lighthouse by exploring objects that tell us about their lives. This workshop is designed to inspire speaking, listening and responding.

- **Literacy: speaking, listening and responding, group discussion and interaction**
- **History**

Meet Grace Darling*: character in role

In this workshop, pupils will meet 'Grace Darling' to hear her story and get the chance to hot seat questions.

- **Literacy: speaking, listening and responding**
- **History**
- **Drama**

**Meeting our Grace character is subject to availability. Should Grace be unavailable, she will be substituted by another character from Grace Darling's family who will tell the story and answer questions.*

Art Attack: art appreciation and drama

Find out about the dramatic rescue through paintings from the time. This workshop will allow the children to explore emotions, visualise the rescue and to use drama to recreate the famous scenes.

- **Art**
- **Art and Design**
- **Literacy: speaking, listening and responding, and drama**

Puppet Power: shadow puppets

Recreate the story of Grace Darling with a Victorian shadow puppet show. The children will make their own puppets and then act out the story.

- **Art**
- **Art and Design**
- **Literacy: speaking, listening and responding, and drama**
- **Design and Technology**
- **History**

What's your story?: literacy and drama

Find out how to create a story and then use the museum displays to retell the famous story of Grace Darling. Re-enact the story with costume and drama.

- **Literacy: speaking, listening and responding, group discussion and interaction, drama and understanding and interpreting texts**
- **History**
- **Drama**

Victorian Values: research

Understand Victorian values by exploring public reaction and media response to Grace Darling's rescue. Using evidence such as newspaper accounts, medals and romanticised paintings, pupils will explore the story as they know it and question its accuracy. The workshop will conclude with lively debates.

- **Citizenship**
- **History**
- **Literacy: Understanding and interpreting texts, engaging with and responding to texts**



GRACE DARLING MUSEUM WORKSHOPS (CONT.)



What is history? Grace Darling: research

This workshop aims to develop pupils' research skills; introducing concepts of reliability and usefulness, and considering what types of evidence researchers and historians need in order to find out information. Pupils are also asked to consider the types of questions needed when evaluating evidence.

- **History**
- **Literacy: Understanding and interpreting texts, engaging with and responding to texts, text structure and organisation**

You to the rescue: PSHE, history and drama

This workshop will bring the story of the rescue to life in a fun and highly interactive way. Through costume and drama pupils will become the main characters in the famous story, explore the emotions involved and gain an understanding of help and rescue.

- **PSHE**
- **Citizenship**
- **History**
- **Drama**

RNLI Recruits: PSHE and drama

In this workshop pupils will re-enact a modern day scenario where they are a lifeboat crew and have to understand emotions, make choices, agree and follow rules, work cooperatively and realise they have responsibilities. They must problem solve, learn from their experiences and reward each other for good work.

- **PSHE**
- **Citizenship**

Save Lives at Sea: Campaign! Make an Impact

This is a full-day workshop for pupils aged 14-18 years. Pupils begin to explore the story of the historical campaign to save lives at sea. By investigating a body of evidence made up of archive materials and objects, pupils work together to identify the techniques behind a successful campaign. They will be equipped to plan and deliver a campaign of their own choice back at school. For more details, please see: www.rnli.org/campaign

- **History**
- **Citizenship**
- **English**
- **Media Studies**
- **Expressive/Creative Arts**
- **PSHE**

This workshop may also be available as outreach in your school.

Science Trail for Key Stage 3

This led trail around the museum explores science in the context of the Grace Darling story. Pupils will learn about geology, the reactivity series, lighthouse engineering, states of matter, energy transfer and forces.

Suggested related topics

Media studies – Explore the hype of media personality and the power of the press historically and compare with the media of today.

Leisure and tourism – This historic event created a tourist industry both at that time and now. Compare visits to see Grace at the time and alternatively with the new museum.

If there is a subject not covered please contact us to see if we can help.



On 7 September 1838, a steamship called the SS *Forfarshire* was sailing from Hull in Yorkshire to Dundee in Scotland.

The ship's engines were not working properly and the *Forfarshire* was tossed on big, angry waves in a very bad storm.

The Captain took the ship past a group of big rocky islands called the Farne Islands. Suddenly a big wave swept the ship up into the air and it crashed onto Big Harcar rock.

Half of the ship sank but half of it stayed on the rock. Nine people escaped in a little boat and others climbed onto the rocks away from the sea. Sadly, about 45 people died.

Grace Darling lived in a lighthouse called the Longstone lighthouse. When morning came, Grace saw the survivors sitting on the rocks and knew she had to help them.

She rowed out with her father, William, to rescue them. He climbed onto the rocks to help the survivors and Grace waited in the boat, holding it steady even though the sea was very rough.

Grace and her father took them back to their lighthouse and looked after them for three days, until the storm finished.

At the same time, the local lifeboat crew also went out to save the people on the rock. It took them a long time to get there because of the bad weather, so when they arrived all the survivors had already been rescued.



Grace became a heroine. Even Queen Victoria heard about her bravery and sent her £50 as a reward. Many people sent her money and presents. She was also given two medals for her bravery.

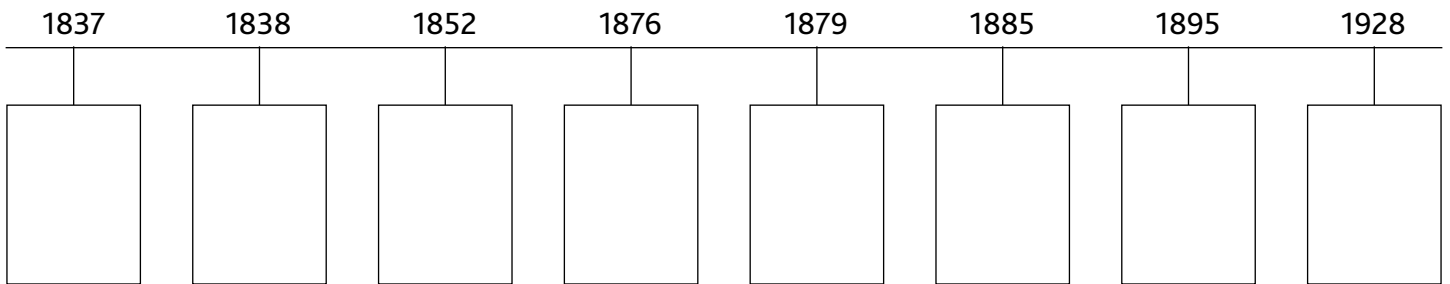
Sadly Grace became sick and died four years later when she was only 26 years old, but she is still remembered today.





A Make a timeline by drawing pictures in the boxes of these famous events:

- | | |
|---|---|
| 1837 Victoria becomes Queen of England | 1852 First proper toilet opens to the public |
| 1879 First electric light bulb | 1895 First radio (a wireless) |
| 1838 Grace Darling rescues nine people | 1876 First telephone call |
| 1885 First motor car | 1928 First television set |



B Below is a list of how Grace might have become famous. Put a tick ✓ by the true sentences and a cross ✗ by the ones that are not true.

- Newspaper stories
- News on television
- People talked about her on the telephone
- Her picture was painted
- Photos in the newspapers
- Boat trips to see her





You are in charge of a ship that has just left Hull in Yorkshire for Dundee in Scotland. Just as you are leaving port, you find out the boilers are leaking. Do you decide to turn back to get them fixed or carry on with the journey?

- ▶ The ship is carrying cargo that needs to get to Dundee and about 63 passengers returning to Scotland.
- ▶ The boilers were checked not that long ago and were fine.
- ▶ It is a new ship that was only built four years ago.
- ▶ When you left Hull the engines were still working even though the boiler was leaking.
- ▶ You did not know there was a storm in Northumberland.



Do you turn back? **Why?**

Do you carry on? **Why?**



...It appears that she left Hull on Wednesday morning, the 5th (September), on her voyage from Hull to Dundee, and had proceeded as far as Bamburgh, when it was reported that the pumps were no longer able to supply the boiler with water... At eight o'clock the wind began to blow strong ...and the leak in the boiler had increased ...about one o'clock on Friday morning the engineer reported that the engine would not work... The rain was falling heavily at the time, and the gale continuing with great violence. The captain (John Humble) was unremitting in his endeavours to preserve the vessel and the lives of the passengers; unfortunately the fog was so dense at the time that they were unable to perceive

the lights until they were very near them. About a quarter of an hour before she struck, the crew, lowered the larboard quarter boat down, and left the ship... (one passenger only succeeding in leaping into the boat), leaving the captain, who bravely determined to stand by his ship to manage her in the best way he could. ...at three a.m. she struck upon what is called the "Long Stone" or "Outer Farne Island"...

From 35-40 have perished, nine are alive on the outer island, and nine escaped in the boat. After the vessel struck, the second sea broke her in two parts; the fore part remains on the rock, but the other half was carried away, and all who were on it...

Vocabulary

Proceeded	=	travelled
Unremitting	=	non-stop
Endeavours	=	actions
Vessel	=	ship
Perceive	=	see
Larboard quarter boat	=	left side lifeboat
Leaping	=	jumping
Perished	=	died
Fore part	=	front





- ▶ 1 Where was the ship travelling from and to?
- ▶ 2 Where did the ship 'proceed as far as'?
- ▶ 3 What did the engineer report at 1 o'clock on Friday?
- ▶ 4 What was the weather like?
- ▶ 5 What was the name of the ship's captain?
- ▶ 6 What happened at 3am?
- ▶ 7 How many people 'perished'?
- ▶ 8 Which part of the ship remained on the rock?
- ▶ 9 How many passengers jumped into the boat as it was being lowered?
- ▶ 10 Write down as many descriptive words from the text as you can.
- ▶ 11 Do you think the crew should have left the ship? Give your reasons.
- ▶ 12 How many different times of the day were reported?
- ▶ 13 How would you describe the captain of this ship?
- ▶ 14 What were the causes of this accident?
- ▶ 15 Is this newspaper article well written? Give your reasons.

They were very near them. After an hour before she was lowered, lowered the larboard side down, and left the ship... only succeeding in leaping overboard, leaving the captain, who determined to stand by his ship in the best way he could. She struck upon what is called "Inner Farne" or "Outer Farne Island"...

Of the thirty-five who have perished, nine are alive on the inner island, and nine escaped in the fore part of the vessel struck, the second sea in two parts; the fore part remains on the rock, but the other half was carried away. All who were on it...

INCIDENT. FORFARSHIRE STEAM- THIRTY-FIVE LIVES.

It may never, been our duty to report an accident in our neighbourhood so serious as that which befel the "Forfarshire" at Dundee, at Fern Islands on Friday last. We contemplate the immense traffic between the innumerable passengers who cross the medium gone between Scotland and the continent at a short distance of the very spot where this instance, we are led to wonder, which seems to have been unexpected occurrence. Having been extended to the loss, ultimately attaching to the vessel, of the boilers, it appears to

THE
DUNDEE and HULL
TEAM PACKET COMPANY'S
Fast and Powerful Steam Vessel.
FORFARSHIRE,
Burthen, and 200 Horse-Power.
JAMES KIDD, COMMANDER,
S DUNDEE every Saturday.
S HULL every Wednesday.
WITH GOODS AND PASSENGERS.



Look around the museum and find the objects that the riddle describes.



▶ What am I?

I am very long and made of wood
My name rhymes with noble
I have a bow but cannot take one.

▶ What am I?

I am made of metal and ribbon
I make people feel proud
I am worn but I am not clothing.

▶ What am I?

I have rounded sides but I am not a circle
I guide sailors but I have no hands
I stand on a rock but I have no legs.

▶ What am I?

I am made of wood
I can move from side to side
I hold babies but I have no arms.

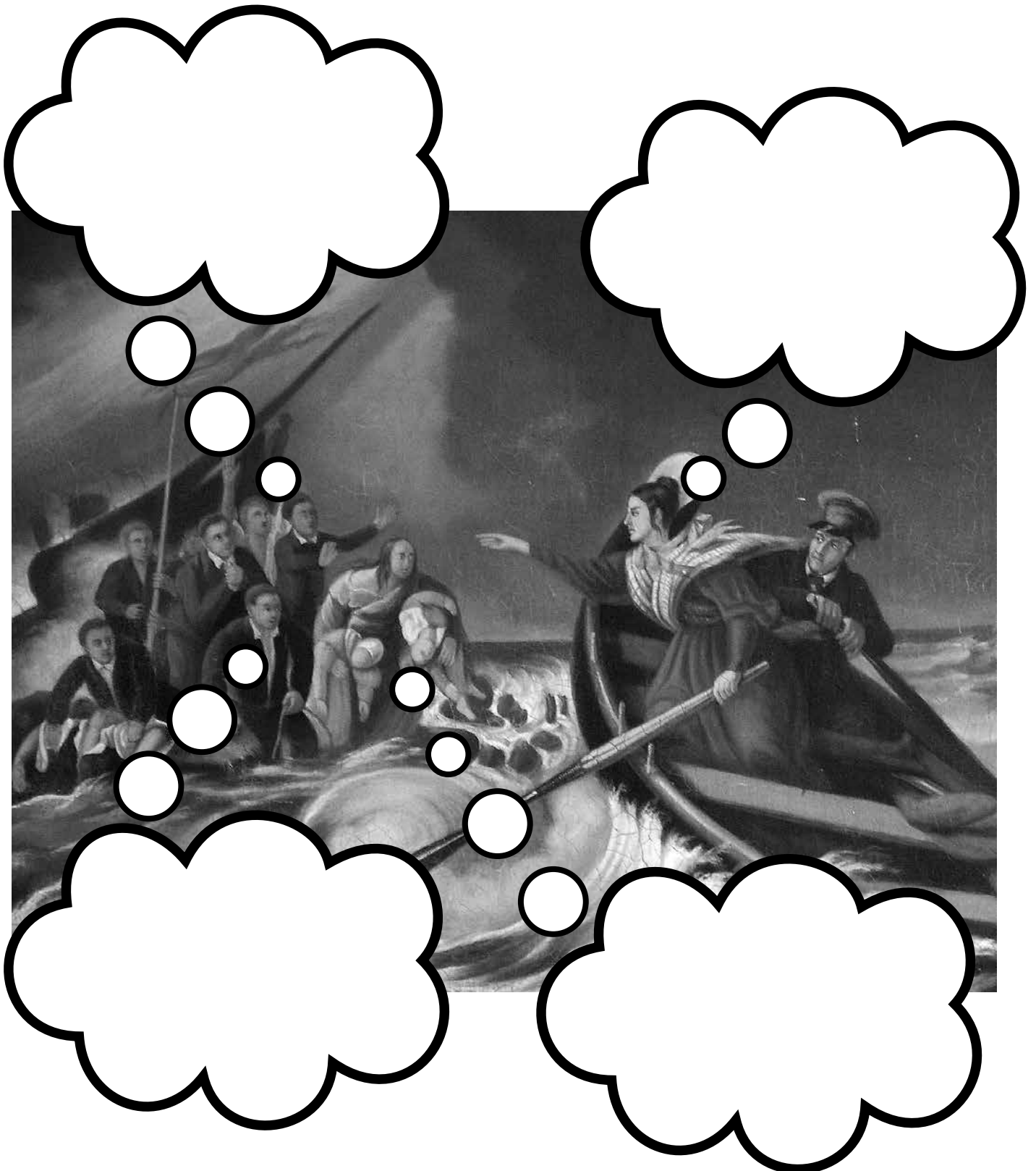
▶ What am I?

I am made of wood and brass
I make things appear closer than they are
I see but have no eye.



Look at the picture carefully.

Write down what these people might be thinking.





Find three things that you have never seen before.



- ▶ 1
- ▶ 2
- ▶ 3

Find three things you have in your house that looked different in Victorian times.

- ▶ 1
- ▶ 2
- ▶ 3

Find three objects that best tell the story of Grace Darling.

- ▶ 1
- ▶ 2
- ▶ 3

Draw three things that you think look Victorian.

1	2	3
---	---	---



Look around the museum and find five objects that you think best tell the story of Grace Darling and the rescue. Write down what they are and draw them in the boxes.



My top five objects are:

1	<input type="text"/>	1	<input type="text"/>
2	<input type="text"/>		
3	<input type="text"/>		
4	<input type="text"/>		
5	<input type="text"/>		
2	<input type="text"/>		
		3	<input type="text"/>
4	<input type="text"/>	5	<input type="text"/>



Write down the five senses that we use to experience things. (*Number 1 is written for you.*)



▶ 1

▶ 2

▶ 3

▶ 4

▶ 5

Look around the museum and find the following:

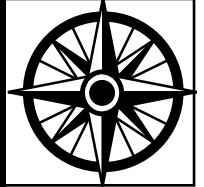
▶ Something that helps you to see

▶ Something that stops you from smelling things

▶ Something you can use to taste things with

▶ Something people might want to hear

▶ Something you would like to touch



Look at the coble and imagine going on a journey in it.



▶ When was the journey?

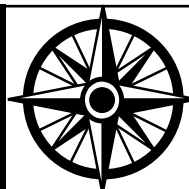
▶ What was the weather like?

▶ Who was on the boat? Why?

▶ Where did your boat go?

▶ What did you see there?

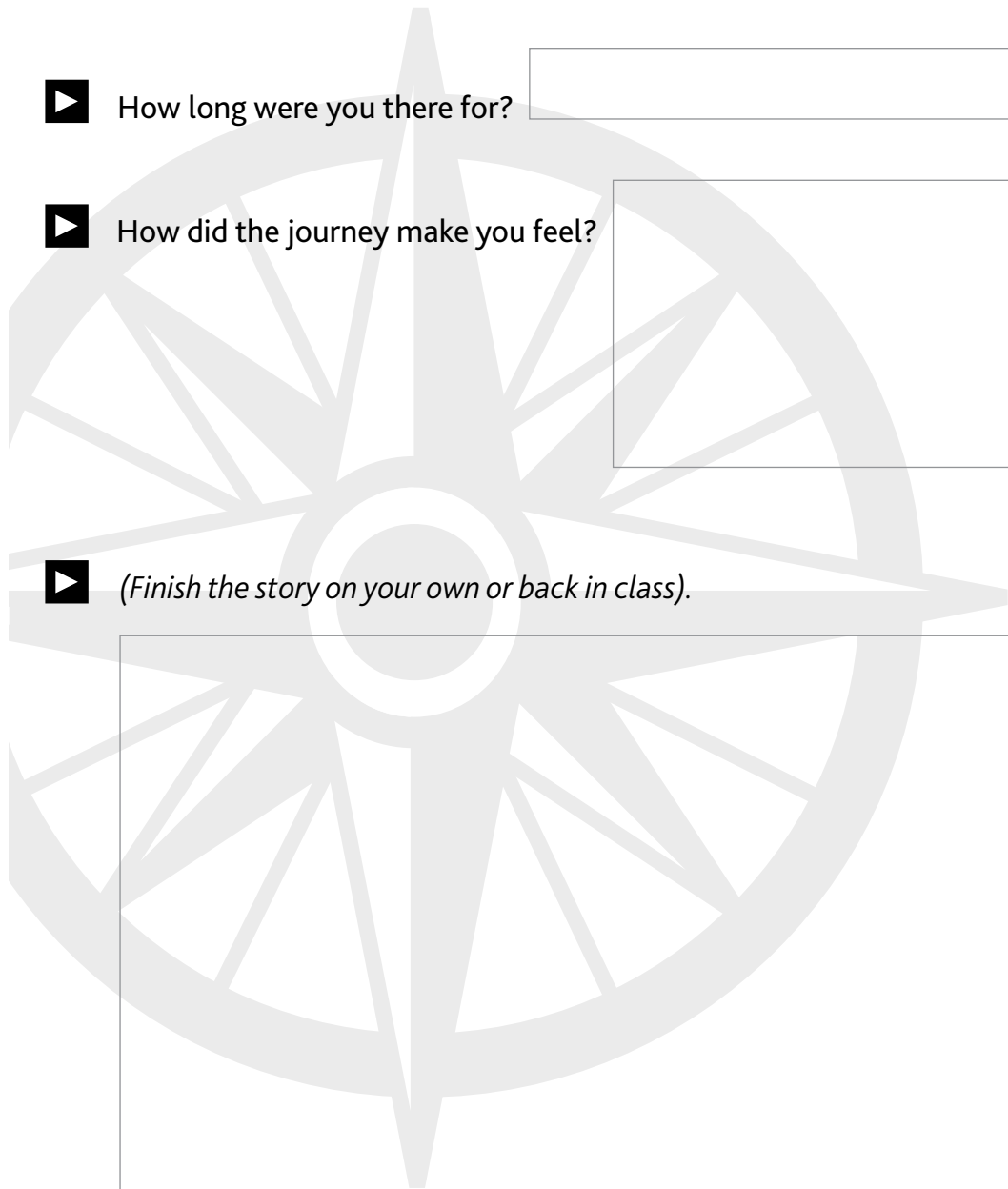
▶ What happened when you arrived?



▶ How long were you there for?

▶ How did the journey make you feel?

▶ *(Finish the story on your own or back in class).*





Grace Darling was born in _____ at her _____'s house.

She lived in _____ lighthouse with her father called _____.

One stormy night in September _____ the SS _____ crashed onto _____ rock. The ship had lost power because its _____ were not working properly.

Grace saw the wreck through a _____. When it became light Grace and _____ rowed out to save the survivors. Whilst her father helped the survivors climb down from the rock Grace _____.

Altogether they rescued _____ people.

The lifeboat crew from _____ had to come further and arrived just too late. Grace's _____ was one of the lifeboat crew.

The storm lasted for _____ days.

The story spread far and wide. Grace was awarded _____. In return for presents she sent locks of her _____.

She died in _____ at her _____'s house in Bamburgh. She was only _____ years old.



**Speaking, listening and responding**

- 1** Ask a pupil to read the article to the class. Volunteers take on characters from the article and have a 'news reporter' interviewing them.
- 2** Read the newspaper article to the class telling them to listen carefully. Volunteers who feel they understand it can be asked questions about the piece and respond.

Personal response

Read the text to the class and ask pupils to write down their personal responses to the subject matter. How do phrases like 'but the other half was carried away, and all who were on it...' make them feel? What do they think of the Captain of the ship?

Vocabulary

- 1** Pupils create a word bank of any new words.
- 2** Pupils think of other words that would fit in with the style of writing.
- 3** Pupils describe the style of writing.

Discussion

Students discuss the newspaper piece with attention to the five W's (Who? What? Why? Where? When?).

Debate

After discussing the piece and its author, pupils debate the reasons behind the writing; its relevancy, bias, timing etc. Pupils can be split between those who think it is a reliable piece of journalism and those who don't.

Letter

Students write a letter to the newspaper responding to what they have read in the article.

Comprehension

Pupils use the newspaper article on Resource sheet 5a and the related questions on Resource sheet 5b for comprehension work.

Rewrite

- 1** Pupils rewrite the article in their own words.
- 2** Pupils write a follow-up piece in the style of the writer.



Look at Resource sheet 2. The painting is designed to tell a story. Study the picture and answer the questions in the boxes.



How would you describe the people in the painting?

What is happening in the painting?

Do you think the painting tells the story well? (*Give reasons for your answer.*)

What would be a good title for the painting?



Think of a famous story (for example, about pirates) and draw a picture that tells that story.



Draw a picture of Grace Darling and the rescue.
Think about your picture and answer the questions.



What
emotions have
you drawn?

How does
it make
you feel?

Would you
risk your life to save
these people?

Why would
you save
these people?

