

## Local History of Fulwell



**Fulwell** is an affluent area and former <u>civil parish</u> in the <u>City of Sunderland</u>. The parish was abolished in 1928 as a result of the Sunderland Corporation Act 1927, and the area incorporated into the former <u>County Borough of</u> <u>Sunderland</u>.<sup>[2]</sup> It borders <u>Seaburn</u>, <u>Southwick</u>, <u>Monkwearmouth</u>, and <u>Roker</u>, and the district border between Sunderland and <u>South Tyneside</u>. Fulwell ward, including South Bents and <u>Seaburn</u>, is the least socially deprived of the city's 25 wards.<sup>[3]</sup>

Housing in the area is varied. A network of streets in the southern area of Fulwell contains many nineteenth-century terraced houses, with a large amount of <u>Victorian architecture</u>. In the northern part of Fulwell, housing consists mostly of semi-detached, inter- and post-war dwellings, with many of the most popular streets constructed in the 1930s. House prices, particularly in the area's eastern and western edges, bordering Seaburn and Newcastle Road respectively, are amongst the highest in the city.

Due to Fulwell's role as an overwhelmingly residential area, economic activity in the ward is mostly restricted to the retail and leisure sectors. Local services centre on the main thoroughfare of Sea Road, where a large shopping parade has been established for many years. A mid-sized <u>Sainsbury's</u> store opened in 2006 at Station Road. Fulwell's fire station closed in September 2015, when services were transferred to the new station at Marley Pots. Other services include a Community Library, a GP clinic, two dental surgeries, and a veterinary surgery. The area is served by local bus services 23, 99, E2 and E6 as well as by the <u>Tyne and Wear Metro</u>, at <u>Seaburn station</u>. Mainline trains no longer stop at the station.

Fulwell was primarily a farming village until it became part of the <u>urban sprawl</u> of industrial Sunderland in the nineteenth century. Relics of this agricultural past still survive in the form of three <u>windmills</u>, including the 19th century Fulwell Mill, the only working windmill in the United Kingdom featuring a stone reefing stage (a design-feature peculiar to mills in north-east England, equivalent to the <u>gallery</u> found on other mills). The mill, built in 1808, was restored to working order between 1996 and 2001 after over half-a-century out of use, and celebrated its bicentenary in 2008. In late 2011, however, the sails and cap suffered severe storm damage.<sup>[4]</sup> A further restoration, which included the fitting of a new fantail, cap and sails to the original dimensions, together with an overhaul of associated machinery commenced during 2017 and was completed in May 2018.



| Progression of<br>Skills and<br>Knowledge | Nursery<br>Sharing a Shell   | Reception<br>Recycling is<br>Crab-ulous  | Year 1<br>The Sand Horse   | Year 2<br>The Lighthouse<br>Keeper's Rescue  |
|---|--|--|--|--|
| Science<br>(skills)                       | <ul> <li>Observing</li> <li>Children to use all their senses in hands on exploration of natural materials</li> <li>Questioning</li> <li>Talk about what they see using a wide range of vocabulary</li> </ul>         | <ul> <li>Questioning</li> <li>Describe what they see, hear and feel whilst outside</li> <li>Respond to what, where, how and why questions</li> <li>Conclusions</li> <li>Record information using simple drawings and labels</li> </ul>                         | <ul> <li>Investigations</li> <li>To carry out simple tests, recording data</li> <li>To observe closely using simple equipment</li> <li>Classify</li> </ul>   | <ul> <li>Materials/Investigations</li> <li>To observe closely using simple equipment</li> <li>To gather and record data to help answer questions</li> </ul>  |
| (knowledge)                               | <b>Rock Pool School</b><br>Children to have 'Rock Pool School'<br>come in to visit and talk about what<br>creatures we find in our local area.   | <b>Landfill and Recycling</b><br>Looking at what will<br>decompose/biodegrade the quickest in<br>the soil.   | <b>The Science of Sandcastles</b><br>Investigating how sand words to<br>create sand castles/sculptures. It is<br>because of the flat grains of sand.   | <b>Sand experiments</b><br>Looking at erosion through a simple<br>water and sand experiment  |
| Geography<br>(skills)                     | <ul> <li>Local Environment</li> <li>During practical exploration<br/>make comparisons about<br/>different habitats locally, e.g.<br/>beach.</li> <li>Comparing where they live to<br/>that of others.</li> </ul>     | <ul> <li>Local Environment</li> <li>Developing respect for the local<br/>environment and the effects<br/>humans can have on this (litter<br/>picking)</li> <li>Our impact on the natural world<br/>(recycling)</li> <li>Plastic and the environment</li> </ul> | <ul> <li>Local Environment</li> <li>Visit the beach observing physical<br/>and human features of the local<br/>environment on route</li> <li>Record their observations</li> <li>The impact of seasonal weather<br/>on physical features</li> </ul> | <ul> <li>Local Environment</li> <li>To investigate sustainability<br/>within the local environment,<br/>using an enquiry based approach.</li> <li>Devising questions and looking to<br/>find solutions.</li> </ul>   |
| (knowledge)                               | <b>Habitats</b><br>Children compare the creatures that<br>they have discovered to those that<br>are found in warmer climates, e.g.<br>tropical fish.   | <b>Litter Picking</b><br>Children to visit the beach and carry<br>out litter picking.  | <b>Beach Maps</b><br>Children to visit the beach and in<br>partners record what they see on a<br>map (this should be a premade route<br>of the walk they have)   | <b>Sustainability – Erosion</b><br>Children to visit the beach and locate<br>where there is significant erosion.<br>Devise questions about erosion and<br>find solutions.  |
| Art<br>(skills)                           | <ul> <li>Collage</li> <li>Handling, manipulating and<br/>enjoying using materials and<br/>describing the sensory experience</li> <li>Beginning to be interested in and<br/>describe the texture of things</li> </ul> | <ul> <li>Collage – Transient Art</li> <li>Experiments to create different textures</li> <li>Uses simple tools and combines different media techniques competently and appropriately to create new effects</li> </ul>   | <ul> <li><b>3D Sculptures</b></li> <li>To add textures to sculptures and constructions using different tools and materials</li> <li>Explore sculpture with a range of malleable media</li> <li>Explore shape and form</li> </ul>                   | <ul> <li>Drawing/Painting</li> <li>Experiments with tools and techniques, including layering, mixing media etc.</li> <li>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</li> </ul> |
| (knowledge)                               | <b>Collage Shell</b><br>Children will be asked to use the<br>range of collage materials to create<br>their own textured shell just like the<br>one from the story.   | <b>Transient Art Crab</b><br>Children will be invited to create a<br>crab using a range of natural<br>resources.   | <b>Sand Sculpture</b><br>Children should create their own<br>sand sculpture just like the artist in<br>the book.<br>Photographic evidence.<br>Other ideas - Using tones of the sea<br>create a painting of a white horse.                          | <b>Landscape Painting/Drawing</b><br>Children can produce a landscape<br>painting from our local beaches —<br>they can use photographs of their<br>choice from the area.   |
| Literacy                                  | <b>Labels</b> of the animals they have<br>learned about  | <b>Fact file</b> about litter picking and/or recycling   | <b>Retell</b> of the story   | <b>Posters</b> about climate change and the impact this is having on our coastline.  |



Sharing a Shell! My design...

**Reception Ideas!** 

### Transient Art

Create a crab using a range of natural resources (including sea shells).











## Reception Science Investigation!

**Purpose:** To understand how trash decomposes and to understand the importance of the 3 R's: recucle, reduce, and reuse.

### Materials

- •gallon milk container with top cut off
- •soil
- •various trash objects
- •water
- spoon or small spade
- newspaper
- science journal

### Procedure

- 1.Discuss the various objects that are to be buried in your landfill.
- 2. Predict which objects will biodegrade or decompose the fastest.
- 3. Record your predictions in your science journal.
- 4. Cover the bottom of the container with approximately 3 cm of soil.
- 5.On top of the soil, create a trash layer by adding various items such as a plastic bag, an aluminum pop top,
- 6.a banana peel, grass clippings, newspaper, leaves, and so on.
- 6. Cover the trash with a layer of soil and sprinkle with water.
- 7.Repeat steps 4-6 with other items.
- 8.Sprinkle the entire pile with water.
- 9. Use the spoon or spade to turn over the pile every three to five days. Add water as needed to keep the soil moist.
- 10.At the end of 6 weeks or other time period selected, empty the contents of the landfill onto several layers of newspaper.
- 11. Examine each item and note any differences in appearance from when you started the landfill. Record your observations in your science journal.
- 12.Discuss your findings and if your predictions were correct.

### **Conclusion and Questions**

- 1. Which items biodegraded or decomposed the most? Why?
- 2.If you were to continue your landfill, how long would it take for all items to biodegrade or decompose?
- 3. Why would it be important to reduce the amount of trash in a landfill?
- 4. Could a landfill be created in space? Why or why not?
- 5. Why is it important for NASA to research trash?









Year 1 Ideas!

### Addítíonal Art Idea

Creatures

Children could use tones of the sea to create a painting.

Drawing in Sand



Sand Horse

3D Art Sculpture Children to create sand creature or castle at the beach.

# Year 1 Science! Investigating Sand





Kids all like to **build sand castles**. Do you know why sand can stack on top of each other? It is because the sand grains all have flat surfaces. However, every one built sand castles know that wet sand works better. If you are looking for science explanations, you can visit the science of sand castles.

**Observe sand under magnifying glasses**, what will you see? When you look at sand from distance, it may look like it is all one color. When you start to look at individual grains of sand, you will see the many colors, shapes and sizes of the different grains. Ask kids to describe what they see.

Sand has some very interesting properties. Because it is a granular media, it displays both properties of a solid and a liquid. When it is in a pile, it acts as a solid. But if you poured sand out of a bucket, it looks like liquid! It is in fact widely researched for its solid and liquid properties. An easy demonstration and experiment is to pour sand through funnels, and examine time difference of sand of different granular size pouring through holes of different diameters. The basic idea is to pour the same amount of **sand through funnels** of different sizes, and record and compare the time they go through the different funnels.

If you **run a magnet through sand**, more than likely you can pick up some small particles of iron. Where could they come from?

With sand, you can also demonstrate **Brazil Nut Effect**. It is the effect that when grains of different sizes are mixed together, and the mix is shaken, the bigger particles will move to the top. You can also do this experiments by making some mix yourself, like mixing rice and beans.

**Build a well with gravel and sand**, and learn where the water we use every day come from.

Link for science experiment ideas....

7 Sand Science Experiments for Kids (igamemom.com)



















**Art Idea** Children could create sea landscapes using paint or another media.



Year 2 Science Ideas...

### **Erosion Science Experiment With Grass**

It's one thing to talk about scientific concepts and ideas in the classroom, but another to actually see them at work. If you're looking for a way to give students a firsthand look at erosion, this is a great experiment to do so. In this science experiment, students will answer the question *Does Grass Help Prevent the Erosion From Water?* 

### **Erosion Science Experiment Materials Needed:**

A foil baking pan Sand Dirt Dirt with grass mixed in Water A pitcher or cup to pour water from

### **Erosion Science Experiment Directions**

- Place tightly packed clumps of sand, dirt, and grass/dirt into the foil pan.
- Add water to a measuring cup. Make your predictions. Which pile sand, dirt, or grass/dirt will stand up to erosion the best?
- Gently and slowly pour water over each of the piles.
- You can tell from this photo that grass **does** help to prevent erosion from water. The clump of dirt with grass on top pretty much stayed in tack, with minor mudflow.

### The Science Behind the Erosion Experiment

One element that contributes greatly to erosion is rain. Whether it's a steady drizzle or a major downpour, rain can do a lot of damage. So, what helps slow the forces of soil erosion?

One of the things that binds together all different kinds of land is root systems. That's why planted grasses are so helpful for erosion prevention. Grasses have soft stems and are better for binding than woody stems. They also have fibrous roots that spread out in all directions. So, planted grass is excellent for erosion prevention because it helps bind the soil.

### Simple activity is...

- Have sand in a clear plastic container pressed to one side
- Pour water into the container on the other side
- Move the water to the sand as waves would
- Watch what happens the sand erodes down into the water
- Keep doing this what happens