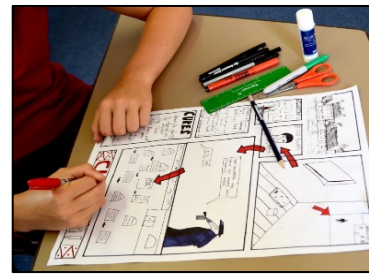
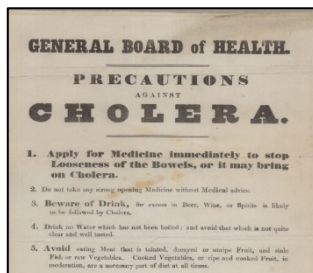


Cracking Cholera

Berwick Academy

National Curriculum subject content

Year 9 Cross curricular project incorporating: History (Health and the people), Science and Art



Project Summary

This project took place during the summer term over four days. The focus was on local history, specifically the Cholera outbreak of 1832 – an epidemic which affected the town in which the school is situated. The project had multiple aims:

- To develop the students' understanding of their local history and the link to their classroom studies (GSCE History: health and the people)
- To develop the students' skills as historians particularly AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied
- To introduce the students to their local archives
- To develop the social and cultural capital of the students through visits and working with a range of experts
- To develop a range of transferrable skills

The project included a visit to Newcastle University where the pupils were introduced to the special collections archives more generally and then specifically to the resources related to cholera. They then took part in a science workshop in the Medical School looking at diseases and cures where they worked with a lecturer and PhD students

Back in Berwick the students worked in the Record Office and Museum researching the local Cholera outbreaks. The pupils were introduced to the archives, visited local sites (streets, churchyard) affected by the outbreaks and heard about a volunteer's research on one of the victims. They then worked with a comics researcher/practitioner on the production of a comic which would introduce the subject to a teenage audience. The project also included a visit to a graphic designer/printer who talked about his job and demonstrated how he would be laying out and then printing the comic.

The final printed version of the comic was given out in the school and was also showcased to a wider audience at two local community events in Berwick: A heritage open day and Berwick Literary festival.

Skill development

- Team work
- Working to a project brief
- Working to deadlines
- Producing work for a specific target audience
- Presenting to an external audience

Social and Cultural capital

Fundamental to the project was a visit to Newcastle University to enable the students to experience the facilities and to meet and work with the outreach staff academics and university post graduate students. Through attending a lab session in the medical school and working in the library to conduct their initial research they were able to see what it is like to be a university student on campus.

Back in Berwick they continued to work with a range of professionals, introducing them to new skills and making them aware of different careers: archivists, museum educator, graphic designer, comic maker.



Gatsby Benchmarks

BM4. Linking curriculum learning to careers

BM7: Encounters with further and higher education

Project activity with timeline

Day 1 (June)	Day 2 -4 (July)
<p>Visit to Newcastle University</p> <p>Morning: Robinson Library- special collections. Introduction to the Cholera archives by the education team</p> <p>Afternoon: Lab session in the Medical School working with a lecturer and PhD students exploring diseases and cures</p>	<p>Working in Berwick record Office and Berwick Museum</p> <p>Introduction to the archive by archivist and volunteer Walk round local streets and graveyard Participation in a Comic making workshop</p> <p>Visit to a local graphic designer/printer who shows the students how their pages will be set out and printed</p>

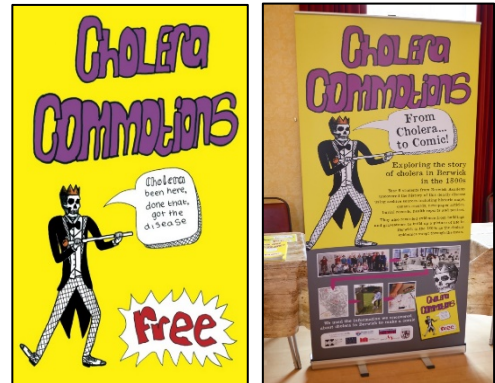


Launch event

The project launched with the visit to the university (see above for activities). This was intended to provide an inspiring start through the creation of interesting activities and by enabling the students to meet a variety of members of the university community. It also introduced the subject content and background information that would enable the students to create their products.

Final product and presentation

The students worked with the comic maker to produce a comic that would introduce the Cholera topic to a teenage audience. There was a very tight deadline to produce the content. The students worked in groups to produce a page each. They were told that the comic would be printed and given out in a range of settings (including their school) and at different events. Their work was also presented at a heritage open day and Berwick Literary festival. The students and their families were able to attend these.



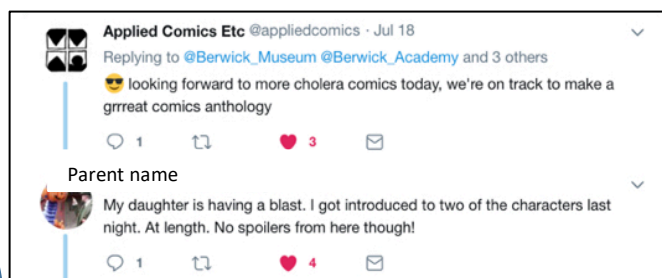
Planning the project: who, how?

The project was discussed initially by the Head of History, Berwick Record Office Archivist, the museum outreach educator and the university team. Together a focus for the project was established that would fit in with the history curriculum but would also develop the students' social and cultural capital which the head of history had identified as a priority for his students.

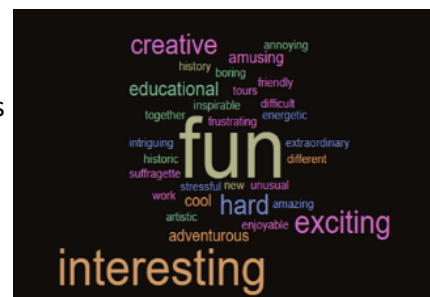
After this the specific activities over the 4 days were developed without the teacher but with the addition of the comic maker.

Project feedback

Pupil: When we were there we didn't just learn about cholera, because we got to look around sort of the university itself, so they let us look at the university and how students went round in the day.....On open days you sort of look around a university but when we did it we looked at how students go around and how they actually did it themselves.



Pupils: Write down 5 words to describe this project:



Learning for next time

- This project highlighted the difficulty that external partners sometimes have contacting schools to work with them. The archivist at Berwick Record office had been trying for many years to work with the Academy. In the end it was the university team that were able to broker contact via phone calls to the school receptionist. She connected the project team up with the head of History. This proved to be crucial.
- Involving and planning with the teacher on a more regular basis and over a longer timeframe would have enabled the project to be more embedded within the curriculum. There was real potential for this type of project (possibly with a different product each time) to be built into the curriculum planning as an annual event.
- There was potential for this to be a much longer project taking several weeks and across several curriculum areas. For example the content could be researched in history, the product could be made in art or graphic design. This would raise the quality of the product as there would be more time to embed reflection and feedback.

Useful links/resources

Education Outreach, Special Collections, Robinson Library, Newcastle University:

<https://www.ncl.ac.uk/library/in-the-community/education-outreach/>

Berwick Record Office: <https://www.northumberlandarchives.com/learning-zone/>

Berwick Museum: <https://museumsnorthumberland.org.uk/berwick-museum-art-gallery/>

Applied Comics: <https://appliedcomicsetc.com/>

Useful comic making resources: 'DIY comics' from Seven Stories- The National Centre for Children's books

<https://www.sevenstories.org.uk/learning/books-and-resources/diy-comics>

Newcastle University Travel bursary:

<https://www.ncl.ac.uk/schools/resources/support/bursary/>

Does your local university offer something similar?

