

Bowlees & High Force, Teesdale, County Durham



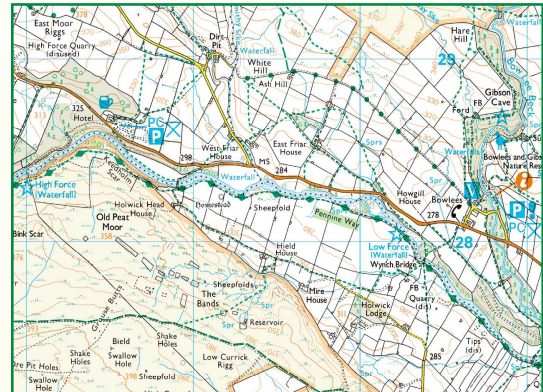
Rock Detective: Rivers and Waterfalls



INTRODUCTION

The fieldwork element of this day involves looking at how the speed or velocity of the river changes downstream and how that influences the work of the river. It also looks at the features of the upper of course of the river and in particular the formation of waterfalls.

All the resources required for pupils to carry out a day of fieldwork are included as well as all the resources required for the introductory and follow-up activities. The table below summarises the activities.



Bowlees and High Force, Teesdale

Landscape Detective - Rivers and Waterfalls

SUMMARY OF ACTIVITIES

Activity name	Details of activity
Introductory Activity 1	Detective map work
Introductory Activity 2	Rivers and rock types
Fieldwork Outline	River measurements fieldwork Waterfall formation
Follow-up activity 1	River measurements
Follow-up activity 2	Formation of High Force waterfall
Follow-up activity 3	Design and advertising leaflet for tourists coming to the area
Follow-up activity 4	Traditional tales







DETECTIVE MAP WORK

It is suggested that this map work should be done before the visit and then comparisons can be made during the visit. Some introduction to O.S. maps will be needed to get the most from this work. This could be done using the map extract used here but it would be more exciting for the children to prepare with a different map and then present this as a challenge!

Key idea – ‘Detective Work’

- Look at the map and discuss together
- Collect as many clues from the map as possible about what the area is like
- Encourage the children to imagine what the place they are going to visit is like?
- In small groups describe what they would expect to find on their visit. Make a note of this description
- Compare their description with what they actually see when they get there





Introduction to map work

Before starting the map work the children will need to know a little about contours, scale, direction, map symbols and grid references. Below is a reminder about grid references.

- O.S. maps have a grid system.
- Each vertical and horizontal line has a number.
- To place ‘My house’ using a 4-figure grid reference take the numbers from the bottom left hand corner of the square with ‘My house’ in it, giving the vertical line number first and then the horizontal line number. In this example it is 2131. The most common way to remember which figure comes first is by the saying “Along the corridor and up the stairs”.
- 6-figure grid references pinpoint features within the squares. This requires the map reader to imagine the grid square is divided in tenths along the horizontal and vertical scale. So ‘My house’ becomes 215315.

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Introductory Activity 1 - Teacher Resource Sheet

	20	21	22	23
33	<p>Wilde’s Woods</p> 		<p>Mt. Fire</p> 	
32		<p>My house</p> 		
31	<p>Our school</p> 			
30				



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Introductory Activity 1 - Pupil Resource Sheet 1

DETECTIVE MAP WORK

Use the O.S. map extract and symbols for this site and in small groups complete the following:

1. As a group discuss and attempt the following and be prepared to feed back to the class:

- Point to north on your map.
- Trace the river Tees with your finger.
- How many bridges – road, rail or footbridges cross the River Wear on the section of map you have?
- Trace the main road with your finger.
- Why do you think that the river and road stay so close?
- Find some field boundaries (thin black lines).
- Look in Grid Square 9027 - put your finger on it. Estimate how many fields are in this square?
- Look at Grid Square 8925 - put your finger on it. How many fields are in this square? Why do you think it is so different? Make a guess.

2. Bowlees detective work

- Find Bowlees (Grid Square 9028). Put your finger on it.
- How many houses do you think there are in the village?
- Is there a telephone box?
- Is there a church?
- Imagine you are walking from Bowlees to Hare Hill (grid square 9029). Look at the map, find the path and then from the clues on the map describe to each other what your walk would be like. What would you pass? What is the scenery like? How far is it? Is it steep? Up hill or down hill? Be prepared to feed back to the rest of the class.

3. Grid references

As a group complete the grid below:

Grid reference	What is there?
9425	
	Camp site
	High Force
	Small reservoir
9027	Name the bridge: _____
	Camping barn
9127	





Ordnance Survey Map Symbols

Pupil Resource Sheet

ROADS AND PATHS

	Motorway
	Dual carriageway
	Main road
	Secondary road
	Narrow road with passing places
	Road under construction
	Road generally more than 4m wide
	Road generally less than 4m wide
	Other road, drive or track, fenced and unfenced
	Path

RAILWAYS

	Multiple track
	Single track

PUBLIC RIGHTS OF WAY

	Footpath
	Bridleway

BOUNDARIES

	National
	County (England)
	Civil Parish (CP)
	National Park boundary

SELECTED TOURIST AND LEISURE INFORMATION

	Parking
	Information centre
	Public convenience
	Telephone
	Campsite / caravan site
	Golf course or links
	Public house
	Walks
	Viewpoint
	Picnic site
	Country park

GENERAL FEATURES

	Place of worship
	Building
	Bus or coach station
	Triangulation pillar
	Windmill
	Boundary post / stone
	Clubhouse
	Footbridge
	Monument
	Post Office
	Police station
	School
	Town hall





PURPOSE AND AIMS OF THE VISIT

The main aims of the fieldwork are:

- To look at how the river changes downstream.
- To look at the features of the upper course of Bow Lee Beck
- To look at the process of waterfall formation at Gibson's Cave and High Force.

Background Information:

Rivers begin their journey in the hills where there is higher rainfall, and flow onto land that is lower until they eventually reach the sea. As you move downstream away from the source of the river towards the mouth, the amount of water in the river increases as more streams and rivers join the main channel.

The features of a river vary from source to mouth. This fieldwork is being carried out in the upper course of the river close to the river's source. Here the river is smaller with less water in it. It flows in a very inefficient channel so it

is slower due to friction and has less energy for transport. The valley slopes are steeper and are mainly used for farming.

The river has 3 jobs: to erode material from the bed and banks, to carry or transport material or to drop or deposit the material it is transporting. The energy available for erosion, transportation and deposition varies with time and over the course of the river. The more energy a river has the more erosion or wearing away of the bed and banks occurs and the more material it can transport. If the river has only a small amount of energy it will not be able to erode or transport material and this material it is carrying will be deposited.

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Introductory Activity 2 - Teacher Resource Sheet

INTRODUCING THE FIELDWORK

a. Introduce rivers by discussing where they start and finish. Use the Pupil Information Sheet 1 showing the River Tees to focus on and locate the fieldwork area.

b. Develop a 'thought shower' about how rivers might change from their source to their mouth. Think about the size of the river, how much water is in it, how fast it is flowing, how steep the valley sides are, how much erosion the river can generate, how much material it can carry, how people use the river valley etc. Complete activity 1 on Pupil Resource Sheet 2.

c. Introduce the different terms used to describe a river. Complete activity 2 on Pupil Resource Sheet 2.

d. The pupils are asked to use their detective skills to answer 4 questions. Below the questions, get them to give what they think the answers to the questions will be in a statement form. For example they may say "the river flows fastest upstream". The fieldwork results will show if they are right. Complete activity 3 on Pupil Resource Sheet 2.

e. Use the rocks in the Rock Box to look at the 4 main rock types you will see on the field trip – limestone (sample 7), shale (sample 13), sandstone (sample 11) and dolerite or Whinstone (sample 5). Divide the class into groups and give each group a sample of each rock type and a hand lens. Complete activity 4 on Pupil Resource Sheet 2.





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Introductory Activity 2 - Pupil Resource Sheet 2

RIVERS AND WATERFALLS

1. Our thoughts about how a river changes as it flows downstream:

2. River Terms. The following words are terms we use to describe rivers, but the terms and their definitions have been jumbled up. Link the term to the correct definition with a line:

Term	Definition
Source	The bottom of a river
Mouth	A smaller river that joins a larger river
Tributary	The sides of a river
Confluence	The start of a river
River bed	The place where a smaller river joins a larger river
River banks	Where the river enters the sea

3. Use your detective skills to the answer the following questions:

- Where does the river flow fastest during its journey from source to mouth?
- How does the river change in size?
- How does the amount of material it can carry change as it flows downstream?



d) How does the landscape change as the river flows downstream?

In the box below write what you think the answers might be to the questions above and then you can see if you are right after you have done the fieldwork! Write the answers in statement form.

Answer to question a):

Answer to question b):

Answer to question c)

Answer to question d)

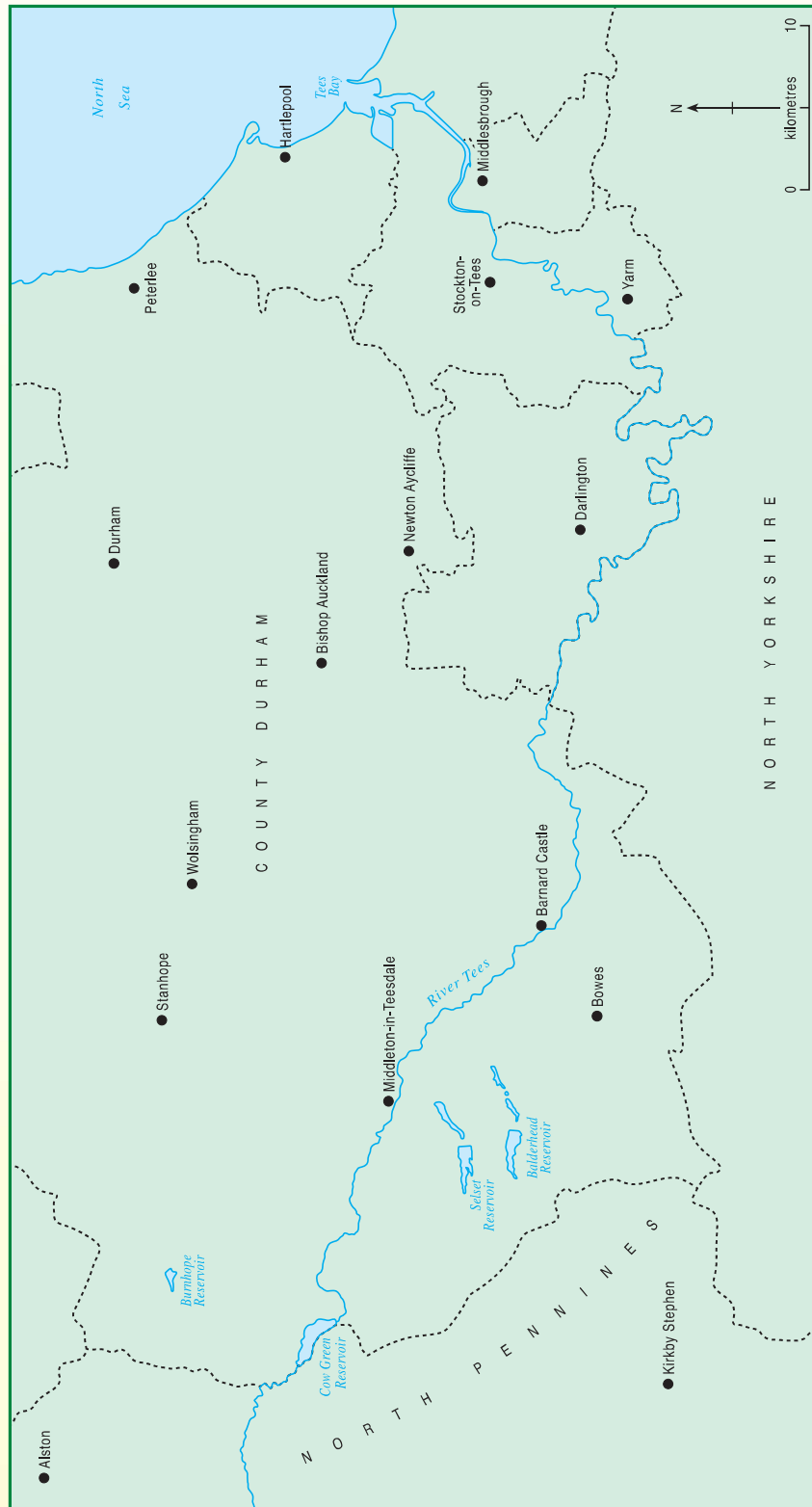
4. Rock Types. You will see four different rock types on your field trip – limestone, sandstone, shale and dolerite. Using the table below and the rock samples can you tell which one is which? Use the hand lens to help you. Write the sample number found on the rock in the table when you have decided.

Rock Type	Description	Sample number
Limestone	A grey rock that may contain fossils	
Sandstone	A light brown rock made up of sand grain that is rough to touch	
Shale	A dark brown rock that crumbles between your fingers	
Dolerite or Whinstone	A dark rock that has crystals you can see with a hand lens	



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Introductory Activity 2 - Pupil Information Sheet 1



Map of the River Tees







ORGANISATIONAL DETAILS

Aim

To look at river flow, the work of a river and the landscape of the river's upper course.

Target Group

Key Stage 2 Geography and Science

Location

This fieldwork day starts at the Bowlees, to the west of the hamlet of Newbiggin in upper Teesdale. Three river sites are identified for the river measurements to be carried out on. These are a tributary to Bow Lee Beck (GR: NY 906287), a site on Bow Lee Beck above the tributary (GR: NY 909285) and a site below the tributary (GR: NY 907284). The Bow Lee Beck is a tributary of the River Tees. The second part of the fieldwork involves visiting Gibson's Cave (GR: NY 909287) and High Force (GR: NY 881284) as well if time permits. You may want to walk to High Force along the route shown on the O.S. map or use your transport to move between Bowlees and the car park at High Force.

Practical Details

- Parking – There is free parking at Bowlees. Parking for coaches is on the main road (GR: NY 905281). The three river sites and Gibson's Cave are within easy walking distance. There is a charge for the car park at High Force.
- Charges – There are no charges at Bowlees but there is an entrance charge for the waterfall at High Force.
- Toilet facilities – There are toilets at Bowlees and at High Force
- Picnic areas – There are picnic areas at both Bowlees and High Force.
- Useful map – Ordnance Survey 1:25 000 Explorer OL31 North Pennines Teesdale and Weardale.

Materials required:

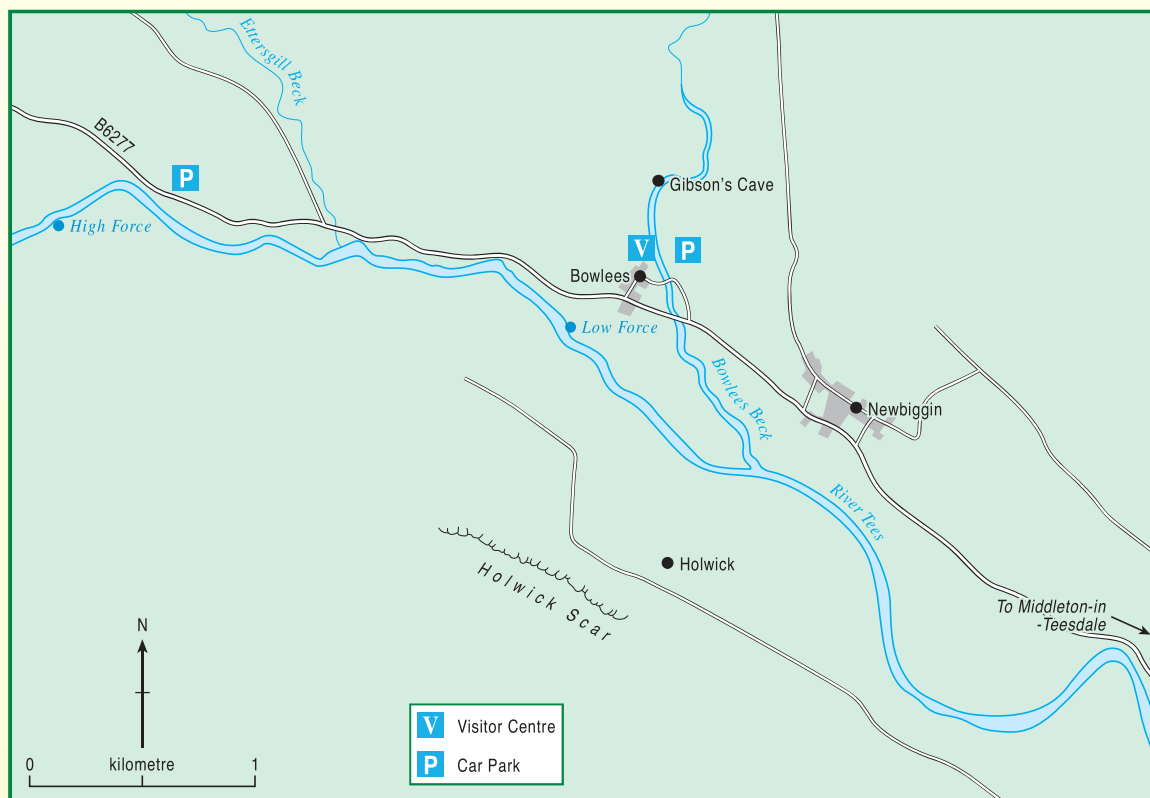
- Clipboard
- Map of activities
- Pencil
- O.S. map area
- Pupil Resource Sheets

Safety Issues:

- The fieldwork activities at Bowlees will involve the students working in the river and the fieldwork should only be undertaken in low flow conditions.
- Refer to the Hazard Identification Sheet

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Fieldwork Outline - Teacher Resource Sheet



HAZARDS IDENTIFICATION SHEET

The following notes will help teachers conduct their own risk assessments. This is not a risk assessment and teachers should follow guidelines from the Department of Children, Schools and Families.

Hazard Identified	Risk and to whom	Control measures
Vehicles in the car park	Caution needed when getting off the coach or minibus in the car park as the parking area is narrow and vehicles may be passing. All students and staff.	Supervise students getting off the coach or minibus and gather in a safe place.
Vehicles on the road	Students need to get off the coach at the lay-by on the main road. Cars travel fast along this stretch of road. All students and staff.	Supervise students along the road.
Uneven paths	Paths are uneven and may be slippery in wet weather. Students may slip and fall. All students and staff.	Warn about conditions.
Working in rivers	Rocks in the river may be slippery and there is the risk of falling into the river. All students and staff.	Warn about conditions and the possibility of hypothermia if getting wet.
Walk to High Force	River bank unfenced. Steep unfenced drop on last section of path before reaching High Force Hotel. All students and staff.	Warn about river. One person on the Wynch Bridge at a time. Keep together as a group.
High Force car park	Traffic in car park. All students and staff.	Supervise students getting off the bus.
High Force	Traffic present when crossing the road. Path to High Force may be slippery and uneven. Falling into a fast flowing river. All students and staff.	Supervise students crossing the road. Warn of conditions. No one allowed beyond the wall at the viewing point to the waterfall.

UNDERTAKING THE FIELDWORK

1. Bowlees - river measurements

River measurements are to be carried out on 3 sites. The first is a tributary to Bow Lee Beck, the second is on Bow Lee Beck but above the point where the tributary enters the beck and the third is below where the tributary enters the beck. See O.S. map extract. Use Pupil Information Sheet 2 on fieldwork methods to introduce the work.

At each site the following measurements are to be carried out in groups:

- Width – Use a tape measure to measure from one side of the bank to the other. Record the width in metres (m).
- Depth – use a metre rule to make 5 depth measurements across the width of the stream. Record the depth in centimetres (cm).
- 5 velocity measurements– Use a tape measure to measure out a distance of 10m downstream. Upstream (0m on the tape measure) place a float in the water next to the right hand bank and record how long it takes to reach the 10 m mark using a watch or stopwatch. Repeat this 4 more times moving across the river from the right bank to the left bank. Boneos or oranges make good floats and the boneos have the advantage of being eaten by sheep if left behind!
- Energy test (indicates how much material the river can carry) – Place a 10cm x 10cm piece of white laminated hardboard on the bed of the river in the centre. Pick a small pebble and place at the upstream edge of the board and see if it is easily carried across the board. If the pebble moves quickly across the board choose a larger pebble until you find a pebble that slowly moves across the board. Using a spring balance (or scales back at school), weigh the pebble. The heavier the pebble that the river can move across the board the more energy it has. Record the mass of the pebble in grams (g).
- Field sketch and description of the river features - Look at the river and the valley it occupies. Draw a field sketch or take a photograph to show what it looks like. The main features to observe are the shape of the valley, steepness of the valley sides, the vegetation or plants that are on the valley sides and the uses that people make of the valley.

All measurements can be recorded on Pupil Resource Sheet 3.

2. Gibson's Cave – waterfall formation

Three of the rock types looked at in the 'Introductory Activity 1' session can be seen at Gibson's Cave. The limestone is on the top with layers of sandstone and shale underneath.

- a) Try and identify the 3 different rock types from the work done in the classroom.
- b) Complete activity 1 on Pupil Resource Sheet 4 by drawing and labelling a sketch of Gibson's Cave.
- c) Introduce how waterfalls are formed and complete activity 2 on Pupil Resource Sheet 4.

3. High Force – waterfall formation

At High Force there is a fourth rock type, this is dolerite or Whinstone and is harder than the limestone and sandstone that are found beneath it.

- a) At High Force, re-cap how waterfalls are formed and then complete activity 3 on Pupil Resource Sheet 4.

Fieldwork equipment

The following equipment will be needed by each group:

- Tape measure
- Metre rule
- Boneos or oranges
- Stopwatch or watch
- 10 cm x 10 cm white laminated board
- Spring balance or scales
- Pupil Information Sheet 2
- Pupil Resource Sheet 3
- Pupil Resource Sheet 4

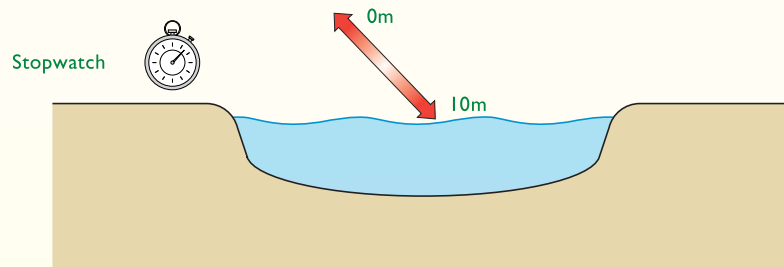




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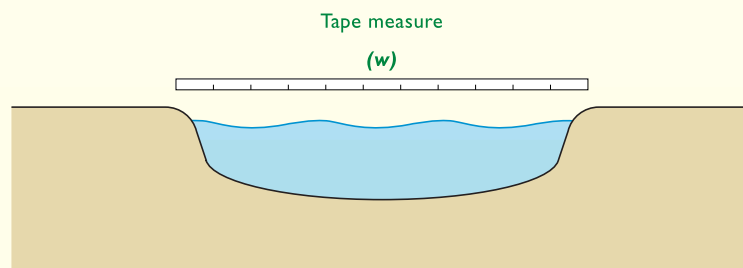
Fieldwork Methods - Pupil Information Sheet 2

1. Float velocity (time taken to travel 10m)

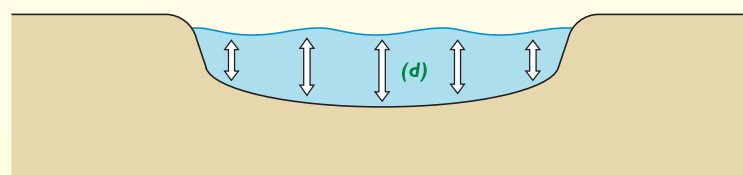


Complete five times across the river

2. Width (m)

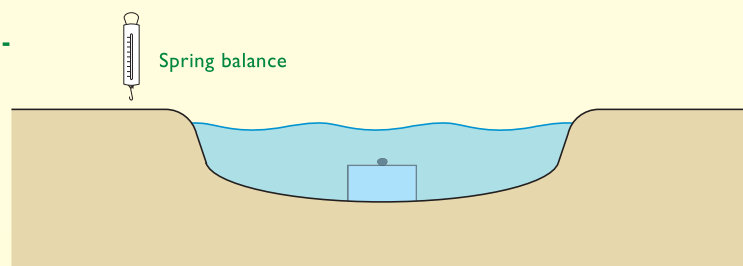


3. Depth (m)



Take five measurements across the river

4. Energy test - mass of pebble (g)





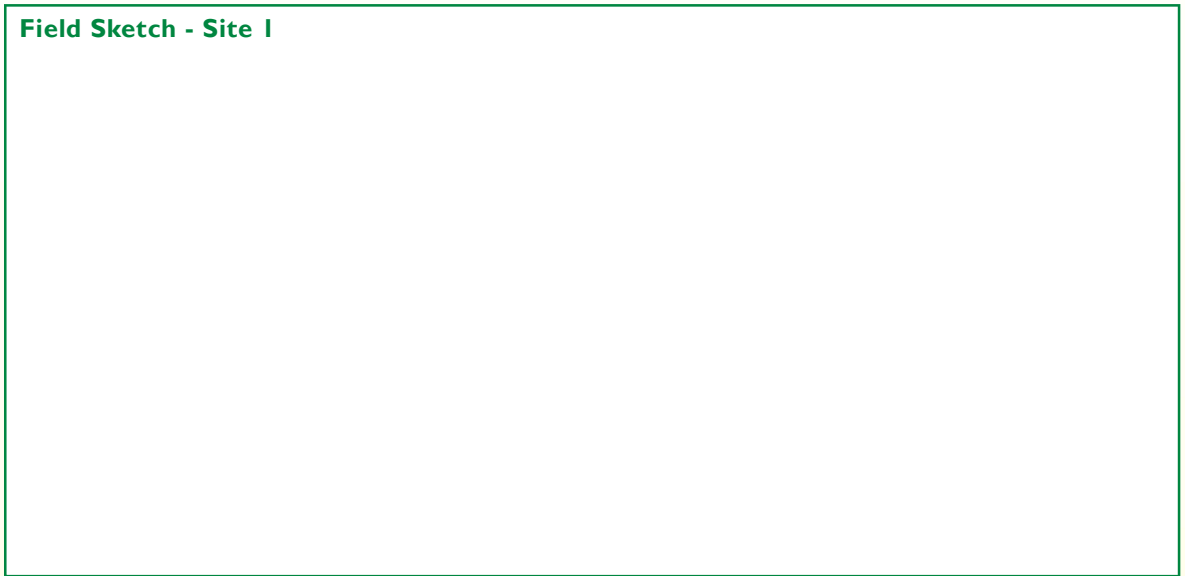
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Rivers Recording Sheet - Pupil Resource Sheet 3

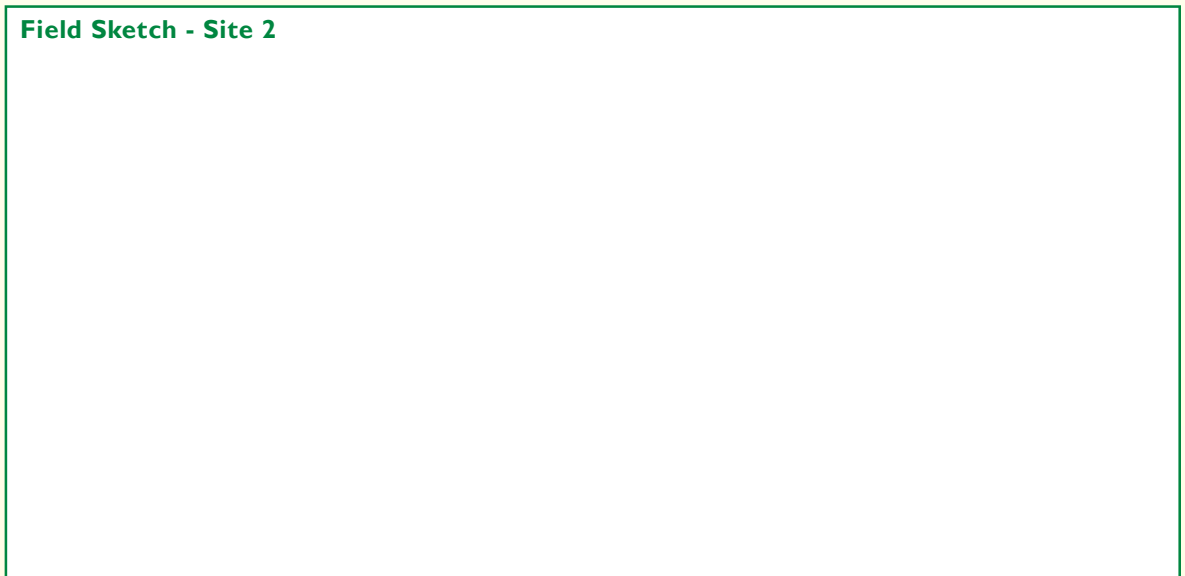
Results	Site 1	Site 2	Site 3
Grid reference			
Float velocity (time taken to travel 10m in seconds)			
1			
2			
3			
4			
5			
Width (m)			
Depth (cm)			
1			
2			
3			
4			
5			
Mass of pebble (g)			



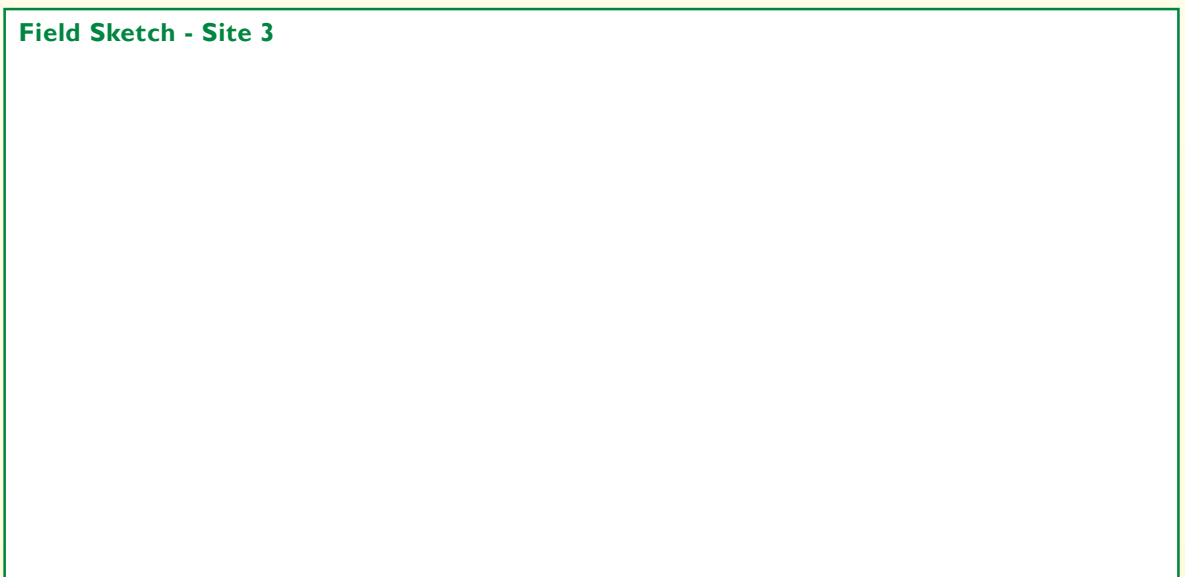
Field Sketch - Site 1



Field Sketch - Site 2



Field Sketch - Site 3



Bowlees and High Force, Teesdale

Rock Types and Waterfalls - Pupil Resource Sheet 4

1. ROCK TYPES

Can you recognise limestone, sandstone and shale at Gibson's Cave? Once you are sure which rocks are which draw a sketch of Gibson's Cave and add the labels below:

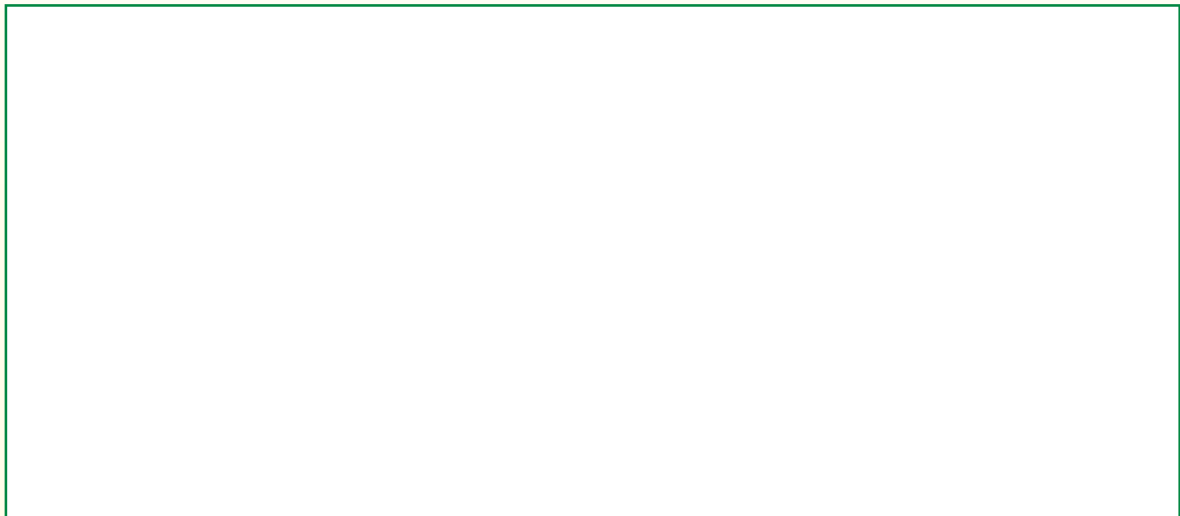
Limestone

Sandstone

Shale

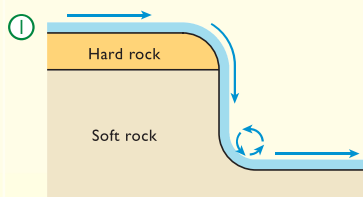
Waterfall

Cave

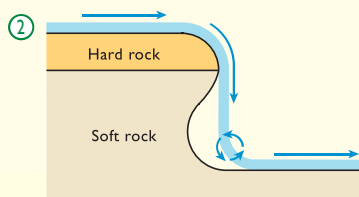


2. WATERFALL FORMATION

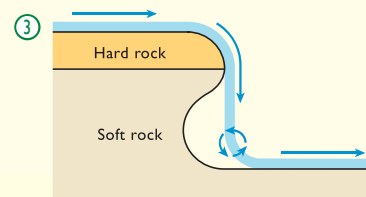
How are waterfalls formed?



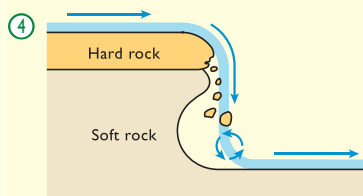
STEP 1: Most waterfalls are formed when the river meets a band of softer, less resistant rock after flowing over a harder, more resistant rock.



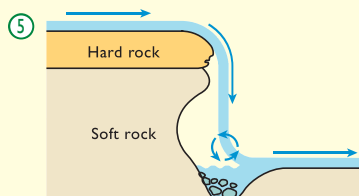
STEP 2: The softer rock is worn away more quickly to form a step in the bed of the river.



STEP 3: The harder rock is undercut by the river.



STEP 4: The undercut rock is left unsupported and will collapse.



STEP 5: The rocks that have collapsed will swirl around at the foot of the waterfall and create a plunge pool.

This process will be repeated and the waterfall will move upstream leaving a steep-sided gorge in front of it.



From your understanding of how waterfalls are formed which rock type is the hardest and makes the cap of the waterfall?

Which rock type is softer and has been eroded away to form Gibson's Cave?

3. HIGH FORCE

The hardest rock that forms the cap of the waterfall is dolerite. On the photograph of High Force below add the following labels:

Dolerite (Whinstone)

Plunge Pool

River Tees

Limestone / Sandstone





Bowlees and High Force, Teesdale

Follow-up Activity 1 - Pupil Resource Sheet 5

RIVER MEASUREMENTS

1) Complete the following table using your river measurements collected in the field

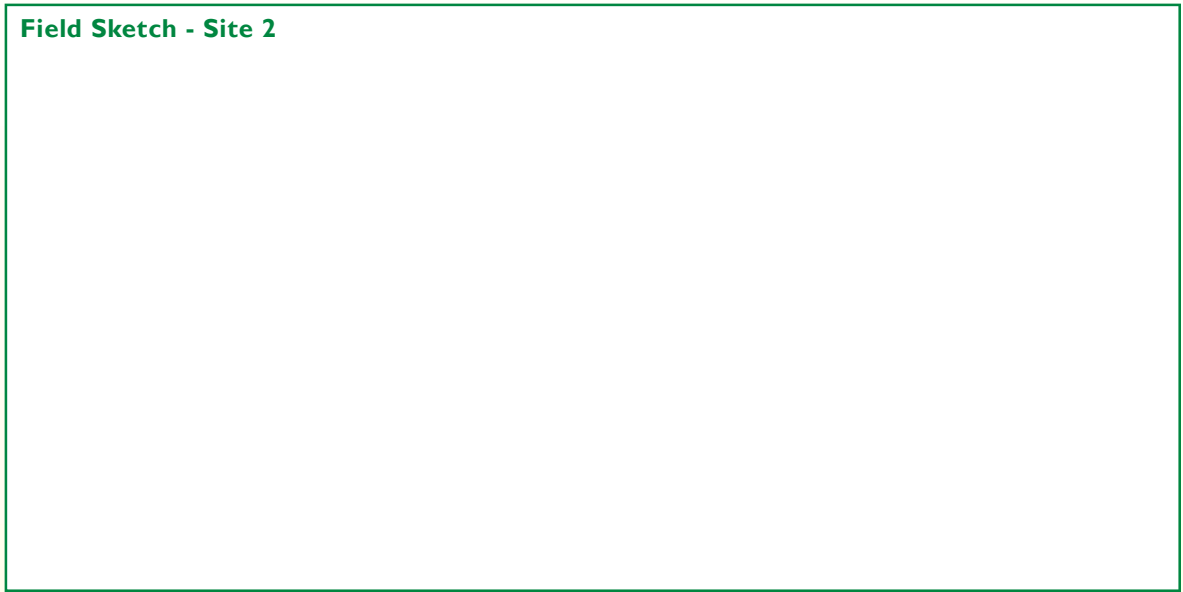
Measurement	Site 1	Site 2	Site 3
Grid reference			
Width (m)			
Mean depth (cm) Add the five depth measurements together and divide by five			
Mean float velocity (time taken for the float to travel 10m together for each site and divide by five)			
Mass of pebble (g)			

2) Make neat copies of your field sketches in the boxes below and label them:

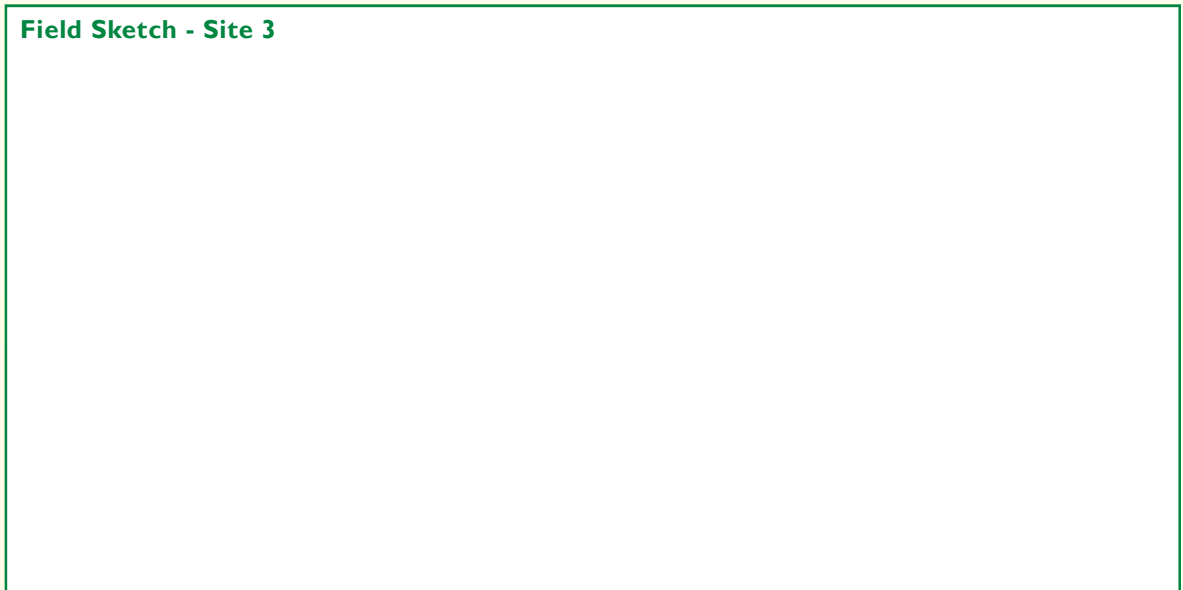
Field Sketch - Site 1



Field Sketch - Site 2



Field Sketch - Site 3



3) From your results answer the following questions:

- a) *What happens to the width of the river as you move downstream?*
- b) *What happens to the depth of the river as you move downstream?*
- c) *Where is the river flowing fastest?*
- d) *What happens to the weight of the pebble that the stream can transport, as you move downstream?*
- e) *Where does the river have the most energy to transport material?*
- f) *Describe how the landscape changes as you move downstream?*
- g) *Were the statements you made on Pupil Resource Sheet 2 correct?*





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Follow-up Activity 2 - Pupil Resource Sheet 6

FORMATION OF HIGH FORCE WATERFALL

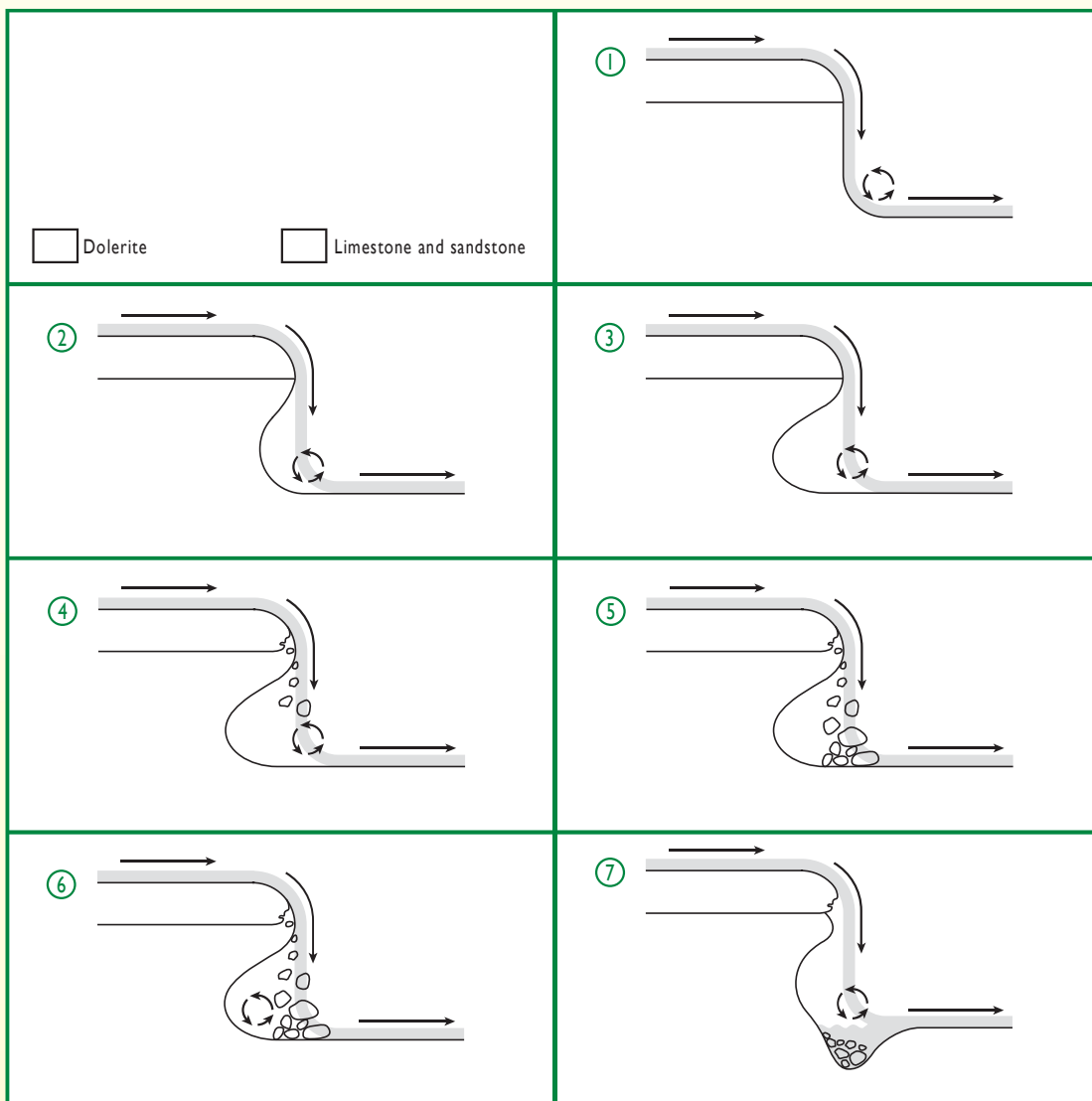
Produce your own explanation of how the waterfall and gorge were formed at High Force following your visit.

Instructions:

1. In the blank box below put the title 'How High Force waterfall and gorge were formed'. Under the title describe how the waterfall and gorge were formed. Here are some words to help you:

Dolerite **Whin sill** **Recedes** **Sandstone and limestone** **Hard resistant rock**
Less resistant rock **Water wears away** **Boulders** **Plunge pool**

2. Colour the diagrams below with the Whin Sill a dark colour and the limestone and sandstone a light colour.
3. Cut your title box and diagrams out and make them into a booklet by stapling the edges.
4. If you now flick through your booklet you will see the waterfall moving upstream to leave a gorge.







Bowlees and High Force, Teesdale

Follow-up Activity 3

Design an advertising leaflet for tourists coming to the area

This activity is based on designing an advertising leaflet or flier for High Force and provides good opportunities for literacy genres and oracy.

- Collect examples of tourist advertising leaflets and fliers from local Tourist Information Centres.
- In groups of 3-4 look at the example leaflets and fliers and list the essential kinds of information they contain. For example maps, photographs, drawings website and other contact details, background information about the place, persuasive sections encouraging the tourist to visit, opening times, facilities etc.
- As a class feedback the essential details needed to produce a leaflet or flier and list the information on the board.
- Orally with the whole class consider the different styles of writing that are used, for example persuasive, factual, bulleted etc. Key to this is to:
Remember the purpose
Consider the audience
Make it informative but also tempting to read, easy to read in small 'bites' and clear
- In groups decide on the sections and styles that your leaflet will contain. Divide up the sections so that individuals in the group write different sections.
- As a group, design your leaflet or flier (use the examples to help you decide on the style).
- Each group presents their leaflet to the class explaining why they chose their design.







Bowlees and High Force, Teesdale

Follow-up Activity 4

TRADITIONAL TALES

Literacy, Writing and Genre

Folklore is often based around natural features in the landscape such as caves and waterfalls. The traditional tale of the 'Stanhope Fairies' in Weardale in the North Pennines is a tale about fairies that live in the caves that run into the hillsides. The tale of the Stanhope fairies is reproduced below.

- Read the tale of the Stanhope Fairies
- Produce your version of a traditional tale based on the area around Gibson's Cave

The Stanhope Fairies

Once Weardale was full of fairies. Often at night they could be heard plish-plashing in the river, and singing in tune to the water as it ran over the pebbles. They lived in the little caves, which run into the hillsides, and held their court there every night; but they were a secretive people, and did not like anyone to see them at their sports.

One day, however, a little girl who was gathering primroses by the waterside near the town of Stanhope heard sounds coming from one of the little caves, and ventured in. To her delight she saw the fairies feasting and dancing, and she hurried home to tell her father. But her father could not join in her pleasure, for he knew that the little folk would come for her. They liked to guard their secrets closely, and if any mortal spied on them, they would spirit him away to live with them.

The farmer loved his daughter very dearly, so he did not tell her what punishment the fairies would inflict on her for spying on them, but went immediately to consult with a wise old woman who knew how to outwit the little folk.

"They will come for your daughter at midnight tonight," she told him, "but they will have no power to take her away if you preserve a perfect silence. There must be no noise. The smallest sound will break the spell."

The farmer went home, and when his daughter had gone to bed, he couped-up all the hens and the turkeys. Then he took the chains from the cows' necks, and locked the doors of the stables and byres. He fed all the dogs on juicy bones and porridge until he made them full and sleepy. Then he came in and stopped all the clocks in the house so their ticking would not break the spell, and put out the fires so that the wood would not splutter and crackle; and then he sat down to wait for the fairies.

At midnight they came. He could hear them click open the garden gate, and ride up on their little ponies. Finding all so silent and still, they were taken aback and paused, but alas the farmer had forgotten a little spaniel, which slept at the foot of his daughter's bed. When it heard the tiny horse-hoofs under the window, it leapt up and barked. The spell was broken, and when the farmer ran upstairs, his daughter was gone.

He was full of grief at the loss of his daughter, but he decided not to rest until he had won her back. So he went again to consult the wise old woman.

"I can help you even now," she told him, "but it will not be easy to win back your daughter. You must go yourself to the cave where the fairies live, and take with you a sprig of rowan. But before you go you must find something that will give you a light without burning. Secondly you must take with you a chicken that has no bone in its body; thirdly, you must find an animal that will give you part of its body without shedding one drop of blood. If you take those 3 things with you, the King of the Fairies cannot keep your daughter."



The farmer left the old woman with renewed hope. But when he asked himself – what will show me a light without burning? And where will I find a chicken without a bone in its body? And what animal will give me part of its body without shedding a drop of blood? – he could find no answers.

However, as he walked slowly homeward musing on these 3 questions he met a beggar. “Can you help me, sir?” said the beggar, “ for I am old and poor and have nothing to eat.” “That I can, and will,” replied the farmer, “ for I have troubles of my own.” And he gave the beggar a sixpence. “Thank you sir,” said the beggar, “now I will help you. The answer to your first question is – a glowworm will light your way, but never burn.”

The farmer looked at the beggar with astonishment, but as he looked the old man smiled and vanished.

Farther on, he was passing a little copse when he saw a thrush fleeing before a sparrowhawk that was ready to pounce on it. Forgetting his own troubles, he picked up a stone and threw it at the sparrowhawk. The hawk flew away, but the thrush turned back, and perching on the branch of a thorn, said to him, “ Thank you sir. You have saved my life. Now I will help you. The answer to your second question is – put an egg under a sitting hen for 15 days, and it will hold a chicken with never a bone in its body.” The farmer looked at the thrush with amazement, but it sang 3 lovely notes for him, and vanished like the beggar.

“Now I have the answers to 2 of my questions,” said the farmer, “but there still remains the third, and how shall I answer that?”

But as he walked on musing on the third question, he heard a pitiful crying in the hedge. It was a rabbit caught in a snare. Stooping down he freed the rabbit gently, but instead of running away it looked at him and said, “Sir, you have done me a good turn. Now I will help you. The answer to your third question is – if you grasp a lizard by its tail it will run away and leave the tail in your hand without shedding one drop of blood.” Then the rabbit, too, vanished like the beggar and the thrush.

Overjoyed at his good fortune, the man ran home and put an egg under a hen that was brooding. When 15 days had gone he went out into the woods and gathered 3 glowworms. Then he went up onto the moors to find a lizard. When one came out to bask on the stones he seized it by the tail. The lizard wriggled away and left the tail in his hand.

Then he put a sprig of rowan in his hat, and took his 3 gifts to the cave of the fairies. They were vexed to see him, but they could not harm him because of the rowan sprig; and when he presented his 3 gifts they were forced to give him back his daughter. She returned home with her father, and never again did she try to spy on the fairies in the caves.

