

Day Trips



museum.wales/learning

These notes have been written to work alongside the Day Trips eBook.



This resource is designed for learners age 8-11. It offers learners the opportunity to explore why Wales is a popular day trip and holiday destination and look more closely at their own leisure time, making comparisons from past to present. See Curriculum for Wales Areas of Learning and Experience at the end of this resource.



**Please share any class work with us
on Twitter @Amgueddfa_Learn**

eBook Chapters



Key Questions

Why do we go on day trips and holidays?

Is going on day trips good for our health and well-being?

Where do we like to go and what do we like to do on day trips?

How do we feel when we go on day trips?

Possible discussion about 2020, having to stay close to home and re-discover and explore local beauty places/ attractions.

Why is Wales popular?

Why is Wales popular as a day trip or holiday destination? Explore ideas.

Day Trip Timeline

How day trips became popular. Explore historical context and how day trips developed over time.

Posters and Postcards

Ask learners to think about their hometown, is it popular with locals or people from far away?

Explore the words advertising and tourism.

Ask them to think about methods currently used to promote local places. Magazines? Television? Social Media? Internet?

Now ask learners to look in greater detail at the photographs holiday guides/ postcards/ marketing.

Look at the items closely, where and what are they promoting? What is the image of?

Ask them to create their own marketing campaign for their local town/ village or seaside resort, thinking of the wording, colour and pictures. Where would they advertise? What would it look like?

Work Outings

Miners' Fortnight

Sunday School Trips

Discussion around social gathering day trips, then and now. Discussion around miners' fortnight and Sunday School trips. Where do learners go and who do they go with? Do they enjoy school trips, trips with their friends, for example, football clubs or local Guides group?

Oral History

Explain to the learners why oral history is important.

Oral history is when people share their experiences and memories and this is recorded.

Sunday School Trips are a popular shared memory.



Play the oral history recordings.

Ask your class how they feel about it? Do the people remind them of anyone? Is this like their day trips?

Ask the learners to carry out their own oral history research. Encourage them to think about questions they could ask, for example, their own families.



1. Where did you go?
2. Who did you go with?
3. How did you get there?
4. What did you do there?
5. What did you wear and eat?
6. Was it fun? If so, what made it fun?
7. What did you see/ hear/ smell/ taste/ feel?

Why were souvenirs created? People had increased wages which meant more disposable income for families to purchase non staple items.

Increased wages were a catalyst for the development of leisure time.

Explore Local Archives/ Libraries.

Audio Transcripts

This page includes transcripts of the oral history recordings.

Wales



This section is designed to be used by schools across Wales. Encourage them to discuss their local area, where is there to visit? Have they been to other parts of Wales?

Marvellous Mountains and Charming Countryside

Landmarks

Cool Cities, Cardiff Docks to Cardiff Bay

Tourist Attractions

Land of Culture

These chapters explore different aspects of Wales' rich landscape which make for ideal day trip and holiday destinations.

Ask the learners if they have been to any of the destinations? Explore the uniqueness of the Eisteddfod and Wales' culture such as castles, museums, agricultural shows, and sporting games which make ideal day trip destinations.

For more information on Margam, go to



[https://museum.wales/learning/activity/134/Art---Margam-Pictures/?
_ga=2.130992326.896883939.1616192825-786943776.1607938993](https://museum.wales/learning/activity/134/Art---Margam-Pictures/?_ga=2.130992326.896883939.1616192825-786943776.1607938993)

Explore why large stately homes and places of work have been transformed into tourist attractions.

How have trips changed over time?

Compare and Contrast

Discuss the themes of food, transport, social gatherings, activities, clothes, feelings and experiences with regards to day trips. For example, what food do they enjoy when they go to the beach, or where do they go on day trips? How do they get to their destination? What method? Who do they go with? Family or friends? Do they go with their religious group?

What do they wear? What do they take with them? What do they eat? What do they see/hear/ smell/ taste /do/ feel?

These initial questions will encourage learners to think about their own day trips before exploring the photographs in greater detail.

Now ask your class to look at the photographs:

How do these photographs compare with their own experiences of day trips to the seaside? What are they eating? What transport are they using? How do you think they feel? What are they doing?



Sustainability

What are the people wearing? What is it made from?

Traditional fabrics such as wool were the primary material for bathing suits. Over time, lycra swimming costumes became fashionable.

Discussion on sustainability and fast fashion. How has the natural environment shaped the way seaside clothing has been developed?

Who did they go with? Traditionally Sunday School or with family?

Discussion around leisure time and social gatherings. Where once an outing would have been either, for example, with the local Sunday School/ family/ work outing, times have changed. Encourage a discussion on social groups and their changing role over time.



What transport did they use to get to their destination? Discussion around the development of transport/ technology which can also be linked to sustainability, the environment and responsible tourism*.

How do all these answers compare with their own experiences ?

Looking after our environment

Look at the photograph of Llanbedrog beach, what are they doing?



Discussion on sustainability* and responsible tourism. Many areas across Wales rely on tourism, people coming to those areas to enjoy holidays and day trips which stimulates job and economic growth. Nevertheless, as seen in the photograph this can cause big population growth, particularly in the summer, which mean that some areas experience the negative impacts of tourism. These include damage to the landscape, littering, traffic congestion and pollution.

Day trips and holidays become a balancing act.
Possible discussion on the year 2020 and tourism.

Pupils to create their own nature journal.

What can they find? What can people find on their day trips/ holidays?

Optional Activity

Make a Pressed Seaweed

You will need:

Washed up pieces of seaweed from the beach
Shallow tray
Strong card
Paintbrush
Old tights or dried nappy liners
Newspaper
Something heavy such as books or stones
Glue



What to do:

Half fill a shallow tray with tap water, and place a stone under one end to give a shallow end and a deep end.

Take a piece of card slightly bigger than the seaweed you want to press, and place it in the water.

Put the seaweed in the water over the card. Slowly draw the card out of the water from the shallow end, arranging the seaweed on the card with the paintbrush as you go.

Put a piece of old tights to cover the seaweed.

Put the seaweed on its card in between some sheets of newspaper. Put heavy stones or books (or anything else) on top.

Every day, change the wet newspaper for dry.

After a week or two the seaweed should be dry.

Many types of seaweeds stick to the card without glue, but if you do need to, add a spots glue to hold the seaweed on the card.

Use your pressed seaweed to make greetings cards or just frame them!

Paintings of Wales

This chapter is all about how artists promoted tourism, through painting landscapes of Wales.



Further Information below:

https://museum.wales/collections/online/object/82367640-6dbf-3a57-a22a-e5c8705d5ad1/Dolbadarn-Castle/?field0=with_images&value0=1&field1=database&value1=art&field2=string&value2=dolbadarn%20castle&index=0

<https://museum.wales/learning/activity/465/An-Impressionist-in-Wales/>

Painting: Forest Cove, Cardigan Bay by John Brett.

Forest Cove (now called Aberfforest) is nestled on the beautiful Pembrokeshire Coastal Path. John Brett, a London-based artist, adored Wales and wrote that Pembrokeshire was the ‘only one really satisfactory seaside place’ in Britain. He visited Wales several times, spending his holidays here with his wife and children. This coastal scene, painted in Pre-Raphaelite style, is fresh and luminous - a crisp summer day.



Not included in the eBook. Possible comparison exercise:
Artists helped to promote tourism in Wales through their work. However, it is also important to note that touring around Wales in the late 18th century and early 19th century was not easy. Please see below.

Painting:

An artist travelling in Wales. 1799.

Artist: Rowlandson, Thomas (after)

Person/ Body: Ackerman, R.

Artist: Merke.



<https://museum.wales/collections/online/object/f1ac3549-3a12-3351-9a8f-b9c218849877/An-Artist-travelling-in-Wales/>



A satirical look at the difficulties of travelling in Wales before transport networks and railways. This shows an artist going off to paint the Welsh landscape on a horse, with all the tools of his trade, battling against the Welsh weather and the 'wild' Welsh landscape. This made it difficult for anyone to access the Welsh countryside and the perception from people outside of Wales was that it was very remote.

Wales in 1799. Discussion around the development of transport infrastructure in Wales which enabled industry and leisure to flourish. Look for examples in the eBook that demonstrate development of transport in Wales. Make direct comparisons with this painting and advertisements in the eBook.

Discussions and activities you could consider for other Areas of Learning and Understanding:

Humanities

Discuss the meaning of industrialisation and its impact on Wales in the 19th and 20th centuries. The timeline looks at the factors which brought about change and the growth of day trips and holidays in Wales.

Explore the geographic make up of Wales and why it is so popular for day trips and holiday destinations.

Discussion on landmarks of Wales.

Discussion on how the change of industries in the 20th century shaped Wales. Places of work and stately homes being transformed into tourist attractions.

Science & Technology

Discussion around the development of transport with the rise of the railways and motor cars and how this impacted tourism.

Natural World

How people have used the natural world to create materials and how it has influenced design. For example, wool from sheep was used to create woollen bathing suits, more recently this has been replaced by other fibers such lycra which are less environmentally friendly.

Wetsuits

Discuss how the natural world inspired the design of the wetsuit.





Mathematics & Numeracy

Day Trip Pocket Money Activity.

Create a list of items available to buy at a local shop on a day trip to the beach.

Price each item.

Learners are 'given' £5 to spend. Ask them to pick items on the list to buy. They must count how much they buy, spending no more than £5.

Explore statistics, e.g., how many people visit seaside resorts in the summer.

Languages, Literacy & Communication

Marketing Campaign

Think about the Butlin's slogan "Holidays with pay: Holidays with play: A week's holiday for a week's wage".

Ask the class to create their own local marketing campaign, think about alliteration and rhyme in their choice of wording.

Oral history

Think about the questions and how they would ask their family and friends about their day trip memories.

Expressive Arts

Create their own marketing material by drawing, painting or designing a poster/ postcard by hand or digitally.

In groups create their own dramatised advert, advertising their local area, perhaps the pupils could film these adverts.

Discussion on the Museum Wales art collection relating to day trips and holiday theme.

Discussion on how painters influenced tourism in Wales.

Health and Well-being

Explore the benefits of going on day trips. How does this make pupils feel? What do they hear/ see/ do/ taste?

Citizenship

Discussion on responsible tourism and the importance of tourism to local areas - creation and sustainment of jobs being balanced against the need to look after the local environment. Sustainability- the impact of industries on the environment in the past and the present. Possible discussion on the year 2020 and its impact on tourism.



Discuss Wales' place in the world and what make it unique for day trips and holidays? How does Wales compare with other countries of a similar size? Opportunity to carry out a comparison exercise with another country of the world.