

# Learning at Morwellham Quay

Here at Morwellham Quay we aim to give students from KS1 to A Level a visit which is both fun and educational.

Our talks and demonstrations are designed to cover aspects of the National Curriculum across a range of subjects.

A visit to us can be fitted in as part of a wider project in school, or as a stand-alone study. If there is a particular topic you would like to cover, or preparatory or follow-up work you would like to discuss, we are happy to help.

Details are given below on each activity we offer and how it fits the National Curriculum.

There is also a list of subjects with an explanation as to what aspects are covered in our activities.

## Educational Visits include:

- a) Free preparatory visit for teachers to plan their trip.
- b) Free teaching resources to prepare for the visit and follow-up afterwards.
- c) Personal welcome by our costumed Living History Guide.
- d) Your choice of four timetabled activities, led by our costumed Living History Guides, within a four-hour visit.
- e) An indoor area in which to eat your lunch and leave your bags.

**Costs:** £7.95 per pupil ages 5 - 11

£9.95 per pupil ages 12 + (also price for adults above the ratios below)

**Teachers free** on a ratio of

1:3 for children under 7
1:6 for children aged 7 - 11
1:8 for children aged 11 upwards

**Group Size:** Between 15 and 30 pupils in each group

KS1: Ages 5 – 7    KS2: Ages 7 – 11    KS3: Ages 11 – 14    KS4: Ages 14 - 16

# Activities

Of the four activities, one will be the tour through the copper mine on the train, unless you have a specific reason why this is not suitable for your group.

We suggest you choose three other activities from the list below:

## Mine Train



**Enter the George & Charlotte copper mine for a fascinating insight into living and working at Morwellham Quay. Here you will have a chance to learn about the appalling conditions faced by the miners who risked their lives extracting the minerals that helped drive the industrial revolution.**

### **KS1**

We will take your group on a journey underground through the George and Charlotte copper mine where the children will be able to use their senses to identify different light sources in order to conclude that darkness is the absence of light. Many aspects of the copper mining process will be explained and the children will learn the part science has played in the development of many useful inventions, including the use of water power. They will hear about the lives of the miners, their working conditions and how the work was carried out. The children will be encouraged to express how they feel, being underground, and to make relevant comments, asking questions to clarify their understanding.

#### **Key Stage 1 Points:**

<b>English</b>	Spoken Language		
<b>Science</b>	Materials and their uses	Seasonal changes	
<b>Geography</b>	Location	Place	Physical Geography
<b>History</b>	Local History	Industrial History	

### **KS2**

In addition to the KS1 aspects the children should understand how through scientific techniques the copper is smelted and transformed into copper plate and then into pots and pans.

#### **Key Stage 2 Points:**

<b>English</b>	Spoken Language					
<b>Science</b>	Materials and their uses	Seasonal changes	Rocks	Light	States of matter	Forces
<b>Geography</b>	Location	Place	Physical Geography			
<b>History</b>	Local History	Industrial History				

### KS3

Additional to KS1 and KS2 points: as part of the Cornwall & West Devon Mining Landscape World Heritage Site, the visit to the mine will help the students develop their knowledge of this globally significant location, including the defining physical and human characteristics of the site. Technological changes and the history of copper mining are discussed during which a number of new words and terms are introduced which can expand vocabulary. Students will also learn about the industrial revolution, the empire, the slave trade and the impact on society.

#### Key Stage 3 Points:

<b>English</b>	Spoken Language & Grammar & Vocabulary						
<b>Science</b>	Materials and their uses	Scientific Attitudes	Seasonal changes	Rocks	Light	States of matter	Forces
<b>Geography</b>	Location & Place		Human Geography	Physical Geography			
<b>History</b>	Local History		Ideas, Political Power, Industry and Empire: Britain 1745 - 1901				

## School



Occasionally the children of Morwellham could afford to go to school. Find out what Victorian education was like – its strict regime of parrot learning and punishment - all whilst sitting on hard benches. **Warning: this activity will be more fun than it sounds!**

## **KS1 & KS2**

The Victorian School Teacher will run the class as though the children are living in the nineteenth century. They will quickly realise the differences between materials used in this classroom and their own, such as benches, candles, blackboards and slates. The teacher will explain the punishments faced by children in a small village school during the Victorian era. The students will learn to remember specific points that interest them, for later discussion in their own classroom. When they return to your school they will be able to compare facilities and teaching styles with their own classroom.

### **Key Stage 1 & 2 Points:**

<b>English</b>	Spoken Language	
<b>Maths</b>	Number and Place Value	Measurement
<b>Science</b>	Materials and their uses	
<b>Geography</b>	Place & Location	
<b>History</b>	Local History	

## **KS3**

In addition to the KS1 & 2 aspects the history of schooling and the impact of the industrial revolution on society will be explored.

### **Key Stage 3 Points:**

<b>English</b>	Spoken Language & Grammar & Vocabulary	
<b>Maths</b>	Number and Place Value	Measurement
<b>Science</b>	Materials and their uses	
<b>Geography</b>	Place & Location. Human Geography	
<b>History</b>	Local History	Ideas, political power, industry and empire: Britain, 1745 - 1901

## Costume



Your group will get the chance to dress up in Victorian style costume, for the girls its long skirts, capes and fancy hats, whilst the boys try on coats, waistcoats and top hats. Learn about the styles relevant to social status. Also a great opportunity to take a group photo.

### **KS1**

In the Costume Museum the children will find out about the type of clothing worn in Victorian times and how that would vary depending on the age, employment, wealth or social status of individual members of society. They will use the senses of sight and touch to explore and recognize the similarities and differences between the fabrics and the thickness and weights of the materials and compare them to their own clothing and school uniform. The whole group can then try on Victorian style clothing and go for a walk through the village to get an idea of what they would have worn and how they would have looked during that period. An ideal opportunity for a class photograph by the Water Wheel.

### **Key Stage 1 Points:**

<b>English</b>	Spoken Language	
<b>Maths</b>	Number and Place Value	Measurement
<b>Science</b>	Materials and their uses	Seasonal Changes
<b>Geography</b>	Place	
<b>History</b>	Local History	Industrial History

### **KS2**

As well as the KS1 aspects the children should also recognize how the shapes of some objects can be changed by combining materials, such as the ribbing in the crinolines. They will be able to ask questions of the Guide as well as follow up and extend ideas about fashion, different materials and social status when they return to their own classroom.

### **Key Stage 2 Points:**

<b>English</b>	Spoken Language	
<b>Maths</b>	Measurement	
<b>Science</b>	Materials and their uses	Seasonal Changes
<b>Geography</b>	Place	
<b>History</b>	Local History	Industrial History

### **KS3**

In addition to the KS1 & 2 aspects new words will be introduced which will expand the students' vocabulary. The impact on clothing of both the industrial revolution and imported goods and materials from the Empire is discussed.

**Key Stage 3 Points:**

<b>English</b>	Grammar & Vocabulary	
<b>Maths</b>	Measurement	
<b>Science</b>	Materials and their uses	Seasonal Changes
<b>Geography</b>	Place	
<b>History</b>	Ideas, political power, industry and empire: Britain, 1745 - 1901	Industrial History

## Rope Making



Every self-sufficient 19<sup>th</sup> century community had its own rope walk. There's no better way of learning than by doing. Groups will get the chance to get actively involved in making their own rope, supervised by experts.

### **KS1, KS2 & KS3**

On the ropewalk students will first be led in a discussion of the uses of rope in the Morwellham area in the past and the children will be asked to comment and ask questions. This leads on to the group following simple instructions in the use of the rope-making equipment. They will thread the machinery and twist the string to make a rope of natural fibre, learning how the shape and strength of some objects can be changed by twisting and stretching.

### Key Stage Points:

<b>English</b>	Spoken Language & Grammar & Vocabulary				
<b>Maths</b>	Number and Place Value			Measurement	
<b>Science</b>	Materials and their uses	Seasonal Changes	States of Matter	Properties & Changes of Material	Forces
<b>Design Technology</b>	Make and Evaluate				
<b>Geography</b>	Location & Place			Human Geography & Physical Geography	
<b>History</b>	Local History			Industrial History & Ideas, political power, industry and empire: Britain, 1745 - 1901	

## Victorian Child Labour (Not suitable for under 7's)



For many children the only option after leaving school (at aged 8 or 9) was to work on the dressing floor. Your group will experience first-hand the hard work involved in dressing the ore, breaking the rocks with hammers and sorting the copper ore from the waste rock.

### **KS2**

A costumed guide will give an introduction to the process of separating the ore deposits from the waste rock and the children will be able to comment and ask questions. They can then experience the working life of children in the past by breaking open the ore with hammers, following simple instructions to control the risks to themselves and to others. Using their senses they will be able to sort the copper from the fool's gold and the dross on the basis of simple material properties and learn how to separate solid particles of different sizes.

### **Key Stage 2 Points:**

<b>English</b>	Spoken Language			
<b>Maths</b>	Number and Place Value			Measurement
<b>Science</b>	Forces	Rocks	States of Matter	Properties & Changes of Material
<b>Science cont.</b>	Materials and their uses		Seasonal Changes	Working Scientifically
<b>Geography</b>	Location		Place	Physical Geography
<b>History</b>	Local History		Industrial History	

### **KS3**

In addition to the KS2 aspects the students will explore areas of human and physical geography including the use of natural resources, geological timescales, population and economic activity. Science is covered with reference to earth's limited resources, the formation of rocks, pure and impure substances and the properties of metals and non-metals. Students will evaluate risks and understand the importance of accuracy and precision in their work.

### **Key Stage 3 Points:**

<b>English</b>	Spoken Language & Grammar & Vocabulary			
<b>Maths</b>	Number and Place Value			Measurement
<b>Science</b>	Forces	Rocks	States of Matter	Properties & Changes of Material
<b>Science cont.</b>	Materials and their uses. Earth & Atmosphere		Seasonal Changes. Pure & Impure Substances.	Working Scientifically. Scientific Attitudes. The Periodic Table.
<b>Geography</b>	Location & Place		Human Geography	Physical Geography
<b>History</b>	Local History		Industrial History & Ideas, political power, industry and empire: Britain, 1745 - 1901	

**Pottery** (Only suitable for smaller groups)



**Come and watch our resident potter making pots and bowls as it would have been done in Victorian times. Marvel at how a lump of clay is transformed into a bowl in scarcely more than a minute. An opportunity for some to get their hands dirty!**

**KS1**

The children will learn where clay comes from and all about the different types of clay and glazes that are used. They will use the senses of sight, smell and touch to explore and recognize the similarities and differences between the materials. The Potter will demonstrate how to make a small pot using no tools except ones fingers as well as how to throw a pot using the potter's wheel. Students will be given the opportunity to make something using clay and will follow simple instructions in order to produce an object.

**Key Stage 1 Points:**

<b>English</b>	Spoken Language		
<b>Maths</b>	Number and Place Value	Measurement	
<b>Science</b>	Materials and their uses	Working Scientifically	
<b>Art &amp; Design</b>			
<b>Design Technology</b>	Make and evaluate		
<b>Geography</b>	Location	Place	Physical Geography
<b>History</b>	Local History	Industrial History	

**KS2 & KS3**

Additional to the aspects mentioned above, the children will learn how the use of an object can change when it goes through different processes, (eg firing and glazing) and recognize a permeable and impermeable object. They will be able to ask relevant questions of the Potter in order to clarify, extend and follow up ideas. They will learn about famous potters and understand the historical and cultural development of the art form.

**Key Stage 2 & 3 Points:**

<b>English</b>	Spoken Language & Grammar & Vocabulary		
<b>Maths</b>	Number and Place Value	Measurement	
<b>Science</b>	Materials and their uses	Working Scientifically	Properties & Changes of Material
<b>Art &amp; Design</b>			
<b>Design Technology</b>	Make and evaluate		
<b>Geography</b>	Location & Place	Human Geography	Physical Geography
<b>History</b>	Local History	Industrial History & Ideas, political power, industry and empire: Britain, 1745 - 1901	

**Life at Sea** (This talk takes place on the boat and is therefore weather dependent.)



Morwellham Quay in 1865 was a busy port. All aboard the Garlandstone to explore how copper ore was transported. Find out what it was like to live and work at sea. Discover how the River Tamar was part of a worldwide water-highway, long before trains and trucks carried heavy cargoes.

**KS1**

The Living History Guide will explain about the sailing boats that were used to carry cargoes of ore from Morwellham port to Swansea, where the ore was taken to be smelted. The sailor's life was a hard one with a great deal of heavy lifting as well as loading and unloading of goods. The children will learn about wind power and how to sail into the wind, using their senses to work out the wind direction. They are given the opportunity of hoisting a sail following simple instructions and to experience how people can work together to make it possible to lift a heavy object.

**Key Stage 1 Points:**

<b>English</b>	Spoken Language	
<b>Maths</b>	Number and Place Value	
<b>Science</b>	Materials and their uses	
<b>Geography</b>	Location	Place
<b>History</b>	Local History	Industrial History

**KS2 & KS3**

As well as the KS1 aspects the children will be able to identify the key points and evaluate what they hear. They will be able to ask relevant questions of the Living History Guide in order to clarify, extend and follow up ideas when back in the classroom.

**Key Stage 2 & 3 Points:**

<b>English</b>	Spoken Language & Grammar & Vocabulary	
<b>Maths</b>	Number and Place Value	
<b>Science</b>	Materials and their uses	Forces
<b>Geography</b>	Location & Place	Human & Physical Geography
<b>History</b>	Local History	Industrial History & Ideas, political power, industry and empire: Britain, 1745 - 1901

## Domestic Life.



Your group will visit two contrasting Victorian homes. "Copper Ore Cottage" shows how some of the better off residents of Morwellham lived, whilst the "Miner's Cottage" is an overcrowded hovel typical of the area in the 1860s. The whole experience provides a vivid and thought-provoking contrast to modern home life.

### **KS1 & KS2**

The homes and facilities available to the Victorians are compared with the equipment and machinery in a modern house (eg. electricity and plumbing). The children will be able to name items which were used instead of those powered by electricity, such as candles to give light and wood to fuel the fires for heat and cooking. They will recognize items which were used to transport and hold water prior to plumbing, taps and modern bathroom facilities.

The guide will ask groups to discuss and compare living conditions between the two cottages, as well as exploring the contrast between their own home life and that of people in the 19<sup>th</sup> century. Students should remember specific points that interest them and ask questions to clarify their understanding.

### **Key Stage 1 & 2 Points:**

<b>English</b>	Spoken Language		
<b>Maths</b>	Number and Place Value		
<b>Science</b>	Materials and their uses	Seasonal changes	Properties & Changes of Material
<b>Design Technology</b>			
<b>Geography</b>	Location & Place	Human Geography	
<b>History</b>	Local History	Industrial History	

### **KS3**

In addition to the KS1 & KS2 points students will be able to discuss and explore terms such as 'empire', 'civilisation', 'social status' and 'peasantry'. The comparison of the two cottages will give them a historical perspective of economic and social history.

### **Key Stage 3 Points:**

<b>English</b>	Spoken Language & Grammar & Vocabulary		
<b>Maths</b>	Number and Place Value		
<b>Science</b>	Materials and their uses	Seasonal changes	Properties & Changes of Material
<b>Design Technology</b>			
<b>Geography</b>	Location & Place	Human & Physical Geography	
<b>History</b>	Local History	Industrial History & Ideas, political power, industry and empire: Britain, 1745 - 1901	

## History of Chocolate



Your group will learn how cacao beans are grown and processed and the history of chocolate making, including the many Victorian inventions which brought about the product we know today. They will each make a small chocolate lollipop and understand changes of material and how all their senses are involved when appreciating chocolate.

### **KS1 & KS2**

The guide will instruct the group in making a chocolate lollipop, which they can decorate and take away with them at the end of the activity. They will learn to insert the stick, agitate to remove air bubbles, decorate and leave to set, showing how heating and cooling a material alters the product. The machinery used to enhance the texture of the chocolate by the addition of air is explained and demonstrated. Pupils will discuss the five senses and how they use each sense to appreciate chocolate.

A small exhibition and a short video explain how the cacao beans are grown and processed and the history of chocolate making. Students should remember specific points that interest them and ask questions to clarify their understanding.

### **Key Stage 1 & 2 Points:**

<b>English</b>	Spoken Language & Grammar & Vocabulary		
<b>Maths</b>	Number and Place Value		
<b>Science</b>	Materials and their uses	Properties & Changes of Material	
<b>Design Technology</b>	Make and evaluate		
<b>Geography</b>	Location & Place	Human & Physical Geography	
<b>History</b>	Local History	Industrial History	

## The Assayer's Laboratory



The assayer was an influential presence at the quay. Visit his laboratory to see the vast array of chemicals and rocks. You will learn how the copper ore was extracted from the ore-stone using high temperatures of over 1000 degrees. Morwellham's part in global trade is explained using role play.

**KS1** (For the younger children we can combine the Victorian Domestic Life talk with the Assayers to make one activity.)

The group will learn how the Harbour Master living in the best cottage also worked as the Assayer, or Sampler, the man who calculated the quantity of copper in the piles of ore on the quayside. The Guide will explain how the Assayer takes a sample from each pile of copper ore coming from the mines, he then crushes and heats this in order to extract the copper metal. They will learn how to sort the copper from the fool's gold and the waste rock, on the basis of simple material properties and will be able to handle and examine samples.

### Key Stage 1 Points:

<b>English</b>	Spoken Language		
<b>Maths</b>	Number and Place Value	Measurement	
<b>Science</b>	Materials and their uses	Properties & Changes of Material	
<b>Design Technology</b>			
<b>Geography</b>	Location	Place	Physical Geography
<b>History</b>	Local History	Industrial History	

### **KS2**

In addition to the KS1 aspects the children should understand how using scientific techniques the copper ore is processed through smelting and transformed into copper metal. The guide will explain that copper ore comprises the elements of copper, iron and sulphur. The children will join in role play to explore the smelting process which separates the copper from the iron and sulphur. Using a large scale map of the south west of England they learn about trade relationships between the port at Morwellham, Bristol and South Wales. Morwellham's role in a global context is examined, including a discussion of the slave trade.

### Key Stage 2 Points:

<b>English</b>	Spoken Language		
<b>Maths</b>	Number and Place Value	Measurement	
<b>Science</b>	Forces	Rocks	States of Matter
<b>Science cont.</b>	Materials and their uses	Seasonal Changes	Properties & Changes of Material
<b>Design Technology</b>			
<b>Geography</b>	Location	Place	Physical Geography
<b>History</b>	Local History	Industrial History	

### KS3

In addition to the KS1 & KS2 aspects the students will explore areas of human and physical geography including the use of natural resources, geological timescales, population and economic activity. Science is covered with reference to earth's limited resources, the formation of rocks, pure and impure substances and the properties of metals and non-metals. Students will evaluate the risks involved and understand the importance of accuracy and precision in their work.

#### Key Stage 3 Points:

<b>English</b>	Spoken Language & Grammar & Vocabulary		
<b>Maths</b>	Number and Place Value		Measurement
<b>Science</b>	Forces	Rocks	States of Matter
<b>Science cont.</b>	Materials and their uses. Earth & Atmosphere	Seasonal Changes. Pure & Impure Substances.	Properties & Changes of Material Working Scientifically. Scientific Attitudes. The Periodic Table.
<b>Geography</b>	Location & Place	Human Geography	Physical Geography
<b>History</b>	Local History	Industrial History & Ideas, political power, industry and empire: Britain, 1745 - 1901	

# Subjects

## English

### **KS1 & KS2**

Many of the activities we offer will involve some aspects of discussion with pupils listening to our staff and each other and responding appropriately. There may be times when the students will encounter unfamiliar words during the course of their visit; our staff will be on hand to explain anything they need to know more about. Pupils will always have a chance to ask relevant questions in order to check and extend their understanding and knowledge.

Other aspects of the English curriculum can be easily covered in the classroom using a visit to us as the starting point.

### **KS3**

Many of the talks and activities available here encourage pupils to use discussion in order to learn, this will help them to become more competent in the arts of speaking, listening and participating in debate. Some of the talks and demonstrations will introduce words which may be unfamiliar; this will help to expand vocabulary.

## Mathematics

A number of the activities we offer involve some form of mathematics, particularly in recognising and using language relating to dates and time, days of the week, months, year and centuries. The children will also be able to compare and sequence intervals of time or the duration of events.

Imperial measures are used in the Village Shop and the Classroom enabling pupils to compare the 'old' measurements with the new and 'old' money with the current coinage. They should also learn relative values by relating wages and prices for goods in the 19<sup>th</sup> Century to those today. In Child Labour the ore is graded by size and the children will learn how a grid is used to size pieces of rock.

## Science

Many of the activities we offer can help with developing student's understanding of scientific principles.

### **KS1**

Pupils will be able to observe various phenomena, and will have ample opportunity to ask questions and discuss with our staff what they have experienced and increase their understanding.

### **KS2**

Students can broaden their scientific view of the world around them by exploring, hearing about and talking about what they observe whilst visiting us. This will include a chance to find out how things have changed over time, as new scientific ideas have been accepted.

### **KS3**

Scientific Attitudes towards evaluating the risks involved in the mine, on the dressing floor and when using the furnace and other instruments in the assayers laboratory are discussed, as well as the need for accuracy and precision. A number of the mining activities discuss earth's limited resources, the formation of rocks, pure and impure substances and the properties of metals and non-metals.

### **History**

#### **KS1**

On our site students can develop and increase their knowledge of the past, and will get a chance to use and understand words and phrases relating to the passing of time. Activities undertaken can be fitted into a chronological framework and many of them offer a fantastic chance to compare ways of life between different periods. The site is an excellent focal point for a wider investigation into significant people and events in the area.

Pupils will be given plenty of chances to ask relevant questions and will be encouraged to think around the topic and answer questions put to them by our staff.

#### **KS2**

By understanding where in the chronology of the British Isles the industries surrounding Morwellham fit with other events, pupils can continue to develop their knowledge and understanding of British history. Looking at aspects of life covered on site pupils can identify trends, similarities and contrasts which develop over time and can be introduced to using the appropriate historical terminology.

#### **KS3**

As part of the Cornwall & West Devon Mining Landscape World Heritage Site, the visit to Morwellham Quay will help the students develop their knowledge of this globally significant location, the industrial revolution, the empire and the impact on society.

Visiting could be a starting point, or an interesting addition, to a study based around Britain's development as an industrial nation since the 18<sup>th</sup> century. A chance to see how the changing fortunes of an industrial area could affect the lives of the people involved. For local schools we are an ideal focus for a local history study of many aspects of British and World history, including the slave trade.

### **Geography**

Morwellham can be an excellent site to explore the way in which available natural resources have had an effect on human industry and settlement patterns, giving an example of interaction between physical and human processes. It is also a fine demonstration of how these interactions can change over time because of changes in the needs and structure of human society.

A visit can be a good time to get children using correct geographical terminology for human and physical features encountered on your trip.

As with many of the other subjects, the site here can offer local schools a starting point into comparing this area with others, both in this country and in the wider world.

## **Art and Design & Design Technology**

A session in the pottery can assist in meeting the aims of both Art and Design Technology curriculums as the students will be given the opportunity to create an object using clay and will be able to ask relevant questions of the Potter in order to clarify, extend and follow up design techniques and ideas. They will learn about famous potters, and understand the historical and cultural development of the art form. Afterwards they are given the opportunity to critique, evaluate and test their ideas and products and the work of others.

The design of different inventions is discussed and explored in relation to the artefacts used in the 19<sup>th</sup> Century for cooking and cleaning in the talk about Domestic Life, whilst different materials and how they can be designed to change is explored in both Rope Making and in the Assayer's Laboratory.

# Booking Details

## **Booking**

To book a visit either call, fax or email. If you would like specific activities or you are studying a particular area in depth then please let us know when making your initial booking. Alternatively, we are happy to allocate various activities for you, dependant on length of visit.

Each activity lasts anywhere between 30 and 45 minutes and timetabled slots include walking time between activities. If large, your group will be divided into smaller groups of up to 30 pupils and given a programme of activities (up to 4 including the mine railway). One break of half an hour will be allocated for lunch.

## **How to find us**

From Tavistock in Devon, follow the brown signs - take the A390 towards Liskeard and bear left after two miles.

From Cornwall, follow the signs on the A390 towards Tavistock and turn right 1 mile after Gunnislake Bridge

## **First Aid**

Morwellham Quay has a number of trained first aiders on site. If a first aider is required please ask any member of staff.

## **Lunch and Toilets**

There are both indoor and outdoor picnic areas available  
Toilets are situated at reception and behind the 'Ship Inn' in the centre of the village.

## **What to wear**

Morwellham is an open air site, with the majority of activities taking place undercover; however, we would recommend that all students bring a waterproof coat and warm clothing or sun cream/hat as appropriate. School uniform is not recommended as some of the activities are muddy. The village has uneven and rough ground so sensible footwear is a must.

On wet days it may be a good idea to bring extra dry clothing to wear on the way home.

## **Parking**

The coach park is situated in the main car park by the new reception building, for health and safety reasons we ask that the group embarks and disembarks from the coach park only.

## **Special Requirements**

Because of the age and nature of the buildings, some do have restricted access for anyone with limited mobility or in a wheelchair. Staff are always on hand to help – please feel free to ask. The disabled toilets are situated in reception and behind the ‘Ship Inn’ in the centre of the village.

## **Important**

**Please try to arrive at the stated time as each activity is timetabled and late arrivals may not always be able to complete all activities.**

**The living history guides are here to help your group get the most of their visit to Morwellham. However, it is the responsibility of the adults accompanying the group to ensure that the students behave at all times.**

## **For Enquiries & Bookings**

**Call 01822 832766**

**Email [admin@morwellhamquay.org](mailto:admin@morwellhamquay.org)**

**Fax 01822 833808**