

Global Events	
1760-1840	Industrial Revolution
1803-1815	Napoleonic War
1853	Use of ships in naval warfare increases
1880	Iron shipbuilding replaces wooden, partly in response to the demand for coal resulting from the Industrial Revolution
1914-1918	World War One
1917	Bolshevik Revolution in Russia, formation of the USSR
1929	Wall Street Crash
1939-1945	World War Two
1945	Establishment of the United Nations
1947	Partition of India and independence from UK
1947-1953	The Cold War
1949	Formation of NATO
1950	Korean Crisis
1956	Suez Crisis
1973	Oil Price Crisis
1982	Falklands War
1990-1991	First Gulf War
1991	Fall of the Berlin Wall
2001	September 11 attacks
2001-present	War on Terror, incorporating Second Gulf War
2008	Credit crunch and global recession
2016	UK votes to leave EU
2019	Brexit negotiations

National Events	
1900	Britain becomes the world leader in shipbuilding
1910	North East produce ¼ of UK ships
1918	Women's suffrage results in 'Votes for Women' and domestic shifts
1928	Shipbuilding Conference of British Firms is formed
1930	National Shipbuilders Security formed – the begin the process of 'sterilising' yards to reduce shipbuilding capacity
1934	Re-armament leads to new demand for ships
1939-1944	Women move into traditionally 'male' roles due to labour shortage
1940s	More and more people begin to migrate from their North East homes
1950s	Post-war rebuilding, including clearing 'slums' along the river and new housing estates built
1960	Most ships continue to be 'bespoke' and made to order
1960-1975	'The Long Boom' leads to high demand in shipbuilding
1967	Geddes Inquiry Release / Shipbuilding Industry Act
1971-1972	Work-in at Upper Clyde shipbuilders
1978	Shipbuilding Industry nationalised as 'British Shipbuilders'
1979-1990	Margaret Thatcher, Britain's first female Prime Minister
1982	Economic Recession leads to high unemployment
1983	26,000 jobs lost since formation of British Shipbuilders; 3,000 more announced in January; 9,000 more announced April
1984-1985	Miners' Strike

Blyth
Tyne
Wear
Tees

Local Events	
1500	Shipbuilding begins in Stockton with the construction of small wooden boats
1730	Blyth port expands
1748	Shipbuilding industry begins in Blyth
1770-1790	Mark Pye's shipyard receives multiple orders from Admiralty
1850	Industrial Revolution leads to the creation of Darlington and Stockton railways; more shipyards open and iron ships begin to be produced
1854-1888	229 ships built by Pearse, Lockwood & Co.
1884	Oil tankers being built by Graid Taylor & Co.
1914-1918	During World War One the orderbooks are full at Haverton Hill
1928	Ropner & Sons don't have enough order and the company closes
1932	Craig Taylor & Co. closes during recession
1934	Palmers shipyard closed by NSS
1936	Jarrow March
1956	First 'Tall Ships' event in Blyth
1957	Austin & Pickersgill upgrade facilities to begin production of SD14 freight carrier
1966	All main Tyne shipbuilders amalgamated in to Associate Shipbuilders (later Swan Hunter Group)
1966	Blyth shipyard closes along with 30 others in the North East region
1968	Haverton Hill closes
1968-1979	Swan Hunter & Furness merge but close in 1979
1969	ESSO Northumbria launches (largest ship built in Britain)
1980	Swan Hunter is the only shipyard remaining on the Tyne
1983	Tyne & Wear Council launches 'Save our Shipyards' campaign
1987	Swan Hunter re-privatised
1988	Last ships built on River Wear (Austin & Pickersgill)
1993	Loss of defence contract leads to calling in receivers on Swan Hunter
2010-2018	Blyth port ships paper from Scandinavia to the UK; regeneration and refurbishment takes place along the Quayside
2015	Today, street names and developments reflect the impact of shipbuilding - Castle Quay, Teeside Millennium Footbridge, Ropner Park

Ranking and assessing sources

Source validity

Oral historians have written much on the subject of authenticity and reliability. As a practice, oral history is less about obtaining historical fact (which we can gather from other more concrete sources such as letters, acts of parliament etc) and more about giving a voice to people’s experiences.

There are a number of oral history clips available on the [We Made Ships](#) site. For example, Joan Boon of Blyth talks about her experiences as a tack welder in Blyth Shipyard between 1963 and 1966.

Ask students to listen to the testimony and discuss how reliable it is. We can learn much from the information Joan gives, but students should also consider why she remembers in that particular way. What has she chosen to share or not share about her experience? How does she sound? What is the mood of her memory? Why is this?



http://archive.blythtallship.co.uk/content/catalogue_item/port-of-blyth/oral-history/oral-history-recording-of-joan-boon-of-blyth-northumberland-recalling-her-experiences-working-as-a-female-tack-welder-in-blyth-shipyard-between-1963-and-1966

Which is more important?

If we can agree that oral history testimony isn’t fully reliable from an historical point of view, can we assess the value of it in relation to other sources? For example, is a third-hand list of facts found on a Wikipedia page about Blyth shipbuilding more or less reliable than Joan’s memories? Why?

Primary and secondary sources

You could use resources taken from the [We Made Ships](#) site to teach students about primary and secondary sources, including the existence of the site itself.

Students could split the resources into the two categories according to the criteria below (or your own) before subcategorising them and evaluating their reliability etc.

	Primary Sources	Secondary Sources
Meaning	Original = primary = first	Not original = secondary = not first
	First-hand account of an event or of a time period	Second-hand account of an event, using information from elsewhere
	Created during or close to the time of occurrence	Can be an interpretation of what happened or was said
	Fact-based	Analysis or interpretation
Examples include	Letter, diaries, government records, autobiographies, artefacts, images	News articles, textbooks, biographies, reference books/sites

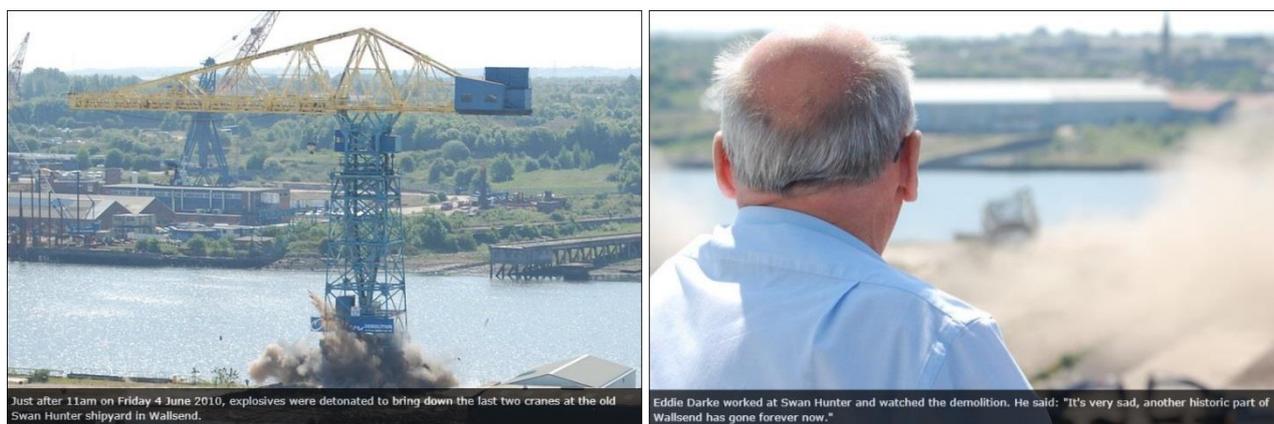
Applying knowledge to a visual stimulus

Applying existing knowledge

The BBC has an excellent collection of photographs relating to the demolition of cranes at the Swan Hunter shipyard in 2010.

Students should be encouraged to view the whole set of images without having read the accompanying article, and discuss what deductions they can make using existing knowledge.

Following this initial discussion, students should then be given the written content from the site.



http://news.bbc.co.uk/local/tyne/hi/people_and_places/history/newsid_8722000/8722475.stm

Using the final image, showing Eddie Darke watching the demolition, ask students to write a diary entry from his perspective. They should try to demonstrate the knowledge they already had of the subject and time, as well as that which they have learned from the article.

Friday 4th June, 2010

Dear Diary,

Today was a very sad day for our region, and for me personally.

Wallsend has felt very different in the past decade or so, and is just a shadow of what it once was. In my prime, Wallsend held Swan Hunter at its heart and it was a beacon of success and industry for the North East – for the whole UK in fact.

I remember the hard work I put down in the yard, but I also remember the friendships I forged. It was tough, but it was worth it. We were proud of our ships.

And then it fell silent. The cranes stood on the horizon as a reminder of how things were. I thought it was sad, but it was nothing compared to now.

Today those cranes, our cranes, my cranes, were given a final farewell. We watched on as the demolition took place. Very professional it was, too. But sacrilege. Like saying goodbye to a friend. Did I let the yard down? Could we have done any differently?

Times were against us, and now the final nail in the coffin has been hammered in, with great noise and mess, some of us looking on with nostalgia. I'm sure the young'uns looking on were just there for the thrill, not knowing that this was truly the end of an era. My era.

So tomorrow the landscape will be different. And I will feel different. But we move

Link and compare

Comparing and contrasting

Ask students to study these two images, both taken of ships at different stages of construction and at different shipyards in the region.

- What do the images have in common?
- What is different about the images?
- How can we use contextual knowledge to explain these differences?

Using the photographs together, what factual conclusions can the students come to about the ship building industry in the period 1961-1974?



https://farm5.staticflickr.com/4206/35589561415_00309be7ae.jpg

View of the OBO carrier 'Nordic Chieftain' under construction at the North Sands shipyard, Sunderland, February 1974 (TWAM ref. DT.TUR/2/62742C).



https://farm8.staticflickr.com/7449/27202161236_c84720db66.jpg

View of the passenger ship 'Northern Star' ready for launch at the Walker Naval Yard, Newcastle upon Tyne, 27 June 1961 (TWAM ref. DT.TUR/4/AG1775B).

For students living in the region, this would provide a good opportunity to visit the areas along the rivers or for them to bring in photographs of the areas today.

For students who cannot access the area easily, there are numerous photographs available online of the North Sands and Walker areas today in order to encourage further comparison.

Alternatively, students could find old photographs of the area in which they live and see what changes are evident and what facts can be drawn from the visual evidence.

