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|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1917 | During World War I Bristol moved vast amounts of men and material through its ports |
| 1928 | In 1928, new grain elevators were intalled at Avonmouth and suction equipment to unload grain ships as fast as possible. New oil and petrol storage facilities were also added. From this time onwards, Avonmouth took over as the main port, able to support larger vessels |
| 1941 | The Royal Edward Dock was enlarged |
| 1972 | Royal Portbury Dock opened opposite the Royal Edward Dock. It has the largest lock opening in the UK |
| 1981 | Last company used Bristol Harbour (a sand company) |
| 1991 | The Bristol Port Company, a private company, bought a 150 year lease for the Avonmouth and Royal Portbury Docks from Bristol City Council |
| 2006 | £330m has been invested in the new docks since 1991 and the annual tonnage throughput has increased from 4m tonnes to 12m tonnes. Among other cargoes (containers, forest products, coal, animal feed, grain, liquids and fresh produce), cars feature significantly. Over 12 million tonnes was handled in 2004 |
| 2007 | The original Bristol Harbour has become a tourist attraction with flats, museums, exhibitions and bars. |



<http://www.about-bristol.co.uk/cty-03.asp>

The 19th century two-storey former tea warehouse, Bush House in Bristol, has become the Arnolfini centre for contemporary arts, with galleries, auditorium and shop plus restaurant.

Port Development

Activities

1. Using the Avonmouth aerial photograph and map, annotate the photograph to show: the river, dock basins, warehouses and motorway.
2. Describe, analyse and explain the technological causes and consequences of port development. What was the significance to the rest of the world?
3. Explain why ports declined, using local examples and local evidence.
4. Look at the video clip on web link 2 and the photo of redevelopment at Bristol.
 - a) Consider how and why port redevelopment can be interpreted differently, for example, environmental views versus commercial development views.
 - b) What type of evidence helps you reach your conclusions and why?
5. Look at the timeline for port development in your local area. Simplify it so it has just 10 main points.
6. Prepare a powerpoint presentation, outlining the development of your local port.
7. Look at the live shipping information (web link 7) on the internet.
 - a) How many different types of vessels are in the Severn Estuary right now?
 - b) How many flags (countries of origin) are there?
 - c) Can you guess what the first five vessels are carrying?
 - d) Now look at the webcam for Queen Alexander Dock in Cardiff. Are there any ships there? How many? What do you think they might be carrying?



Web Links

1. www.localhistories.org/Newport.html (history of Newport)
2. http://www.agor.org.uk/cwm/themes/events/general_strike.asp (the 1926 General Strike)
3. <http://www.bristolhistory.com/?pageid=46114> (port development Bristol)
4. <http://www.abports.co.uk/custinfo/ports/cardiff> (Cardiff exports)
5. <http://members.lycos.co.uk/brisray/bristol/bdocks1.htm> (images of Bristol Docks)
6. <http://www.docksidecranes.co.uk/gallery.php> (video clips of grain at Bristol)
7. <http://www.severnrvts.co.uk> (live shipping movements & web cam in the Severn Estuary)

Port Development - Welsh

Activities

text to come



Web Links

1. www.localhistories.org/Newport.html (history of Newport)
2. http://www.agor.org.uk/cwm/themes/events/general_strike.asp (the 1926 General Strike)
3. <http://www.bristolhistory.com/?pageid=46114> (port development Bristol)
4. <http://www.abports.co.uk/custinfo/ports/cardiff> (Cardiff exports)
5. <http://members.lycos.co.uk/brisray/bristol/bdocks1.htm> (images of Bristol Docks)
6. <http://www.docksidecranes.co.uk/gallery.php> (video clips of grain at Bristol)
7. <http://www.severnvtv.co.uk> (live shipping movements & web cam in the Severn Estuary)



Immigration and Emigration

Teacher's Note:

This section discusses immigration and emigration in the Severn Estuary area from Celtic times to present. In particular it considers:

1. Why people migrate
2. Children and servants brought to Bristol
3. The trans-Atlantic slave trade
4. Children sent to Canada 1869-1939
5. The Somali community in Cardiff
6. Differing perspectives on immigration.

It relates to the following parts of the National Curriculum:

England: 1, 2a,2b, 2c, 2d, 2e, 3a, 3b, 4a, 4b, 5a, 5b, 5c, 6, 7a, 7b, 7c, 7d, 7e, 9, 10, 12, 13

Wales: 1a, 1b, 2a, 2b, 2c, 2d, 3a, 3b, 4a, 4b, 4c, 4d, 4e, 5a, 5b, 5c, 7, 8, 9, 10,11

Teacher's Notes

Immigration and Emigration

Definitions

Immigrate: come to live permanently in a foreign country

Emigrate: leave one's own country in order to settle permanently in another.



Black Firemen aboard a Radcliffe Steamer during the Second World War. Thanks to Amgueddfa Cymru- National Museum Wales

History of Migration in the Severn Estuary Area

Invaded by the Celts and Romans and later by the Normans, the population of South Wales and South West England has regularly evolved over the ages. But people haven't just moved into the area.

In the 16th century, English explorers were sent by the Government to the Caribbean to find a shorter route to the West Indies. Gradually the government became more concerned with establishing overseas colonies, which could provide an outlet for the growing UK population, a source of raw materials for expanding industries and a market for its manufactured goods.

Voluntary mass migration to the Americas took off in the middle of the 19th century following changes in agriculture in Europe. Many people were forced off the land before the industries in the towns were ready to support them. Following the Industrial Revolution, local people emigrated all over the world in search of better prospects and better lives. By 1842 there were 22 Welsh churches in New York.

As the Industrial Revolution took hold of the UK, workers from rural parts of England, Wales and Ireland fed a growing demand for labour in the South Wales coalfields. By 1911, workers from Italy and Spain had joined the industrial workforce, who were prepared to work for less pay than local workers.



Children and Servants Brought to Bristol

Sometimes children born as a result of relationships between wealthy plantation owners and servants or slaves were brought to Bristol to go to school. (see video clip on web link 1).

In the early 1700s black servants and slaves in the household of a rich person were an exotic and unusual status symbol, but by the end of the century as slave revolts became more common in the Caribbean and British courts less tolerant about masters keeping slaves in Britain itself, black servants became unfashionable.

As a result, work became scarce for black people.



Sailor from Sierra Leon. c.1916

http://www.bbc.co.uk/wales/history/sites/black_history/pages/portraits.shtml



<http://www.bafhs.org.uk/shirley/who.htm>

The Aragon sailed from Bristol during the years of 1875-1880 carrying passengers and freight across the Atlantic to Canada and the United States.

Children Sent to Canada

Between 1869 and 1939, over 100,000 British children were sent to live in Canada. Locally, children boarded ships at Newport, Swansea and Bristol.

In 1871 100 of these children, orphaned and deserted, were sent to Canada by Bristol Incorporation of the Poor. Canadian farmers working on isolated farms desperately needed farm labourers and servants. It was considered that the children would benefit from good farm food and healthy fresh air but would also be separated from unsuitable families and friends.

Unfortunately, children were not well supervised and some went missing. As a result, the Board of Guardians insisted that medical checks were carried out on children, wages were paid after the age of 16 and a record should be kept of the name and address of the farmer caring for the child.

Cardiff Example - the Somali Community

Many Somalis were drawn to Cardiff as seamen at the end of the 19th century, shortly after the opening of the Suez canal in Africa, to work in the thriving docks.

Young men came as sailors, encouraged to work hard to earn money to buy livestock back in Somalia. Some bought houses and married local women, while others stayed in boarding houses, worked on ships and regularly visited their families back home in Somalia.

The boarding houses were run by fellow Somalis and provided visiting sailors with their home language and culture.



Philip Vandyke, 1785 "Broad Quay", Bristol
http://www.bbc.co.uk/legacies/immig_emig/england/bristol/article_6.shtml
 Copyright Bristol Museums and Art Gallery

Bristol Example - the Transatlantic Slave Trade

Bristol has had residents from all over the world for hundreds of years. A person of African heritage was recorded as a Bristol resident in 1641. Today Bristol celebrates cultural diversity, but this has not always been the case.

Between 1698 and 1807 the Transatlantic Slave Trade operated out of Bristol. Ships would leave the port, bound for West Africa. Here, slaves were bought and transported to European colonies in North and South America and the West Indies to work on tea, sugar and tobacco plantations. Cargoes were then exchanged for the slaves and brought back to Bristol.

Conditions onboard ships were filthy and dangerous. Prisoners and crew were poorly fed and often became ill from malaria, yellow fever and dysentery. There were no toilets on the ships and slaves were often chained below deck.

Although the trading of slaves in Britain's colonies ended in 1807, slaves already working had to remain in their positions until 1833 when an act freeing them was passed. This act also compensated their "owners" for their freedom.

Why People Migrate- Push and Pull Factors

People move because of push factors and pull factors. Push factors include low standards of living, poor wages or lack of work in the original country, poor standards of education, war and persecution.

In recent years, people have emigrated as part of their work for organisations with overseas offices, or to retire to countries with better climates. Some people emigrate to avoid arrest or to be with a husband or wife.

Pull factors are the opposite of push factors and attract people to an area.

Differing Perspectives on Immigration

Immigration is a major political issue in the UK. Some people argue that it is necessary to ensure an adequate labour supply, while others argue that immigrants take jobs, use government services and receive government benefits that local people should get.

Some people say that having a broad cultural diversity (people from lots of cultural backgrounds) is a good thing, while others worry that it will wear away local cultures and national identity. There are also concerns, especially in Europe, of the environmental impact of rapid population growth.

One of the UK government responses to mass immigration is to encourage immigrants to become part of the national community by learning the English language and passing a "Life in the UK" test.



Emigration poster. Cardiff- New York 1875.
Thanks to Amgueddfa Cymru- National Museum Wales

Immigration and Emigration

Activities

1. With reference to web link 1, complete this paragraph.... I thought the slave trade built up the British economy because....
2. Listen to the radio clip on web link 2. Complete this paragraph I don't think Britain should have been involved in the slave trade because.....
3. Write a short radio article (3 minutes) about the experiences of an imaginary slave, taken from West Africa and transported to America to work on a coffee plantation. Describe what happened after he/ she was freed in 1833.
4. Look at web link 3. How would you feel if you emigrated to Somalia? What would you expect your experiences to be? Would they be the same as for a Somalian moving to where you live?
5. Look at web link 4. Do you think it was right to send children to Canada? Why/ why not?
6. Write down the names of three local streets with foreign placenames, Eg Canada Road.
7. Ask your relatives if they know of any ancestors that moved into or out of the country. Why did they move? Did they have any tales to tell?



Web Links

1. http://www.bbc.co.uk/legacies/immig_emig/england/bristol/index.shtml (Bristol multiculturalism and the slave trade)
2. http://www.bbc.co.uk/wales/history/sites/black_history/pages/tiger_bay.shtml (audio clips of immigration in Tiger Bay)
3. http://www.bbc.co.uk/legacies/immig_emig/wales/w_se/article_2.shtml (Somali community in Cardiff)
4. <http://www.bafhs.org.uk/shirley/can.htm> (Bristol Home children, sent to Canada to live between 1869 and 1939)
5. <http://www.historyfootsteps.net/> (video clips etc about Bristol slave trade)
6. http://www.bbc.co.uk/videonation/articles//leicester_immigration.shtml (video clip of Angela, an immigrant from Bristol to Canada)
7. <http://www.bhac.org/> (Butetown History and Arts Centre)



Immigration and Emigration

Activities - Welsh

Text to come



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1. http://www.bbc.co.uk/legacies/immig_emig/england/bristol/index.shtml (Bristol multiculturalism and the slave trade)
2. http://www.bbc.co.uk/wales/history/sites/black_history/pages/tiger_bay.shtml (audio clips of immigration in Tiger Bay)
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7. <http://www.bhac.org/> (Butetown History and Arts Centre)

Shipwrecks and Preservation

Teacher's Note:

This section discusses shipwrecks found in the Severn Estuary and gives examples of the Newport Ship and the SS Great Britain . It also considers:

1. What shipwrecks can tell us
2. Causes of shipwrecks
3. How wrecks are preserved
4. How wrecks are protected by law.

It relates to the following parts of the National Curriculum:

England: 1, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 4a, 4b, 5a, 5b, 5c, 6, 7a, 7c, 7d, 7e, 8, 9, 10, 11, 13

Wales: 1a, 1b, 2a, 2b, 2c, 2d, 3a, 3b, 4a, 4b, 4c, 4d, 4e, 5a, 5b, 5c, 6, 7, 8, 9, 10, 11

Shipwrecks and Preservation

Shipwrecks and Preservation

Definitions

Ship wreck: the destruction of a ship at sea by sinking or breaking up.

Preservation: is the protection or treatment of remains to prevent further degradation or damage.



The ACL, a French brigantine, went aground off Woolacombe in 1894 (Ilfracombe Museum ILFCM 2986)

<http://www.01271-ilfracombe.co.uk/WRECKS.htm>



A wreck that made the national news was the battleship HMS Montagu, 14,000 tons, built in 1901. Whilst on exercise in May 1906, she grounded on Shutter Rock, off Lundy in dense fog. To assist salvage, a ropeway was hung from the deck to the top of the cliffs. Thanks to Amgueddfa Cymru- National Museum Wales

What can shipwrecks tell us?

Shipwrecks provide us with information about the design, development of ship-building methods and ship types, the materials used and the operation of all kinds of craft. But they are also more than just the remains of a boat. They give us clues about the wider topics of economics, trade, communication and domestic life of people in the past.

Causes

Ships are lost for many reasons, including:

- failure of the ship's equipment
- navigation errors and other human errors, leading to collisions or running aground
- bad weather and rough seas
- warfare, piracy, mutiny, or sabotage
- fire.



Terra Nova, 1910. Thanks to Amgueddfa Cymru - National Museum Wales

Ye John and SS Orianda

One of the earliest recorded shipwrecks in North Devon was in 1654, when ye John foundered at the mouth of Ilfracombe harbour and nine people were drowned. Several other ships were wrecked around Ilfracombe towards the end of the 17th century, including the 350 ton Arms of Bristol, and a transport ship bringing troops home from Ireland, with over 150 drowned.

In 1907 the SS Orianda on route from Cardiff to Italy collided with the Heliopolis off Nash Point, and quickly began to sink. The SS Ebba of Stockholm, and Barry pilot John Sparkes managed to rescue five members of its crew, but fourteen were lost. The five survivors were later brought into Barry Docks.

Did You Know???

Some ships were deliberately wrecked by locals who lit fires along the shores to fool captains into "safe harbour". Once wrecked, they would then collect cargoes from the vessels for their own use or to sell.

Figureheads Used as Firewood

According to Tom Clemett's History of Barry (web link 1), the Nova Scotia, thought to be a sister ship to Captain Scott's Terra Nova, ran aground and was wrecked on Sully beach around 1916. Her cargo of coal washed up for miles around.

A local resident and her brother made several trips to fetch coal, taking it back to Cadoxton, a journey of about 2 to 3 miles. On one trip to the wreck she found the figurehead and took it home. Her grandfather, short of firewood, later cut it up and used it to light the fire. He said that "it was a lovely bit of pine and burnt well".

How Wrecks are Preserved Under Water

Many factors determine how well a wreck is preserved:

- the material used to build the ship
- what caused the ship to sink
- the depth of water
- the temperature of the water
- the strength of tidal currents
- the presence of marine animals that eat away at the ship
- the salinity of the water.

How Wrecks are Preserved Ashore

Ships and their contents can be preserved in many ways, for example:

- **Wood:** can be soaked in a fungicide and then freeze-dried
- **Bone and ivory:** can be soaked in an organic solvent
- **Ceramics:** can be cleaned, desalinated, dried, and sorted
- **Metal Ingots and artifacts:** can be washed in large outdoor storage tanks filled with rainwater
- **Glass:** can be supported with silicon.

Paddle Steamer Cambria ashore at Ilfracombe, July 12 1926. Thanks to Amgueddfa Cymru/ National Museum Wales



Protecting Shipwrecks

Shipwrecks are protected by law under the Ancient Monuments and Archaeological Areas Act 1979, the Protection of Wrecks Act 1973 and the Protection of Military Remains Act 1986.

The wreck of the 19th century Louisa (important because it bridges the period between timber and iron vessels) in Cardiff Bay is an Ancient Monument. The Iona II which sank in 1864 and the Gull Rock which sank in the fifteenth century on Lundy Island are also protected, this time under the Protection of Wrecks Act, which means that there is an exclusion zone around the wreck site where activities are limited.

Evidence: The Newport Ship

In 2002 the well preserved remains of a medieval ship were discovered during excavation works for a new Arts Centre on the banks of the River Usk in Newport. It is the most complete example of a ship of the fifteenth century surviving in Northern Europe.

Although it is likely that the ship originated from Portugal, it may have been sold to foreign owners. It may have been used as transport for Welsh archers during the Hundred Years War, or could have been involved in the Wars of the Roses.

Finds recovered from within the vessel include 15th century coins, Portuguese pottery, a comb, stone cannon balls and engraved brass straps.



A comb and metal strip found aboard the Newport Ship

<http://www.thenewportship.com/ship/index.html#Artefacts>



Excavation of the Newport Ship in 2002

Two combs were found on the Newport ship. One side could have been for detangling hair but the other side, with more tightly spaced teeth would have been used for removing lice. In medieval times, there would have been no hot running water, so close contact would have meant lice were widespread.



The Newport Ship is made up of over 1700 pieces and has been transferred to water storage tanks for cleaning and analysis. A post-excavation assessment is currently being undertaken. Some timbers are being cleaned and recorded in great detail before they can be properly conserved. The remains will tell specialists how the ship was constructed and how much cargo the ship could have carried. Even mud from around the ship will be sampled to find out what environmental conditions were like at the time.

Plans are being developed to reconstruct the ship and display it in the basement of the theatre built next to the site where it was found. This will take many years.

Evidence: The SS Great Britain

History

The SS Great Britain was built in 1845 and designed by Isambard Kingdom Brunel. It was originally a luxury trans-Atlantic passenger liner with the world's first rotating propeller. She was also used as an emigrant clipper, a troop ship, a windjammer and a coal hulk, before being purposely sunk off the coast of the Falkland Islands. In 1970, she was refloated and towed across the Atlantic Ocean to Bristol. It took 35 years to complete the restoration to her former glory.



The hull of the SS Great Britain.
Thanks to Neil Stevenson.



Beneath the Sea of Glass.
Thanks to Neil Stevenson.

Sea of Glass

A "glass sea" has been built at the ship's water line to provide the roof of a giant airtight chamber surrounding the ship's lower hull. Beneath the glass plate, moisture is removed from the air using special dehumidification equipment. In this dry environment, the hull will no longer corrode.



On the deck of the SS Great Britain.
Thanks to Neil Stevenson.

Smells of the 19th Century

The "glass sea" is covered with a thin layer of water, so the ship appears to be floating. Visitors can walk beneath it into a dry dock, to see the ship's hull and propeller. Visitors can also walk around the ship, smell scents of traditional life and see and hear everything a passenger in the 1880s would have experienced.

Shipwrecks and Preservation

Activities

1. Imagine you are a diver on a seventeenth century military wreck. Draw pictures of the artefacts you have discovered and write about how you might preserve them.
2. Why is it important to preserve evidence found on shipwrecks?
3. Write a newspaper article outlining how you felt and what you did as a crew member of a ship sinking half a mile offshore in the Severn Estuary.
4. Complete a timeline of the SS Great Britain- insert notes of local events
5. Imagine you are the Newport Ship, sailing across the oceans being eaten by worms, with barnacles stuck to you. The crew might treat you badly and you might have to sail through storms. What were the crew doing? Playing board games? Scrubbing the decks? Life on board would not have been very hygienic- how would people have washed and gone to the toilet? Write a diary entry of a bad day!
6. Using web link 1, find out about the story of the Verajean, beached off Rhoose in 1908. Present the main points via Powerpoint to the rest of the class.



Web Links

1. <http://www.barrywales.co.uk/tomclemett/shipwrecks.asp> (Stories of south Wales shipwrecks)
2. <http://www.thenewportship.com> (The Newport Ship)
3. <http://www.ssgreatbritain.org> (The SS Great Britain)
4. <http://www.thesextant.org> (underwater maritime historians and archaeologists)
5. <http://www.cadw.wales.gov.uk/default.asp?id=111> (CADW- welsh protection of historical artefacts and culture)
6. <http://www.01271-ilfracombe.co.uk/WRECKS.htm> (Ilfracombe wrecks)



Shipwrecks and Preservation

Activities - Cymraeg

Text to come.



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1. <http://www.barrywales.co.uk/tomclemett/shipwrecks.asp> (Stories of south Wales shipwrecks)
2. <http://www.thenewportship.com> (The Newport Ship)
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6. <http://www.01271-ilfracombe.co.uk/WRECKS.htm> (Ilfracombe wrecks)

Work and Life

Teacher's Note:

This section discusses work and life around the Severn Estuary. It particularly considers:

1. The Captain
2. Crew
3. Pilot
4. Slaves
5. Tippers, Trimmes and Dockers
6. Lifeboatmen
7. Women
8. Fishermen

It relates to the following parts of the National Curriculum:

England: 1, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 4a, 4b, 5a, 5b, 5c, 6, 7a, 7c, 7d, 7e, 8, 9, 10, 11, 13

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Teacher's Notes

Work and Life

Introduction

The work and life of the people living around the Severn estuary has changed over the centuries. Clues have been left in the form of remains of old buildings, shipwrecks, pottery, coins and tools, as well as in the form of evidence in books, photos, paintings, newspaper articles and tales passed from generation to generation.

The Captain

A ship's captain would have been experienced, well paid, and fair but firm with the crew to avoid mutiny.

John Cabot (approx. 1450-1499) was an Italian-born English explorer and navigator. He came to Bristol with his family in 1484, to try to persuade merchants in Bristol to pay for an exploration. In 1496 Cabot started out from Bristol, but got no further than Iceland and was forced to return because of disputes with the crew.

On a second voyage Cabot had 18 crew and used the Matthew, a small ship (50 tons), but fast and able. He sailed west with the intention of finding China or Japan. Instead, after a month at sea, he discovered the "New Founde Landes" which we now know as Newfoundland, Canada. After anchoring his ship off the coast of this new land, he rowed ashore and planted a cross, the banners of King Henry VII of England, the Pope and St Mark, the patron saint of Venice.

The importance of Cabot, and subsequent voyages cannot be underestimated. The cod trade from Newfoundland back to Europe was initiated, and transatlantic colonies were to be set up over the next few hundred years.

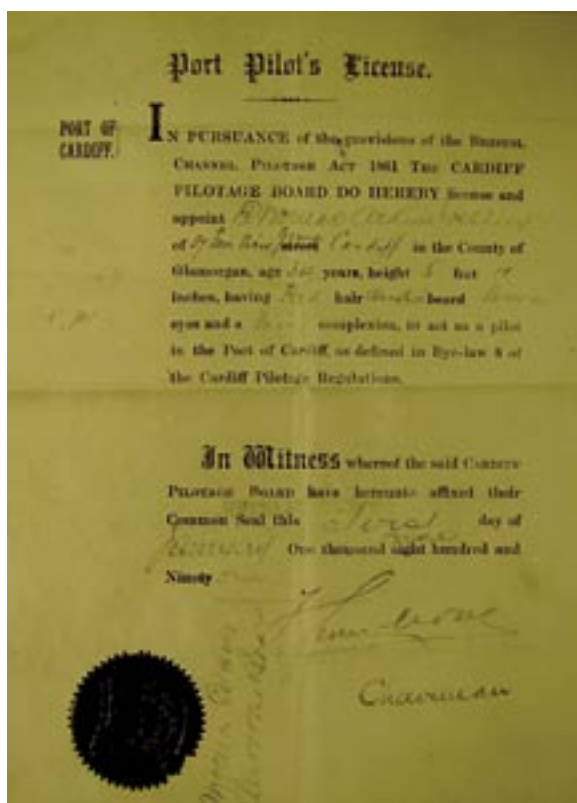


Lieutenant Evans and Captain Scott onboard the Terra Nova. June 1910. Thanks to Amgueddfa Cymru/ National Museum Wales

On 15 June 1910 Captain Robert Falcon Scott sailed on the Terra Nova from Cardiff to Antarctica. A few miles from the Pole, however, Scott's party found that a Norwegian expedition led by Roald Amundsen had got there first. Scott and his four men then faced a 700-mile trek back to the winter base. None survived.



Crew of the paddle steamer Marchioness with Captain James Domican. Thanks to Amgueddfa Cymru - National Museum Wales



Port Pilot's License, January 1901.
Thanks to Amgueddfa Cymru - National Museum Wales

Crew

Conditions at sea for crew up until the end of the 18th century were very poor. Many were forced to work as crew by “press-gangs” who searched the streets at night, collecting drunks, ready for voyages the next day. Their diet would have consisted of dried biscuits, salted pork, dried peas and beans. Fresh water and vegetables were always sought as water in ships casks became rancid and infected with bacteria within a few weeks of leaving port. Scurvy, a disease caused by a lack of vitamin ‘C’ in fresh fruit and vegetables was a great curse. It often led to spots on the skin, spongy gums, bleeding and eventually death.

As well as poor food, low pay, lice, cramped living conditions and shifts of four hours on and four hours off, crew lived with the constant threat of injury, being swept overboard, shipwreck and piracy.

Rich merchants were willing to risk men’s lives to open up new trading grounds and find new routes to foreign trading destinations.

Pilot

The pilot’s job was to seek incoming ships and provide passage, or ‘pilotage’ to their destination. Bristol was the first to commission a fleet of pilot cutters in 1611 and various acts were passed over the years. In 1861 the ports of Cardiff, Newport and Gloucester were granted the right to appoint their own pilots. Barry docks began to appoint it’s own pilots in 1889.



Slaves

Slaves were captured, particularly in the seventeenth century and were traded in colonies in return for products such as sugar and tobacco. Slaves were not paid and were forced to work, often in poor conditions, although this was nothing in comparison to conditions onboard transporter ships. The awful conditions for slaves being transported from Africa to the West Indies resulted in incredible misery and high death rates.

During a typical 12 month trip from Bristol to Africa, to the Americas (New World) and back to Bristol, about 80 slaves would have died. Conditions onboard ships were filthy and dangerous. There were no washing or toilet facilities, very little food or water and no heating. Captains of slave ships had a reputation for cruelty, and both crew and African slaves suffered.

Tippers, Trimmers and Dockers

In the docks, coal was handled by two groups of workers, the tippers and the trimmers.

The tippers worked on the dockside, and operated the machinery that tipped coal from the railway trucks into the ship's hold. They were employed by the dock company and paid by the hour.

Trimmers then redistributed the coal within the ship's hold so that the ship would be evenly balanced. There were three groups of trimmers- foremen, gangmen and hobblers. A foreman was in charge of a number of gangs, made up of gangmen. These would be helped by extra workmen called hobblers. The hobblers were poorly paid, often out of work, and wanted the same rate as the gangmen. Naturally there was conflict.

Many tippers and trimmers were from Ireland, who had previously worked in constructing docks and quays. They lived in awful conditions in whitewashed wooden huts. Sleeping, eating and cooking took place in just one room. Their working conditions at the docks were so poor that they were forced to strike.

The work of tippers, trimmers and construction workers was very dangerous. During the extension of Alexandra Dock in 1909, heavy rainfall caused the collapse of a trench, resulting in the death of 39 men.

Lifeboatmen

Royal National Lifeboat Institution (RNLi) Lifeboat stations currently exist at Penarth, Barry, Minehead, Weston Super Mare and Burnham on Sea. Severn Area Rescue (SARA) facilities also exist at Beachley, Sharpness and Wyre Forest. RNLi lifeboat stations are run by volunteers. Lifeboatmen rescue those in danger along the shores of the estuary or at sea.

The work of lifeboatmen is very dangerous. In 1910 Crew Member W Slade of Minehead died from exposure after a service and in 1941, a bomb exploded, killing two crewmen, also from Minehead.



Female dockers in the Second World War.
Thanks to Amgueddfa Cymru- National Museum Wales

Women

Although women were traditionally responsible for looking after the home and family, they became a vital workforce during the war effort. Many worked in factories, on farms and on the dockside.

Fishermen

The waters of the Severn Estuary are among the most dangerous in Wales but this has not deterred generations of fishermen from fishing its rich waters for salmon, shrimp, eels and shad.

Traditional methods of catching fish have included use of putcher ranks, stopping boats, putts, drift nets and lave nets. Sadly the latter is the only method to have survived into the 21st-century.



Aboard Neale and West Trawler Iwate. Preparing a "Peter Carey" type trawl net. Thanks to Amgueddfa Cymru- National Museum Wales



Work and Life

Activities

1. Develop a short video/ play about the different roles of crew onboard a ship in 1850. What do they see, what do they smell, what do they eat and where do they sleep?
2. Develop a board/ video game where players act as pilots and compete to “win” more merchant vessels than their competitors. Threats could include wind, waves, tides, fog, other vessels, technology etc. The winner is the pilot who escorts the most vessels in a one week period.
3. Compare the life of a woman in 2007 with a woman from 1907. How many hours a day would she work? What sorts of things might she do in the day? What equipment/ machinery might she use?
4. Imagine you are a ship’s captain in 1790 tasked with exploring the world. Where would you go and what would you hope to find?



Web Links

1. http://www.nli.org.uk/nli_near_you/southwest/division_map (map of lifeboat stations)
2. <http://www.sara-rescue.org.uk/stations.htm>
3. <http://www.walespast.com/article.shtml?id=63> (fishing methods in the Severn)

Work and Life

Activities - Welsh

Text to come.



Web Links

1. http://www.rnli.org.uk/rnli_near_you/southwest/division_map (map of lifeboat stations)
2. <http://www.sara-rescue.org.uk/stations.htm>
3. <http://www.walespast.com/article.shtml?id=63> (fishing methods in the Severn)



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